



## National Unit Specification

### General information

**Unit title:** Barista Skills (SCQF level 5)

**Unit code:** J1WL 45

**Superclass:** NA

**Publication date:** May 2019

**Source:** Scottish Qualifications Authority

**Version:** 02 (February 2024)

### Unit purpose

This unit is designed to enable learners to develop basic knowledge, understanding and technical skills required for the role of a barista.

The unit covers how to operate specialist equipment to prepare and serve coffee and a variety of other drinks.

This unit is suitable for learners with no previous experience who wish to obtain a basic knowledge of barista skills.

This unit is available as an option in the National Progression Awards (NPA) in Hospitality at SCQF levels 5 and 6 and the National Certificates (NC) in Hospitality Operations at SCQF levels 5 and 6, but can also be delivered as a freestanding unit.

### Outcomes

On successful completion of the unit the learner will be able to:

- 1 Demonstrate knowledge of coffee and other beverages served by a barista.
- 2 Prepare and serve a range of coffees and other hot beverages using specialist equipment.
- 3 Prepare and serve a range of cold beverages using specialist equipment.

### Credit points and level

1 National Unit credit at SCQF level 5: (6 SCQF credit points at SCQF level 5)

## **National Unit Specification: General information (cont)**

**Unit title:** Barista Skills (SCQF level 5)

### **Recommended entry to the unit**

Entry is at the discretion of the centre.

### **Core Skills**

Opportunities to develop aspects of Core Skills are highlighted in the support notes for this unit specification.

There is no automatic certification of Core Skills or Core Skill components in this unit.

### **Context for delivery**

If this unit is delivered as part of a group award, it is recommended that it should be taught and assessed within the subject area of the group award to which it contributes.

The Assessment Support Pack (ASP) for this unit provides assessment and marking guidelines that exemplify the national standard for achievement. It is a valid, reliable and practicable assessment. Centres wishing to develop their own assessments should refer to the ASP to ensure a comparable standard. A list of existing ASPs is available to download from SQA's website (<http://www.sqa.org.uk/sqa/46233.2769.html>).

### **Equality and inclusion**

This unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).

## **National Unit Specification: Statement of standards**

**Unit title:** Barista Skills (SCQF level 5)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

### **Outcome 1**

Demonstrate knowledge of coffee and other beverages served by a barista.

#### **Performance criteria**

- (a) Briefly describe how coffee is produced
- (b) State the main coffee characteristics and flavour profiles
- (c) Describe different styles of coffee and how they should be served
- (d) Describe how to solve common problems that can occur when preparing coffee
- (e) Identify a range of other beverages and state how they should be served
- (f) Identify allergens that may be found in coffee and other beverages and suggest substitute ingredients
- (g) State the storage conditions for coffee and other beverages

### **Outcome 2**

Prepare and serve a range of coffees and other hot beverages using specialist equipment.

#### **Performance criteria**

- (a) Prepare and serve a range of coffees, teas and milk-based hot beverages using specialist equipment
- (b) Demonstrate allergen awareness and safe and hygienic working practices

### **Outcome 3**

Prepare and serve a range of cold beverages using specialist equipment.

#### **Performance criteria**

- (a) Prepare and serve a range of frappes, iced teas, smoothies and juices using specialist equipment
- (b) Demonstrate allergen awareness and safe and hygienic working practices

## National Unit Specification: Statement of standards (cont)

**Unit title:** Barista Skills (SCQF level 5)

### Evidence requirements for this unit

Evidence is required to demonstrate that learners have achieved all outcomes and performance criteria.

Written/oral and performance evidence is required for this unit.

- ◆ Written/oral evidence is required to demonstrate knowledge and understanding of a range of coffees and other beverages typically served by a barista
- ◆ Practical activities should be carried out under supervision in a training restaurant, realistic working environment or workplace and provide opportunities to demonstrate good working practices
- ◆ An assessor observation checklist must be completed for each learner and retained as evidence of performance

### Outcome 1 — Written/oral evidence

Learners are required to:

- ◆ Briefly describe how coffee is produced
- ◆ State the main coffee characteristics
- ◆ State the main coffee flavour profiles
- ◆ Describe four different styles of coffee and how they should be served
- ◆ Describe how to solve two common problems that can occur when preparing coffee
- ◆ Identify three other types of hot beverage and how they should be served
- ◆ Identify three types of cold beverage and how they should be served
- ◆ Identify allergens that may be found in coffee and other beverages and suggest substitute ingredients
- ◆ State the storage conditions for coffee and other beverages

### Outcome 2 — Performance evidence

Learners are required to:

- ◆ Set up specialist equipment ready for use
- ◆ Select and prepare stock and service items
- ◆ Prepare and serve four styles of coffee, must include:
  - Use of the correct crockery for each type of coffee
  - Demonstration of basic 'latte art'
  - Appropriate accompaniments
- ◆ Prepare and serve three other hot beverages, must include:
  - Tea and milk-based beverages
  - Use of the correct crockery for each type of beverage
  - Appropriate accompaniments
- ◆ Demonstrate allergen awareness and safe and hygienic working practices
- ◆ Clean and close down specialist equipment after use
- ◆ Store stock and service items correctly

## **National Unit Specification: Statement of standards (cont)**

**Unit title:** Barista Skills (SCQF level 5)

### **Outcome 3 — Performance evidence**

Learners are required to:

- ◆ Set up specialist equipment ready for use
- ◆ Select and prepare stock and service items
- ◆ Prepare and serve four types of cold beverage, must include
  - A frappe or iced tea
  - A smoothie
  - A fruit juice/fruit cooler
- ◆ Demonstrate allergen awareness and safe and hygienic working practices
- ◆ Clean and close down specialist equipment after use
- ◆ Store stock and service items correctly



## National Unit Support Notes

**Unit title:** Barista Skills (SCQF level 5)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

### Guidance on the content and context for this unit

This unit is designed to enable learners to develop basic knowledge, understanding and technical skills required for the role of a barista.

The unit covers how to operate specialist equipment to prepare and serve coffee and a variety of other drinks, therefore access to specialist coffee making equipment, ice machines, smoothie makers, etc, is required. This forms a large part of the service offered to customers in the hospitality industry.

For Outcome 1 the origins and history of coffee, how it is produced, etc, should be discussed.

The range of coffees and other hot and cold beverages should focus on the more popular types.

**Coffee** (beans, grinds, instant granules and powdered)

◆ **Main types of coffee beans**

- Arabica
- Robusta

◆ **Varieties of coffee bean**

- Blue Mountain
- Bourbon
- Catuai
- Catimor
- Ethiopia Sidamo
- Guadeloupe Bonifieur
- Java

## National Unit Support Notes (cont)

**Unit title:** Barista Skills (SCQF level 5)

- ◆ **Main coffee producing countries**
  - Brazil
  - Vietnam
  - Columbia
  - Indonesia
  - Honduras
  - Ethiopia
  - India
  - Uganda
  - Mexico
  - Guatemala
- ◆ **Coffee production processes**
  - Harvesting the cherries
  - Dry/wet processing the cherries
  - Milling
  - Drying/freeze drying
  - Roasting
  - Grinding
  - Blending
  - Brewing
- ◆ **Main characteristics of coffee**
  - Aroma
  - Acidity
  - Body
  - Flavour
- ◆ **Coffee flavour profiles**
  - Rich
  - Strong
  - Smooth
  - Fruity
- ◆ **Coffee styles**
  - Espresso
  - Macchiato
  - Americano
  - Cappuccino
  - Latte
  - Flat white
  - Mocha
- ◆ **Common problems that can occur when preparing coffee**
  - Thin espresso (check coffee levels and machine temperature)
  - Coffee grounds in cup (clean filter)
  - Unable to froth milk (check steam pressure, try different milk)
- ◆ **Trends in coffee**
  - Gourmet coffee
  - Ready-to-drink
  - Fairtrade/sustainability
  - Iced coffees
  - Non-dairy

## National Unit Support Notes (cont)

**Unit title:** Barista Skills (SCQF level 5)

**Tea** (loose leaf, tea bags, powdered instant)

- ◆ **Types**
  - Black
  - Green
  - White
  - Oolong
  - Decaffeinated
  - Fruit infusions
- ◆ **Varieties**
  - Assam
  - Darjeeling
  - Earl Grey
- ◆ **Styles of tea**
  - Chai latte
  - Iced teas
  - Traditional tea
- ◆ **Trends in tea**
  - Health and wellbeing
  - Fair trade/sustainability

### **Milk-based beverages**

- ◆ Drinking chocolate
- ◆ Cocoa
- ◆ Malted milk drinks

### **Cold beverages**

- ◆ Frappes
- ◆ Iced teas/coffees
- ◆ Fruit coolers
- ◆ Fruit juices
- ◆ Smoothies

### **Allergens awareness**

- ◆ Alternatives for milk/dairy (soy milk, almond milk, coconut milk, etc)

### **Crockery/service items, etc**

- ◆ Various sizes and shapes of cups and saucers
- ◆ Various sizes and shapes of glassware
- ◆ Various shapes and sizes of spoon and stirrers



## National Unit Support Notes (cont)

**Unit title:** Barista Skills (SCQF level 5)

### Accompaniments

- ◆ Sugar
- ◆ Milk
- ◆ Snacks
- ◆ Ice
- ◆ Garnishes

Outcomes 2 and 3 requires learners to prepare and serve a range of coffees and other hot and cold beverages typically found on a coffee shop drinks menu.

The service temperature must be appropriate for all drinks — cold or iced drinks must be served cold; hot beverages must be served hot. All commodities must be stored correctly after use.

The importance of working in a safe and hygienic manner and having awareness of allergens should be stressed.

Learners should set up specialist equipment and prepare the service and stock items required for different beverages ready for use.

Equipment should include:

- ◆ Espresso machine
- ◆ Grinders
- ◆ Knock boxes
- ◆ Tampers
- ◆ Thermometers
- ◆ Frothers
- ◆ Jugs/pitchers
- ◆ Blenders/smoothie machines
- ◆ Ice machines
- ◆ Measuring spoons/scales

Service items should include:

- ◆ Crockery and glassware
- ◆ Cafetières/coffee pots
- ◆ Tea pots
- ◆ Cutlery
- ◆ Stencils
- ◆ Napkins

## National Unit Support Notes (cont)

**Unit title:** Barista Skills (SCQF level 5)

Stock items should include:

- ◆ Coffee beans
- ◆ Ground coffee
- ◆ Teas
- ◆ Chai
- ◆ Hot chocolate powder or syrup
- ◆ Flavoured syrups
- ◆ Milk/cream and milk substitutes
- ◆ Sugar and sweeteners
- ◆ Fruit juices
- ◆ Dusting powder
- ◆ Marshmallows
- ◆ Fresh fruit items

Preparation and service of coffee and the various other hot and cold beverages should include:

- ◆ The importance of following manufacturer's instructions
- ◆ Recommended quantities to use
- ◆ All equipment to be clean and polished
- ◆ Operating specialist equipment appropriately
- ◆ Water temperature critical for different types of beverage
- ◆ Making espresso
- ◆ Making various other styles of coffee and demonstrating appropriate techniques
  - Steaming, frothing and pouring milk
  - Latte art
  - Identifying and correcting faults
- ◆ Making a range of other beverages:
  - Various types of tea
  - Hot chocolate
  - Iced teas/coffees
  - Smoothies
  - Fresh fruit juices/fruit coolers
- ◆ All beverages served in appropriate crockery/glassware
- ◆ Appropriate accompaniments offered/served with each beverage
- ◆ Demonstration of safe and hygienic practices
- ◆ Demonstration of allergen awareness and knowledge of alternative ingredients
- ◆ All equipment closed down, cleaned and stored correctly after use
- ◆ All commodities stored correctly after use

## **National Unit Support Notes (cont)**

**Unit title:** Barista Skills (SCQF level 5)

### **Guidance on approaches to delivery of this unit**

The requirements for the unit should be discussed with learners as part of the induction to the unit. The main approach to learning and teaching should be practical and experiential. Learners should be encouraged to learn through a variety of activities that are designed to enhance their awareness of the knowledge, work and skills involved in identifying, preparing and serving a range of coffees and other beverages using specialist equipment associated with the role of a barista.

Each part of the learning and teaching should incorporate both theory and practice to facilitate learning and all outcomes should, where possible, be integrated so that the learner experience is holistic.

The development of correct working practices must be demonstrated and emphasised. Learners should be given clear instructions for each task to ensure that they are fully aware of what is expected of them.

Outcomes 1, 2 and 3 could be integrated with a food and beverage operations unit at an appropriate level.

During practical sessions, learners should experience workplace conditions and should be encouraged to perform tasks and conduct themselves in a manner appropriate to the workplace. It is important to encourage learners evaluate their own work and progress throughout the unit. They should be encouraged to seek advice and set themselves goals to build competence and confidence.

The unit, therefore, should incorporate a variety of approaches to teaching and learning and may include:

- ◆ Tutor demonstrations
- ◆ Practical activities
- ◆ Tasting sessions
- ◆ A variety of resource materials
- ◆ Structured worksheets
- ◆ Field trips to specialist organisations

Practical activities should be carried out either in a training restaurant, realistic work environment or the workplace. This will involve working with others in a team and develop skills and good working practices.

### **Guidance on approaches to assessment of this unit**

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Outcome 1 could be assessed using a pro forma containing questions to test learners' knowledge of coffee and other beverages served by a barista. Alternatively, multiple-choice or short answer questions could be used.

Assessment of Outcome 2 should be carried out under supervision in a training restaurant, realistic working environment or workplace and an assessor observation checklist completed for each learner and retained as evidence of performance.

## **National Unit Support Notes (cont)**

**Unit title:** Barista Skills (SCQF level 5)

### **Opportunities for e-assessment**

E-assessment may be appropriate for some assessments in this unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the evidence requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at [www.sqa.org.uk/e-assessment](http://www.sqa.org.uk/e-assessment).

### **Opportunities for developing Core and other essential skills**

#### ***Information and Communication Technology: Accessing Information at SCQF level 4***

Learners are likely to use the internet to investigate how coffee is produced, coffee characteristics and flavour profiles. They will also research different styles of coffee and other beverages typically found on a coffee shop drinks menu, including how they should be served and suitable accompaniments for them. Therefore, they will be demonstrating the Core Skill component of Accessing Information level 4.

#### ***Problem Solving: Critical Thinking at SCQF level 4***

For Outcomes 2 and 3, learners are required to identify, prepare and serve a range of coffees and other beverages associated with the role of a barista. This will involve operating specialist equipment, matching service requirements and suitable accompaniment to each type of beverage, identifying and rectifying common problems, having an awareness of allergens and appropriate substitutes and demonstrating safe and hygienic working practices. In doing so learners will be demonstrating the Core Skill component of Critical Thinking at SCQF level 4.

#### ***Numeracy: Using Number at SCQF level 4***

For Outcomes 2 and 3, learners are required to measure ingredients and calculate quantities and dilution rates when preparing and serving a range of coffees and other beverages, therefore they demonstrating the Core Skill component of Using Number at SCQF level 4.

## History of changes to unit

Version	Description of change	Date
02	Unit superclass amended from NB – Food and Drink Operations / Manufacture to, NA – Hospitality / Catering / Events.	20/02/24

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## General information for learners

### Unit title: Barista Skills (SCQF level 5)

This section will help you decide whether this is the unit for you by explaining what the unit is about, what you should know or be able to do before you start, what you will need to do during the unit and opportunities for further learning and employment.

This unit is designed to enable you to develop basic knowledge, understanding and technical skills required for the role of a barista.

The unit covers how to operate specialist equipment to prepare and serve coffee and a variety of other drinks.

This unit is suitable for those with no previous experience who wish to obtain a basic knowledge of barista skills.

On completion of this unit, you could progress to other units in Hospitality at SCQF levels 5/6 and/or seek employment in the industry.

Completion of this unit will also enable you to develop the following Core Skills:

- ◆ *Information and Communication Technology: Accessing Information* at SCQF level 4
- ◆ *Problem Solving: Critical Thinking* at SCQF level 4
- ◆ *Numeracy: Using Number* at SCQF level 4