

Home Brewing Course Project Scoring Rubric

This rubric scores the beginner recipe-based brew log or simulation and the intermediate original recipe and analysis. Submit evidence for all five criteria. An unsafe sanitation or pressure-control plan requires revision before completion.

Project scoring rubric for either role

Score each criterion 0–4, then total five criteria for 20 points. A score of 0 on sanitation/safety must be revised before course completion. The beginner uses the provided recipe and records or simulated observations; the intermediate provides original justified choices and calculations.

Plan and style, 4

- **4 points:** Complete recipe, target and rationale match style
- **3 points:** Complete plan with minor mismatch
- **2 points:** Several unclear choices
- **1 points:** Major gaps
- **0 points:** No usable plan

Sanitation and safety, 4

- **4 points:** Correct cleaning, sanitizer label use, hot and pressure controls throughout
- **3 points:** Minor omission without unsafe action
- **2 points:** Incomplete prevention plan
- **1 points:** Multiple unsafe assumptions
- **0 points:** Unsafe or absent plan

Process and measurements, 4

- **4 points:** Ordered steps, time, temperature, volumes, OG/FG and assumptions recorded
- **3 points:** Most measurements present
- **2 points:** Several missing or inconsistent
- **1 points:** Sparse evidence
- **0 points:** No process record

Analysis, 4

- **4 points:** Beginner explains deviations; intermediate calculates OG/ABV/pitch and diagnoses with assumptions
- **3 points:** Correct with small error
- **2 points:** Partial reasoning or arithmetic errors
- **1 points:** Unsupported conclusions
- **0 points:** No analysis

Packaging and service, 4

- **4 points:** Suitable stable-FG check, carbonation plan, package comparison and serving choice
- **3 points:** One minor omission
- **2 points:** Two major omissions
- **1 points:** Unsafe or incomplete choice
- **0 points:** No plan

Instructor feedback must identify a strength, a specific correction, and the next action. A simulated batch is graded with the same criteria and explicitly marked assumed rather than measured values.

Course grade context

The project contributes 20 of 100 course points. Ten section quizzes contribute 50, the final test contributes 20, and participation contributes 10. The beginner and intermediate groups use different question sets with the same overall point allocation. An 80% overall score and satisfactory safety criteria are required to complete the course.

Home Brewing Beer Course Syllabus

Audience: Beginner and intermediate home brewers. **Length:** 10 sections over 10 weeks; about 3 hours of study and 3–5 hours of optional brew activity per week, with extra time for fermentation and conditioning. **Format:** Online lessons, demonstrations, discussion, brew log, quizzes, and a final process assessment. **Revision:** September 2026.

This course takes a learner from a clean workspace and simple extract ale to a packaged and served beer. The intermediate path adds calculations, process controls, troubleshooting, and recipe design. Learners may complete the practical assessment with an actual batch or a fully worked simulation when brewing is unavailable. No tasting or alcohol consumption is required for credit; follow applicable local rules and age restrictions.

Start here and course policies

1. Read this syllabus and select the **Beginner** or **Intermediate** LMS role before opening Section 1. The role controls which quiz, final test, and project rubric appear. Intermediate students complete the shared lessons plus the indicated extensions. Role changes require instructor review so grade items are not lost.
2. Open each section in order: objective → short reading and captioned demonstration → practice or simulation → discussion → role-specific quiz. Submit the brew log and project in Section 10. Instructor posts feedback within five instructional days and a weekly process clarification. Post one question or observation and respond constructively to one peer in Sections 2, 5, and 8; alternatives are available for privacy or accessibility needs.
3. Use an LMS capable of PDFs/HTML, captions, screen-reader navigation, and quizzes; a modern browser, internet access, and a basic calculator or spreadsheet suffice. Downloadable text transcripts, accessible ingredient tables, and a printable brew log should accompany media. No personal production data or photos are required. Avoid posting addresses or identifying photographs. Ask the course administrator for technical support, accessibility arrangements, tutoring, and institutional policy links; the instructor must insert the institution's actual contact details and policies before launch.
4. Cite recipe, style, and process sources; label measurements as measured, calculated, or assumed. Collaboration on practice is welcome, but submit individual quizzes and work. Hot wort scalds; pressurized bottles can break. Use protective equipment, ventilation, food-safe sanitizer at label concentration, and pressure-rated packaging. Keep children and pets away from hot equipment. Do not seal active fermentation in an unvented vessel. The course does not require distillation.

Instructor introduction placeholder: Add name, relevant brewing and teaching experience, office hours, response time, and contact method in the LMS. **Learner introduction:** Share your experience, chosen brewing method, and one learning goal; sharing alcohol use is never requested.

Course outcomes and alignment

On completion, the beginner can (B1) explain the sequence from ingredients to service; (B2) choose equipment and clean and sanitize all cold-side contact surfaces; (B3) identify ingredients and relate their roles to flavor and fermentation; (B4) follow a basic ale recipe with temperatures, timing, gravity observations, and safe packaging; and (B5) select appropriate serving and storage conditions. The intermediate can also (I1) build a style-informed recipe and estimate gravity and ABV; (I2) compute an approximate yeast pitch and interpret fermentation measurements; (I3) justify mash, hop, cooling, and packaging choices using recorded data; and (I4) diagnose a process deviation and propose a correction.

Each numbered section lists its measurable objective and assessed evidence. Quizzes check knowledge; the brew log/project checks applied decisions; the role-specific final test checks transfer across the whole workflow. Practice feedback is immediate; the instructor reviews log checkpoints after Sections 5 and 8.

Grading and progression

Component	Beginner	Intermediate
Ten section quizzes, 5 points each	50	50
Brew log or equivalent simulation, rubric below	20	20
Final test, 10 questions × 2 points	20	20
Three discussions or accessible equivalent	10	10
Total	100	100

Quizzes permit two attempts with the higher score and feedback after each. The final permits one attempt and an instructor review of missed items. An 80% overall score plus satisfactory safety criteria on the project is required for completion; reassessment of an unsafe step is permitted. Discussion points: 2 for the original contribution and 1 for a helpful response in each of three discussions, plus 1 for an end-of-course reflection. No points depend on producing or drinking alcohol.

Weekly section schedule

Week 1 The complete brewing process and three methods

Learning target: Order the stages and compare extract, BIAB, and traditional all-grain by where sugars come from and what equipment each requires (B1, B2; I3).

Activity and assessment: Sort process cards and label three equipment diagrams.

Evidence: Section 1 quiz and equipment selection in brew log.

Week 2 Cleanliness sanitizing and ingredient foundations

Learning target: Demonstrate the clean-rinse-sanitize sequence and explain the functions of water, malt, hops, yeast, and two adjuncts (B2, B3; I3).

Activity and assessment: Annotate a clean-versus-sanitize decision tree and ingredient label. **Evidence:** Section 2 quiz; safety checkpoint.

Week 3 Styles recipes and the first ale

Learning target: Interpret a BJCP style description and assemble a 5 US gallon pale ale recipe with a measurable process plan (B3, B4; I1).

Activity and assessment: Annotate recipe against three style traits. **Evidence:** Section 3 quiz and recipe sheet.

Week 4 Hot liquor temperatures and optional recirculation

Learning target: Choose a plausible strike-water temperature, mash temperature, mash-out, and sparge strategy and explain HERMS and RIMS (B4; I3).

Activity and assessment: Choose equipment settings for a 152°F target and explain the grain temperature assumption. **Evidence:** Section 4 quiz.

Week 5 From mash to wort

Learning target: Describe starch conversion, wort collection, and a gravity-based adjustment (B4; I3).

Activity and assessment: Create a labeled mash-to-kettle flow and record sample measurements. **Evidence:** Section 5 quiz and first log checkpoint.

Week 6 The boil hops and adjunct timing

Learning target: Sequence bittering, late, whirlpool, nutrient, and adjunct additions (B4; I3).

Activity and assessment: Build a 60-minute timer with a safe additive schedule. **Evidence:** Section 6 quiz.

Week 7 Post boil cooling pitching and fermentation

Learning target: Select a cooling method and safe pitch range, prepare yeast, and identify evidence of fermentation completion (B4; I2, I3).

Activity and assessment: Interpret a temperature and gravity log. **Evidence:** Section 7 quiz.

Week 8 Packaging and carbonation

Learning target: Compare bottles, Cornelius kegs, and cans; calculate ABV from readings; and plan carbonation safely (B4; I3).

Activity and assessment: Compare three package budgets and a carbonation calculator input sheet. **Evidence:** Section 8 quiz and second log checkpoint.

Week 9 Quality checks troubleshooting and style evaluation

Learning target: Diagnose a plausible fault using measurements and style expectations (B3, B4; I4).

Activity and assessment: Analyze two case studies and write a corrective plan. **Evidence:** Section 9 quiz and diagnostic note.

Week 10 Service and the complete workflow

Learning target: Serve or specify service for a finished beer and explain the entire brew from ingredient choice to glass (B1–B5; I1–I4).

Activity and assessment: Present a one-page process map and service card. **Evidence:** Section 10 quiz, project, and final test.

Required and recommended references

Beer Judge Certification Program, *2021 Beer Style Guidelines* (current edition listed in September 2026), <https://www.bjcp.org/bjcp-style-guidelines/>. Reference brewing readings and printable brew-log template are supplied in the course. Follow equipment and yeast maker instructions for each batch.

Home Brewing Beer Course Outline

Beginner and Intermediate Paths

This ten-section course guides learners through planning, brewing, fermenting, packaging, and serving a basic beer. Beginners follow a five-gallon extract pale ale example. Intermediate learners add all-grain process choices, recipe calculations, yeast pitching estimates, and troubleshooting. Every section has a role-specific quiz; both paths culminate in a brew log or simulated batch and a final test.

Course outcomes

On completion, a beginner can describe the full brewing sequence, choose and clean equipment, explain the four core ingredients, follow a basic ale recipe, verify fermentation completion, package safely, and choose a serving temperature. An intermediate learner can also develop a style-informed recipe, estimate original gravity, ABV, and yeast pitch, justify temperature and process choices, and diagnose a deviation using recorded evidence.

Ten-section sequence

1 The brewing process and three methods

Map the stages from ingredients to service. Compare extract brewing, brew in a bag (BIAB), and traditional all-grain brewing, including their equipment and sugar-conversion differences. **Practice:** equipment and process map. **Assessment:** Section 1 quiz.

2 Cleanliness and ingredients

Distinguish cleaning, sanitizing, and sterilizing. Explain the functions of water, malt or grain, hops, and yeast. Introduce fruit, spices, herbs, finings, and nutrients. **Practice:** sanitation decision tree and ingredient identification. **Assessment:** Section 2 quiz and safety checkpoint.

3 Beer styles and a first ale recipe

Read sensory characteristics and vital statistics in the current BJCP Beer Style Guidelines. Plan a basic extract pale ale; intermediate learners estimate gravity from fermentables and efficiency. **Practice:** recipe and style comparison. **Assessment:** Section 3 quiz and recipe sheet.

4 Hot liquor and mash temperatures

Set a mash target and estimate strike-water temperature. Describe mash-out and sparge water choices and optional HERMS and RIMS temperature control. **Practice:** temperature planning scenario. **Assessment:** Section 4 quiz.

5 Mash to wort

Explain enzyme conversion, grain separation, optional sparging, and collection of preboil volume and gravity. **Practice:** mash-to-kettle flow and measurement log. **Assessment:** Section 5 quiz and log checkpoint.

6 Boil and additions

Sequence bittering and late hops, nutrient and fining additions, whirlpool hops, and later dry hopping. Control boilovers and identify sanitary handling needs. **Practice:** timed boil schedule. **Assessment:** Section 6 quiz.

7 Cooling yeast and fermentation

Compare immersion, counterflow, and plate chillers. Select strain-specific pitch temperatures for ale, lager, or Brettanomyces; prepare yeast and verify fermentation by stable gravity. Intermediate learners estimate pitch count. **Practice:** fermentation-log analysis. **Assessment:** Section 7 quiz.

8 Packaging and carbonation

Compare bottles, Cornelius kegs, and cans by workflow, equipment expense, and quality risks. Calculate ABV from measured OG and FG; choose a style-appropriate carbonation target and safe method. **Practice:** package budget and carbonation plan. **Assessment:** Section 8 quiz and log checkpoint.

9 Quality and troubleshooting

Compare results to the intended style and investigate unexpected gravity, oxidation, contamination, or carbonation. Propose one evidence-based adjustment. **Practice:** two diagnostic cases. **Assessment:** Section 9 quiz and corrective note.

10 Serving and process review

Choose clean glassware and draft practices and a serving temperature suitable for the style. Present the complete ingredient-to-glass workflow. **Practice:** process map and serving card. **Assessment:** Section 10 quiz, project, and role-specific final test.

Assessment overview

Assessment	Points
Ten section quizzes	50
Brew log or equivalent simulation	20
Beginner or intermediate final test	20
Discussion contributions or accessible equivalent	10
Total	100

Completion requires at least 80 points and satisfactory sanitation and pressure safety in the project. Intermediate calculations are optional for beginners. The separate syllabus gives participation and grading rules; the separate scoring rubric gives project performance levels. The glossary and instructor answer guidance are supplied in the full course package.

Core reference

Beer Judge Certification Program, *2021 Beer Style Guidelines*, listed as the current edition in September 2026: <https://www.bjcp.org/bjcp-style-guidelines/>. Follow manufacturer instructions for specific yeast, sanitizer, and equipment.

Home Brewing Course Outline With QM Alignment

Ten sections and Seventh Edition review evidence

This outline connects each section of the beginner-to-intermediate home-brewing course to the numbered Specific Review Standards in the supplied *Quality Matters Higher Education Rubric, Seventh Edition* excerpt. The notations describe course design evidence; they are not a QM certification or a completed external review. Items marked **LMS action** require the instructor or institution to add local details and verify them in the live Moodle course.

Course structure: Ten sequential sections over ten weeks. Beginner learners follow a basic extract pale ale; intermediate learners add recipe, gravity, pitch-rate, and process-analysis calculations. Each section has a role-specific quiz. A brew log or equivalent simulation, final test, and discussions complete the assessments. The course does not require tasting or drinking alcohol.

Course outcomes and assessment map

Learner outcome	Assessment evidence	QM notation
B1 Explain the ingredient-to-glass process	Section 1 and 10 quizzes; final process map	2.1–2.4, 3.1
B2 Choose equipment and apply cleaning and sanitation	Sections 1–2 quizzes; safety and project rubric	2.1–2.4, 3.1, 3.3
B3 Explain ingredient roles and style traits	Sections 2–3 and 9 quizzes; recipe sheet	2.1–2.4, 3.1
B4 Follow a basic ale from recipe to safe package	Sections 3–9 quizzes; brew log or simulation	2.1–2.5, 3.1, 3.4
B5 Select serving and storage conditions	Section 10 quiz; service card	2.1–2.4, 3.1
I1 Build a style-informed recipe and estimate gravity and ABV	Intermediate Sections 3 and 8; project; final	2.1–2.5, 3.1
I2 Estimate yeast pitch and interpret fermentation	Intermediate Section 7; project; final	2.1–2.5, 3.1
I3 Justify mash, hop, cooling, and packaging choices	Intermediate Sections 4–8; project; final	2.1–2.5, 3.1
I4 Diagnose a deviation with process evidence	Intermediate Section 9; project; final	2.1–2.5, 3.1

Section sequence with QM notations

1 Brewing process and three methods

Learning task: Order the complete workflow; compare extract, BIAB, and traditional all-grain methods and equipment. **Activity and evidence:** Process cards and equipment diagram; beginner and intermediate Section 1 quizzes. **QM:** 2.2–2.4 for the objective, activity, and quiz alignment; 3.1 and 3.4 for the assessment level and sequencing; 4.1–4.2 for the equipment and process readings.

2 Cleaning sanitation and ingredients

Learning task: Distinguish cleaning, sanitizing, and sterilizing; explain water, malt, hops, yeast, and adjuncts. **Activity and evidence:** Sanitation decision tree, ingredient label, safety checkpoint, Section 2 quizzes. **QM:** 2.2–2.4, 3.1, 4.1–4.2, 5.1–5.2. The safety criterion in the project rubric supplies descriptive performance evidence under 3.3.

3 Styles recipes and a first ale

Learning task: Read BJCP sensory and vital-statistics descriptions; plan a five-gallon pale ale. Intermediate learners estimate potential OG and measured ABV. **Activity and evidence:** Annotated recipe, style comparison, Section 3 quizzes. **QM:** 2.2–2.5, 3.1 and 3.4, 4.1–4.4. The current BJCP guide is linked and identified in the lesson; check it before each offering.

4 Hot liquor and mash temperature

Learning task: Explain strike water, mash-in, mash-out, sparging, and optional HERMS/RIMS controls. **Activity and evidence:** Temperature-planning scenario and Section 4 quizzes. **QM:** 2.2–2.5, 3.1, 4.1–4.2, 5.1.

5 Mash to wort

Learning task: Explain starch conversion, grain separation, wort collection, and preboil measurements. **Activity and evidence:** Mash-to-kettle flow, gravity and volume log, Section 5 quizzes, first feedback checkpoint. **QM:** 2.2–2.4, 3.1, 3.5, 5.1.

6 Boil and additions

Learning task: Sequence hop, nutrient, fining, adjunct, whirlpool, and dry-hop timing with sanitation controls. **Activity and evidence:** Boil timer and Section 6 quizzes. **QM:** 2.2–2.4, 3.1, 4.1–4.2, 5.1.

7 Cooling yeast and fermentation

Learning task: Compare chillers, select strain-specific pitching guidance, identify completion by stable gravity; intermediate learners estimate yeast cells. **Activity and evidence:** Fermentation-log interpretation and Section 7 quizzes. **QM:** 2.2–2.5, 3.1, 4.1–4.2, 5.1.

8 Packaging and carbonation

Learning task: Compare bottles, Cornelius kegs, and cans; use measured OG/FG for ABV and select safe carbonation. **Activity and evidence:** Package budget and carbonation-input sheet, Section 8 quizzes, second log checkpoint. **QM:** 2.2–2.5, 3.1, 3.5, 5.1.

9 Quality and troubleshooting

Learning task: Compare results with the intended style and diagnose evidence of a process fault. **Activity and evidence:** Two case studies, corrective note, Section 9 quizzes. **QM:** 2.2–2.5, 3.1, 5.1–5.2.

10 Serving and synthesis

Learning task: Choose clean service and style-sensitive temperature, then explain the full workflow. **Activity and evidence:** Service card, process map, Section 10 quizzes, role-specific final test, and 20-point project. **QM:** 2.2–2.4, 3.1–3.5, 5.1.

Full QM standard traceability

Evidence available means the design or text is present in the current course package. **LMS action** means the requirement depends on the actual institution, accessible media, Moodle configuration, or instructor delivery. An LMS action must be completed and checked before claiming that standard is met.

1 Course overview and introduction

Standard	Evidence or required action	Status
1.1	Start-here instructions explain role selection and lesson order.	Evidence available
1.2	Syllabus states purpose, ten-section sequence, workload, and assessment paths.	Evidence available
1.3	Posting, response, and instructor feedback expectations are stated.	Evidence available
1.4	Insert actual institution/course policies and working links.	LMS action
1.5	Browser, internet, calculator, and file requirements are stated; add access routes for tools.	LMS action

Standard	Evidence or required action	Status
1.6	Identify the expected LMS navigation, downloads, calculator use, and source evaluation in Start Here.	LMS action
1.7	State no prior brewing experience is required and identify optional intermediate prerequisites.	LMS action
1.8	Add the real instructor introduction, qualifications, office hours, and contact.	LMS action
1.9	Introductory learner discussion prompt is specified; create the forum.	LMS action

2 Learning objectives

Standard	Evidence or required action	Status
2.1	B1–B5 and I1–I4 use observable verbs and named products.	Evidence available
2.2	Each section states a measurable objective tied to course outcomes.	Evidence available
2.3	Objectives precede the content in each lesson; retain placement in Moodle.	Evidence available
2.4	Each section identifies its practice and quiz/project evidence.	Evidence available
2.5	Calculation and diagnostic extensions distinguish intermediate demand.	Evidence available

3 Assessment and measurement

Standard	Evidence or required action	Status
3.1	Role-specific quizzes, finals, and brew project test stated outcomes.	Evidence available
3.2	Syllabus gives 50 quiz, 20 project, 20 final, and 10 discussion points. Match Moodle gradebook.	LMS action
3.3	Separate five-criterion, 20-point project rubric gives descriptive levels. Attach to assignment.	LMS action
3.4	Practice, discussions, quizzes, log checkpoints, project, and final are sequenced.	Evidence available
3.5	Two quiz attempts with feedback and log reviews after Sections 5 and 8 are planned; configure them.	LMS action
3.6	Syllabus requires attribution and individual quiz submission; show policy in activities.	LMS action

4 Instructional materials

Standard	Evidence or required action	Status
4.1	Lessons, example recipe, calculations, and glossary support objectives.	Evidence available
4.2	Each lesson describes how reading and practice support its quiz or log.	Evidence available

Standard	Evidence or required action	Status
4.3	BJCP and other sources are attributed; check licenses and permissions for any added media.	LMS action
4.4	Current BJCP edition is referenced; verify style and technical guidance each offering.	LMS action
4.5	Add captioned demonstrations, transcripts, diagrams, and readings; the present package is chiefly text.	LMS action

5 Learning activities and interaction

Standard	Evidence or required action	Status
5.1	Process sorting, recipe work, scenarios, and a log practice target objectives.	Evidence available
5.2	Peer prompts and responses in Sections 2, 5, and 8 are specified; create forums.	LMS action
5.3	Weekly instructor clarification and checkpoint feedback are stated; deliver consistently.	LMS action
5.4	Posting and reply requirements with an accessible equivalent are stated.	Evidence available

6 Course technology

Standard	Evidence or required action	Status
6.1	Moodle pages, question bank, calculator, and log support the tasks; configure quizzes.	LMS action

Standard	Evidence or required action	Status
6.2	Scenario quizzes, forums, and calculator tasks invite active use.	LMS action
6.3	Add accessible media or interactive alternatives alongside text and quizzes.	LMS action
6.4	No personal brewing photos are required; publish institution-specific privacy guidance.	LMS action

7 Learner support

Standard	Evidence or required action	Status
7.1	Add a tested technical support link and contact method.	LMS action
7.2	Add accessibility policy and accommodations contact.	LMS action
7.3	Add tutoring, writing, and academic support links.	LMS action
7.4	Add relevant student services and advising links.	LMS action

8 Accessibility and usability

Standard	Evidence or required action	Status
8.1	Keep consistent section names and objective → lesson → practice → quiz order in Moodle.	LMS action
8.2	Use headings, short paragraphs, readable tables, and predictable page layout.	LMS action

Standard	Evidence or required action	Status
8.3	Check native HTML headings, link text, table headers, and keyboard reading order.	LMS action
8.4	Add informative alternative text to any diagrams or images.	LMS action
8.5	Caption video and supply transcripts for audio.	LMS action
8.6	Test playback, controls, keyboard operation, and equivalent alternatives.	LMS action
8.7	Link accessibility statements for Moodle and any required external tools.	LMS action

Prepublication review

In Moodle, verify both group paths with test learner accounts: ten lesson pages and appropriate quizzes, correct final and project access, separate 100-point grading, visible instructor-only answers only to graders, accessible navigation, captions and image text, working support and policy links, and meaningful instructor feedback. The attached QM excerpt itself cautions that meeting these standards does not imply legal or policy compliance.

Source: Supplied *Specific Review Standards from the QM Higher Education Rubric, Seventh Edition* (Quality Matters, ©2023). Standard numbers and concise evidence mappings above are original summaries, not a reproduction of the rubric text. The full course package, separate syllabus, and separate project rubric provide the underlying artifacts.