



## Unit 9: Supervise Alcohol Beverage Service

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### Delivery guidance

This is a practical unit where your learners will develop the skills to supervise the service of alcoholic drinks.

Learners will need to understand the different types of alcoholic drinks available and how to store and dispense these drinks. Learners will work in a practical service environment leading a team to deliver an effective alcoholic drinks service. Learners will need access to a range of alcoholic drinks including wines and cocktails.

If learners are under the legal minimum age for the retail purchase of alcoholic beverages in the country where they are taking the qualification, they will not be allowed to sample any alcoholic drink as part of the course. This is not a barrier to successfully completing the unit. Similarly, if they choose not to taste alcohol for health, religious or other reasons, your learners will not find this a barrier to achieving the unit.

To complete this unit, your 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, including the following.

- Discussions: for example, class and small group discussions on alcohol beverage services in hospitality.
- Individual or group presentations: to cover, for example, different types of alcohol beverage services.
- Scenarios: to allow learners to practise various types of alcohol beverage service.
- Videos or internet clips: to illustrate alcohol 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 that they can gain an insight into how the businesses work. You could involve local employers by:

- inviting them as guest speakers
- asking them to be members of the audience for learner presentations
- asking them to contribute to case study material
- asking them to provide work experience for learners
- asking them to provide business materials as exemplars
- asking them to mentor your learners.

## **Approaching the unit**

In learning aim A learners should investigate and develop an understanding of the range of alcoholic drinks available. Learners will need to understand issues with the sale of alcoholic beverages before serving drinks. Learners will investigate the different types of beverages available and the equipment required for the storage, service and presentation of these drinks. This learning aim is best taught through tutor presentation and learner investigation. A guest speaker from the hospitality industry with experience in alcoholic drinks service could be advantageous.

Learning aim B will allow learners to develop their skills in order to plan a drinks service. Learners will be developing an understanding of a planning brief and will complete the necessary planning documents for service. This learning aim should be taught in a practical drinks service area with learners having access to the documents and equipment necessary to plan for a drinks service. Learners will need to become familiar with the drinks service area and the equipment required to run a successful alcoholic drinks service.

In learning aim C learners need to work in a functional drinks service area. Learners will need to prepare for a drinks service and serve a range of alcoholic drinks according to the business standard. Learners will need access to a functional drinks service area and the resources to prepare and serve an effective alcoholic drinks service. Learners will develop the skills required to review the service and suggest improvements.



## Assessment model

Learning aim	Key content areas	Recommended assessment approach
<b>A</b> Investigate different types of alcoholic beverage	<p><b>A1</b> Know the issues concerning the sale of alcoholic beverages</p> <p><b>A2</b> Know different types of alcoholic drink</p> <p><b>A3</b> Know the storage and equipment needed for alcoholic drinks</p> <p><b>A4</b> Know the presentation requirements for alcoholic drinks</p>	<p>Written evidence and presentation pack with research notes covering the different types of alcohol beverage to include wine, beers, spirits and cocktails and how to store and serve these drinks.</p> <p>Presentation needs to cover the issues concerned with the sale of alcohol.</p>
<b>B</b> Develop an alcoholic drinks service plan from a given brief	<p><b>B1</b> Service planning brief</p> <p><b>B2</b> Planning documents required for a drinks service</p>	<p>Detailed written planning notes for the equipment and stock needed for a bar service, with justifications for the style of drinks chosen.</p>
<b>C</b> Carry out an alcoholic drinks service	<p><b>C1</b> Prepare for the service of alcoholic drinks</p> <p><b>C2</b> Serve alcoholic drinks</p> <p><b>C3</b> Review the service</p>	<p>Observation records for the preparation and service of alcoholic drinks.</p> <p>Detailed written evidence covering the factors that affect the service of alcoholic beverages and improvements that can be made.</p>

## **Assessment guidance**

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.

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

For learning aim A learners need to produce training materials which cover the issues affecting the sale of alcohol. Learners also investigate and be able to describe and analyse a range of alcoholic beverages and give an account of how these should be stored. The equipment needed for storage should also be included. Learners should go on to discuss the different types of glasses available for service and the glasses and accompaniments required for different styles of drinks. Learners will need to demonstrate in their written work the knowledge and understanding required to work in an alcoholic beverage operation.

To gain a distinction, learners will need to produce detailed work covering a wide range of alcoholic beverages. They should be able to provide a detailed understanding of the different types of alcoholic beverages and equipment needed for service and presentation.

For learning aims B and C learners will have the opportunity to produce a plan for a drinks service from a given brief. Learners will need to select drinks to meet the brief according to the given service style. Learners will need to practically make the drinks to ensure they meet the correct specification for preparation and service. Learners will be observed by the tutor while making the range of drinks. Learners will need to write an evaluation of the service, making recommendations for improvement.

To gain a distinction, learners need to work independently, in sequence, following their detailed work plan. In the report, learners will justify the drinks chosen, making comprehensive and descriptive reference to their planning documents. Learners will also make reasoned justifications to improve the drinks service.



## Getting started

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

### Unit 9: Supervise Alcohol Beverage Service

#### Introduction

Begin by informing learners this is a practical unit in which they are expected to supervise staff preparing and serving alcohol. You can then go on to give learners an overview of the unit, what they will study, and how they will be assessed.

#### Learning aim A: Investigate different types of alcoholic beverage

- You can use a presentation to introduce to learners the issues concerning the sale of alcohol. Any restrictions or legal requirements can be discussed to ensure learners have a good understanding.
- A tutor-designed quiz can test understanding of the previous point. It is important learners know these issues before working in a practical environment.
- Ask learners to think about health responsibilities around the sale of alcohol. Ask learners in pairs to research the health implications of too much alcohol consumption, and then, as an extension, learners can write an independent report on their findings.
- Design a worksheet to test learners' existing knowledge of the socio-cultural and moral issues around the sale of alcohol. Use a video or the internet to reinforce the moral issues surrounding the consumption of alcohol.
- A guest speaker from the department linked to the authorisation for the sale of alcohol in your area could speak to learners about the issues concerning the sale of alcohol and the legal and social responses this brings.
- Design a worksheet to give to learners to ensure they fully understand the legal requirements of the sale of alcohol.
- Split learners into groups and ask them to research and design a presentation on different types of beers and ciders. These presentations can then be shared with the class. Learners should include:
  - beer and lager
  - speciality beer
  - cider and perry.Learners should also include taste and characteristics in their research and presentation.
- Use a tutor-designed worksheet to test learners about the different types of beer and ciders and their main characteristics.
- Use a presentation to introduce learners to the main wine grape varieties and their taste and characteristics. Use internet presentations from well-known wine producers to help learners understand this topic. Reinforcement may be required as learners can find this a hard topic to grasp. Learners can watch a video or internet clip on how wine is produced.
- Use a tutor-designed worksheet to test learners about the grape varieties and their main characteristics. You could give the grape variety, and learners could write about the wine produced and its characteristics.

- Use a presentation to introduce learners to distilled beverages and liqueurs. Use an internet clip from a well-known drinks company to support the presentation. Show learners a range of these drinks and let them look at the labels and smell the content to gain an understanding of how they are all different.
- Use a tutor-designed worksheet to test learners' knowledge of the difference between these drinks. Give examples of the drinks and ask learners to explain the differences between the drinks.
- Introduce learners to cocktails by showing them a selection of the equipment and ingredients needed to make cocktails. Use a practical demonstration to show the different methods used to make cocktails.
- Split the learners into groups and give them a list of cocktails to research based on the specification. Ask learners to design a computer presentation on their given cocktails, including equipment needed, ingredients and a brief history of the cocktails. The presentations can then be shared with the whole class.
- Introduce learners to the practical area they will be working in and the cellar and storage areas. Encourage them to make notes as you give a demonstration on how to prepare the bar. You will need to include:
  - stock levels
  - stock rotation
  - checking use-by dates
  - checking stock for damage
  - cleaning the service area
  - checking glasses for damage
  - cleaning display shelves.
- Ask learners to help with the preparation of the bar to embed this knowledge.
- Ask learners to design a bar preparation list based on the practical demonstration above. This activity can be done individually, in pairs or as a group activity.
- Ask learners to research the common faults in wine, beer and cider. They could write this up in the form of a report. This can be shared with the group, and you can collate it into a class handout.
- Use a presentation to introduce learners to different glasses used to serve different drinks. The presentation should explain the reasons why these glasses are used.
- To check learning, give learners examples of glasses and ask them to think about what drinks should be served in each glass. Learners can be given a worksheet to complete.
- Ask learners to work in groups and list as many garnishes and accompaniments for alcoholic drinks as they can. Use this information to design a list of standard garnishes and accompaniments.
- Use a tutor-designed worksheet to check the learning outcome. Learners should write a report on the different types of drinks available and how these drinks should be served as a final practice.
- Ensure all learners are prepared for assessment prior to providing them with the assignment brief.



### **Learning aim B: Develop an alcoholic drinks service plan from a given brief**

- Introduce learners to this learning aim by explaining that they will be designing a plan for an alcoholic drinks service based on a given brief. Discuss with learners the type of service they could be preparing for. Examples are given in the specification.
- Learners should have access to any standard operating procedures used in the practical bar assessment area. These should be explained to learners. Learners should have the opportunity to practise drink recipes and the service of drinks. Feedback can be given to learners to reinforce practical activities. This feedback can be from the tutor and peers. Learners should practise writing observations on each other. This feedback can then be given to learners, and they can make recommendations for improvement based on the feedback.
- Learners should be given examples of briefs and in groups discuss the preparation needed to comply with the brief. Learners can then share their ideas with the class and discuss. This exercise will prepare learners for the practical assessment of this unit.
- You can give out a selection of drinks menus and introduce learners to the required information on these. Learners can then prepare a drinks menu to suit their planning brief in the previous exercise.
- Design a quiz to test learners on the legal requirements of their plans.
- Ask learners to get into groups and discuss the planning documents they will need to complete for service. Ask learners to list these and feedback to the class. You can edit the list as a class, and then you can provide a final list for assessment to learners.
- Introduce learners to any planning documents used in the practical service area and practise filling these out with learners for a range of situations. Learners could then practise a short drinks service using these documents to ensure they are fit for purpose. Any recommendations for improvement can be incorporated into the documents for development prior to the assessment.
- Ask learners to investigate the brand standards and recipes for drinks and then get the learners to relate this information to the practical service area. Learners can practise making drinks using the brand standard. Peer and tutor observation forms can be used to evaluate the effectiveness of the practical session.
- Learners can write an evaluation of their performance using the tutor and peer observation forms and make recommendations for improvement.

### **Learning aim C: Carry out an alcoholic drinks service**

- Learners can visit a working bar and observe the set up for a drinks service. Encourage learners to ask staff questions about equipment and drinks. Learners should write up their observations and make any recommendations for improvement.
- A guest speaker who works in a bar could give a demonstration to learners about the correct way to set up and serve alcoholic beverages. A range of drinks can be made and displayed for learners.
- Learners need to practise working in a realistic environment, preparing and setting up the area for service. Learners should follow different scenarios including:
  - bar service
  - table service

- room service
  - function service
  - wine service.
  - Learners should have full access to all the resources and equipment in a bar service area that sells alcoholic beverages. Detailed list of equipment required for this learning aim can be found in the specification. Learners should write observations on each others' practice sessions and swap observations to allow the learners to write a report on how they can improve.
  - Learners should practise how to dispense a range of alcoholic beverages according to the drink's specification (for example, recipe, method, equipment, etc.).
  - Learners need to continue to work in a realistic environment for a range of service styles. Learners should have access to all parts of serving alcoholic drinks, including:
    - mixing the drinks
    - taking payment
    - stock control.
- The full range of duties learners need to have access to is in the specification.
- Learners should receive feedback on how to perform and improve the drinks service prior to assessment. This feedback can be used by learners to write an evaluation of their performance making recommendations on improvement.
  - Ask learners to think of as many ways to gather feedback on performance as possible. Use the responses to form a list to use as a handout.
  - Give learners a feedback form that has been completed and ask them to review the feedback. The learners can share their comments with the class for discussion.
  - Ask learners to get into groups and role play different situations where feedback is given. Learners will then have to decide the most appropriate form of feedback for each situation. Ask learners to suggest ways of improving based on the feedback. Feedback used should be:
    - customer comment cards
    - online reviews
    - feedback from peers, manager or staff review
  - Ensure all learners are prepared for assessment prior to providing them with 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 14: Luxury Hospitality
- Unit 19: Events in Hospitality

## **Resources**

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC International 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 provides coverage of 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 for managers that provides an overview of all aspects of the hospitality industry. Suitable for higher-level learners.

Cousins, J., Lillcrap, D., *Food and Beverage Service*, 8th Edition, Hodder Education, 2010, ISBN: 9781444112504

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 and Catering*, 13th Edition, Hodder Education, 2016, ISBN: 9781471865237

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

### **Videos**

Search YouTube for videos of different ways to serve drinks and cocktails. Large corporate drinks companies provide interactive information on a variety of different drinks.

## **Websites**

The Caterer: an interesting magazine website recording latest updates in hospitality

Search online for 'Responsible Service of Alcohol: a server's guide': A reference book about the importance of alcohol service

The International Bartenders Association website: An international bar tending website used by education establishments

*Pearson is not responsible for the content of any external internet sites. It is essential for tutors to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that tutors bookmark useful websites and consider enabling students to access them through the school/college intranet.*