



Unit 28: Supervise Hot and Cold Non-alcoholic Beverage Service

Delivery guidance

This is a practical unit, which allows learners to investigate how to supervise hot and cold non-alcoholic beverage service. Learners will develop the skills needed to prepare and provide for the service of hot and cold drinks.

Learners will learn how to provide a variety of drinks using the latest equipment suitable for this growing market. They will work in a functional drinks service area, making a range of requested drinks to suit customer needs while supervising a team.

To complete this unit, learners will need access to a range of research materials, which could include sources of information and tools on the internet, journals or magazines, and books.

You could use a range of delivery methods in this unit, such as:

- class and small group discussions, e.g. on hot and cold non-alcoholic beverages
- individual or group presentations, e.g. to cover different types of hot and cold non-alcoholic beverage
- scenarios, e.g. to allow learners to practise making various kinds of hot and cold non-alcoholic beverage
- videos or internet clips, e.g. to illustrate hot and cold non-alcoholic beverage service situations.

Group work is an acceptable form of delivery, but you must ensure that each learner produces enough evidence on their own for assessment.

Learners will benefit from visits to different hospitality businesses and the involvement of local hospitality businesses so they can gain an insight into how the businesses work. You could involve local employers by:

- inviting them as guest speakers
- asking them to put on masterclasses
- asking them to be in the audience for learner presentations
- asking them to contribute to case study material
- asking them to supervise work experience for learners
- asking them to provide business materials as exemplars
- asking them to act as mentors for learners.

Approaching the unit

In learning aim A, learners will develop the required knowledge about the types of hot and cold drink available for customers. The best way of delivering this learning aim is through tutor presentations and learner investigations. Learners will need to understand the equipment required to make these drinks and how to deal with any unexpected situations that might happen when they are preparing hot and cold beverages. Finally, learners will gain an understanding of the importance of having the ingredients prepared and ready for use.

Learning aim B will give learners the knowledge and skills to plan for a drinks service. Learners will gain the knowledge required to complete a service planning brief and other necessary documents for a drinks service. They will become familiar with the drink preparation and service area and the equipment required to run a successful hot and cold non-alcoholic drinks service. This learning aim is best taught in a practical drinks service area where learners have full access to all preparation and service equipment, including planning documents.

In learning aim C, learners need to work in a functional drinks service area. They will need to develop safe working practices and skills when preparing to serve drinks. They will develop the skills to make a range of drinks and serve them according to the business standard. Learners will develop the skills and knowledge required to review the service and suggest improvements. This learning aim is best delivered in a practical drinks service area.



Assessment model

Learning aim	Key content areas	Recommended assessment approach
<p>A Investigate different types of hot and cold non-alcoholic beverage</p>	<p>A1 Types of hot and cold non-alcoholic beverage</p> <p>A2 Equipment needed for hot and cold non-alcoholic beverages</p> <p>A3 Unexpected situations that might occur when preparing work areas and equipment</p> <p>A4 Importance of having drinks, ingredients and accompaniments ready for use</p>	<p>Written evidence and presentation pack with research notes covering the different types of non-alcoholic beverage and the equipment needed to prepare them to evaluate why it is necessary to be prepared and have the drinks area ready for use, including unexpected situations that may occur.</p>
<p>B Plan a hot and cold non-alcoholic beverage service from a given service style</p>	<p>B1 Service planning brief</p> <p>B2 Planning documents required for a drinks service</p>	<p>Written documentation fully covering the planning documents needed for a hot and cold non-alcoholic drinks service from a given service style.</p>
<p>C Carry out a hot and cold non-alcoholic beverage service</p>	<p>C1 Safe and hygienic working practices when preparing work area and equipment for service</p> <p>C2 Techniques for mixing and preparing and serving different types of beverage</p> <p>C3 How effective was the service of hot and cold non-alcoholic beverages</p>	<p>Observation records for the preparation and service of hot and cold non-alcoholic beverages meeting the business need.</p> <p>Detailed written evidence covering the factors that affected the service of hot and cold non-alcoholic beverages and improvements that can be made.</p>

Assessment guidance

This unit is internally assessed. The recommended assessment is through three assignments.

An assignment is a distinct activity, completed independently by learners, that is separate from teaching, practice, exploration and other activities that learners complete with direction from tutors. All learners must independently generate individual evidence that can be authenticated.

For learning aim A, learners need to produce work, which can be in the form of an information pack, covering the range of hot and cold non-alcoholic beverages available, such as coffee, tea, chocolate and soft drinks. Learners must give an account of the equipment needed to prepare and serve these beverages. Learners must evaluate the importance of being prepared for unexpected situations that could occur when preparing a drinks area for service. Finally, learners need to show an awareness of the importance of having drinks, ingredients and accompaniments ready for service, as well as the impact on the business if they are not.

For learning aim B learners will have to produce a service brief for a hot and cold beverage service. For learning aim B, they need to produce all the planning documentation needed for a given style of service. They will then need to produce a range of drinks for service, following their service brief. These drinks must meet the needs of the business and be made to an acceptable standard.

For learning aim C, learners will also need to review their service and recommend improvements. The use of observation records and written evidence will help learners to review their performance.



Getting started

This gives you a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.

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Introduction

Begin by informing learners that this is a practical unit during which they will be expected to supervise staff preparing and serving a range of hot and cold non-alcoholic drinks. You can then give learners an overview of the unit, including what they will study and how they will be assessed.

Part of the learning aims for this unit will need to be taught holistically due to the practical nature of this work.

Learning aim A: Investigate different types of hot and cold non-alcoholic beverage

- Begin by asking learners to discuss and list the range of hot and cold drinks available. Split the list into types and add any that are missing, using the information in the specification to ensure the full range is covered.
- Ask learners to work in groups to investigate the different types of drink and create a presentation or report to share with the class. As an extension task, learners could write about the plant-to-cup process of some of these drinks.
- Use the information from the previous activity to collate one master presentation to give to the class as reference material. Ensure the following types of drink are covered:
 - coffee
 - tea
 - hot chocolate
 - soft beverages.
- Offer a range of pre-made drinks for learners to taste and look at. Ask them to complete a tutor-designed worksheet comparing the different types of drinks available and how they look and taste. This should make learners aware of the wide range available, and show that drinks can look and smell different even within a particular group (e.g. types of coffee). Drinks provided for this exercise could be of the same type but contrasting, for example:
 - espresso, latte, iced coffee, instant coffee
 - loose tea, tea bags, tea pods
 - cocoa powder, chocolate drinking powder, instant chocolate
 - smoothies, fresh juice, carbonated fruit-flavoured beverages.
- Encourage learners to share their thoughts about the different drinks during a class discussion. As an extension task, encourage learners to practise using professional tasting terms to describe the flavours.
- Use a presentation to ensure learners are aware of the allergens found in different drinks. Test learners' knowledge of the different allergens using a tutor-designed worksheet.
- Use a tutor-designed worksheet to test learners' knowledge of the different types of drink available.
- Ask learners to list as many types of glass and crockery as they can think of for this style of drinks service. Give learners types of drink and ask them to investigate the glasses or crockery in which they are prepared and served. These findings can be turned into posters for display in the classroom.

- Use a presentation to introduce the different types of coffee machine and service equipment available; you could use a video or internet clip to aid the presentation. As an extension task, learners can write a brief report explaining the origins of the equipment, the different types of equipment used according to country, and why.
- Arrange a trip to a coffee bar to show learners the availability of drinks and the equipment needed to prepare and serve these drinks. Encourage learners to ask the staff questions. Ask learners to record on a tutor-designed worksheet the condiments, decorative items and service supplies used in the coffee bar. If a trip cannot be arranged, ask learners to visit the centre canteen.
- Ask learners to investigate and list the range of condiments and decorative items available for drinks, then collate their lists to create a class handout.
- Create a tutor-designed worksheet in which learners match drinks to condiments and decorative items, to test learner knowledge.
- Ask learners to work in groups to discuss any unexpected situations they think could occur during the preparation of work areas and equipment. Encourage them to think about the impact of unexpected situations on customers and the business.
- Design short scenarios based on unexpected situations and ask learners to work in pairs to resolve these situations; the role plays can then be performed to the class. Encourage the class to give feedback to each other by completing observation forms. Learners can write about how they can improve based on the feedback given. Unexpected situations should relate to:
 - equipment
 - customers and any special requirements
 - menu information
 - pests and vermin.
- Use a class discussion to introduce learners to the importance of checking the working area before beginning service. Learners can write a report on the possible effects on the business and customers of a service area not being ready for service.
- If possible, arrange for a guest speaker from industry to speak to the group about the importance of preparation before service. Encourage learners to ask questions and take notes. (This activity could take place during a visit.) If this is not possible, design a worksheet for learners to identify the benefits of being prepared. You could also use videos or internet clips to explain this point.
- Learners could complete a tutor-designed worksheet on the benefit to the business and the customers of preparation tasks.
- Ensure all learners are prepared for assessment before giving them the assignment brief.

Learning aim B: Plan a hot and cold non-alcoholic beverage service from a given service style

- Introduce this learning aim by explaining to learners that they will be designing a plan for a hot and cold non-alcoholic drinks service, based on a tutor-given brief. Discuss with learners the types of service they could be preparing for; examples are given in the specification. Ask learners to investigate the different styles of drinks service and prepare a presentation to share their findings with the class. This can be in the form of a PowerPoint presentation or report.
- Ask learners to investigate the brand standards and recipes for drinks, then get them to relate this information to the practical service area. Ensure learners have access to the practical service area drinks menus, recipes and measures used.



- You can design a worksheet listing different drinks and asking learners to match these drinks to the correct recipes and ingredients
- Learners should have access to documentation outlining any standard operating procedures used in the practical learning area, and these procedures should be explained clearly.
- Introduce learners to the practical area and explain the health and safety requirements of working in this area. Demonstrate how to operate equipment and give learners opportunities to practise using the equipment, ensuring health and safety measures are in place.
- Give learners copies of drinks menus and show them where the ingredients are stored. Encourage learners to ask questions and record the information in a form they will find useful later on.
- Allow learners to practise selecting drinks according to the operating procedures; give feedback for improvement where necessary. As an extension task, learners can evaluate this feedback and recommend improvements, justifying their suggestions.
- Ask learners to work in groups to discuss and list the planning documents they will need to complete before service; they then share their ideas with the class. Use a class discussion to collate a final list for assessment and give this to learners. The documents should include:
 - time plan
 - stock sheets
 - cleaning log
 - staff rotas
 - duties list
 - ingredients list.
- Introduce learners to any planning documents used in the practical service area. Show examples of these documents and allow learners to practise filling them out for a range of situations and given styles.
- Give learners a case study based on a particular style of service and ask them to plan for that service by designing a service brief. As an extension task, give learners more than one service style and ask them to compare their planning documents, evaluating the different equipment needed depending on the service style. Give feedback on the appropriateness of the planning documents.
- Test the learners' knowledge by writing the names of drinks on cards and asking learners to place each card under the correct service equipment.
- Ensure all learners are prepared for assessment before giving them the assignment brief.

Learning aim C: Carry out a hot and cold non-alcoholic beverage service

- Introduce this learning aim by explaining the practical assessment and the concept of 'customer-facing'. Also recap the health and safety guidelines covered in the previous learning aim.
- Learners should complete a tutor-designed worksheet on personal hygiene and the level of personal presentation needed to work in a customer-facing environment. They can then demonstrate their personal hygiene when carrying out practical tasks.
- Use a presentation to demonstrate the safe use of physical resources and the potential hazards. Learners can then practise using these resources safely.
- Learners should have access to the practical environment and should become familiar with the equipment, ingredients and accompaniments needed to prepare and serve a range of drinks.

Support learners as they make a range of drinks until they feel comfortable using the equipment and following the recipes. Learners should practise the following drinks:

- coffee
- tea
- hot chocolate
- smoothies
- soft drinks.

You can find more detail on the expected range of drinks in the unit specification.

- Learners could observe their peers and complete observation forms. These observations, along with your own, could provide evaluation of the practice session. As an extension task, learners can use this feedback to suggest improvements and justify their suggestions.
- Learners can have a group discussion on customer satisfaction and the importance to the business and customer of giving accurate information to customers and following operational standards. Learners can produce a training leaflet, informing staff of the importance of customer satisfaction.
- Learners can work in pairs to record ways to upsell products, then share their thoughts with the class. You could turn the results of the discussion on the benefits of upselling into a class handout.
- You could arrange a masterclass for learners, so they can watch an industry expert make and serve a range of drinks. This will allow learners to pick up trade tips and develop their skills and abilities. Encourage learners to work alongside the industry expert to practise producing a range of drinks. If this is not possible, search for suitable video clips online.
- Introduce this part of the learning aim by asking learners to research as many ways to gather feedback on performance as possible. Learners could write notes or make a list. Collate their ideas to form a class list to use as a handout.
- Give learners a customer comment card as an example of a feedback form. You should complete this card beforehand based on a particular style of service. Ask learners to review the feedback to see if the service provided was suitable for the service style.
- As an extension task, learners can recommend improvements to their given service and justify their recommendations.
- Ask learners to role play tutor-designed scenarios where one learner is the supervisor and the other is a member of staff. Supervisors must give a staff debrief after either a positive or a negative service (depending on the role play scenario given). The scenarios should focus on the effectiveness of the service. The rest of the group can observe each role play and recommend improvements.
- Explain to learners how they can judge the effectiveness of a drinks service. Provide different case studies and ask learners to write a report evaluating the effectiveness of the drinks service in each situation. The reports should consider:
 - organisation
 - time planning, meeting deadlines
 - ullage, drink wastage
 - broken glassware
 - unused garnishes
 - disposable waste.
- Ensure all learners are prepared for assessment before giving them the assignment brief.



Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

This unit links to:

- Unit 3: Customer Service Provision in Hospitality
- Unit 7: Supervise Food Service Operations
- Unit 8: Supervise Food and Beverage Service.

Resources

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC Internationals in Hospitality. Check the Pearson website (<http://qualifications.pearson.com/endorsed-resources>) for more information as titles achieve endorsement.

Textbooks

Davis, B., Lockwood, A., Alcott, P. and Pantelidis, I., *Food and Beverage Management*, 6th edition, Routledge, 2018, ISBN 9781138679313

An introductory textbook that covers financial aspects, including forecasting and menu pricing with examples of costings; suitable for all learners.

Barrows, C., Powers, T. and Reynolds, D., *Introduction to Management in the Hospitality Industry*, 10th edition, John Wiley & Sons, 2011, ISBN 9780470399743

An introductory textbook that provides an overview of all aspects of the hospitality industry; suitable for higher-level learners.

Cousins, J., Lillicrap, D. and Weekes, S., *Food and Beverage Service*, 9th edition, 2014, ISBN 9781471807954

An introductory textbook that covers customer service in practical hospitality areas; suitable for all learners.

Foskett, D., Paskins, P. and Pennington, A., *The Theory of Hospitality & Catering*, 13th edition, 2016, ISBN 9781471865237

A well-respected student and teaching book covering the essentials of hospitality and catering in detail; suitable for all learners.

Videos

YouTube – videos of different hot and cold non-alcoholic beverages and how to prepare and serve them; videos about the ingredients used to make a selection of hot and cold non-alcoholic beverages

Websites

The Caterer – an interesting magazine website recording the latest updates in hospitality

Dynamic Learning from Hodder Education – an interactive learner and teacher platform covering all aspects of hospitality and catering

Barista Institute – a website about making professional coffee

Tata Global Beverages – one of the largest tea production companies in the world; has a wide selection of resources on its webpage

Pepsico – one of the world's largest drinks companies; has a large selection of resources on its webpage

Nestle – the world's largest food and drink company; has a selection of resources on its webpage

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