BIIAB Level 2 Award in Barista Skills

England – 601/6216/8

About Us

BIIAB Qualification Limited is part of Skills and Education Group, a charitable organisation that champions education and skills-oriented organisations, providers and learners, making real change locally, nationally and internationally.

BIIAB Qualifications Limited has an on-line registration system to help customers register learners on its qualifications, units and exams. In addition it provides features to view exam results, invoices, mark sheets and other information about learners already registered.

Sources of Additional Information

The BIIAB Qualifications Limited website www.biiab.co.uk provides access to a wide variety of information.

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Version	Date	Details of change
1.0	March 2022	Launch of guide in new format with new review date, organisation name and contact detail changes plus headers and footers throughout
1.1	March 2023	Removal of reference to 'CMS'.
1.2	July 2025	New review date of 30/06/2026

Contents

This is a live document and as such will be updated when required. It is the responsibility of the approved centre to ensure the most up-to-date version of the Qualification Guidance in use. Any amendments will be published on our website and centres are encouraged to check this site regularly.

Qualification Summary

BIIAB Level 2 Award Barista Skills	
Qualification Purpose	The primary purposes of the qualification are to prepare the learner for upcoming employment or a new job role.

Age Range	**Pre 16**	✓	**16-18**	✓	**18+**		**19+**	✓

Regulation	The above qualification is regulated by Ofqual.
Assessment	Assessment Activity Module
Type of Funding Available	See FaLa (Find a Learning Aim)
Qualification/Unit Fee	See BIIAB Qualifications Limited web site for current fees and charges
Grading	Pass/Fail To achieve a Pass grade, learners **must** achieve all the Learning Outcomes and Assessment Criteria in the completed unit
Operational Start Date	01/07/2015
Review Date	30/06/2026
Operational End Date	
Certification End Date	
Guided Learning (GL)	20 hours
Total Qualification Time (TQT)	20 hours
BIIAB Qualifications Limited Sector	Hospitality and Catering
Ofqual SSA Sector	7.4 Hospitality and Catering
Support from Trade Associations	
Administering Office	See BIIAB Qualifications Limited web site

1. About the BIIAB Level 2 Award in Barista Skills

BIIAB Qualifications Limited is regulated to deliver this qualification by Ofqual and CCEA Regulation in England and Northern Ireland respectively. The qualification has a unique Qualification Number (QN) which is shown below. Each unit within the qualification will also have a regulatory Unit Reference Number (URN).

The QN code will be displayed on the final certificate for the qualification.

Qualification Title	Qualification Number (QN)
BIIAB Level 2 Award in Barista Skills	601/6216/8

2. Objective and Purpose of this Qualification

The BIIAB Level 2 Award in Barista Skills has been designed to provide learners with the skills, knowledge and understanding to work in any venue where coffee is served.

The qualification is appropriate for those who wish to learn in an educational environment or in the workplace.

The primary purposes of the qualification are to prepare the learner for upcoming employment or a new job role.

Due to constant Regulatory, policy and funding changes users are advised to check this qualification is funded for use with individual learners before making registrations. If you are unsure about the qualification's status please contact BIIAB Qualifications Limited head office.

3. About this Guidance

This guidance has been developed to provide support for learners, assessors and quality assurers undertaking, delivering, or quality assuring this qualification.

The purpose of the guidance is to provide the majority of the key information that may be needed to prepare for, and help support, the successful delivery of the qualification, in one place.

If this pack is updated, centres will be notified.

4. BIIAB Customer Service

BIIAB Qualifications Limited is committed to giving the highest possible levels of customer service. Our Service Level Agreement is available via www.biiab.co.uk.

Our Customer Service team can be contacted between the hours of 0900 and 1700 Monday to Friday by using the contact details below, or outside those hours, by leaving a message on our voicemail service.

Customer Service Contact Details: 0115 854 1620
Email: CustomerSupport@biiab.co.uk

Our Customer Service team will be happy to assist with any administration related enquiries you may have. For example:

- registration and certification enquiries
- re-certification issues
- centres available in the local area
- appeals
- whistleblowing

5. What are Rules of Combination (ROC)?

Under the Regulatory Framework qualifications can be made up of a combination of mandatory and/or optional units. The units and credits required to complete a qualification are set out by the rules of combination (RoC). The RoC allows for flexibility and transferability.

The ROC will specify:

- The total credit value of the qualification
- The amount of credit that must be achieved within specific groupings of units (e.g., Mandatory, Optional Unit, and Optional groups)
- The minimum credit which must be achieved at the level or above the level of the qualification
- The Total Qualification Time (TQT)
- The title, Unit Regulation Number and BIIAB Unit number for each unit, alongside its level, credit, and Guided Learning Hours (GLH)
- Any barred units (units that cannot be taken together as part of the qualification).

When choosing the appropriate route for a learner or group of learners, it is the responsibility of the centre to ensure the rules of combination are adhered to. In the case of this qualification there are NO optional units so the learners will simply complete the mandatory unit included as part of this document.

6. BIIAB Level 2 Award in Barista Skills Rules of Combination (ROC) and Structure

To achieve the BIIAB Level 2 Award in Barista Skills learners **must** gain a **total of 2** credits. This **must** consist of:

- **Minimum total** credit: **2**

- Mandatory Group A **minimum** credit: **2**

- GLH: **20**

- TQT: **20**

The qualification has been developed based upon industry feedback as to the fundamental skills required for the sector at the level.

Listed below is the qualification unit.

Mandatory Unit Group A

Unit No.	URN	Unit Title	Credit	Level	GLH	Assessment method
LHS14	J/600/8243	Barista Skills	2	2	20	Assessment Activity Module

7. Age Restriction

The qualification in this guidance is appropriate for use in the following age ranges:

- Pre-16
- 16-18
- 19+

8. Entry Requirements and Progression

There are no entry requirements for this qualification. However, learners must be assessed to ensure they have a reasonable chance of achievement and will be able to generate the required evidence.

The qualification is designed to equip learners with the knowledge and skills to work effectively at this level. It also will allow for a number of progression routes to employment and into other areas of learning.

9. Assessment

Overview of assessment strategy

The qualification contains one unit that combines skills, knowledge and understanding.

BIIAB Qualifications Limited has developed an Activity Assessment Module (AAM) for the unit. AAMs are internally marked assessments, containing a series of activities, marked and internally verified by the centre and with external verification by the BIIAB External Quality Assurer (EQA).

Assessments provided by BIIAB Qualifications Limited will ensure that effective learning has taken place and that learners have the opportunity to:

- Meet the assessment criteria
- Achieve the learning outcomes.

Alternatively, centres may wish to devise their own assessments for the knowledge units. If so Centres must obtain approval for any Centre Devised Assessments before their use. Please contact BIIAB Qualifications Limited for details of the Centre Devised Assessment process and procedure.

Assessment process

Assessment is the process used to judge the competence, of a learner, against set standards. The assessor is the person who is responsible for determining learners' competence. The assessor may be a workplace supervisor or an external person who is trained and qualified, or working towards a qualification relevant to the assessor role.

Assessors base their judgement on performance and decide how it compares to the national standard. The assessor will also ask questions based on the knowledge required to do the work, to ascertain the knowledge and understanding of the learner.

When the required units have been completed and the assessor is satisfied that the learner has met the national standard, a recommendation for a certificate will be made.

An Internal Quality Assurer (IQA) is responsible for the quality assurance of the qualifications within the training organisation and will provide advice, guidance and support to the assessors. IQAs also ensure that the assessors apply the standards consistently and fairly.

An External Quality Assurer (EQA), who is appointed by BIIAB Qualifications Limited, will verify the assessment and internal verification decisions involved in the development of the portfolio. The EQA will quality assure the qualification process, which ensures that certification of the qualification is reliable, consistent and to the national standard, by checking the consistency of assessments made by the training provider, and across training providers.

Assessment Strategy

The Assessment Strategy has been designed by People 1st. While BIIAB Qualifications Limited has not itself designed the strategy it agrees with the principles and their suitability as an Assessment Strategy for this qualification, it has agreed that this strategy will be applied for this qualification and it has agreed that it will monitor the compliance of BIIAB centres offering this qualification against the criteria. As such all centres and their assessment must adhere to the current People 1st designed assessment strategy for this qualification.

The assessment strategy for this qualification can be seen in the section which follows and it provides details of the key requirements for the qualification and the assessor, verifiers delivering, quality assuring and certificating the qualification.

People 1st Assessment Strategy

Occupational expertise of assessors and verifiers

The requirements relating to the occupational expertise of assessors and verifiers is set out in Table 1. Guidance on additional qualifications and/or training relevant to assessors and verifiers can be found in Table 2.

Table 1 - Occupational Expertise of Assessors and Verifiers

The requirements set out below relate to all assessors and verifiers. The only exception may relate to in-house employees and managers that are not required

to achieve the regulatory approved assessor and verified units based on the arrangement referred to in section 4.1 of this assessment strategy.

☐ = mandatory

Assessors, Internal Quality Assurers and External Quality Assurers must:	A	IQA	EQA
Have a good knowledge and understanding of the national occupational standard and competence based units and qualifications that is being assessed or verified.	☐	☐	☐
Hold or be working towards relevant assessment and/or verification qualification(s) as specified by the appropriate authority, confirming their competence to assess or externally verify competence based units and qualifications assessment. These should be achieved within eighteen months of commencing their role. These are as follows:	☐		
Have relevant occupational expertise and knowledge, at the appropriate level of the occupational area(s) they are assessing and verifying, which has been gained through 'hands on' experience in the industry	☐	☐	☐
Adhere to the awarding organisation's assessment requirements and practice standardised assessment principles	☐	☐	☐
Have sufficient resources to carry out the role of assessor or verifier, i.e. time and budget	☐	☐	
Have supervisory/management, interpersonal and investigative skills, including the ability to analyse information, hold meetings, guide, advise, plan and make recommendations at all levels, taking into account the nature and size of the organisation in which assessment is taking place. High standards of administration and record keeping are also essential.		☐	☐

Hold qualifications, or have undertaken training, that has legislative relevance to the competence based units and qualifications being assessed (See Table 2).	☐	Good Practice	Good Practice
Update their occupational expertise and industry knowledge in the areas being assessed and verified through planned Continuous Professional Development (see Table 3).	☐	☐	☐

Table 2 - Qualifications and Training relevant to Assessors and Verifiers

The following sets out areas in which assessors, verifiers and external verifiers should either receive training or achieve qualifications. People 1st is not stipulating that assessors, verifiers or external verifiers must achieve specific qualifications, there is the option to either undertake appropriate training or an accredited qualification.

☐= mandatory

Qualification / Training	Competence based unit / qualification	A	IQA	EQA
Health and Safety	All sector units and qualifications	☐	Good Practice	Good Practice
Food Safety	Food Processing and Cooking	☐	Good Practice	Good Practice
	Multi-Skilled Hospitality Services	☐		
	Professional Cookery	☐		
	Food and Drink Service	☐		
	Hospitality Supervision and Leadership (with food and drink units)	☐		
Licensing	Food and Drink Service	☐	Good Practice	
	Hospitality Supervision (with food and drink units)			

Continuous Professional Development

To maintain high standards of quality and standardisation within assessment, and achieve best practice People 1st require all external verifiers, internal verifiers and assessors to maintain a record of their continuous professional development – see guidance at Table 3.

Table 3 - Continuous Professional Development for Assessors and Verifiers

It is necessary for assessors and verifiers to maintain a record of evidence of their continuous professional development (CPD). This is necessary to maintain currency of skills and understanding of the occupational area(s) being assessed, and can be achieved in a variety of ways. It should be a planned process, reviewed on an annual basis, for example as part of an individual's performance review.

Assessors and verifiers should select CPD methods that are appropriate to meeting their development needs. The following provides an example of a variety of methods that can be utilised for CPD purposes.

Updating occupational expertise	• Internal and external work placements • Work experience and shadowing (e.g. within associated departments) • External visits to other organisations • Updated and new training and qualifications • Training sessions to update skills • Visits to educational establishments • Trade fairs
Keeping up to date with sector developments and new legislation	• Relevant sector websites • Membership of professional bodies • Papers and documents on legislative change • Networking events • Seminars, conferences, workshops, membership of committees / working parties (e.g. People 1st events) • Staff development days
Standardising and best practice in assessment	• Regular standardisation meetings with colleagues • Sharing best practice through internal meetings, newsletters, email circulars • Comparison of assessment and verification in other sectors • Attending awarding organisation meetings / seminars

Assessment

People 1ˢᵗ advocate the integration of national occupational standards within employers' organisations in order to achieve a national level of competence across the sector's labour market.

As such assessment of the sector's competence-based units and qualifications will, ideally, take place within the workplace and assessment should, where possible, be conducted by the candidate's supervisors and/or line managers. People 1ˢᵗ recognise, however, that it is not always feasible for candidates to be assessed in the workplace and as such it permits the use of assessment within Realistic Working Environments (RWE). Additionally, where sector employers do not have the infrastructure to manage assessment independently, it values the role of peripatetic assessors to support the assessment process.

Within these parameters, People 1ˢᵗ expects that:

- the majority of assessment of the sector's competence-based units and qualifications will be based on performance evidence, i.e. direct observation, outputs of work and witness testimony within the workplace or an RWE approved by an awarding organisation, (see section 3.4 of People 1ˢᵗ Assessment Strategy).
- opportunities to ascertain candidate's accreditation of prior learning is maximised by early contact between the assessor and candidate and during initial assessment / induction period.

Simulation

Simulation can only be used to assess candidates for the sector's competence based units and qualifications where the opportunity to assess naturally occurring evidence is unlikely or not possible, for example assessment relating to health and safety, fire and emergency procedures. It should not include routine activities that must be covered by performance evidence.

There are no People 1ˢᵗ units that can be solely achieved by simulation. In the case of imported units, where simulation is acceptable in the evidence requirements, it should only be used when performance evidence is unlikely to be generated through normal working practices.

Appeals

If learners are dissatisfied with an assessment outcome, they have the right to appeal. The main reasons for an appeal are likely to be:

- Learners do **not** understand why they are **not** yet regarded as competent, because of unsatisfactory feedback from the assessor
- Learners believe they are competent and that the assessor has misjudged them, or has failed to utilise some vital evidence.
-

BIIAB Qualifications Limited expects most appeals from candidates to be resolved within the centre. BIIAB will only consider a candidate's appeal after the centre's internal appeals procedure has been fully exhausted.

For full details of the BIIAB's appeals procedure please refer to www. biiab.co.uk/policies-and- procedures/.

10. Initial Assessment and Induction

Prior to the start of any programme, it is recommended that centres should make an initial assessment of each learner. This is to ensure that the learners are entered for an appropriate type and level of qualification.

The initial assessment should identify the specific training needs that the learner has, and the support and guidance that they may require when working towards their qualification.

The centre must also identify any units the learner has already completed, or credits they have accumulated, relevant to the qualification.

BIIAB Qualifications Limited suggests that centres provide an induction programme to ensure the learner fully understands the requirements of the qualification they will work towards, their responsibilities as a learner, and the responsibilities of the centre.

11. Resources

BIIAB Qualifications Limited provides the following additional resources for this qualification:

- Assessment Activity Modules (AAMs)
- Assessor Guidance
- a Summative Reflective account
- Access to the unit.

Please contact BIIAB Qualifications Limited for further information.

Access to the Units

Units form the qualification and the standard that must be achieved in order to be awarded each unit. This is covered within the learning outcomes, assessment

criteria and the indicative content that form part of the delivery. BIIAB Qualifications Limited includes the mandatory unit within this pack, and makes it available via the Customer Management System (CMS) at cms.biiab.co.uk.

Learner Summative Reflection

In order to claim the unit for the qualification, the learner will need to complete a learner summative reflection, to reflect on their qualification, what they have learnt and how they have been able to apply this within their work role.

12.   Design and Delivery

Centres must refer to the units that form the qualification and the standard that must be achieved in order to be awarded each unit. This is covered within the learning outcomes and assessment criteria that form part of the delivery.

Each unit within this qualification has been allocated a number of Guided Learning Hours (GLH). This can include activities such as training/classroom-based sessions, tutorials, supervised study or supervised 'on-the-job' learning and face-to-face or other pre-arranged 1:1 teaching sessions (e.g. simultaneous electronic communication such as webcam contact or internet messaging). It could also include time spent undertaking assessments. The qualification will be assigned Total Qualification Time (TQT), which, as well as GLH, will include the estimated number of hours to be spent in preparation, study or any other supervised learning, study or assessment for an average learner. When planning how to deliver the qualification it is important to refer to these definitions.

BIIAB Qualifications Limited will not prescribe how the qualification is delivered, but centres must ensure the delivery chosen meets their learners' needs. However, Centres must refer to the Assessment Principles and Additional Requirements detailed in this Guidance when planning the delivery and assessment of this qualification.

13.   Format of Units

All units within this qualification will be presented in a standard format that is consistent with the format for all units of assessment. The format will give tutors and learners guidance as to the requirements of the unit for successful completion. Each unit within this specification will be in the format below:

Unit Title

This will be shown as it appears on the Register of Regulated Qualifications (http://register.ofqual.gov.uk).

Unit Number / Unit Reference Number (URN)

The Unit Reference Number is the unique code that the unit is given by the Regulator. This unit will be referenced on the final qualification certificate. The same unique code for the unit applies in whichever qualification the unit is included within. BIIAB Qualifications Limited also assign unique unit numbers which normally is consistent when the unit is used in multiple BIIAB qualifications.

Level

This identifies the level for the unit but may be a different level to that of the overall qualification. The level of the units will be set according to National Occupational Standards and the level descriptors.

Credit

When a whole unit is completed, the learner will achieve credits specified by the number of hours' learning time it will take an average learner to complete the unit including the assessment.

Guided Learning Hours (GLH)

The required number of hours that learning should take place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.

Total Qualification Time (TQT)

Total Qualification Time (TQT) is defined by Ofqual as the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification. TQT is comprised of the following two elements:

- The number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
- An estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

TQT is always assigned to the qualification however a similar calculation may on occasions also be assigned to a unit.

Learning Outcomes and Assessment Criteria

Learning Outcomes are what the learner is expected to know, understand or be able to do upon successful completion of the unit.

Assessment Criteria are descriptions of the requirements that a learner is expected to meet in order to demonstrate that a learning outcome has been achieved.

14. Initial Registration

Registration and Certification

Learners should be registered and certificated via BIIAB Qualifications Limited's Customer Management System (CMS) at cms.biiab.co.uk. Please refer to BIIAB Qualifications Limited's Centre Guidance for using CMS.

Equal Opportunities and Diversity Policy

BIIAB Qualifications Limited has in place an equal opportunities policy, a copy can be found at www. biiab.co.uk/policies-and-procedures/.

BIIAB Qualifications Limited is committed to ensure that:

- approved centres operate an equal opportunities policy
- approved centres communicate the policy to staff and learners
- approved centres have an effective complaints and appeals procedure of which both staff and learners are made aware
- approved centres are aware of their responsibilities in providing equality of opportunity, particularly with regard to provision for learners with particular assessment requirements

Reasonable Adjustment Policy

Learners who require reasonable adjustments for their assessments **must** inform their assessor at the beginning of their course of their requirements. BIIAB Qualifications Limited has a reasonable adjustment policy in place, a copy of which is provided to all BIIAB approved centres and can be found at www. biiab.co.uk/policies-and-procedures/.

15. Qualification Review and Feedback

BIIAB Qualifications Limited is committed to the ongoing review of this qualification to ensure it remains fit for purpose.

This review approach involves the collation of evidence in the form of any information, comments and complaints received from users of this qualification in relation to its development, delivery and award.

BIIAB Qualifications Limited will give due regard to any credible evidence received which suggests that a change in approach to the development, delivery and award of this qualification is required in order to ensure that no adverse effects will result. This qualification will be periodically reviewed and revised to ensure the content remains relevant, assessment approach remains appropriate and that it remains valid and fit for purpose.
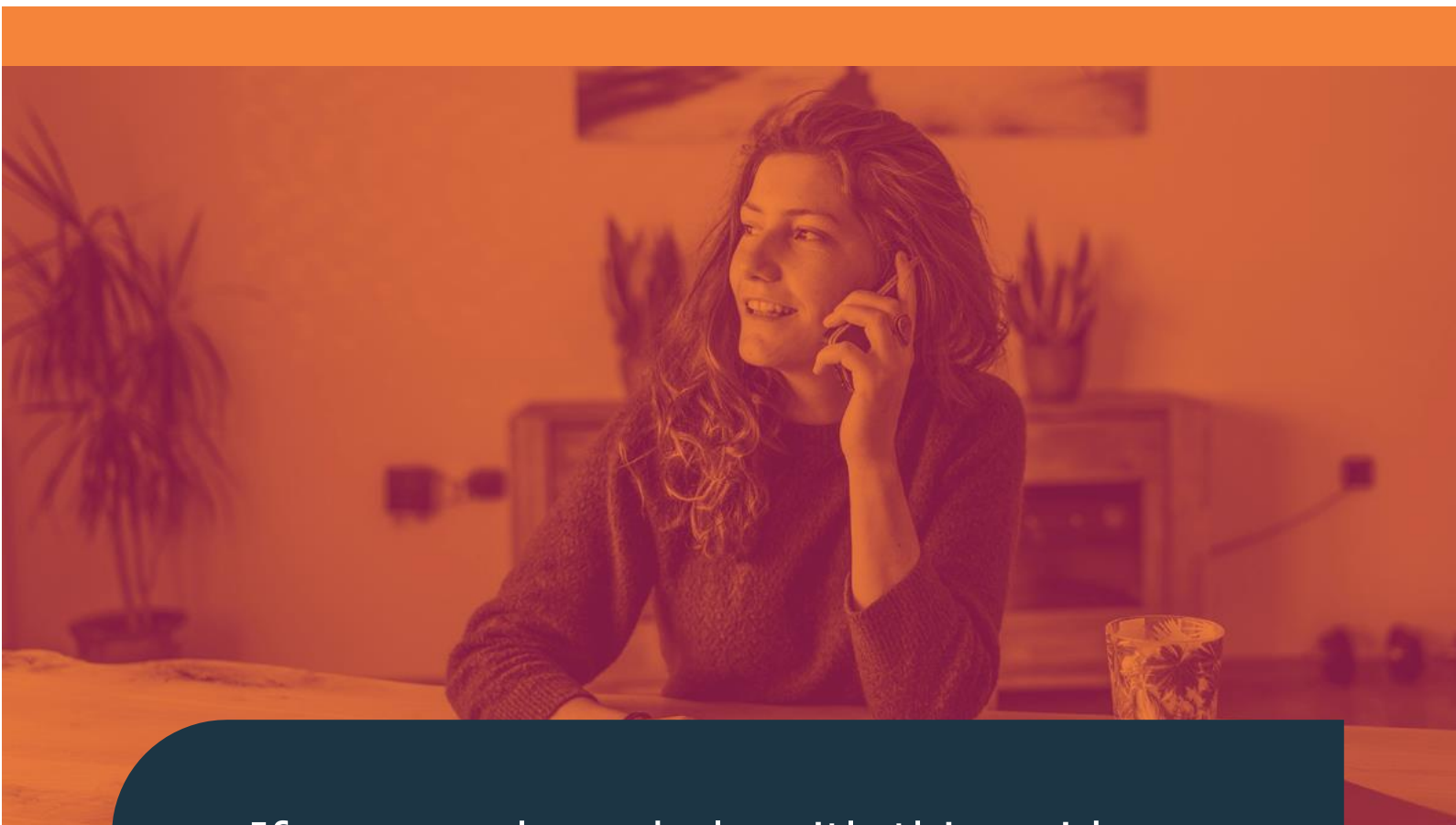
16. Mandatory Units

The following units are mandatory for this qualification.

Barista Skills

Unit Reference	J/600/8243
Level	2
Credit Value	2
Guided Learning (GL)	20
Unit Summary	This unit is aimed to provide learners with the knowledge and understanding of the different components of producing drinks.
Learning Outcomes (1 to 4) The learner will:	Assessment Criteria (1.1 to 4.7) The learner can:
1. Be able to display drink building techniques	1.1 Calibrate pieces of equipment as necessary 1.2 Operate pieces of equipment to produce the drink required 1.3 Check drink meets quality standards and correct as necessary 1.4 Outline the calibration and operation of equipment 1.5 List the drinking vessels and ancillaries required for drinks 1.6 Describe the quality characteristics for the range of drinks 1.7 Outline the reasons for professional, methodical, organised and clean working practices 1.8 Explain how to correct common presentation problems for the range of drinks
2. Be able to clean and check equipment	2.1 Check and clean equipment before use 2.2 Check and clean equipment after use 2.3 Dispose of waste safely and hygienically 2.4 Identify the range of equipment available for each product

	2.5 Explain the brewing/production process relevant to equipment
	2.6 Describe the checks required for each piece of equipment, including the frequency
	2.7 Explain the cleaning process for each piece of equipment
	2.8 Explain how common faults might occur with each piece of equipment
	2.9 Describe the actions to take for each common fault
	2.10 State the importance of leaving areas clean, tidy and safe
	2.11 Outline methods of dealing with waste and rubbish
	2.12 State the main employer responsibilities and employee responsibilities as stated in the Health and Safety at Work Act and Food Hygiene Act
3. Be able to demonstrate product knowledge	3.1 Outline characteristics of the product to customers
	3.2 Deal with customer queries effectively
	3.3 Handle and store products and ingredients correctly and safely
	3.4 Describe the origin and flavour of products and ingredients
	3.5 Describe the processes involved in bringing the products to the market
	3.6 Explain how processes may affect the quality of products and ingredients
	3.7 Compare characteristics of products
	3.8 Describe how to store and handle products and ingredients
4. Be able to serve customers	4.1 Present a positive personal image

	4.2 Use appropriate communication techniques with customers
	4.3 Serve customers in an efficient manner
	4.4 Ensure service is completed appropriately and satisfactorily
	4.5 Outline the benefits to organisations of providing excellent customer service
	4.6 Explain the consequences of poor customer service
	4.7 Describe the personal appearance and presentation

BIIAB

If you need any help with this guide please contact our team.

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We are part of the Skills and Education Group.