Operate a cellar system

D1.HBS.CL5.05

Assessor Manual

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Project Base

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Competency Based Assessment (CBA) – An introduction for assessors

Assessment is the process of identifying a participant's current knowledge, skills and attitudes sets against all elements of competency within a unit of competency.

Suggested assessment methods

For each unit of competency a number of assessment tools have been identified including:

- Work Projects
- Oral Questions
- Written Questions
- Third Party Statements
- Observation Checklists.

Instructions and Evidence Recording Sheets have been identified in this Assessment Manual for use by Assessors.

Alternative assessment methods

Whilst the above mentioned assessment methods are suggested assessment methods, the assessor may use an alternate method of assessment taking into account:

a) The nature of the unit

b) The strengths of participants

c) The number of participants in the class

d) Time required to complete assessments

e) Time dedicated to assessment

f) Equipment and resources required.

Alternate assessment methods include:

- Practical demonstrations
- Practical demonstrations in simulated work conditions
- Problem solving
- Portfolios of evidence
- Critical incident reports
- Journals
- Oral presentations
- Interviews
- Videos
- Visuals/slides/audiotapes
- Log books

- Projects and Role plays
- Group projects
- Recognition of Prior Learning.

Whilst there is no specific instruction or evidence collection documents for all the alternative assessment methods, assessors can record competency in the 'Other' section within the 'Competency Recording Sheet'.

Selection of assessment methods

Each assessor will determine the combination of Assessment Methods to be used to determine Competency for each Competency Unit on a student by student basis.

'Sufficient' evidence to support the 'Pass Competent'/'Not Yet Competent' decision must be captured.

In practice this means a minimum of 2 – 3 Assessment Methods for each candidate for each Competency Element is suggested.

At least one method should provide evidence of practical demonstration of competence.

The following assessment methods deemed to provide evidence of practical demonstration of competence include:

- Practical Work Projects
- Third Party Statement
- Observation Checklist.

Assessing competency

Competency based assessment does not award grades, but simply identifies if the participant has the knowledge, skills and attitudes to undertake the required task to the specified standard.

Therefore, when assessing competency, an assessor has two possible results that can be awarded:

- 'Pass Competent' (PC)
- 'Not Yet Competent' (NYC).

Pass Competent (PC)

If the participant is able to successfully answer or demonstrate what is required, to the expected standards of the performance criteria, they will be deemed as 'Pass Competent' (PC).

The assessor will award a 'Pass Competent' (PC) if they feel the participant has the necessary knowledge, skills and attitudes in all assessment tasks for a unit.

Not Yet Competent' (NYC)

If the participant is unable to answer or demonstrate competency to the desired standard, they will be deemed to be 'Not Yet Competent' (NYC).

This does not mean the participant will need to complete all the assessment tasks again. The focus will be on the specific assessment tasks that were not performed to the expected standards.

The participant may be required to:

a) Undertake further training or instruction

b) Undertake the assessment task again until they are deemed to be 'Pass Competent'.

Regional Qualifications Framework and Skills Recognition System

The 'Regional Qualifications Framework and Skills Recognition System', also known as the 'RQFSRS' is the overriding educational framework for the ASEAN region.

The purpose of this framework is to provide:

- A standardised teaching and assessment framework

- Mutual recognition of participant achievement across the ASEAN region. This includes achievement in individual Units of Competency or qualifications as a whole.

The role of the 'RQFSRS' is to provide, ensure and maintain 'quality assurance' across all countries and educational providers across the ASEAN region.

Recognition of Prior Learning (RPL)

Recognition of Prior Learning is the process that gives current industry professionals who do not have a formal qualification, the opportunity to benchmark their extensive skills and experience against the standards set out in each unit of competency/subject.

This process is a learning and assessment pathway which encompasses:

- Recognition of Current Competencies (RCC)

- Skills auditing

- Gap analysis and training

- Credit transfer.

Code of practice for assessors

This Code of Practice provides:

- Assessors with direction on the standard of practice expected of them

- Candidates with assurance of the standards of practice expected of assessors

- Employers with assurance of the standards maintained in the conduct of assessment.

The Code detailed below is based on the International Code of Ethics and Practice (The National Council for Measurement in Education [NCME]):

- The differing needs and requirements of the person being assessed, the local enterprise and/or industry are identified and handled with sensitivity

- Potential forms of conflict of interest in the assessment process and/or outcomes are identified and appropriate referrals are made, if necessary

- All forms of harassment are avoided throughout the planning, conducting, reviewing and reporting of the assessment outcomes

- The rights of the candidate are protected during and after the assessment

- Personal and interpersonal factors that are not relevant to the assessment of competency must not influence the assessment outcomes

- The candidate is made aware of rights and process of appeal

- Evidence that is gathered during the assessment is verified for validity, reliability, authenticity, sufficiency and currency

- Assessment decisions are based on available evidence that can be produced and verified by another assessor

- Assessments are conducted within the boundaries of the assessment system policies and procedures

- Formal agreement is obtained from both the candidate and the assessor that the assessment was carried out in accordance with agreed procedures

- The candidate is informed of all assessment reporting processes prior to the assessment

- The candidate is informed of all known potential consequences of decisions arising from an assessment, prior to the assessment

- Confidentiality is maintained regarding assessment results

- The assessment results are used consistently with the purposes explained to the candidate

- Opportunities are created for technical assistance in planning, conducting and reviewing assessment procedures and outcomes.

Instructions and checklist for assessors

Instructions

General instructions for the assessment:

- Assessment should be conducted at a scheduled time that has been notified to the candidate

- Facilitators must ensure participants are made aware of the need to complete assessments and attend assessment sessions

- If a participant is unable to attend a scheduled session, they must make arrangements with the Assessor to undertake the assessment at an alternative time

- At the end of the assessment the Assessor must give feedback and advise the participant on their PC/NYC status

- Complete the relevant documentation and submit to the appropriate department.

Preparation

- Gain familiarity with the Unit of Competency, Elements of Competency and the Performance Criteria expected

- Study details assessment documentation and requirements

- Brief candidate regarding all assessment criteria and requirements.

Briefing checklist

- Begin the assessment by implementing the following checklist and then invite the candidate to proceed with assessment.

Checklist for Assessors

	Tick (✓)	Remarks
Prior to the assessment I have:		
Ensured the candidate is informed about the venue and schedule of assessment.		
Received current copies of the performance criteria to be assessed, assessment plan, evidence gathering plan, assessment checklist, appeal form and the company's standard operating procedures (SOP).		
Reviewed the performance criteria and evidence plan to ensure I clearly understood the instructions and the requirements of the assessment process.		
Identified and accommodated any special needs of the candidate.		
Checked the set-up and resources for the assessment.		
During the assessment I have:		
Introduced myself and confirmed identities of candidates.		
Put candidates at ease by being friendly and helpful.		
Explained to candidates the purpose, context and benefits of the assessment.		
Ensured candidates understood the assessment process and all attendant procedures.		
Provided candidates with an overview of performance criteria to be assessed.		
Explained the results reporting procedure.		
Encouraged candidates to seek clarifications if in doubt.		
Asked candidates for feedback on the assessment.		
Explained legal, safety and ethical issues, if applicable.		

	Tick (✓)	Remarks
After the assessment I have:		
Ensured candidate is given constructive feedback.		
Completed and signed the assessment record.		
Thanked candidate for participating in the assessment.		

Instructions for recording competency

Specifications for recording competency

The following specifications apply to the preparation of Evidence Gathering Plans:

- A Competency Recording Sheet must be prepared for each candidate to ensure and demonstrate all Performance Criteria and Competency Elements are appropriately assessed. This Sheet indicates how the Assessor will gather evidence during their assessment of each candidate

- This Competency Recording Sheet is located at the end of the Assessment Plan

- It is the overriding document to record competency

- The Assessor may vary the Competency Recording Sheet to accommodate practical and individual candidate and/or workplace needs

- Assessor must place a tick (✓) in the 'Assessment Method' columns to identify the methods of assessment to be used for each candidate

- Multiple Competency Elements/Performance Criteria may be assessed at the one time, where appropriate

- The assessor and participant should sign and date the Competency Recording Sheet, when all forms of evidence and assessment have been completed

- The assessor may provide and feedback or clarify questions which the participant may have in regards to the assessment grade or findings

- All documents used to capture evidence must be retained, and attached to the Competency Recording Sheet for each candidate for each Competency Unit.

Instructions for different assessment methods

Specifications for work project assessment

These guidelines concern the use of work projects.

The work projects identified in the Training Manuals involve a range of tasks, to be performed at the discretion of the Assessor.

Work project tasks can be completed through any form of assessment as identified in the Trainer and Trainee Manuals and stated at the start of this section.

Assessors should follow these guidelines:

- Review the Work Projects at the end of each 'Element of Competency' in the Trainee Manual to ensure you understand the content and what is expected

- Prepare sufficient resources for the completion of work activities including:
    - Time – whether in scheduled delivery hours or suggested time participants to spend outside of class hours
    - Resources – this may involve technical equipment, computer, internet access, stationery and other supplementary materials and documents
- Prepare assessment location (if done in class) making it conducive to assessment
- Explain Work Projects assessment to candidate, at the start of each Element of Competency. This ensures that participants are aware of what is expected and can collate information as delivery takes place
- Assessors can use the following phrase as a guide (where an 'X' is identified, please input appropriate information):

"At the end of each Element of Competency there are Work Projects which must be completed. These projects require different tasks that must be completed.

These work projects are part of the formal assessment for the unit of competency titled X:

- You are required to complete these activities:
    a) *Using the 'X' method of assessment*
    b) *At 'X' location*
    c) *You will have 'X time period' for this assessment*
- You are required to compile information in a format that you feel is appropriate to the assessment
- Do you have any questions about this assessment?"

- Commence Work Project assessment:
    - The assessor may give time for participants to review the questions at this time to ensure they understand the nature of the questions. The assessor may need to clarify questions
    - Participants complete work projects in the most appropriate format
    - Participants must submit Work Project evidence to the assessor before the scheduled due date
- Assessor must assess the participant's evidence against the competency standards specified in each Element of Competency and their own understanding. The assessor can determine if the participant has provided evidence to a 'competent' standard
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

Specifications for Oral Question Assessment

These guidelines concern the use of oral questioning.

Assessors should follow these guidelines.

- Prepare Assessment Record for Oral Questioning. One record for each candidate:
    - Enter Student name

- Enter Assessor name
- Enter Location
- Familiarise self with Questions to be asked
- Prepare assessment location (table and chairs) making it conducive to assessment
- Explain Oral Questioning assessment to candidate, using the following phrase as a guide (where a 'X' is identified, please input appropriate information):

  "These oral questions are part of the formal assessment for the unit of competency titled X.

  There are X questions and you are required to answer all of them to the best of your ability and I will record whether or not you have answered correctly.

  We have 60 minutes for this assessment.

  - I will give you feedback at the end of the assessment
  - Do you have any questions about this assessment?"

- Commence Oral Questioning assessment:
  - Complete Assessment Record for the Oral Questioning by:
    a) Ticking PC or NYC, as appropriate
    b) Entering 'Remarks' as required
    c) Completing Oral Questioning within 60 minutes
- Complete Oral Questioning and provide feedback to candidate
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

Specifications for Written Question Assessment

These guidelines concern the use of written questioning.

Assessors should follow these guidelines:

- Familiarise self with Questions and Answers provided
- Print and distribute copies of 'Written Questions' for participants. Ideally this should take place with adequate time for participants to answer all questions before the expected due date
- Explain Written Questioning assessment to candidate, using the following phrase as a guide (where a 'X' is identified, please input appropriate information):

  "These written questions are part of the formal assessment for the unit of competency titled X.

  There are X questions and you are required to answer all of them to the best of your ability.

  You may refer to your subject materials, however where possible try to utilise your existing knowledge when answering questions.

  Where you are unsure of questions, please ask the Assessor for further instruction. This may be answering the question orally or asking the assessor to redefine the question.

We have X time for this assessment:

- The due date for completion of this assessment is X

- On this date you must forward the completed questions to the assessor by X time on the date of X

- Do you have any questions about this assessment?"

- The assessor may give time for participants to review the questions at this time to ensure they understand the nature of the questions. The assessor may need to clarify questions

- Participants may record written answers (where possible)

- Participants must submit the written answers to the assessor before the scheduled due date

- Assessor must assess the participant's written answers against the model answers provided as a guide, or their own understanding. The assessor can determine if the participant has answered the questions to a 'competent' standard

- Transcribe results/details to Competency Recording Sheet

- Forward/file assessment record.

Specifications for Observation Checklist

These specifications apply to the use of the Observation Checklist in determining competency for candidates.

Only an approved assessor is authorised to complete the Observation Checklist.

The assessor is required to observe the participant, ideally in a simulated environment or their practical workplace setting and record their performance (or otherwise) of the competencies listed on the Observation Checklist for the Competency Unit.

To complete the Observation Checklist the Assessor must:

- Insert name of candidate

- Insert assessor name

- Insert identify of location where observations are being undertaken

- Insert date/s of observations – may be single date or multiple dates

- Place a tick in either the 'Yes' or 'No' box for each listed Performance Criteria to indicate the candidate has demonstrated/not demonstrated that skill

- Provide written (and verbal) feedback to candidate – as/if appropriate

- Sign and date the form

- Present form to candidate for them to sign and date

- Transcribe results/details to Competency Recording Sheet for candidate

- Forward/file Observation Checklist.

This source of evidence combines with other forms of assessment to assist in determining the 'Pass Competent' or 'Not Yet Competent' decision for the participant.

Specifications for Third Party Statement

These specifications relate to the use of a relevant workplace person to assist in determining competency for candidates.

The Third Party Statement is to be supplied by the assessor to a person in the workplace who supervises and/or works closely with the participant.

This may be their Supervisor, the venue manager, the Department Manager or similar.

The Third Party Statement asks the Supervisor to record what they believe to be the competencies of the participant based on their workplace experience of the participant. This experience may be gained through observation of their workplace performance, feedback from others, inspection of candidate's work etc.

A meeting must take place between the Assessor and the Third Party to explain and demonstrate the use of the Third Party Statement.

To complete the Third Party Verification Statement the Assessor must:

- Insert candidate name

- Insert name and contact details of the Third Party

- Tick the box to indicate the relationship of the Third Party to the candidate

- Present the partially completed form to the Third Party for them to finalise

- Collect the completed form from the Third Party

- Transcribe results/details to Competency Recording Sheet for candidate

- Forward/file Third Party Statement.

The Third Party must:

- Record their belief regarding candidate ability/competency as either:
  - Pass Competent = Yes
  - Not Yet Competent = No
  - Unsure about whether candidate is competent or not = Not Sure

- Meet briefly with the assessor to discuss and/or clarify the form.

This source of evidence combines with other forms of assessment to assist in determining the 'Pass Competent' or 'Not Yet Competent' decision for the candidate.

A separate Third Party Statement is required for each Competency Unit undertaken by the candidate.

Competency Standard

UNIT TITLE: Operate a cellar system	NOMINAL HOURS: 45

| UNIT NUMBER: D1.HBS.CL5.05 | |

| UNIT DESCRIPTOR: This unit deals with the skills and knowledge required to operate a cellar system within the hotel industries workplace context | |

ELEMENTS AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE
Element 1: Operate and maintain bulk dispensing systems **1.1** Operate *bulk dispensing systems* in accordance with manufacturer's instructions and safety requirements **1.2** Monitor temperature, carbonation and pump pressure **1.3** Clean connectors, extractors and heads hygienically **1.4** Set up nitrogen and integrated systems safely in accordance with manufacturer's specifications **1.5** Identify faulty products and product delivery problems promptly and implement corrective action	**Unit Variables** The Unit Variables provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment This unit applies to all industry sectors that require to operate a cellar system within the labour divisions of the hotel and travel industries and may include: 1. Food and Beverage Service *Bulk dispensing systems* may include: • Beer • Spirits • Wine • Post-mix syrups. *Refrigeration systems* may include: • Cold rooms • Cabinets

Element 2: Operate and maintain beer reticulation systems	• Instantaneous coolers • Portable coolers.
2.1 Operate and clean beer reticulation systems in accordance with manufacturer's instructions	*Refrigerator components* may include: • Vents, coils and filters • Seals and catches.
2.2 Follow safety procedures regarding handling, connecting and storing of gas	*Basic mechanical faults* may include: • Control system faults • Error codes.
Element 3: Use and maintain *refrigeration systems*	*Cellar products* may include: • Beers
3.1 Measure refrigerator temperatures accurately and adjust correctly to comply with product requirements	• Spirits • Wine • Post-mix syrups.
3.2 Clean and maintain *refrigerator components*	*Appropriate person or people* may include: • Manager
3.3 Set or re-set walk-in alarms to manufacturer's specifications	• Maintenance personnel on site • Specialist trades people.
3.4 Recognise and repair/report *basic mechanical faults* in accordance with enterprise procedures	**Assessment Guide** The following skills and knowledge must be assessed as part of this unit: • Knowledge of potential faults
Element 4: Monitor quality of cellar products	• Knowledge of the shelf life of cellar products
4.1 Test regularly quality of *cellar products* and identify faults	• Knowledge of the correct handling and storage of cellar products • Knowledge of the potential dangers of working with gas and pressure
4.2 Make adjustments within scope of individual responsibility or report faults to the *appropriate person or people*	• Knowledge of the specific safety requirements of the cellar

4.3 Use bin and keg card systems to assist in monitoring the quality of products and controlling stock **4.4** Keep cellar tidy, clean and free from litter **4.5** Monitor cellar temperature	• Demonstrated ability to operate a cellar system. **Linkages To Other Units** • Receive and store stock • Operate a bar facility • Manage responsible service of alcohol • Process liquor sales at a bar facility. **Critical Aspects of Assessment** Evidence of the following is essential: • Demonstrated understanding of the safety requirements in relation to operating the cellar • Demonstrated ability to maintain the quality of products stored in the cellar in accordance with enterprise procedures and systems • Demonstrated ability to identify faults/problems and where appropriate to situation and level of responsibility, rectify identified faults/problems • Demonstrated ability to keep the cellar clean, tidy and hygienic. **Context of Assessment** This unit may be assessed on or off the job • Assessment should include practical demonstration of the ability to operate a cellar system either in the workplace or through a simulation activity, supported by a range of methods to assess underpinning knowledge • Assessment must relate to the individual's work area, job role and area of responsibility • Assessment must include project or work activities that allow the candidate to respond to multiple and varying workplace situations that require the candidate to operate a cellar system. **Resource Implications** Training and assessment to include access to a real or simulated workplace; and access to workplace standards, procedures, policies, guidelines, tools and equipment.

Assessment Methods

The following methods may be used to assess competency for this unit:

- Case studies

- Observation of practical candidate performance

- Oral and written questions

- Portfolio evidence

- Problem solving

- Role plays

- Third party reports completed by a supervisor

- Project and assignment work.

Key Competencies in this Unit

Level 1 = competence to undertake tasks effectively

Level 2 = competence to manage tasks

Level 3 = competence to use concepts for evaluating

Key Competencies	Level	Examples
Collecting, organising and analysing information	1	Identify the storage requirements and shelf life of cellar products
Communicating ideas and information	0	
Planning and organising activities	2	Plan appropriate cellar maintenance activities
Working with others and in teams	1	Communicate with other co-workers

	Using mathematical ideas and techniques	0	
	Solving problems	1	Identify and repair basic mechanical faults
	Using technology	0	

Oral Questions

Student name	
Assessor name	
Location/venue	
Unit of competency	Operate a cellar system D1.HBS.CL5.05
Instructions	1. Ask student questions from the attached list to confirm knowledge, as necessary 2. Place tick in boxes to reflect student achievement (Pass Competent 'PC' or Not Yet Competent 'NYC') 3. Write short-form student answer in the space provided for each question.

Questions	Response	
	PC	NYC
1. What are the benefits of bulk beverage dispensing systems?	❑	❑
2. What are common beverages that are served using a post mix system?	❑	❑

Questions	Response	
	PC	**NYC**
3. Why is a post mix system more beneficial than serving soda from cans or bottles?	❏	❏
4. What are some roles of a cellar attendant?	❏	❏
5. What is CO_2?	❏	❏

Questions	Response	
	PC	**NYC**
6. Why is it important to have clean glassware when dispensing beer?	❑	❑
7. How can you prevent the build up of CO_2 gas in a cellar?	❑	❑
8. What are types of commercial bar refrigerators?	❑	❑

Questions	Response	
	PC	NYC
9. What are general refrigeration cleaning activities that need to be performed?	❑	❑
10. Why is it important to have systems that monitor fridge storage areas?	❑	❑
11. To whom and how can you report faults with refrigeration systems?	❑	❑

Questions	Response	
	PC	**NYC**
12. What is an example of a fault and possible remedies associated with wine?	❑	❑
13. Why is it important to report cellar faults in a timely manner?	❑	❑
14. What is the purpose of a keg key system?	❑	❑

Questions	Response	
	PC	NYC
15. Why is it important to keep a cellar clean and tidy?	❑	❑
16. Why is it important to maintain a cellar at its optimal temperature?	❑	❑

Written Questions

Operate a cellar system – D1.HBS.CL5.05

Student Name: _____

Answer all the following questions and submit to your Trainer.

1.   What types of beverages can be served using bulk dispensing systems?

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2.   What items are normally found in a cellar in a commercial bar operation?

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3.   What is the purpose of a spirit bottle dispensing unit?

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4.   What are the benefits of using a bulk spirit dispensing unit?

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5. What are the benefits of using a bulk wine dispensing unit as opposed to wine bottles?

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6. What is the purpose of a post mix system?

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7. Besides bulk dispensing systems, what other equipment is located in a cellar?

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8. What are the steps associated with using bulk wine dispensing units?

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9. Identify and explain how to clean or maintain one bulk dispensing system.

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10. What are the common actions to rectify faults with bulk dispensing systems?

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11. What are the three main components of a beer dispensing system?

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12. What are some components of a beer dispensing system?

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13. What knowledge of beverage gas system operations should a cellar attendant have?

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14. What are some gas safety guidelines that cellar operators must follow?

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15. What is the optimum temperature range for food and beverage storage?

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16. What are the two ways to check the temperature inside a refrigerator?

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17. What are examples of refrigerator components may need to be cleaned on a regular basis?

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18. What activities are associated with cleaning a back bar?

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19. What are examples of fridge 'monitoring and controlling' systems?

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20. What is the purpose of 'fans' in a refrigerator and what checks should be made to ensure no faults are present?

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21. What is an example of a fault and possible remedies associated with beer?

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22. What is an example of a fault and possible remedies associated with spirits?

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23. Who should you report cellar related faults to?

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24. How can you report cellar related faults?

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25. What are the aims of bin and keg key systems?

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26. What are the benefits of bin and keg key systems?

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27. What activities are associated with cleaning and maintaining a cellar area?

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28. What health and safety regulations must be followed when keeping a clean and tidy cellar?

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29. How can you maintain cellar cooling equipment?

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30. What are some considerations when using and placing temperature thermometers in a cellar?

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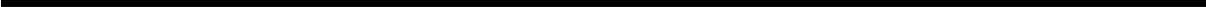
Answers to Written Questions

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The following are model answers only – Trainers/Assessors must use discretion when determining whether or not an answer provided by a Student is acceptable or not.

1. What types of beverages can be served using bulk dispensing systems?

- Beer
- Spirits
- Wine
- Post-mix syrups.

2. What items are normally found in a cellar in a commercial bar operation?

- Wine casks, bottles and bulk boxes
- Beer kegs, bottles, cans and cartons
- Spirit bottles and bulk containers
- Soft drink bottles, cans and bulk boxes
- Juices
- Milk
- Snacks.

3. What is the purpose of a spirit bottle dispensing unit?

These units draw spirit units directly from bottles in 30 ml shots.

4. What are the benefits of using a bulk spirit dispensing unit?

There are many benefits of using electronic spirit dispensing systems including:
- Simple bottle loading and replacement
- Reduced wastage of spirits
- Easy assembly of minimal parts for quick washing and maintenance
- Factory-set displacement valve and clear viewing bowl ensure accurate measures every time
- Dispensing indicator lights guarantee a fool-proof system
- Digital counters record every shot dispensed for accurate assessment checks
- Low impact, single-touch button makes pouring simple
- Reliable power supply unit with lockable keys for maximum security.

5. What are the benefits of using a bulk wine dispensing unit as opposed to wine bottles?

- It replaces the need to order, open and stock wine bottles
- It reduces the cost of packaging when purchasing wines in bulk
- Spoilage is practically non-existent
- Reduces loss of quality from opened bottles
- Is an effective technique to increase sales by offering small sample pours.

6. What is the purpose of a post mix system?

A post mix system is the collective of equipment used to serve high volumes of carbonated beverages.

7. Besides bulk dispensing systems, what other equipment is located in a cellar?

- Cool room
- Transfer leads
- Couplers
- Connectors
- Gas regulators
- Chemicals, cleaning equipment and procedures
- Safety goggles and gloves
- Approved cleaning keg or dosing unit
- Appropriate stock.

8. What are steps associated with using bulk wine dispensing units?

- Uncork or open the wine and insert the dispenser's stopper faucet.
- Plug in the gas source
- Dispense your wine into glasses for serving
- After using the wine dispenser, unplug the tubing and store the unfinished bottles.
- Wine that is served with a wine dispenser should be stored in the same way you would store that wine were you not using the dispenser.

9. Identify and explain how to clean or maintain one bulk dispensing system.

Answers will be varied.

10. What are common actions to rectify faults with bulk dispensing systems?

Appropriate action to rectify faults may include:

- Gas system checking, identification and adjustment
- Refrigeration system checking, identification and adjustment
- Housekeeping, cleaning and maintenance
- Stock control, rotation of stock.

11. What are the three main components of a beer dispensing system?

- Gas
- Beer
- Cooling.

12. What are some components of a beer dispensing system?

Beer dispensing systems normally comprise nine key components:

- Refrigeration/Cooling
- Keg
- Coupler
- Beer Line
- Faucet
- Gas Source
- Regulator
- Gas Line
- Tailpieces and Connectors.

13. What knowledge of beverage gas system operations should a cellar attendant have?

- How to handle, store, connect and disconnect beverage gas cylinders (including different types of cylinder systems and different types of gas)
- Inert gas in confined spaces and the potential dangers
- Particular dangers of carbon dioxide and nitrogen
- Required fire protection equipment and other emergency and alarm procedures
- Methods and techniques for undertaking routine checks for leaks.

14.   What are some gas safety guidelines that cellar operators must follow?

- Assess your cellar to identify safety hazards

- Prevent build up of CO_2

- Never tamper with cylinders

- Store cylinders correctly

- Handle cylinders correctly

- Do not overstock gas supplies.

15.   What is the optimum temperature range for food and beverage storage?

Optimum temperature range for food and beverage storage is 3 to 5 C (37 to 41 F).

16.   What are the two ways to check the temperature inside a refrigerator?

- One way checks the air temperature inside the refrigerator

- Another way gives the internal temperature of something in the refrigerator.

17.   What are examples of refrigerator components may need to be cleaned on a regular basis?

- Vents

- Coils

- Filters

- Seals

- Catches.

18.   What activities are associated with cleaning a back bar?

Answers will be varied.

19.   What are examples of fridge 'monitoring and controlling' systems?

Products within these systems include:

- Single and multipoint temperature alarms – this is important as it is vital that temperatures of food and beverage items remain within acceptable temperature ranges

- Web enabled data logging systems – records who enters fridges and at what time

- Door monitor and alarms – notifies when fridge doors are opened

- Panic (entrapment) alarms – commonly found in 'walk-in' fridges that notify the appropriate person when someone has been locked into a unit.

20. **What is the purpose of 'fans' in a refrigerator and what checks should be made to ensure no faults are present?**

Fans help regulate the temperature of components inside the refrigerator.

Possible checks include making sure:

- Fans of the fridge are working

- Fans are clean and free of debris

- Wiring going to the fans is in good working order

- No visible wire damage

- Fans are receiving power.

21. **What is an example of a fault and possible remedies associated with beer?**

Cloudy beer

- Cleaning pipes every week

- Ensure key is still within 'best before date'

- Flush through lines with water

- Connect to a new keg.

No head on beer

- Ensure staff are trained in pouring

- Ensure tap sparkler is in place

- Ensure beer tap is being used correctly

- Ensure correct glass cleaning techniques are used.

Beer fobbing in glass

- Ensure beer is poured at correct angle

- Ensure beer is at correct temperature.

22. **What is an example of a fault and possible remedies associated with spirits?**

Strength of spirit

At times the amount of spirit being dispensed may be more or less than what is required. Check the equipment.

Strange taste

The dispenser may have been used for another bottle of alcohol. It must be cleaned correctly.

Beverage taste soapy

It is important to ensure that it is cleaned properly.

23.   Who should you report cellar related faults to?

As with the reporting of mechanical faults, it is essential that they are reported immediately to the most appropriate person.

This may be:

*   Bar supervisor
*   Bar Manager
*   Maintenance Department.

24.   How can you report cellar related faults?

Options in reporting cellar related faults include:

*   Speaking face-to-face with the Manager or maintenance department
*   Using other internal communication methods (pager, mobile phone) to contact and notify directly either the maintenance department
*   Completion of a Maintenance Report identifying the fault, the location, your name, and the nature of the fault.

25.   What are the aims of bin and keg key systems?

The overriding aims of bin or keg key systems are to:

*   Easily identify when an item or collective of items were purchased
*   To track their usage in an establishment.

26.   What are the benefits of bin and keg key systems?

*   Easier identification of similar bottles, especially those from different vintages
*   Easier to track volume of items
*   Tracks actual consumption
*   Ensures greater control of inventory
*   Ensures appropriate stock location
*   Identify how long they have been in stock
*   Identify when they should be used
*   Helps facilitate stocktaking
*   Helps enable accurate accounting records which identifies actual cost of goods sold.

27. **What activities are associated with cleaning and maintaining a cellar area?**

- Only keep items that are essential

- Remove used containers, boxes etc on a regular basis

- Store items in a logical manner

- Ensure a clear path to move and transport items

- Cleaning on a regular basis, especially when spills occur

- Keep cellar walls and floors clean

- Ensure walls are treated with an anti-fungal paint or cleaner

- Ensuring suitable lighting

- Cleaning drains and sumps on a regular basis

- Ensuring there is hot and cold running water access for cleaning

- Maintain good ventilation to remove stale air and build up of CO_2 gas. It is a good idea to air the cellar for 10 minutes each day

- Keep cleaning containers clean

- Store cleaning chemicals and equipment in appropriate and secure location

- Keep water hoses on their reels and secure

- Ensure all gas cylinders are correctly stored. This is importantly regardless if they are in use or empty. Use all retaining chains to limit movement of gas cylinders

- Remove empty kegs, casks and bottles on a regular basis.

28. **What health and safety regulations must be followed when keeping a clean and tidy cellar?**

Answers will vary to reflect local regulations.

29. **How can you maintain cellar cooling equipment?**

- Ensure any cellar cooling equipment to be working correctly

- Equipment must be regularly serviced by specialised technicians

- Air vents on equipment must be kept clear.

30. **What are some considerations when using and placing temperature thermometers in a cellar?**

- There should be two quality thermometers

- Placed in different parts of the cellar

- Located at different heights to ensure accurate measurements can be taken

- Not be placed in direct flow of cooler air or up against walls.

Observation Checklist

Student name	
Assessor name	
Location/venue	
Unit of competency	Operate a cellar system D1.HBS.CL5.05
Dates of observation	

Instructions	1. Over a period of time observe the student completing each of the following tasks:
	
	   a) Operate and maintain bulk dispensing systems
	
	   b) Operate and maintain beer reticulation systems
	
	   c) Use and maintain refrigeration systems
	
	   d) Monitor quality of cellar products
	
	2. Enter the date on which the tasks were undertaken
	
	3. Place a tick in the box to show they completed each aspect of the task to the standard expected in the enterprise
	
	4. Complete the feedback sections of the form, if required.

Did the candidate	Yes	No
Element 1: Operate and maintain bulk dispensing systems		
Operate bulk dispensing systems in accordance with manufacturer's instructions and safety requirements	❑	❑
Monitor temperature, carbonation and pump pressure	❑	❑
Clean connectors, extractors and heads hygienically	❑	❑
Set up nitrogen and integrated systems safely in accordance with manufacturer's specifications	❑	❑
Identify faulty products and product delivery problems promptly and implement corrective action	❑	❑

Did the candidate	Yes	No
Element 2: Operate and maintain beer reticulation systems		
Operate and clean beer reticulation systems in accordance with manufacturer's instructions	❑	❑
Follow safety procedures regarding handling, connecting and storing of gas	❑	❑
Element 3: Use and maintain refrigeration systems		
Measure refrigerator temperatures accurately and adjust correctly to comply with product requirements	❑	❑
Clean and maintain refrigerator components	❑	❑
Set or re-set walk-in alarms to manufacturer's specifications	❑	❑
Recognise and repair/report basic mechanical faults in accordance with enterprise procedures	❑	❑
Element 4: Monitor quality of cellar products		
Test regularly quality of cellar products and identify faults	❑	❑
Make adjustments within scope of individual responsibility or report faults to the appropriate person or people	❑	❑
Use bin and keg card systems to assist in monitoring the quality of products and controlling stock	❑	❑
Keep cellar tidy, clean and free from litter	❑	❑
Monitor cellar temperature	❑	❑
Did the student's overall performance meet the standard?	❑	❑

Feedback to student and trainer/assessor			
Strengths:			
Improvements needed:			
General comments:			
Candidate signature		**Date**	
Assessor signature		**Date**	

Third Party Statement

Student name:			
Name of third party:		**Contact no**	
Relationship to student:	❑ Employer ❑ Supervisor ❑ Colleague ❑ Other *Please specify:_____* *Please do not complete the form if you are a relative, close friend or have a conflict of interest]*		
Unit of competency:	Operate a cellar system D1.HBS.CL5.05		

The student is being assessed against industry competency standards and we are seeking your support in the judgement of their competence.

Please answer these questions as a record of their performance while working with you. Thank you for your time.

Do you believe the trainee has demonstrated the following skills? *(tick the correct response]*	**Yes**	**No**	**Not sure**
Element 1: Operate and maintain bulk dispensing systems			
Operate bulk dispensing systems in accordance with manufacturer's instructions and safety requirements	❑	❑	❑
Monitor temperature, carbonation and pump pressure	❑	❑	❑
Clean connectors, extractors and heads hygienically	❑	❑	❑
Set up nitrogen and integrated systems safely in accordance with manufacturer's specifications	❑	❑	❑
Identify faulty products and product delivery problems promptly and implement corrective action	❑	❑	❑
Element 2: Operate and maintain beer reticulation systems			
Operate and clean beer reticulation systems in accordance with manufacturer's instructions	❑	❑	❑
Follow safety procedures regarding handling, connecting and storing of gas	❑	❑	❑

Do you believe the trainee has demonstrated the following skills? *(tick the correct response]*	Yes	No	Not sure
Element 3: Use and maintain refrigeration systems			
Measure refrigerator temperatures accurately and adjust correctly to comply with product requirements	❑	❑	❑
Clean and maintain refrigerator components	❑	❑	❑
Set or re-set walk-in alarms to manufacturer's specifications	❑	❑	❑
Recognise and repair/report basic mechanical faults in accordance with enterprise procedures	❑	❑	❑
Element 4: Monitor quality of cellar products			
Test regularly quality of cellar products and identify faults	❑	❑	❑
Make adjustments within scope of individual responsibility or report faults to the appropriate person or people	❑	❑	❑
Use bin and keg card systems to assist in monitoring the quality of products and controlling stock	❑	❑	❑
Keep cellar tidy, clean and free from litter	❑	❑	❑
Monitor cellar temperature	❑	❑	❑

Comments/feedback from Third Party to Trainer/Assessor:

Third party signature:	Date:
Send to:	

Competency Recording Sheet

Name of Student		
Name of Assessor/s		
Unit of Competency	Operate a cellar system	D1.HBS.CL5.05
Date assessment commenced		
Date assessment finalised		
Assessment decision	Pass Competent / Not Yet Competent (Circle one)	
Follow up action required (Insert additional work and assessment required to achieve competency)		
Comments/observations by assessor/s		

Place a tick (✓) in the column to reflect evidence obtained to determine Competency of the student for each Performance Criteria.

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
Element 1: Operate and maintain bulk dispensing systems						
Operate bulk dispensing systems in accordance with manufacturer's instructions and safety requirements						
Monitor temperature, carbonation and pump pressure						
Clean connectors, extractors and heads hygienically						
Set up nitrogen and integrated systems safely in accordance with manufacturer's specifications						
Identify faulty products and product delivery problems promptly and implement corrective action						
Element 2: Operate and maintain beer reticulation systems						
Operate and clean beer reticulation systems in accordance with manufacturer's instructions						
Follow safety procedures regarding handling, connecting and storing of gas						

Place a tick (✓) in the column to reflect evidence obtained to determine Competency of the student for each Performance Criteria.

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
Element 3: Use and maintain refrigeration systems						
Measure refrigerator temperatures accurately and adjust correctly to comply with product requirements						
Clean and maintain refrigerator components						
Set or re-set walk-in alarms to manufacturer's specifications						
Recognise and repair/report basic mechanical faults in accordance with enterprise procedures						
Element 4: Monitor quality of cellar products						
Test regularly quality of cellar products and identify faults						
Make adjustments within scope of individual responsibility or report faults to the appropriate person or people						
Use bin and keg card systems to assist in monitoring the quality of products and controlling stock						
Keep cellar tidy, clean and free from litter						
Monitor cellar temperature						
Candidate signature			**Date**			
Assessor signature			**Date**			

Assessor Manual
Operate a cellar system