



## National Unit Specification

### General information

**Unit title:** Alcoholic Beverages (SCQF level 6)

**Unit code:** J1SA 46

**Superclass:** NB

**Publication date:** April 2019

**Source:** Scottish Qualifications Authority

**Version:** 01

### Unit purpose

This unit is designed to develop learners' knowledge and understanding of a range of alcoholic beverages, their countries of origin, methods of production, how to serve them and where appropriate foods that match with them. It will also introduce learners to some classic cocktails, how to prepare and serve them and the history behind their creation.

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 6 and the National Certificate (NC) in Hospitality Operations at SCQF levels 6. It can also be delivered as a freestanding unit.

### Outcomes

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

- 1 Describe a range of alcoholic beverages and their production methods.
- 2 Demonstrate an understanding of how to serve a range of alcoholic beverages.
- 3 Demonstrate an understanding of the history, production and service of a range of classic cocktails.

### Credit points and level

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

## **National Unit Specification: General information (cont)**

**Unit title:** Alcoholic Beverages (SCQF level 6)

### **Recommended entry to the unit**

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

- ◆ Experience of working in the hospitality industry
- ◆ Completed the unit *Alcoholic Beverages* (SCQF level 5)
- ◆ Undertaken 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.

### **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](http://www.sqa.org.uk/assessmentarrangements).

## **National Unit Specification: Statement of standards**

**Unit title:** Alcoholic Beverages (SCQF level 6)

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**

Describe a range of alcoholic beverages and their production methods.

#### **Performance criteria**

- (a) Describe the production processes for wine, beer/cider and spirits
- (b) Describe the beverages in terms of colour and the base materials used to produce them
- (c) Describe how the beverages are aged/prepared before bottling
- (d) Provide an interesting/historical fact about the beverages
- (e) Identify premium and basic brands and describe what distinguishes them
- (f) State how to keep different alcoholic beverages in optimum condition

### **Outcome 2**

Demonstrate an understanding of how to serve a range of alcoholic beverages.

#### **Performance criteria**

- (a) Demonstrate how to prepare and serve wine, beer/cider and spirits/liqueurs
- (b) Recommend appropriate accompaniments to the beverages and explain the recommendations
- (c) Recognise opportunities for upselling to customers
- (d) Demonstrate awareness of the legislative requirements that apply to the service of alcoholic beverages

### **Outcome 3**

Demonstrate an understanding of the history, production and service of a range of classic cocktails.

#### **Performance criteria**

- (a) Investigate a range of classic cocktails, including where and when they originated
- (b) Identify the flavour combinations of classic cocktails and explain why the blends work
- (c) Produce a resource list for the preparation of classic cocktails
- (d) Demonstrate how to prepare and serve classic cocktails

## National Unit Specification: Statement of standards (cont)

**Unit title:** Alcoholic Beverages (SCQF level 6)

### Evidence requirements for this unit

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

Written/oral evidence is required for Outcomes 1. Written/oral **and/or** performance evidence is required for Outcomes 2 and 3.

Written/oral evidence should be generated under open-book supervised conditions.

If performance evidence is used it must be generated under supervised conditions in a training restaurant, realistic working environment or workplace. An assessor observation checklist must be completed for each learner and be retained to provide evidence of performance.

### Outcome 1

Learners are required to:

- ◆ Identify one type of wine, one type of beer/cider and one type of spirit/liqueur and provide the following information for each:
  - A description of its colour and the base materials used to make it
  - A description of the production making process
  - A description of how it is aged/prepared before being put into bottles
  - An interesting/historical fact
  - The optimum storage conditions
  - Identification of premium and basic brands and a short description of what distinguishes them

### Outcome 2

Learners are required to:

- ◆ Demonstrate how to prepare and serve one type of wine, one type of beer/cider and one type of spirit/liqueur. For each beverage this must include:
  - The correct temperature for service
  - The appropriate preparation and service tools/equipment
  - The appropriate glassware
  - The appropriate service procedures and garnishes
- ◆ Recommend appropriate accompaniments and give a short explanation of why they have made the recommendation
- ◆ Recognise opportunities for upselling to customers
- ◆ Demonstrate awareness of the legislative requirements that apply to the service of alcoholic beverages, should include:
  - Food safety regulations
  - Alcohol licensing regulations (including minimum pricing)
  - Weights and measures legislation
  - Trade descriptions legislation

## National Unit Specification: Statement of standards (cont)

**Unit title:** Alcoholic Beverages (SCQF level 6)

### Outcome 3

Learners are required to:

- ◆ Identify four classic cocktails and outline the history of where and when each originated
- ◆ Identify the flavour combinations of the cocktails identified and explain why the blends work
- ◆ Demonstrate how to prepare the service area and equipment for making cocktails
- ◆ Produce a resource list for the preparation of each of the cocktails identified, should include:
  - Recipe
  - Method of preparation
  - Equipment
  - Ingredients
  - Accompaniments
  - Service procedures and garnishes
  - Any other relevant information
- ◆ Provide a step by step demonstration of how to mix and serve the cocktails identified, must include:
  - The correct temperature for service
  - The appropriate glassware
  - The appropriate service procedures and garnishes
- ◆ Demonstrate awareness of the legislative requirements that apply to the service of alcohol based cocktails, should include:
  - Food safety regulations
  - Alcohol licensing regulations (including minimum pricing)
  - Weights and measures legislation
  - Trade descriptions legislation



## National Unit Support Notes

**Unit title:** Alcoholic Beverages (SCQF level 6)

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 support learners who wish to work in the hospitality industry, particularly in the bar or restaurant sectors. It will help to improve their product knowledge of wines, beers, ciders, spirits, liqueurs and cocktails. It will also give them more confidence in explaining these different beverages and recommending accompaniments to match them.

The unit should be viewed as a chance for learners to learn the basics of a range of alcoholic beverages but also to conduct their own research during assessments to allow them to gain more in depth knowledge which will build their confidence and help them in their future careers.

Outcome 2 for this unit may be taught in the classroom but there is also the opportunity to complete it in a practical situation and it may be particularly useful if offered in tandem with a food service unit.

#### Outcome 1

- ◆ Lessons should be as interactive as possible and give learners the chance to learn about a range of alcoholic beverages, including wine, beer, cider, spirits and liqueurs.
- ◆ Equal time should be given to each category, as learners are expected to give equal time to their chosen drinks.

The following could be covered in terms of the categories of beverages:

Wine	Beer/cider	Spirits	Liqueurs
Red	Lager	Vodka	Liqueurs could be linked to the spirits discussed, eg, whisky and Drambuie
White	Ale	Gin	
Rosé	Stout	Brandy	
Dessert	Cider	Rum	
Sparkling		Whisky	

Each lesson could focus on each category of beverage, helping learners to explore how to describe the beverage, its country/region of origin, the raw materials used to make it, how it is produced, how it is matured/prepared before going into bottle.

## National Unit Support Notes (cont)

### Unit title: Alcoholic Beverages (SCQF level 6)

If time allows, learners may also be interested in looking at other facts about each beverage including its history, target markets, etc, and current trends within the drinks industry, such as the rise in gin popularity or the rise in the number of craft beers. This will help them to take a more in depth look during their research for assessment.

#### Outcome 2

- ◆ Delivery of this outcome will be more effective if done in a practical situation and made as interactive as possible, but it could also be delivered in the classroom.
- ◆ Learners will benefit from seeing and using the equipment to practice making drinks themselves or to at least see demonstrations.
- ◆ Learners should be shown how to serve the drink as if it were in a commercial setting and where possible to practice this themselves. It is also important that they understand how to maintain food safety standards throughout the process.
- ◆ Learners should also learn about matching different beverages with common dishes.
- ◆ It would really benefit the learner to be able to taste some of the beverages alongside some food samples. Showing poor matches can be just as effective for learning as good ones. For example, allow the learner to taste a dessert wine, at the same time as biting on a slice of lemon and then again while eating a small sweet, plain biscuit or a piece of cake. They should see that the wine and cake enhance each other but the acidity in the lemon makes the sweet wine taste more acidic.

#### Outcome 3

- ◆ This outcome may be best delivered once Outcomes 1 and 2 have been delivered, giving learners a better knowledge of some of the base drinks that are used to make cocktails.
- ◆ Lessons should be as interactive as possible and if it is not possible to demonstrate or practice cocktail making, it may be of benefit to take learners on an industry visit to a bar which will demonstrate some cocktail making to them.
- ◆ Lessons should also focus on the classic cocktails, their history and their rise in popularity. One way to teach this would be to focus on the beverages that learners have already learned about in Outcome 1 and then focus on how they are made into a classic cocktail, for example, some of the following could be used:
  - Vodka: Martini, Bloody Mary, White Russian
  - Gin: Martini, Tom Collins, Gimlet
  - Whisky: Old Fashioned, Whisky Sour
  - Rum: Daiquiri, Mojito, Pina Colada
  - Brandy: Champagne Cocktail, Brandy Alexander
  - Sparkling wine: Kir Royale, Bellini, Bucks Fizz
- ◆ As well as how to make the drinks, learners are also required to learn about how to prepare the service area and equipment for making cocktails and how to maintain food safety standards throughout the process. Again, the ideal situation would be to allow learners to practice in a realistic working environment or training restaurant, focusing on the following:
  - Preparing service area and equipment for making cocktails
  - Producing a resource list for the preparation of each of the cocktails
  - Providing step by step demonstration of how to mix and serve the cocktails
  - Legislative requirements that apply to the service of alcohol based cocktails

## **National Unit Support Notes (cont)**

**Unit title:** Alcoholic Beverages (SCQF level 6)

Whether the unit is delivered in a practical or classroom based environment, it is important that as well as developing the learners interest in cocktails, that how to work in a professional, organised and hygienic manner is highlighted throughout.

### **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 unit is designed to allow it to be completely taught in the classroom, or partly in the classroom and partly in a simulated environment, realistic working environment or workplace. If the former is used learners should be encouraged to learn through a variety of activities which are designed to enhance their awareness of the work and skills involved. The opportunity to prepare and taste drinks, where appropriate, would help to enhance their learning.

During Outcome 1, learners should be given the opportunity to learn about a wide range of alcoholic beverages before working in groups to prepare their presentations. It is recommended that each group is allocated a meeting with their assessor in order to discuss the beverages they have chosen and how they intend to approach the task. This will also allow the assessor to make sure that work is split fairly between all members of the group. If time permits, it may also help to ask learners to prepare a mock presentation so that they can be given some feedback before undertaking the final assessment. This could be on a different topic, earlier in the unit.

Outcome 2 could also be included as part of the presentation produced for Outcome 1. It could also be integrated with the delivery of a food service unit. If integrating with a food service unit, learners should experience workplace conditions and be required to perform tasks and conduct themselves in a manner appropriate to the workplace.

Outcome 3 can delivered as a series of lessons on classic cocktails. Learners should be given adequate time to prepare for assessment of this outcome and should have access to assessor support throughout.

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

- ◆ Tutor demonstrations
- ◆ Practical activities
- ◆ A variety of resource materials
- ◆ Structured worksheets
- ◆ Videos
- ◆ Industry visits/guest speakers

### **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.



## National Unit Support Notes (cont)

### Unit title: Alcoholic Beverages (SCQF level 6)

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.

For Outcome 1, learners could produce presentations covering the information required for one type of wine, one type of beer/cider and one type of spirit/liqueur. Learners could work individually or in groups to produce their presentations — if they work in groups assessors should ensure that the tasks are organised and divided fairly amongst the group and ensure that each member of the group can meet the evidence requirements. Learners should be allowed to see assessor criteria in advance of presenting, in order to help them prepare properly. Assessor checklists/feedback should be kept as evidence.

Assessment of Outcome 2 and 3 could 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. Photographs may also be kept as evidence of any practical work. Alternatively, assessment could be included in the presentations produced for Outcome 1, or gathered and compiled in a portfolio of evidence. Assessor checklists/feedback should be kept as evidence.

### 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](http://www.sqa.org.uk/e-assessment).

### Opportunities for developing Core and other essential skills

#### ***Problem Solving: Critical Thinking at SCQF level 5***

For all outcomes, learners will be demonstrating the Core Skill component of Critical Thinking at SCQF level 5 when investigate a range of alcoholic beverages, this will include:

- ◆ Describing the production processes, colour and base materials for different drinks
- ◆ Demonstrating how to prepare and serve a range of alcoholic drinks
- ◆ Recommending accompaniments and explaining their recommendations
- ◆ Recognising upselling opportunities
- ◆ Investigating classic cocktails and flavour combinations
- ◆ Producing resource lists for the preparation of classic cocktails
- ◆ Demonstrating awareness of legislative requirements and safe and hygienic working practices

## **National Unit Support Notes (cont)**

**Unit title:** Alcoholic Beverages (SCQF level 6)

### ***Problem Solving: Planning and Organising at SCQF level 4***

For Outcome 3, learners prepare the service area and produce a resource list in order to demonstrate how to prepare and serve classic cocktails; therefore, they will be demonstrating the Core Skill component of Planning and Organising at SCQF level 4.

### ***Numeracy: Using Number at SCQF level 4***

For Outcomes 2 and 3, learners are required to know the standard measures for a range of alcoholic beverages and know the proportions of each beverage used to make classic cocktails, 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 and the history behind a range of classic cocktails. 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***

For Outcomes 1 and 2, learners are likely to use online sources to create a presentation on the production methods, characteristics and historical information for a range of alcoholic beverages. They are also required to create a resource lists for the cocktails in Outcome 3. By completing these task learners will be demonstrating the Core Skill component of Providing/Creating Information at SCQF level 4.

### ***Working with Others: Working Co-operatively with Others at SCQF level 4***

If learners work in groups to create the presentation on the production methods, characteristics and historical information for a range of alcoholic beverages they will need to identify the requirements of the task, allocate roles fairly, co-operate with each other and seek approval from their lecturer. In doing so, they will be demonstrating the Core Skill component of Working Co-operatively with Others 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 6)

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 develop your knowledge and understanding of a range of alcoholic beverages, their countries of origin, methods of production, how to serve them and where appropriate foods that match with them. It will also introduce you to some classic cocktails, how to prepare and serve them and the history behind their creation.

To complete this unit successfully, you will have to achieve a satisfactory level of performance in the assessments. The assessments for this unit will test your knowledge and understanding of range of alcoholic beverages (ie, wines, beer/cider, spirits and cocktails), this will include:

- ◆ The production processes, colour and base materials for different drinks
- ◆ How to prepare and serve a range of alcoholic drinks
- ◆ Suitable accompaniments
- ◆ Upselling opportunities
- ◆ Classic cocktails and flavour combinations
- ◆ Resource lists for the preparation of classic cocktails
- ◆ Legislative requirements and safe and hygienic working practices

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
- ◆ *Problem Solving: Planning and Organising* at SCQF level 4
- ◆ *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
- ◆ *Working with Others: Working Co-operatively with Others* 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.