



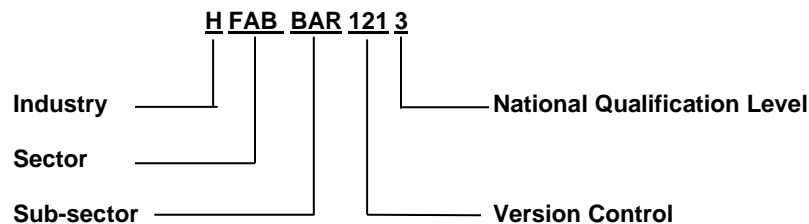
## Competency Standards for Caribbean Vocational Qualifications (CVQ)

### CCHFABBAR1213 CVQ Level 3 in Bartending and Mixology

Unit Number	Unit Title	Requirement
UA12303	Prepare and serve drinks	Mandatory
UA12403	Design drinks and drinks menu	Mandatory
UA12503	Pair beverages with food items	Mandatory
UA12603	Evaluate wines and provide wine service	Mandatory
UA12703	Identify and serve spirits, liqueurs and beers	Mandatory
UA12803	Manage a bar	Mandatory
UA12903	Manage stock inventory	Mandatory
UA13003	Process payments for service	Mandatory
UA13103	Research new trends and techniques in bartending and mixology	Mandatory
UA13203	Manage food safety systems and occupational health and safety standards	Mandatory
U49003	Communicate with customers and with others	Mandatory
UA13403	Manage bar staff	Mandatory
U68402	Contribute to the protection of the environment	Mandatory

To obtain a Caribbean Vocational Qualification (CVQ) all Mandatory Units must be achieved.

#### Legend to Unit Code



**Key:** H - Hospitality; FAB – Food and Beverage, BAR – Bar and Restaurant

## **ACKNOWLEDGEMENTS**

The Technical and Vocational Education and Training (TVET) Council Barbados thanks the following for their contribution in developing these occupational standards.

### **Members of the Bartending and Mixology Working Group**

Mr. Jamal Bowen	-	Mixologist, Top Shelf Academy
Mr. Roderick Prescod	-	Instructor Food and Drink, Barbados Community College, Hospitality Institute PomMarine
Mr. Thaddeus Sealy	-	Mixologist and Chef, Top Shelf Academy
Ms. Carrol Griffith	-	Technical and Vocational Education and Training (TVET) Council

### **Country of Origin**

Barbados

## **Qualification Overview**

This qualification is designed to provide training, assessment and recognised certification for persons in the bartending and mixology service areas of the hospitality industry. Candidates must be able to prepare and serve all types of drinks; design new drinks and drink menus; evaluate wines, spirits, liqueurs and beers and provide the requisite service to customers. Candidates must be able to manage the overall operations of all types of bars according to bar style and characteristics.

### **Who is the qualification for?**

This qualification is aimed at persons who have a good knowledge of bartending and mixology with several years' experience and who work autonomously and responsibly to perform tasks independently and as part of a team. These skills show that the persons have worked at Levels 1 and 2 and have progressed to Level 3.

### **Job within the occupational area:**

Relevant occupations include:

- Bartenders
- Mixologists
- Food and Beverage managers
- Hospitality directors

This list is not exhaustive and only serves to illustrate the breadth of the qualification.

## **Where could it be used?**

Competencies are for persons who are likely to be in roles where, for example, their duties include:

- Operating the bar
- Carrying out mixology activities
- Providing bartending functions

### ***Occupational Standards can also be used to:***

- Prepare job descriptions and specifications
- Determine recruitment criteria
- Appraise staff performance objectively
- Identify skill and training gaps and needs
- Conduct labour market analyses
- Develop curriculum
- Assess the effectiveness of training programmes
- Determine compensation and rewards

### ***The benefits of acquiring the CVQ to candidates***

- Provide a basis for articulation and accreditation
- Provides a broad-based preparation for employment
- Is an alternative route to further/higher education
- Complements and has parallel standing with academic qualifications
- Provides enhanced employability and higher earning potential
- Facilitates an apprenticeship with actual work experience
- Equips candidates with the knowledge, skills and attitudes for the workplace
- Past work experience and skills can count towards achieving the CVQ
- Allows for continuity whereby if a candidate cannot complete the CVQ at a centre or school, they can continue at another approved centre
- CVQ's are recognised qualifications and facilitates free movement of labour throughout CARICOM

### ***The benefits of the CVQ to employers***

- Provides a larger cadre of skilled employees/candidates to choose from
- Reduces cost of recruiting and selecting the ideal job candidate
- Reduces cost for training workers
- Ensures higher levels of productivity

### ***The benefits of the CVQ to the Caribbean region:***

- Produces a higher skilled workforce that is ready to adapt to ever-changing global demands
- Provides greater access for persons to achieve higher qualifications
- Contributes to the region's human resource capacity development

**UA12303****Prepare and serve drinks**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to prepare and serve different types of drinks. It also covers the cleaning, sanitation and hygiene procedures that must be applied to the service and customer servicing areas and how to handle drinks according to their type and characteristics.

**ELEMENT****PERFORMANCE CRITERIA**

*Candidates must be able to:*

- |                                       |   |
|---------------------------------------|---|
| 1. Prepare service area and equipment | <ul style="list-style-type: none"> <li>1.1 Confirm and obtain sign off that machinery, equipment and tools are clean and ready for use according to manufacturer's instructions and workplace procedures.</li> <li>1.2 Check service area and customer servicing area and confirm that correct cleaning and sanitation procedures are followed in keeping with workplace procedures.</li> <li>1.3 Review and confirm the availability of adequate stock and materials using approved inventory monitoring procedures and resolve any potential issues identified within the limits of your own authority.</li> <li>1.4 Confirm that the customer servicing area meets the required sanitation, hygiene, presentation and workplace standards and is ready for use.</li> </ul> |
| 2. Prepare and serve drinks           | <ul style="list-style-type: none"> <li>2.1 Provide accurate information about the type and characteristics of drinks and identify and confirm specific customer preferences.</li> <li>2.2 Make recommendations and suggestions to assist customers in drinks selection according to specific preferences and workplace procedures.</li> <li>2.3 Take orders for drinks and communicate effectively with customers to confirm that the order was taken correctly.</li> </ul>   |

- 2.4 Select and use ingredients, materials and equipment as required according to the type of drink and recipe.
- 2.5 Prepare drinks in accordance with approved recipe, customer requests and the required time frames.
- 2.6 Apply garnishes and decorations according to recipe and industry standards for presentation of drink.
- 2.7 Pour drinks according to method and technique specific to type of drink, avoiding spillage and wastage.
- 2.8 Evaluate presentation of drinks and make adjustments before serving.
- 2.9 Handle and serve drinks according to type and characteristics of drink.
3. Provide follow-up customer service
  - 3.1 Monitor customers' consumption of drinks and assist them in the selection of additional drink options according to taste, preference and other specific needs.
  - 3.2 Follow workplace procedures for monitoring the safe consumption of alcoholic products and all types of products.
  - 3.3 Interact with customers regularly, following workplace codes of conduct to resolve any customer service issues within the limits of your own authority and refer those issues outside of your authority to relevant persons.
  - 3.4 Assess customer servicing area and confirm that safety, health and hygiene standards are maintained during customer interactions.
  - 3.5 Conduct close out activities according to workplace procedures.

**RANGE STATEMENT**

*All range statements must be assessed:*

1. **Machinery, equipment and tools** may include but not limited to:
  - Manual
  - Mechanical
2. **Type of drinks** may include but not limited to:
  - Hot
  - Cold
  - Alcoholic
  - Non-alcoholic
3. **Characteristics** may include but not limited to:
  - Appearance
  - Flavour profile
  - Temperature for servicing
  - Type of servicing ware
  - Method of preparation
4. **Recipe** may include but not limited to:
  - Classic recipe
  - Organisational standard recipe
  - Creative/innovative recipe
5. **Close-out activities** may include but not limited to:
  - Preparation of bill
  - Processing payment
  - Saying 'Thank you'
  - Shutting down of space, equipment and personnel

**UNDERPINNING KNOWLEDGE AND SKILLS**

*Candidates should know and understand:*

1. What are the cleaning procedures for machinery, equipment and tools.
2. How to confirm that machinery, equipment and tools are clean and ready for use.
3. What are the cleaning and sanitation procedures to be applied in the service area and customer servicing area.
4. What are the approved inventory monitoring procedures.
5. Why it is important to review and confirm that adequate stock and materials are available.
6. What are the sanitation and hygiene standards that must be complied with in the customer servicing area.
7. How to communicate effectively with customers.
8. Why it is important to listen actively and confirm specific customer preferences.
9. What are the different types of drinks and how to describe them.
10. What are the characteristics of different types of drinks.
11. How to and why it is important to take orders accurately.
12. What are the recipes of the specific drinks.
13. How to prepare drinks according to approved recipes and organisational specifications.
14. Which garnishes and decorations to use according to recipe and industry standards.
15. What are the different methods and techniques for pouring drinks according to the type of drink.
16. How to serve and handle drinks according to type and characteristics of drink.
17. What are the organisational procedures for monitoring customers for safe consumption of alcoholic and other types of products.
18. What are the codes of conduct for engaging with customers and why it is important to follow them.
19. How to resolve customer service problems within the limits of your own authority and how to refer those outside of your limits to relevant persons.
20. How to access the customer service area for compliance with safety, health and hygiene standards.
21. How to perform close out activities.

## EVIDENCE GUIDE

*For assessment purposes:*

### (1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

### (2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

### (3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.



**UA12403**

**Design drinks and drinks menus**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to design new drinks and drink menus. It involves researching new drink trends and technologies to maintain current product and industry knowledge. It also deals with using creative skills to create new drinks and design new drink menus inclusive of new drink offerings.

**ELEMENT** **PERFORMANCE CRITERIA**

*Candidates must be able to:*

- |  |            |   |
|--|------------|---|
| <p>1. Generate new concepts for drinks and menus</p> | <p>1.1</p> | <p>Conduct research on new drink trends and technologies and document findings according to workplace procedures.</p>   |
|  | <p>1.2</p> | <p>Source and use market intelligence and other informal sources to inform the development of new recipes, products and menu concepts.</p>                    |
|  | <p>1.3</p> | <p>Generate and record the concepts for new recipes, products and menus accordingly.</p>  |
|  | <p>1.4</p> | <p>Communicate details of the concepts with relevant persons, encourage feedback and incorporate as appropriate.</p>  |
|  | <p>1.5</p> | <p>Document the final concept and prepare for testing according to workplace procedures.</p>  |
| <p>2. Create recipes</p>                             | <p>2.1</p> | <p>Create recipes to match concept for new drinks using best industry practices and workplace procedures.</p>   |
|  | <p>2.2</p> | <p>Investigate and confirm required resources and their availability for recipes according to workplace procedures.</p>                                       |
|  | <p>2.3</p> | <p>Monitor and adhere to food safety regulations inclusive of allergens protocols, hygiene, health and safety regulations in the creation of new recipes.</p> |
|  | <p>2.4</p> | <p>Prepare test samples of recipes, organise and manage recipe testing trials adhering to workplace guidelines.</p>   |

- 2.5 Implement testing of new products in a systematic way and document results of recipe testing.
    - 2.6 Evaluate and communicate the results of test trials to relevant persons in keeping with workplace guidelines.
    - 2.7 Revise recipe as necessary and document finalised recipe according to workplace procedures.
    - 2.8 Work safely at all times adhering to relevant food safety, health, hygiene and environmental standards.
  - 3.1 Formulate overall drinks using finalised recipes from the testing process as the basis.
  - 3.2 Prepare samples of overall drinks and present for tasting and analysis in keeping with workplace guidelines.
  - 3.3 Document outcomes of the assessment process, incorporate any relevant recommendations and present again for assessment as necessary.
  - 3.4 Seek feedback for new overall drinks according to workplace procedures and communicate to relevant persons.
4. Design drinks menus
  - 4.1 Review current drink offerings and new potential additions, according to schedule against customer and organisational profiles and objectives of the workplace.
  - 4.2 Interpret the results of the review and summarise the next steps in keeping with workplace procedures.
  - 4.3 Revise drinks menus taking into account new drink offerings and other relevant information such as customer profiles, demographics and objectives of workplace.

- 4.5 Revise drinks menus and assess until workplace objectives are satisfied.
- 5. Implement drinks menus
  - 5.1 Follow approved workplace procedures for obtaining sign off on revised drinks menus and communicate the next steps to relevant persons.
  - 5.2 Implement the new approved drinks menus according to schedule as established by relevant persons.
  - 5.3 Report and record the newly implemented drinks menus in keeping within the limits of your own authority.
  - 5.4 Establish the parameters to be used in the evaluation of the success of the new drinks menus and circulate to relevant persons in keeping with workplace procedures.
  - 5.5 Share relevant product information of new menu items and follow protocols to make allergens and dietary information available to colleagues and customers.
  - 5.6 Evaluate the success of the new menu and share findings with other relevant persons.

**RANGE STATEMENT**

*All range statements must be assessed:*

1. **New trends and technologies** may include but not limited to:
  - Preparation and production methods
  - Characteristics e.g. flavour profile
  - Presentation and serving style
  - Type of drink e.g. hot, cold, alcoholic, non-alcoholic
  - Pairings between drink and food items
2. **Resources** may include but not limited to:
  - Machinery, equipment, tools
  - Materials and ingredients
  - Skills
3. **Overall drink** may include but not limited to:
  - Recipe for liquid
  - Presentation requirements e.g. garnish and decorations
  - Serving temperature and serving ware

**UNDERPINNING KNOWLEDGE AND SKILLS**

*Candidates should know and understand:*

1. How to conduct research on new drink trends and technologies.
2. Which sources of information and intelligence to use.
3. What methods to use to generate new concepts for recipes and products.
4. Why it is important to obtain feedback from relevant others on the concept and how to incorporate relevant feedback.
5. What are the approved workplace documentation methods.
6. How to create a new recipe from the generated finalised concept.
7. Which food safety, health and safety regulations and allergens protocols must be monitored and adhered to.
8. How to prepare samples of the recipe for testing purposes.
9. How to organise and manage trials for testing recipes.
10. Why it is important to implement the testing of a new product in a systematic way.
11. What methods to use in the evaluation of test trials.
12. How to revise recipes to incorporate recommendations received.
13. How to formulate overall drinks/cocktails.
14. What are the workplace guidelines for tasting and analysing samples of new drinks and why it is important to follow them.
15. What are documentation procedures for recording the outcomes from assessments of new drinks.
16. How to communicate effectively and why it is important to do so.
17. What are the approved workplace procedures for obtaining sign off on new drinks.
18. What techniques to use to review current and new drink offerings.
19. How to revise drink menus and why it is important to do so.
20. How to implement new menus and why it is important to evaluate the success of the implemented new menus.

## EVIDENCE GUIDE

*For assessment purposes:*

### (1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

### (2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

### (3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

**UA12503**

**Pair beverages with food items**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to pair beverages with food items. It deals with evaluating beverages and food items to determine the compatibility of their characteristics and create the pairings to meet customer satisfaction.

**ELEMENT** **PERFORMANCE CRITERIA**

*Candidates must be able to:*

- |  |            |   |
|--|------------|---|
| <p>1. Evaluate beverages and food profiles</p>         | <p>1.1</p> | <p>Confirm and document ways in which different beverage production techniques and food preparation methods affect the characteristics of the beverages and food items using approved procedures.</p> |
|  | <p>1.2</p> | <p>Identify and examine the characteristics of beverages and food items against established criteria and document findings according to workplace procedures.</p>                                     |
|  | <p>1.3</p> | <p>Research, source and review information about beverage and food characteristics and their compatibility and use information to develop knowledge base.</p>   |
|  | <p>1.4</p> | <p>Evaluate the compatibility of beverages with food items using approved evaluation techniques and record outcomes.</p>  |
|  | <p>1.5</p> | <p>Review recorded outcomes from the evaluation process and communicate to relevant persons.</p>  |
| <p>2. Provide advice on beverage and food pairings</p> | <p>2.1</p> | <p>Provide informed opinions and accurate advice about the compatibility of beverage and food items to customers and colleagues.</p>  |
|  | <p>2.2</p> | <p>Communicate and exchange information and opinions on pairings in a manner that supports and builds a positive rapport with customers and colleagues.</p>   |

- 2.4 Adapt and adjust advice given on pairings according to feedback received and record accordingly.
3. Create pairings
  - 3.1 Revisit information on proposed and tailored beverage and food item pairings and identify required resources.
  - 3.2 Mobilise the required resources for beverage and food item pairings and prepare them for use.
  - 3.3 Create beverage and food item pairings according to compatibility criteria and present accordingly.
  - 3.4 Evaluate pairings using approved methods and make modifications, where required, in accordance with workplace practices.
  - 3.5 Work safely, monitoring and maintaining safe food practices, health and hygiene protocols at all times.
  - 3.6 Maintain current knowledge on present and emerging beverage and food items trends and customer preferences using dependable sources.



**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Characteristics of beverages** may include but not limited to:

- Flavour profile
- Appearance
- Taste profile

**2. Approved evaluation techniques** may include but not limited to:

- Sensory/smell evaluation e.g. aroma
- Tasting appraisal/evaluation
- Visual evaluation e.g. appearance, colour
- Compatibility matching

**3. Resources** may include but not limited to:

- Machinery, equipment and tools
- Ingredients
- Technical skills

**UNDERPINNING KNOWLEDGE AND SKILLS**

*Candidates should know and understand:*

1. What are the different beverage production techniques and how these affect the characteristics of the beverages.
2. What are the different food preparation methods and how these affect the characteristics of the foods.
3. How to identify and examine the characteristics of beverages and food items against established criteria.
4. What are the documentation procedures of the workplace.
5. Why it is important to research and source information on the compatibility characteristics of beverage and food items.
6. How to evaluate the compatibility of beverage and food items.
7. What are the approved evaluation techniques used to evaluate the compatibility of beverage and food items.
8. How to communicate effectively with customers and colleagues.
9. What information on pairings is relevant to share with customers and colleagues.
10. How to communicate effectively to build positive rapport with others.
11. Which pairings to create and how to create them.
12. Why it is important to critique pairings and modify accordingly.
13. What resources are required for pairings.
14. How to mobilise and prepare resources for use.
15. What are the food safety, health and hygiene regulations that must be maintained in work activities.

## EVIDENCE GUIDE

*For assessment purposes:*

### (1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

### (2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

### (3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

**UA12603****Evaluate wines and provide wine service**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to identify wines and provide the requisite wine service. It also deals with maintaining current personal product knowledge of wines. Understanding the style and characteristics and how to store and evaluate wines are an integral part of this unit.

**ELEMENT****PERFORMANCE CRITERIA**

*Candidates must be able to:*

- |                         |  |
|-------------------------|--|
| 1. Evaluate wines       | <ul style="list-style-type: none"> <li>1.1 Conduct research and source information on new trends in wines to ensure that personal product knowledge remains current and communicate this information on new trends to relevant persons.</li> <li>1.2 Collaborate and agree on the evaluation techniques to be used with relevant persons and record according to workplace procedures.</li> <li>1.3 Evaluate wines using approved evaluation techniques and document results according to workplace procedures.</li> <li>1.4 Review the results of the evaluation process, resolve quality issues within the limits of your own authority and refer those outside of your authority to relevant persons.</li> <li>1.5 Maintain safety, health and hygiene standards during evaluation activities.</li> </ul> |
| 2. Provide wine service | <ul style="list-style-type: none"> <li>2.1 Review and revise wine offerings on a regular basis to ensure that customer demographics, requirements and workplace objectives are satisfied.</li> <li>2.2 Provide oversight on the storage of wines, monitor storage conditions and rectify those that are deemed to be detrimental.</li> <li>2.3 Communicate relevant information on wines inclusive of style and general characteristics to customers according to workplace procedures.</li> </ul>   |

- 2.4 Provide information to customers to assist with making wine selections and offer specific advice on the compatibility of wines with menu items.
  - 2.5 Serve wines in appropriate glassware to satisfy presentation standards according to style and general characteristics.
  - 2.6 Serve wine minimising spillage and wastage and carry out other related activities adhering to health and hygiene and workplace standards and codes of conduct.
  - 2.7 Monitor customers' alcoholic consumption levels according to workplace procedures, industry guidelines and local regulations.
  - 2.8 Identify and correct quality issues with wines in collaboration with relevant persons.
3. Close down wine service
    - 3.1 Adhere to workplace standards and codes of conduct for providing follow up customer service for additional orders.
    - 3.2 Confirm with customers that no further service is required and process payments according to workplace procedures.
    - 3.3 Conduct close-down activities for wine service.

**RANGE STATEMENT**

*All range statements must be assessed:*

- 1. Evaluation techniques** may include but not limited to:
  - Visual evaluation e.g. colour, appearance, clarity
  - Sensory/smell evaluation e.g. aroma, odour
  - Taste appraisal e.g. tasting, spitting
  - Physical evaluation e.g. PH, tannin levels, sedimentation
- 2. Storage conditions** may include but not limited to:
  - Temperature
  - Humidity
  - Position of bottle i.e. vertical, slanted (angled) position
  - Shelf-life specification e.g. first-in, first-out
- 3. Style and general characteristics** may include but not limited to:
  - Table wines e.g. light wines, white, red, rose
  - Sparkling wines e.g. champagne
  - Fortified wines and aromised wines
  - Grape varieties and regional variations
  - Production techniques
  - Spoilage characteristics
- 4. Close-down activities** may include but not limited to:
  - Close-down machinery, equipment
  - Close-down bar/service area
  - Handover protocols e.g. stock taking, sign-off, cash etc.
  - Disposal of waste

**UNDERPINNING KNOWLEDGE AND SKILLS**

*Candidates should know and understand:*

1. How to conduct research and source information on new trends in wines to maintain currency of knowledge.
2. Why it is important to communicate knowledge on new trends in wines to relevant persons.
3. How to work collaboratively with others.
3. Which evaluation techniques to use to evaluate wines.
4. Why it is important to document the results of the evaluation process.
5. What are the safety, health and hygiene standards and legal alcoholic regulations with which to adhere.
6. What are the storage conditions for different types of wine.
7. What are general characteristics of different types of wine and how to share information about them.
8. Which wines are compatible with specific menu items.
9. What are the different techniques for serving wines according to their style and characteristics.
10. What are the workplace codes of conduct that must be followed.
11. How to process payments for wine service provided.
12. What are close-down activities to be completed when the wine service is completed.

---

**EVIDENCE GUIDE**

*For assessment purposes:*

**(1) Critical Aspects of Evidence**

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

**(2) Method of Assessment**

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

**(3) Context of Assessment**

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.



**UA12703****Identify and serve spirits, liqueurs and beers**

## Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to identify and serve spirits, liqueurs and beers. It deals with keeping personal knowledge current for new trends, technologies, changes in flavour profiles and characteristics of the said products. A comprehensive knowledge base is the starting point for providing informed advice and options to customers to assist them in their selections.

**ELEMENT****PERFORMANCE CRITERIA**

*Candidates must be able to:*

- |  |   |
|--|---|
| 1. Identify and evaluate spirits, liqueurs and beers | <ul style="list-style-type: none"> <li>1.1 Conduct research and source information on new trends with spirits, liqueurs and beers to ensure that personal product knowledge remains current and communicate this information with relevant persons.</li> <li>1.2 Collaborate, agree on and document the evaluation techniques to be used with relevant persons according to workplace procedures.</li> <li>1.3 Identify and examine the characteristics of the range of spirits, liqueurs and beers using agreed upon evaluation techniques.</li> <li>1.4 Review the results of the evaluation process, communicate results and document accordingly.</li> <li>1.5 Resolve quality issues identified during the evaluation within the limits of your own authority and refer those outside of your authority to relevant persons.</li> <li>1.6 Gather other information about spirits, liqueurs and beers and develop informed options from the results of the evaluation process.</li> </ul> |
|--|---|

- 1.7 Work safely throughout the evaluation process and maintain health and hygiene standards and best industry practices for product evaluations.
2. Monitor the quality of spirits, liqueurs and beers
  - 2.1 Provide oversight on the handling and storing of spirits, liqueurs and beers according to specific product specifications and characteristics and provide feedback as necessary.
  - 2.2 Monitor product quality and identify any product quality issues and resolve through appropriate corrective actions.
  - 2.3 Refer product quality issues outside of the limit of your own authority to relevant persons for corrective actions.
3. Provide advice on spirits, liqueurs and beers
  - 3.1 Review and revise offerings of spirits, liqueurs and beers on a regular basis to ensure that customer requirements and workplace objectives are satisfied.
  - 3.2 Communicate product information on spirits, liqueurs and beers to customers according to workplace customer service standards.
  - 3.3 Provide information to customers to assist with making selections of spirits, liqueurs and beers according to their requirements, preferences and workplace selling guidelines.
4. Serve spirits, liqueurs and beers
  - 4.1 Serve spirits, liqueurs and beers in appropriate glassware to satisfy presentation standards according to product specifications and characteristics.
  - 4.2 Serve spirits, liqueurs and beers minimising spillage and waste.
  - 4.3 Serve spirits, liqueurs and beers and carry out related activities adhering to safety, health and hygiene standards and workplace codes of conduct.

- 4.4 Confirm with customers that no further service is required and process payments according to workplace procedures.
- 4.5 Conduct close-down activities on completion of service of spirits, liqueurs and beers.

**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Spirits** may include but not limited to:

- Rum
- Gin
- Vodka
- Whiskey
- Brandy
- Tequila

**3. Beers** may include but not limited to:

- Lagers
- Ales i.e. all types inclusive of stouts and porters

**5. Product specifications and characteristics** may include but not limited to:

- Production process e.g. single distilled, double distilled, fermented
- Main base ingredient i.e. barley, sugar cane/ingredients/recipe
- Flavour profile
- Allergen profile
- Storage conditions

**2. Liqueurs** may include but not limited to:

- Fruit flavoured
- Herb flavoured
- Nut flavoured
- Creamed flavoured/cordials

**4. Evaluation techniques** may include but not limited to:

- Visual evaluation e.g. colour, appearance, clarity
- Sensory/smell evaluation e.g. aroma, odour
- Taste appraisal e.g. tasting, recognising sweetness or body
- Physical evaluation e.g. PH, sedimentation

**6. Codes of conduct** may include but not limited to:

- Greeting and welcoming standards
- Dress and appearance standards
- Standard/guidelines for customer interactions i.e. cultural norms, touching protocol
- Policy/process for monitoring of safe consumption of alcohol

**UNDERPINNING KNOWLEDGE AND SKILLS**

*Candidates should know and understand:*

1. How to conduct research and source information on new trends for spirits, liqueurs and beers.
2. Why it is important to keep personal product knowledge current.
3. Which evaluation methods to use on spirits, liqueurs and beers.
4. Why it is important to review the results of the evaluation techniques.
5. What are the workplace documentation procedures.
6. What are the quality issues that can impact the quality of spirits, liqueurs and beers.
7. What are the safety, health and hygiene standards and practices relevant to bartending environment.
8. Which handling and storing practices to follow for specific product.
9. What are the monitoring techniques to be applied and why it is important to monitor product quality.
10. Which corrective actions to implement to rectify product quality issues.
11. What are the workplace codes of conduct and why adherence to these codes of conduct is important.
12. How to communicate effectively.
13. How to revise product offerings for spirits, liqueurs and beers.
14. Which techniques to use in assisting customers to make product selections.
15. What are the different servicing techniques that can be used.
15. How to use servicing techniques according to product specifications and characteristics.
16. Which close-down activities to carry out according to workplace procedures and how to do so.

## EVIDENCE GUIDE

*For assessment purposes:*

### (1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

### (2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

### (3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

**UA12803****Manage a bar**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to manage a bar efficiently and effectively. It covers the key functions of management in the workplace and monitoring and controlling resources. The unit also speaks to ensuring customer satisfaction and applies to any hospitality organisation that operates a bar including hotels, restaurants, clubs, cafes and wineries.

**ELEMENT****PERFORMANCE CRITERIA**

*Candidates should be able to:*

1. Manage resources

- 1.1 Review required resources and their availability to operate and manage the bar according to established schedule and workplace procedures.
- 1.2 Record and deal with issues related to the lack of resources within the limits of your own authority and refer those outside of your authority to relevant persons.
- 1.3 Confirm that the work, bar and service area are clean and sanitised according to cleaning and sanitation procedures, health, hygiene and workplace procedures.
- 1.4 Check and confirm that the bar and service area are set up according to the style of the bar service and approved characteristics of the servicing area.
- 1.5 Verify that adequate supplies of materials and products are available for use and document according to workplace procedures.
- 1.6 Maintain safety, health and hygiene practices while carrying out bar operations.
- 1.7 Store and handle materials and products according to specifications.

- 1.8 Use energy, water and other resources efficiently and utilise sustainable and environmentally friendly practices.
2. Welcome customers and take orders
  - 2.1 Welcome and greet customers according to workplace codes of conduct and customer service standards.
  - 2.2 Provide quality customer service and assist customers in the selection of drink and food items according to workplace procedures.
  - 2.3 Update and maintain own product knowledge to ensure informed advice and options are given to customers and shared with colleagues.
  - 2.4 Present and explain drinks, wines lists and menu items and answer queries in accordance with workplace standards.
  - 2.5 Communicate with customers effectively to establish customer requirements and record customer orders.
  - 2.6 Follow workplace ordering systems to ensure that orders are accurately placed.
3. Prepare and serve drinks
  - 3.1 Prepare drinks according to recipe and workplace standards using appropriate equipment and ingredients.
  - 3.2 Select serving ware and add garnishes and decorations appropriate to recipe, type and characteristics of drinks.
  - 3.3 Minimise wastage and spillage during the preparation of the drinks.
  - 3.4 Adhere to safety, health and hygiene practices throughout all work activities.
  - 3.5 Serve drinks and wines according to type and characteristics of drink and wine and workplace standards.



- 3.6 Monitor drinks' quality during serving, rectify quality issues and document in accordance with workplace procedures.
- 3.7 Provide follow up customer service checks according to workplace standards,
- 3.8 Process payments for services rendered in accordance with workplace procedures.
- 4. Close down bar operations
  - 4.1 Shut down machinery and equipment according to manufacturers' instructions and workplace procedures.
  - 4.2 Break down bar and service areas according to workplace procedures.
  - 4.3 Follow storing and handling procedures for materials and products and carry out stock reconciliation activities.
  - 4.4 Adhere to workplace procedures for closing down activities of bar.
  - 4.5 Utilise and follow safety, health and environmental regulations and maintain sustainable work practices.

**RANGE STATEMENT**

*All range statements must be assessed:*

1. **Resources** may include but not limited to:
  - Machinery, equipment and tools
  - Materials e.g. ingredients for drinks, general consumables
  - Personnel e.g. skills required for operating all areas of bar
2. **Materials and products** may include but not limited to:
  - Garnishes e.g. edible and non-edible
  - Decorations
3. **Codes of conduct** may include but not limited to:
  - Greeting and welcome standards
  - Dress standards
  - Standards/guidelines for customer interactions
4. **Drinks** may include but not limited to:
  - Hot
  - Cold
  - Alcoholic
  - Non-alcoholic
5. **Wines** may include but not limited to:
  - Table e.g. red, white, rose
  - Sparkling e.g. champagne
  - Fortified and aromised
6. **Ordering systems** may include but not limited to:
  - Manual
  - Electronic
7. **Recipe** may include but not limited to:
  - Workplace standard
  - Traditional standard
  - Creative/innovative standard
8. **Close down activities** may include but not limited to:
  - Sign off space
  - Sign off personnel
  - Handover protocols e.g. stock reconciliation, incident reports etc.

**UNDERPINNING KNOWLEDGE AND SKILLS**

*Candidates should know and understand:*

1. What are the required resources to operate and manage a bar.
2. How to check and resolve issues due to lack of resources within the limits of your own authority and how to refer those outside of your authority to relevant persons.
3. What are the cleaning, sanitation, health and hygiene procedures that must be followed for bar operations.
4. Why it is important to confirm that the work, bar and service areas are clean and sanitised according to correct procedures and are ready for use.
5. How to handle and store materials and products used in bar operations.
6. What are the workplace procedures for welcoming and greeting customers and how to do so.
7. How to welcome and greet customers according to workplace standards.
8. What are codes of conduct and why it is important to adhere to them.
9. What are the workplace standards for customer service.
10. How to communicate effectively and why it is important to engage in active listening.
11. Why it is important to take orders accurately and how to do so.
12. What methods should be used to update product knowledge and why it is important to provide customers with informed advice and options on drinks.
13. How to present drinks, wines and menus.
14. How to serve wines according to type and characteristics.
15. How to prepare drinks according to recipe and workplace standards.
16. Which garnishes and decorations to use according to drink.
17. How to select serving ware to match drink specifications.
18. How to serve drinks according to type and characteristics.
19. Why it is important to monitor quality during serving of drinks.
20. How to rectify issues during serving.
21. What are the close-down activities to be carried out.

## EVIDENCE GUIDE

*For assessment purposes:*

### (1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on a minimum of two (2) occasions**. This evidence must come from a real working environment.

### (2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

### (3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

**UA12903****Manage stock inventory**

## Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to manage all aspects of stock inventory control for the efficient running of bar operations. It covers the management functions of organising, monitoring and controlling stock inventory.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
<i>Candidates must be able to:</i>	
1. Maintain stock inventory control levels	1.1 Confirm and inform colleagues of their roles and responsibilities in regard to stock inventory management process. 1.2 Monitor and maintain stock inventory levels and document according to established workplace standards. 1.3 Maintain stock inventory records of the movement of items and revise and adjust stock to mitigate against stock outages. 1.4 Document stock outages according to workplace procedures. 1.5 Comply with stock inventory control security measures in keeping with workplace procedures. 1.6 Collaborate with relevant persons to adjust stock inventory measures and assist with resolving breaches in security measures within the limits of your own authority.
2. Organise stock take and order stock	2.1 Organise stock take according to schedule and check that assigned roles and responsibilities of colleagues are adhered to in accordance with workplace procedures. 2.2 Record stock-take data and report within designated timelines in accordance with workplace procedures. 2.3 Assess and identify reasons for stock losses, and document according to workplace procedures.

- 2.4 Analyse stock inventory losses, collaborate with others and implement corrective measures.
  - 2.5 Order stock using approved workplace stock ordering procedures.
  - 2.6 Monitor and maintain ordering and recording stock inventory systems according to best industry practices and workplace procedures.
- 3. Receive stock inventory
  - 3.1 Receive stock using established workplace inventory receipt procedures and document accordingly.
  - 3.2 Document and communicate variations in receipts against ordered stock to relevant persons.
  - 3.3 Store stock according to storage specifications in keeping with safety, health and environmental regulations and workplace procedures.
- 4. Monitor and maintain stock inventory levels
  - 4.1 Confirm that stock is rotated using best industry practices and deal with incorrect stock rotation issues.
  - 4.2 Monitor quality of stock continuously and document findings.
  - 4.3 Move stock inventory and document stock inventory movement whilst adhering to safety, health, hygiene and environmental standards.
  - 4.4 Adhere to workplace policies for storing and disposing of stock inventory that is damaged, expired and non-conforming to specifications.

**RANGE STATEMENT**

*All range statements must be assessed:*

1. **Stock inventory** may include but not limited to:
  - Machinery and equipment
  - Tools
  - Ingredients and products
  - Glassware and other serving ware
  - General consumables
2. **Stock ordering procedures** may include but not limited to:
  - Manual
  - Electronic
3. **Inventory receipt procedures** may include but not limited to:
  - Handling and storing specifications i.e. product specification
  - Inspection for damage, defects, non-conformance
  - Use by specifications e.g. best by dates, use by dates
  - Updating of receipts
4. **Storage specifications:**
  - Conditions e.g. humidity, air quality
  - Temperature
  - Labelling e.g. batch identification

**UNDERPINNING KNOWLEDGE AND SKILLS**

*Candidates should know and understand:*

1. Why it is important to communicate effectively and how to do so.
2. Why it is important to inform colleagues of their assigned roles and responsibilities in the stock inventory management process.
3. What are the stock inventory levels inclusive of par levels that must be maintained and what are the workplace procedures for doing so.
4. What are the workplace recording and reporting procedures for documenting stock inventory and movement of stock inventory.
5. How to organise stock inventory takes according to schedules.
6. What are the storage specifications of stock inventory and why it is important to store stock inventory according to storage specifications.
7. How to assess stock losses/shrinkage and how to identify possible reasons for the losses.
8. What are the safety, health, hygiene and environmental standards for stock inventory controls.
9. What are the best industry practices for stock inventory rotation.
10. How to monitor stock inventory for quality issues.
11. How to document stock inventory information and data and why it is important to document accurately.
12. What are the workplace procedures for dealing with out of specification stock inventory.



## EVIDENCE GUIDE

*For assessment purposes:*

### (1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

### (2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

### (3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

**UA13003**

**Process payments for service**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to process different types of payments for services rendered. It also involves reconciling and recording takings according to approved workplace procedures.

**ELEMENT**

**PERFORMANCE CRITERIA**

*Candidates must be able to:*

- |                            |   |
|----------------------------|---|
| 1. Facilitate transactions | <ul style="list-style-type: none"> <li>1.1 Confirm workplace approved processes and types of payments for service.</li> <li>1.2 Receive and check cash float and other payment facilities and complete documentation according to workplace procedures.</li> <li>1.3 Record transactions/services for payments according to workplace procedures.</li> <li>1.4 Confirm transactions for which payments are to be collected and collect payments according to workplace procedures.</li> <li>1.5 Process payments according to processes and type of payments according to workplace procedures.</li> <li>1.6 Comply with customer service and workplace standards for processing payments.</li> </ul> |
| 2. Reconcile payments      | <ul style="list-style-type: none"> <li>2.1 Perform balancing procedures at designated times in accordance with workplace policies and comply with financial security measures.</li> <li>2.2 Complete financial procedures at terminal according to workplace policies.</li> <li>2.3 Record and report terminal payments according to workplace procedures and comply with financial security measures.</li> </ul>   |

- 2.4 Sign-off and shut down payment system at designated time within the limits of your own authority.
- 2.5 Follow protocols and security measures in transferring payment collections to relevant persons according to workplace procedures.

**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Processes** may include but not limited to:

- Manual methods
- Electronic methods e.g. Point of Sales systems

**2. Types of payment** may include but not limited to:

- Cash
- Non-cash payments i.e. debit/credit cards, refunds, mobile apps
- Credit accounts

**UNDERPINNING KNOWLEDGE AND SKILLS**

*Candidates should know and understand:*

1. What are the approved processes and types of payments accepted by workplace.
2. How to maintain a cash float and other payment facilities.
3. What are the transactions from which to collect and process payments.
4. Why it is important to accurately record payments.
5. How to process the different types of payments.
6. How and when to perform balancing procedures.
7. What are the financial security measures and why it is important to comply with them.
8. What are shut down procedures for the payment system.
9. Why it is important to follow protocol and security measures in transferring payment collections.

---

**EVIDENCE GUIDE**

*For assessment purposes:*

**(1) Critical Aspects of Evidence**

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

**(2) Method of Assessment**

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

**(3) Context of Assessment**

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

**UA13103****Research new trends and techniques in bartending and mixology**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to ensure that you remain updated regarding new trends and techniques in the bartending and mixology occupational area. It focuses on researching and identifying relevant information and how this information can be incorporated into workplace practices and activities.

**ELEMENT****PERFORMANCE CRITERIA**

*Candidates must be able to:*

- |    |   |     |   |
|----|---|-----|---|
| 1. | Research new trends and techniques                | 1.1 | Define and agree on the objectives for research with relevant persons in keeping with workplace policies.   |
|    |   | 1.2 | Use reliable and approved research methods according to workplace procedures.   |
|    |   | 1.3 | Review and confirm that data and research methods for use are valid and relevant to the requirements of the research and make efficient use of available resources.   |
|    |   | 1.4 | Conduct research on new trends and techniques using approved research methods and sources.  |
|    |   | 1.5 | Gather and organise information in a suitable format for analysis, interpretation and dissemination in accordance with workplace procedures.                          |
| 2. | Analyse and incorporate new trends and techniques | 2.1 | Apply methods of data analysis that are reliable and suited to the research methods used.   |
|    |   | 2.2 | Interpret the results of the analysis and make recommendations supported by evidence, consistent with the research and workplace objectives and document accordingly. |

- 2.3 Present recommendations for the incorporation of new trends and techniques using approved communication methods.
  - 2.4 Obtain feedback on recommendations for the incorporation of new trends and techniques and adjust as appropriate.
  - 2.5 Incorporate new trends and techniques as approved by relevant persons according to schedule and record and report according to workplace procedures.
- 3. Monitor the performance of new trends and techniques
  - 3.1 Update colleagues and relevant others on newly incorporated trends and techniques.
  - 3.2 Evaluate the newly incorporated trends and techniques and document findings.
  - 3.3 Seek feedback from customers and relevant persons on new trends and techniques and make informed decisions to adjust and implement recommendations.



**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Research methods** may include but not limited to:

- Online via internet and other search machines
- Manual methods
- Informal search methods e.g. face to face interviews/interactions

**2. New trends and techniques** may include but not limited to:

- Tools, machinery and equipment
- Production methods
- Preparation and serving techniques for all products
- Product characteristics and flavour profiles

**UNDERPINNING KNOWLEDGE AND SKILLS**

*Candidates should know and understand:*

1. What are the objectives and approved workplace methods for the research.
2. How to conduct research on new trends and techniques in bartending and mixology.
3. Which data and research methods match the requirements of the research.
4. How to analyse and interpret information gathered from research.
5. How to make evidence-based decisions.
6. What are the approved methods of communication within the workplace.
7. Which methods to use for the incorporation of new trends and techniques in bartending and mixology into work activities.
8. What information on new trends and techniques is relevant and should be shared with colleagues.
9. How to evaluate the newly incorporated trends and techniques into work activities.
10. Why it is important to seek feedback from customers and other relevant persons.
11. When to adjust and implement recommendations garnered from constructive feedback.
12. When to research and source information on new trends and techniques.

## EVIDENCE GUIDE

*For assessment purposes:*

### (1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

### (2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

### (3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

**UA13203****Manage food safety systems and occupational health and safety standards**

## Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to manage food safety systems and occupational health and safety standards. It covers the required skills to assist in identifying and implementing critical points of food safety systems and the required knowledge to monitor them and rectify non-conformances. The occupational health and standards relevant to the food and beverage industry must be understood, implemented and monitored accordingly.

**ELEMENT****PERFORMANCE CRITERIA**

*Candidates must be able to:*

- |   |   |
|---|---|
| 1. Supervise food safety systems                          | <ul style="list-style-type: none"> <li>1.1 Consult and collaborate with relevant persons on the critical control points of the food safety system suited to workplace operations.</li> <li>1.2 Work with others to confirm the critical control points of the food safety system, the respective specifications to be satisfied at each of these points and the required resources to manage the system.</li> <li>1.3 Document the critical control points of the food safety system and communicate appropriate information to relevant persons.</li> <li>1.4 Contribute to the training of team members and colleagues on the critical control points of the food safety system.</li> <li>1.5 Manage the critical control points of the food safety system and record information.</li> </ul> |
| 2. Comply with health, safety and environmental standards | <ul style="list-style-type: none"> <li>2.1 Update and maintain current personal knowledge on health, safety and environmental standards relevant to the food and beverage industry.</li> <li>2.2 Source and gather information on developments in terms of health, safety and the environment and use the information to keep personal knowledge base current.</li> </ul>   |

- 2.3 Communicate and convey information on health, safety and environmental standards to team members and colleagues.
  - 2.4 Listen actively, encourage feedback and answer queries from team members and colleagues related to health, safety and environmental standards within the limits of your own authority.
  - 2.5 Confirm with team members and colleagues the requirements of health, safety and environmental standards that must be adhered to during workplace activities and interactions.
  - 2.6 Gather information on sustainability practices suited to the industry, share information and assimilate practices into daily work activities.
- 3. Adhere to systems and standards
  - 3.1 Check and confirm the role and responsibilities of team members and colleagues in reference to management of the critical control points of the food safety system.
  - 3.2 Monitor adherence to the critical control points of the food safety system and document results according to workplace procedures.
  - 3.3 Review and assess the results of monitoring and deal with non-conformance to the critical control points of the food safety system within the limits of your own authority.
  - 3.4 Implement corrective measures to deal with non-compliances and document accordingly.
  - 3.5 Monitor adherence to the requirements of health, safety and environmental standards and document the results according to workplace procedures.

- 3.6 Resolve any non-conformances or non-adherence to health, safety and environmental standards within the limits of your own authority and refer those outside your authority to relevant persons.
- 3.7 Review the results/findings of monitoring on a continuous basis for adherence and introduce measures to improve performance.

**RANGE STATEMENT**

*All range statements must be assessed:*

1. **Critical control points** may include but not limited to:
  - Personal hygiene standards
  - Product specifications
  - Handling and storage conditions for products
  - Machinery and equipment manufacturers' standards for operation
  - Cleaning and sanitising procedures
  - Workplace procedures for standard operations
  - Documentation inclusive of labelling for identification purposes
2. **Health, safety and environmental standards** may include but not limited to:
  - Personal protective equipment
  - Safety equipment and machinery
  - Policies and procedures for health, safety and the environment, inclusive of sustainability practices
  - Policies and procedures for dealing with non-conformances

**UNDERPINNING KNOWLEDGE AND SKILLS**

*Candidates should know and understand:*

1. How to consult and collaborate with team members and colleagues with regards to the critical control points of the food safety system.
2. What are the critical control points of the food safety system.
3. What are the specifications that must be satisfied for the critical control points of the food safety system.
4. What are the required resources to manage a food safety system.
5. Which are the relevant health, safety and environmental standards for the industry.
6. Why it is important to keep personal knowledge base of health, safety and environmental standards updated/current and how to do so.
7. How to source and gather information on developments in health, safety and environmental standards.
8. How to communicate effectively and what information to share with team members and colleagues.
9. Which techniques to use for effective communication.
10. What are the roles and responsibilities of team members and colleagues within the management of the critical control points of the food safety system.
11. Why it is important to monitor food safety systems and when to do so.
12. How to resolve non-conformances or non-adherence to health, safety and environmental standards.
13. What are the limits of your own authority and when to refer issues that are outside of your limits of authority.
14. What are the sustainable practices that must be included in the food safety system.



**EVIDENCE GUIDE**

*For assessment purposes:*

**(1) Critical Aspects of Evidence**

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

**(2) Method of Assessment**

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

**(3) Context of Assessment**

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

## U49003 Communicate with customers and others

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to politely and effectively communicate with other persons encountered while working.

Clear communication is important to pass on all necessary information and make sure health and safety information and workplace procedures are understood.

### ELEMENT

### PERFORMANCE CRITERIA

*To be competent you must achieve the following:*

- |  |  |
|--|--|
| 1. Communicate information to customers and others | 1.1 Adhere to organisational standards of dress and deportment.<br>1.2 Obtain relevant and current information for working effectively.<br>1.3 Communicate with colleagues and other personnel using appropriate communication strategies.<br>1.4 Communicate information in a systematic and structured manner.   |
| 2. Respond to customers and others                 | 2.1 Respond to <b>customers'</b> questions and comments in a positive manner.<br>2.2 Acknowledge and respond to <b>communication</b> clear and courteous manner.<br>2.3 Question persons to confirm that the information received is correctly understood.<br>2.4 Record information in an appropriate manner in accordance with organisational procedures.<br>2.5 Present accurate and current information in a clear and concise manner to relevant persons. |

- 2.6 Take corrective action when there are difficulties in relaying information.
- 2.7 Report **faults** with **communication equipment** to appropriate persons.
- 2.8 Acknowledge and respond to customers' needs and attitudes.

**RANGE STATEMENT**

*All range statements must be assessed:*

1. **Customers** may include but not limited to:
  - Internal (colleagues, supervisors, etc.)
  - External (other organisations , business places, the public)
2. **Communication** may include but not limited to::
  - Telephone calls
  - Emails/Internet
  - Faxes
  - Letters
  - Social media
  - Face-to-face/verbal
3. **Faults** may include but not limited to::
  - Electronic
  - Mechanical
  - Physical
4. **Communication equipment** may include but not limited to::
  - Telephones (fixed line, mobile)
  - Computer equipment
  - Smart phones, tablets
  - Faxes

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. What are the reasons for communicating with others.
2. What are the organisational procedures for personal appearance and behaviour.
3. How does your behaviour and attitude reflect on your workplace and organisation.
4. What is the importance of creating a positive impression.
5. How to obtain your work instructions and verify that the work instructions are up-to-date.
6. What is the reason for checking that the information is understood correctly.
7. What are the different forms of communication available and how they are used.
8. How to use appropriate strategies to communicate with colleagues and other personnel.
9. Why it is important to communicate clearly and provide necessary information.
10. How to communicate information clearly and systematically.
11. Why it is important to respond positively to questions and queries from customers.
12. How to respond to customers' questions and queries courteously, promptly and in a positive manner
13. What are the organisational procedures for acknowledging and responding to incoming information.
14. How to use effective questioning techniques to ensure information is understood.
15. What are the organisational and workplace procedures for recording information.
16. What is the correct process for transferring information.
17. How to ensure that the correct or authorised person receives the information.
18. How to identify problems in the relaying of information.
19. What are the corrective measures or actions taken to rectify problems in relaying information and how these should be applied.
20. What is the procedure for reporting faults with communication equipment.
21. How to identify customer needs and attitudes.
22. How to respond correctly to customers' needs and attitudes.

---

**EVIDENCE GUIDE**

*For assessment purposes:*

**(1) Critical Aspects of Evidence**

Candidates must prove that they can carry out **all** the elements, meeting **all** of the performance criteria, range and underpinning knowledge, **on more than one (1) occasion**. This evidence must come from a real working environment.

**(2) Methods of Assessment**

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Witness testimony
- Personal statement
- Written evidence (projects or assignments)
- Case study and scenario analysis
- Role play/simulation

**(3) Context of Assessment**

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used** except in exceptional circumstances where natural work evidence is unlikely to occur.



- 2.3 Implement staff improvement plans to develop staff skills and competences.
- 3. Interact with work team
  - 3.1 Supervise staff and provide constructive feedback according to workplace procedures.
  - 3.2 Solve problems and make decisions taking into account team dynamics and individual interactions.
  - 3.3 Resolve conflict at the team level and keep disruptions to work routines to a minimum during the conflict resolution process.
- 4. Introduce new staff members
  - 4.1 Greet and welcome new staff members and facilitate induction sessions with them according to workplace procedures and codes of conduct.
  - 4.2 Share information on workplace routines and industry standards, encourage feedback and clarify issues.
  - 4.3 Provide information to new staff to assist in the performance of initial work assignments, monitor their performance and provide constructive feedback.
- 5. Facilitate workers in the performance of work
  - 5.1 Respond to requests for assistance by staff according to workplace procedures.
  - 5.2 Provide advice and guidance to staff to assist them according to their needs.
  - 5.3 Provide opportunities and encourage staff to review their own performance and identify areas for improvement.
  - 5.4 Motivate staff to meet and exceed work objectives and performance standards as determined by workplace.
  - 5.5 Conduct staff performance reviews and document according to workplace procedures.



**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Approved methods of communication** may include but not limited to:

- Verbal communication e.g. face to face, oral, written
- Non-verbal communication e.g. body language, signs, gestures
- Electronic e.g. emails, social media

**3. Codes of conduct** may include but not limited to:

- Personal hygiene standards
- Dress code and appearance
- Approved methods of communication for workplace
- Customer service guidelines

**2. Resources** may include but not limited to:

- Machinery and equipment
- Materials ingredients e.g. stock inventory
- Time
- Personnel i.e. skills and competencies of direct reports

**UNDERPINNING KNOWLEDGE AND SKILLS**

*Candidates should know and understand:*

1. How to plan, organise and conduct meetings with individuals and groups.
2. What information to share at meetings and why it is important to share relevant information.
3. What are the methods and ways of communicating effectively.
4. How to summarise and document the outcomes of meetings.
5. What are the methods used to allocate resources.
6. How to measure and monitor the utilisation of resources.
7. How to identify skills/skills gaps of staff members.
8. Why it is important to provide constructive feedback and how to do so.
9. What techniques and methods to use to resolve conflict.
10. How to conduct induction sessions and assist staff in learning about new job activities.
11. How to motivate staff and why it is important to do so.
12. What methods to use and how to conduct staff performance reviews.
13. How to assist with and conduct training for staff.
14. What are the key components of a developmental plan and how to apply each of the components.
15. What techniques to use to increase levels of staff performance.

## EVIDENCE GUIDE

*For assessment purposes:*

### (1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

### (2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

### (3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

**U68402****Contribute to the protection of the environment**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to conduct work activities in a manner that protects the environment. Candidates should take steps to minimise any negative impact on the environment by completing tasks and activities in a way which causes as little damage or disturbance as possible to the environment while following organisational procedures.

**ELEMENT****PERFORMANCE CRITERIA**

*Candidates must be able to:*

- |    |   |     |   |
|----|---|-----|---|
| 1. | Work in an environmentally conscious way                            | 1.1 | Perform duties in accordance with relevant policies and legislation.  |
|    |   | 1.2 | Execute duties in a manner which minimises environmental damage.  |
|    |   | 1.3 | Operate and handle equipment and materials in a manner that minimises environmental damage.   |
| 2. | Contribute to continuous improvements in protecting the environment | 2.1 | Identify instances of likely or actual environmental damage and take appropriate action.  |
|    |   | 2.2 | Identify improvements to procedures and practices in terms of good environmental practice and report to relevant persons.                                 |
|    |   | 2.3 | Dispose of hazardous and non-hazardous waste safely according to approved legislative procedures and practices.   |
|    |   | 2.4 | Contribute to sustainable development particularly in the conservation of energy, water, use of resources and equipment to minimise environmental damage. |

**RANGE STATEMENT**

*All range statements must be assessed:*

1. **Relevant policies and legislation** may include but not limited to:
  - Organisational policies
  - Health and safety at work
  - Environmental legislation
  - Solid waste management policies
  - Recyclable policies
2. **In a manner which minimises environmental damage** may include but not limited to:
  - Using recycled/reused items and materials where appropriate
  - Disposing of polluting substances safely
  - Reducing the volume of waste
  - Using biodegradable and eco-friendly chemicals
  - Planning tasks to reduce the use of fuel and electricity
3. **Equipment and materials** may include but not limited to:
  - Hand tools
  - Power tools
  - Personal protective equipment
  - Cleaning chemicals
  - Soaps and sanitisers
  - Paper towels
  - Garbage disposal bags
  - Cloths and towels
  - Containers
  - Access equipment
4. **Hazardous waste** may include but not limited to:
  - Oils
  - Chemicals and solutions
  - Harmful materials (asbestos, fibreglass)
  - Electronic equipment
  - Organic hazards (pest excrement, pest carcasses)
5. **Non-hazardous waste** may include but not limited to:
  - Food
  - Plant matter
  - Paper

**UNDERPINNING KNOWLEDGE AND SKILLS**

*Candidates should know and understand:*

1. What are the relevant policies and legislation governing environmental protection.
2. How to recognise any likely or actual environmental damage.
3. What are the appropriate actions to take in the discovery of likely or actual environmental damage.
4. What are the ways in which tools and materials should be used in order to minimise environmental damage.
5. What are the different types of pollution.
6. What are the consequences of pollution.
7. How to recognise wastage of energy, water, equipment and materials.
8. What are the methods of working that will minimise pollution and wastage of resources.
9. What are the types of damage which may occur, the impact these can have on the environment and corrective actions to be taken.
10. What are the methods of waste disposal which will minimise the risk to the environment.
11. What are the organisational requirements to prevent wastage.

## EVIDENCE GUIDE

*For assessment purposes:*

### (1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on no less than three (3) occasions**. This evidence must come from a real working environment.

### (2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Witness testimony
- Personal statement
- Written evidence (projects or assignments)
- Case study and scenario analysis
- Role play/simulation

### (3) Context of Assessment

This unit may be assessed on the job, off the job or using a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

**Assessment methods**

The methods which can be used to determine competence in performance and underpinning knowledge.

**Assessors**

The Assessor guides and assesses the candidate. His/her role is to determine whether evidence presented by a candidate for assessment within the programme, meets the required standard of competence in the relevant unit or element. The Assessor needs to be competent to assess to national standards in the area under assessment.

**Approved Centre**

Organisation/Centre approved by the TVET Council/National Training Agency to offer full Caribbean Vocational Qualifications.

**Case Studies**

In situations where it is difficult for workplace assessment to take place, case studies can offer the candidate an opportunity to demonstrate potential competence.

A case study is a description of an actual or imaginary situation presented in some detail. The way the case study is presented will vary depending upon the qualification, but the most usual methods are written, taped or filmed.

The main advantage of a case study is the amount of evidence of underpinning knowledge they can generate and the specific nature of the evidence produced.

**Competence**

In the context of vocational qualifications, competence means: the ability to carry out prescribed activities to nationally pre-determined standards in an occupation. The definition embraces cognitive, practical and behavioural skills, underpinning knowledge and understanding and the ability to react appropriately in contingency situations.

**CVQ**

National Vocational Qualifications (CVQs) are work-based qualifications that assess an individual's competence in a work situation and certify that the individual can perform the work role to the standards expected in employment.

CVQs are based on national occupational standards of competence drawn up by standards-setting bodies known as Industry Lead Bodies. The standards describe the level and breadth of performance that is expected of persons working in the industry or sector which the CVQ covers.



**CVQ Coordinator**

The CVQ Coordinator is the centre contact within each approved Centre offering CVQs. He/she has overall responsibility for the operation and administration of the CVQ system

**Element**

An element is a description of an activity which a person should be able to do. It is a description of an action, behaviour or outcome which a person should be able to demonstrate.

**Explanation of CVQ Levels**

CVQs cover five (5) levels of competence, from entry level staff at Level 1 through to senior management at Level 5.

**Level 1 - Entry Level**

Recognises competence in a range of varied work activities performed in a variety of contexts. Most work activities are simple and routine. Collaboration with others through work groups or teams may often be a requirement. Substantial supervision is required especially during the early months evolving into more autonomy with time.

**Level 2 - Skilled Occupations**

Recognises competence in a broad range of diverse work activities performed in a variety of contexts. Some of these may be complex and non-routine and involve some responsibility and autonomy. Collaboration with others through work groups or teams and guidance of others may be required.

**Level 3 - Technician and Supervisory Occupations**

Recognises competence in a broad range of complex, technical or professional work activities performed in a wide variety of contexts, with a substantial degree of personal responsibility and autonomy. Responsibility for the work of others and the allocation of resources are often a requirement. The individual is capable of self-directed application, exhibits problem solving, planning, designing and supervisory capabilities.

**Level 4 - Technical Specialist and Middle Management Occupations**

Recognises competence involving the application of a range of fundamental principles and complex techniques across a wide and unpredictable variety of contexts. Requires very substantial personal autonomy and often significant responsibility for the work of others, the allocation of resources, as well as personal accountability for analysis, diagnosis, design, planning, execution and evaluation.

**Level 5 - Chartered, Professional and Senior Management Occupations**

Recognises the ability to exercise personal professional responsibility for the design, development or improvement of a product, process, system or service. Recognises technical and management competencies at the highest level and includes those who have occupied positions of the highest responsibility and made outstanding contribution to the promotion and practice of their occupation.

**External Verifier**

The External Verifier is trained and appointed by the TVET Council/National Training Agency and is competent to approve and ensure an approved Centre's quality of provision.

**Internal Verifier**

The Internal Verifier acts in a supporting role for Assessors to ensure consistent quality of assessment and competence. They need to be competent to assess to national standards in the area under assessment.

**Observation**

Observation of the candidate carrying out his/her job in the workplace is the assessment method recommended in the vast majority of units and elements. Observation of staff carrying out their duties is something that most supervisors and managers do every day.

**Performance Criteria**

Performance criteria indicate what is required for the successful achievement of an element. They are descriptions of what you would expect to see in competent performance.

**Product of Work**

This could be items produced during the normal course of work, which can be used for evidence purposes such as reports, menus, promotional literature, training plans, etc.

**Questioning**

Questioning is one of the most appropriate ways to collect evidence to assess a candidate's underpinning knowledge and understanding.

Questioning can also be used to assess a candidate in those areas of work listed in the range which cannot be assessed by observation. Guidance on when this assessment method can be used is given in the assessment guidance of each individual element.

As an assessment method, questioning ensures you have all of the evidence about a candidate's performance. It also allows you to clarify situations.

### Range statements

The range puts the element of competence into context. A range statement is a description of the range of situations to which an element and its performance criteria is intended to apply.

Range statements are prescriptive therefore each category must be assessed.

### Role-plays

Role-plays are simulations where the candidate is asked to act out a situation in the way he/she considers “real” people would behave. By using role-play situations to assess a candidate you are able to collect evidence and make a judgment about how the candidate is most likely to perform. This may be necessary if the range specified includes a situation in which the candidate is unlikely to find himself/herself in the normal course of their work, or where the candidate needs to develop competence, before being judged competently, for example, in a disciplinary situation,

### Simulations

Where possible, assessment should always be carried out by observing **natural performance** in the workplace. **Simulated performance**, however, can be used where specified to collect evidence about an aspect of the candidate’s work which occurs infrequently or is potentially hazardous; for example, dealing with fires.

By designing the simulated situation, briefing the candidate and observing his/her performance, you will be able to elicit evidence which will help you judge how a candidate is **most likely** to perform in real life.

### Supplementary evidence

Supplementary evidence can be used to confirm and support performance evidence. Types of supplementary evidence include witness testimonies, reports, journals or diaries, records of activities, personal statements, simulation (see note in glossary).

### Underpinning knowledge

Underpinning knowledge indicates what knowledge is essential for a person to possess in order to successfully achieve an element and prove total competence.

### Units

A unit of competence describes one or more activities which form a significant part of an individual’s work. Units are accredited separately but in combination can make up a vocational qualification. There are three categories of units:

**Mandatory units** - are core to a qualification and must be completed.

**Optional units** - candidates must choose the required number of individual units, specified in the qualification structure, to achieve the qualification.

**Work-based projects**

Work-based projects are a useful way for you to collect evidence to support any decision you make about a candidate's performance. They are particularly appropriate in determining the level of a candidate's underpinning knowledge and understanding where it may be insufficient to rely only on questioning observation.

A project often involves the identification of a solution to a specific problem identified by you and/or the candidate (such as looking at ways to redress a recent drop in sales), or may be a structured programme of work built around a central situation or idea (such as the introduction of a new job rostering process)