

Unit 22: Understanding the Features of Different Types of Alcoholic Beverages Sold in Retail Outlets

Unit code: T/600/0655

QCF Level 2: BTEC Specialist

Credit value: 4

Guided learning hours: 29

Unit aim

This unit is about the learner having an understanding of the features of alcoholic beverages sold in retail outlets. The learner will also have an understanding of the regulations and legislation relating to the retail sale of alcoholic beverages.

Unit introduction

This unit will give learners an understanding of how to be effective members of a team selling alcoholic beverages in a retail outlet.

The unit ensures that learners are able to describe the features of most beverages including beer, cider, wine, spirits and vermouths. Learners should be able to describe the similarities and differences between the various alcoholic beverages.

On completion of the unit, learners will be able to offer their customers an enhanced service. Customers like to ask staff questions and appreciate getting an informed answer. This unit gives learners the general information that they require to be able to deal with customers' general questions, meanwhile, learners gain more confidence when answering customers.

This unit will also cover the legislation relating to the sale of alcoholic beverages as well as good practice in the industry regarding advertising.

This unit provides underpinning knowledge required for some of the National Retail Occupational Standards for Retail Level 2.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

| Learning outcomes | Assessment criteria |
|--|---|
| <p>1 Know the features of packaged beer, cider and perry products</p> | <p>1.1 describe the similarities and differences between beer, cider and perry</p> <p>1.2 identify the main categories of beers, ciders and perries</p> <p>1.3 describe the features of different types of beer</p> <p>1.4 describe the features of different types of cider</p> <p>1.5 describe the features of different types of perry</p> |
| <p>2 Know the features of packaged wine products</p> | <p>2.1 describe how wines are classified according to their geographical origin and method of production</p> <p>2.2 describe the key characteristics of wines which will affect the consumer's perception of individual wines on drinking them</p> <p>2.3 identify the key terms used to describe the characteristics of individual wines</p> <p>2.4 describe the type of information given on wine labels</p> <p>2.5 identify the different storage requirements for red, white, rosé, sparkling and fortified wines</p> |
| <p>3 Know the features of packaged spirits, vermouths and liqueurs</p> | <p>3.1 describe the similarities and differences between spirits, vermouths and liqueurs</p> <p>3.2 identify the main categories of spirits, vermouths and liqueurs</p> <p>3.3 describe the features of different types of international spirits</p> <p>3.4 describe the features of different types of vermouths</p> <p>3.5 describe the features of different types of liqueurs</p> |

| Learning outcomes | Assessment criteria |
|---|---|
| <p>4 Understand the legislation relating to the sale of alcoholic beverages</p> | <p>4.1 identify the main licensing laws relating to the retail sale of alcoholic beverages</p> <p>4.2 describe the key requirements of the main licensing laws relating to the retail sale of alcoholic beverages</p> <p>4.3 identify the main pieces of consumer legislation relating to the retail sale of alcoholic beverages</p> <p>4.4 describe the key requirements of the main pieces of consumer legislation relating to the retail sale of alcoholic beverages</p> |

Unit content

1 Know the features of packaged beer, cider and perry products

Similarities and differences

size of measure sold, alcoholic content, manufacturing process, customer, appearance

Beer: main types and categories

lager and ale: main varieties eg: pale ale, stout, brown ale;

features: alcoholic content, gassy, flat, British, European

Cider: types and category

sweet, dry, scrumpy

features: appearance eg cloudy through to clear; colour eg light yellow through orange to brown; sparkling, flat

Perry: often referred to as pear cider

single variety, blends of different pears, sparkling

Characteristics

blends have greater body, hint of citrus

2 Know the features of packaged wine products

Wine classification

geographical origin – old world by regions (Appellation d’Origine Controle in France, Denominazione di Origine Controllata in Italy); new world by grape variety

Method of production

red, white, sparkling, rosé

fortified wines: eg wine with brandy giving 18-20 per cent alcohol; both dry and sweet versions available, dry for an aperitif, sweet for dessert or after dinner drink; examples, sherry, port, Madeira, Massala

Characteristics of wine

key terms (colour, flavour, bouquet, palate, appearance)

Wine label information

wine region, vintage, bottler, grape variety, quality rating, crest and name of producer (Appellation d’Origine Controle (AC) in France, Denominazione di Origine Controllata (DOC) in Italy)

General storage requirements

constant temperature, away from light, free from vibration, stored on side, damp atmosphere

specific storage requirements

white wine prefers cooler temperature; sherry stored upright; vintage port horizontally

3 Know the features of packaged spirits, vermouths and liqueurs

Spirits: whisky, vodka, gin, rum, tequila, brandy

Whisky: made from malted barley, rye, wheat, maize, potatoes

Types: scotch, Irish, bourbon: single malt, blends

Features: strong, can be diluted, taste

Vodka: distilled from rye, wheat, potatoes

Features: clear, tasteless, odourless

Gin: distilled from grain and flavoured with juniper berries or a substitute

Features: strong, can be diluted with other soft drinks

Rum: fermented molasses or sugar cane, produced mainly in the West Indies

Features: strong, can be diluted with other soft drinks

Tequila: fiery Mexican drink distilled from several species of agave

Brandy: spirit distilled from wine, finest being Cognac distilled from the white wine in the Cognac region of France

Vermouth: aromatised wine – made from wine and flavoured with a variety of items such as herbs

Common types: dry (18 per cent) dry to very sweet (15 per cent): white and red

Liqueur: a strongly flavoured and highly fortified alcoholic liquor, flavours on a spirit base

Common types: cream, crème, triple sec

4 Understand the legislation relating to the sale of alcoholic beverages

Licensing Act of 2003

licence required to sell alcohol

Content of Act

sale of and by over 18-year olds, anyone under 18 should not enter a dedicated off-licence unless in the company of a parent or guardian, it is an offence to sell alcohol to anyone over 18 if the purchase is intended to be consumed by a minor, selling alcohol to anyone who is intoxicated is against the law, permitted hours vary depending on type of retailer and these can vary during public or bank holidays, it remains an offence to buy and consume any type of alcoholic beverage within 100 metres of the shop from which it was bought

Weights and Measures Act 1985 and subsequent changes in 2006 eg changes to regulations regarding sizes of bottles for retail – removal of the restriction on the use of the 187 ml size of pre-packaged still wines, which limited its use to duty free sales; the addition of the 1750 ml size for pre-packaged spirits

Good practice

challenge 25 on alcoholic sales

Alcohol Advertising Rules 2005

advertises for alcoholic products should not - encourage excessive drinking, have a strong appeal to those under the age of 18, imply that alcohol has contributed to sexual or social success, show alcohol being handled or served irresponsibly, feature those who are or appear to be under the age of 25, place undue emphasis on alcoholic strength

Essential guidance for tutors

Delivery

Learners will need to be 18-plus in order to sell or be in an off-licence.

Centres will need to take a flexible approach to delivering the content of this unit, as learners could be completing their training while working. Learners based in a centre should be given work experience opportunities. The learner's experience will be very different in a large retail centre compared with the local off-licence. The learner should be able to give customers the information they ask for or roleplay could be used to enable the learner to reinforce the information about the products.

Learners should be shown the various processes and routines with a mentor giving advice. It would be useful for the centre to provide a training manual that the learner could work through; the manual would also give the retailer the knowledge that the learner requires to successfully complete the unit. It may also be useful for the centre to offer one day a week in the centre, allowing learners to discuss with other learners and the underpinning knowledge to be covered. This underpinning knowledge could be delivered through class discussions, worksheets, videos for discussion or direct input from the centre.

Visits to a brewery, vineyard or bottling plant would be useful, as would the opportunity to meet with guest speakers from various areas of the industry.

Learning outcome 1: the learner could be encouraged to create a chart with the different drinks; there would be columns for the information to be gathered. The content of this unit encourages the use of either roleplay or work in a retail facility, with the learner having the opportunity to give the customer the required information. Reference to the chart could be made.

Learning outcome 2: the learner should be encouraged to consider how the wines in the retail outlet are stored. This information should give rise to questions regarding the different types of wine and classification. The answers could be recorded in a chart. The detail on the wine labels could be recorded as a series of annotated diagrams. Worksheets for completion could also be used highlighting the features between the various wines.

Learning outcome 3: the learner could be introduced to the various alcoholic spirits sold by the retail outlet by looking closely at the labels and prices. This could lead to a discussion on the differences between the various spirits. Research on the web should be directed by a worksheet or the manual. This process could be repeated for the vermouths and liqueurs. Learning outcome 3.1 could be used to sum up the findings.

Learning outcome 4: Learners could be encouraged to look on the web for instances of people losing their sales licences, and then discuss the reasons. A visit to or from the local Trading Standards Office and/or local police station could be very useful. Learners should be encouraged to consider the reasons for the legalisation as this should make it more meaningful and understandable for the learner to implement. The learner could be encouraged to record the main requirements of the legislation as they become apparent in the workplace. Learners should be made aware of the good practice in the industry with regards to advertising and Challenge 25 (Challenge 25 is a retailing strategy that encourages anyone who is over 18 but looks under 25 to carry acceptable ID).

Assessment

All parts of the assessment criteria must be met for the learner to achieve the unit.

As far as possible the assessment for this unit, should be observation of real situations or role play, but could include a portfolio of evidence comprising witness statements, photographs, video clips, tapes and learners' written work; all of which need to be kept for the quality assurance, both internally and externally. The assessment criteria for each outcome can be assessed together or as individual parts. It is essential that the evidence for each part is recorded. The centre should ensure that learners are given regular one-to-one feedback on their progress. The centre could use a series of questions to ask the learner to confirm that the learner meets the assessment criteria.

To achieve assessment criteria 1.1, 1.2, 1.3, 1.4 and 1.5 learners could cover all aspects at the same time. It is possible for learners to describe the similarities and differences between beers, cider and perries while identifying the main categories of each and describing their features. The information can be given verbally or be written. Evidence can be recorded as a chart, a video of the explanation or of the observer giving a witness statement. The evidence could take the form of a role play, with the learner giving a customer their required information.

To achieve assessment criteria 2.1, 2.2, 2.3, 2.4 and 2.5 the learner has to show that they can describe features of packaged wine. The evidence could take the form of annotated charts, or written or oral descriptions. These could be recorded on tape, video, or as witness statements. Role-play could be used, with the learner giving the information to a 'customer'.

To achieve assessment criteria 3.1, 3.2, 3.3, 3.4 and 3.5 the learner has to identify the main categories of spirits, vermouths and liqueurs and then describe the features of each. In conclusion learners should be able to describe the similarities and differences between spirits, vermouths and liqueurs. The evidence could be charts, reports, video or tape as a result of a real situation with a customer or a role play.

To meet assessment criteria 4.1 and 4.3 the learner has to be able to show that they can identify the main licensing law and pieces of consumer legislation relating to the retail of alcoholic beverages. To meet assessment criteria 4.2 and 4.4 the learner has to be able to describe key requirements of licensing law and consumer legislation. The evidence could be a poster, a written description or an oral description.

Indicative reading for learners

Book

Babor T – *Alcohol and Public Policy: No Ordinary Commodity: Research and Public Policy* (Oxford University Press, USA, 2003) ISBN 0192632612

Websites

www.alcoholpolicy.net

www.almr.org.uk

www.BERR.gov.uk

www.independentbuyer.net

www.just-drinks.com

www.offlicencenews.co.uk

www.opsi.gov.uk

www.wsta.co.uk