

PLEASE READ THIS STATEMENT:

This Handbook is not complete, nor will it ever be, as our program grows and we receive feedback, new issues are continually encountered, old ones revisited, and the standards are periodically revised based on the results of past and best practices being adopted by the industry.

This document will be updated periodically: Testing is based on the most recent version, so please ensure you download the most recent version.

Please email: emma@nzzca.org with questions, as policies may change and may not be reflected in this handbook yet



Level 1 & 2

BARISTA

Assessment-Based Certificate Programs

Ver. 1.1 September 2017

Introduction to the Barista Level 1 & 2 Guide

Welcome to the Level 1 & 2 Barista certificate curriculum of the New Zealand Specialty Coffee Association in conjunction with standards built and developed by the Barista Guild of America (BGA) under the SCAA Specialty Coffee Association of America. This Level 1 & 2 Guide provides general information to candidates of the program. It contains background information, definitions, descriptions, and procedures for the program.

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BARISTA EDUCATION INFORMATION

Overview and Purpose of the Program

The New Zealand Specialty Coffee Association (NZSCA) with assistance from the BGA (Barista Guild of America) and its parent association SCAA (Specialty Coffee Association of America) Have developed a program that best suits our industry in New Zealand. A barista prepares coffee and espresso-based beverages that demonstrate craftsmanship and quality, creating an experience for the customer.

The purposes of the Barista Level 1 & 2 Program is to:

- Establish “Barista” as a recognized profession within New Zealand to a standard that New Zealand Specialty Coffee Association endorses.
- Provide an organized framework of continuing educational classes and tests to create opportunity for growth for:
 - Baristas seeking to increase their skills in and knowledge of the specialty coffee Industry, and
 - Employers seeking an international standard of training program for employees that indicate to customers a high level of commitment to quality coffee.
- Enhance the level of commitment of baristas through professionalism and interaction with industry leaders and peers.

Currently, there are two levels, designed to meet the needs of, roasters, café owners, managers, and the working baristas.

The program is designed to appeal and add value to baristas from the smallest local shops to demanding, fast-paced locations. Content and testing verify a distinguishable skill set needed for baristas to support specialty coffee in a café environment.

Designed by New Zealand Specialised Instructors from the platform of the SCAA Skill Building Sub-Committee and the BGA, the classes provide each barista with knowledge and experience in a logical and accessible program. With collaboration among member companies and individuals who might otherwise consider one another competitors, class designers identify and support industry best practices.

The New Zealand Specialty Coffee Association program award certificates upon demonstrated mastery of class objectives, verified through both written and performance exams. The curriculum will evolve as the industry and technologies advance, creating a continuing education program that remains contemporary and relevant.

Successful completion of the Barista Program in its entirety offers assurance by the NZSCA that the individual has met all criteria established by the program to warrant the credential.

Barista Level 1 Certificate: Basic skills are taught and tested. The classes are considered the foundation of knowledge and skills in coffee preparation, customer service and general knowledge.

Barista Level 2 Certificate: For professionals in the coffee preparation sector of the specialty coffee industry. A comprehensive practical test is given to verify performance standards.

BARISTA EDUCATION INFORMATION: Eligibility and Requirements for Level 1

Program Summary, Eligibility and Requirements: Level 1

Summary of Level 1 Program:

Classwork for the Level 1 program provides the knowledge and skill foundation for the professional barista. Level 1 training classes are eligible to everyone and no prior qualifications are required to enter Level 1 training classes. NZSCA competencies are introduced and used throughout Level 1 classes.

Completion Time:

A candidate must complete the entire Level 1 course and testing within 2 years.

All classwork is at the 100-level, or beginning level, which, according to NZSCA's Definition of Levels is appropriate for:

- Participants who are new to the subject or skill.
- Participants who have little or no experience or knowledge.

Eligibility:

- None required.

Basics/Foundations Classes:

- B101 Customer Service
- B102 Introduction to Cupping and World Standards of Cupping
- B103 Brewing and Extraction Principles
- B104 Brewing and Extraction Principles Applied
- B105 From Seed to Cup, the basic journey

Barista Level 1 Classes:

- BA101 & BA102 Espresso and Milk Steaming Basics
- EXAM-Practical and EXAM-Written Level 1 Certificate Test (2 parts)

Recommended:

If a candidate enters the program with little or no experience, knowledge or skills, the NZSCA highly recommends that candidates work for at least 6 months as a barista before attempting the Exams.

Knowledge and Skill Competencies

Each class of the Barista Program has knowledge and performance objectives that match the competencies for the designations. Instructors and NZSCA staff design classes that are approved by the NZSCA executive committee & education board.

Please see Appendix 1 for details of competencies.

LEVEL 1 CERTIFICATE COMPETENCIES

Competency 1

Identify features of 'basic' espresso.

Competency 2

State the NZ 'basic' definition of espresso and step by step espresso preparation instructions.

Competency 3

List the four essential elements needed for brewing quality espresso.

Competency 4

Discuss and perform basics of dosing, distribution, and tamping.

Competency 5

Identify espresso equipment and machine components.

Competency 6

Prepare espresso according to NZ 'basic' definition of espresso and using the NZSCA protocol.

Competency 7

Heat and texture milk to NZ best practices.

Competency 8

Identify common café drinks, stating traditional NZ and worldwide variances, including weight and volume ratios.

Competency 9

Prepare an espresso, cappuccino and flat white according to NZ standards, showing competence in pouring and drink presentation.

Competency 10

Demonstrate simple, essential equipment maintenance, workstation cleanliness and hygiene.

Competency 11

Identify the four primary sensory aspects of brewed coffee.

Competency 12

List and explain the six essential elements of brewing.

Competency 13

Identify the main stages of the brewing process.

Competency 14

Explain the general rule of optimum extraction and be familiar with the SCAA brewing control chart.

Competency 15

Distinguish by taste the impact of acceptable vs. improper brewing.

Competency 16

Discuss how the coffee extraction process works in these brewing methods: Full immersion, pour over/soft brew, vacuum, hybrid, and batch brewing devices.

Competency 17

Discuss and demonstrate brewing devices within each brewing method and how they can add value to a business/coffee service.

Competency 18

Recognize the SCAA Cupping Form.

Competency 19

Identify purposes and professional benefits to cupping.

Competency 20

Describe the difference and importance of taste and smell as functions in cupping specialty coffee.

Competency 21

Use terminology from SCAA Flavor Wheel and Counter Culture Flavour Wheel.

Competency 22

State general geographic areas in which coffee is grown.

Competency 23

Distinguish between effective and poor customer service.

Competency 24

List common keys to good customer service.

Competency 25

State the 5 steps to service recovery.

Competency 26

Discuss strategies to improve customer service.

Competency 27

Define the barista's role in the specialty coffee industry.

Competency 28

Be able to state basic information about Rubiaceae (coffee shrub) and its growing conditions (altitude, latitude, soil, water).

Competency 29

List basic stages in the chain of coffee from seed to cup: Growing, harvesting, processing, milling, exporting, importing, roasting and cup preparation

BARISTA EDUCATION INFORMATION: Eligibility and Requirements for Level 2

Summary of Level 2 Program:

Program Summary, Eligibility and Requirements: Level 2

Level 2 training classes are eligible to anyone who has completed Level 1 Certificate or the equivalent (Level 1 classes). *Experienced* baristas (i.e. those who have mastered the Level 1 Competencies)

Level 2:

A candidate must complete the entire Level 2 course and testing within 3 years. All classes in Level 2 are at the 200-level, or intermediate level, which, according to NZSCA's Definition of Levels is appropriate for participants who:

- Have the experience, basic knowledge and abilities that are equivalent to the Level 1 Competencies.
- Are able to explain key tasks of a barista in detail.
- Have taken basic level classes.
- Feel confident in basic knowledge and skills but desire to learn more.

Eligibility to take the Barista Level 2 Written Exams:

- Completed attendance in each of the required classes.

Eligibility to take the Barista Level 2 Practical Exam:

- Current Barista Level 1 Certificate
- Work for at least 3 months after completing the course.*

Required Classes:

- B201 Extraction Expanded (Grind, Dose, Tamp Extract)
- B202 Efficiency & Workflow
- B203 Milk Skills
- B204 Machine Preventive Maintenance
- B2EXAM- Level 2 Practical and EXAM-Level 2 Written Certificate Test (2 parts)

* Work requirement: The NZSCA strongly recommends at least 3 months practicing skills learned in the course before attempting the practical and written exam.

Knowledge and Skill Competencies

The Level 2 Competencies reflect knowledge and performance objectives that match the required classes. Primarily the Specialised Instructor Committee have determined the competencies to best practices.

Please see details of competencies for the Level 2 Certificate in Appendix II.

LEVEL 2 CERTIFICATE COMPETENCIES

Competency 1

Perform grinding for the espresso method according to NZSCA Standards and industry best practices.

Competency 2

Perform various dose weights, and use different grinder designs, according to industry best practices.

Competency 3

Discuss and describe the role of consistency across various espresso preparation methods.

Competency 4

Describe various techniques within the NZSCA Standard and their effect on espresso taste.

Competency 5

Demonstrate good espresso extraction, using the NZSCA guidelines for espresso.

Competency 6

Demonstrate steaming milk and extracting espresso simultaneously

Competency 7

Prepare milk for multiple drinks in one jug while keeping waste to less than 90mls

Competency 8

Prepare 5 drinks to NZSCA Standards, within 7 minutes while maintaining an orderly, clean area.

Competency 9

Apply health and hygiene practices as it relates to workflow.

Competency 10

Relate basic concepts of the makeup of milk and how milk is processed.

Competency 11

List important supply, equipment, and technique considerations and prerequisites necessary to pour latte art.

Competency 12

Perform the swirl step of the latte art technique to produce correctly textured foam.

Competency 13

Prepare milk drinks with the correct Speed, Distance, and Location.

Competency 14

Explain the difference between single and double boiler espresso machines.

Competency 15

Identify preventative maintenance tools to keep near their espresso machine.

Competency 16

Describe the process of

- Changing water filters.
- Changing grinder burrs
- Cleaning or changing drainage tubes
- Pump pressure adjustment

Competency 17

Recognize and identify common issues such as

- Leaky steam valves
- Group head gasket and dispersion screen replacement

Competency 18

Recognize when service calls are warranted.

BARISTA EDUCATION INFORMATION: Evaluation, Testing and the Review Process

Evaluation

Level 1

Testing and Awarding of the Certificate:

Tests are NOT given at the completion of each class, but rather at the completion of all coursework in the Level 1 program. The Level 1 tests all objectives from classes in Level 1, the NZSCA recommends that the candidates attend all classes.

Level 2

Testing and Awarding of the Certificate:

Tests are given at the end at the completion of all coursework. Both the written and practical tests evaluate competency of the learning objectives from classes in Level 2, for which attendance is required. Candidates must fulfill all class activities as well as pass the practical and written.

BARISTA EDUCATION INFORMATION: Evaluation and Testing

General information: Tests and Exams

The Barista Education Program uses guidelines set forth by the [Joint Committee on Testing Practices](#), which defines the [Code of Fair Testing Practices in Education](#). These guidelines state rights and responsibilities of test developers, test takers, instructors and administrators.

The following evaluation methods are used:

- Written Tests—multiple choice, matching, fill-in-the-blanks, short answers, and essay questions.
- Performance Exams— skill checklists, work samples and observation

All classes requiring hands-on learning and/or an observed mastery of the classwork are presented by officially recognized and endorsed instructors. During class, instructors use specific skill checklists to provide feedback to students.

Passing Scores:

Level 1 Written: 80% or above
 Practical: 90% and above

Level 2 Written: 80% or above
 Practical: 90% and above

Written Exams These exams will be marked with 1 -4 weeks.

- Each written exam will be cross checked by another NZSCA endorsed instructor and will be uploaded into a main database.
- Your score will be delivered to you personally.
- If you do not pass an exam you will need to retake it. You may take the exam as many times as you wish.

Communication on the exam is emailed to the address under which the test-taker registered/ In order to ensure and receive timely results, candidates are advised to: Write their formal names and email addresses clearly on any written materials.

Candidates may request feedback in writing under the guidelines listed within this handbook within 30 days of results being emailed or posted.

BARISTA EDUCATION INFORMATION: Testing

Written Tests

Written tests are “closed book”— no materials are allowed in the testing room except a pencil or pen.

The Level 1 and Level 2 written tests have a 45 minute time limit for native English speakers, and 1.25 hours for those needing translation.

The NZSCA have created a strict scoring rubric for the written exams to ensure that all tests are marked reliably and consistently. The NZSCA Specialised Instructor Committee has content-validated the test and the rubric, ensuring they match class objectives and certificate competencies.

The test rubric is only available to specific Professional Development staff and contracted certified examiners who grade the tests. It is not given to those who administer the tests. Once candidates complete the written portion of the exam, answer sheets are mailed/uploaded to staff to mark.

Practical (Performance) Exams

The grading criteria and scoring rubric for performance exams are not given to candidates prior to the exam. To prepare for the exam, the NZSCA recommends candidates review all protocols described, demonstrated and practices in the classes of the respective level. Meeting the Competencies as listed are a clear indication of the knowledge and performance level on which a candidate should expect to be tested.

Performance exams are conducted by certified examiners at sites approved by the NZSCA. Examiners follow a written script and do not give any additional instructions or information to candidates that are not in the script.

Once the test is complete, the examiner may grade the test. An NZSCA Professional Development endorsed instructor may advise candidates of their scores on site.

Certificate Course Completion Time Reiteration:

Level 1:

A candidate must complete the entire Level 1 course and testing within 2 years.

Level 2:

A candidate must complete the entire course and testing within 3 years.

Barista Education Program Feedback and Test Retakes

Feedback, counseling and remediation

The Barista Specialised Instructor Committee has set the following policy for feedback, counseling and remediation.

Level 2 Candidates and Level 1 Candidates who attended the complete Level 1 course, attempt the test, and do not pass the Performance Test:

The NZSCA Professional Development representative will give candidates specific feedback on what items they missed and contact the examiner, if necessary. Candidates may request remediation by contacting the NZSCA Education Manager and setting up a time for further feedback.

Level 1 and Level 2 Candidates who do not pass the Written Test (regardless of class attendance):

As with most standardized testing programs, the NZSCA will not return tests to candidates and will not inform candidates of which specific questions they missed on written exams. If candidates request feedback, they will only be told the subject area in which they missed questions: espresso, cupping, and brewing or customer service.

Re-Taking Tests

Candidates, who do not pass a test, are required to retake the test and pass it in order to receive the certificate.

Level 2 Candidates and Level 1 Candidates who took the complete Level 1 course, attempt the test, and do not pass:

Candidates may schedule performance test retakes as many times as they need. Those who do not pass the written test should study all the course materials

BARISTA EDUCATION INFORMATION: Credential Title and Certificate Renewal

Credential Title

The following credential titles are used to identify NZSCA Certificate holders:

NZ Barista Level 1 Certificate
NZ Barista Level 2 Certificate

Use of Certificates

Baristas are encouraged and entitled to use the NZSCA Education logo and credential professionally.

Example: *John Smith*

NZ Barista Level 1

Also, we encourage Barista certificate-holders to display their credential at their workplace.

Certificate

Certificates are assessment-based and do not expire, similar to a diploma. However, certificate-holders should always disclose the year in which they received their certificate to any potential employer or other person who has a stake in the competency of the certificate-holder. The NZSCA respectfully requests all certificate-holders to represent their credential accurately.

GOVERNANCE and ADMINISTRATION

| | |
|-----------------------------|---|
| Overview | The governance and administration of the Education Program is designed to ensure the integrity and security of the Program at all levels. |
| Governance Structure | <p>The Barista Education Program is governed by the NZ Specialised Instructors Committee, which has members of the NZ Guild and works directly with the NZSCA Executive Board. The Barista Education Program is governed by the by-laws of the NZSCA, it operates under the legal framework of the New Zealand Specialty Coffee Association.</p> <p>The NZ Specialised Instructors Committee helps provide strategic direction for the program and represents stakeholders.</p> <p>The NZ Specialised Instructors Committee is made up of subject matter experts in the NZ coffee industry and level 2 certified instructors as taught by the SCAA & BGA.</p> |
| Administrative Staff | <p>The NZSCA funds the program with staff members/contractors whose responsibilities include support of the Barista Education Program. The positions are:</p> <p><u>Director of Professional Development</u>— Responsible for orchestrating all aspects of the program. Specifically, the Director of Professional Development is a training and education specialist who ensures the program meets the highest level of quality and integrity of Professional Development programs. This includes:</p> <ul style="list-style-type: none">• Program design• Curriculum and class design• Training and coaching instructors and mentors• Ensuring rigor and validity of testing instruments, and• Evaluating the program. <p>The Director of Professional Development is also responsible for supervising <u>NZSCA administrative staff</u> that perform record-keeping, information dissemination, and the physical organization of the program (venues, materials, equipment, etc.).</p> |

GOVERNANCE: NZ Barista Education ‘Specialised Instructors’ Committee

Committee

The NZ Barista Education Specialised Instructors Committee is made up of subject matter experts in the NZ coffee industry and level 2 certified instructors as taught by the SCAA & BGA, and co-oped Subject Matter Experts, who are volunteers which work full time in the field of coffee. These individuals are nominated by the NZSCA and represent the Barista/Coffee profession and meet the current needs of the program.

The Committee’s Primary Responsibilities

The Committee’s core responsibility is to create a certificate program that accurately reflects the needs of the barista community and all of the program’s stakeholders. The Committee revises the program according to the changing needs of the coffee preparation profession and coffee industry.

The Committee works to:

- Establish criteria for the different certificates
- Set competencies of knowledge and performance for the different subjects covered at different levels and how the competencies are demonstrated in the certificate process
- Decide on test administration and set passing scores
- Construct and deliver the examination process for candidates and identify qualified individuals to train as examiners
- Create timelines and schedules
- Ensure compliance with government and legal entities related to the program
- Set strict privacy guidelines for disclosure of candidate, test and program information
- Create renewal requirements and revise them when necessary
- Design an appeals process for hearing candidate complaints or disputes about testing/assessment and methods for demonstrating competency in performance and knowledge competencies; handling appeals
- Determine criteria for any possible exemptions and/or substitutions in which candidates will be relieved from meeting a requirement
- Monitor the scope of certificates and how a designation is used by individuals and other stakeholders
- Award certificates

ADMINISTRATION: Barista Level 1 Examiner Competencies

Level 1 Examiner Credential

These competencies are in addition to the competencies of a Barista Level 1 Certificate Barista and the NZSCA IDP Credentialed Instructor.

Values

- Display professional behavior and appearance
- Uphold standards of the Barista Education Program
- Maintain test security and confidentiality of examinee performance
- Have a positive outlook towards the professional development of examinees
- Promote an expectation for continuous improvement and openness to feedback from peers on your exam delivery behavior

Competencies

- Focused throughout the exam
- Appropriate timing/pays attention to the barista
- Captures key information during the exam, and maintains detailed notes
- Follows exam script while using intonation, and timing to ease examinee
- Follows evaluation protocols, and maintains standards
- Completes test document thoroughly, and quickly without holding up the exam to fill in scores/notes
- Recognize SCAA flavor wheel and counter culture flavor wheel descriptors in espresso coffee
- Recognize temperature in milk beverages according to NZSCA 'basic' standards
- Applies standards/testing criteria appropriately
- Legible handwriting and organized comments on test documents
- Supports all missed items with evidence of why it did not meet standards/evaluation criteria.
- Values the importance of certificate and can articulate benefits to attaining the certificate
- Supports certificate candidates regardless of performance, and maintains positive affect
- Ability to identify by sight >5g of coffee waste.
- Accurately describes component parts of espresso equipment and their functions
- Accurately records dosing/tamping and distribution techniques
- Familiar with a range of espresso machines
- Identify by sight and touch the correct grind for cupping coffee
- Assess customer service and quality of response to oral questions as defined by a strict rubric.

Assess the ability of a barista to:

- Adjust the grinder
- Prepare the bar for a work shift
- Prepare espresso and milk beverages to NZSCA 'basic' standards
- Taste and describe and espresso using *SCAA Flavor Wheel Terminology*
- Demonstrate cleaning the espresso machine

Knowledge, Skill, and Attitude

Requirements

Justify the assessment by **describing** actions taken by the barista during the exam and how you **relate** them to your **assessment**.

Discriminate between questions that are fishing for coaching, and questions related to confusion over the instructions.

Support the credential candidate by making them as comfortable as possible throughout the testing process.

ADMINISTRATION: Barista Level 2 Examiner Competencies

Level 2 Examiner Credential

In addition to the competencies of the Barista Level 1, Barista Level 2 and the NZSCA IDP Credentialed Instructor, the Level 2 Examiner should:

Values

- Display professional behavior and appearance
- Uphold standards of the Barista Pathway
- Maintain test security and confidentiality of examinee performance
- Have a positive outlook towards the professional development of examinees
- Promote an expectation for continuous improvement and openness to feedback from peers on your exam delivery behavior

Competencies

- Focused throughout the exam
- Appropriate timing/pays attention to the barista
- Captures key information during the exam and maintains detailed notes
- Follows exam script while using intonation and timing to ease examinee
- Follows evaluation protocols and maintains standards
- Completes test document thoroughly, and quickly without holding up the exam to fill in scores/notes
- Recognizes SCAA flavor wheel descriptors in espresso coffee
- Recognizes temperature in milk based beverages according to NZSCA 'basic' standards
- Applies standards/testing criteria appropriately
- Legible handwriting and organized comments on test documents
- Supports all missed items with evidence of why it did not meet standards/evaluation criteria.
- Values the importance of certificate and can articulate benefits to attaining the certificate
- Supports certificate candidates regardless of performance, and maintains positive affect
- Ability to distinguish between >2.5g of coffee waste
- Ability to distinguish milk waste of >60ml
- Ability to accurately keep time with multiple timers at once
- Accurately describes component parts of espresso equipment and their functions
- Accurately records dosing/tamping and distribution techniques
- Familiar with a range of espresso machines
- Assess customer service and quality of response to oral questions as defined by a strict rubric.

Assess the ability of a barista to:

- Perform all competencies from Barista Level 1
- Perform various dose weights and use different grinder designs according to industry best practices
- Prepare four espressos keeping each dose consistent within a variance of 20ml and 3 seconds
- Taste and describe his/her effect on espresso taste
- Prepare milk for 2 drinks in one jug keeping waste under 60ml
- Prepare 5 drinks to NZSCA 'basic' standards within 7 minutes efficiently and in correct order of preparation
- Keep extraction times for espresso within 3 seconds throughout the exam
- Keep the workplace clean and organized

Knowledge, Skill, and Attitude Requirements

Justify the assessment by **describing** actions taken by the barista during the exam and how you **relate** them to your **assessment**.

Discriminate between questions that are fishing for coaching, and questions related to confusion over the instructions.

Support the credential candidate by making them as comfortable as possible throughout the testing process.

ADMINISTRATION: Lead Examiner Position and Competencies

Lead Examiner Position

The Lead Examiner position exists to calibrate all examiners. The Lead Examiner is the trainer of other examiners and an authority on delivery of the Barista Level 1 or Level 2 practical exams. Lead Examiners are calibrated to each other annually.

Requirements Requirements:

In addition to all the requirements of an examiner, the Lead must have a minimum 2 years delivering the exam, one of the years must be the year prior to the term for which the examiner is voted into the position.

During a calibration event, they must score 100% against the Lead Examiner Mentor

Values

- Professional behavior and appearance
- Uphold standards of the Barista Education Program
- Maintain test security and confidentiality of examiner and examinee performance
- Positive outlook towards the professional development of examiners and examinees
- Expectation for continuous improvement and openness to feedback from peers on your exam delivery behavior

Competencies

- Focused throughout the exam event
- Appropriate timing/pays attention to the barista and examiner
- Captures key information during the exam and maintains detailed notes
- Follows exam script while using intonation and timing to ease examinee
- Follows evaluation protocols and maintains standards
- Completes shadow calibration thoroughly and quickly without holding up the exam to fill in scores/notes
- Recognizes flavor wheel descriptors in espresso coffee
- Recognizes temperature in milk beverages according to NZSCA 'basic' standards
- Applies standards/testing criteria appropriately
- Legible handwriting and organized comments on test documents
- Supports all missed items with evidence of why it did not meet standards/evaluation criteria.
- Values the importance of certificate and can articulate benefits to attaining the certificate
- Is willing and able to calibrate examiners.
- Supports certificate candidates and new examiners regardless of performance, and maintains positive affect
- Ability to distinguish between >2.5g of coffee waste
- Ability to distinguish milk waste of >60ml
- Ability to accurately keep time with multiple timers at once
- Accurately describes component parts of espresso equipment and their functions
- Accurately records dosing/tamping and distribution techniques
- Familiar with a range of espresso machines
- Assess customer service and quality of response to oral questions as defined by a strict rubric.

ADMINISTRATION: Lead Examiner Position and Competencies (cont.)

Knowledge, Skill, and Attitude

Assess the ability of a barista to:

- Perform all competencies from L1 and L2

Assess the ability of an examiner to:

- Deliver the L1 or Level 2 practical exam according to the standards set forth by the Barista Education Committee.
- Accurately mark the exam with zero point difference of other Lead Examiners, including detailed notes justifying the scoring.

Justify the assessment by **describing** actions taken by the barista and examiner during the exam and how you **relate** them to your **assessment**. Answer questions and resolve disputes during testing events.

Discriminate between situations when testing is executed fairly or unfairly and allow retesting as necessary. Additionally, **discriminate** between situations when Lead should step in and stop or correct and examiner during a testing event.

Support the credential candidate and examiners by making them as comfortable as possible throughout the testing process.

Judge clearly in unique cases, record the situation and outcome, and communicate it to the education committee to build a comprehensive history of the exam for future examiners.

ADMINISTRATION: Examiner Ethics

EXAMINER ETHICS

Examiners must sign the Code of Ethics.

Test Administration Guidelines

Examiners may administer the Barista Certificate tests in an NZSCA Certified Lab or at an endorsed NZSCA space with the following guidelines:

EXAM DELIVERY

First Exams and Re-Takes may be scheduled with the following requirements:

- A minimum of 2 (two) examinees must be registered in order for delivery of the test.
- There must be 2 (two) Credentialed Examiners or 1 (one) Lead Examiner to deliver the test. Two examiners must be in the testing room at all times during exams, one of these examiners may be remote via Skype, Periscope, WebEx or GoToMeeting. They are there to support each other and recuse themselves in case one of them has a conflict of interest or personal relationship with the candidate. In case of problems or disputes, the examiners are expected to support each other and resolve problems together. The two examiners must be employed by or work within separate companies.

(Or)

- The Lead Examiner must have an additional non-participant observer in the classroom who is on the staff of the event team or education center. This outside observer can be remote.

ADMINISTRATION: Materials and Equipment

Exam Level 1 Practical Exam Level 1 Written Supplies

The exam facility and administrator must have the following items available for each exam participant without exception:

Per Participant-

- 1 kg of coffee
- 2 Litre's of blue milk
- Printed written certificate test
- Printed practical exam

Per Station-

- 1 espresso grinder that does not tamp for the participant
- 1 2 group minimum manual espresso machine (set to manual with no automatic shot timers visible)
- 4 clean towels/cloths
- 2 600ml. straight sided milk jugs
- 1 knock box
- 4 demitasse cups and saucers
- 4 Cappuccino cups and saucers (between 160-200mls)
- 4 Demitasse spoons
- 2 double porta filter baskets
- 2 shot glasses
- group head cleaning brush
- shot timer
- timer or stopwatch for the examiner
- tamper
- 1 thermometer

Exam Level 2 Practical and Exam Level 2 Written Supplies

The exam facility and administrator must have the following items available for each exam participant without exception:

Per Participant-

- 1.5 kg Coffee
- 3 Litres of blue milk
- Printed written certificate test
- Printed practical exam

Per Station-

- 2 espresso grinders that does not tamp for the participant, one of which to be a timer grinder.
- 1 2 group minimum manual espresso machine (set to manual with no automatic shot timers visible)
- 4 clean bar towels
- 3 600ml straight sided milk jugs
- 1 1 Litre straight sided milk jug
- Jug rinser or area nearby to wash/rinse milk jugs
- 1 knock box
- 12 demitasse cups and saucers
- 6 cups and saucers (between 160-200ml)
- 6 Latte cups/glasses and saucers (200-350ml)
- 12 Demitasse spoons
- 2 double sized portafilter baskets
- 2 shot glasses
- Espresso machine cleaning equipment
- shot timers
- timer or stopwatch for the examiner
- espresso tamper
- Gram scale (that wont tier out)
- 1 thermometer



Level 1 Barista Education Program COMPETENCIES

Knowledge, Skills and Explanations of NZ Barista Level 1

Introduction

The New Zealand Specialty Coffee Association (NZSCA) govern this Barista Education Program complying with its competencies. One of the main objectives of the Association is to provide Professional Development through the provision of training, education, support and other development opportunities. The Education Program uses a collaborative process in conjunction with the Specialty Coffee Association of America (SCAA) and other professional organisations to establish competencies for baristas, evaluate performance of these competencies, and serve as the principal New Zealand organization on quality education for Baristas and coffee professionals.

The NZSCA's aspiration is to help educate and certify professional baristas, who bridge the specialty coffee producers to the public. The certificate program represents needs of stakeholders of the program.

Stakeholders include: Coffee producers, coffee mills and exporters, importers, roasters, allied product manufacturers, retail operators (cafes, restaurants, etc.) and consumers of specialty coffee. The Barista Level 1 Competencies reflect the basic knowledge and skills that meet stakeholder needs.

The statements describing the Competencies are numbered consecutively. Accompanying each Standard are knowledge, skills and explanations, which are directly related to the Competency and specify what a barista must demonstrate to fulfill requirements of the Competency.

The NZSCA reserves the right to revise the competencies at any time.

COMPETENCIES

A LEVEL 1 CERTIFIED BARISTA SHOULD BE ABLE TO DO THE FOLLOWING:

Competency 1

Identify features of 'basic' espresso.

| Knowledge | Skills | Explanations |
|--|-----------------------------------|--|
| Explain common misconceptions about espresso. Specialty coffee industry definition of what espresso is. | State what espresso is and is not | A CB1 must be able to discuss espresso with consumers and set straight common misconceptions. This helps promote specialty coffee. |

Competency 2

State the SCAA definition of espresso and step by step espresso preparation instructions.

| Knowledge | Skills | Explanations |
|---|---|--|
| Describe what constitutes espresso, and how to prepare. | State component parts of an espresso, and guidelines for best practice preparation. State and perform the steps and methods used to achieve best practice preparation. | A CB1 must be able to prepare and identify espresso according to best practices. |

Competency 3

List the four essential elements needed for brewing high quality espresso.

| Knowledge | Skills | Explanations |
|---|---|--|
| State "The 4 M's" in Italian or English: The coffee, the grinder, the espresso machine and the barista. | Describe what makes espresso-based beverages special and what the barista's role is in the process (more than just making a drink). | The barista's importance in the chain of specialty coffee is a key component of the NZSCA-Barista Pathway. |

Competency 4

Discuss and perform basics of dosing, distribution, and tamping.

| Knowledge | Skills | Explanations |
|--|---|---|
| Discuss: <ul style="list-style-type: none"> Acceptable range (per definition) of coffee used in espresso, and how distribution of coffee grounds affects extraction. Impact of tamping on distribution, and extraction flow. | Be able to control amount of coffee used in espresso preparation, along with showing acceptable distribution and tamping technique. | A CB1 cannot prepare espresso according to best practices without these skills. |

Competency 5

Identify espresso equipment component parts.

| Knowledge | Skills | Explanations |
|--|---|---|
| State functions of basic espresso machine parts. Identify functions of the buttons, valves and gauges and describe how to use them. | Use component parts of espresso machine, including gauges, buttons, and knobs/levers. | A CB1 can use any common commercial espresso machine to prepare espresso within the SCAA designated parameters. |

Competency 6

Prepare espresso according to NZSCA basic definition of espresso and using the NZSCA protocol.

| Knowledge | Skills | Explanations |
|---|---|--|
| State by memory the NZSCA definition of espresso, and how to combine the steps, and technical skills to achieve desired result. | Combine steps and definition of espresso to achieve acceptable beverage. Includes ability to perform all steps and achieve intended results consistently . | A CB1 has competence in the process of preparing espresso with the equipment presented and can do so within the NZSCA definition consistently. |

Competency 7

Heat and texture milk to NZ best practices.

| Knowledge | Skills | Explanations |
|--|--|---|
| Explains basics of espresso and milk beverages, techniques used to prepare milk, and the correct temperature/texture of desired product. | Can use the equipment to prepare milk to temperature and texture of industry best practice, Steams milk to the NZSCA recommended temperature and texture consistently. | Milk and espresso/milk beverages are a vital part of the CB1 role. A CB1 can prepare milk consistently to standard. |

Competency 8

Identify common café drinks, stating traditional NZ and worldwide variances, including weight and volume ratios

| Knowledge | Skills | Explanations |
|--|---|--|
| List common café drinks, their qualities and presentation. State SCAA recommended recipes and ratios of traditional espresso-based beverages. | Can use the equipment to prepare and present: An espresso A cappuccino A caffe latte | A CB1 should know names of drinks and their recipes by memory and produce those drinks without referencing supportive materials. |

Competency 9

Prepare an espresso, cappuccino and latte according to NZSCA standards, showing competence in pouring and drink presentation.

| Knowledge | Skills | Explanations |
|--|---|--|
| States NZSCA recommended recipes and ratios of traditional espresso-based beverages. Describes correct milk texture for the different drinks that use milk. States the correct presentation of each beverage, including cup size, saucer, spoon. | Can prepare and present to standard with correct presentation of each beverage, including cup size, saucer, spoon, napkin (and water if available during class/exam): An espresso A cappuccino A caffe latte | Milk and espresso/milk beverages are a vital part of the CB1 role. Presenting espresso-based beverages correctly distinguishes an establishment and gives the appropriate respect to customers and those who |

| | | |
|--|--|------------------------------------|
| | | have worked to produce the coffee. |
|--|--|------------------------------------|

Competency 10

Demonstrate simple, essential equipment maintenance, workstation cleanliness and hygiene.

| Knowledge | Skills | Explanations |
|---|---|---|
| Explains program of regular cleaning and maintenance of espresso machine and grinder. States tools and techniques used in regular cleaning routine. | Demonstrate cleaning of the espresso machine. Describes and demonstrates tidying of station at end of shift. Uses cloths correctly and does not interchange the steam wand, counter and portafilter cloths. | Clean equipment is imperative to the quality of coffee beverages. A CB1 must understand how to clean their equipment. Keeping a tidy work environment is a basic competence for preparing food products to consumers. |

Competency 11

Identify the four primary sensory aspects of brewed coffee.

| Knowledge | Skills | Explanations |
|--|---|---|
| State how we evaluate brewed coffee through the senses of aroma, flavor, body and color. | Name the four sensory aspects, and explain how they are exhibited in a particular coffee. | A CB1 must be able to experience and communicate coffee with customers. These sensory aspects are the foundation to that. |

Competency 12

List and explain the six essential elements of brewing.

| Knowledge | Skills | Explanations |
|---|---|---|
| State the basic factors of controlling the brewing process, and basic ways that adjusting variables might change the taste of the coffee. Understanding how/why different brewing apparatus work differently. | Recall the elements, and explain how they can affect the flavors in a cup of coffee. Use terms like under/over-extracted, optimum brewing and strength. | A CB1 is expected to brew coffee, and must understand what the important factors in that process are. Often customers ask about brewing coffee and a barista should be able to explain in basic terms how to encourage consumers to bring out the best in coffee using their own equipment. |

Competency 13

Identify the main stages of the brewing process.

| Knowledge | Skills | Explanations |
|--|--|---|
| Describe the wetting, extraction and control of the water flow during the brewing process. | Observe and identify what stages of the brewing process are taking place from start to finish. | Conceptual and practical grasp on coffee brewing. This is needed to diagnose correct and incorrectly brewed coffee. |

Competency 14

Explain the general rule of optimum extraction, and be familiar with the brewing control chart.

| Knowledge | Skills | Explanations |
|--|--|--|
| Has grasp of Extraction % and TDS, and how they affect taste of coffee. Can recognize the concept of strength in brewed coffee and is familiar with the SCAA Brew Control Chart as a tool to measure strength and extraction. | Explain the general rule of optimum extraction. State the range of accepted ideal extraction %. Identify the area on the brew control chart that represents optimum brewing. | A CB1 should understand extraction, and can identify coffee that is or is not brewed to optimum extraction. In addition, there is a difference between strength and extraction, and it is an essential basic skill to describe the difference between the two. |

Competency 15

Distinguish by taste the impact of acceptable vs. improper brewing.

| Knowledge | Skills | Explanations |
|--|--|--|
| Recall the 6 variables of basic brewing and general rule of optimum extraction, and be mindful of these factors when tasting coffee. | Taste the difference in coffees that have been brewed correctly and improperly. Hypothesize how to adjust the extraction by changing one or more variables. | A CB1 should immediately identify if a coffee has not been brewed properly and not serve it. The CB1 also should be able to adjust any of the 6 variables to brew coffee to optimum extraction. If there is a problem with equipment, the CB1 will be able to recognize it more quickly through competence in this standard. |

Competency 16

Discuss how the coffee extraction process works in these brewing methods: Full immersion, pour over, vacuum, hybrid, and batch brewing devices.

| Knowledge | Skills | Explanations |
|--|--|--|
| Steps for preparing coffee with each of the devices. Identifying how extraction works in different brewing methods. | Compare and contrast the extraction methods in terms of basic functioning and difference in steps. | A CB1 has an ability to use various brewing equipment to bring out the best in a specialty coffee. |

Competency 17

Discuss and demonstrate brewing devices within each brewing method and how they can add value to a business/coffee service.

| Knowledge | Skills | Explanations |
|---|---|---|
| Steps for preparing coffee with each of the devices. Discuss ideas on using different brewing methods at work, being knowledgeable in brew time, weight of coffee used and beverage volume yield of each device. | Brew coffee within the range of optimum balance with each brewing method. | Competence at the CB1 level includes the ability to integrate skills into the workplace to add value to the business. |

Competency 18**Recognize the SCAA Cupping Form.**

| Knowledge | Skills | Explanations |
|--|-------------------------------------|---|
| Identify the official form used by the SCAA and the categories of evaluation used on the form. | List the 10 categories on the form. | A CB1 should know the purpose and parts of the SCAA cupping form. |

Competency 19**Identify purposes and professional benefits to cupping.**

| Knowledge | Skills | Explanations |
|--|--|--|
| Professional application of objective coffee analysis. | Professional, objective taste evaluation of coffee. Describing flavors, aromas, and textures of coffee to customers. | A CB1 can analyze and describe coffee. |

Competency 20**Describe the difference and importance of taste and smell as functions in cupping specialty coffee.**

| Knowledge | Skills | Explanations |
|---|---|---|
| Difference between taste and aroma. State the relationship of taste and aroma. | List the 5 basic tastes. Explain how smell contributes to the experience of flavor. | Being able to help consumers appreciate coffees through different aspects of tasting helps advance the specialty coffee industry. |

Competency 21**Use terminology from SCAA and Counter Culture Flavor Wheel.**

| Knowledge | Skills | Explanations |
|--|---|---|
| Recognize, read and be able to use the SCAA Flavor Wheel to define a specific flavor apparent in the coffee. | Taste and describe coffee using verbiage from the Flavor Wheel. Using the SCAA Simplified Cupping form, accurately identify at least 4 tastes or aromas from the wheel that apply to coffee being cupped. | Using the common language for describing coffee flavor with professionals, and consumers is a competency for a CB1. |

Competency 22**Be able to state general geographic areas in which coffee is grown.**

| Knowledge | Skills | Explanations |
|---|--|---|
| State the general regions where coffee is and is not grown. List several coffee-producing countries. | List several coffee-producing countries. | Basic knowledge of coffee production is essential |

Competency 24**Be able to list common keys to good customer service.**

| Knowledge | Skills | Explanations |
|---|--|--|
| <ul style="list-style-type: none"> ★ Start Easy, Finish Strong ★ Get the Bad Experience out of the Way Early ★ Combine the Pain, Dose out the Pleasure ★ Offer Choices ★ Give People Rituals | Describe aspects of products, atmosphere, work environment and service. Apply the principles (keys) of good customer service. | A CB1's ability to self-govern their service performance is vital to their success in the customer service role. |

Competency 25

State the 5 steps to service recovery.

| Knowledge | Skills | Explanations |
|---|---|---|
| 1. LISTEN! 2. Don't take it personally 3. Offer a sincere apology 4. Ask what will make things better 5. Never try to deny or explain | Implement new strategies and procedures to improve customer experience in the business. | A CB1 strives to improve their ability to uncover and exceed their customers' expectations. |

Competency 26

Discuss strategies to improve customer service.

| Knowledge | Skills | Explanations |
|--|--|---|
| Discuss challenging customer service situations and brainstorm possible actions to take based on keys of customer service. | Listening and responding to customers. | Improving customers' experiences advances the industry. |

Competency 27

Define the barista's role in the specialty coffee industry.

| Knowledge | Skills | Explanations |
|---|---|--|
| Discuss ways that the barista interacts with the coffee industry and the public at large. | Explain the role of the barista, and perform the role and techniques of a professional Barista. | A CB1 uses their perspective and position in the industry to expand the reach of specialty coffee. |

Competency 28

State basic information about Rubiaceae (coffee shrub) and its growing conditions (altitude, latitude, soil, water).

| Knowledge | Skills | Explanations |
|---|---|--|
| Identify the basic growing conditions required for the coffee shrub: Altitude, latitude, climate, varieties and cultivars (correct usage of those terms), soil types, plant age, flowering, cherry production, water requirements. | Outlines the knowledge of coffee as a plant and its necessary conditions for successful production. | CB2 should understand where and how coffee is grown. |

Competency 29

List basic stages in the chain of coffee from seed to cup: Growing, harvesting, processing, milling, exporting, importing, roasting and cup preparation.

| Knowledge | Skills | Explanations |
|---|--|--|
| Explain the coffee supply chain, including key roles, challenges, and how quality is maintained throughout. Basic knowledge of coffee's journey stating the following areas, with basic/essential details of: Growing conditions, nursery, choosing cultivars, soil qualities, water needs, flowering, pruning, | Demonstrates knowledge of coffee throughout its process from seed to cup. Differentiates how these steps or factors can change the resulting coffee. | CB2 should understand and accurately articulate the process of cultivating quality in the cup. |

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| weeding, fertilization, shade, land aspect, pest and disease control, harvesting methods, processing—washed, natural and pulp-related, drying methods, hulling, grading by size and density, bagging, shipping, transport, sample roasting, cupping, roasting and packaging. | | |
|--|--|--|

Level 2 Barista Education Program COMPETENCIES

Knowledge, Skills and Explanations of NZ Barista Level 2

Introduction

The New Zealand Specialty Coffee Association (NZSCA) govern this Barista Education Program complying with its competencies. One of the main objectives of the Association is to provide Professional Development through the provision of training, education, support and other development opportunities. The Education Program uses a collaborative process in conjunction with the Specialty Coffee Association (SCA) and other professional organisations to establish competencies for baristas, evaluate performance of these competencies, and serve as the principal New Zealand organization on quality education for Baristas and coffee professionals.

The NZSCA's aspiration is to help educate and certify professional baristas, who bridge the specialty coffee producers to the public. The certificate program represents needs of stakeholders of the program.

Stakeholders include: Coffee producers, coffee mills and exporters, importers, roasters, allied product manufacturers, retail operators (cafes, restaurants, etc.) and consumers of specialty coffee. The Barista Level 1 Competencies reflect the basic knowledge and skills that meet stakeholder needs.

The statements describing the Competencies are numbered consecutively. Accompanying each Standard are knowledge, skills and explanations, which are directly related to the Competency and specify what a barista must demonstrate to fulfill requirements of the Competency.

The NZSCA reserves the right to revise the competencies at any time.

Competency 1

Perform correct grinding for the espresso method according to NZSCA Standards and industry best practices.

| Knowledge | Skills | Explanations |
|---|--|--|
| Can predict how adjusting grinders of different types will affect espresso preparation and produce espresso according to NZSCA Standards wasting <2.5g of ground coffee per shot. | Demonstrates command of doser & doserless grinders for the preparation of espresso according to NZSCA standards. | CB2 can use provided grinding equipment to produce espresso according to NZSCA Standards consistently. |

Competency 2

Perform various dose weights, and use different grinder designs, according to industry best practices.

| Knowledge | Skills | Explanations |
|--|--|---|
| Grind adjustment and dose calibration features of doserless & doser espresso grinders. Can predict how dose weight/volume impact espresso beverage flavor. | Ability to utilize dose weight/volume to change espresso beverage flavor. Can use different types/brands of grinder to prepare espresso. | The CB2 can work on different types of equipment, and adjust their technique for different coffees. |

Competency 3

Discuss and describe the role of consistency across various espresso preparation methods.

| Knowledge | Skills | Explanations |
|---|---|---|
| State how to apply various tools and methods to produce a predictable and consistent final product. | Demonstrates flexibility in preparing espresso on a variety of provided equipment with various methods to the NZSCA Standard. | CB2 must be able to produce espresso consistently using a variety of tools provided and applying various methods. |

Competency 4

Describe various techniques within the NZSCA standard and their effect on espresso taste.

| Knowledge | Skills | Explanations |
|--|---|---|
| State and apply theory for espresso extraction and how it pertains to flavor control of the final product. | Demonstrate control over the espresso preparation process with the NZSCA Standard to produce different flavor profiles, taste, and describe accurately. | CB2 can explain and apply various techniques by which to control espresso flavor with the NZSCA Standard and their impact on the cup. |

Competency 5

Demonstrate good espresso extraction, using the NZSCA guidelines for espresso.

| Knowledge | Skills | Explanations |
|--|--|---|
| Explains the application of the NZSCA Standard and industry best practices for producing espresso characterized by positive cup attributes and uniform extraction. | Consistently prepares espresso according to NZSCA Standards that exhibits positive cup attributes and uniform extraction. Being able to be consistent and find ideal brewing parameters for a given espresso are key, as well as eliminating those brewing variables that do not produce an ideal espresso even within | CB2 can prepare espresso according to NZSCA Standard that features positive cup attributes and uniform extraction with consistency. |

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| | standard espresso extraction parameters. | |
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Competency 6

Demonstrate steaming milk and extracting espresso simultaneously

| Knowledge | Skills | Explanations |
|--|---|--|
| States the proper workflow for managing the production of milk and espresso simultaneously for the efficient and optimal production of espresso-based beverages. | Demonstrates the ability to manage raw materials and tools in order to simultaneously produce espresso-based beverages according to NZSCA Standard and industry best practices. | CB2 should be able to simultaneously produce steamed & textured milk as well as espresso for target beverage(s) according to NZSA Standards. |

Competency 7

Prepare milk for a cappuccino and latte in one milk jug.

| Knowledge | Skills | Explanations |
|---|--|--|
| Describes and explains the milk texturing/steaming process and can apply theory to produce milk for a cappuccino and a latte in a single steaming milk jug. | Prepare milk for multiple drinks in one jug while keeping waste to less than 90ml. | CB2 can 'milk-share' in order to create target espresso-based beverages according to SCAA Standards. |

Competency 8

Prepare 5 drinks to NZSCA standards, within 7-8 minutes while maintaining an orderly, clean station.

| Knowledge | Skills | Explanations |
|---|--|--|
| Explains workflow and tool/workplace management to efficiently produce target beverages to NZSCA Standards accurately and consistently. | Prepare 5 drinks to NZSCA standards, within 7 minutes while maintaining an orderly, clean station. | CB2 can manage tools & workspace to efficiently and consistently produce beverages to NZSCA Standards. |

Competency 9

Apply health and hygiene practices as it relates to workflow.

| Knowledge | Skills | Explanations |
|--|---|---|
| Lists necessary tools & steps for cleanliness, health, and hygiene in the workspace. | Creates espresso-beverages in a clean efficient manner to NZSCA Standards while maintaining proper towel dedication, as well as demonstrating good hygiene. | CB2 should manage and operate in a clean, food-safe environment, while demonstrating proper considerations for good health and hygiene. |

Competency 10

Relate basic concepts of the makeup of milk and how milk is processed.

| Knowledge | Skills | Explanations |
|---|--|--|
| States the chemical makeup of different dairy and non-dairy milks. Explains the relationship of milk and milk substitutes in the production and sensory aspects of steamed milk and espresso-based beverages. | Demonstrates the ability to communicate the makeup and character of dairy and non-dairy milks. | CB2 should understand and have command of their raw ingredients to produce predictable results to NZSCA Standards. |

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Competency 11

Be able to list important supply, equipment, and technique considerations and prerequisites necessary to pour latte art.

| Knowledge | Skills | Explanations |
|---|--|---|
| Lists required tools and technique for successfully pouring latte art. Explains how each piece of equipment affects the pour. | Demonstrates the ability to pour various latte art designs consistently. | CB2 can effectively organize, prepare, and pour milk to create latte art in espresso-based beverages to according to NZSCA Standards. |

Competency 12

Perform the swirl step of the latte art technique to produce correctly textured foam.

| Knowledge | Skills | Explanations |
|--|---|--|
| Describes the texturing considerations during milk-steaming to effectively produce micro-foam. | Demonstrates the ability to consistently produce micro-foamed milk suitable for successfully pouring latte art. | CB2 should consistently texture and steam milk to produce micro-foam according to NZSCA Standards. |

Competency 13

Prepare lattes with the correct Speed, Distance, and Location.

| Knowledge | Skills | Explanations |
|---|---|--|
| Lists and explains the necessary steps for pouring & producing latte art designs. Describes different latte art designs and factors that influence the quality of the finished product. | Demonstrates the steps necessary for producing latte art in espresso-based beverages. | CB2 can consistently pour milk for espresso-based beverages demonstrating the necessary steps for producing latte art. |

Competency 14

Explain the difference between single and double boiler espresso machines.

| Knowledge | Skills | Explanations |
|--|---|--|
| Explains the makeup and function of common espresso machine designs and in particular how the boiler system effects the production of espresso and espresso-based beverages as well as workflow. | Prepares espresso & espresso-based beverages according to NZSCA Standards on various types of espresso equipment. | CB2 is able, consistent, & confident in working on a variety of commercial espresso equipment to produce beverages to NZSCA Standards. |

Competency 15

Identify preventative maintenance tools to keep near their espresso machine.

| Knowledge | Skills | Explanations |
|--|---|---|
| List tools critical for ongoing espresso machine preventative maintenance. | Demonstrates the use of common preventative maintenance tools for the proper operation of espresso equipment. | CB2 knows and applies regular preventative maintenance measures for proper operation of espresso equipment. |

Competency 16

Describe the process of

- Changing water filters.
- Changing grinder burrs
- Cleaning or changing drainage tubes
- Pump pressure adjustment

| Knowledge | Skills | Explanations |
|--|--|---|
| Explains why & how to properly change water filters, grinder burrs, clean or change drainage tubes, and adjust pump pressure for commercial espresso machines. | Demonstrates the ability to change water filters & grinder burrs, clean and/or change drainage tubes, and properly adjust pump pressure. | CB2 should be able to prescribe when and how to perform these key preventative maintenance functions in order ensure equipment is in optimal working condition. |

Competency 17

Recognize and identify common issues such as

- Leaky steam valves
- Group head gasket and dispersion screen replacement

| Knowledge | Skills | Explanations |
|--|---|---|
| Identifies common issues with steam valves and group heads. Describes what to look for that signals the type of issue that is a problem. | Demonstrates an ability to identify leaky steam valves, as well as replacing group head gaskets and dispersion screens. | CB2 should be able to identify sub-optimal operation of the steam wands as well as maintain properly functioning group head gaskets and dispersion screens. |

Competency 18

Recognize when service calls are warranted.

| Knowledge | Skills | Explanations |
|---|---|---|
| Explain when it is essential to bring in an espresso equipment technician to maintain the proper operation of machine and grinders. | Demonstrates the ability to distinguish between necessary preventive maintenance measures and mechanical and electrical issues deserving of a service call. | CB2 should understand proper and improper operation for espresso equipment, as well as when professional service calls are warranted. |

APPENDIX III

Code of Conduct for NZSCA Instructors and Examiners

The education programs of the New Zealand Specialty Coffee Association (NZSCA) are designed to help participants recognize, develop and promote specialty coffee. Instructors and Examiners are a key part of maintaining the integrity and validity of NZSCA programs.

As a Instructor and/or Examiner I agree to:

- At all times protect the integrity, validity, and reputation of the education programs of NZSCA.
- Conduct myself professionally both within and outside of the classroom with truth, accuracy, fairness, and responsibility to learners, certificate candidates, and the specialty coffee industry and the community in which I work.
- Safeguard the confidentiality of test results and other information given to me by students and others involved in the judging, examination and administration of classes and certifications.
- Without limiting the preceding paragraph, not disclose the contents of any test form or offer private test coaching, and I will keep all examiner deliberations in the strictest confidence.
- Not intentionally communicate false or misleading information that may compromise the integrity or reputation of NZSCA or its education programs.
- Not represent conflicting or competing interests, nor place myself in such a position where my personal, professional, or business interest may be in conflict, or appear to be in conflict, with the purposes and fair, unbiased administration of the education programs of the NZSCA.

Furthermore, I pledge that as a Instructor and/or Examiner, I will endeavor to aid the professional development and advancement of the NZSCA, as it serves to encourage the specialty coffee industry to improve quality, productivity, and overall performance through verification of quality standards and performance.

Signature

Date: _____, 20__

Printed name