



Qualification Guidance Document

BIIAB Level 2 Award in Barista Skills

England – 601/6216/8

About Us

At BIIAB Qualifications Limited we continually invest in high quality qualifications, assessments and services for our chosen sectors. As a UK leading sector specialist, we continue to support employers and skills providers to enable individuals to achieve the skills and knowledge needed to raise professional standards across our sectors.

BIIAB Qualifications Limited have 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.

The system is accessed via a web browser by connecting to our secure website using a username and password: [Skills and Education Group Awards Secure Login](#)

Sources of Additional Information

The [BIIAB Qualifications Limited](#) website provides access to a wide variety of information.

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Specification Code

The specification code is A3322-02.

Issue	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
1.3	December 2025	Qualification Review date updated to 30/06/2029 Updated Qualification Guide under new company branding

This guide should be read in conjunction with the Indicative Content document which is available on our secure website using the link above.

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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 Specification is 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 is to prepare the learner for upcoming employment or a new job role.							
Age Range	Pre 16	✓	16-18	✓	18+		19+	✓
Regulation	The above qualification(s) is/are regulated by: <ul style="list-style-type: none"> > Ofqual > CCEA Regulation 							
Assessment	Assessment Activity Module							
Type of Funding Available	See FaLA (Find a Learning Aim)							
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	30/06/2029							
Operational End Date								
Certification End Date								
Guided Learning (GL)	20 hours							
Total Qualification Time (TQT)	20 hours							
Credit Value	2							
BIIAB Qualifications Limited Sector	Hospitality and Catering							
Regulator Sector	7.4 Hospitality and Catering							
Support from Trade Associations								

Introduction

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

Pre-requisites

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.

BIIAB Qualifications Limited expects approved centres to recruit with integrity on the basis of a trainee's ability to contribute to and successfully complete all the requirements of a unit(s) or the full qualification.

Qualification Structure and Rules of Combination

Rules of Combination: Level 2 Award in Barista Skills

Learners must achieve 2 credits. All credits must come from the 1 mandatory unit.

Unit Title	Unit Number	Level	Credit Value	GL
Mandatory Group Minimum Credit Target - 2				
Barista Skills	J/600/8243	2	2	20

Aim

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 is 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.

Target Group

This qualification is appropriate for use in the following age ranges:

- > Pre-16
- > 16-18
- > 19+

Assessment

This qualification is internally assessed and requires internal and external moderation. Specific requirements and restrictions may apply to individual units within qualifications. Please check unit and qualification details for specific information.

Centres must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the 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 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 certifying 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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:	<input type="checkbox"/>		
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adhere to the awarding organisation's assessment requirements and practice standardised assessment principles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have sufficient resources to carry out the role of assessor or verifier, i.e. time and budget	<input type="checkbox"/>	<input type="checkbox"/>	
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.		<input type="checkbox"/>	<input type="checkbox"/>
Hold qualifications, or have undertaken training, that has legislative relevance to the competence-based units and qualifications being assessed (See Table 2).	<input type="checkbox"/>	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).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	<input type="checkbox"/>	Good Practice	Good Practice
Food Safety	Food Processing and Cooking	<input type="checkbox"/>	Good Practice	Good Practice
	Multi-Skilled Hospitality Services	<input type="checkbox"/>		
	Professional Cookery	<input type="checkbox"/>		
	Food and Drink Service	<input type="checkbox"/>		
	Hospitality Supervision and Leadership (with food and drink units)	<input type="checkbox"/>		
Licensing	Food and Drink Service	<input type="checkbox"/>	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	<ul style="list-style-type: none"> > 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	<ul style="list-style-type: none"> > 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	<ul style="list-style-type: none"> > 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.

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.

Practice Assessment Material

BIIAB Qualifications Limited confirm that there are no practice assessment material for this qualification.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of all individuals. The aims and aspirations of all the learners, including those with identified special needs or learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Progression Opportunities

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.

Centres should be aware that Reasonable Adjustments, which may be permitted for assessment, may in some instances limit a learner's progression into the sector. Centres must, therefore, inform learners of any limits their learning difficulty may impose on future progression.

Tutor / Assessor Requirements

BIIAB Qualifications Limited require those involved in the teaching and assessment process to be suitably experienced and / or qualified. Assessors should also be trained and qualified to assess or be working towards appropriate qualifications.

Those responsible for Internal Quality Assurance (IQA) must be knowledgeable of the subject/occupational area to a suitable level to carry out accurate quality assurance practices and processes.

Language

This specification and associated assessment materials are in English on

Unit Details

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)	Assessment Criteria (1.1 to 4.7)
The learner will	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	<p>2.1 Check and clean equipment before use</p> <p>2.2 Check and clean equipment after use</p> <p>2.3 Dispose of waste safely and hygienically</p> <p>2.4 Identify the range of equipment available for each product</p> <p>2.5 Explain the brewing/production process relevant to equipment</p> <p>2.6 Describe the checks required for each piece of equipment, including the frequency</p> <p>2.7 Explain the cleaning process for each piece of equipment</p> <p>2.8 Explain how common faults might occur with each piece of equipment</p> <p>2.9 Describe the actions to take for each common fault</p> <p>2.10 State the importance of leaving areas clean, tidy and safe</p> <p>2.11 Outline methods of dealing with waste and rubbish</p> <p>2.12 State the main employer responsibilities and employee responsibilities as stated in the Health and Safety at Work Act and Food Hygiene Act</p>
3. Be able to demonstrate product knowledge	<p>3.1 Outline characteristics of the product to customers</p> <p>3.2 Deal with customer queries effectively</p> <p>3.3 Handle and store products and ingredients correctly and safely</p> <p>3.4 Describe the origin and flavour of products and ingredients</p>

	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

Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies

BIIAB Qualifications Limited policy enables learners to avoid duplication of learning and assessment in a number of ways:

- > **Recognition of Prior Learning (RPL)** – a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.
- > **Exemption** - Exemption applies to any certificated achievement which is deemed to be of equivalent value to a unit within BIIAB Qualifications Limited qualification but which does not necessarily share the exact learning outcomes and assessment criteria. It is the assessor's responsibility, in conjunction with the Internal Moderator, to map this previous achievement against the assessment requirements of the BIIAB Qualifications Limited qualification to be achieved in order to determine its equivalence.
 - > Any queries about the relevance of any certificated evidence should be referred in the first instance to your centre's internal moderator and then to BIIAB Qualifications Limited.
 - > It is important to note that there may be restrictions upon a learner's ability to claim exemption or credit transfer which will be dependent upon the currency of the unit/qualification and a learner's existing levels of skill or knowledge.
 - > Where past certification only provides evidence that could be considered for exemption of part of a unit, learners must be able to offer additional evidence of previous or recent learning to supplement their evidence of achievement.
- > **Credit Transfer** – BIIAB Qualifications Limited may attach credit to a qualification, a unit or a component. Credit transfer is the process of using certificated credits achieved in one qualification and transferring that achievement as a valid contribution to the award of another qualification. Units/Components transferred must share the same learning outcomes and assessment criteria along with the same unit number. Assessors must ensure that they review and verify the evidence through sight of:
 - > Original certificates OR
 - > Copies of certificates that have been signed and dated by the internal moderator confirming the photocopy is a real copy and make these available for scrutiny by the External Moderator.
- > **Equivalencies** – opportunities to count credits from the unit(s) from other qualifications or from unit(s) submitted by other recognised organisations towards the place of mandatory or optional unit(s) specified in the rule of combination. The unit must have the same credit value or greater than the unit(s) in question and be at the same level or higher.

BIIAB Qualifications Limited encourages its centres to recognise the previous achievements of learners through Recognition of Prior Learning (RPL), Exemption, Credit Transfer and Equivalencies. Prior achievements may have resulted from past or present employment, previous study or voluntary activities. Centres should provide advice and guidance to the learner on what is appropriate evidence and present that evidence to the external moderator in the usual way.

Further guidance can be found in 'Delivering and Assessing BIIAB Qualifications Limited Qualifications' which can be downloaded from skillsandeducationgroupawards.co.uk/for-centres

Certification

Learners will be certificated for all units and qualifications that are achieved and claimed.

BIIAB Qualifications Limited policies and procedures are available on the website.

Exemptions

This qualification contains no exemptions. For further details see Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies.

Glossary of Terms

GL (Guided Learning)

GL is where the learner participates in education or training under the immediate guidance or supervision of a tutor (or other appropriate provider of education or training). It may be helpful to think – ‘Would I need to plan for a member of staff to be present to give guidance or supervision?’

GL is calculated at qualification level and not unit/component level.

Examples of Guided Learning include:

- > Face-to-face meeting with a tutor
- > Telephone conversation with a tutor
- > Instant messaging with a tutor
- > Taking part in a live webinar
- > Classroom-based instruction
- > Supervised work
- > Taking part in a supervised or invigilated formative assessment
- > The learner is being observed as part of a formative assessment.

TQT (Total Qualification Time)

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.’ The size of a qualification is determined by the TQT.

TQT is made up of the Guided Learning (GL) plus all other time taken in preparation, study or any other form of participation in education or training but not under the direct supervision of a lecturer, supervisor or tutor.

TQT is calculated at qualification level and not unit/component level.

Examples of unsupervised activities that could contribute to TQT include:

- > Researching a topic and writing a report
- > Watching an instructional online video at home/e-learning
- > Watching a recorded webinar
- > Compiling a portfolio in preparation for assessment
- > Completing an unsupervised practical activity or work
- > Rehearsing a presentation away from the classroom
- > Practising skills unsupervised
- > Requesting guidance via email – will not guarantee an immediate response.