



National Unit Specification

General information

Unit title: Alcoholic Beverages (SCQF level 5)

Unit code: J1SA 45

Superclass: NB

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Version: 01

Unit purpose

This unit will introduce learners to a range of alcoholic beverages and their methods of production. Learners will also have the opportunity to serve a selection of alcoholic beverages. It is suitable for learners with no previous experience.

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

This unit is an optional unit in the National Progression Award (NPA) in Hospitality at SCQF level 5 and the National Certificate (NC) in Hospitality Operations at SCQF levels 5. 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 alcoholic beverages, their base materials and characteristics.
- 2 Prepare and serve a range of alcoholic beverages.

Credit points and level

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

National Unit Specification: General information (cont)

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Recommended entry to the unit

Entry is at the discretion of the centre but learners will benefit from:

- ◆ Experience of working in the hospitality industry
- ◆ Undertaking the two hours mandatory training for staff working in licensed premises

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

Unit title: Alcoholic Beverages (SCQF level 5)

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 alcoholic beverages, their base materials and characteristics.

Performance criteria

- (a) Identify a range of wines in terms of colour and their base materials
- (b) Describe characteristics of a range of wines
- (c) Identify a range of beers and ciders and their base materials
- (d) Describe the characteristics of a range of beers and ciders
- (e) Identify a range of spirits and the base materials used in the distillation process
- (f) Describe the characteristics of a range of spirits
- (g) Create a drinks descriptive drinks menu

Outcome 2

Prepare and serve a range of alcoholic beverages.

Performance criteria

- (a) Select the correct glassware for the beverage to be served
- (b) Pour and serve a range of alcoholic beverages correctly
- (c) Offer appropriate accompaniments
- (d) Demonstrate safe and hygienic working practices

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 limited range of 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

National Unit Specification: Statement of standards (cont)

Unit title: Alcoholic Beverages (SCQF level 5)

Outcome 1 — Written/oral evidence

Learners are required to:

- ◆ Identify three types of wine in terms of colour and base materials and describe the characteristics of each
- ◆ Identify two styles of beer and one cider and their base materials and describe the characteristics of each
- ◆ Identify three spirits and the base materials used in the distillation process and describe the characteristics of each
- ◆ Create a descriptive drinks menu using the drinks identified above

The alcoholic beverages should include:

Wines	Beers and ciders	Spirits
Red	Ale	Whisky
White	Stout	Gin
Rosé	Lager	Vodka
Sparkling	Cider	Brandy
		Rum

Evidence should be generated under open-book supervised conditions.

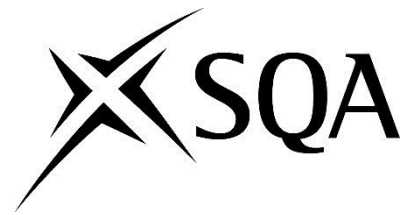
Outcome 2 — Performance evidence

Learners are required to demonstrate that they can:

- ◆ Select the correct glassware for the beverage to be served
- ◆ Present, open and serve a range of wines correctly
- ◆ Serve a range of spirits correctly offering appropriate accompaniments
- ◆ Pour and serve beers/cider correctly
- ◆ Carry out service in a safe and hygienic manner

Learners should prepare and serve a minimum of:

- ◆ Two types of wine
- ◆ Two spirits
- ◆ One beer/cider



National Unit Support Notes

Unit title: 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 alcoholic beverages, which forms a large part of the products offered for sale in the hospitality industry.

This should be viewed as an introduction to the types, base materials and characteristics involved and service of standard alcoholic beverages. As such it is not necessary to explore the process involved in great detail. It is sufficient to stress the general concepts involved.

This unit may be particularly useful if offered in tandem with a food service unit.

In terms of production, at this level it is appropriate to restrict the range of products; however it can be stressed that all alcoholic beverages begin life by the process of fermentation.

Fermentation in its simplest form is the chemical reaction when sugars (plant, vegetable or fruit) react with yeast dissolved in water. Over time the sugar is converted into alcohol, it is therefore reasonable to suggest that the sweeter the solution the more alcohol will be produced.

Outcome 1

Wine

- ◆ Generally accepted definition of wine
- ◆ Grape variety — show learners that some producers prefer to name the grape variety on the wine label and that others do not, preferring instead to highlight the place name
- ◆ Introduce the concept that the same grape variety grown in different countries will often result in different wine styles
- ◆ Without being too technical show that still wine means that no carbon dioxide has been trapped or produced in the wine
- ◆ Wine colours can be deceiving:
 - Red wines may have a proportion of white grapes in the blend
 - White wines can be produced from black grapes
 - Rosé wines are made by restricting the 'skin contact' time of black grapes

National Unit Support Notes (cont)

Unit title: Alcoholic Beverages (SCQF level 5)

Wine production

- ◆ Red, white and rosé
- ◆ Differentials involving the grape type and colour, effect of tannin
- ◆ Production involving picking, crushing, fermentation, racking and ageing
- ◆ Use of skin contact — white wine from black grapes
- ◆ The killing of the yeast above 16% ABV
- ◆ Use of oak and stainless steel
- ◆ Use of a second fermentation to create carbon dioxide which can be trapped to create sparkling wine

Beers

- ◆ Explain the importance of each of the elements in beer making
- ◆ Show how the depth of colour in a beer is achieved

Beer production

- ◆ Again, as has been shown other beverages, beers start off as a fermented mix of malted barley, water, yeast and hops
- ◆ The brewing process is similar to producing tea. All the ingredients, with the exception of the yeast, are brought to the boil and allowed to infuse, delivering particular flavours to the brew
- ◆ After rapid cooling the yeast is introduced and the fermentation begins
- ◆ After fermentation the beer is cleared of residue and is ready for storage either in kegs, casks or bottles
- ◆ Varieties:
 - Lager, ales and stouts are differentiated by the time and temperature requirements of the yeast used in the production
 - Ales are warm fermented
 - Lagers are cold fermented and take longer to use up the sugars

Cider

- ◆ Explain how cider is made in terms of base materials and the fermentation process

Cider production

- ◆ Ripe apples are picked
- ◆ The apples are crushed to a pulp
- ◆ The juice is squeezed out of the pulp
- ◆ Fermentation occurs with wild or added yeast
- ◆ Some are bottled immediately, others are left to mature for a few months

National Unit Support Notes (cont)

Unit title: Alcoholic Beverages (SCQF level 5)

Spirits

- ◆ Discuss the base materials used in spirit production
- ◆ Explain how spirits become coloured, both naturally and by the addition of colourings
- ◆ Show and explain how common spirits are flavoured, both naturally and by the addition of flavourings
- ◆ Explain and expand upon the difference between malt and grain whisky

Spirit production/process of distillation

- ◆ Similar to wine making the process begins by fermenting a solution of sugary liquid
- ◆ The liquid can be made using a variety of fruit, grain and vegetables with yeast added, for example:
 - Malted barley for malt whisky
 - Grape juice for brandy
 - Potatoes for vodka
- ◆ Fermentation over a controlled time
- ◆ The liquids are then heated and the resulting steam is condensed back to liquid and gathered
- ◆ The number of times the distillation process is undertaken depends on the end product:
 - Usually Scotch whisky is distilled twice, whilst Irish whiskey is distilled three times before blending and ageing
 - Vodka can be distilled up to five times
 - Gin is made using neutral spirit as a starting point before it is distilled/flavoured with a range of natural ingredients or manufactured flavours, juniper being the dominant one
- ◆ Naturally coloured spirits are often aged in wood
 - By law Scotch whisky must have been aged for a minimum of three years in oak
 - Longer ageing will give quality to the end spirit but will usually increase the cost
- ◆ Clear spirits may or may not be left for a short period of time to settle or for flavours to infuse before bottling
- ◆ Once the spirit is ready to bottle, water is often added to it to bring it down to the required alcohol level

Drinks menus

- ◆ Learners should be encouraged to research the drinks menus for different hospitality organisations
- ◆ Learners should create eye-catching and descriptive menus containing the beverages previously identified (ie, three types of wine, three spirits and one beer/cider)

Outcome 2

Practical activities for this unit should be carried out in a training restaurant, realistic working environment or the workplace, and provide opportunities to develop good working practice.

All tasks should be carried out in a safe and hygienic manner and learners should be dressed appropriately according to the workplace standard.

National Unit Support Notes (cont)

Unit title: Alcoholic Beverages (SCQF level 5)

Preparation and service tools and equipment for different beverages should be covered, eg:

- ◆ Bottle openers and corkscrews
- ◆ Measuring cups/measured glasses
- ◆ Pour spouts
- ◆ Glassware for the range of beverages

Service styles and accompaniments could include:

- ◆ Standards/styles provided by different organisations
- ◆ Pouring techniques
- ◆ Ice, mixers, fruit, olives, etc
- ◆ Glass decorations
- ◆ Snacks

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 work and skills involved.

Classroom based input should be as interactive as possible, where theoretical input is needed this should be integrated along with practical exercises in order to achieve a holistic approach.

Delivery of this unit could be integrated with other food and beverage service units at the same level.

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

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

- ◆ Tutor demonstrations
- ◆ Practical activities
- ◆ A variety of resource materials
- ◆ Structured worksheets
- ◆ Activities using it

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

National Unit Support Notes (cont)

Unit title: Alcoholic Beverages (SCQF level 5)

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 alcoholic beverages with sections for learners to record their knowledge and understanding of the base materials and characteristics and the preparation, service requirements and appropriate accompaniments for different beverages. Learners should also create an eye-catching and descriptive drinks menu to supplement their knowledge and understanding. Multiple-choice and/or short answer questions could also be used to assess this outcome.

Assessment should be completed in open-book supervised conditions.

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.

Opportunities for developing Core and other essential skills

Problem Solving: Critical Thinking at SCQF level 5

For both outcomes, learners will be demonstrating the Core Skill component of Critical Thinking at SCQF level 5, when they apply their knowledge and skills to identify, prepare and serve a range of alcoholic beverages. This will include:

- ◆ Identifying the base materials and characteristics of a range of different alcoholic beverages
- ◆ Creating a descriptive drinks menu
- ◆ Preparing and serving a range of alcoholic beverages correctly
- ◆ Demonstrating safe and hygienic working practices

National Unit Support Notes (cont)

Unit title: Alcoholic Beverages (SCQF level 5)

Numeracy: Using Number at SCQF level 4

For Outcome 2, learners are required to know the standard measures for a range of alcoholic beverages and pour accurate measures when serving the beverages, therefore they demonstrating the Core Skill component of Using Number at SCQF level 4.

Information and Communication Technology: Accessing Information at SCQF level 4

Learners are likely to use the internet to investigate different alcoholic beverages, their base materials and characteristics. They are also likely to use online sources to research drinks menus from a variety of hospitality organisation; therefore, they will be demonstrating the Core Skill component of Accessing Information at SCQF level 4.

Information and Communication Technology: Providing/Creating Information at SCQF level 4

Learners are likely to use online sources to create their drinks menus, in doing so they will be demonstrating the Core Skill component of Providing/Creating Information at SCQF level 4.

History of changes to unit

Version	Description of change	Date

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General information for learners

Unit title: Alcoholic Beverages (SCQF level 5)

This section will help you to 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 is designed to give you an introduction to alcoholic beverages. You will learn about a range of wines, beers/ciders and spirits, how they are made and served. This will give you a range of knowledge that you can use when working in the hospitality industry. It will help you when preparing and serving drinks to customers and give you more confidence to answer any questions that they may ask.

The unit has three main areas — you will look at wine, what it is and how it is made. You will then follow this up by looking at beer/cider and then finally spirits. Alongside the theory, you will also learn how to make a range of these drinks in a realistic or simulated working environment.

You will be expected to use the knowledge and skills from this unit to complete both theory based and practical assessments.

Previous experience in the workplace will help you with this unit but it is not essential, as you will learn all of the necessary skills and knowledge in class, before you are assessed.

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

- ◆ *Problem Solving: Critical Thinking* at SCQF level 5
- ◆ *Numeracy: Using Number* at SCQF level 4
- ◆ *Information and Communication Technology: Accessing Information* at SCQF level 4
- ◆ *Information and Communication Technology: Providing/Creating Information* at SCQF level 4

On completion of this unit, you could progress to other units in Hospitality at SCQF levels 5/6 and/or seek employment in the industry.