



National Unit Specification

General information

Unit title: Non-alcoholic Beverages (SCQF level 5)

Unit code: J1S9 45

Superclass: NB

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Source: Scottish Qualifications Authority

Version: 01

Unit purpose

This unit will introduce learners to a range of non-alcoholic beverages. Learners will identify, prepare and serve a range of popular hot and cold non-alcoholic beverages.

It is recommended that the delivery of this unit is integrated with other Food and Drink Service units at an appropriate level.

This unit is suitable for learners with no previous experience.

This unit is an optional unit in the National Progression Awards (NPA) in Hospitality and the National Certificates (NC) in Hospitality Operations at SCQF levels 5 and 6. It can also be delivered as a freestanding unit.

Outcomes

On successful completion of the unit the learner will be able to:

- 1 Identify a range of non-alcoholic beverages, their service requirements and storage conditions.
- 2 Prepare and serve a range of non-alcoholic beverages.

Credit points and level

1 National Unit credit at SCQF level 5: (6 SCQF credit points at SCQF level 5)

Recommended entry to the unit

Entry is at the discretion of the centre.

National Unit Specification: General information (cont)

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Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the support notes for this unit specification.

There is no automatic certification of Core Skills or Core Skill components in this unit.

Context for delivery

If this unit is delivered as part of a group award, it is recommended that it should be taught and assessed within the subject area of the group award to which it contributes.

The Assessment Support Pack (ASP) for this unit provides assessment and marking guidelines that exemplify the national standard for achievement. It is a valid, reliable and practicable assessment. Centres wishing to develop their own assessments should refer to the ASP to ensure a comparable standard. A list of existing ASPs is available to download from SQA's website (<http://www.sqa.org.uk/sqa/46233.2769.html>).

Equality and inclusion

This unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

National Unit Specification: Statement of standards

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

Outcome 1

Identify a range of non-alcoholic beverages, their service requirements and storage conditions.

Performance criteria

- (a) Identify a range of hot and cold beverages
- (b) Outline the service requirements for a range of hot and cold beverages
- (c) State the storage conditions for a range of hot and cold beverages

Outcome 2

Prepare and serve a range of non-alcoholic beverages.

Performance criteria

- (a) Prepare and serve a range of hot beverages
- (b) Prepare and serve a range of cold beverages
- (c) Offer appropriate accompaniments for the beverages being served
- (d) Correctly store commodities after use
- (e) Demonstrate safe and hygienic working practices

National Unit Specification: Statement of standards (cont)

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Evidence requirements for this unit

Evidence is required to demonstrate that learners have achieved all outcomes and performance criteria.

Written/oral and performance evidence is required for this unit.

- ◆ Written/oral evidence is required to demonstrate knowledge and understanding of a range of hot and cold non-alcoholic beverages
- ◆ Practical activities should be carried out under supervision in a training restaurant, realistic working environment or workplace and provide opportunities to demonstrate good working practices
- ◆ An assessor observation checklist must be completed for each learner and retained as evidence of performance

Outcome 1 — Written/oral evidence

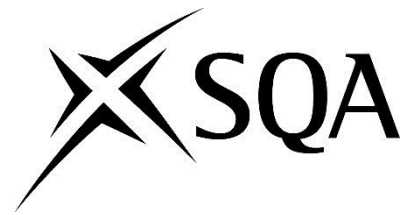
Learners are required to:

- ◆ Identify different types of hot beverage, should include:
 - Two varieties of tea
 - Two styles of coffee
 - One fruit infusion
 - One milk-based drink
- ◆ Identify different types of cold beverage, should include:
 - Fruit juice
 - Squash/cordial
 - Still/sparkling water
 - Carbonated drinks
 - Smoothies
 - Fruit-based mocktails
 - Iced tea/coffee
 - Non-alcoholic beer
 - Non-alcoholic wine
 - Non-alcoholic spirits
- ◆ State the storage conditions for each beverage
- ◆ Outline how each beverage should be served
- ◆ Identify appropriate accompaniments for each beverage

Outcome 2

Learners are required to demonstrate that they can:

- ◆ Prepare and serve a minimum of two types of hot beverage
- ◆ Prepare and serve a minimum of three cold beverages
- ◆ Prepare and serve a minimum of one non-alcoholic beer/wine/spirit
- ◆ Offer appropriate accompaniments for each beverage served
- ◆ Correctly store all commodities after use
- ◆ Work in a safe and hygienic manner



National Unit Support Notes

Unit title: Non-alcoholic Beverages (SCQF level 5)

Unit support notes are offered as guidance and are not mandatory.

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

Guidance on the content and context for this unit

This unit is designed to introduce learners to the types, storage and service of a range of non-alcoholic beverages. These form a large part of the service offered to customers in the hospitality sector. The range of hot and cold non-alcoholic beverages should focus on the more popular types and cover the following:

Tea (loose leaf, tea bags, powdered instant)

◆ **Types**

- Black
- Green
- White
- Oolong
- Decaffeinated
- Fruit infusions

◆ **Varieties**

- Assam
- Darjeeling
- Earl Grey

Coffee (beans, grinds, instant granules and powdered)

◆ **Types**

- Kenya
- Brazil
- Columbia
- Hawaii
- Pre-mixed commercial blends

◆ **Varieties**

- Arabica
- Robusta
- Blue Mountain

◆ **Styles**

- Espresso
- Americano
- Cappuccino
- Latte
- Mocha

National Unit Support Notes (cont)

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Milk-based

- ◆ Drinking chocolate
- ◆ Cocoa
- ◆ Malted milk drinks

Cold beverages

- ◆ Fruit juices
- ◆ Squash/cordial
- ◆ Still and sparkling water
- ◆ Mineral waters
- ◆ Carbonated drinks
- ◆ Smoothies
- ◆ Fruit-based mocktails
- ◆ Iced teas/coffees
- ◆ Non-alcoholic beers
- ◆ Non-alcoholic wines
- ◆ Non-alcoholic spirit alternatives

Preparing and serving a range of hot and cold beverages should cover:

Teas and coffee

- ◆ Production methods for large and small quantities
- ◆ Flowing recommended quantities
- ◆ Water temperature critical
- ◆ Infusion times

Service of tea

- ◆ Serve with accompanying hot water
- ◆ Tea pot and water left on table
- ◆ Sugar, milk and/or lemon offered
- ◆ All equipment to be clean and polished

Service of coffee

- ◆ Various service styles possible including cafetière
- ◆ Sugar and cream or milk offered where appropriate
- ◆ All equipment to be clean and polished where appropriate

Milk-based beverages

- ◆ Importance of following manufacturers' instructions
- ◆ Recommended quantities to use
- ◆ Types of accompaniments for different drinks (eg, marshmallows with hot chocolate)

National Unit Support Notes (cont)

Unit title: Non-alcoholic Beverages (SCQF level 5)

Juices, squash/cordials, still/sparkling waters, carbonated drinks, smoothies, mocktails

- ◆ Importance of following manufacturers instruction for dilution
- ◆ Recommended quantities to use
- ◆ Mixology
- ◆ Dispensed in clean and polished glass
- ◆ Ice offered if appropriate

Non-alcoholic beers, wines and spirits

- ◆ Importance of following manufacturers instruction for dilution
- ◆ Recommended quantities to use
- ◆ Mixology
- ◆ Select the correct glassware for the beverage
- ◆ Present open and serve the non-alcoholic wine correctly
- ◆ Serve a range of non-alcoholic spirits correctly
- ◆ Offer a range of mixers where appropriate
- ◆ Pour non-alcoholic beers correctly

The service temperature must be appropriate for all drinks — cold or iced drinks must be served cold; hot beverages must be served hot. All commodities must be stored correctly after use.

The importance of working in a safe and hygienic manner at all times should be stressed.

Guidance on approaches to delivery of this unit

The requirements for the unit should be discussed with learners as part of the induction to the unit. The main approach to learning and teaching should be practical and experiential. Learners should be encouraged to learn through a variety of activities that are designed to enhance their awareness of the knowledge, work and skills involved in identifying, preparing and serving a range of popular hot and cold non-alcoholic beverages.

Each part of teaching/learning should incorporate both theory and practice to facilitate learning, and all outcomes should, where possible, be integrated so that the learner experience is holistic.

The development of safe and hygienic working practices must be emphasised. Learners should be given clear instructions for each task to ensure that they are fully aware of what is expected of them.

Outcome 2 could be integrated with any food service unit at an appropriate level.

During practical sessions, learners should experience workplace conditions and should be encouraged to perform tasks and conduct themselves in a manner appropriate to the workplace. It is important to encourage learners throughout delivery of the unit to evaluate their own work and progress. They should be encouraged to seek advice and set themselves goals to build competence and confidence.

National Unit Support Notes (cont)

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The unit, therefore, should incorporate a variety of approaches to teaching and learning and may include:

- ◆ Tutor demonstrations
- ◆ Practical activities
- ◆ Tasting sessions
- ◆ A variety of resource materials
- ◆ Structured worksheets

Practical activities should be carried out either in a training restaurant, realistic working environment or the workplace. This will involve working with others as part of a team and will develop skills and good working practices.

Guidance on approaches to assessment of this unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

Outcome 1 could be assessed using a pro forma containing questions on the range of hot and cold beverages with sections for learners to record their knowledge and understanding of the preparation, service, storage requirements and appropriate accompaniments for different beverages. Alternatively, multiple-choice or short answer questions could be used.

Assessment of Outcome 2 should be carried out under supervision in a training restaurant, realistic working environment or workplace and an assessor observation checklist completed for each learner and retained as evidence of performance.

Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the evidence requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

National Unit Support Notes (cont)

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Opportunities for developing Core and other essential skills

Information and Communication Technology: Accessing Information at SCQF level 4

Learners are likely to use the internet to investigate different types of non-alcoholic beverages, their storage conditions, how they should be served and suitable accompaniments for them. Therefore, they will be demonstrating the Core Skill component of Accessing Information level 4.

Problem Solving: Critical Thinking at SCQF level 4

For both outcomes, learners are required to identify, prepare and serve a range of non-alcoholic beverages. This will involve matching the correct storage conditions, service requirements and suitable accompaniment for each type of beverage. In doing so learners will be demonstrating the Core Skill component of Critical Thinking at SCQF level 4.

History of changes to unit

Version	Description of change	Date

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General information for learners

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This section will help you decide whether this is the unit for you by explaining what the unit is about, what you should know or be able to do before you start, what you will need to do during the unit and opportunities for further learning and employment.

This unit will enable you to develop the knowledge and practical skills needed to serve a range of non-alcoholic beverages. You will find out about popular hot and cold non-alcoholic beverages, their storage conditions and how they should be served. You will then have the opportunity to prepare and serve hot and cold non-alcoholic beverages in a hospitality environment.

You do not need to have previous experience to undertake this unit. On completion of this unit, you will be able to progress to other Food and Beverage Service units at SCQF level 5/6.

Completion of this unit will also enable you to develop the following Core Skills:

- ◆ *Information and Communication Technology: Accessing Information* at SCQF level 4
- ◆ *Problem Solving: Critical Thinking* at SCQF level 4