

Unit 7: Alcoholic Beverage Service

Unit code: **M/601/0469**

QCF Level 3: **BTEC National**

Credit value: **10**

Guided learning hours: **60**

● Aim and purpose

The aim of this unit is to enable learners to gain knowledge and understanding of different types of alcoholic beverages and appropriate matches with food, its storage, equipment and presentation, the issues concerning its sale and gain skills in serving them. Learners will also gain knowledge of the main types of cocktails and ways in which they are mixed and served.

● Unit introduction

This unit introduces learners to alcoholic beverages in the hospitality industry, the principles of beverage service and how to complement food with alcoholic beverages.

Learners will start by exploring different types of alcoholic beverage, their origins and ingredients, appropriate food matches, and the basics of wines. Learners will gain an understanding of correct storage procedures and dispenser equipment for beer and wine and will develop and demonstrate professional skills in the service of alcoholic beverages.

The unit deals with cocktails, which are growing in importance to the industry. It explores the concepts of bases, main flavourings and special flavourings, and goes on to look at examples of different types of cocktail, including those based on vodka, rum, whisky and tequila. There is no requirement to prepare and serve the cocktails as part of the assessment.

Learners must understand the responsibilities concerning the sale of alcohol in terms of relevant legislation, the negative and positive effects of alcohol on health, and socio-cultural issues surrounding the promotion and sale of alcohol. This will include the problems caused by excessive alcohol consumption, such as antisocial behaviour and drink-related crime.

Learners will need access to the necessary resources in order to demonstrate the service of alcoholic beverages. If this is to be done in the centre rather than in the workplace, then the centre will need to have its own bar facilities and the appropriate licence.

Learners who are under the legal minimum age for the retail purchase of alcoholic beverages in the country where the qualification is being taken will not be allowed to sample any alcoholic beverage as part of their course, but this is not a barrier to successfully completing the qualification. Similarly, learners who choose not to taste alcohol for health, religious or other reasons will not find this a barrier to successfully completing the qualification.

● Learning outcomes

On completion of this unit a learner should:

- 1 Know different types of alcoholic beverages and appropriate matches with food
- 2 Know the storage and equipment requirements of common types of alcoholic beverages
- 3 Be able to serve alcoholic beverages
- 4 Know main types of cocktails and ways in which they are mixed and served
- 5 Understand the issues concerning the sale of alcoholic beverages.

Unit content

1 Know different types of alcoholic beverages and appropriate matches with food

Categories: fermented beverages (beer, lager, cider); wine, fortified wines; distilled beverages, spirits; alcopops (ready to drink (RTDs), flavoured alcoholic beverages (FABs))

Origin and ingredients: origin eg country, region, new world, old world; ingredients eg grapes, barley, apples, potatoes

Types: traditional beers (cask, keg, ales, lagers); speciality beers (wheat beers, fruit beers); wines (red, white, rose, sparkling); spirits (whisky, gin, vodka, rum, brandy); fortified wines eg sherry, port

Alcohol content: alcohol by volume (ABV); weight by weight (w/w); proof; yeast; ethanol; fermentation; distillation

Matching alcoholic beverages with foods: taste sensations eg sweet, sour, salty, bitter; tactile sensations eg density/body, texture, spiciness; aroma and flavour; appropriate combinations eg merlot with red meats, sauvignon blanc with seafood, champagne with food in general, dessert wines with sweet dishes and blue cheeses

2 Know the storage and equipment requirements of common types of alcoholic beverages

Storage: chilled eg bottle fridges, display fridges, wine fridges; ambient eg shelves, promotion displays; hot dispense, eg mulled wine, Glühwein

Dispense equipment: beer dispense eg cask hand pulled, keg electric pump; wine dispense eg cork, screw caps; chilling equipment

3 Be able to serve alcoholic beverages

Methods: over the bar service; table service; room service; function service; wine service

Professional service standards: customer service, interpersonal skill; dispensing skills

Glassware: types eg for wine, beer, cocktail; spirits eg balloon, liqueur, shot; other eg toddy, liqueur coffee, plastic glassware

Presentation: traditional accompaniments and mixers eg ice, lemon, lime, olives, tonic, lemonade

Units of measurement: measurement eg pints, half pints, single measures

4 Know main types of cocktails and ways in which they are mixed and served

Definition and cocktail basics: base eg vodka, whisky, tequila; main flavouring eg fruit juices, cream; special flavouring eg grenadine, blue Curacao

Types of cocktail: gin cocktails eg Dry Martini, Gin Sling, Negroni; vodka cocktails eg Bloody Mary, Black Russian, Long Island ice tea; whisky cocktails eg Rusty Nail, Whisky Sour, Irish coffee; brandy cocktails eg Sidecar, Brandy Sour, Singapore Sling; rum and tequila cocktails eg Mai Tai, Margarita, Pina Colada; liqueur cocktails eg B52, Grasshopper; vermouth and sherry cocktails eg Americano, Manhattan; wine and Champagne cocktails eg Black Velvet, Bucks Fizz

Mixing cocktails: shaking; stirring; blending; building

Serving cocktails: garnish and decoration eg fruit slices, cocktail sticks, ice, frosting

5 Understand the issues concerning the sale of alcoholic beverages

Legal responsibilities: relevant legislation; permitted age; licensing; trade descriptions; weights and measures

Health responsibilities: alcohol consumption and health; negative and positive effects of alcohol; recommended maximum units of alcohol consumption per week

Socio-cultural and moral issues: religious issues; sale of alcopops; alcohol and violence; spiking drinks; changing attitudes to alcohol consumption; antisocial behaviour; drink-related crime

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 describe different types of alcoholic beverages and appropriate matches with food [IE 1, 2, CT 2]	M1 justify the selection of alcoholic beverages for different types and styles of food	
P2 describe the storage and equipment requirements of alcoholic beverages [IE 1, 2, CT 2]		
P3 demonstrate how to serve alcoholic beverages [SM 1, 2, 3]	M2 show independence, confidence and appropriate interpersonal skills when serving alcoholic beverages	D1 evaluate own skills in serving alcoholic beverages and cocktails, making realistic suggestions for improvements.
P4 identify the main types of cocktails and the ways in which they are mixed and served [IE 1, 2, CT 2]		
P5 explain the issues that affect the sale of alcoholic beverages. [IE 1, 2, CT 2]	M3 evaluate the socio-cultural, health and legal responsibilities that affect the sale of alcohol.	

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
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Essential guidance for tutors

Delivery

Learners need access to the necessary resources in order to demonstrate the service of alcoholic beverages. If this is done in the centre rather than in the workplace, the centre will need its own bar facilities and the appropriate licence.

Alcoholic beverages are a key product in the hospitality industry. Learners need to be made aware of the breadth and diversity of alcoholic beverages, their origins and how they are made, which should include the identification of the main ingredients. This should include the mixing of cocktails and making of mixed drinks. Learners need to develop the knowledge and skills to serve a range of alcoholic beverages in order to meet the diverse needs of the hospitality industry.

Learners need to understand the social and legal issues concerning the sale and consumption of alcoholic beverages. This will include the responsibility of hospitality operations surrounding the promotion and sale of alcohol. Tutors need to highlight the responsibilities of the hospitality industry in terms of underage drinking, binge drinking, social disruption (antisocial behaviour), violence as a result of excessive alcohol consumption and the effect on those working with alcohol in the industry. The unit also considers the financial costs to the individual, society and the national economy of excessive alcohol consumption. Learners also need to know the maximum current recommended units of alcohol for consumption per week as well as the possible benefits of alcohol. They also need to look at other legal issues such as licensing legislation, weights and measures and trade descriptions.

Learners will benefit from visits from guest speakers such as wine buyers or specialist retailers, brewery representatives, food and beverage managers or restaurateurs. Visits to breweries, vineyards or distilleries will help develop learners' interest in the subject and give them first-hand experience of the part that alcoholic beverages play in the hospitality industry.

As the unit involves the development of knowledge, understanding and technical skills to achieve the learning outcomes, the delivery of the unit should include both theory and practical sessions. Wherever possible the required technical skills should be developed through demonstrations, simulations and real practical activities that involve customers.

This unit could be integrated with, or delivered jointly with, *Unit 6: Food and Drinks Service* and *Unit 9: Food Service Organisation*.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to the unit and the programme of learning and assessment.
Group discussion about types of alcoholic beverages and the categories they fall into.
Learners visit a brewery to see the manufacturing process.
Group discussion about the origin and ingredients of alcoholic beverages.
Visit to a business selling alcoholic beverages to find out about alcohol content.
Guest speaker to give a talk about matching alcoholic beverages with foods.
Assignment 1 – Different Types of Alcoholic Beverages and Appropriate Matches with Food (P1, M1)
Learners produce a booklet raising awareness about different types of alcoholic beverages and appropriate matches with food.
Visits to businesses selling alcoholic beverages to see how they are stored and dispensed at point of sale. Learners should find out how drinks are stored and be given reasons for this.
Assignment 2 – Storage and Equipment Requirements of Common Types of Alcoholic Beverages (P2)
Learners produce a poster showing the storage and equipment of different alcoholic beverages.
Visits to businesses selling alcoholic beverages to see the glassware in which they are served and how they are presented.
Learner exercises – developing skills in serving alcoholic beverages.
Learners work alongside bar staff serving alcoholic beverages – receive feedback.
Assignment 3 – Service of Alcoholic Beverages (P3, M2, D1)
Based on serving customers in simulated or real situation.
Group discussion about cocktail basics and types of cocktail.
Tutor-led discussion and demonstration on how to mix and serve cocktails.
Assignment 4 – Main Types of Cocktails and Ways in which They Are Mixed and Served (P4)
Learners produce a leaflet identifying the main types of cocktails and the ways in which they are mixed and served.
Tutor-led discussion about the types of alcohol licence, how to apply for a licence, associated regulations, those involved with the management and policing.
Guest speaker – visit from a representative of the local police to give overview of issues from local perspective followed by group discussion.
Group discussion about health responsibilities, sensible drinking and social, cultural and moral issues surrounding the consumption and management of alcohol.
Assignment 5 – Issues Concerning the Sale of Alcoholic Beverages (P5, M3)
Learners produce a presentation explaining the issues concerning the sale of alcoholic beverages.
Tutorial support and feedback.
Self-initiated learning time.

Assessment

Any evidence submitted for criteria requiring the practical demonstration of skills, eg the serving of alcoholic beverages, must be supported by observation sheet(s) signed by the assessor and identify how specific criteria have been met.

The sub-headings in this section mirror the funnelling opportunities in the grading grid. They suggest how assessment can be grouped to allow learners to progress to the higher grades; however, they are not prescriptive.

P1 – M1

To achieve P1, learners must describe different types of alcoholic beverages, including their origins and main ingredients. They will identify and describe the main categories of alcoholic beverages and then describe three types of alcoholic beverages within the category. The description will include the main ingredients, production methods and alcohol content. Learners will also provide examples of food matches for the alcoholic beverages.

M1 is an extension of P1 and requires learners to justify their selection of alcoholic beverages for different types and styles of food. Learners will explain the food matches for at least three categories of alcoholic beverages.

P2

For P2, learners should include written notes, pictures, charts or diagrams when describing different storage, equipment and presentation requirements for beer (cask, keg and lager), wine (white, red, rose and sparkling), spirits (optic and free pour), and bottled drinks (alcopops, beers, mixers, fruit drinks and waters).

P3 – M2 – D1

To achieve P3, learners need to demonstrate the service of at least three of the main categories of alcoholic beverages. The evidence could be in the form of signed witness statements, photographs or video, and should come from a real service situation or realistic working environment. Evidence will cover at least one of the service methods but should demonstrate competence in all of the professional service standards listed.

M2 is an extension of P3, with learners needing to demonstrate independence, confidence and appropriate interpersonal skills when serving alcoholic beverages. Interpersonal skills include the selling and customer service skills used when dealing with customers during the preparation and service of alcoholic beverages. This could be evidenced in a similar way to P3, with the tutor providing the commentary as to the level of independence, confidence and interpersonal skills employed against pre-determined criteria.

To achieve D1, learners must provide a detailed evaluation of their skills in serving three of the main categories of alcoholic beverages in relation to professional service standards. Customer feedback could be collected using a pre-designed checklist. Learners will use feedback from both their tutor and customers to determine the actions, skills and knowledge that are required to improve service standards.

P4

For P4, learners need to identify the key features of four different types of cocktail, eg whisky base, brandy base, liqueur base, wine base. Where possible the cocktails selected should use different methods of mixing, ie shaking, stirring, blending and building. Learners could provide this evidence in the form of a cocktail recipe card (with pictures) or notes of the ingredients, mixing methods and presentation. Learners do not have to make the cocktails for P4.

P5 – M3

For P5, learners must explain the issues regarding the sale of alcoholic beverages. Evidence could be in the form of a report or presentation that should include the relevant legislation, an overview of safe alcohol consumption and the socio-cultural and moral issues that affect the sale of alcohol. Learners will also identify the responsibility that the hospitality industry and those individuals employed in it have for ensuring safe management of alcohol and the resulting sales.

For M3, learners need to evaluate the socio-cultural, health and legal responsibilities that affect the sale of alcohol. This will include reference to current health guidelines, changes in legislation, reasons for legislation, and changes in alcohol consumption. Learners will also identify the ways in which organisations need to take into account religious and cultural sensitivities.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Pearson assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, M1	Different Types of Alcoholic Beverages and Appropriate Matches with Food	Learners take the role of manager in a local bar; they need to produce a booklet raising awareness about different types of alcoholic drinks and appropriate matches with food.	Learners produce an information pack which describes the categories, origin and ingredients and alcohol content for different types of alcoholic beverages and their matches with food. This pack is to be used to train new bar staff at a local town centre bar.
P2	Storage and Equipment Requirements of Common Types of Alcoholic Beverages	Learners take the role of food and beverage manager at a large hotel which has recently opened a cocktail bar in the cellar. They are required to produce a poster to ensure the staff remember how to store and what equipment to use for different alcoholic drinks.	The poster is to be used in a cocktail bar to help staff store and prepare different categories of alcoholic drinks. It should be quick and easy to read.
P3, M2, D1	Service of Alcoholic Beverages	Learners carry on in the role as manager in a local bar and are required to serve alcoholic beverages.	Role play or work placement supported by observation sheets.
P4	Main Types of Cocktails and Ways in which They Are Mixed and Served	Learners carry on in the role as manager in a local bar and are required to produce a leaflet identifying the main types of cocktails and the ways they are mixed and served for use with new staff.	Learners produce a leaflet for use with new staff.

Criteria covered	Assignment title	Scenario	Assessment method
P5, M3	Issues Concerning the Sale of Alcoholic Beverages	Learners have applied for a job as a manager of a local nightclub. They are required to prepare a presentation showing their understanding of the issues related to the sale of alcohol.	As part of the interview learners have been asked to produce a presentation, which shows their understanding of the issues concerning the sale of alcoholic drinks.

Links to other BTEC units

This unit forms part of the *BTEC Hospitality* suite. This unit has particular links with the following unit titles in the Hospitality suite:

Level 2	Level 3
	Supervisory Skills in the Hospitality Industry
	Food and Drinks Service
	The Principles of Food Safety Supervision for Catering
	Environment and Sustainability in Hospitality
	Events Organisation in Hospitality
	Industry-related Project in Hospitality

Essential resources

It is essential that learners have access to the necessary resources to demonstrate the service of alcoholic beverages. If this is done in the centre rather than the workplace, the centre will need its own bar facilities and the appropriate licence.

Employer engagement and vocational contexts

Partnerships with local catering and hospitality businesses and organisations will help support learners to ensure they have access to the range of outlets needed to complete the practical aspects of the unit and provide a variety of establishments for possible industrial visits.

Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
Independent enquirers	<p>P1 describing different types of alcoholic beverages and appropriate matches with food</p> <p>P2 describing the storage and equipment requirements of alcoholic beverages</p> <p>P4 identifying the main types of cocktails and the ways in which they are mixed and served</p> <p>P5 explaining the issues that affect the sale of alcoholic beverages [IE 1, 2]</p>
Creative thinkers	<p>P1 describing different types of alcoholic beverages and appropriate matches with food</p> <p>P2 describing the storage and equipment requirements of alcoholic beverages</p> <p>P4 identifying the main types of cocktails and the ways in which they are mixed and served</p> <p>P5 explaining the issues that affect the sale of alcoholic beverages [CT 2]</p>
Self-managers	<p>P3 demonstrating how to serve alcoholic beverages [SM 1, 2, 3].</p>

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
Independent enquirers	understanding the issues concerning the sale and consumption of alcoholic beverages [IE 3, 5, 6]
Creative thinkers	understanding the issues concerning the sale and consumption of alcoholic beverages [CT 2, 3, 4]
Team workers	providing table and bar service to customers [TM 1, 4, 5]
Self-managers	providing table and bar service to customers [SM 2, 3, 4, 6].

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	
Manage information storage to enable efficient retrieval	storing and retrieving their information and doing research for assignments
Follow and understand the need for safety and security practices	
Troubleshoot	
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	independently selecting appropriate websites to research the legal implications affecting the sale of alcoholic beverages
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	accessing and selecting appropriate information from websites to research the different types of alcoholic beverages and matches with food
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records 	
Bring together information to suit content and purpose	
Present information in ways that are fit for purpose and audience	
Evaluate the selection and use of ICT tools and facilities used to present information	
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	using electronic tills to take payment from customers in a variety of situations

Skill	When learners are ...
Mathematics	
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	
Identify the situation or problem and the mathematical methods needed to tackle it	
Select and apply a range of skills to find solutions	
Use appropriate checking procedures and evaluate their effectiveness at each stage	
Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations	taking payment from customers for drinks in a variety of practical situations
Draw conclusions and provide mathematical justifications	
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	giving bar service, table service, lounge service and function service to customers, describing drinks, making suggestions and advising customers
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	understanding a range of cocktails and their makeup selecting and extracting relevant information on the different ranges and types of alcoholic drinks
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	describing the different types of alcoholic beverages and matches with food describing the storage and equipment requirements of alcoholic beverages identifying the main types of cocktails and ways in which they are mixed and served.