Prepare and serve cocktails

D1.HBS.CL5.06

Assessor Manual

Prepare and serve cocktails

D1.HBS.CL5.06

Assessor Manual

The Association of Southeast Asian Nations (ASEAN) was established on 8 August 1967. The Member States of the Association are Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, Philippines, Singapore, Thailand and Viet Nam.

The ASEAN Secretariat is based in Jakarta, Indonesia.

General Information on ASEAN appears online at the ASEAN Website: www.asean.org.

All text is produced by William Angliss Institute of TAFE for the ASEAN Project on "Toolbox Development for Front Office, Food and Beverage Services and Food Production Divisions".

Disclaimer

File name: AM_Prepare_and_serve_cocktails_refined

Table of Contents

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: PREPARE AND SERVE COCKTAILS	NOMINAL HOURS: 20

UNIT NUMBER: D1.HBS.CL5.06

UNIT DESCRIPTOR: This unit deals with the skills and knowledge required to prepare and serve cocktails within the hotel industry workplace context

ELEMENTS AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE
Element 1: Promote cocktails to customers	**Unit Variables**
1.1 Ensure *service equipment* is clean, operational and ready for use	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
1.2 Ensure *cocktail ingredients and accompaniments* are prepared and ready for service	This unit applies to all industry sectors that require to prepare and serve cocktails within the labour divisions of the hotel and travel industries and may include:
1.3 Use *display materials* to promote cocktails	1. Food and Beverage Service
1.4 Offer customers *recommendations or information* about the range and *style of cocktails* available in a courteous fashion	*Service equipment* may include:
Element 2: Prepare cocktails	• Shakers
2.1 Select and use *cocktail glassware* and equipment in accordance with enterprise and industry standards	• Cocktail glassware
	• Jugs
2.2 Make cocktails correctly and efficiently in accordance with recipes	• Stirrers and swizzles
	• Blenders
2.3 *Consider and evaluate* new cocktail recipes and develop in accordance with enterprise policy	• Pourers, strainers and measures
	• Ice crushers and scoops
	• Glass chillers

Element 3: Present cocktails	• Cleaning equipment
3.1 Present cocktails attractively in a manner and timeframe that optimises cocktail appearance, temperature and service quality	• Knives and chopping boards
	• Cocktail list or menu
	• Bar towels.
3.2 Minimise wastage and spillage during service	*Cocktail ingredients and accompaniments* may include:
	• Ice
	• Garnish
	• Condiments
	• Bitters
	• Cordials
	• Sauces
	• Milk
	• Cream
	• Decorative items
	• Alcoholic ingredients.
	*Display material*s may include:
	• Table tent cards
	• Posters
	• Banners
	• Oral information.
	Recommendations or information may include:
	• Price
	• Special promotions
	• Ingredients

	• Relative strength
	• Suitable alternatives
	• Flavours
	• Spirit base
	• Value for money.
	Style of cocktails may include:
	• Blended
	• Shaken
	• Stirred
	• Built
	• Floated.
	Cocktail glassware may include:
	• Brandy snifter
	• Champagne flute
	• Martini glass
	• Old-fashioned glass
	• Margarita glass
	• Highball glass.
	• Irish coffee glass.
	Consider and evaluate should relate to:
	• Eye appeal of cocktail
	• Texture of cocktail
	• Flavour of cocktail
	• Correct temperature of cocktail.

Assessment Guide

The following skills and knowledge must be assessed as part of this unit:

- Knowledge of the relevant liquor licensing laws

- Knowledge of hygiene issues of specific relevance to preparing and serving cocktails

- Knowledge of the different types of cocktails, including blended, stirred, built

- Knowledge of a range of the most popular/traditional cocktail recipes

- Knowledge of the typical alcoholic ingredients of cocktails

- The typical non-alcoholic ingredients of cocktails

- Demonstrated ability to use typical cocktail equipment, ingredients and accompaniments

- Demonstrated ability to use the range and variety of cocktail glassware correctly

- Demonstrated ability to use a range and variety of presentation methods

- Demonstrated ability to prepare and serve a range of common cocktails.

Linkages To Other Units

- Manage responsible service of alcohol

- Operate a bar facility

- Prepare and serve non alcoholic beverages

- Process liquor sales at a bar facility.

Critical Aspects of Assessment

Evidence of the following is essential:

- Demonstrated understanding of legal requirements in relation to the service of alcohol

- Demonstrated ability to set up and operate cocktail equipment, ingredients and accompaniments in accordance with enterprise procedures and systems

	- Demonstrated ability to offer customers appropriate assistance in the selection of cocktails - Demonstrated ability to prepare and serve cocktails in accordance with enterprise procedures an accepted timelines. **Context of Assessment** This unit may be assessed on or off the job - Assessment should include practical demonstration of the ability to prepare and serve cocktails 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 customer requests that require the candidate to prepare and serve cocktails. **Resource Implications** Training and assessment to include access to a real or simulated workplace using real equipment and materials; 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 sources of cocktail recipes
Communicating ideas and information	2	Use positive communication and customer service skills to promote cocktails to customers
Planning and organising activities	2	Undertake bar set up prior to service
Working with others and in teams	1	Work with co-workers
Using mathematical ideas and techniques	-	
Solving problems	1	Handle customer complaints
Using technology		

Oral Questions

Student name	
Assessor name	
Location/venue	
Unit of competency	Prepare and serve cocktails D1.HBS.CL5.06
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. Identify equipment needed to prepare cocktails and explain the checks you make on items to ensure they are ready for use.	❏	❏
2. What ingredients and accompaniments do you prepare before opening to serve cocktails?	❏	❏

Questions	Response	
	PC	NYC
3. Describe display materials you use (or could use) to promote cocktails to customers.	❏	❏
4. A customer has entered the bar and asked you what you recommend as a cocktail for them to try: how would you respond to this?	❏	❏
5. Name three different types of glassware used for presenting cocktails and identify the cocktails that may be presented in each.	❏	❏

Assessor Manual
Prepare and serve cocktails

Questions	Response	
	PC	**NYC**
6. Name one 'built' cocktail and describe how is made, decorated and served/presented.	❏	❏
7. Name one 'shaken' cocktail and describe how is made, decorated and served/presented.	❏	❏
8. Name one other type of cocktail and describe how is made, decorated and served/presented.	❏	❏

Questions	Response	
	PC	NYC
9. Explain how you might evaluate a new cocktail recipe and determine whether or not it is to be included on the venue Cocktail List.	❏	❏
10. What factors do you take into account to ensure cocktails are served correctly and attractively?	❏	❏
11. What action can you take at work to minimise wastage when preparing and serving cocktails?	❏	❏

Assessor Manual
Prepare and serve cocktails

Written Questions

Prepare and serve cocktails – D1.HBS.CL5.06

Student Name: _____

Answer all the following questions and submit to your Trainer.

1. What is the standard industry practice to achieve clean glassware?

    _____

    _____

    _____

    _____

    _____

    _____

2. What are the two operational checks to be made of cocktail making equipment prior to use?

    _____

    _____

3. What are the three 'ready to use' checks for cocktail making equipment and glassware listed in the notes?

    _____

    _____

    _____

    _____

    _____

    _____

4. List three activities that could be involved in preparing ice in a cocktail bar prior to trade?

    _____

    _____

    _____

5. Answer 'Yes' or 'No' to the following statement: 'Is Angostura bitters alcoholic?'

    _____

    _____

6. Answer 'True' or 'False' to the following statement: 'Cocktail sauce is a standard dressing for cocktails.'

    _____

    _____

7. What are the three steps involved in preparing cordials for service in a cocktail bar?

    _____

    _____

    _____

    _____

8. What is the name of the deep-red cordial made from pomegranates?

    _____

    _____

9. List three dairy products that may be used in the making of cocktails.

    _____

    _____

    _____

10. Are 'crème de menthe' and 'parfait amour' examples of generic or proprietary liqueurs?

    _____

    _____

11. Give five examples of spirits required for making cocktails.

    _____

    _____

    _____

    _____

    _____

12. Identify two ways edible flowers could be used as garnishes for cocktails.

_____

_____

_____

_____

13. Give five examples of cocktail decorations.

_____

_____

_____

_____

14. List three 'points to remember' when making garnishes for cocktails.

_____

_____

_____

_____

15. List four ways in which a venue can promote cocktails.

_____

_____

_____

_____

16. Identify three Responsible Service of Alcohol considerations which may need to be taken in to account when promoting cocktails.

_____

_____

_____

_____

17. Answer 'True' or 'False' to the following statement: A Harvey Wallbanger is made using the 'Shake and strain' method.

_____

18.   What are the two alcoholic ingredients in a Brandy Alexander?

_____

_____

19.   Is 'white rum' or 'tequila' the base spirit used when making a Daiquiri?

_____

_____

20.   Which fruit juice is used when making a Mai Tai?

_____

_____

21.   What spirit is common to Tom Collins, Singapore Sling and Martini?

_____

_____

22.   Is a White Russian topped with milk, cream, lemonade or soda water?

_____

_____

23.   What are the three alcoholic ingredients in a B52?

_____

_____

_____

24.   What glass would you use to serve a Black Russian, a Godfather or neat spirits, spirits served on-the-rocks, and short mixed drinks?

_____

_____

25.   In relation to cocktails, what is a Hawthorn strainer and what is it used for?

_____

_____

_____

_____

26. List six industry standards applying to the use of glasses for cocktail service.

_____

_____

_____

_____

_____

_____

27. Give two reasons why some venues will only make cocktails listed on their cocktail lists and will refuse to make 'guest request' cocktails.

_____

_____

_____

28. If you receive an order for two Grasshoppers at the same time, would you make them together or separately? Why?

_____

_____

_____

_____

29. What is 'sugar syrup' also known as?

_____

_____

30. Answer 'True' or 'False' to the following statement: Flair bartending is accepted practice in all cocktail bars.

_____

31. What are the five criteria to be considered when evaluating a new cocktail recipe?

_____

_____

_____

_____

_____

32. List four things that must be ensured when serving a cocktail to guarantee 'eye appeal'.

    _____

    _____

    _____

    _____

    _____

    _____

33. Answer 'True' or 'False' to the following statement: 'Frosting the rim of a glass means adding an ingredient (such as salt, sugar or jelly crystals) to the rim of the glass before pouring the cocktail into the glass.'

    _____

34. Give three possible causes of wastage when making cocktails.

    _____

    _____

    _____

    _____

35. Give three possible causes of spillage in relation to the making and/or service of cocktails.

    _____

    _____

    _____

    _____

Answers to Written Questions

Prepare and serve cocktails – D1.HBS.CL5.06

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 is the standard industry practice to achieve clean glassware?**

   - Wash glasses after every use by hand or in a glass washing machine, ensuring:
     - Water used is a minimum of 70°C
     - Appropriate detergent is used, diluted according to manufacturer's instructions, if required
   - Store glasses correctly. Clean glasses must be stored so they do not become re-contaminated

2. **What are the two operational checks to be made of cocktail making equipment prior to use?**

   - A visual inspection
   - A test run of the item.

3. **What are the three 'ready to use' checks for cocktail making equipment and glassware listed in the notes?**

   - Check 'sufficient' items are available
   - Ensure 'required' items are available
   - Place items in their designated location at the service station.

4. **List three activities that could be involved in preparing ice in a cocktail bar prior to trade.**

   Any from the following:

   - Obtaining sufficient ice from venue ice machines (or ice storage areas)
   - Crushing block ice or ice cubes
   - Placing ice into an appropriate container
   - Obtaining a scoop or tongs
   - Covering the ice.

5. **Answer 'Yes' or 'No' to the following statement: 'Is Angostura bitters alcoholic?'**

   Yes.

6. **Answer 'True' or 'False' to the following statement: 'Cocktail sauce is a standard dressing for cocktails.'**

False.

7. **What are the three steps involved in preparing cordials for service in a cocktail bar?**

- Making sure the bottles are clean
- Ensuring you have sufficient quantities available
- Checking you have the types required for the cocktails being offered.

8. **What is the name of the deep-red cordial made from pomegranates?**

Grenadine.

9. **List three dairy products that may be used in the making of cocktails.**

- Milk
- Cream
- Yoghurt.

10. **Are 'crème de menthe' and 'parfait amour' examples of generic or proprietary liqueurs?**

Generic.

11. **Give five examples of spirits required for making cocktails.**

Any from the following:
- Gin
- Vodka
- Rum – dark and white/clear, as well as gold
- Brandy
- Scotch
- Irish whisky
- Bourbon
- Tequila
- Cognac
- Southern Comfort
- Ouzo.

12. **Identify two ways edible flowers could be use as garnishes for cocktails.**

- Float heads on the drink
- Freeze into ice cubes which are used in the drink.

13. Give five examples of cocktail decorations.

Any from the following:

- Paper parasols
- Plastic animals
- Mermaids
- Pickaxes
- Doilies
- Swizzle sticks
- Sparklers
- Straws.

14. List three 'points to remember' when making garnishes for cocktails.

Any from the following:

- Always use a clean surface when cutting garnishes
- Always have plenty of fresh garnishes prepared before service
- Always store garnishes under refrigeration
- At the end of trading, all garnish containers should be sealed with a lid or a good quality clear wrap
- Never re-use garnishes that come back from the table or customer
- Staff are not permitted to eat the garnishes or the raw materials from which they are made.

15. List four ways in which a venue can promote cocktails.

Any from the following:

- Tent cards
- Posters
- Coasters
- Physical displays
- Cocktail lists/boards
- Demonstrations
- Competitions
- Verbally.

16. **Identify three Responsible Service of Alcohol considerations which may need to be taken in to account when promoting cocktails.**

    Any from the following:

    - No 'sell at any cost' approach
    - No double shots to be served
    - No extra liquor to be added to standard or listed cocktails
    - A ban on the service of cocktails intended to be 'swallowed' in one hit – such as laybacks, shooters, slammers and test tubes.

17. **Answer 'True' or 'False' to the following statement: A Harvey Wallbanger is made using the 'Shake and strain' method.**

    False.

18. **What are the two alcoholic ingredients in a Brandy Alexander?**

    - Brandy
    - Dark crème de cacao.

19. **Is 'white rum' or 'tequila' the base spirit used when making a Daiquiri?**

    White rum.

20. **Which fruit juice is used when making a Mai Tai?**

    Pineapple juice.

21. **What spirit is common to Tom Collins, Singapore Sling and Martini?**

    Gin.

22. **Is a White Russian topped with milk, cream, lemonade or soda water??**

    Milk.

23. **What are the three alcoholic ingredients in a B52?**

    - Bailey's Irish cream
    - Kahlua
    - Cointreau.

24. **What glass would you use to serve a Black Russian, a Godfather or neat spirits, spirits served on-the-rocks, and short mixed drinks?**

    Old Fashioned.

25. **In relation to cocktails, what is a Hawthorn strainer and what is it used for?**

    A metal strainer used across the top of a bar glass to strain out ice, pips, fruit once a cocktail has been mixed.

26. List six industry standards applying to the use of glasses for cocktail service.

Any from the following:

- Clean

- Not chipped

- Not cracked

- Appropriate for the cocktail

- Fresh glasses must be used for every drink

- Glassware should be polished before being used for service

- Glasses must be stored after cleaning to protect against contamination.

27. Give two reasons why some venues will only make cocktails listed on their cocktail lists and will refuse to make 'guest request' cocktails.

- Takes too long

- Confusion over what to charge.

28. If you receive an order for two Grasshoppers at the same time, would you make them together or separately? Why?

- Together

- To provide for consistency (taste and colour) in the two finished products:

29. What is 'sugar syrup' also known as?

Gomme syrup.

30. Answer 'True' or 'False' to the following statement: Flair bartending is accepted practice in all cocktail bars.

False.

31. What are the five criteria to be considered when evaluating a new cocktail recipe?

- Eye appeal

- Texture

- Flavour

- Temperature

- Compliance with enterprise policies.

32. **List four things that must be ensured when serving a cocktail to guarantee 'eye appeal'.**

Any from the following:

- The drink is colourful or the correct colour.
- It is properly garnished and decorated
- There are no dribbles or drips running down the glass
- Consistency of look and taste
- Appropriate glassware is used
- Glasses are clean
- Glasses are not chipped or cracked
- The correct straw is served.

33. **Answer 'True' or 'False' to the following statement: 'Frosting the rim of a glass means adding an ingredient (such as salt, sugar or jelly crystals) to the rim of the glass before pouring the cocktail into the glass.'**

True.

34. **Give three possible causes of wastage when making cocktails.**

Any from the following:

- An incorrect order is taken
- The wrong quantity of cocktails are made up
- Incorrect measures and ingredients are used to make the cocktail
- Products like juice, dairy products and garnishes are not handled and stored correctly
- Staff are rushing
- Staff are not concentrating.

35. **Give three possible causes of spillage in relation to the making and/or service of cocktails.**

Any from the following:

- There is a messy workstation
- A cocktail is knocked over by a customer
- A cocktail is not positioned level on a surface
- Cocktails are knocked over when being carried on trays
- The lid was not on the blender correctly when it was switched on
- Too much garnish on a glass.

Observation Checklist

Student name	
Assessor name	
Location/venue	
Unit of competency	Prepare and serve cocktails D1.HBS.CL5.06
Dates of observation	

Instructions	1. Over a period of time observe the student completing each of the following tasks:
	
	   a) Promote cocktails to customers
	
	   b) Prepare cocktails
	
	   c) Present cocktails
	
	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: Promote cocktails to customers		
Ensure service equipment is clean, operational and ready for use	❑	❑
Ensure cocktail ingredients and accompaniments are prepared and ready for service	❑	❑
Use display materials to promote cocktails	❑	❑
Offer customers recommendations or information about the range and style of cocktails available in a courteous fashion	❑	❑
Element 2: Prepare cocktails		
Select and use cocktail glassware and equipment in accordance with enterprise and industry standards	❑	❑
Make cocktails correctly and efficiently in accordance with recipes	❑	❑
Consider and evaluate new cocktail recipes and develop in accordance with enterprise policy	❑	❑

Element 3: Present cocktails		
Present cocktails attractively in a manner and timeframe that optimises cocktail appearance, temperature and service quality	❑	❑
Minimise wastage and spillage during service	❑	❑
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:	Prepare and serve cocktails D1.HBS.CL5.06		

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
Prepares relevant equipment, ingredients and accompaniments for making cocktails	❑	❑	❑
Uses appropriate materials and techniques to displays and promote cocktails to customers	❑	❑	❑
Makes cocktail recommendations and provides cocktail information to customers	❑	❑	❑
Prepares cocktails according to enterprise and industry standards and recipes	❑	❑	❑
Considers and evaluates new cocktail recipes	❑	❑	❑
Presents cocktails professionally	❑	❑	❑

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	Prepare and serve cocktails	D1.HBS.CL5.06
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: Promote cocktails to customers						
Ensure service equipment is clean, operational and ready for use						
Ensure cocktail ingredients and accompaniments are prepared and ready for service						
Use display materials to promote cocktails						
Offer customers recommendations or information about the range and style of cocktails available in a courteous fashion						
Element 2: Prepare cocktails						
Select and use cocktail glassware and equipment in accordance with enterprise and industry standards						
Make cocktails correctly and efficiently in accordance with recipes						
Consider and evaluate new cocktail recipes and develop in accordance with enterprise policy						

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: Present cocktails						
Present cocktails attractively in a manner and timeframe that optimises cocktail appearance, temperature and service quality						
Minimise wastage and spillage during service						
Candidate signature			**Date**			
Assessor signature			**Date**			