



Handbook

WINC2 – VTCT (Skillsfirst) Level 2 Certificate in Wine Service (RQF)

601/8414/0

Version 2

About Skillsfirst

VTCT is a market-leading Awarding, Assessment and End-point Assessment (EPA) Organisation offering vocational and technical qualifications in a range of 'services to people' sectors.

The VTCT group of companies are comprised of three innovative awarding brands: VTCT, iTEC and Skillsfirst. Together they have over 2,500 approved centres in over 40 countries across the world.

The qualifications suite offered by VTCT (Skillsfirst) spans a range of sectors including Childcare, Business Services, Health & Social Care, Recruitment and Social Media.

For more information visit us at www.vtct.org.uk and www.skillsfirst.co.uk, contact our dedicated Customer Support Team via email at customersupport@vtct.org.uk and customerservices@skillsfirst.co.uk or call 0121 270 5100

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1 Qualification at a glance

Qualification title	VTCT (Skillsfirst) Level 2 Certificate in Wine Service (RQF)
Qualification number	601/8414/0
Product code	WINC2
Age range	There is a minimum age requirement as, under UK law, learners can only serve alcohol in a restaurant if they are 16 or 17 as long as the alcohol is drunk with a meal. They can also serve alcohol in a bar, but the licence holder or bar manager needs to approve the sale.
Total Qualification Time (TQT)	191
Guided Learning (GL) hours	172
Assessment	To be awarded this qualification, learners must successfully achieve the following assessments: <ul style="list-style-type: none">• Portfolio of evidence
Entry requirements	There are no formal entry requirements for learners undertaking these qualifications, however, a minimum level of literacy or numeracy is required and centres must ensure that learners have the potential and opportunity to gain evidence for the qualification
Support materials	Support materials can be found on the website (if applicable)

2 Qualification information

2.1 Qualification aim and design

The Skillsfirst Level 2 Certificate in Wine Service (RQF) is designed for learners employed in serving wine in the restaurant, hotel and bar industry, who already have some knowledge and basic skills in the catering industry - from a role where they work under supervision - and wanting a formal qualification to help them in their hospitality career.

Learners are required to take three mandatory units which cover the generic knowledge and understanding needed to develop an understanding of the principles of wine sources and production, wine service and customer care in the wine industry.

2.2 Progression opportunities

Learners achieving this qualification could progress to the:

- VTCT (Skillsfirst) Level 2 NVQ Diploma in Food and Beverage Service (RQF)
- VTCT (Skillsfirst) Level 3 Award in Hospitality Supervision and Leadership Principles (RQF)
- VTCT (Skillsfirst) Level 3 NVQ Diploma in Hospitality Supervision and Leadership (RQF)

or on to further learning, or into specific vocational employment.

3 Qualification structure

To be awarded the VTCT (Skillsfirst) Level 2 Certificate in Wine Service (RQF) learners must achieve all mandatory units.

The minimum TQT required to achieve this qualification is **191**.

Product code	Unit title	Level	GLH	Unit reference number
Mandatory units (Group M)				
WIN1	Principles of wine sources and production	2	57	A/507/9767
WIN2	Principles of wine service	2	52	F/508/1049
WIN4	Principles of providing service to customers in the wine industry	2	63	A/615/4431

4 Centre requirements

4.1 Resources

Centres must possess the physical resources needed to support the delivery of the programme and the assessment of knowledge and skills, which should therefore be of industry standard. Where specific resources are required these have been indicated in individual units.

4.2 Occupational expertise of those who deliver, provide expert witness, assess performance, moderate and verify assessments

Deliverers, assessors and internal verifiers (IVs) are appointed by the recognised centre and approved by Skillsfirst through the external verifier (EV).

4.3 Deliverers, assessors and internal moderators/verifiers

While the Training, Assessment and Quality Assurance (TAQA) units and the assessor/verifier (A/V) units are valued as qualifications for centre staff, they are not currently a requirement for these qualifications. However, staff should hold, or be working towards, teaching/training qualifications and have sufficient experience and/or qualifications for competent delivery and assessment of the unit.

4.4 Expert witnesses

4.4.1 Overview

An expert witness is someone who is in a position to infer the learner's consistent competence at work and provide the assessor with evidence to support the assessment process. The approved expert witness will usually be the learner's supervisor or manager in the workplace, but could also be an experienced colleague or other approved assessor.

The expert witness does not make any assessment decisions and is not, therefore, required to be qualified. All assessment decisions that take into account evidence provided by an expert witness must be made by an assessor who is qualified with the appropriate qualification.

4.4.2 Requirements for expert witnesses

An expert witness should ideally:

- be the learner's immediate supervisor or manager or other appropriate individual in the workplace
- work alongside the learner, preferably on a daily basis
- be technically competent in the units they are providing an expert opinion on
- understand and have a thorough knowledge of the occupational standards contained in the units they are providing an expert opinion on

4.5 Continuous professional development (CPD)

Centres are responsible for ensuring that deliverers, assessors and IVs plan and maintain their CPD. Centres are expected to support their deliverers, assessors and IVs in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments.

Centres may have generic criteria and personnel specifications in addition to the above.

4.6 Total Qualification Time (TQT)

Each qualification has a Total Qualification Time (TQT) value based on the total number of hours learning required to achieve it. The TQT value reflects the number of supervised learning hours required to achieve the knowledge and assessment requirements, plus the length of time a learner would need to take to achieve the skills and capabilities to be deemed competent. All RQF qualifications are subject to an evaluation process to determine their fitness-for-purpose.

5 Assessment

5.1 Summary of delivery and assessment methods

For the Level 2 Certificate in Wine Services, learners will be required to provide a portfolio of evidence which meets all the assessment criteria within the units.

5.2 Suggested delivery strategy

Deliverers should familiarise themselves with the structure, content and assessment requirements of the units within the qualification before designing a learning programme. It is suggested that centres design learning programmes that

- best meets the needs and capabilities of their learners and
- satisfies the learning outcomes and assessment criteria of the unit

5.3 Characteristics of assessment guidance

The learner may produce evidence from a range of examples (as outlined below) which should be recorded in some form. A record of evidence will confirm to the assessor their confidence in the learner's breadth and depth of knowledge and understanding in being able to competently meet the functional requirements of all the units.

The assessor will need to be assured that the learner can meet all the learning outcomes of a unit and pass all the assessment criteria of a unit.

An assessor may request additional evidence if they are not satisfied with the evidence presented by the learner. If this occurs, it may need to be agreed in partnership with the learner and the assessor.

5.4 Types of evidence

Evidence is not required in any pre-set format and may be of many types and from diverse sources.

Examples of types of evidence might include:

- | | |
|-------------------------------|-------------------------------------|
| • learner statement | • audio/video recorded |
| • notes | • discussion/presentation/interview |
| • review and tutorial records | • assessor observation |
| • report | • witness statement |
| • diary | • product |
| • worksheet | • workbook |

Please note that centres are not restricted to the types of evidence listed above.

5.5 Professional discussion

Professional discussion is encouraged as a supplementary form of evidence to confirm a learner's competence. Such discussions should not be based on a prescribed list of questions but be a structured discussion which enables the assessor to gather relevant evidence to ensure the learner has a firm understanding of the standard being assessed.

5.6 Simulation and witness testimony

Simulation or witness testimony is warranted where the centre can demonstrate that performance evidence has been impossible to obtain in the work environment.

5.6.1 Simulation

Simulation can only be used to assess learners where the opportunity to assess naturally occurring evidence is unlikely or not possible. In the case with this qualification the use of a realistic working environment (RWE) is acceptable. A RWE is defined by the following criteria:

- based on a work task, activity or scenario that is sufficiently challenging for the level of the understanding and skills to be assessed;
- includes a comprehensive range of demands and constraints typical of those that would be met in a real work context;
- gives learners access to people, equipment and materials that would be normal for the tasks or activities represented;
- places learners under pressures of time that would be normal in the workplace for the type of tasks and activities represented; and
- is replicable, in order to allow opportunities for reassessment under comparable conditions, where necessary

5.6.2 Witness testimony

Skillsfirst recognise the use of witness testimony and expert witness testimony as appropriate methods for assessors to collect evidence on learner's performance.

Witness testimonies can be obtained from people that are occupationally competent and who may be familiar with the national occupational standards (NOS), such as the learner's line manager. They may also be obtained from people who are not occupationally competent and do not have a knowledge of the national occupational standards such as other people within the learner's workplace, customers and suppliers.

The assessor must judge the validity of the witness testimony and these may vary depending on the source. Witness testimonies can only support the assessment process and may remove or reduce the need to collect supplementary evidence, however, centres must comply with Skillsfirst guidance over the occupational competence and briefing of witnesses in the use of witness testimony.

5.7 Recognition of prior learning (RPL)

RPL recognises how the contribution of a learner's previous experience could contribute to a qualification. Should any opportunities for RPL be identified, it is important that a complete process of recognising prior experience and learning is undertaken, by ensuring that:

- it covers relevant or appropriate experience for previous activities, as well as accredited learning and qualifications
- it is incorporated into the assessment planning, with details of how this will take place
- mapping of prior learning to the national occupational standards to identify gaps is documented and auditable
- assessment methods or processes for recognising prior experience and learning, are documented and made available to the external verifier
- the audit trail covers the whole process and methodology of RPL
- the authenticity and currency of presented evidence is established by the assessor
- where observation or expert witness testimony is a unit assessment method requirement, this activity is undertaken after learner registration for the qualification

6 Units

Unit Handbook

WIN1 – Principles of wine sources and production

Unit reference number: A/507/9767

Level: 2

Guided Learning (GL) hours: 57

Unit aim

This unit will give the learner an understanding of wine regions, colours, styles, grape varieties and manufacturing processes that are used in wine production.

Learning outcomes

There are five outcomes to this unit. The learner will:

- LO1 Understand the primary wine producing regions and their wines
- LO2 Understand grape varieties and the styles of wine they produce
- LO3 Understand the characteristics of the different colours of wine
- LO4 Understand the different styles of wine
- LO5 Understand the process of winemaking

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the primary wine producing regions and their wines	1.1 Identify the primary wine producing regions
	1.2 Identify the characteristics of the wine produced in the primary wine producing regions
	1.3 Identify the geographical factors that influence wine characteristics

Learning Outcome	Assessment Criteria
LO2 Understand grape varieties and the styles of wine they produce	2.1 Identify and describe the primary grape varieties used in wine production
	2.2 Identify the different colours of wine that the primary grape varieties produce
	2.3 Identify the styles of wine that the primary grape varieties produce

Learning Outcome	Assessment Criteria
LO3 Understand the characteristics of the different colours of wine	3.1 Identify the colours of wine produced
	3.2 Identify the defining characteristics of: <ul style="list-style-type: none"> • white wine • red wine • rose wine

Learning Outcome	Assessment Criteria
LO4 Understand the different styles of wine	4.1 Identify the styles of wine produced
	4.2 Identify the defining characteristics of: <ul style="list-style-type: none"> • still wine • sparkling wine • fortified wine • sweet wine

Learning Outcome	Assessment Criteria
LO5 Understand the process of winemaking	5.1 Describe the process of making wine
	5.2 Identify the main wine making methods that can influence the taste of wine

WIN1 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

Unit Handbook

WIN2 – Principles of wine service

Unit reference number: F/508/1049

Level: 2

Guided Learning (GL) hours: 52

Unit aim

This unit will give the learner an understanding of the principles of correct wine service identifying the care of wine, glassware, different types of wine service and the matching of wine to food.

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Understand how to care for wine

LO2 Understand the use of wine glassware

LO3 Understand the different methods of presentation and service of wine

LO4 Understand the principles of matching wine and food groups

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand how to care for wine	1.1 Identify the correct conditions to store different wines
	1.2 Identify the correct temperature to serve different wines
	1.3 Describe methods of minimising the wastage of wine

Learning Outcome	Assessment Criteria
LO2 Understand the use of wine glassware	2.1 Identify the correct glass type for different wines
	2.2 Describe the methods to care for various types of glassware
	2.3 Identify the methods of service when using: <ul style="list-style-type: none"> • a carafe • a decanter

Learning Outcome	Assessment Criteria
LO3 Understand the different methods of presentation and service of wine	3.1 Identify the methods of presenting a wine to a customer
	3.2 Identify the methods of opening different types of wines
	3.3 Identify the methods for pouring wine
	3.4 Describe the volumes of different wines when pouring
	3.5 Describe alternative methods of serving wine using: <ul style="list-style-type: none"> • tray • bar service

Learning Outcome	Assessment Criteria
LO4 Understand the principles of matching wine and food groups	4.1 Identify the principles to consider when matching wines and food groups
	4.2 Describe the primary styles of wine and their suitability to be matched with food groups
	4.3 Identify factors other than the primary styles of wine that will affect a wine's suitability to be matched with food groups
	4.4 Describe food preparation methods that may affect the matching of food and wine

WIN2 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

Unit Handbook

WIN4 – Principles of providing service to customers in the wine industry

Unit reference number: A/615/4431

Level: 2

Guided Learning (GL) hours: 63

Unit aim

This unit will give the learner an understanding of the principles of customer care and legal responsibilities of wine service.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Know the practical, legal and ethical issues regarding the service of wine

LO2 Know how to establish positive relationships with customers

LO3 Know how to communicate information to customers

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know the practical, legal and ethical issues regarding the service of wine	1.1 State the requirements for adhering to the legal responsibilities when serving wine
	1.2 Describe the law with regard to the selling of wine
	1.3 State the ethical considerations when selling and serving wine

Learning Outcome	Assessment Criteria
LO2 Know how to establish positive relationships with customers	2.1 Describe the importance of positive attention, balanced communication and connection in providing excellent customer service whilst serving wine
	2.2 Identify the importance of correct appearance and behaviour
	2.3 Describe the importance of recognising customer needs and expectations
	2.4 State the importance of customer engagement during wine service
	2.5 Identify signs of when a customer is angry or confused
	2.6 Identify ways to measure customer satisfaction whilst serving wine

Learning Outcome	Assessment Criteria
LO3 Know how to communicate information to customers	3.1 State the importance effective communication
	3.2 Describe the types of body language and their effect on customers
	3.3 Describe the listening skills required when serving wine
	3.4 Describe the questioning strategies that can be used during wine service
	3.5 Describe when the different methods of communication are used

WIN4 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

WINC2 Document History

Version	Issue Date	Changes	Role
v2	13/02/2023	Formatting and re-branding. No content amendment.	Data Administrator