



# Prepare and serve non-alcoholic beverages

D1.HBS.CL5.07

Assessor Manual





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**Assessor Manual**



**William  
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for foods, tourism  
& hospitality

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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
<b>Prior to the assessment I have:</b>		
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.		
<b>During the assessment I have:</b>		
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
<b>After the assessment I have:</b>		
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

<b>UNIT TITLE:</b> PREPARE AND SERVE NON-ALCOHOLIC BEVERAGES		<b>NOMINAL HOURS:</b> 25
<b>UNIT NUMBER:</b> D1.HBS.CL5.07		
<b>UNIT DESCRIPTOR:</b> This unit deals with the skills and knowledge required to prepare and serve non-alcoholic beverages in a range of settings within the hotel industries workplace context		
<b>ELEMENTS AND PERFORMANCE CRITERIA</b>	<b>UNIT VARIABLE AND ASSESSMENT GUIDE</b>	
<p><b>Element 1: Prepare and serve a range of teas and coffees</b></p> <p><b>1.1</b> Select <i>ingredients, tea/coffee making equipment and crockery/glassware</i> to prepare tea/coffee</p> <p><b>1.2</b> Prepare drinks using <i>appropriate method</i> in accordance with customer requests and required timeframe</p> <p><b>1.3</b> <i>Evaluate</i> drink before presenting to customer</p> <p><b>Element 2: Prepare and serve cold drinks</b></p> <p><b>2.1</b> Select <i>ingredients, equipment and glassware</i></p> <p><b>2.2</b> Prepare drink in accordance with standard recipes or to customer requests</p> <p><b>2.3</b> Serve <i>garnishes and accompaniments</i> with drinks</p>	<p><b>Unit Variables</b></p> <p>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</p> <p>This unit applies to all industry sectors that require to prepare and serve non-alcoholic beverages within the labour divisions of the hotel and travel industries and may include:</p> <p>1. Food and Beverage Service</p> <p><i>Ingredients</i> might include:</p> <ul style="list-style-type: none"> <li>• Traditional teas</li> <li>• Specialty teas</li> <li>• Herbal teas</li> <li>• Specialty coffee</li> <li>• Special blends.</li> </ul>	

**Element 3: Use, clean and maintain equipment and machinery for non-alcoholic drinks**

- 3.1** Use machinery and equipment safely in accordance with manufacturer's specifications and hygiene/safety requirements
- 3.2** Clean and maintain machinery and equipment regularly in accordance with manufacturer's specifications and enterprise cleaning and maintenance schedules
- 3.3** Identify problems promptly and report to the appropriate person

*Equipment* might include:

- Espresso machines
- Grinders
- Percolators/urns
- Drip filter systems
- Tea pots
- Plungers.

*Crockery/glassware* might include:

- Plungers
- Teapots
- Creamers
- Milk jugs
- Tea strainers
- Mugs, cups, coffee glasses.

*Appropriate method* might include:

- Filter
- Plunger
- Iced
- Espresso
- Greek/Turkish.

*Evaluate* should relate to:

- Strength of coffee or tea in accordance with customer requirements/requests
- Taste
- Temperature
- Presentation.

*Cold drinks* might include:

- Shakes
- Flavoured milks
- Smoothies
- Hot/iced chocolate/coffee
- Juices
- Water
- Soft drinks
- Non-alcoholic cocktails.

*Ingredients* may include:

- Juices
- Cream
- Mixers
- Cordials.

*Equipment* may include:

- Bottle openers
- Measures
- Blenders
- Knives and chopping boards
- Ice containers
- Tongs and scoops
- Coasters.

*Glassware* may include:

- Old-fashioned glass
- Highball glass
- Irish coffee glass.

*Garnishes and accompaniments* may include:

- Coasters
- Edible and non-edible garnishes.

#### **Assessment Guide**

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

- Knowledge of origins and characteristics of a range of different types of coffees and teas
- Knowledge of processes involved in the preparation of teas and coffees
- Knowledge of a range of the most popular/traditional non-alcoholic beverages
- Knowledge of the range and variety of presentation methods
- Ability to demonstrate preparation and serving techniques for a range of non-alcoholic beverages.

**Linkages To Other Units**

- Comply with workplace hygiene procedures
- Provide food and beverage services.

**Critical Aspects of Assessment**

Evidence of the following is essential:

- Demonstrate ability to set up and operate coffee-making equipment, ingredients and accompaniments in accordance with enterprise procedures and systems
- Demonstrate ability to set up and operate tea-making equipment, ingredients and accompaniments in accordance with enterprise procedures and systems
- Demonstrate ability to prepare and serve a range of non-alcoholic beverages in accordance with enterprise procedures and 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 non-alcoholic beverages 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 a range of non-alcoholic beverages.

**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.

	<b>Assessment Methods</b>		
	The following methods may be used to assess competency for this unit:		
	<ul style="list-style-type: none"> <li>• Case studies</li> <li>• Observation of practical candidate performance</li> <li>• Oral and written questions</li> <li>• Portfolio evidence</li> <li>• Problem solving</li> <li>• Role plays</li> <li>• Third party reports completed by a supervisor</li> <li>• Project and assignment work.</li> </ul>		
	<b>Key Competencies in this Unit</b>		
<i>Level 1 = competence to undertake tasks effectively</i>			
<i>Level 2 = competence to manage tasks</i>			
<i>Level 3 = competence to use concepts for evaluating</i>			
	<b>Key Competencies</b>	<b>Level</b>	<b>Examples</b>
	Collecting, organising and analysing information	0	
	Communicating ideas and information	2	Use positive communication and customer service skills to promote non-alcoholic beverages to customers
	Planning and organising activities	2	Undertake set up activities prior to service

	Working with others and in teams	1	Share relevant information with staff members
	Using mathematical ideas and techniques	0	
	Solving problems	1	Handle customer complaints
	Using technology	0	



## Oral Questions

<b>Student name</b>	
<b>Assessor name</b>	
<b>Location/venue</b>	
<b>Unit of competency</b>	Prepare and serve non-alcoholic beverages D1.HBS.CL5.07
<b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Ask student questions from the attached list to confirm knowledge, as necessary</li> <li>2. Place tick in boxes to reflect student achievement (Pass Competent 'PC' or Not Yet Competent 'NYC')</li> <li>3. Write short-form student answer in the space provided for each question.</li> </ol>

Questions	Response	
	PC	NYC
1. Name one tea drink and one coffee drink (served at your workplace) and identify the ingredients, equipment and crockery/glassware to prepare each of them.	<input type="checkbox"/>	<input type="checkbox"/>
2. Name one tea drink and one coffee drink (other than those identified in the answer to the previous question) and describe how each is prepared.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
3. What factors do you check before serving a tea or coffee drink to a customer?	<input type="checkbox"/>	<input type="checkbox"/>
4. Name one hot drink and one cold drink served at your workplace (other than any already identified in previous answers) and identify the ingredients, equipment and crockery/glassware to prepare each of them.	<input type="checkbox"/>	<input type="checkbox"/>
5. Name one hot drink and one cold drink (other than any already identified in previous answers) and describe how each is prepared.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
6. For all the drinks named in answers to previous questions what garnishes and/or accompaniments should be served with them?	<input type="checkbox"/>	<input type="checkbox"/>
7. Tell me about the safety practices you follow when using and cleaning coffee making equipment.	<input type="checkbox"/>	<input type="checkbox"/>
8. Name two items of equipment from the following (espresso machine, coffee grinder, blender) and describe how to clean each item after use and/or at the end of a service session.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
<p>9. Give me two examples of problems you have identified when making non-alcoholic beverages requiring reporting to management. What were the problems, how did you identify them, when did you report them, how did you report them and who did you report them to?</p>	<input type="checkbox"/>	<input type="checkbox"/>

# Written Questions

## Prepare and serve non-alcoholic beverages – D1.HBS.CL5.07

Student Name: \_\_\_\_\_

Answer all the following questions and submit to your Trainer.

1. What are the three basics to follow when selecting items for making tea, coffee and/or cold drinks?

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2. What are the two common ways tea is used in commercial establishments to prepare pots and cups of tea?

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3. What is an 'origin blend' of coffee?

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4. What items of equipment and serviceware might you use to serve a pot of tea?

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5. What items of equipment might you need to serve a coffee from an espresso coffee machine?

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6. What ingredients might be required to serve a range of coffees?

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7. What are the basic service requirements when making tea or coffee for customers?

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8. What is the process for making a pot of tea for service to a customer?

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9. Answer 'True or 'False' to the following question: When serving a cup of tea made with a tea bag industry practice is to serve a cup full of boiling water with a tea bag in it.

---

10. Is iced tea traditionally served in a tea cup or in a glass?

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11. How long should it take to extract a shot from an espresso machine?

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12. In relation to espresso coffee, what is 'crema'?

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13. What is a 'macchiato'?

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14. What are the three basic ingredients provided in equal quantities in a 'cappuccino'?

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15. What is floated on top of a long black to make it a 'Vienna coffee'?

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16. What is Turkish coffee also known as?

---

17. What checks should be made of serviceware when serving tea and coffee?

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18. You have just received an order from a table for 'Two fruit smoothies': should you make these separately or as one?

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19. What is a 'thick shake'?

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20. Give six examples of 'soft drink' and provide another generic term to describe soft drinks: also identify the industry term to describe small soft drink bottles.

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21. In relation to post-mix machines what is 'brixing'?

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22. What is a 'mocktail'?

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23. What checks must be made on glasses before they are used to serve a drink?

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24. Describe the process for making a milk shake.

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25. What are the ingredients for a banana smoothie?

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26. What is traditionally added to hot chocolate just prior to service?

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27. Why is it possible to argue 'lemon, lime and bitters' is **not** a non-alcoholic drink?

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28. What are the two common ways to make a 'frappé'?

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29. Identify four ways fruit can be used to garnish a non-alcoholic drink.

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30. What is the main difference between a 'garnish' and a 'decoration' for a drink?

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31. List four 'points to note' when garnishing and decorating drinks.

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32. With what frequency should blenders and milkshake machines be cleaned?

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33. Why is it important to follow manufacturer's instructions when using equipment?

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34. What two chemicals should be used when washing/cleaning equipment used to make drinks?

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35. What is a cleaning schedule?

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36. If you identify a problem/issue when making drinks you must report this to the 'appropriate person'. Who would this be?

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# Answers to Written Questions

## Prepare and serve non-alcoholic beverages – D1.HBS.CL5.07

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 are the three basics to follow when selecting items for making tea, coffee and/or cold drinks?**

- Tradition
- House recipes
- Customer requests and preferences.

**2. What are the two common ways tea is used in commercial establishments to prepare pots and cups of tea?**

- Tea leaves
- Tea bags.

**3. What is an ‘origin blend’ of coffee?**

100% of the coffee beans are sourced from the area/region named.

**4. What items of equipment and serveware might you use to serve a pot of tea?**

- Tea pot
- Hot water pot/jug
- Infuser
- Strainer – or tea bag holder with tea bag strainer/squeezer and tea bag holder
- Milk jug
- Sugar bowl
- Cup and saucer
- Tea spoon.

**5. What items of equipment might you need to serve a coffee from an espresso coffee machine?**

- Coffee grinder
- Weighing machine/electronic scales
- Tamper
- Thermometer
- Bin.

**6. What ingredients might be required to serve a range of coffees?**

- Coffee beans – or some form of coffee (instant or sachets of ground coffee)
- Sugar
- Milk and/or cream
- Coffee syrups (flavours/syrups to add to coffees)
- Dusting powders.

**7. What are the basic service requirements when making tea or coffee for customers?**

- Follow house recipes – unless customer orders something different
- Provide what the customer wants
- Deliver a consistent product
- Minimise wastage
- Work quickly
- Deliver appropriate levels of customer service.

**8. What is the process for making a pot of tea for service to a customer?**

- Warm the tea pot
- Prepare the tray in accordance with house standards to serve the tea
- Empty the water from the tea pot and discard the water
- Place the required amount of the selected tea into the pot or infuser
- Add boiling water
- Serve immediately.

**9. Answer 'True or 'False' to the following question: When serving a cup of tea made with a tea bag industry practice is to serve a cup full of boiling water with a tea bag in it.**

False.

**10. Is iced tea traditionally served in a tea cup or in a glass?**

Glass.

**11. How long should it take to extract a shot from an espresso machine?**

25 – 30 seconds.

**12. In relation to espresso coffee, what is 'crema'?**

The golden layer floating on top of the shot.

**13. What is a 'macchiato'?**

An espresso stained with a drop of cold or hot milk and served with a dollop of foam.

**14. What are the three basic ingredients provided in equal quantities in a 'cappuccino'?**

Equal volume of espresso, hot milk and foam/milk crema.

**15. What is floated on top of a long black to make it a 'Vienna coffee'?**

Thickened cream.

**16. What is Turkish coffee also known as?**

Greek coffee.

**17. What checks should be made of serviceware when serving tea and coffee?**

- All serviceware is clean
- The correct items have been provided
- Sufficient quantity of items have been supplied
- Layout of items on service trays is uniform and conforms to house standards.

**18. You have just received an order from a table for 'Two fruit smoothies': should you make these separately or as one?**

As one.

**19. What is a 'thick shake'?**

Extra thick milkshake.

**20. Give six examples of 'soft drink' and provide another generic term to describe soft drinks: also identify the industry term to describe small soft drink bottles.**

- 'Aerated waters'
- Cola, lemon squash, lemonade, bitter lemon, soda water, dry ginger and tonic water
- 'Splits'.

**21. In relation to post-mix machines what is 'brixing'?**

Ratio of syrup to water.

**22. What is a 'mocktail'?**

Non-alcoholic cocktail.

**23. What checks must be made on glasses before they are used to serve a drink?**

- Glasses used are clean – no remains of fruit or cream, no lipstick
- Glasses are not cracked
- Glasses are unchipped.

**24. Describe the process for making a milkshake.**

Possible method:

- Select container to be used – metal or takeaway/single serve container
- Check for cleanliness
- Add chilled milk, ice cream, flavouring/syrup and malt powder (optional – as per order)
- Blend using milk shake machine
- Remove from machine and follow house procedure for service. This may be to add a lid and a straw to takeaway milkshakes, or to serve the milkshake in a glass with a straw, with the remainder of the milkshake left and served in the metal container
- Add drinking straw
- Serve immediately
- Clean the machine.

**25. What are the ingredients for a banana smoothie?**

- Ice cold milk
- Chopped bananas
- Honey
- Yoghurt
- Cinnamon powder (optional)
- Ice.

**26. What is traditionally added to hot chocolate just prior to service?**

Marshmallows.

**27. Why is it possible to argue 'lemon, lime and bitters' is not a non-alcoholic drink?**

Because Angostura bitters contains alcohol.

**28. What are the two common ways to make a 'frappé'?**

- Pour liquid over ice and serve
- Blend with ice in a blender and serve.

**29. Identify four ways fruit can be used to garnish a non-alcoholic drink.**

- A whole item (strawberry) placed on side of glass
- Crushed fruit
- Full, half and quarter slices of lemon and oranges
- Wedges and knots – of lime, lemon or orange
- Twist of peel
- Slice and cherry.

**30. What is the main difference between a 'garnish' and a 'decoration' for a drink?**

- Garnish is edible
- Decoration is inedible.

**31. List four 'points to note' when garnishing and decorating drinks?**

- Follow house recipes
- Use only the amount of garnish and decoration stipulated – do not over-garnish or over-decorate
- Strive for consistency
- Realise garnishes and decorations cost money
- Protect garnishes and decorations from contamination.

**32. With what frequency should blenders and milkshake machines be cleaned?**

After each/every use.

**33. Why is it important to follow manufacturer's instructions when using equipment?**

- Optimise safety
- Produce the best product
- Extend the working life of the item.

**34. What two chemicals should be used when washing/cleaning equipment used to make drinks?**

- Detergent
- Sanitiser.

**35. What is a cleaning schedule?**

List of equipment and areas to be cleaned identifying when they must be cleaned.

**36. If you identify a problem/issue when making drinks you must report this to the 'appropriate person'. Who would this be?**

- Supervisor
- Duty manager
- Owner.

# Observation Checklist

<b>Student name</b>	
<b>Assessor name</b>	
<b>Location/venue</b>	
<b>Unit of competency</b>	Prepare and serve non-alcoholic beverages D1.HBS.CL5.07
<b>Dates of observation</b>	
<b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Over a period of time observe the student completing each of the following tasks:             <ol style="list-style-type: none"> <li>a) Prepare and serve a range of teas and coffees</li> <li>b) Prepare and serve cold drinks</li> <li>c) Use, clean and maintain equipment and machinery for non-alcoholic drinks</li> </ol> </li> <li>2. Enter the date on which the tasks were undertaken</li> <li>3. Place a tick in the box to show they completed each aspect of the task to the standard expected in the enterprise</li> <li>4. Complete the feedback sections of the form, if required.</li> </ol>

<b>Did the candidate</b>	<b>Yes</b>	<b>No</b>
<b>Element 1: Prepare and serve a range of teas and coffees</b>		
Select ingredients, tea/coffee making equipment and crockery/glassware to prepare tea/coffee	<input type="checkbox"/>	<input type="checkbox"/>
Prepare drinks using appropriate method in accordance with customer requests and required timeframe	<input type="checkbox"/>	<input type="checkbox"/>
Evaluate drink before presenting to customer	<input type="checkbox"/>	<input type="checkbox"/>
<b>Element 2: Prepare and serve cold drinks</b>		
Select ingredients, equipment and glassware	<input type="checkbox"/>	<input type="checkbox"/>
Prepare drink in accordance with standard recipes or to customer requests	<input type="checkbox"/>	<input type="checkbox"/>
Serve garnishes and accompaniments with drinks	<input type="checkbox"/>	<input type="checkbox"/>

Did the candidate	Yes	No
<b>Element 3: Use, clean and maintain equipment and machinery for non-alcoholic drinks</b>		
Use machinery and equipment safely in accordance with manufacturer's specifications and hygiene/safety requirements	<input type="checkbox"/>	<input type="checkbox"/>
Clean and maintain machinery and equipment regularly in accordance with manufacturer's specifications and enterprise cleaning and maintenance schedules	<input type="checkbox"/>	<input type="checkbox"/>
Identify problems promptly and report to the appropriate person	<input type="checkbox"/>	<input type="checkbox"/>
<b>Did the student's overall performance meet the standard?</b>	<input type="checkbox"/>	<input type="checkbox"/>

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



## Third Party Statement

<b>Student name:</b>			
<b>Name of third party:</b>		<b>Contact no</b>	
<b>Relationship to student:</b>	<input type="checkbox"/> Employer <input type="checkbox"/> Supervisor <input type="checkbox"/> Colleague <input type="checkbox"/> Other <i>Please specify: _____</i> <i>Please do not complete the form if you are a relative, close friend or have a conflict of interest]</i>		
<b>Unit of competency:</b>	Prepare and serve non-alcoholic beverages D1.HBS.CL5.07		
<p>The student is being assessed against industry competency standards and we are seeking your support in the judgement of their competence.</p> <p>Please answer these questions as a record of their performance while working with you. Thank you for your time.</p>			
<b>Do you believe the trainee has demonstrated the following skills?</b> <i>(tick the correct response]</i>	<b>Yes</b>	<b>No</b>	<b>Not sure</b>
Prepares a range of teas and coffees and hot and cold drinks selecting correct ingredients and using correct equipment/items and methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meets specific customer preferences for preparation of non-alcoholic beverages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prepares and serves garnishes and accompaniments with drinks as appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluates hot and cold drinks before presenting to customer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses drink preparation equipment and utensils correctly and safely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cleans drink preparation equipment, utensils and area properly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies, remedies or reports problems relating to preparation and service of non-alcoholic beverages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments/feedback from Third Party to Trainer/Assessor:**

Large empty rectangular box for providing comments or feedback.

**Third party signature:**

**Date:**

**Send to:**

## Competency Recording Sheet

<b>Name of Student</b>		
<b>Name of Assessor/s</b>		
<b>Unit of Competency</b>	Prepare and serve non-alcoholic beverages	D1.HBS.CL5.07
<b>Date assessment commenced</b>		
<b>Date assessment finalised</b>		
<b>Assessment decision</b>	Pass Competent / Not Yet Competent (Circle one)	
<b>Follow up action required</b> (Insert additional work and assessment required to achieve competency)		
<b>Comments/observations by assessor/s</b>		

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
<b>Element 1: Prepare and serve a range of teas and coffees</b>						
Select ingredients, tea/coffee making equipment and crockery/glassware to prepare tea/coffee						
Prepare drinks using appropriate method in accordance with customer requests and required timeframe						
Evaluate drink before presenting to customer						
<b>Element 2: Prepare and serve cold drinks</b>						
Select ingredients, equipment and glassware						
Prepare drink in accordance with standard recipes or to customer requests						
Serve garnishes and accompaniments with drinks						

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
<b>Element 3: Use, clean and maintain equipment and machinery for non-alcoholic drinks</b>						
Use machinery and equipment safely in accordance with manufacturer's specifications and hygiene/safety requirements						
Clean and maintain machinery and equipment regularly in accordance with manufacturer's specifications and enterprise cleaning and maintenance schedules						
Identify problems promptly and report to the appropriate person						
<b>Candidate signature</b>			<b>Date</b>			
<b>Assessor signature</b>			<b>Date</b>			





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