

**REPUBLIC OF KENYA**

**COMPETENCY-BASED MODULAR CURRICULUM**

**FOR**

**MIXOLOGY**

**KNQF LEVEL 3**

**ISCED PROGRAMME CODE: 1013 254 A**

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# FOREWORD

The provision of quality education and training is fundamental to the Government’s overall strategy for social and economic development. Quality education and training contribute to the achievement of Kenya’s development blueprint and sustainable development goals.

Reforms in the education sector are necessary to achieve Kenya Vision 2030 and meet the provisions of the Constitution of Kenya 2010. The education sector had to be aligned to the Constitution, and this resulted in the formulation of the Policy Framework for Reforming Education and Training in Kenya (Sessional Paper No. 14 of 2012). A key feature of this policy is the radical change in the design and delivery of TVET training. This policy document requires that training in TVET be competency-based, curriculum development be industry-led, certification be based on demonstration of competence, and the mode of delivery allow for multiple entry and exit in TVET programmes.

These reforms demand that Industry takes a leading role in curriculum development to ensure the curriculum addresses its competence needs. It is against this background that this curriculum has been developed. For trainees to build their skills on foundational hands-on activities of the occupation, units of learning are grouped in modules. This has eliminated duplication of content and streamlined exemptions based on skills acquired as a trainee progresses in the up-skilling process, while at the same time allowing trainees to be employable in the shortest time possible through the acquisition of part qualifications.

It is my conviction that this curriculum will play a great role in developing competent human resources for the Hospitality and Tourism Sector’s growth and development.

**PRINCIPAL SECRETARY**

**STATE DEPARTMENT FOR TVET**

**MINISTRY OF EDUCATION**

# PREFACE

Kenya Vision 2030 aims to transform Kenya into a newly industrializing middle-income country, providing high-quality life to all its citizens by the year 2030. Kenya intends to create globally competitive and adaptive human resource base to meet the requirements of a rapidly industrializing economy through lifelong education and training. TVET has a responsibility to facilitate the process of inculcating knowledge, skills, and worker behaviour necessary for catapulting the nation to a globally competitive country, hence the paradigm shift to embrace Competency-Based Education and Training (CBET).

CAP 210A and Sessional Paper No. 1 of 2019 on Reforming Education and Training in Kenya for Sustainable Development emphasized the need to reform curriculum development, assessment, and certification. This called for a shift to CBET to address the mismatch between skills acquired through training and skills needed by industry, as well as increase the global competitiveness of the Kenyan labour force.

This curriculum has been developed in adherence to the Kenya National Qualifications Framework and CBETA standards and guidelines. The curriculum is designed and organized into Units of Learning with Learning Outcomes, suggested delivery methods, learning resources, and methods of assessing the trainee’s achievement. In addition, the units of learning have been grouped in modules to concretize the skills acquisition process and streamline upskilling.

I am grateful to all expert trainers and everyone who played a role in translating the Occupational Standards into this competency-based modular curriculum.

# ACKNOWLEDGMENT

This curriculum has been designed for competency-based training and has independent units of learning that allow the trainee flexibility in entry and exit. In developing the curriculum, significant involvement and support were received from expert trainers, institutions and organizations.

I recognize with appreciation the role of the Hospitality National Sector Skills Committee (NSSC) in ensuring that competencies required by the industry are addressed in the curriculum. I also thank all stakeholders in the Hospitality sector for their valuable input and everyone who participated in developing this curriculum.

I am convinced that this curriculum will go a long way in ensuring that individuals aspiring to work in the Hospitality and Tourism Sector acquire competencies to perform their work more efficiently and effectively.

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# ABBREVIATIONS AND ACRONYMS

CBS – Competency-Based Skilling

CBET – Competency-Based Education and Training

HACCPs- Hazard Analysis and Critical Control Points

HVAC systems **–** Heating, ventilation and air conditioning

HSE –Health Safety and Environment principles and requirements

TVETA- Technical and vocational education and training Authority

OSH – Occupational Health and Safety

PPE – Personal Protective Equipment

# KEY TO UNIT CODE



# COURSE OVERVIEW

The Mixology operations Level 3 curriculum consists of competencies that an individual must achieve in order to perform bar keeping operations, prepare non-alcoholic and alcoholic beverages and prepare mock tails and cocktails.

The units of competency for Mixology level 3 qualifications include the following:

**Summary of Units of Competency**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Code** | **Units Title** | **Unit Duration (Hours)** | **Credit Factor** |
| 1013 251 01A | Bar-Keeping Operations | 80 | 8 |
| 1013 251 02A | Non-Alcoholic and Alcoholic Beverages Preparation | 90 | 9 |
| 1013 251 03A | Mocktails and Cocktails Preparation | 90 | 9 |
| **Sub Total** | | **260** | **26** |
| **Industrial Attachment** | | **240** | **24** |
| **GRAND TOTAL** | | **500** | **50** |

The core units of learning are independent of each other and may be taken independently.

The total duration of the course is 500 hours, inclusive of industrial attachment.

**Entry Requirements**

An individual enrolling this course should have any of the following minimum requirements:

1. Kenya Primary level qualification (KCPE), junior secondary qualification (KJSEA), and KCSE mean grade D minus.

Or

1. Any other qualification as determined by TVETA.

**Trainer qualification**

A trainer for any of the units of competency in this course must:

1. Have a minimum of a Food and Beverage Technician KNQF Level 5 qualification or its equivalent in the area of specialization
2. Be licensed by TVETA.

**Industry Training**

An individual enrolled in this course will be required to undergo Industry training for a minimum period of 320 hours in Hospitality Sector. The industrial training may be taken after completion of all units for those pursuing the full qualification or be distributed equally in each unit for those pursuing part qualification. In the case of dual training model, industrial training shall be as guided by the dual training policy.

**Assessment**

The course shall be assessed formatively and summatively:

1. During formative assessment all performance criteria shall be assessed based on performance criteria weighting.
2. Number of formative assessments shall minimally be equal to the number of elements in a unit of competency.
3. Assessment of basic and common competencies shall be integrated in the core units.
4. Theoretical assessment shall be integrated in practical assessment and conducted orally in both formative and summative assessments.
5. Theoretical and practical weight shall be 20:80 respectively for each unit of learning.
6. Formative and summative assessments shall be weighted at 60% and 40% respectively in the overall unit of learning score
7. Assessment performance rating for each unit of competency shall be as follows:

|  |  |
| --- | --- |
| **MARKS** | **COMPETENCE RATING** |
| 80 -100 | Attained Mastery |
| 65 - 79 | Proficient |
| 50 - 64 | Competent |
| 49 and below | Not Yet Competent |
| Y | Assessment Malpractice/irregularities |

1. Assessment for Recognition of Prior Learning (RPL) may lead to award of part and/or full qualification**.**

The assessors and verifiers must be licensed by TVETA.

**Certification**

A candidate will be issued a Certificate of Competency upon demonstrating competence in a core Unit of Competency. To be issued with the **Kenya National TVET Certificate in Mixology Level 3,** the candidate must demonstrate competence in all the Units of Competency as given in the qualification pack. A Statement of Attainment certificate may be issued upon demonstration of competence in a certifiable element within a unit.

The certificates will be awarded by the Qualification Awarding Institution.

**CORE UNITS OF LEARNING**

**BAR KEEPING OPERATIONS**

**UNIT CODE: 1013 25101A**

**UNIT DURATION: 80 HOURS**

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Perform bar keeping operations

**Unit Description**

This unit describes competencies required to perform bar-keeping operations. It involves preparing bar equipment, performing bar stocking and performing bar restocking.

The unit is applicable in the hospitality industry

**Summary of Learning Outcomes**

By the end of this unit of learning, the trainee should be able to:

|  |  |  |
| --- | --- | --- |
| **S/No.** | **Learning outcomes** | **Duration (Hours)** |
| 1. | Prepare bar equipment | **20** |
|  | Perform bar stocking | **30** |
|  | Perform bar restocking | **30** |
| **Total** | | **80** |

**Learning Outcomes, Content and Suggested Assessment Methods**

| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| --- | --- | --- |
| 1. Prepare bar equipment | * 1. Introduction to bar operations      1. Definition of terms * Bar * Bar operations   + 1. Bar layout * Bar counter * Seating areas * Storage and shelves   Service stations   * + 1. Types of bars * Open bars * Pool bars * Mini bars * Cash /wine bar * Main /cocktail   1. Bar personnel duties and responsibilities. * Bar manager * Bar head waiter * Bar man * Glass washer   1. Bar tools and equipment      1. Large equipment * Fridge * Ice makers * Coffee maker   + 1. Small tools and equipment * Shakers * Chopping Boards * Liquidizer * Muddler * Tot Measurer * Glasses * Bar Knives * Corkscrew * Assorted glasses * Wine basket * Opener * Wine bucket * Ice bucket * Ice maker * Ice crusher * Refrigerator * Bar spoon * Decanter * Mixing glass * Hawthorn strainer * Coaster. * Ash tray   + 1. Use, care and maintenance of bar tools and equipment.     2. Storage of bar tools and equipment   1. Safety rules in the bar.   2. Hygiene rules in the workshop      1. Personal hygiene * Neat hair * Short nails * Clean uniform   + 1. PPEs * Black leather low-heeled shoes * Black trouser/skirt * Bowtie * Half coat * Waiters’ cloth   + 1. Environmental hygiene * Bar cleaning procedures   • High dusting  • Sweeping  • Low dusting  • Damp dusting  • Cleaning the floor  1.6 Storing bar equipment | * Practical * Portfolio of evidence * Third party reports * Oral test * Written texts |
| 1. Perform bar stocking | * 1. Bar stock taking (opening inventory)      1. Bar stock sheet * Number of drinks * Bin number * Opening stock * Received stock * Total stock * Consumption * Price per drink.   1. Checking labels and expiry dates   2. Bar requisition   3. Bar closing stock      1. Bar stock sheet | * Practical * Portfolio of evidence * Third party reports * Oral test * Written texts |
| 1. Perform bar re- stocking. | * 1. Restocking non- alcoholic beverages * Mineral water * Aerated water * Fruit juices * Squashes * Tea * Coffee * Chocolate * Milk   1. Restocking alcoholic beverages * Beers * Spirits * Wines * Aperitifs * Cider and Perry * Liqueur   1. Restocking bar food items and supplies * Fruits * Vegetables * Herbs * Spices * Beverages * Eggs * Ice cubes * Straw   3.4 Refilling ice trays | * Practical * Portfolio of evidence * Third party reports * Oral test * Written texts |

4S**suggested Methods of delivery**

* Demonstration
* Group discussions
* Direct instructions
* Practical
* Project

**Recommended Resources for 25/30 Trainees**

| **S/No.** | | | | **Category/ Item** | | **Description/Specifications** | | | **Quantities** | | | | **Recommended Ratio (Item: Trainee)** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **A** | | | | **LEARNING MATERIALS** | | | | | | | | | |
|  | | | | Laptops | | Functional laptops for displaying content during presentations | | | 2 | | | | 1:13 |
| Stable and reliable Internet connection | | | | | | | | | |
| Projectors | | Functional projector for displaying content during presentations | | | 2 | | | | 1:13 |
| Assorted Flash Cards | | Functional flash cards for displaying content during presentations | | | 5 | | | | 1:5 |
| Whiteboards | | Quality whiteboard of approximately 6 ft by 3 ft for writing during theory instruction | | | 1 | | | | 1:25 |
| Flip Charts | | Functional flip charts for displaying content during presentations | | | 5 | | | | 1:5 |
| Assorted colour of whiteboard markers | | | | | | | | |  |
| A simulated bar environment | | | | | | | | |  |
| **B .** | | | **Equipment** | | | | | | | | | | |
|  | | | **Category/ Item** | | | | **Description/Specifications** | | | **Quantities** | **Recommended Ratio (Item: Trainee)** | | |
| Salver | | | | Flat tray for serving drinks or snacks. | | | 12 | 1:3 | | |
| Boston shaker | | | | Two-piece shaker (metal + glass) for mixing cocktails. | | | 12 | 1:3 | | |
| Cocktail shaker | | | | Three-part shaker with built-in strainer. | | | 12 | 1:3 | | |
| Mixing glasses | | | | Heavy glasses for stirring drinks like martinis. | | | 12 | 1:3 | | |
| Assorted glasses | | | | Different glasses (wine, cocktail, etc.) for specific drinks. | | | 100 | 4:1 | | |
| Bar spoons | | | | Long spoons for stirring cocktails. | | | 12 | 1:3 | | |
| Cutting board | | | | Board for chopping garnishes (fruit, herbs). | | | 12 | 1:3 | | |
| Refrigerators | | | | Small fridges to keep drinks and ingredients cold. | | | 2 | 1:13 | | |
| Ice maker | | | | Machine that makes ice quickly. | | | 2 | 1:13 | | |
| Ice bucket & tongs | | | | Bucket for ice; tongs to pick it up. | | | 5 | 1:5 | | |
| Wine stands | | | | Racks to hold or display wine bottles. | | | 5 | 1:5 | | |
| Wine baskets | | | | Baskets to serve wine bottles horizontally. | | | 5 | 1:5 | | |
| Wine buckets | | | | Buckets with ice to chill wine bottles. | | | 5 | 1:5 | | |
| Cock screw opener | | | | Tool to open wine bottles. | | | 5 | 1:5 | | |
| Coasters | | | | Small pads to protect tables from drink spills. | | | 15 | 1:2 | | |
| Bottle opener | | | | Tool to open beer bottles. | | | 12 | 1:3 | | |
| Tot measure | | | | Small cup for measuring alcohol. | | | 10 | 1:3 | | |
| Speed pourers | | | | spouts for bottles to pour drinks quickly. | | | 10 | 1:3 | | |
| Side plates | | | | Small plates for snacks or garnishes. | | | 12 | 1:3 | | |
| Small glass bowls | | | | Bowls for holding garnishes (olives, lemons). | | | 12 | 1:3 | | |
| Knives | | | | Sharp knives for cutting fruit or herbs. | | | 12 | 1:3 | | |
| Variety of beverages | | | | | | | | | | |
| **C** | | **Safety equipment** | | | | | | | | | | | |
|  | **Item** | | | | **Description/Specifications** | | | **Quantities** | | | | **Recommended Ratio**  **(Item: Trainee)** | |
| Assorted Fire extinguishers | | | | Designed to combat different types of fires (Class A, B, C, D, K) | | | 5 | | | | 1:5 | |
| Fire blankets | | | | Flame-resistant fabrics like fiberglass or wool, stored in easy-to-access pouches. | | | 5 | | | | 1:5 | |
| Well stocked first aid kits | | | | Bandages, gauze, antiseptic wipes, gloves, scissors, CPR masks, pain relievers, tweezers, emergency thermal blankets, and instructions. | | | 2 | | | | 1:13 | |

**NON -ALCOHOLIC AND ALCOHOLIC BEVERAGES PREPARATION**

**UNIT CODE: 1013 251 02A**

**UNIT DURATION:90 HOURS**

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Prepare non -alcoholic and alcoholic beverages

**Unit Description**

This unit describes competencies required to prepare non -alcoholic and alcoholic beverages. It involves preparing stillroom beverages, preparing non- alcoholic dispense bar beverages and preparing alcoholic beverages.

The unit is applicable in the hospitality industry

**Summary of Learning Outcomes**

By the end of this unit of learning, the trainee should be able to:

|  |  |  |
| --- | --- | --- |
| **S/no.** | **Learning outcomes** | **Duration (Hours)** |
| 1. | Prepare still room beverages | **30** |
| 2. | Prepare non- alcoholic dispense bar beverages | **30** |
| 3. | Prepare alcoholic beverages | **30** |
| **Total** | | **90** |

**Learning Outcomes, Content and Suggested Assessment Methods**

| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| --- | --- | --- |
| 1. Prepare still room beverages | 1. Still room beverages    * 1. Tea  * Condition for storing tea * Types of tea * Tea making procedures * Qualities of a good tea   + 1. Coffee * Condition for storing coffee * Types of coffee * Qualities of a good coffee * Coffee making method   + 1. Chocolate * Condition for storing Chocolate * Types of Chocolate * Qualities of a good Chocolate  1. Other still room beverages    * 1. Milo      2. Milkshakes 2. Service of still room beverages | * Practical * Portfolio of evidence * Third party reports * Oral test * Written texts |
| 1. Prepare non- alcoholic dispense bar beverages | * 1. Alcoholic dispense bar beverages   2.1 .1 Mineral water  2.1.2 Aerated water   * Soda water * Tonic water * Ginger Ale   1. Fruits juices * Mango juice * Passion juice * Pineapple juice * Apple juice * Orange juice * Lime juice   1. Syrups   2. Squashes   3. Other non- alcoholic dispenses bar beverage * Smoothies * Vegetable juices   1. Service non-alcoholic dispense beverages   2. Post service duties * Taking closing bar stock * Cleaning equipment and surfaces * Drying equipment * Storing equipment * Waste disposal | * Practical * Portfolio of evidence * Third party reports * Oral test * Written texts |
| 1. Prepare alcoholic beverages | * 1. Alcoholic beverages      1. Definition * Alcohol * Alcoholic beverages   1. Types of Wines * Table wines * Fortified wines * Sparkling wines * Organic wines * House wines   1. Spirits * Rum * Vodka * Brandy * Tequila * Whisky   1. Beers      1. Types of beer * Lager * Stout * Pilsner   1. Bitters   2. Liqueurs   3. Cider and Perry   4. Aperitifs   5. Service of alcoholic beverages   6. Post service duties * Taking closing bar stock * Cleaning equipment and surfaces * Drying equipment * Storing equipment * Waste disposal | * Practical * Portfolio of evidence * Third party reports * Oral test * Written texts |

**Suggested Methods of Delivery**

* Demonstration
* Group discussions
* Direct instructions
* Practical
* Project

**Recommended Resources for 25 Trainees**

| **S/No.** | | | **Category/ Item** | | | | **Description/Specifications** | | | **Quantities** | | | | **Recommended Ratio (Item: Trainee)** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **A.** | | | **LEARNING MATERIALS** | | | | | | | | | | | |
|  | | | Laptops | | | | Functional laptops for displaying content during presentations | | | 2 | | | | 1:13 |
| Stable and reliable Internet connection | | | | | | | | | | | |
| Projectors | | | | Functional projector for displaying content during presentations | | | 2 | | | | 1:13 |
| Assorted Flash Cards | | | | Functional flash cards for displaying content during presentations | | | 5 | | | | 1:5 |
| Whiteboards | | | | Quality whiteboard of approximately 6 ft by 3 ft for writing during theory instruction | | | 1 | | | | 1:25 |
| Flip Charts | | | | Functional flip charts for displaying content during presentations | | | 5 | | | | 1:5 |
|  | | Assorted colour of whiteboard markers | | | | | | | | |  |
|  | | A simulated bar environment | | | | | | | | |  |
| **B .** | | | | **Equipment** | | | | | | | | | | |
| **A** | | | | **Item** | | | | **Description/Specifications** | | | **Quantities** | **Recommended Ratio (Item: Trainee)** | | |
| Salver | | | | Flat tray for serving drinks or snacks. | | | 12 | 1:3 | | |
| Boston shaker | | | | Two-piece shaker (metal + glass) for mixing cocktails. | | | 12 | 1:3 | | |
| Cocktail shaker | | | | Three-part shaker with built-in strainer. | | | 12 | 1:3 | | |
| Mixing glasses | | | | Heavy glasses for stirring drinks like martinis. | | | 12 | 1:3 | | |
| Assorted glasses | | | | Different glasses (wine, cocktail, etc.) for specific drinks. | | | 100 | 4:1 | | |
| Bar spoons | | | | Long spoons for stirring cocktails. | | | 12 | 1:3 | | |
| Cutting board | | | | Board for chopping garnishes (fruit, herbs). | | | 12 | 1:3 | | |
| Refrigerators | | | | Small fridges to keep drinks and ingredients cold. | | | 2 | 1:13 | | |
| Ice maker | | | | Machine that makes ice quickly. | | | 2 | 1:13 | | |
| Ice bucket & tongs | | | | Bucket for ice; tongs to pick it up. | | | 5 | 1:5 | | |
| Wine stands | | | | Racks to hold or display wine bottles. | | | 5 | 1:5 | | |
| Wine baskets | | | | Baskets to serve wine bottles horizontally. | | | 5 | 1:5 | | |
| Wine buckets | | | | Buckets with ice to chill wine bottles. | | | 5 | 1:5 | | |
| Cock screw opener | | | | Tool to open wine bottles. | | | 5 | 1:5 | | |
| Coasters | | | | Small pads to protect tables from drink spills. | | | 15 | 1:2 | | |
| Bottle opener | | | | Tool to open beer bottles. | | | 12 | 1:3 | | |
| Tot measure | | | | Small cup for measuring alcohol. | | | 10 | 1:3 | | |
| Speed pourers | | | | spouts for bottles to pour drinks quickly. | | | 10 | 1:3 | | |
| Side plates | | | | Small plates for snacks or garnishes. | | | 12 | 1:3 | | |
| Small glass bowls | | | | Bowls for holding garnishes (olives, lemons). | | | 12 | 1:3 | | |
| Knives | | | | Sharp knives for cutting fruit or herbs. | | | 12 | 1:3 | | |
| Variety of beverages | | | | | | | | | | |
| **C** | | **Safety equipment** | | | | | | | | | | | | |
|  | **Item** | | | | | **Description/Specifications** | | | **Quantities** | | | | **Recommended Ratio**  **(Item: Trainee)** | |
| Assorted Fire extinguishers | | | | | Designed to combat different types of fires (Class A, B, C, D, K) | | | 5 | | | | 1:5 | |
| Fire blankets | | | | | Flame-resistant fabrics like fiberglass or wool, stored in easy-to-access pouches. | | | 5 | | | | 1:5 | |
| Well stocked first aid kits | | | | | Bandages, gauze, antiseptic wipes, gloves, scissors, CPR masks, pain relievers, tweezers, emergency thermal blankets, and instructions. | | | 2 | | | | 1:13 | |

# MOCKTAILS AND COCKTAILS

**UNIT CODE: 101325103A**

**UNIT DURATION: 90 HOURS**

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: prepare mocktails and cocktails

**Unit Description**

This unit describes competencies required to prepare mocktails and cocktails. It involves prepare mocktails and cocktails ingredients, prepare mocktails and prepare cocktails.

The unit is applicable in the hospitality industry

**Summary of Learning Outcomes**

By the end of this unit of learning, the trainee should be able to:

|  |  |  |
| --- | --- | --- |
| **S/No** | **Learning outcomes** | **Duration (Hours)** |
| **1.** | Prepare mocktails and cocktails ingredients | **30** |
|  | Prepare mocktails | **30** |
|  | Prepare cocktails | **30** |
| **Total** | | **90** |

**Learning Outcomes, Content and Suggested Assessment Methods**

| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| --- | --- | --- |
| 1. Prepare mocktails and cocktails ingredients | * 1. Work organisation      1. Assembling ingredients      2. Assembling equipment.   2. Garnishes /decorations   + Lemon wheels   + Lemon twists   + Orange slices   + Sugar and salt ring   + Jelly crystals   1.3 Waste disposal | * Practical * Portfolio of evidence * Third party reports * Oral test * Written texts |
| 1. Prepare mocktails | * 1. Work organisation      1. Assembling ingredients      2. Assembling equipment   2. Polishing      1. Glasses   + Tom Collins glass   + Cosmopolitan glass   + Martini glass   + Brandy balloon   + Highball   + Paris goblet glass   + Flute   + Champagne saucer.   + Whisky glasses   1. Mocktail making methods   + Shaking   + Stirring   + Layering   + Building   1. Garnishing mocktails * Lemon wheels * Lemon twists * Orange slices * Sugar and sugar ring * Jelly crystals   1. Service of mocktails      + Mocktails   + Shirley temple   + Virgin mojito   + Virgin colada   1. Principles of effective communication:      + Courtesy      + Correctness      + Completeness   2. Communication barriers:      + Language      + Emotions      + Channel   3. Post service duties   + Taking closing bar stock   + Cleaning equipment and surfaces   + Drying equipment   + Storing equipment   + Waste disposal | * Practical * Portfolio of evidence * Third party reports * Oral test * Written texts |
| 1. Prepare cocktails | * 1. Work organization      1. Assembling ingredients      2. Assembling equipment   2. Polishing      1. Glasses   + Tom Collins glass   + Cosmopolitan glass   + Martini glass   + Brandy balloon   + Highball   + Paris goblet glass   + Flute   + Champagne saucer.   + Whisky glasses   + Mocktail making methods   + Shaking   + Stirring   + Layering   + Building   1. Garnishing cocktails   2. Service of cocktails      1. Types of cocktails   + Blood Mary   + Screw driver   + Whisky sour   + Pink gin   + Old fashioned   + Pinacolada   1. Post service duties   + Taking closing bar stock   + Cleaning equipment and surfaces   + Drying equipment   + Storing equipment   + Waste disposal | * Practical * Portfolio of evidence * Third party reports * Oral test * Written texts |

**Suggested Methods of delivery**

* Demonstration
* Group discussions
* Direct instructions
* Practical
* Project

**Recommended Resources for 25 Trainees**

| **S/No.** | **Category/ Item** | | | | **Description/Specifications** | | | **Quantities** | | | | **Recommended Ratio (Item: Trainee)** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **A** | **LEARNING MATERIALS** | | | | | | | | | | | |
|  | Laptops | | | | Functional laptops for displaying content during presentations | | | 2 | | | | 1:13 |
| Stable and reliable Internet connection | | | | | | | | | | | |
| Projectors | | | | Functional projector for displaying content during presentations | | | 2 | | | | 1:13 |
| Assorted Flash Cards | | | | Functional flash cards for displaying content during presentations | | | 5 | | | | 1:5 |
| Whiteboards | | | | Quality whiteboard of approximately 6 ft by 3 ft for writing during theory instruction | | | 1 | | | | 1:25 |
| Flip Charts | | | | Functional flip charts for displaying content during presentations | | | 5 | | | | 1:5 |
|  | | Assorted colour of whiteboard markers | | | | | | | | |  |
|  | | A simulated bar environment | | | | | | | | |  |
| **B .** | | **Equipment** | | | | | | | | | | |
|  | | **Item** | | | | **Description/Specifications** | | | **Quantities** | **Recommended Ratio (Item: Trainee)** | | |
| Salver | | | | Flat tray for serving drinks or snacks. | | | 12 | 1:3 | | |
| Boston shaker | | | | Two-piece shaker (metal + glass) for mixing cocktails. | | | 12 | 1:3 | | |
| Cocktail shaker | | | | Three-part shaker with built-in strainer. | | | 12 | 1:3 | | |
| Mixing glasses | | | | Heavy glasses for stirring drinks like martinis. | | | 12 | 1:3 | | |
| Assorted glasses | | | | Different glasses (wine, cocktail, etc.) for specific drinks. | | | 100 | 4:1 | | |
| Bar spoons | | | | Long spoons for stirring cocktails. | | | 12 | 1:3 | | |
| Cutting board | | | | Board for chopping garnishes (fruit, herbs). | | | 12 | 1:3 | | |
| Refrigerators | | | | Small fridges to keep drinks and ingredients cold. | | | 2 | 1:13 | | |
| Ice maker | | | | Machine that makes ice quickly. | | | 2 | 1:13 | | |
| Ice bucket & tongs | | | | Bucket for ice; tongs to pick it up. | | | 5 | 1:5 | | |
| Wine stands | | | | Racks to hold or display wine bottles. | | | 5 | 1:5 | | |
| Wine baskets | | | | Baskets to serve wine bottles horizontally. | | | 5 | 1:5 | | |
| Wine buckets | | | | Buckets with ice to chill wine bottles. | | | 5 | 1:5 | | |
| Cock screw opener | | | | Tool to open wine bottles. | | | 5 | 1:5 | | |
| Coasters | | | | Small pads to protect tables from drink spills. | | | 15 | 1:2 | | |
| Bottle opener | | | | Tool to open beer bottles. | | | 12 | 1:3 | | |
| Tot measure | | | | Small cup for measuring alcohol. | | | 10 | 1:3 | | |
| Speed pourers | | | | spouts for bottles to pour drinks quickly. | | | 10 | 1:3 | | |
| Side plates | | | | Small plates for snacks or garnishes. | | | 12 | 1:3 | | |
| Small glass bowls | | | | Bowls for holding garnishes (olives, lemons). | | | 12 | 1:3 | | |
| Knives | | | | Sharp knives for cutting fruit or herbs. | | | 12 | 1:3 | | |
| Variety of beverages | | | | | | | | | | |
| **C** | | **Safety equipment** | | | | | | | | | | |
|  | | **Item** | | **Description/Specifications** | | | **Quantities** | | | | **Recommended Ratio**  **(Item: Trainee)** | |
| Assorted Fire extinguishers | | Designed to combat different types of fires (Class A, B, C, D, K) | | | 5 | | | | 1:5 | |
| Fire blankets | | Flame-resistant fabrics like fiberglass or wool, stored in easy-to-access pouches. | | | 5 | | | | 1:5 | |
| Well stocked first aid kits | | Bandages, gauze, antiseptic wipes, gloves, scissors, CPR masks, pain relievers, tweezers, emergency thermal blankets, and instructions. | | | 2 | | | | 1:13 | |