



Serve a range of wine products

D1.HBS.CL5.15

Assessor Manual



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Assessor Manual



William Angliss
Institute

Specialist centre
for foods, tourism
& hospitality

Project Base

William Angliss Institute of TAFE
555 La Trobe Street
Melbourne 3000 Victoria
Telephone: (03) 9606 2111
Facsimile: (03) 9670 1330

Acknowledgements

Project Director: Wayne Crosbie
Chief Writer: Alan Hickman
Subject Writer: Nick Hyland
Project Manager: Alan Maguire
Editor: Jim Irwin
DTP/Production: Daniel Chee, Mai Vu, Kaly Quach

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Competency Based Assessment (CBA) – An introduction for assessors

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

Suggested assessment methods

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

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

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

Alternative assessment methods

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

- a) The nature of the unit
- b) The strengths of participants
- c) The number of participants in the class
- d) Time required to complete assessments
- e) Time dedicated to assessment
- f) Equipment and resources required.

Alternate assessment methods include:

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

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

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

Selection of assessment methods

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

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

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

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

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

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

Assessing competency

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

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

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

Pass Competent (PC)

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

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

Not Yet Competent' (NYC)

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

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

The participant may be required to:

- a) Undertake further training or instruction
- b) Undertake the assessment task again until they are deemed to be 'Pass Competent'.

Regional Qualifications Framework and Skills Recognition System

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

The purpose of this framework is to provide:

- A standardised teaching and assessment framework
- Mutual recognition of participant achievement across the ASEAN region. This includes achievement in individual Units of Competency or qualifications as a whole.

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

Recognition of Prior Learning (RPL)

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

This process is a learning and assessment pathway which encompasses:

- Recognition of Current Competencies (RCC)
- Skills auditing
- Gap analysis and training
- Credit transfer.

Code of practice for assessors

This Code of Practice provides:

- Assessors with direction on the standard of practice expected of them
- Candidates with assurance of the standards of practice expected of assessors
- Employers with assurance of the standards maintained in the conduct of assessment.

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

- The differing needs and requirements of the person being assessed, the local enterprise and/or industry are identified and handled with sensitivity
- Potential forms of conflict of interest in the assessment process and/or outcomes are identified and appropriate referrals are made, if necessary

- All forms of harassment are avoided throughout the planning, conducting, reviewing and reporting of the assessment outcomes
- The rights of the candidate are protected during and after the assessment
- Personal and interpersonal factors that are not relevant to the assessment of competency must not influence the assessment outcomes
- The candidate is made aware of rights and process of appeal
- Evidence that is gathered during the assessment is verified for validity, reliability, authenticity, sufficiency and currency
- Assessment decisions are based on available evidence that can be produced and verified by another assessor
- Assessments are conducted within the boundaries of the assessment system policies and procedures
- Formal agreement is obtained from both the candidate and the assessor that the assessment was carried out in accordance with agreed procedures
- The candidate is informed of all assessment reporting processes prior to the assessment
- The candidate is informed of all known potential consequences of decisions arising from an assessment, prior to the assessment
- Confidentiality is maintained regarding assessment results
- The assessment results are used consistently with the purposes explained to the candidate
- Opportunities are created for technical assistance in planning, conducting and reviewing assessment procedures and outcomes.

Instructions and checklist for assessors

Instructions

General instructions for the assessment:

- Assessment should be conducted at a scheduled time that has been notified to the candidate
- Facilitators must ensure participants are made aware of the need to complete assessments and attend assessment sessions
- If a participant is unable to attend a scheduled session, they must make arrangements with the Assessor to undertake the assessment at an alternative time
- At the end of the assessment the Assessor must give feedback and advise the participant on their PC/NYC status
- Complete the relevant documentation and submit to the appropriate department.

Preparation

- Gain familiarity with the Unit of Competency, Elements of Competency and the Performance Criteria expected
- Study details assessment documentation and requirements
- Brief candidate regarding all assessment criteria and requirements.

Briefing checklist

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

Checklist for Assessors

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

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

Instructions for recording competency

Specifications for recording competency

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

- A Competency Recording Sheet must be prepared for each candidate to ensure and demonstrate all Performance Criteria and Competency Elements are appropriately assessed. This Sheet indicates how the Assessor will gather evidence during their assessment of each candidate
- This Competency Recording Sheet is located at the end of the Assessment Plan
- It is the overriding document to record competency
- The Assessor may vary the Competency Recording Sheet to accommodate practical and individual candidate and/or workplace needs
- Assessor must place a tick (✓) in the 'Assessment Method' columns to identify the methods of assessment to be used for each candidate
- Multiple Competency Elements/Performance Criteria may be assessed at the one time, where appropriate
- The assessor and participant should sign and date the Competency Recording Sheet, when all forms of evidence and assessment have been completed
- The assessor may provide and feedback or clarify questions which the participant may have in regards to the assessment grade or findings
- All documents used to capture evidence must be retained, and attached to the Competency Recording Sheet for each candidate for each Competency Unit.

Instructions for different assessment methods

Specifications for work project assessment

These guidelines concern the use of work projects.

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

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

Assessors should follow these guidelines:

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

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

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

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

 - You are required to complete these activities:
 - a) *Using the 'X' method of assessment*
 - b) *At 'X' location*
 - c) *You will have 'X time period' for this assessment*
 - You are required to compile information in a format that you feel is appropriate to the assessment
 - Do you have any questions about this assessment?”
- Commence Work Project assessment:
 - The assessor may give time for participants to review the questions at this time to ensure they understand the nature of the questions. The assessor may need to clarify questions
 - Participants complete work projects in the most appropriate format
 - Participants must submit Work Project evidence to the assessor before the scheduled due date
- Assessor must assess the participant's evidence against the competency standards specified in each Element of Competency and their own understanding. The assessor can determine if the participant has provided evidence to a 'competent' standard
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

Specifications for Oral Question Assessment

These guidelines concern the use of oral questioning.

Assessors should follow these guidelines.

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

- Enter Assessor name
- Enter Location
- Familiarise self with Questions to be asked
- Prepare assessment location (table and chairs) making it conducive to assessment
- Explain Oral Questioning assessment to candidate, using the following phrase as a guide (where a 'X' is identified, please input appropriate information):
“These oral questions are part of the formal assessment for the unit of competency titled X.
There are X questions and you are required to answer all of them to the best of your ability and I will record whether or not you have answered correctly.
We have 60 minutes for this assessment.
- I will give you feedback at the end of the assessment
- Do you have any questions about this assessment?”
- Commence Oral Questioning assessment:
 - Complete Assessment Record for the Oral Questioning by:
 - a) Ticking PC or NYC, as appropriate
 - b) Entering 'Remarks' as required
 - c) Completing Oral Questioning within 60 minutes
- Complete Oral Questioning and provide feedback to candidate
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

Specifications for Written Question Assessment

These guidelines concern the use of written questioning.

Assessors should follow these guidelines:

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

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

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

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

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

We have X time for this assessment:

- The due date for completion of this assessment is X
- On this date you must forward the completed questions to the assessor by X time on the date of X
- Do you have any questions about this assessment?”
- The assessor may give time for participants to review the questions at this time to ensure they understand the nature of the questions. The assessor may need to clarify questions
- Participants may record written answers (where possible)
- Participants must submit the written answers to the assessor before the scheduled due date
- Assessor must assess the participant’s written answers against the model answers provided as a guide, or their own understanding. The assessor can determine if the participant has answered the questions to a ‘competent’ standard
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

Specifications for Observation Checklist

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

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

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

To complete the Observation Checklist the Assessor must:

- Insert name of candidate
- Insert assessor name
- Insert identify of location where observations are being undertaken
- Insert date/s of observations – may be single date or multiple dates
- Place a tick in either the ‘Yes’ or ‘No’ box for each listed Performance Criteria to indicate the candidate has demonstrated/not demonstrated that skill
- Provide written (and verbal) feedback to candidate – as/if appropriate
- Sign and date the form
- Present form to candidate for them to sign and date
- Transcribe results/details to Competency Recording Sheet for candidate
- Forward/file Observation Checklist.

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

Specifications for Third Party Statement

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

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

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

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

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

To complete the Third Party Verification Statement the Assessor must:

- Insert candidate name
- Insert name and contact details of the Third Party
- Tick the box to indicate the relationship of the Third Party to the candidate
- Present the partially completed form to the Third Party for them to finalise
- Collect the completed form from the Third Party
- Transcribe results/details to Competency Recording Sheet for candidate
- Forward/file Third Party Statement.

The Third Party must:

- Record their belief regarding candidate ability/competency as either:
 - Pass Competent = Yes
 - Not Yet Competent = No
 - Unsure about whether candidate is competent or not = Not Sure
- Meet briefly with the assessor to discuss and/or clarify the form.

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

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

Competency Standard

UNIT TITLE: SERVE A RANGE OF WINE PRODUCTS		NOMINAL HOURS: 90
UNIT NUMBER: D1.HBS.CL5.15		
UNIT DESCRIPTOR: This unit deals with skills and knowledge required to develop and maintain wine knowledge, undertake the sensory evaluation of wines, provide advice on, and the table service of, wines		
ELEMENTS AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE	
<p>Element 1: Develop wine knowledge</p> <p>1.1 Identify and differentiate between <i>wine styles</i></p> <p>1.2 Identify and differentiate between the <i>major grape varieties</i> used in wine production</p> <p>1.3 Identify <i>major wine producing countries</i> and the wines they produce</p> <p>1.4 Identify the <i>steps in basic wine production</i></p> <p>1.5 Describe <i>variations in grape growing and wine production techniques</i></p> <p>1.6 Interpret wine labels to identify and make assessment of wine contained within bottles</p> <p>Element 2: Store and retrieve wines</p> <p>2.1 Develop in-house <i>wine storage facilities</i></p> <p>2.2 Create floor wine displays and self-service stands</p> <p>2.3 <i>Store wines</i> in established wine storage facilities</p> <p>2.4 <i>Retrieve wines</i> for service/sale</p>	<p>Unit Variables</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 includes the table service of wine within the labour divisions of the hotel and travel industries and may include:</p> <p>1. Food and Beverage Service.</p> <p><i>Wine styles</i> must include:</p> <ul style="list-style-type: none"> • Still reds and still whites • Sparkling reds and sparkling whites • Pink wines • Fortified wines • Rice wines • Styles of wines distinctive to, or popular within, individual establishments and/or host countries • Generic wines and varietals • Impact of European Union (EU) And European Economic Community (EEC) on wine production and naming protocols. 	

<p>Element 3: Undertake sensory appraisal of wines</p> <p>3.1 Create the <i>conditions for wine tasting</i> and appraisal</p> <p>3.2 Evaluate wines by <i>sight, taste and smell</i></p> <p>3.3 Identify wines by style and grape variety</p> <p>3.4 Determine <i>wine quality and characteristics</i></p> <p>3.5 Identify <i>wine faults</i></p> <p>Element 4: Provide advice to patrons</p> <p>4.1 Present wine list/lists to patrons</p> <p>4.2 Identify patron preferences and food that has been ordered</p> <p>4.3 Recommend suitable <i>wine and food combinations</i> to meet identified needs and preferences</p> <p>4.4 Explain choice of recommended wine and food combinations</p> <p>4.5 Inform patrons of relevant wine production countries, grape varieties, wine production techniques and associated wine industry information, trends and details</p> <p>4.6 Interpret <i>wine medals and wine judging methodologies</i></p>	<p><i>Major grape varieties</i> must include:</p> <ul style="list-style-type: none"> • Red, such as but not limited to Shiraz, Cabernet Sauvignon, Merlot, Pinot Noir • White, such as but not limited to Chardonnay, Rhine Riesling, Semillon, Sauvignon Blanc, Chenin Blanc, Colombard • Grape varieties distinctive to, or popular within, individual establishments and/or host countries. <p><i>Major wine producing countries</i> must include:</p> <ul style="list-style-type: none"> • Australia, France (including Bordeaux, Burgundy, Champagne), Germany, Italy, Portugal, New Zealand, Chile, South Africa, California, Bali • Other countries and/or regions popular within individual establishments and/or host countries. <p><i>Steps in basic wine production</i> must include:</p> <ul style="list-style-type: none"> • The basic steps may be seen as, harvesting grapes, crushing, pressing, yeast addition, fermentation, clarification and stabilisation, storage, bottling, bottle maturation • Consideration of variations in winemaking including white wine, red wine, sparkling wine and fortified wine production techniques. <p><i>Variations in grape growing and wine production techniques</i> may include:</p> <ul style="list-style-type: none"> • Impact of geographical location, soil, climate considering macro-/micro-climates • Canopy and harvest management, rainfall and/or irrigation, fertilisers used • Techniques such as maceration, cold fermentation, barrel fermentation, use of oak, ageing, malolactic fermentation, reduced alcohol wines and various viticulture techniques • Alternative methods for the production of sparkling wines, including, <i>méthode champenoise</i>, transfer method, bulk method, injection method. <p><i>Wine storage facilities</i> should include:</p> <ul style="list-style-type: none"> • Storage facilities for red, white, sparkling and fortified wines • Create appropriate storage conditions for each wine classification, including suitable
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Element 5: Serve wines

5.1 Present and serve red table wines

5.2 Present and serve white table wines

5.3 Present and serve sparkling wines

5.4 Present and serve fortified wines

5.5 Serve house wines

5.6 Respond to patron complaints about wine

Element 6: Maintain wine knowledge6.1 Implement *formal and informal research* to update knowledge about wine6.2 Identify *emerging trends* in the consumption of wine and changes in patron preferences6.3 *Share updated wine knowledge* with others

space, temperatures and humidity

- Facilities to allow the cellaring of vintage wines for future use
- Consideration of a system to store wines according to type, vintage, style, maker or country

Store wines must include:

- Completion of necessary in-house documentation to record wine storage
- Storage of red, white, sparkling and fortified wines under correct storage conditions
- Ensuring the security and presentation of all products
- Monitoring wine and bottle conditions during storage.

Retrieve wines must include:

- Completion of necessary in-house documentation to track stock movement of wine
- Retrieval of designated red, white, sparkling and fortified wines to meet customer requests and/or display and other internal requirements
- Verifying the condition of wines that are retrieved.

Conditions for wine tasting must include:

- Preparation of suitable venue with necessary accoutrements such as glassware, corkscrews, spittoons, product information sheets, tasting notes, tasting and wine style criteria
- Assembly of appropriate wines.

Sight, taste and smell must include:

- Swirling of wines, assessing clarity, describing colour and its intensity and assessment of alcohol content by 'legs' (viscosity)
- Recognising 'off' odours, describing smell characteristics and assessing wine age
- Recognised tasting and spitting techniques, recognising acidity, sweetness, weight/body, length and faults
- Describing flavour intensity and assessing balance of the wine on the palate.

	<p><i>Wine quality and characteristics (wine evaluation)</i> must include:</p> <ul style="list-style-type: none">• Comparison and rating of wines against set criteria• Assessing acceptability of wines against identified preferences of target markets• Consideration and evaluation of wine clarity, colour, type, alcohol, aroma, flavour, sweetness, acidity, body, weight, mouth feel, tannin, balance and length• Consideration of the suitability of wines for ageing/cellaring. <p><i>Wine faults</i> must include:</p> <ul style="list-style-type: none">• Deposits, haze, tartrates, oxidation, cork taint and excessive sulphur• Visible problems with bottles, labels and corks before wines are opened. <p><i>Wine and food combinations</i> must include nominating suitable wine marriages for:</p> <ul style="list-style-type: none">• Appetisers and entrees• Main course dishes, including primary ingredients that include meat, such as beef, lamb, pork, and poultry, fish and seafood, pasta, wet dishes, salads, and cuisine dishes specific to the host country• Hot and cold desserts• Cheese platters• Nominated occasions, celebrations and special events. <p><i>Wine medals and wine judging methodologies</i> must include:</p> <ul style="list-style-type: none">• Identification of wine criteria for show judging purposes• Identification and interpretation of wine trophies• Explanation of the medal classifications that apply to wine judging• Explanation of techniques used by wine judges to evaluate and score wines submitted for judging. <p><i>Serve wines</i> must include:</p> <ul style="list-style-type: none">• Presentation and announcement of wines to patrons prior to opening, including checking of quality, temperature and bottle presentation
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- Selection and setting of appropriate glassware by style and capacity to match the chosen wine, including the use of trays to carry glassware to table
- Use of wine serving accoutrements, including wine baskets, waiter's friend, corkscrews, candle, decanter, napkins, wine lists
- Decanting of wines that have thrown deposits
- Application of traditional wine service ritual
- Pouring of wines at table
- Tasting of wine by host and pouring of wine to other guests
- Replenishment of glasses and selling additional wine, where appropriate
- Clearing of wine glasses, bottles and corks from tables
- Compliance with liquor licensing and service legislation of the host country
- Compliance with safe food handling requirements of the host country.

Formal and informal research should include:

- Reading trade/wine magazines and other literature
- Attending wine shows and seminars
- Speaking with industry representatives
- Visiting wineries and speaking with wine makers
- Tasting wines and building a comprehensive set of personal tasting notes
- Reviewing new wine releases
- Attending wine training courses/sessions.

Emerging trends should include:

- In-house patterns and trends
- Host country patterns and trends
- International patterns and trends.

Share updated wine knowledge must include:

- Dissemination of New Wine Knowledge to Waiting Staff, Management and Patrons.

Assessment Guide

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

- The enterprise's policies and procedures in regard to the sale, service and promotion of alcohol
- Ability to use safe food handling techniques
- Ability to research and maintain specialised knowledge in relation to all wine types from a diverse range of wine countries
- Selling, promotional and interpersonal skills including communication, complaint resolution and refusal of service
- Knowledge of wine suppliers who can assist in meeting establishment wine needs.

Linkages To Other Units

- Provide food and beverage service
- Operate a bar facility
- Manage responsible service of alcohol
- Promote hospitality products and services
- Comply with workplace hygiene procedures
- Develop and maintain food and beverage product knowledge
- Provide advice to patrons on food and beverage services.

Critical Aspects of Assessment

Evidence of the following is essential:

- Understanding of why safe food handling procedures must be followed
- Demonstrated ability to evaluate a nominated range of wines from each wine category
- Demonstrated ability to comply with the liquor licensing requirements of the host country
- Demonstrated ability to research and present information on a nominated wine
- Demonstrated ability to store, monitor and retrieve designated wines

- Demonstrated ability to present, where appropriate, serve and clear:
 - Red table wines
 - White table wines
 - Sparkling wines
 - Fortified wines
 - House wines
- Demonstrated Ability To Recommend Wines That Would Be Suitable To Accompany A Range Of Nominated Menu Items.

Context of Assessment

Assessment must ensure:

- Actual or simulated workplace settings which must include:
 - Service area such as a dining room or restaurant
 - Patrons
 - Wine storage areas/cellars
 - Food menu to serve, as the basis for recommending wines
 - Wine list/s
 - Glassware and wine service requisites.

Resource Implications

Training and assessment must include the use of real products, materials, utensils, and wines; 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:

- Observation of practical candidate performance
- Taste testing, identification and evaluation of a nominated range of wines including identification of nominated wine faults
-

	<p>Development of new wine storage facilities or written critique of existing wine storage facilities within the host enterprise</p> <ul style="list-style-type: none"> • Creation of an in-room display to promote a nominated wine product • Oral and written questions • Third party reports completed by a supervisor • Project and assignment work • Simulations. <p>Key Competencies in this Unit</p> <p><i>Level 1 = competence to undertake tasks effectively</i></p> <p><i>Level 2 = competence to manage tasks</i></p> <p><i>Level 3 = competence to use concepts for evaluating</i></p>																			
	<table border="1"> <thead> <tr> <th>Key Competencies</th> <th>Level</th> <th>Examples</th> </tr> </thead> <tbody> <tr> <td>Collecting, organising and analysing information</td> <td>3</td> <td>Gather information on wines, the industry and trends; read wine literature; write tasting notes</td> </tr> <tr> <td>Communicating ideas and information</td> <td>3</td> <td>Share information with patrons and other staff; work with wine suppliers, makers and distributors</td> </tr> <tr> <td>Planning and organising activities</td> <td>2</td> <td>Organise wine storage/cellaring and advise on wine stocks</td> </tr> <tr> <td>Working with others and in teams</td> <td>1</td> <td>Provide timely service of wines to match food service</td> </tr> <tr> <td>Using mathematical ideas and techniques</td> <td>1</td> <td>Calculate quantity of wine required for parties</td> </tr> </tbody> </table>		Key Competencies	Level	Examples	Collecting, organising and analysing information	3	Gather information on wines, the industry and trends; read wine literature; write tasting notes	Communicating ideas and information	3	Share information with patrons and other staff; work with wine suppliers, makers and distributors	Planning and organising activities	2	Organise wine storage/cellaring and advise on wine stocks	Working with others and in teams	1	Provide timely service of wines to match food service	Using mathematical ideas and techniques	1	Calculate quantity of wine required for parties
Key Competencies	Level	Examples																		
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Using mathematical ideas and techniques	1	Calculate quantity of wine required for parties																		

	Solving problems	2	Resolve patron complaints; change wine lists to mirror changes in food menus
	Using technology	1	Use wine storage equipment and other wine service accoutrements

Oral Questions

Student name	
Assessor name	
Location/venue	
Unit of competency	Serve a range of wine products D1.HBS.CL5.15
Instructions	<ol style="list-style-type: none"> 1. Ask student questions from the attached list to confirm knowledge, as necessary 2. Place tick in boxes to reflect student achievement (Pass Competent 'PC' or Not Yet Competent 'NYC') 3. Write short-form student answer in the space provided for each question.

Questions	Response	
	PC	NYC
1. What are different types of fortified wine?	<input type="checkbox"/>	<input type="checkbox"/>
2. What is the definition of a varietal wine?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
3. What are famous wine regions in the world?	<input type="checkbox"/>	<input type="checkbox"/>
4. Briefly explain the wine production process.	<input type="checkbox"/>	<input type="checkbox"/>
5. What are examples of different wine production methods wine makers can do that influences wine?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
6. What piece of information do you consider to be the most important when looking at a wine bottle label?	<input type="checkbox"/>	<input type="checkbox"/>
7. What activities need to take place when receiving wine?	<input type="checkbox"/>	<input type="checkbox"/>
8. What are different selling techniques that can be used to promote wines?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
9. What are some considerations when storing wine?	<input type="checkbox"/>	<input type="checkbox"/>
10. Why is it important not to greatly disturb wine when retrieving it from storage?	<input type="checkbox"/>	<input type="checkbox"/>
11. Why is wine tasting a great way to improve wine knowledge?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
12. Should the temperature of wines that are to be tasted be colder than those served to customers? Why?	<input type="checkbox"/>	<input type="checkbox"/>
13. What are the three senses that are used in wine tasting activities?	<input type="checkbox"/>	<input type="checkbox"/>
14. What are some ways to identify and determine the quality of wine?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
15. What are some common wine faults?	<input type="checkbox"/>	<input type="checkbox"/>
16. What activities should be performed when presenting wine lists to customers?	<input type="checkbox"/>	<input type="checkbox"/>
17. When is it a good time to offer wine advice to a customer?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
18. What foods are suitable with red wine?	<input type="checkbox"/>	<input type="checkbox"/>
19. What are common questions customers ask in relation to wine?	<input type="checkbox"/>	<input type="checkbox"/>
20. Why is it important to explain special features of local wine and food?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
21. Can more than 1 wine receive a 'Gold Medal' at the same wine show?	<input type="checkbox"/>	<input type="checkbox"/>
22. Explain the importance and steps in presenting a bottle of wine to the customer before opening it.	<input type="checkbox"/>	<input type="checkbox"/>
23. Explain the process for opening and pouring red and white wine?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
24. Explain the process for opening and pouring sparkling wine?	<input type="checkbox"/>	<input type="checkbox"/>
25. When are fortified wines normally served?	<input type="checkbox"/>	<input type="checkbox"/>
26. Why is refilling wine important?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
27. Why are wine complaints hard to determine as legitimate?	<input type="checkbox"/>	<input type="checkbox"/>
28. What are some organisational sources of wine information?	<input type="checkbox"/>	<input type="checkbox"/>
29. Why is it important to keep updated with wine trends?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
30. How can you implement wine knowledge into everyday operations?	<input type="checkbox"/>	<input type="checkbox"/>

Written Questions

Serve a range of wine products – D1.HBS.CL5.15

Student Name: _____

Answer all the following questions and submit to your Trainer.

1. What are different wine styles?

2. What are two white and two red varietal wines?

3. What are three of the top 10 wine producing countries?

4. What is fermentation?

5. What climate factors influence the production of wine?

6. What information is found on a wine bottle label?

7. What are the requirements for establishing optimal storage facilities?

8. What are general ways to promote wines?

9. Why is it important to monitor wine and bottle conditions during storage?

10. How can you store wine to ensure it can be easily be found when staff retrieve it?

11. What needs to be done when preparing a wine tasting area and equipment?

12. What is the general guide when deciding on the correct order to taste wine?

13. Please identify one white and red wine and explain a primary taste characteristic of them

14. Who really determines the quality of the wine?

15. What is the difference between a wine fault and a wine flaw?

16. What are common wine list categories, to make it easier for customers to locate their preferred wine?

17. What questions could be asked to help you to determine what wine to suggest to a customer?

18. Please identify three suitable food and wine pairings

19. What are some guidelines for answering customer questions?

20. What are examples of special features of a wine that you could explain to customers?

21. In a wine show, what three elements are wines judged on?

22. What are examples of appropriate glassware and equipment that is used during the service of wine?

23. What are the correct serving temperatures for different styles of wines?

24. What glass should be used when serving sparkling wine and why?

25. What different types of port are normally on a wine list?

26. Why is it important to clear used and unused glasses in a timely manner?

27. What is the standard procedure where obvious legitimate complaints are identified?

28. What are external sources of wine knowledge?

29. What are ways to research general wine trends?

30. How can you share wine knowledge with customers?



Answers to Written Questions

Serve a range of wine products – D1.HBS.CL5.15

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 different wine styles?

- Varietal or generic table wines
- Sparkling wine
- Fortified wine
- Rice wine.

2. What are two white and two red varietal wines?

Varietal white wines:

- Chardonnay
- Chenin Blanc
- Riesling
- Sauvignon Blanc
- Semillon
- Traminer.

Varietal red wines:

- Cabernet Sauvignon
- Malbec
- Merlot
- Pinot Noir
- Shiraz.

3. What are three of the top 10 wine producing countries?

- France
- Italy
- Spain
- United States
- Argentina
- China
- Australia
- South Africa
- Germany
- Portugal.

4. What is fermentation?

Every wine relies on the basic act of fermentation which involves the conversion of sugar, released from the grape juice in the form of glucose and fructose, to alcohol.

5. What climate factors influence the production of wine?

- Temperature
- Sunshine
- Evaporation
- Rainfall
- Wind.

6. What information is found on a wine bottle label?

- Information on labels
- Vineyard
- Grape variety
- Region
- Country
- Vintage
- Alcohol content.

7. What are the requirements for establishing optimal storage facilities?

- Need for dark storage conditions
- Need for a cool environment
- Need for a consistent temperature
- Need for a correct humidity
- Need for sufficient stock
- Need for easy access
- Need for easy identification of bottles
- Need for security.

8. What are general ways to promote wines?

- Wine displays
- High-profile wine stocks
- Tent cards
- Racks, shelving and bins
- Chalk boards
- Traditional wine lists
- Winemaker appearances
- Tastings
- 'Wine of the Week'
- Personal recommendation.

9. Why is it important to monitor wine and bottle conditions during storage?

- Is out of light
- Unlikely to be stolen
- Unlikely to be dropped or broken
- Has minimal disruption and handling.

10. How can you store wine to ensure it can be easily be found when staff retrieve it?

Ensuring bottles are stored in either bin number, wine list order, by region or alphabetically to ensure easier identification.

11. What needs to be done when preparing a wine tasting area and equipment?

- Notify participants
- Ensure availability of wine
- Prepare wines
- Ensure clean equipment
- Eliminate distractions
- Provide water and crackers
- Prepare tasting notes.

12. What is the general guide when deciding on the correct order to taste wine?

- Taste younger wines before older wines
- Taste lighter styles before the more full-bodied ones
- Taste wines with lower alcohol content before those with a higher alcohol content
- Taste still wines before sparkling wines
- Taste white wines before red wines
- Taste dry wines before sweet wines.

13. Please identify one white and red wine and explain a primary taste characteristic of them

Answers will be varied.

14. Who really determines the quality of the wine?

The customer.

15. What is the difference between a wine fault and a wine flaw?

- Faults - A major problem with a wine that makes it undrinkable
- Flaw - A minor problem that decreases the pleasure of drinking the wine.

16. What are common wine list categories, to make it easier for customers to locate their preferred wine?

Most restaurants wine lists break down into the following categories:

- Champagne and Sparkling Wines
- White Wines
- Red Wines
- Sweet and Fortified Wines
- Digestifs (after dinner drinks).

17. What questions could be asked to help you to determine what wine to suggest to a customer?

- Do they prefer, or are they looking for, a red or a white?
- Do they want a wine from a selected country?
- If they are looking for a white wine, do they prefer or want a sweet or dry one?
- If they are after a red wine, do they want a full- or light-bodied one?
- Do they have a preference for a particular grape variety, growing region, or winery?
- How much do they wish to spend?
- What is the wine to be consumed with?

18. Please identify three suitable food and wine pairings

Answers will be varied.

- 19. What are some guidelines for answering customer questions?**
- Be honest in your responses
 - Use terms and descriptions that match the customer level of wine knowledge
 - Accompany your responses with additional information
 - Don't rush the answer
 - Smile
 - Provide 'sufficient' information
 - Acknowledge when you don't know the answer to a question.
- 20. What are examples of special features of a wine that you could explain to customers?**
- History of the wine
 - Characteristics of the items
 - Regions of origin
 - How it is prepared
 - Any menu accompaniments that are commonly served with the wine
 - Its availability to purchase.
- 21. In a wine show, what three elements are wines judged on?**
- Colour and clarity
 - Bouquet and aroma
 - Palate and overall quality.
- 22. What are examples of appropriate glassware and equipment that is used during the service of wine?**
- Wines and glasses
 - Drink trays
 - Waiter's friend
 - Ice bucket
 - Service cloth
 - Carafes
 - Decanting equipment
 - Wine baskets.
- 23. What are the correct serving temperatures for different styles of wines?**
- Red wine: 16°C
 - White wine: 2°C – 5°C
 - Sparkling wine: 2°C – 5°C
 - Fortified wines: room temperature.

24. What glass should be used when serving sparkling wine and why?

- Champagne flute
- Keeps wine cold and retains bubbles.

25. What different types of port are normally on a wine list?

- White port
- Ruby port
- Tawny port
- Vintage port
- Liqueur port.

26. Why is it important to clear used and unused glasses in a timely manner?

Answers will be varied.

27. What is the standard procedure where obvious legitimate complaints are identified?

- Apologise
- Replace the wine – if that is what the customer wants, or
- Refund the purchase price.

28. What are external sources of wine knowledge?

- Trade magazines
- Feature newspaper articles
- Television programs
- Food and beverage reference books
- Internet
- Wine/food tasting events
- Trade shows
- Exhibitions
- Food and beverage festivals
- Winemakers
- Visit wineries
- Tasting notes written by others
- Sales representatives
- DVDs
- Belonging to wine clubs
- Customer opinion and feedback.

29. What are ways to research general wine trends?

- Doing a wine course
- Subscribing to wine magazines
- Reading the wine pages of industry journals and the general media
- Visiting wineries and talking to the people there – try to get an introduction from the sales rep who calls on you
- Visiting the web sites of wineries and wine merchants
- Attend wine shows and exhibitions
- Read wine books, guides and reference material
- Read the tasting notes and wine labels
- Talk to others who are interested in wine and get their opinions
- Visiting the opposition to see what is happening there
- Tasting new wines and making your own tasting notes
- Listen to the feedback that customers give you.

30. How can you share wine knowledge with customers?

- Tell them verbally of the information you have found
- Give them a copy of the relevant information – tasting sheets, product information, winemakers notes
- Direct them to additional information – a website, a magazine, the winery, a tasting.

Observation Checklist

Student name	
Assessor name	
Location/venue	
Unit of competency	Serve a range of wine products D1.HBS.CL5.15
Dates of observation	
Instructions	<ol style="list-style-type: none"> 1. Over a period of time observe the student completing each of the following tasks: <ol style="list-style-type: none"> a) Develop wine knowledge b) Store and retrieve wines c) Undertake sensory appraisal of wines d) Provide advice to patrons e) Serve wines f) Maintain wine knowledge 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: Develop wine knowledge		
Identify and differentiate between wine styles	<input type="checkbox"/>	<input type="checkbox"/>
Identify and differentiate between the major grape varieties used in wine production	<input type="checkbox"/>	<input type="checkbox"/>
Identify major wine producing countries and the wines they produce	<input type="checkbox"/>	<input type="checkbox"/>
Identify the steps in basic wine production	<input type="checkbox"/>	<input type="checkbox"/>
Describe variations in grape growing and wine production techniques	<input type="checkbox"/>	<input type="checkbox"/>
Interpret wine labels to identify and make assessment of wine contained within bottles	<input type="checkbox"/>	<input type="checkbox"/>

Did the candidate	Yes	No
Element 2: Store and retrieve wines		
Develop in-house wine storage facilities	<input type="checkbox"/>	<input type="checkbox"/>
Create floor wine displays and self-service stands	<input type="checkbox"/>	<input type="checkbox"/>
Store wines in established wine storage facilities	<input type="checkbox"/>	<input type="checkbox"/>
Retrieve wines for service/sale	<input type="checkbox"/>	<input type="checkbox"/>
Element 3: Undertake sensory appraisal of wines		
Create the conditions for wine tasting and appraisal	<input type="checkbox"/>	<input type="checkbox"/>
Evaluate wines by sight, taste and smell	<input type="checkbox"/>	<input type="checkbox"/>
Identify wines by style and grape variety	<input type="checkbox"/>	<input type="checkbox"/>
Determine wine quality and characteristics	<input type="checkbox"/>	<input type="checkbox"/>
Identify wine faults	<input type="checkbox"/>	<input type="checkbox"/>
Element 4: Provide advice to patrons		
Present wine list/lists to patrons	<input type="checkbox"/>	<input type="checkbox"/>
Identify patron preferences and food that has been ordered	<input type="checkbox"/>	<input type="checkbox"/>
Recommend suitable wine and food combinations to meet identified needs and preferences	<input type="checkbox"/>	<input type="checkbox"/>
Explain choice of recommended wine and food combinations	<input type="checkbox"/>	<input type="checkbox"/>
Inform patrons of relevant wine production countries, grape varieties, wine production techniques and associated wine industry information, trends and details	<input type="checkbox"/>	<input type="checkbox"/>
Interpret wine medals and wine judging methodologies	<input type="checkbox"/>	<input type="checkbox"/>

Did the candidate	Yes	No
Element 5: Serve wines		
Present and serve red table wines	<input type="checkbox"/>	<input type="checkbox"/>
Present and serve white table wines	<input type="checkbox"/>	<input type="checkbox"/>
Present and serve sparkling wines	<input type="checkbox"/>	<input type="checkbox"/>
Present and serve fortified wines	<input type="checkbox"/>	<input type="checkbox"/>
Serve house wines	<input type="checkbox"/>	<input type="checkbox"/>
Respond to patron complaints about wine	<input type="checkbox"/>	<input type="checkbox"/>
Element 6: Maintain wine knowledge		
Implement formal and informal research to update knowledge about wine	<input type="checkbox"/>	<input type="checkbox"/>
Identify emerging trends in the consumption of wine and changes in patron preferences	<input type="checkbox"/>	<input type="checkbox"/>
Share updated wine knowledge with others	<input type="checkbox"/>	<input type="checkbox"/>
Did the student's overall performance meet the standard?	<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

Student name:			
Name of third party:		Contact no	
Relationship to student:	<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>		
Unit of competency:	Serve a range of wine products D1.HBS.CL5.15		
<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>			
Do you believe the trainee has demonstrated the following skills? <i>(tick the correct response]</i>	Yes	No	Not sure
Element 1: Develop wine knowledge			
Identify and differentiate between wine styles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify and differentiate between the major grape varieties used in wine production	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify major wine producing countries and the wines they produce	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify the steps in basic wine production	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describe variations in grape growing and wine production techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interpret wine labels to identify and make assessment of wine contained within bottles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do you believe the trainee has demonstrated the following skills? <i>(tick the correct response)</i>	Yes	No	Not sure
Element 2: Store and retrieve wines			
Develop in-house wine storage facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Create floor wine displays and self-service stands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Store wines in established wine storage facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Retrieve wines for service/sale	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 3: Undertake sensory appraisal of wines			
Create the conditions for wine tasting and appraisal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluate wines by sight, taste and smell	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify wines by style and grape variety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Determine wine quality and characteristics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify wine faults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 4: Provide advice to patrons			
Present wine list/lists to patrons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify patron preferences and food that has been ordered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recommend suitable wine and food combinations to meet identified needs and preferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explain choice of recommended wine and food combinations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inform patrons of relevant wine production countries, grape varieties, wine production techniques and associated wine industry information, trends and details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interpret wine medals and wine judging methodologies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do you believe the trainee has demonstrated the following skills? <i>(tick the correct response)</i>	Yes	No	Not sure
Element 5: Serve wines			
Present and serve red table wines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Present and serve white table wines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Present and serve sparkling wines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Present and serve fortified wines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Serve house wines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Respond to patron complaints about wine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 6: Maintain wine knowledge			
Implement formal and informal research to update knowledge about wine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify emerging trends in the consumption of wine and changes in patron preferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Share updated wine knowledge with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	Serve a range of wine products	D1.HBS.CL5.15
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: Develop wine knowledge						
Identify and differentiate between wine styles						
Identify and differentiate between the major grape varieties used in wine production						
Identify major wine producing countries and the wines they produce						
Identify the steps in basic wine production						
Describe variations in grape growing and wine production techniques						
Interpret wine labels to identify and make assessment of wine contained within bottles						
Element 2: Store and retrieve wines						
Develop in-house wine storage facilities						
Create floor wine displays and self-service stands						
Store wines in established wine storage facilities						
Retrieve wines for service/sale						

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: Undertake sensory appraisal of wines						
Create the conditions for wine tasting and appraisal						
Evaluate wines by sight, taste and smell						
Identify wines by style and grape variety						
Determine wine quality and characteristics						
Identify wine faults						
Element 4: Provide advice to patrons						
Present wine list/lists to patrons						
Identify patron preferences and food that has been ordered						
Recommend suitable wine and food combinations to meet identified needs and preferences						
Explain choice of recommended wine and food combinations						
Inform patrons of relevant wine production countries, grape varieties, wine production techniques and associated wine industry information, trends and details						
Interpret wine medals and wine judging methodologies						

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 5: Serve wines						
Present and serve red table wines						
Present and serve white table wines						
Present and serve sparkling wines						
Present and serve fortified wines						
Serve house wines						
Respond to patron complaints about wine						
Element 6: Maintain wine knowledge						
Implement formal and informal research to update knowledge about wine						
Identify emerging trends in the consumption of wine and changes in patron preferences						
Share updated wine knowledge with others						
Candidate signature			Date			
Assessor signature			Date			

William
Angliss
Institute

Specialist centre
for foods, tourism
& hospitality



**Australian
Aid** 