Qualification Specification:

OCN NI Level 1 Certificate in Hospitality and Catering

- **Qualification No: 603/3025/9**

OCN NI Level 1 Diploma in Hospitality and Catering

- **Qualification No: 603/3026/0**

Version: 2.0

1. Specification Updates

Key changes have been listed below:

Section	Detail of change	Version and date of Issue
Qualification	Extended to the 31 December 2032	V2- August 2026
Specification	New Format	V2- August 2026

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3. Introduction to Open College Network Northern Ireland (OCN NI)

The Open College Network Northern Ireland (OCN NI) is a UK recognised awarding organisation based in Northern Ireland. We are regulated by CCEA Regulation to develop and award regulated professional and technical (vocational) qualifications from Entry Level up to and including Level 5 across all sector areas. In addition, OCN NI is also regulated by Ofqual to award qualifications in England.

OCN NI is also an educational charity that advances education by developing nationally recognised qualifications and recognising the achievements of learners. We work with centres such as Further Education Colleges, Private Training Organisations, Voluntary & Community Organisations, Schools, SME's and Public Sector bodies to provide learners with opportunities to progress into further learning and/or employment. OCN NI's Strategic Plan can be found on the OCN NI website www.ocnni.org.uk.

For further information on OCN NI qualifications or to contact us, you can visit our website at www.ocnni.org.uk. The website should provide you with details about our qualifications, courses, contact information, and any other relevant information you may need.

OCN NI Contact Details

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4. About this Specification

This specification details OCN NI's specific requirements for the delivery and assessment of the **OCN NI Level 1 Certificate and Diploma in Hospitality and Catering.**

This specification will provide guidelines for centres to ensure the effective and correct delivery of these qualifications. OCN NI qualification specifications are based on research and engagement with the practitioner community to ensure they provide appropriate skills and knowledge for learners.

The qualification specification will detail the following aspects of the OCN NI Level 1 Certificate and Diploma in Hospitality and Catering.

- **Qualification Features**: this includes the key characteristics and features of these qualifications, such as their intended audience, purpose, and credit value.

- **Centre Requirements:** this details the prerequisites and obligations that centres must fulfil to be eligible to deliver and assess these qualifications. These include guidelines on staff qualifications, resources, and required procedures.

- **Structure and Content:** this details the structure and content of the qualifications including units, and any specific content that learners will be required to study.

- **Assessment Requirements:** this details assessment criteria and assessment methods for these qualifications, ensuring that summative assessment approaches are clear.

- **Quality Assurance:** the quality and consistency of delivery and assessment of these qualifications are of paramount importance to OCN NI. The mandatory quality assurance arrangements including processes for internal and external quality assurance that all centres offering these qualifications must adhere to are detailed.

- **Administration:** guidance on the administrative aspects of delivering these qualifications, including registration, certification, and record-keeping.

- Reference to other handbooks and policies as appropriate to the qualifications.

It is important to note that OCN NI will communicate any significant updates or changes to this specification in writing to our centres. Additionally, we will make these changes available on our official website at www.ocnni.org.uk.

To stay current, please refer to the online version of this specification as it is the most authoritative and up-to-date publication. Be aware that downloaded and printed copies may not reflect the latest revisions.

4.1 Additional Support

OCN NI offers a comprehensive range of support services designed to assist centres in meeting the delivery and quality assurance requirements of OCN NI qualifications. These services include:

- **Specimen Assessment Materials**: These booklets are created to assist learners in demonstrating the fulfilment of assessment criteria and organising the quality assurance prerequisites for each individual unit.

- **Qualification Support Pack**: A support pack has been developed to support centres in the delivery of these qualifications. The pack includes planning and assessment templates, guides to best practice, etc.

- **Professional Development for Educators**: OCN NI provides opportunities for professional development tailored to meet the various needs of practitioners and quality assurance staff. Centres can join our training sessions, available in both face-to-face and online formats, or explore a wealth of training materials by visiting www.ocnni.org.uk

- **OCN NI Subject Advisors**: Our team of subject advisors offers vital information and support to centres. They provide guidance on specification details, non-exam assessment advice, updates on resource developments, and various training opportunities. They actively engage with subject communities through an array of networks to facilitate the exchange of ideas and expertise, to support practitioners to provide quality education programs to learners.

All centres can access information, support and guidance to support the delivery and quality assurance of these qualifications by contacting their designated Business Development Advisor or by contacting us on Contact Us | OCN NI

5. About these Qualifications

5.1 Qualification Regulation Information

OCN NI Level 1 Certificate in Hospitality and Catering
Qualification Number: 603/3025/9

OCN NI Level 1 Diploma in Hospitality and Catering
Qualification Number: 603/3026/0

Operational start date: 01 March 2018
Review date: 31 December 2032

The qualifications' operational start and end dates define the regulated qualifications' lifecycle. The operational end date is the final date for learner registration, while learners have until the certificate end date to complete the qualifications and receive their certificates.

It is important to note that all OCN NI regulated qualifications are listed on the Register of Regulated Qualifications (RQF), which can be found at Ofqual Register. This register is maintained by Ofqual in England and CCEA Regulation in Northern Ireland. It contains information about qualifications that are regulated and accredited. It is a key resource for learners, employers, and educational institutions to verify the status and recognition of qualifications.

Centres must adhere to administrative guidelines diligently, with special attention to the fact that fees, registration, and certification end dates for the qualification may be subject to changes. It is a centre's responsibility to make itself aware of updates on any modifications to ensure compliance with the latest requirements. OCN NI provides centres with timely updates through various channels including website, newsletters and through this specification. Information on qualification fees can be found on the Centre Login section of the OCN NI website www.ocnni.org.uk .

5.2 Sector Subject Area

A subject sector area is a specific category used to classify academic and vocational qualifications. Subject sector areas are part of the educational and qualifications framework to organise and categorise qualifications. The sector subject for these qualifications is:

Subject Area: 7.4 Hospitality and Catering

NOS:
PPL1GEN1- Maintain Health and Safety in Practice
PPL1GEN8 - Maintain basic food safety in catering
PPL1GEN4 - Work as part of a hospitality team

5.3 Grading

Grading for these qualifications is pass/fail.

5.4 Qualifications' Aim and Objectives

Qualifications' Aim

The OCN NI Level 1 Certificate and Diploma in Hospitality and Catering qualifications are designed to provide learners with an introduction to skills and knowledge required for working in the hospitality and catering industry.

Qualifications' Objectives

Learners will have the opportunity to:

- gain basic hospitality and catering skills
- develop other core employability skills
- progress to higher level qualifications in the areas of hospitality and catering

5.5 Target Learners

The qualifications are targeted at learners who wish to develop their understanding of the hospitality and catering sectors.

5.6 Entry Requirements

There are no formal entry requirements however learners should be at least 14 years old and it is expected that learners will receive appropriate advice and guidance regarding the level and suitability of the qualifications.

5.7 Progression

The qualifications provide an opportunity for learners to improve their employability in the areas of hospitality and catering and also provide a basis to progress to higher level qualifications in these areas.

5.8 Delivery Language

These qualifications are exclusively available in English. If there is a desire to offer these qualifications in Welsh or Irish (Gaeilge), we encourage you to get in touch with OCN NI. They will assess the demand for such provisions and, if feasible, provide the qualification in the requested language as appropriate.

6. Centre Requirements for Delivering these Qualifications

6.1 Centre Recognition

New and existing OCN NI recognised centres must apply for and be granted approval to deliver these qualifications prior to the commencement of delivery.

6.2 Qualification Approval

Once a centre has successfully undergone the Centre Recognition process, it becomes eligible to apply for qualification approval. The centre's capability to meet and sustain the qualification criteria will be assessed. Throughout the qualification approval process, OCN NI will aim to ensure that:

- centres possess suitable physical resources (e.g., equipment, IT, learning materials, teaching rooms) to support qualification delivery and assessment
- centre staff involved in the assessment process have relevant expertise and/or occupational experience
- robust systems are in place for ensuring ongoing professional development for staff delivering the qualifications
- centres have appropriate health and safety policies concerning learner equipment use
- qualification delivery by centres complies with current equality and diversity legislation and regulations
- as a part of the assessment process for these qualifications it may be useful for learners to have access to a practical work setting

6.3 Centre Staffing

To offer these qualifications centres are mandated to establish the following roles as a minimum, although a single staff member may serve in more than one capacity*:

- Centre contact
- Programme Co-ordinator
- Assessor
- Internal Quality Assurance (IQA)

*Note: An individual cannot serve as an IQA for their own assessments.

6.4 Tutor Requirements

Tutors responsible for delivering these qualifications are expected to possess a high degree of occupational competency. They should meet the following criteria:

- **Occupational Competency:** Tutors should demonstrate a clear understanding of the subject matter, including up-to-date knowledge. They should also have a minimum of one year's relevant experience in the hospitality/catering sectors. This competence should enable them to effectively impart knowledge and practical skills to learners.

- **Qualifications:** Tutors should hold qualifications at a level that is at least one level higher than the qualification they are teaching. This ensures that they have the necessary academic foundation to provide in-depth guidance and support to learners.

These requirements collectively ensure that learners receive instruction from highly qualified and experienced instructors, thereby enhancing the quality and effectiveness of their educational experience.

6.5 Assessor Requirements

The assessment of these qualifications takes place within the centre and is subjected to OCN NI's rigorous quality assurance procedures. The achievement of individual units is based on the criteria defined in each unit.

Assessors play a pivotal role in ensuring the validity and fairness of assessments. They are required to meet the following criteria:

- **Occupational Competency:** Assessors should possess a high degree of occupational competency in the relevant subject matter. This expertise enables them to accurately evaluate and measure a learner's knowledge and skills. Additionally, they should hold qualifications at a level that is at least one level higher than the qualification and have a minimum of one year's experience in the area they are assessing, ensuring their in-depth understanding of the subject matter.

- **Assessment Expertise:** Assessors should have direct or related experience in the field of assessment. This includes knowledge of best practices in designing, conducting, and grading assessments. Their expertise ensures that assessments are both fair and valid.

- **Assessors Qualification:** Assessors should hold or be currently undertaking a recognised assessor's qualification; or must have attended the OCN NI Assessment Training.

- **Comprehensive Assessment Oversight:** Assessors are responsible for evaluating all assessment tasks and activities comprehensively. They must

thoroughly review and assess each element to ensure a fair and accurate representation of a learner's skills and knowledge.

These rigorous requirements uphold the quality and integrity of the qualification's assessment process, ensuring that learners receive a fair and reliable evaluation of their competencies.

6.6 Internal Quality Assurer Requirements

The Internal Quality Assurer plays a crucial role in the centre's internal quality assurance processes. The centre must designate a skilled and trained IQA who assumes the role of an internal quality monitor responsible for verifying the delivery and assessment of the qualifications.

The Internal Quality Assurer for these qualifications must meet the following criteria:

- **IQA Expertise:** IQA should have direct or related experience in the field of verification and have at least one year's occupational experience in the areas they are internally quality assuring. This includes knowledge of best practices in designing, conducting, and grading assessments. Their expertise ensures that assessments are both fair and valid.
- **IQA Qualification:** IQA should hold or be currently undertaking a recognised IQA qualification; or must have attended the OCN NI IQA Training.
- **Thorough Evaluation of Assessment Tasks and Activities:** IQA are tasked with conducting in-depth reviews and assessments of all assessment tasks and activities. Their responsibility is to ensure a comprehensive and meticulous oversight of each element to guarantee a just and precise reflection of a learner's abilities and knowledge and to ensure that all assessment and quality assurance requirements are fulfilled.

7. Qualification Structure

7.1 Qualification Purpose

The purpose of the OCN NI Level 1 Certificate and Diploma in Hospitality and Catering is to provide learners with a broad and practical introduction to the hospitality and catering sectors. Through a flexible, unitised structure, learners can develop essential knowledge and skills in areas such as food preparation, food and drink service, customer service, health and safety, and employability. The qualifications are assessed on a pass or fail basis, with learners required to demonstrate achievement of the learning outcomes and assessment criteria for each unit. Successful completion will support learners to build confidence, enhance their readiness for entry-level employment and progress to further learning or higher-level qualifications in hospitality and catering.

7.2 Qualification Level

In the context of the OCN NI Level 1 Certificate and Diploma in Hospitality and Catering it is essential to understand the significance of qualification levels, as they play a pivotal role in assessing the depth and complexity of knowledge and skills required for successful attainment. These qualifications align with Level 1, which signify a basic level of difficulty and intricacy. It's important to note that qualification levels in the educational framework range from Level 1 to Level 8, complemented by three 'entry' levels, namely Entry 1 to Entry 3.

7.3 Qualification Size

Total Qualification Time (TQT)

This represents the total amount of time a learner is expected to spend to complete the qualification successfully. It includes both guided learning hours (GLH) and independent study or additional learning time.

Guided Learning Hours (GLH)

These are the hours of guided instruction and teaching provided to learners. This may include classroom instruction, tutorials, or other forms of structured learning.

OCN NI Level 1 Certificate in Hospitality and Catering	
Total Qualification Time (TQT):	130 hours
Total Credits Required:	13 credits
Guided Learning Hours (GLH):	117 hours
OCN NI Level 1 Diploma in Hospitality and Catering	
Total Qualification Time (TQT):	370 hours
Total Credits Required:	37 credits
Guided Learning Hours (GLH):	333 hours

7.4 How to Achieve the Qualifications

To achieve the **OCN NI Level 1 Certificate in Hospitality and Catering** learners must complete a total of 13 credits. A maximum of 3 credits may be taken from the core skills units and at least 10 credits must be taken from the hospitality and catering units.

To achieve the **OCN NI Level 1 Diploma in Hospitality and Catering** learners must complete a total of 37 credits. A maximum of 9 credits may be taken from the core skills units and at least 28 credits must be taken from the hospitality and catering units.

8. Assessment Structure

These qualifications are assessed through internal assessment and each unit is accompanied by specific assessment criteria that define the requirements for achievement.

8.1 Assessment Guidance: Portfolio

The portfolio for these qualifications is designed to provide a comprehensive view of a learner's skills and knowledge. It is a holistic collection of evidence that may include a single piece of evidence that satisfies multiple assessment criteria. There is no requirement for learners to maintain separate evidence for each assessment criterion.

When learners are creating their portfolio, they should refer to the assessment criteria to understand the evidence required.

It is essential that the evidence in the portfolio reflects the application of skills in real-world situations. Learners should ensure that they provide multiple examples or references whenever the assessment criteria require it.

8.2 Understanding the Units

The units outlined in this specification establish clear assessment expectations. They serve as a valuable guide for conducting assessments and ensuring quality assurance efficiently. Each unit within this specification follows a consistent structure. This section explains the operational framework of these units. It is imperative that all educators, assessors, Internal Quality Assurers, and other personnel overseeing the qualification review and familiarise themselves with this section to ensure a comprehensive understanding of how these units function.

- **Title:** The title will reflect the content of the unit and should be clear and concise.
- **Level:** A unit can have one of six RQF levels: Entry, One, Two, Three, Four or Five. All units within these qualifications are Level 1.
- **Credit Value:** This describes the number of credits ascribed to a unit. It identifies the number of credits a learner is awarded upon successful achievement of the unit. One credit is awarded for the learning outcomes which a learner, on average, might reasonably be expected to achieve in a notional 10 hours of learning.
- **Learning Outcome:** A coherent set of measurable achievements.
- **Assessment Criteria:** These enable a judgement to be made about whether or not, and how well, the students have achieved the learning outcomes.
- **Assessment Guidance and Methods:** These detail the different assessment methods within the unit that may be used.
- **Unit Content:** This provides indicative content to assist in teaching and learning.

9. Qualification Summary by Unit

OCN NI Level 1 Certificate in Hospitality and Catering

Total Qualification Time (TQT) for this qualification: 130 hours
Guided Learning Hours (GLH) for this qualification: 117 hours

In order to achieve the OCN NI Level 1 Certificate in Hospitality and Catering the learner must successfully complete a total of 13 credits. A maximum of 3 credits may be taken from the core skills units and at least 10 credits must be taken from the hospitality and catering units.

OCN NI Level 1 Diploma in Hospitality and Catering

Total Qualification Time (TQT) for this qualification: 370 hours
Guided Learning Hours (GLH) for this qualification: 333 hours

In order to achieve the OCN NI Level 1 Diploma in Hospitality and Catering , the learner must successfully complete a total of 37 credits. A maximum of 9 credits may be taken from the core skills units and at least 28 credits must be taken from the hospitality and catering units.

Unit Reference Number	OCN NI Unit Code	Unit Title	Credit Value	GLH	Level
Core skills					
R/506/5700	CBA142	Rights and Responsibilities for the Individual	1	9	One
K/506/5704	CBA145	Career Preparation and Planning	2	18	One
A/506/5707	CBA147	Oral Presentation Skills in Practice	2	18	One
F/506/5708	CBA148	Personal Confidence and Self-Esteem	1	9	One
J/506/5709	CBA149	Skills for Decision Making	3	27	One
A/506/5710	CBA150	Study Skills and Learning Styles	1	9	One
F/506/5711	CBA151	Take Part in a Vocational Taster	3	27	One
L/506/5713	CBA152	Taking Part in an Enterprise Project	3	27	One
R/506/5714	CBA153	Teamwork Skills in Practice	3	27	One
D/506/5716	CBA156	Exploring Employment Opportunities	3	27	One

M/506/5719	CBA159	Skills in Customer Service	3	27	One
H/506/5720	CBA160	Employment Legislation, Contracts and Pay	2	18	One
K/506/5721	CBA161	Health and Safety in Practice	1	9	One
M/506/5722	CBA162	Setting and Achieving Personal Goals	3	27	One
D/506/2363	CAZ722	Time Management Skills	3	27	One
T/506/5723	CBA163	Using Effective Communication Skills in the Workplace	3	27	One
Y/506/5794	CBA164	Using Problem Solving Skills in the Workplace	2	18	One
Hospitality and Catering					
F/506/5918	CBA097	Food and Drink Service	2	18	One
F/506/5661	CBA098	Health and Safety for Catering	3	27	One
A/506/5660	CBA099	Healthy Diet Planning	1	9	One
T/506/5656	CBA100	Tea and Coffee Counter Service	3	27	One
J/506/5659	CBA101	Understanding Food and Nutrition	3	27	One
F/506/5658	CBA102	Employment Opportunities within the Hospitality Industry	2	18	One
K/506/5654	CBA103	Understanding the Catering Industry	3	27	One
D/506/5652	CBA104	Cooking Skills for the Domestic Kitchen	3	27	One
A/506/5657	CBA105	Customer Service for the Hospitality Industry	3	27	One
M/506/5655	CBA106	Food Preparation and Cooking	3	27	One
M/506/5638	CBA107	Maintaining, Handling and Cleaning knives	2	18	One
H/506/5636	CBA108	Preparing Hot and Cold Sandwiches	2	18	One
M/506/5641	CBA109	Handling Food Safely	2	18	One

K/506/5640	CBA110	Prepare and Serve Drinks	3	27	One
T/506/5639	CBA111	Using Food Commodities	1	9	One
A/508/0448	CBD403	Housekeeping Services	3	28	One
F/508/0449	CBD404	Reception Duties in the Hospitality Industry	3	28	One

10. Unit Content

10.1 Rights and Responsibilities for the Individual

Title	Rights and Responsibilities for the Individual
Level	One
Credit Value	1
Guided Learning Hours (GLH)	9
OCN NI Unit Code	CBA142
Unit Reference No	R/506/5700
Unit purpose and aim(s): This unit will enable the learner to gain an understanding of rights and responsibilities.	

Learning Outcomes	Assessment Criteria
1. Understand rights and responsibilities for an individual.	1.1. Give at least two examples of rights and responsibilities for an individual. 1.2. Outline own individual rights and responsibilities. 1.3. Outline at least two sources of support or information about rights and responsibilities.
2. Know how individuals can influence decisions.	2.1. Outline how individuals can influence the decisions affecting communities and the environment.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

10.2 Career Preparation and Planning

Title	Career Preparation and Planning
Level	One
Credit Value	2
Guided Learning Hours (GLH)	18
OCN NI Unit Code	CBA145
Unit Reference No	K/506/5704
Unit purpose and aim(s): This unit will enable the learner to identify own strengths, qualities, skills and abilities and plan own career development.	

Learning Outcomes	Assessment Criteria
1. Understand own strengths, qualities, skills and abilities.	1.1. State own strengths, qualities, skills and abilities. 1.2. Outline how these may be transferable to different careers.
2. Understand sources of information, advice and guidance in relation to career planning.	2.1. Identify at least two sources of information, advice and guidance in relation to own career planning.
3. Be able to plan for transition to the next stage of education, training or work.	3.1. Identify career goals and how these can be achieved. 3.2. Produce an application to the next stage of own education, training or work.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

10.3 Oral Presentation Skills in Practice

Title	Oral Presentation Skills in Practice
Level	One
Credit Value	2
Guided Learning Hours (GLH)	18
OCN NI Unit Code	CBA147
Unit Reference No	A/506/5707
Unit purpose and aim(s): This unit will enable the learner to prepare, plan and deliver an oral presentation including feedback.	

Learning Outcomes	Assessment Criteria
1. Be able to prepare for, plan and deliver an oral presentation.	1.1. Demonstrate how to prepare and plan for an oral presentation taking into account the following: a) audience b) aims c) timing d) use of visual aids e) roles 1.2. Give an oral presentation to a group using the plan above.
2. Be able to give and receive feedback on an oral presentation.	2.1. Give constructive feedback to others on an oral presentation. 2.2. Use feedback from others to plan changes to own oral presentation.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

10.4 Personal Confidence and Self-Esteem

Title	Personal Confidence and Self-Esteem
Level	One
Credit Value	1
Guided Learning Hours (GLH)	9
OCN NI Unit Code	CBA148
Unit Reference No	F/506/5708
Unit purpose and aim(s): This unit will enable the learner to understand confidence and self-esteem. The learner will also be required to set short term goals in order to improve personal confidence and self-esteem.	

Learning Outcomes	Assessment Criteria
1. Understand ways of building confidence and self-esteem.	1.1. Define confidence and self-esteem and factors that impact on them. 1.2. Identify ways of building confidence and self-esteem. 1.3. Outline a situation when he/she: a) felt confident b) lacked confidence 1.4. Outline how confidence building strategies may be applied in a range of situations. 1.5. Outline the impact of own behaviour and how it influences others' perceptions.
2. Be able to set objectives to improve personal confidence and self-esteem.	2.1. Identify at least two short term goals to improve confidence and self-esteem. 2.2. Assess progress towards achievement of goals, identifying areas for improvement. 2.3. Outline how goal setting has contributed to own confidence and self-esteem.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

10.5 Skills for Decision Making

Title	Skills for Decision Making
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA149
Unit Reference No	J/506/5709
Unit purpose and aim(s): This unit will enable the learner to demonstrate decision making skills and identify situations that require assertiveness and self-control.	

Learning Outcomes	Assessment Criteria
1. Be able to make personal decisions and choices with confidence.	1.1. Outline own personal decisions and choices in a range of situations.
2. Be aware of the rights and responsibilities of self and others within a group.	2.1. Outline own and others' rights and responsibilities in a group situation. 2.2. Demonstrate how to contribute to a discussion in a range of situations.
3. Be able to use negotiation skills to contribute towards achieving a desired outcome.	3.1. Demonstrate how effective negotiation skills may be used to achieve a desired outcome.
4. Be aware of the implications and benefits of self-control and assertiveness.	4.1. Identify at least two situations in which self-control and/or assertiveness may be used to achieve the desired outcome. 4.2. Outline at least two benefits of being assertive.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

10.6 Study Skills and Learning Styles

Title	Study Skills and Learning Styles
Level	One
Credit Value	1
Guided Learning Hours (GLH)	9
OCN NI Unit Code	CBA150
Unit Reference No	A/506/5710
Unit purpose and aim(s): This unit will enable the learner to understand different ways to learn, recognise own preference and identify areas for improvement.	

Learning Outcomes	**Assessment Criteria**
1. Recognise different ways to learn.	1.1. Outline different ways to learn.
2. Understand own learning preferences.	2.1. Give examples of past learning experiences and preferred method of learning. 2.2. Outline what contributes to a good learning experience.
3. Know how learning styles affect approaches to learning and study.	3.1. Outline how learning styles affect approaches to learning and study.
4. Be able to reflect on own approaches to learning.	4.1. Outline how to reflect on own learning approach identifying areas for improvement.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	**Definition**	**Possible Content**
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

10.7 Take Part in a Vocational Taster

Title	Take Part in a Vocational Taster
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA151
Unit Reference No	F/506/5711
Unit purpose and aim(s): This unit will enable the learner to understand different job roles within a vocational area and take part in a vocational taster.	

Learning Outcomes	Assessment Criteria
1. Understand different job roles within a vocational area.	1.1. Identify a range of job roles within a vocational area and the necessary skills and knowledge required for each.
2. Understand the importance of appropriate workplace presentation and behaviour.	2.1. Outline the importance of appropriate workplace presentation and behaviour including: a) dress code b) time keeping c) conduct
3. Use relevant skills, knowledge and personal qualities in a vocational context.	3.1. Identify own role in chosen vocational context. 3.2. Carry out tasks as directed in chosen vocational context using relevant skills and knowledge. 3.3. Identify own skills, knowledge and personal qualities used.
4. Understand safe working practices within a vocational context.	4.1. Outline the Health and Safety procedures relevant to the vocational context. 4.2. Identify a range of safety hazards. 4.3. Identify appropriate safety equipment for given hazards. 4.4. Locate First Aid Box. 4.5. Identify member(s) of staff with responsibility for Health and Safety and first aid.
5. Be able to review suitability for job role in chosen vocational context.	5.1. Identify own strengths and areas for development. 5.2. Outline the positive and negative aspects of the vocational experience.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

10.8 Taking Part in an Enterprise Project

Title	Taking Part in an Enterprise Project
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA152
Unit Reference No	L/506/5713
Unit purpose and aim(s): This unit will enable the learner to undertake an enterprise project including advertising, selling, costs and evaluation.	

Learning Outcomes	Assessment Criteria
1. Be able to select an enterprise project for a particular target market.	1.1. Use market research to select a suitable enterprise project. 1.2. Outline reasons for choice and target market. 1.3. Identify costs involved in producing the product or service and cost to customer. 1.4. Identify main competitors.
2. Understand effective marketing.	2.1. Identify personal skills/qualities required to effectively market and sell product or service. 2.2. Identify the most appropriate methods for marketing product or service. 2.3. Create a resource for marketing own product or service and give reasons for choice.
3. Evaluate own contribution to enterprise project.	3.1. Develop enterprise action plan. 3.2. Review and revise the action plan. 3.3. State what worked well and what could be improved.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

10.9 Teamwork Skills in Practice

Title	Teamwork Skills in Practice
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA153
Unit Reference No	R/506/5714
Unit purpose and aim(s): This unit will enable the learner to understand the different roles and responsibilities within a team and how to contribute to and review a team activity.	

Learning Outcomes	Assessment Criteria
1. Understand the different roles and responsibilities within a team.	1.1. Identify different roles and responsibilities within a team. 1.2. Identify own role and responsibilities within a team in a given situation.
2. Be able to contribute to the setting of team and own goals.	2.1. Outline goals identified by the team and individually. 2.2. Carry out a team activity. 2.3. Demonstrate how to communicate appropriately within the team in a range of situations.
3. Be aware of others' rights to communicate within a team.	3.1. Outline why it is important to allow others to express their view/responses without interruption.
4. Recognise the importance of co-operation within a team.	4.1. Outline a range of situations when co-operation is necessary to achieve a team goal.
5. Be able to review team performance.	5.1. Identify skills brought to a team activity by: a) self b) others 5.2. Assess what was successful within the activity and what could be done differently.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

10.10 Exploring Employment Opportunities

Title	Exploring Employment Opportunities
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA156
Unit Reference No	D/506/5716
Unit purpose and aim(s): This unit will enable the learner to be aware of different career options, identify a preferred career option and apply for job opportunities.	

Learning Outcomes	Assessment Criteria
1. Be aware of different career options and what is involved in a job search.	1.1. List own career options using information sources. 1.2. Identify own skills and abilities appropriate to chosen career option.
2. Be aware of different types of employment.	2.1. Identify the characteristics, including advantages and disadvantages of each of the following: a) employment b) self-employment c) unemployment d) voluntary work
3. Be able to complete a job application.	3.1. Complete a job application form legibly, providing information as required. 3.2. Check the form for accurate spelling and grammar.
4. Be able to create Curriculum Vitae (CV).	4.1. Identify relevant personal details necessary to complete own CV. 4.2. Outline how an organisation uses CVs to select applicants for interview. 4.3. Complete own CV.
5. Know how to conduct self at an interview.	5.1. Identify how to prepare for an interview to include the following: a) appropriate dress b) time of arrival c) possible questions d) appropriate body language 5.2. Take part in an interview. 5.3. Review performance identifying areas for improvement.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

10.11 Skills in Customer Service

Title	Skills in Customer Service
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA159
Unit Reference No	M/506/5719
Unit purpose and aim(s): This unit will enable the learner to understand customer service skills.	

Learning Outcomes	Assessment Criteria
1. Understand the principles of customer service.	1.1. Outline the principles of customer service.
2. Understand the benefits to an organisation of good customer service.	2.1. Give examples of good practice in customer service and describe why good customer service is important. 2.2. Outline how good customer service promotes customers' confidence in the organisation. 2.3. Outline at least two reasons for maintaining customer confidentiality.
3. Understand the possible consequences of poor customer service.	3.1. Outline how poor customer service can impact on: a) customers b) the organisation c) staff
4. Understand the value of first impressions.	4.1. Give reasons why it is important to make a good first impression. 4.2. State ways of creating a positive first impression when communicating: a) face-to-face b) on the telephone c) in writing
5. Understand positive verbal and non-verbal interaction with customers.	5.1. Give examples of non-verbal communication and how it can support face-to-face communication. 5.2. List at least two appropriate and at least two inappropriate ways of communicating verbally with customers.
6. Understand how to deal with customer complaints.	6.1. Outline how to deal with and process customer complaints.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

10.12 Employment Legislation, Contracts and Pay

Title	Employment Legislation, Contracts and Pay
Level	One
Credit Value	2
Guided Learning Hours (GLH)	18
OCN NI Unit Code	CBA160
Unit Reference No	H/506/5720
Unit purpose and aim(s): This unit will enable the learner to understand employment legislation and be aware of rights, contract and pay.	

Learning Outcomes	Assessment Criteria
1. Be aware of employment legislation.	1.1. Outline a range of policies that an organisation should have in place and their importance.
2. Be aware of statutory and contractual employment rights.	2.1. Give an example of a statutory and contractual employment right. 2.2. Outline the importance of a contract of employment and essential information it should contain. 2.3. Give an example of how a contract of employment may be breached by the employer and employee and possible consequences of each.
3. Understand payslip information.	3.1. List items on a payslip and their purpose.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

10.13 Health and Safety in Practice

Title	Health and Safety in Practice
Level	One
Credit Value	1
Guided Learning Hours (GLH)	9
OCN NI Unit Code	CBA161
Unit Reference No	K/506/5721
Unit purpose and aim(s): This unit will enable the learner to gain knowledge of Health and Safety requirements, procedures and equipment in a practical environment and follow safe working practices.	

Learning Outcomes	Assessment Criteria
1. Know about Health and Safety requirements, procedures and equipment in a practical environment.	1.1. Outline aspects of key current Health and Safety requirements to include the following: a) Health and Safety at Work Act relevant to your region b) Control of Substances Hazardous to Health Regulations relevant to your region 1.2. Outline the correct procedures for reporting accidents and potential hazards. 1.3. Identify the correct response to two emergency situations. 1.4. State the location of a range of emergency equipment.
2. Be able to follow and manage safe working practices.	2.1. Identify the potential risks of a given situation. 2.2. State the purpose and use of safety equipment and/or clothing to minimise risk in a range of situations. 2.3. Select and use appropriate equipment and/or techniques when carrying out a given task.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

10.14 Setting and Achieving Personal Goals

Title	Setting and Achieving Personal Goals
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA162
Unit Reference No	M/506/5722
Unit purpose and aim(s): This unit will enable the learner to be aware of own personal attributes, their impact on own situation and how to set and achieve goals now and in the future.	

Learning Outcomes	Assessment Criteria
1. Be aware of own personal attributes and how they have impacted on own situation.	1.1. Identify own personal attributes and how they have impacted on own situation with regard to: a) achievements b) skills and abilities c) interests
2. Be aware of information resources relevant to own development opportunities.	2.1. Identify at least two information sources relevant to own development opportunities. 2.2. Give examples of future opportunities for self-development with regard to own situation and where appropriate information can be found.
3. Know how to set and achieve personal goals.	3.1. Outline possible future goals. 3.2. Select a goal giving reason for choice stating factors which may help and/or hinder progress of achievement. 3.3. Identify at least two sources of information to aid achievement. 3.4. Identify steps to be taken to achieve personal goal and compile a detailed checklist of actions.
4. Know how to review the achievement of personal goals.	4.1. Identify how to review the achievement of personal goals and set goals for progression.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

10.15 Time Management Skills

Title	Time Management Skills
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CAZ722
Unit Reference No	D/506/2363
Unit purpose and aim(s): This unit will enable the learner to understand time management skills and how to implement effective time management in own life in order to reduce stress.	

Learning Outcomes	Assessment Criteria
1. Understand own time management.	1.1. List the hours spent over a period of time on the following activities: a) sleeping b) eating c) working d) studying e) socialising 1.2. Give two examples of activities for each of the following: a) productive time b) maintenance time
2. Understand time management skills.	2.1. Outline what is meant by time management. 2.2. Identify how time management skills can be used in daily life.
3. Understand how time management may reduce stress.	3.1. Give two examples of physical and emotional symptoms of stress. 3.2. Identify how time management can help reduce stress. 3.3. Outline a plan of own time to reduce stress.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

10.16 Using Effective Communication Skills in the Workplace

Title	Using Effective Communication Skills in the Workplace
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA163
Unit Reference No	T/506/5723
Unit purpose and aim(s): This unit will enable the learner to understand different forms of effective communication in the workplace and how to use it to deal with conflict situations.	

Learning Outcomes	Assessment Criteria
1. Understand different forms of effective communication in the workplace.	1.1. Outline different forms of effective communication procedures in own workplace.
2. Understand the importance of communicating effectively with others in the workplace.	2.1. Outline the importance of communicating effectively with others in the workplace. 2.2. Outline the implications of poor communication with others in the workplace.
3. Know how to use communication to support the work of others.	3.1. Outline the importance of clear communication with others in the workplace and appropriate methods to use.
4. Understand how to deal with conflict in the workplace.	4.1. Identify own organisation's policy for managing conflict in the workplace and how communication aids this.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

10.17 Using Problem Solving Skills in the Workplace

Title	Using Problem Solving Skills in the Workplace
Level	One
Credit Value	2
Guided Learning Hours (GLH)	18
OCN NI Unit Code	CBA164
Unit Reference No	Y/506/5794
Unit purpose and aim(s): This unit will enable the learner to recognise a range of problems in the workplace and how to identify appropriate solutions.	

Learning Outcomes	Assessment Criteria
1. Recognise a range of problems that may arise in the workplace.	1.1. Identify the main causes of problems that may arise in the workplace.
2. Recognise solutions to workplace problems and review their effectiveness.	2.1. Identify a workplace problem and how it might be addressed using the following: a) appropriate actions b) sources of help c) collaborative working d) consequences if not addressed 2.2. Review effectiveness of the solution identifying areas for improvement.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

10.18 Food and Drink Service

Title	Food and Drink Service
Level	One
Credit Value	2
Guided Learning Hours (GLH)	18
OCN NI Unit Code	CBA097
Unit Reference No	F/506/5918
Unit purpose and aim(s): This unit will enable the learner to understand the importance and benefits of team work during food and drink service and be able to operate as part of a team.	

Learning Outcomes	Assessment Criteria
1. Know how to serve food and drink to customers.	1.1. Outline the stages for food and drink service to customers. 1.2. Serve a range of food and drink in a professional and safe manner.
2. Be able to work as part of a food and drink service team.	2.1. Demonstrate how to work with others to: a) prepare a range of food and drink safely and hygienically. b) serve a range of food and drink c) clean service areas 2.2. Outline the importance of working well as part of a food and drink service team.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

10.19 Health and Safety for Catering

Title	Health and Safety for Catering
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA098
Unit Reference No	F/506/5661
Unit purpose and aim(s): This unit will enable the learner to understand the importance of maintaining Health and Safety standards within a catering environment.	

Learning Outcomes	Assessment Criteria
1. Be aware of the importance of Health and Safety in a catering environment.	1.1. Outline the main responsibilities of employers and employees towards Health and Safety. 1.2. Identify Health and Safety hazards in the workplace and how to report them. 1.3. Outline the importance of following instructions, safety rules and safe procedures at work.
2. Be aware of the importance of food safety in a catering environment.	2.1. Outline own responsibility in relation to food safety. 2.2. Identify what is meant by the following terms: a) hazard b) risk c) control measure d) food hygiene e) contamination 2.3. Outline food hazards in the workplace. 2.4. Outline how food should be handled to prevent contamination. 2.5. Outline the importance of time/temperature controls and stock rotation.
3. Understand how to keep self and work area safe, clean and hygienic.	3.1. Outline the reasons for keeping self and work area clean and hygienic. 3.2. Outline how to maintain personal hygiene. 3.3. Outline how to keep the work area clean and hygienic. 3.4. Outline how waste should be stored and disposed of.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

10.20 Healthy Diet Planning

Title	Healthy Diet Planning
Level	One
Credit Value	1
Guided Learning Hours (GLH)	9
OCN NI Unit Code	CBA099
Unit Reference No	A/506/5660
Unit purpose and aim(s): This unit will enable the learner to understand the importance of a healthy diet. The learner will produce a healthy diet plan.	

Learning Outcomes	**Assessment Criteria**
1. Understand the importance of a healthy diet.	1.1. Outline the importance of a healthy diet and its impact on health.
2. Be able to create a healthy diet plan.	2.1. Identify factors to be considered when planning a healthy diet. 2.2. Create a healthy diet plan.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	**Definition**	**Possible Content**
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

10.21 Tea and Coffee Counter Service

Title	Tea and Coffee Counter Service
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA100
Unit Reference No	T/506/5656
Unit purpose and aim(s): This unit will enable the learner to understand the features and requirements for tea and coffee counter service. The learner will be able to use a commercial espresso machine and serve tea and coffee to customers.	

Learning Outcomes	Assessment Criteria
1. Recognise the features and requirements for tea and coffee counter service.	1.1. List a range of teas and coffees and their country of origin. 1.2. Identify the main features of a range of teas and coffees to inform customers. 1.3. Identify how to store tea and coffee to maximise shelf life including: a) temperature requirements b) protection and wrapping c) stock rotation and display 1.4 Outline tea and coffee counter service requirements.
2. Be able to serve tea and coffee safely.	2.1. Identify individual customer requirements. 2.2. Serve a range of teas and coffees using appropriate tools and equipment safely. 2.3. Demonstrate how to comply with the following counter service requirements: a) cleaning schedules b) personal hygiene c) personal protective clothing and equipment d) stock rotation
3. Be able to use a commercial espresso machine.	3.1. Outline the features of a commercial espresso machine and how it can be used to produce different types of coffee. 3.2. Outline possible Health and Safety issues associated with using a commercial espresso machine. 3.3. Demonstrate the use of a coffee grinder. 3.4. Demonstrate the use of a commercial espresso machine to produce different types of coffee including: a) espresso b) cappuccino c) flat white d) macchiato e) americano f) latte 3.5. Demonstrate the routine cleaning and maintenance of a commercial espresso machine.

Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	**Definition**	**Possible Content**
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

10.22 Understanding Food and Nutrition

Title	Understanding Food and Nutrition
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA101
Unit Reference No	J/506/5659
Unit purpose and aim(s): This unit will enable the learner to understand the importance of a balanced diet for Individuals, recognise food allergies and prepare/present nutritious food. The learner will also be aware of cultural and religious restrictions on food.	

Learning Outcomes	Assessment Criteria
1. Know what constitutes a balanced diet for an individual.	1.1. Outline the main nutrients for a balanced diet. 1.2. List foods that contain the main nutrients and state their basic functions.
2. Recognise food allergies and their effects on an individual.	2.1. Identify a range of common food allergies and their effects.
3. Be able to prepare nutritious food.	3.1. Outline menus for people of different ages. 3.2. Prepare a range of nutritious meals using these menus.
4. Be able to present food in a way that is attractive.	4.1. Outline a range of menus to include illustrations which show how colour, texture, taste and smell can contribute to presenting attractive food. 4.2. Prepare and present a range of meals.
5. Understand that food restrictions affect the diets of religious and cultural groups.	5.1. Outline some of the food restrictions of different religious and cultural groups.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

10.23 Employment Opportunities within the Hospitality Industry

Title	Employment Opportunities within the Hospitality Industry
Level	One
Credit Value	2
Guided Learning Hours (GLH)	18
OCN NI Unit Code	CBA102
Unit Reference No	F/506/5658
Unit purpose and aim(s): This unit will enable the learner to understand the range of services and employment opportunities available within the hospitality industry.	

Learning Outcomes	Assessment Criteria
1. Understand the main services provided by the hospitality industry.	1.1. Identify different services offered within the hospitality industry and their purpose. 1.2. Give examples of service providers in the hospitality industry.
2. Recognise the range of job opportunities within the hospitality industry.	2.1. List different types of jobs in the industry. 2.2. Outline different working patterns in the industry. 2.3. Give examples of career promotion opportunities available in the industry. 2.4. Identify sources of information on training and career opportunities.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

10.24 Understanding the Catering Industry

Title	Understanding the Catering Industry
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA103
Unit Reference No	K/506/5654
Unit purpose and aim(s): This unit will enable the learner to identify the duties, procedures and requirements for work within the catering industry including equipment use and maintenance, Health and Safety requirements and using effective communication.	

Learning Outcomes	Assessment Criteria
1. Know duties, procedures and requirements relevant to working the catering industry.	1.1. Identify duties, procedures and requirements for a range of catering roles. 1.2. Identify workplace requirements in relation to: a) personal presentation b) timekeeping and attendance c) behaviour 1.3. Identify duties and procedures for own job role and possible consequences if not adhered to.
2. Be able to use equipment when working in catering.	2.1. List common items of equipment used in catering and their purpose. 2.2. Demonstrate the use of a range of equipment. 2.3. Identify how to maintain and store equipment.
3. Know Health and Safety procedures for working in catering.	3.1. Outline the following procedures: a) fire b) accident c) Health and Safety
4. Be able to use effective communication within the catering industry.	4.1. Identify when and how to approach supervisors and colleagues. 4.2. Outline how to maintain good working relationships with colleagues and managers. 4.3. Outline how to respond to a range of customer complaints.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

10.25 Cooking Skills for the Domestic Kitchen

Title	Cooking Skills for the Domestic Kitchen
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA104
Unit Reference No	D/506/5652
Unit purpose and aim(s): This unit will enable the learner to plan and produce a meal in a domestic kitchen.	

Learning Outcomes	Assessment Criteria
1. Know how to plan and cost nutritionally balanced meals.	1.1. Identify a two-course meal incorporating basic nutritional value and costs. 1.2. State reasons for choice of meal. 1.3. Plan a two-course meal incorporating fresh ingredients and convenience foods.
2. Be able to use and maintain a range of domestic kitchen equipment.	2.1. Use appropriate domestic kitchen equipment to produce a meal. 2.2. Clean and store the equipment after use.
3. Be able to use a variety of food preparation methods.	3.1. Produce a meal using a range of food preparation methods. 3.2. Demonstrate a range of food preparation methods.
4. Recognise the importance of Health and Safety in a domestic kitchen.	4.1. Identify the main Health and Safety risks in a domestic kitchen and how they can be dealt with.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

10.26 Customer Service for the Hospitality Industry

Title	Customer Service for the Hospitality Industry
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA105
Unit Reference No	A/506/5657
Unit purpose and aim(s): This unit will enable the learner to demonstrate a range of customer service skills in the hospitality industry.	

Learning Outcomes	Assessment Criteria
1. Understand the benefits of good customer service within the hospitality industry.	1.1. Outline what is meant by good customer service. 1.2. State the benefits of good customer service. 1.3. Give examples of good customer service for different customers within the hospitality industry.
2. Be able to communicate effectively with customers.	2.1. Identify the benefits of good communication. 2.2. Outline how to deal with routine customer needs within the hospitality industry. 2.3. Demonstrate how to communicate effectively in a hospitality environment using verbal and non-verbal communication.
3. Understand the importance of good personal presentation.	3.1. Outline the importance of good personal hygiene and presentation in a hospitality environment. 3.2. List a range of dress codes for jobs within the hospitality industry.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

10.27 Food Preparation and Cooking

Title	Food Preparation and Cooking
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA106
Unit Reference No	M/506/5655
Unit purpose and aim(s): This unit will enable the learner to prepare and present food using a range of cooking methods.	

Learning Outcomes	Assessment Criteria
1. Be able to demonstrate the principal methods of cooking.	1.1. Outline the principal methods of cooking. 1.2. Demonstrate a range of cooking methods for different commodities.
2. Be able to cook and present simple dishes.	2.1. Outline safe working practices for different cooking methods. 2.2. Prepare, cook and present simple dishes using safe and hygienic methods. 2.3. Clean work areas and equipment safely and hygienically during and after food preparation. 2.4. Review own performance identifying areas for improvement.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

10.28 Maintaining, Handling and Cleaning Knives

Title	Maintaining, Handling and Cleaning Knives
Level	One
Credit Value	2
Guided Learning Hours (GLH)	18
OCN NI Unit Code	CBA107
Unit Reference No	M/506/5638
Unit purpose and aim(s): This unit will enable the learner to maintain, handle and clean knives within the hospitality and catering industry.	

Learning Outcomes	Assessment Criteria
1. Know how to maintain, handle and clean knives.	1.1. Outline how to maintain, handle and clean knives including why: a) knives should be kept sharp b) knives should be stored safely c) appropriate knife should be selected for a given task d) handles of knives should not be allowed to become greasy during use e) knives should be handled and carried correctly f) cutting surfaces should be firm, secure and clean g) knives should be cleaned between different food groups 1.2. Outline how to report accidents. 1.3. Outline why damaged knives should not be used. 1.4. Outline contamination risks from poorly maintained knives. 1.5. Outline appropriate actions to avoid allergic reaction amongst consumers when handling and cleaning knives.
2. Be able to maintain, handle and clean knives.	2.1. Demonstrate how to: a) select knives appropriate for given task b) ensure knives are clean and safe for use c) sharpen knives using safe sharpening methods d) handle knives safely for a given task e) clean and store knives appropriately after use

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

10.29 Preparing Hot and Cold Sandwiches

Title	Preparing Hot and Cold Sandwiches
Level	One
Credit Value	2
Guided Learning Hours (GLH)	18
OCN NI Unit Code	CBA108
Unit Reference No	H/506/5636

Unit purpose and aim(s): This unit will enable the learner to prepare a range of hot and cold sandwiches.

Learning Outcomes	Assessment Criteria
1. Understand how to prepare hot and cold sandwiches.	1.1. Outline how to prepare hot and cold sandwiches ensuring: a) bread and fillings are fresh b) tools and equipment are clean and ready for use c) presented attractively d) stored correctly
2. Know how to prepare hot and cold sandwiches.	2.1. Demonstrate how to prepare hot and cold sandwiches selecting the correct: a) tools and equipment b) bread c) fillings d) packaging and/or presentation 2.2. Safely store any sandwich and fillings not for immediate use.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

10.30 Handling Food Safely

Title	Handling Food Safely
Level	One
Credit Value	2
Guided Learning Hours (GLH)	18
OCN NI Unit Code	CBA109
Unit Reference No	M/506/5641
Unit purpose and aim(s): This unit will enable the learner to use safe food handling techniques.	

Learning Outcomes	Assessment Criteria
1. Recognise the importance of handling food safely.	1.1. Identify hazards related to food safety and outline appropriate actions. 1.2. Outline how to maintain good practice when handling food. 1.3. Give examples of how to store and dispose of waste safely.
2. Understand the need for good personal hygiene when handling food.	2.1. List ways to maintain personal hygiene including how and when to wash hands correctly. 2.2. Outline problems resulting from not maintaining personal hygiene when handling food.
3. Know how to clean a food work area.	3.1. State why cleaning is important in keeping food safe. 3.2. Outline ways of keeping the food work area clean. 3.3. Select and demonstrate safe use of cleaning materials in a food work area.
4. Recognise the importance of keeping food products safely.	4.1. Outline how to store different types of food correctly. 4.2. Outline why it is important to follow food storage instructions. 4.3. Give examples of how food should be handled and stored to avoid contamination.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

10.31 Prepare and Serve Drinks

Title	Prepare and Serve Drinks
Level	One
Credit Value	3
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBA110
Unit Reference No	K/506/5640
Unit purpose and aim(s): This unit will enable the learner to work in a drinks service area.	

Learning Outcomes	Assessment Criteria
1. Know how to prepare and serve different drinks.	1.1. List different types of drinks and the correct equipment used in the preparation of each. 1.2. Outline the main stages in serving the customer. 1.3. Use the correct equipment safely and hygienically to prepare different drinks according to instructions. 1.4. Use suitable accompaniments for drinks service.
2. Be able to work in a drinks service area.	2.1. Set up, maintain and close down the service area according to instructions.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

10.32 Using Food Commodities

Title	Using Food Commodities
Level	One
Credit Value	1
Guided Learning Hours (GLH)	9
OCN NI Unit Code	CBA111
Unit Reference No	T/506/5639
Unit purpose and aim(s): This unit will enable the learner to understand the main food commodities and use them correctly.	

Learning Outcomes	Assessment Criteria
1. Recognise the main food commodities.	1.1. List the main types of food commodity.
2. Know where to obtain the main food commodities.	2.1. State where different commodities can be obtained. 2.2. Outline the benefits of using different commodity suppliers in different settings.
3. Be able to correctly store the main food commodities.	3.1. Demonstrate safe and hygienic storage methods for the main food commodities.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

10.33 Housekeeping Services

Title	Housekeeping Services
Level	One
Credit Value	3
Guided Learning Hours (GLH)	28
OCN NI Unit Code	CBD403
Unit Reference No	A/508/0448
Unit purpose and aim(s): This unit will enable the learner to understand the purpose of guest services and maintain accommodation facilities.	

Learning Outcomes	Assessment Criteria
1. Recognise the purpose of guest services.	1.1. State how guest services meet customer needs. 1.2. State the role of guest services in maintaining security. 1.3. Identify the responsibilities of different job roles in guest services.
2. Be able to maintain and service accommodation facilities.	2.1. Select, use and store routine cleaning materials and equipment. 2.2. Select suitable personal protective equipment (PPE). 2.3. Maintain and service public areas, toilets and washrooms/bathrooms and bedrooms in accordance with organisation's requirements.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

10.34 Reception Duties in the Hospitality Industry

Title	Reception Duties in the Hospitality Industry
Level	One
Credit Value	3
Guided Learning Hours (GLH)	28
OCN NI Unit Code	CBD404
Unit Reference No	F/508/0449
Unit purpose and aim(s): This unit will enable the learner to understand and undertake the role of a receptionist in the hospitality industry.	

Learning Outcomes	Assessment Criteria
1. Understand the role of a receptionist in the hospitality industry.	1.1. State the role of a receptionist in the hospitality industry. 1.2. State how the front office may meet the needs of different customers. 1.3. State how the receptionist operates in conjunction with other departments.
2. Be able to work in the front office.	2.1. Meet and greet customers. 2.2. Follow procedures when answering telephone calls. 2.3. Pass on simple messages accurately. 2.4. Deal with routine enquiries including enquiries about local events and services.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

11. Quality Assurance of Centre Performance

11.1 Internal Assessment

When delivering and assessing these qualifications, centres must align with stakeholders' expectations and address learners' needs by implementing a practical and applied programme. Centres have the flexibility to customise programmes to meet local requirements and establish connections with local employers and the broader vocational sector.

The Assessor should work with the Internal Quality Assurer to ensure that the assessment is planned in line with OCN NI requirements. Assessment Plans must be developed and approved by the Internal Quality Assurer prior to the delivery of the qualification.

All units within these qualifications must undergo internal assessment. Learners must provide evidence that they have appropriately met all assessment criteria required for that grade.

The assessment format for all units involves a task conducted after the delivery of the unit's content, or part of it, if multiple tasks are used. Tasks may exhibit in various forms, encompassing practical and written types. Please refer to 'OCN NI's Assessment Definitions Guide' for additional details.

A task constitutes a distinct activity completed independently by learners, separated from teaching, practice, exploration, and other activities guided by tutors. Tasks are assigned to learners with a specified start date, completion date, and explicit requirements for the evidence to be produced. Some tasks may include observed practical components and require diverse forms of evidence.

A valid assignment will enable a clear and formal assessment outcome, which meets the requirements of the assessment criteria. Assessment decisions are based on the specific assessment criteria given in each unit and set at each grade level. The way in which individual units are written provides a balance of assessment of understanding, practical skills and vocational attributes appropriate to the purpose of qualifications.

It is the Assessor's role to ensure that learners are appropriately prepared for assessment, this begins from induction onwards. Assessors should ensure that learners understand how assessment tasks are used to determine the award of credit, the importance of meeting assessment timelines, and that all learners work must be independently created, where source documents are used this should be appropriately referenced, learners should be aware of what would constitute plagiarism and the possible consequences.

When conducting the assessment, Assessors must ensure they do not provide direct input, instructions or specific feedback which may compromise the authenticity of the work submitted.

Once the Assessor has authenticated the learners work, they must transparently demonstrate the rationale behind their assessment decisions. Once a learner completes all assigned tasks for a unit, the Assessor will allocate a grade for the unit. Refer to the 'Unit Grading Matrix' for additional information on the grading process.

Once the Assessor has completed the assessment process for the task, the assessment decision is recorded formally, and feedback is provided to the learner. The feedback should show the learner the outcome of the assessment decision, how it was determined or where the criteria has been met, it may indicate to the learner why achievement of the assessment criteria has not been met. It must be clear to the learner that this Assessment outcome is subject to verification.

For further information on assessment practice, please see the 'OCN NI Centre Handbook'. Assessment Training is also available and can be booked through the OCN NI Website.

11.2 Internal Quality Assurance

The role of the Internal Quality Assurer is to ensure appropriate internal quality assurance processes are carried out. The Internal Quality Assurer must oversee that assessments are conducted in accordance with relevant OCN NI policies, regulations, and this specification.

The Internal Quality Assurer must ensure assessments are fair, reliable, and uniform, thereby providing a consistent standard for all learners.

Internal Quality Assurers are required to provide constructive feedback to Assessors, identifying areas of strength and those that may require improvement. This feedback contributes to the ongoing professional development of Assessors.

Contributing to the standardisation of assessment practices within the centre is an important function of this role. This entails aligning assessment methods, grading criteria, and decision-making processes to maintain fairness and equity.

Internal Quality Assurers will actively engage in the sampling and monitoring of assessments to ensure the consistency and accuracy of assessment decisions. This process helps identify trends, areas for improvement, and ensures the robustness of the overall assessment system.

For further information on Internal Quality Assurance practice, please see the 'OCN NI Centre Handbook'. Internal Quality Assurance Training is also available and can be booked through the OCN NI Website.

11.3 Documentation

For internal quality assurance processes to be effective, the internal assessment and Internal Quality Assurance team needs to keep effective records.

- The programme must have an assessment and Internal Quality Assurance plan. When producing a plan, they should consider:
    - the time required for training and standardisation activities
    - the time available to undertake teaching and carry out assessment,
    - consider when learners may complete assessments and when quality assurance will take place
    - the completion dates for different assessment tasks
    - the date by which the assignment needs to be internally verified
    - sampling strategies
    - how to manage the assessment and verification of learners' work so that they can be given formal decisions promptly
    - how resubmission opportunities can be scheduled.

The following documents are available from OCN NI and document templates can be found in the Centre Login section of the OCN NI website www.ocnni.org.uk:

- A1 – Learner Assessment Record per Learner
- Learner Authentication Declarations
- Records of any reasonable adjustments applied for and the outcome – please see 'OCN NI's Reasonable Adjustments and Special Consideration Policy' for further information
- M1 Internal Quality Assurance Sample Record
- M2 Feedback to Assessor
- Records of any complaints or appeals

11.4 External Quality Assurance

All OCN NI recognised centres are subject to External Quality Assurance. External quality assurance activities will be conducted to confirm continued compliance with the CCEA Regulation General Conditions of Recognition, OCN NI terms and conditions and the requirements outlined within this qualification specification.

The External Quality Assurer is assigned by OCN NI. The External Quality Assurer will review the delivery and assessment of these qualifications. This will include, but is not limited to, the review of a sample of assessment evidence and evidence of the internal quality assurance of assessment and assessment decisions. This will form the basis of the External Quality Assurance report and will help OCN NI determine the centre's risk.

The role of the External Quality Assurer serves as an external overseer of assessment quality, working to uphold consistency, compliance, and continuous improvement within the assessment process. Their role is crucial in ensuring that assessments are valid, reliable, fair, and aligned with the required standards and regulations.

For further information on OCN NI Centre Assessments Standards Scrutiny (CASS) Strategy, please see the OCN NI Centre Handbook.

11.5 Standardisation

As a process, standardisation is designed to ensure consistency and promote good practice in understanding and the application of standards. Standardisation events:

- make qualified statements about the level of consistency in assessment across centres delivering a qualification
- make statements on the standard of evidence that is required to meet the assessment criteria for units in a qualification
- make recommendations on assessment practice
- produce advice and guidance for the assessment of units
- identify good practice in assessment and Internal Quality Assurance

Centres offering these qualifications must carry out internal standardisation activities prior to the claim for certification.

Centres offering units of an OCN NI qualification must attend and contribute assessment materials and learner evidence for standardisation events if requested.

OCN NI will notify centres of the nature of sample evidence required for standardisation events (this will include assessment materials, learner evidence and relevant Assessor and Internal Quality Assurer documentation). OCN NI will make standardisation summary reports available and correspond directly with centres regarding event outcomes.

12. Administration

12.1 Registration

A centre must register learners for these qualifications within 20 working days of commencement of the delivery of the programme.

For further information on learner registration please see the OCN NI Centre Handbook and the QuartzWeb Manual, available through the Centre Login section of the OCN NI website. Administration training is also available and can be booked through www.ocnni.org.uk.

12.2 Certification

Once all internal quality assurance activities have been successfully completed, the centre can claim certification for the learner(s).

Certificates will be issued to centres within 20 working days from completion of a satisfactory external quality assurance activity, if appropriate, alternatively from the submission of an accurate and complete marksheet.

It is the responsibility of the centre to ensure that certificates received from OCN NI are held securely and distributed to learners promptly and securely.

For further information on the uploading of results please see the QuartzWeb Manual for guidance, administration training is also available and can be booked through OCN NI

12.3 Charges

OCN NI publishes all up-to-date qualification fees in its Fees and Invoicing Policy document. Further information can be found on the centre login area of the OCN NI website.

12.4 Equality, Fairness and Inclusion

OCN NI's are committed to ensuring all learners have an equal opportunity to access our qualifications and assessment, and that our qualifications are awarded in a way that is fair to every learner.

OCN NI is committed to making sure that:

- learners with a protected characteristic are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers

For information on reasonable adjustments and special considerations please see the OCN NI Centre Handbook and Reasonable Adjustments and Special Considerations Policy held in the back office of the OCN NI website.

12.5 Retention of Evidence

OCN NI has published guidance for centres on the retention of evidence. Details are provided in the OCN NI Centre Handbook and can be accessed via the OCN NI website.

OCN NI Level 1 Certificate in Hospitality and Catering
Qualification Number: 603/3025/9

OCN NI Level 1 Diploma in Hospitality and Catering
Qualification Number: 603/3026/0

Operational start date:	01 March 2018
Review date:	31 December 2032

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