Qualification Specification for:

OCN NI Level 2 Diploma in the Principles and Practices of the Hospitality and Tourism Team Member

➤**Qualification No: 603/5877/4**

Qualification Regulation Information

Qualification Title: OCN NI Level 2 Diploma in the Principles and Practices
                            of the Hospitality and Tourism Team Member

Qualification Number: 603/5877/4

Operational start date: 15 May 2020
Operational end date: 30 April 2027
Certification end date: 30 April 2029

Qualification operational start and end dates indicate the lifecycle of a regulated qualification. The operational end date is the last date by which learners can be registered on a qualification. Learners have up to the certificate end date to complete the qualification and claim their certificate.

All OCN NI regulated qualifications are published to the Register of Regulated Qualifications (**http://register.ofqual.gov.uk/**). This site shows the qualifications and awarding organisations regulated by CCEA Regulation and Ofqual.

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Foreword

This document explains OCN NI's requirements for the delivery and assessment of the following regulated qualifications:

> **OCN NI Level 2 Diploma in the Principles and Practices of the Hospitality and Tourism Team Member**

This specification sets out:

- Qualification features
- Centre requirements for delivering and assessing the qualification
- The structure and content of the qualification
- Assessment requirements for the qualification
- OCN NI's quality assurance arrangements for the qualification
- Administration

OCN NI will notify centres in writing of any major changes to this specification. We will also publish changes on our website at **www.ocnni.org.uk**

This specification is provided online, so the version available on our website is the most up to date publication. It is important to note that copies of the specification that have been downloaded and printed may be different from this authoritative online version.

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About Regulation

OCN NI

Open College Network Northern Ireland (OCN NI) is a regulated Awarding Organisation based in Northern Ireland. OCN NI is regulated by CCEA Regulation to develop and award professional and technical (vocational) qualifications from Entry Level up to and including Level 5 across all sector areas. In addition, OCN NI is regulated by Ofqual to award similar qualification types in England.

The Regulated Qualifications Framework: an overview

The Regulated Qualifications Framework (RQF) was introduced on 1st October 2015: the RQF provides a single framework for all regulated qualifications.

Qualification Level

The level indicates the difficulty and complexity of the knowledge and skills associated with any qualification. There are eight levels (Levels 1-8) supported by three 'entry' levels (Entry 1-3).

Qualification Size

Size refers to the estimated total amount of time it could typically take to study and be assessed for a qualification**.** Size is expressed in terms of Total Qualification Time (TQT), and the part of that time typically spent being taught or supervised, rather than studying alone, is known as Guided Learning Hours (GLH).

For further information about the RQF see:
https://www.ocnni.org.uk/blog/regulated-qualifications-framework-rqf/

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Qualification Summary

Sector Subject Area

7.4   Hospitality and catering

This qualification has been mapped to the following National Occupational Standards where applicable:

https://www.ukstandards.org.uk/NOS-Finder#k=hospitality

Qualification Aim

The qualification provides vocational learning opportunities for learners to develop their hospitality and tourism skills while working in a range of establishments, for example, bars, restaurants, cafes, conference centres, banqueting venues, hotels, contract caterers, tourist information centres and visitor attractions.

Qualification Objectives

The objectives of the OCN NI Level 2 Diploma in the Principles and Practices of the Hospitality and Tourism Team Member will enable learners to gain skills and knowledge relating to the following:

- food and beverage services
- basic food preparation and food safety
- accommodation and housekeeping
- concierge and guest services
- tourist information
- customer services and processing payments
- health and safety
- teamwork and communication

Grading Structure

The qualification will be graded overall as **Pass/Merit/Distinction/Fail.** In order to pass the learner is required to pass all of the assessments:

- observation will be graded Pass/Merit/Distinction/Fail
- professional discussion will be graded Pass/Merit/Distinction/Fail
- multiple-choice component will be graded Pass/Merit/Distinction/Fail

The final assessment will incorporate an observation, a professional discussion and a written multiple-choice component.

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Learners must take 3 components:

1. On screen MCQ test
2. Professional discussion
3. Observation of learner at work

They are given a mark for each component. The mark is not converted to a component grade because individual components are not graded. There is no minimum pass requirement for a component. Once the learner has a mark for each component, the three marks will be added together to get a total out of 100. The total mark is converted to the qualification grade.

Observation - A minimum two-hour observation of the learner will take place in the working environment and will evidence the learner covering a range of tasks in one specialist function. The learner should have the opportunity to best demonstrate how they have applied their knowledge, skills and behaviours in a real work environment to achieve genuine and demanding work objectives.

Professional Discussion - The professional discussion will provide an opportunity for learners to demonstrate their ability to operate in a workplace environment in their chosen areas. The discussion should be appropriately structured to draw out the best of the learner's energy, enthusiasm, competence and excellence.

Professional discussion example may include the following:
- Describe a food and beverage operation including maintenance of food and drink areas and provision of reception services   - Describe accommodation service operations including servicing of rooms and the provision of reception services   - Explain the importance of tourism services to the local economy   - Reflect on own performance and practice

The professional discussion will comprise of a 30-minute recorded discussion completed by the assessor. The discussion will take place between the learner, their workplace employer (if possible) and the assessor.

The professional discussion will be conducted in a 'controlled environment' i.e. a quiet room, away from the normal place of work. If for any reason it is not possible for all involved to meet in the same place, assessors must ensure adequate controls are in place to maintain fair and accurate assessment. The professional discussion will be planned in advance to allow for quality assurance activity.

Written Multiple-Choice Component: The written multiple-choice component will be conducted by the centre as instructed by OCN NI. It will consist of a 60-minute, 40 multiple-choice question test.

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Grading Matrix and Weightings

No	Component	Max marks	% weighting contribution	Duration	Assessment	Quality assurance
1	On screen MCQ test	40	40%	1 hour	Computer-assessed	Checked by OCN NI subject officer
2	Professional discussion	20	20%	30 minutes	Assessed by training provider assessor	Internal quality assurance by training provider IQA External quality assurance by OCN NI EQA
3	Observation of learner at work	40	40%	2 hours	Assessed by training provider assessor	Internal quality assurance by training provider IQA External quality assurance by OCN NI EQA
	Total	*100 marks*	*100%*	*3 hours 30 minutes*		

Overall grading matrix
In order to pass overall, the learner is required to achieve at least a pass in all of the assessments which include observation, professional discussion and multiple-choice components.
The overall grading percentages are: Pass = 60-69%   Merit = 70-79%   Distinction = 80-100% If any assessment is not achieved, the learner will be considered to have been unsuccessful.

Re-sits and Re-takes

Learners who are unsuccessful in one or more assessment method will be offered the opportunity to re-sit or re-take. A re-sit does not require further learning, whereas a re-take does.

Should a learner be unsuccessful in one of the assessment activities, the re-sit can take place as soon as the learner is ready, when practicable for the college/business and in line with the policies, practices and procedures of the awarding organisation.

Re-sits will only be offered to learners who are unsuccessful in an assessment activity i.e. they are not offered to learners wishing to move from pass to distinction.

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Transversal Skills

Transversal skills are cross-economy skills. They are an important part of any role, particularly within the hospitality sector, to ensure that competencies are integrated into a learner's day-to-day activities. It is important that these skills, embedded into the learning journey. The initial, interim and final transversal skills for the hospitality team member framework are listed in Appendix A.

Qualification Target Group

The OCN NI Level 2 Diploma in the Principles and Practices of the Hospitality and Tourism Team Member is targeted at learners who wish to be employed within the hospitality and tourism industry.

Progression

The OCN NI Level 2 Diploma in the Principles and Practices of the Hospitality and Tourism Team Member will allow learners to progress to higher level qualifications within the hospitality and tourism industry and/or into employment.

Entry Requirements

Learners must have access to a relevant work placement via either an employed or non-employed route in order to complete the qualification. Learners should be at least 16 years old.

In addition, if the qualification is taken as part of a programme, for those learners who do not already have the following qualifications, they will be given the opportunity to obtain either:

- GCSE Maths and English at Grade C or above, or
- Essential Skills Level 2 Communication and Essential Skills Level 2 Application of Number

Qualification Support

A Qualification Support pack is available for OCN NI centres within the login area of the OCN NI website (https://www.ocnni.org.uk/my-account/), which includes additional support for teachers, eg planning and assessment templates, guides to best practice, etc.

Delivery Languages

This qualification is available in English only at this time. If you wish to offer this qualification in Welsh or Irish (Gaeilge) then please contact OCN NI who will review demand and provide as appropriate.

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Centre Requirements for Delivering the Qualification

Centre Recognition and Qualification Approval

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

Centre Staffing

Centres are required to have the following roles in place as a minimum, although a member of staff may hold more than one role*:

- Centre contact
- Programme Co-ordinator
- Tutor
- Assessor
- Internal Verifier

*Note: A person cannot be an internal verifier for their own assessments.

Tutors

Tutors delivering the qualification should be occupationally competent, qualified to at least one level higher than the qualification, and have a minimum of three years' relevant experience in the hospitality and tourism sector.

Assessors

The qualifications are assessed within the centre and are subject to OCN NI's quality assurance processes. Units are achieved as outlined within each unit's Assessment Requirements and Assessment Guidance.

Assessors must:
- be occupationally competent, qualified to at least one level higher than the qualification and have a minimum of three years' relevant experience in the hospitality and tourism sector
- have direct or related relevant experience in assessment
- assess all assessment tasks, activities, multiple-choice components and professional discussion

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Internal Verification

OCN NI qualifications must be scrutinised through the centre's internal quality assurance processes as part of the recognised centre agreement with OCN NI. The centre must appoint an experienced and trained centre internal verifier whose responsibility is to act as the internal quality monitor for the verification of the delivery and assessment of the qualifications.

Internal Verifiers must:

- have at least three years' occupational experience in the area they are internally verifying
- attend OCN NI's internal verifier training if not already completed

Internal verifiers are required to:
- support tutors and assessors
- sample assessments according to the centre's sampling strategy
- ensure tasks are appropriate to the level being assessed
- maintain up-to-date records supporting the verification of assessment and learner achievement

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Structure and Content

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Total Qualification Time (TQT) for this qualification: 700 hours
Minimum Guided Learning Hours (GLH) for this qualification: 560 hours

Learners must successfully complete the three core units for a total of 45 credits, plus a minimum of 25 credits from any of the optional units – totalling a minimum of 70 credits.

Learners will typically take a minimum of 24 months to complete the qualification.

Unit Reference Number	OCN NI Unit Code	Unit Title	TQT	Credit Value	GLH	Level
Core Units						
K/618/1205	CBE870	Food and Beverage Skills	150	15	120	Two
M/618/1206	CBE871	Accommodation Service Skills	150	15	120	Two
T/618/1207	CBE872	Tourism Skills	150	15	120	Two
Optional Units						
A/618/1208	CBE873	Food Safety	30	3	24	Two
F/618/1209	CBE874	Food Allergy Awareness	20	2	16	Two
T/618/1210	CBE875	Health and Safety in the Hospitality, Leisure, Travel and Tourism Industries	30	3	24	Two
A/618/1211	CBE876	Teamwork Skills in Practice	30	3	24	Two
F/618/1212	CBE877	Customer Service for Hospitality, Leisure, Travel and Tourism	30	3	24	Two
J/618/1213	CBE878	Using Effective Communication Skills in a Business Environment	30	3	24	Two
L/618/1214	CBE879	Using Problem Solving Skills in the Workplace	20	2	16	Two
R/618/1215	CBE880	Processing Payments	30	3	24	Two

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Y/618/1216	CBE881	Promote Additional Services and Products to Customers	60	6	48	Two
D/618/1217	CBE882	Undertaking Customer Service Handovers	30	3	24	Two
H/618/1218	CBE883	Dealing with Customer Queries, Requests and Problems	30	3	24	Two
K/618/1219	CBE884	Give Customers a Positive Impression of Yourself and Your Organisation	50	5	40	Two
D/618/1220	CBE885	Responsible Tourism	20	2	16	Two

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Core Units

Title	Food and Beverage Skills
Level	Two
Credit Value	15
Guided Learning Hours (GLH)	120
OCN NI Unit Code	CBE870
Unit Reference No	K/618/1205

Unit purpose and aim(s): This unit will enable the learner to understand the purpose of different food and beverage establishments, set up, serve, maintain and clear service of food and beverages.

Learning Outcomes	Assessment Criteria
1. Understand the purpose of different food and beverage establishments.	1.1. Explain the range of food service styles and standards within different types of hospitality operations. 1.2. Explain the range of beverage service styles and standards within different types of hospitality operations. 1.3. Describe the importance of acknowledging the customers arrival in line with the hospitality operation. 1.4. Provide customers with information that meets their needs and promotes organisations' products and service.
2. Be able to set up, serve, maintain and clear for service of food.	2.1. Prepare and clear areas and equipment for service of food. 2.2. Prepare customer areas for food service. 2.3. Take customer food orders. 2.4. Serve food in line with the hospitality operation. 2.5. Clear customer and service areas after service of food. 2.6. Describe safe and hygienic working practices for clearing and why these are important. 2.7. State the importance of following correct storage procedures and maintaining constant stocking, restocking and rotating of food and accompaniments. 2.8. Maintain customer and food service areas.
3. Be able to set up, serve, maintain and clear for service of beverages.	3.1. Prepare and clear areas and equipment for service of beverages. 3.2. Prepare customer and bar service areas. 3.3. Take customer drink orders. 3.4. Serve alcoholic and non-alcoholic drinks. 3.5. Clear customer and bar service areas. 3.6. Describe safe and hygienic working practices for clearing and why these are important. 3.7. State the importance of following correct storage procedures and maintaining constant stocking, restocking and rotating of drinks and accompaniments. 3.8. Describe how to clean and store glassware. 3.9. Maintain customer and bar service areas.

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NOS reference: PPL2FOH2, PPL2FOH3, PPL1FOH4, PPL1FOH8, PPL2FOH10

Assessment Requirements: Learning Outcomes must be assessed by use of the pre-set questions, using observation and where appropriate oral questions.

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/observation	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
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests
Oral questions	An assessor poses questions to the learner in spoken form. The learner has to answer the question in such a way as to demonstrate sufficient knowledge of the subject in order to pass	Tutor notes / record
Multiple choice questions	An assessment where there are a number of questions and the learner is asked to select the best possible answer (or answers) to each question from a list of choices	Paper and/or electronic based tests

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Opportunities for mapping Transversal Skills – Food and Beverage Skills

Transversal Skills	Assessment Criteria
Self-management	1.1; 1.2; 1.3; 1.4
Working with others	1.1; 1.2; 1.3; 1.4
Citizenship/participating in society	1.1; 1.2; 1.3; 1.4
Work professionalism	1.1; 1.2; 1.3; 1.4; 2.1; 2.2; 2.3; 2.4; 2.5; 2.6; 2.7; 2.8; 3.1; 3.2; 3.3; 3.4; 3.5; 3.6; 3.7; 3.8; 3.9
Problem solving and decision making	1.1; 1.2; 1.3; 1.4; 2.1; 2.2; 2.3; 2.4; 2.5; 2.6; 2.7; 2.8; 3.1; 3.2; 3.3; 3.4; 3.5; 3.6; 3.7; 3.8; 3.9
Numeracy and use of data	1.1; 1.2; 1;3; 1.4; 2.3; 2.7; 3.3
Digital literacy	1.4; 2.3; 2.6; 3.3
Literacy and communication	1.1; 1.2; 1.3; 1.4; 2.1; 2.2; 2.3; 2.4; 2.5; 2.6; 2.7; 2.8; 3.1; 3.2; 3.3; 3.4; 3.5; 3.6; 3.7; 3.8; 3.9

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Title	Accommodation Service Skills
Level	Two
Credit Value	15
Guided Learning Hours (GLH)	120
OCN NI Unit Code	CBE871
Unit Reference No	M/618/1206

Unit purpose and aim(s): This unit will provide the learner with the knowledge, understanding and skills to perform a range of accommodation services including housekeeping, front office and guest services.

Learning Outcomes	Assessment Criteria
1. Understand the role of housekeeping and the relationship between front office and other departments.	1.1. Explain the role of the housekeeping department. 1.2. Explain the role of the front office and how it supports the housekeeping department. 1.3. Describe how the housekeeping department supports other departments in the organisation.
2. Service and clean bedroom, bathroom and furnished areas.	2.1. Wear appropriate clothing and personal protective equipment (PPE). 2.2. Prepare the areas for cleaning. 2.3. Choose the correct cleaning equipment and materials for each area. 2.4. Clean the toilets, bathrooms, appliances and surrounding areas to organisational standards. 2.5. Clean the bedroom areas to organisational standards. 2.6. Clean furnished areas to organisational standards. 2.7. Identify and report anything that needs maintenance or repair. 2.8. Complete and pass on any records of work, when required. 2.9. Carry out a final check of areas to ensure customer satisfaction. 2.10. Respond appropriately to customer special requirements. 2.11. Dispose of rubbish and debris in line with organisational procedures. 2.12. Deal with lost property in line with organisational procedures.
3. Provide reception and front of house service including guest relations (make and receive telephone services).	3.1. Present a positive image of self and the organisation. 3.2. Provide individuals with requested and other relevant information, within confidentiality guidelines. 3.3. Follow entry and exit security procedures. 3.4. Follow relevant health and safety procedures. 3.5. Deal with problems that may occur following organisational procedures. 3.6. Ensure the reception area promotes a positive image of the organisation. 3.7. Make and receive telephone calls in line with organisational policies and procedures. 3.8. Follow organisational procedures in the event of an accident and/or emergency.

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	3.9. Carry out additional task(s) during quiet periods including assisting the customer with self-check in or check out if requested.
	3.10. Identify sources that provide the information required by the customer.
	3.11. Provide relevant information and advice to the customer based on their needs.
	3.12. Offer information and advice that best fits the customer's needs if several options are available.
	3.13. Give customers written and/or printed confirmation of the information they have sought, where appropriate.
	3.14. Offer alternatives for services that are not available once checked.
	3.15. Ensure that the customer is happy with the service provided and politely conclude the customer enquiry.

NOS reference: PPL2FOH10, PPL2HK1, PPL2HK7, PPL1HK3, PPL2FOH2, PPL2FOH3, PPL2FOH9, PPL1FOH8 ,PPL1HK4, PPL1FOH4

Assessment Requirements: Learning Outcome 1 must be assessed by use of the pre-set questions. Learning Outcomes 2 and 3 must be assessed using observation and where appropriate oral questions.

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/observation	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
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

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Oral questions	An assessor poses questions to the learner in spoken form. The learner has to answer the question in such a way as to demonstrate sufficient knowledge of the subject in order to pass	Tutor notes / record
Multiple choice questions	An assessment where there are a number of questions and the learner is asked to select the best possible answer (or answers) to each question from a list of choices	Paper and/or electronic based tests

Opportunities for mapping Transversal Skills – Accommodation Service Skills

Transversal Skills	Assessment Criteria
Self-management	1.1; 1.2; 1.3; 2.1; 2.2; 2.3; 2.4; 2.5; 2.6; 2.7; 2.8; 2.9; 2.10; 2.11; 2.12; 3.1; 3.2; 3.3; 3.4; 3.5; 3.6; 3.7; 3.8; 3.9; 3.10; 3.11; 3.12; 3.13; 3.14; 3.15
Working with others	2.2; 2.3. 2.4; 2.5; 2.6; 2.7; 2.8; 2.9; 2.10; 2.11; 2.12; 3.2; 3.5; 3.6; 3.7; 3.10; 3.11; 3.12; 3.13; 3.14; 3.15
Citizenship/participating in society	1.1; 1.2; 2.8; 2.10; 3.1; 3.2; 3.5; 3.6; 3.7; 3.11; 3.12; 3.13; 3.14; 3.15
Work professionalism	2.1; 2.2; 2.3; 2.4; 2.5; 2.6; 2.7; 2.8; 2.9; 2.10; 2.11; 2.12; 3.1; 3.2; 3.5; 3.6; 3.7; 3.8; 3.10; 3.11; 3.12; 3.13; 3.14; 3.15
Problem solving and decision making	2.7; 2.8; 2.10; 2.12; 3.5; 3.14
Numeracy and use of data	1.2; 1.3; 2.8; 2.12; 3.7; 3.9; 3.10; 3.11; 3.12; 3.13; 3.14; 3.15
Digital literacy	2.7; 2.8; 2.9; 2.10; 2.12; 3.1; 3.2; 3.5; 3.6; 3.7; 3.8; 3.9; 3.10; 3.11; 3.12; 3.13; 3.14; 3.15
Literacy and communication	1.1; 1.2; 1.3; 2.1; 2.2; 2.7; 2.8; 2.9; 2.10; 2.11; 2.12; 3.1; 3.2; 3.5; 3.6; 3.7; 3.8; 3.9; 3.10; 3.11; 3.12; 3.13; 3.14; 3.15

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Title	Tourism Skills
Level	Two
Credit Value	15
Guided Learning Hours (GLH)	120
OCN NI Unit Code	CBE872
Unit Reference No	T/618/1207

Unit purpose and aim(s): This unit will provide the learner with the knowledge, understanding and skills to perform a range of tourism services skills including researching travel and destination information and providing tourism information services to customers.

Learning Outcomes	Assessment Criteria
1. Understand the tourism environment and the importance to the local economy.	1.1. Explain the different types of tourism. 1.2. Describe the differences between each type of tourism. 1.3. Recognise and give examples of each type of tourism. 1.4. Describe the importance of the tourism sector to the UK economy. 1.5. Explain the different economic effects of tourism. 1.6. Interpret the data relating to inbound and domestic tourism in the UK. 1.7. Apply knowledge of economic effects to different contexts and be able to discuss, analyse and/or evaluate these effects.
2. Be able to research tourist destinations and to be able to provide information to customers.	2.1. Research the location of a chosen tourist destination. 2.2. Identify different methods of transport in the area and different places to stay. 2.3. Provide details of areas of interest, attractions and facilities in and around the chosen tourist destination. 2.4. Describe at least three advantages and three disadvantages of the tourist destination. 2.5. Provide evidence of research methods used to gather information about the chosen UK tourist destination. 2.6. Present information on a tourist destination using various methods. 2.7. Respond to straightforward questions about the chosen travel destinations.
3. Be able to identify and provide tourism information to meet customer requirements.	3.1. Demonstrate effective customer service skills when communicating and interacting with customers. 3.2. Identify the different types of customers and their individual needs. 3.3. Provide details of facilities and services available for a range of tourist destinations. 3.4. Identify ways in which tourist destinations can increase their appeal to different types of customers in order to make suitable recommendations and bookings. 3.5. Demonstrate good product knowledge to provide a consistently high standard of customer service in meeting customer expectations. 3.6. Respond to customer enquiries with relevant information and explore sources of information available.

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	3.7. Describe the impacts of excellent and poor customer service when meeting customer requirements.

NOS reference: PPL2FOH10, PPL2HK1, PPL2HK7, PPL1HK3, PPL2FOH2, PPL2FOH3, PPL2FOH9, PPL1FOH8, PPL1HK4, PPL1FOH4

Assessment Requirements: Learning Outcome 1 must be assessed by use of the pre-set questions. Learning Outcomes 2 and 3 must be assessed through observation and/or appropriate questions.

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/observation	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
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests
Oral questions	An assessor poses questions to the learner in spoken form. The learner has to answer the question in such a way as to demonstrate sufficient knowledge of the subject in order to pass	Tutor notes / record
Multiple choice questions	An assessment where there are a number of questions and the learner is asked to select the best possible answer (or answers) to each question from a list of choices	Paper and/or electronic based tests

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Opportunities for mapping Transversal Skills – Tourism Skills

Transversal Skills	Assessment Criteria
Self-management	1.3; 1.4; 1.5; 1.6; 1.7; 2.1; 2.2; 2.3; 2.4; 2.5; 2.6; 2.7; 3.1; 3.2; 3.3; 3.4; 3.5; 3.6; 3.7
Working with others	1.7; 2.1; 2.2; 2.3; 2.4; 2.5; 2.6; 2.7; 3.1; 3.2; 3.3; 3.4; 3.5; 3.6; 3.7
Citizenship/participating in society	1.3; 1.4; 1.5; 1.6; 1.7; 2.1; 2.2; 2.3; 2.4; 2.7; 3.1; 3.2; 3.3; 3.4; 3.5; 3.6; 3.7
Work professionalism	2.6; 2.7; 3.1; 3.2; 3.3; 3.4; 3.5; 3.5; 3.6
Problem solving and decision making	2.7; 3.6; 3.7
Numeracy and use of data	1.4; 1.5; 1.6; 1.7; 2.1; 2.2; 2.3; 2.4; 2.5; 2.6; 2.7; 3.3; 3.4; 3.5; 3.6
Digital literacy	2.1; 2.2; 2.3; 2.4; 2.5; 2.6; 2.7; 3.1; 3.2; 3.3; 3.4; 3.5; 3.6; 3.7
Literacy and communication	2.1; 2,2; 2.3; 2.4; 2.5; 2.6; 2.7; 3.1; 3.2; 3.3; 3.4; 3.5; 3.6; 3.7

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Optional Units

Title	Food Safety
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBE873
Unit Reference No	A/618/1208

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. Describe hazards related to food safety and outline appropriate actions. 1.2. Describe how to maintain good practice when handling food. 1.3. Describe how to store and dispose of waste safely.
2. Understand the need for good personal hygiene when handling food.	2.1. Describe the importance of maintaining an appropriate standard of personal hygiene when handling food. 2.2. Describe problems which may occur if personal hygiene standards are not maintained when handling food.
3. Understand the importance of keeping work areas clean and hygienic.	3.1. Describe how to keep work areas and equipment clean and tidy. 3.2. Explain the importance of using cleaning and disinfection methods, safe use and storage of cleaning chemicals and materials, and waste disposal. 3.3. Explain how work flow, work surfaces and equipment can reduce contamination risks and aid cleaning. 3.4. Select and demonstrate safe use of cleaning materials in a food work area.
4. Recognise the importance of keeping food products safely.	4.1. Explain the sources and risks to food safety from contamination and cross contamination. 4.2. Explain the correct procedures to deal with food spoilage. 4.3. Describe safe food handling practices, procedures and temperature controls for the following: a) storing b) preparing c) cooking d) chilling e) reheating f) handling g) serving h) transporting 4.4. Explain stock control procedures.

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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	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
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests
Multiple choice questions	An assessment where there are a number of questions and the learner is asked to select the best possible answer (or answers) to each question from a list of choices	Paper and/or electronic based tests

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Title	Food Allergy Awareness
Level	Two
Credit Value	2
Guided Learning Hours (GLH)	16
OCN NI Unit Code	CBE874
Unit Reference No	F/618/1209

Unit purpose and aim(s): This unit will enable the learner to understand the characteristics and consequences of food allergies and intolerances, identify how to control cross-contamination and communicate allergen information to consumers.

Learning Outcomes	Assessment Criteria
1. Understand the characteristics and consequences of food allergies and intolerances.	1.1 Describe the importance of providing accurate allergen information and the potential implications of failing to provide correct information to consumers. 1.2 Identify the common causes and symptoms of allergic reactions and food intolerances.
2. Be able to follow procedures for identifying and controlling contamination from allergenic ingredients.	2.1 Identify common sources and vehicles of contamination, and appropriate hygiene controls that food handlers should follow to prevent allergenic contamination in catering businesses. 2.2 Illustrate procedures to identify food allergen cross contamination hazards and controls at specific process steps from purchase to service.
3. Be able to follow procedures for the accurate communication of allergen information to consumers.	3.1 Illustrate methods of locating accurate allergen information and how the information can be provided effectively.

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	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
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary

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E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests
Multiple choice questions	An assessment where there are a number of questions and the learner is asked to select the best possible answer (or answers) to each question from a list of choices	Paper and/or electronic based tests

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Title	Health and Safety in the Hospitality, Leisure, Travel and Tourism Industries
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBE875
Unit Reference No	T/618/1210

Unit purpose and aim(s): This unit will enable the learner to be aware of health and safety requirements, procedures and equipment in own workplace.

Learning Outcomes	Assessment Criteria
1. Be aware of health and safety procedures and policy at work.	1.1. Identify the personnel responsible for health and safety in own workplace. 1.2. Describe health and safety procedures and policy for own organisation including the following: a) The Health and Safety at Work (Northern Ireland) Order 1978 b) Management of Health and Safety at Work Regulations (Northern Ireland) 2000 c) Control of Substances Hazardous to Health requirements.
2. Know how to maintain a safe working environment in own workplace.	2.1. Describe ways of maintaining a safe working environment and correct reporting procedures. 2.2. Assess potential risks within own workplace. 2.3. Describe the purpose and use of safety equipment and/or clothing to minimise risk. 2.4. Outline own organisation's emergency evacuation procedures. 2.5. Describe the process and benefits of a risk assessment. 2.6. Carry out a risk assessment in own workplace.
3. Be aware of responsibility for health and safety in own workplace.	3.1. Describe own responsibility for health and safety including: a) correct procedure for manual handling b) correct procedures for the use of display screen equipment c) control of substances hazardous to health

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

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Practical demonstration	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
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests
Multiple choice questions	An assessment where there are a number of questions and the learner is asked to select the best possible answer (or answers) to each question from a list of choices	Paper and/or electronic based tests

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Title	Teamwork Skills in Practice
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBE876
Unit Reference No	A/618/1211

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 a team activity.

Learning Outcomes	Assessment Criteria
1. Understand the different roles and responsibilities within a team.	1.1. Summarise different roles and responsibilities within a team. 1.2. Describe 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. Describe the process used to set team goals. 2.2. Describe goals identified by the team and individually. 2.3. Carry out a team activity. 2.4. 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. Describe 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. Describe a range of situations when co-operation is necessary to achieve a team goal.
5. Be able to review team performance.	5.1. Summarise skills brought to a team activity by: a) self b) others 5.2. Assess activity 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	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
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary

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E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests
Multiple choice questions	An assessment where there are a number of questions and the learner is asked to select the best possible answer (or answers) to each question from a list of choices	Paper and/or electronic based tests

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Title	Customer Service for Hospitality, Leisure, Travel and Tourism
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBE877
Unit Reference No	F/618/1212

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, leisure, travel and tourism industry.	1.1. Explain with examples what is meant by good customer service and its benefits. 1.2. Explain the use of technology in providing customer service. 1.3. Describe at least three methods to seek customer feedback on service.
2. Be able to communicate effectively with customers.	2.1. Explain the benefits of good communication. 2.2. Describe how to deal with routine customer needs within the hospitality, leisure, travel and tourism industry. 2.3. Demonstrate how to communicate effectively in a hospitality, leisure, travel and tourism environment using verbal and non-verbal communication.
3. Understand the importance of good personal presentation.	3.1. Explain the importance of good personal hygiene and presentation in a hospitality, leisure, travel and tourism environment.
4. Know how to respond to customer complaints.	4.1. Describe a range of approaches to handling customer complaints. 4.2. Describe own organisation's procedures for handling, solving and recording 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	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
Coursework	Research or projects that count towards a learner's final	Record of observation Learner notes/written work

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	outcome and demonstrate the skills and/or knowledge gained throughout the course	Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests
Multiple choice questions	An assessment where there are a number of questions and the learner is asked to select the best possible answer (or answers) to each question from a list of choices	Paper and/or electronic based tests

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Title	Using Effective Communication Skills in a Business Environment
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBE878
Unit Reference No	J/618/1213

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. Describe own organisational structure. 1.2. Describe different forms of effective communication in own workplace.
2. Understand the importance of communicating effectively with others in the workplace.	2.1. Explain the importance of communicating effectively with others in the workplace. 2.2. Describe the implications of poor communication with others in the workplace.
3. Know how to use communication to support the work of others.	3.1. Describe the importance of clear communication to others in the workplace using appropriate methods. 3.2. Describe how to provide and receive constructive feedback.
4. Understand how to deal with conflict in the workplace.	4.1. Describe 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
Practical demonstration	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
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

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Multiple choice questions	An assessment where there are a number of questions and the learner is asked to select the best possible answer (or answers) to each question from a list of choices	Paper and/or electronic based tests

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Title	Using Problem Solving Skills in the Workplace
Level	Two
Credit Value	2
Guided Learning Hours (GLH)	16
OCN NI Unit Code	CBE879
Unit Reference No	L/618/1214

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 to resolve the problem.

Learning Outcomes	Assessment Criteria
1. Recognise a range of problems that may arise in the workplace.	1.1. Describe the main causes of problems that may arise in the workplace.
2. Recognise solutions to workplace problems and review their effectiveness.	2.1. Describe 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. Assess 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	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
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests
Multiple choice questions	An assessment where there are a number of questions and the learner is asked to select the best possible answer (or answers) to each question from a list of choices	Paper and/or electronic based tests

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Title	Processing Payments
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBE880
Unit Reference No	R/618/1215

Unit purpose and aim(s): This unit will enable the learner to understand data security risks, monitor and support secure payment point use and be able to communicate effectively with customers.

Learning Outcomes	Assessment Criteria
1. Understand the data security risks and authorisations associated with payment point use.	1.1. Summarise who is authorised to remove cash or other methods of payment equivalents from payment points and associated data risks, including General Data Protection Requirements (GDPR).
2. Be able to monitor and support secure payment point use.	2.1. Maintain a payment point ensuring staff adhere to organisational procedures for keeping customers' personal data confidential. 2.2. Authorise payment point transactions and adjustments in line with organisational procedures for: a) customer service b) security and suspected fraud c) stock control 2.3. Replenish change in payment points in line with organisational procedures.
3. Be able to communicate effectively and appropriately with customers during payment process.	3.1. Illustrate how to deal with customers effectively and appropriately during the payment process including: a) informing customers that payments cannot be approved b) offering additional services c) acknowledging other customers who are waiting to pay or require other assistance

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	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

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Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests
Multiple choice questions	An assessment where there are a number of questions and the learner is asked to select the best possible answer (or answers) to each question from a list of choices	Paper and/or electronic based tests

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Title	Promote Additional Services and Products to Customers
Level	Two
Credit Value	6
Guided Learning Hours (GLH)	48
OCN NI Unit Code	CBE881
Unit Reference No	Y/618/1216

Unit purpose and aim(s): This unit will enable the learner to develop the knowledge and skills required to promote additional services and/or products to customers.

Learning Outcomes	Assessment Criteria
1. Understand the promotion of additional services and products to customers.	1.1. Describe organisational systems and procedures on the promotion of additional services and products. 1.2. Explain the importance of keeping service and product knowledge up to date. 1.3. Illustrate how to match services and products to customer needs. 1.4. Illustrate techniques to promote additional services and products.
2. Be able to promote additional services and products to customers.	2.1. Identify opportunities to promote additional services and products which may improve the customer experience. 2.2. Illustrate the benefits of additional services and products to customers to include: a) relevant information b) compliance with policies, procedures, legal and ethical 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	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
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

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Multiple choice questions	An assessment where there are a number of questions and the learner is asked to select the best possible answer (or answers) to each question from a list of choices	Paper and/or electronic based tests

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Title	Undertaking Customer Service Handovers
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBE882
Unit Reference No	D/618/1217

Unit purpose and aim(s): This unit will enable the learner to understand, plan and carry out customer service handovers.

Learning Outcomes	Assessment Criteria
1. Understand the customer service handover process.	1.1. Describe an organisation's customer service handover procedures. 1.2. Describe why it is appropriate to pass responsibility for completing customer service actions to colleagues. 1.3. Describe why, when and how to set reminders to follow up on actions handed over to others. 1.4. Describe own responsibilities in the customer service handover process.
2. Be able to plan customer service handovers.	2.1. Identify the steps in the customer service delivery process that rely on exchanges of information among team members. 2.2. Plan a customer service handover including: a) agreeing with colleagues when to pass customer service issues from one person to another b) agreeing methods of information exchange
3. Be able to carry out customer service handovers.	3.1. Explain to customers to whom and why a handover is being made. 3.2. Exchange information with colleagues in line with organisational procedures and customer service handover plan. 3.3. Check that actions required by others following handovers have been completed. 3.4. Identify further actions when the activities required by others have not been completed. 3.5. Use feedback to make improvements to customer handover processes.

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

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Practical demonstration	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
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests
Multiple choice questions	An assessment where there are a number of questions and the learner is asked to select the best possible answer (or answers) to each question from a list of choices	Paper and/or electronic based tests

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Title	Dealing with Customer Queries, Requests and Problems
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBE883
Unit Reference No	H/618/1218

Unit purpose and aim(s): This unit will enable the learner to understand how to deal with customer queries, requests and problems.

Learning Outcomes	Assessment Criteria
1. Know how to deal with customer queries, requests and problems.	1.1. Identify queries and requests that customers are likely to have. 1.2. Describe how to identify customers' queries, requests and problems. 1.3. Describe how to behave and communicate with customers who are dissatisfied. 1.4. Describe the kinds of behaviour and communication that could make a situation worse. 1.5. Describe when, why and from whom to obtain information or help how to deal with customer queries, requests and problems. 1.6. State to whom and when problems should be referred.
2. Be able to deal with customers' queries and requests keeping customers informed of progress and obtaining additional help if required.	2.1. Deal with queries and requests in a professional way within limits of own authority. 2.2. Obtain information or help when queries or requests cannot be answered. 2.3. Keep customers informed of progress.
3. Be able to deal with customers' problems.	3.1. Identify the nature of customers' problems. 3.2. Communicate with customers calmly and confidently. 3.3. Resolve problems within the limits of own authority in accordance with organisational policies and procedures, legal and ethical requirements. 3.4. Brief colleagues when referring problems. 3.5. Ensure customers are satisfied with the actions taken.

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

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Practical demonstration	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
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests
Multiple choice questions	An assessment where there are a number of questions and the learner is asked to select the best possible answer (or answers) to each question from a list of choices	Paper and/or electronic based tests

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Title	Give Customers a Positive Impression of Yourself and Your Organisation
Level	Two
Credit Value	5
Guided Learning Hours (GLH)	40
OCN NI Unit Code	CBE884
Unit Reference No	K/618/1219

Unit purpose and aim(s): This unit will enable the learner to demonstrate the skills, knowledge and understanding required to confirm competence in giving customers a positive impression of yourself and your organisation in the workplace.

Learning Outcomes	Assessment Criteria
1. Understand how to give customers a positive impression of themselves and own organisation.	1.1. Describe own organisational standards for appearance and behaviour. 1.2. Describe own organisational guidelines for identifying customer needs and appropriate responses. 1.3. Describe own organisational procedures for effective communication. 1.4. Identify own organisation's standards for responding to customer questions and requests for information.

2. Be able to establish a rapport with customers.	2.1. Demonstrate how to establish a rapport with customers to include the following:
	  a) maintaining standards of appearance and behaviour
	  b) greeting customers respectfully and in a friendly manner
	  c) communicating effectively, courteously and helpfully
	  d) identifying customer expectations
	  e) keeping customers informed and reassured
	  f) responding to different customer needs

3. Be able to respond appropriately to customers.	3.1. Demonstrate how to respond appropriately to customers by the following:
	  a) responding promptly to a customer seeking assistance
	  b) identifying most appropriate method for communicating
	  c) clarifying customer understanding and expectations
	  d) responding promptly to customer questions and comments

4. Be able to communicate information to customers.	4.1. Demonstrate how to find information to assist customers including:
	  a) information regarding services and products
	  b) clarification that information has been fully understood
	  c) any reason why customer expectations cannot be met

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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
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E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests
Multiple choice questions	An assessment where there are a number of questions and the learner is asked to select the best possible answer (or answers) to each question from a list of choices	Paper and/or electronic based tests

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Title	Responsible Tourism
Level	Two
Credit Value	2
Guided Learning Hours (GLH)	16
OCN NI Unit Code	CBE885
Unit Reference No	D/618/1220

Unit purpose and aim(s): This unit will enable the learner to understand what is meant by responsible tourism, activities associated with it as well as communicate with stakeholders to encourage responsible tourism.

Learning Outcomes	Assessment Criteria
1. Understand what is meant by responsible tourism and its promotion.	1.1 Describe what is meant by responsible tourism and its importance within the tourism industry. 1.2 Illustrate how to promote responsible tourism and associated benefits.
2. Understand the activities associated with responsible tourism.	2.1 Describe at least one positive and one negative impact on tourism for each of the following: a) social b) cultural c) economic d) environmental 2.2 Illustrate how eco-tourism and voluntourism may contribute positively and responsibly to the impact of tourism in own region.
3. Be able to communicate with stakeholders to encourage responsible tourism.	3.1 Illustrate how to effectively communicate with at least three different stakeholders in order to encourage responsible tourism.

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
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Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary

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E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests
Multiple choice questions	An assessment where there are a number of questions and the learner is asked to select the best possible answer (or answers) to each question from a list of choices	Paper and/or electronic based tests

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Appendix A - Transversal Skills

Transversal skill	Initial Within the first three months	Interim By the end of the first 12 months	Final On completion of the qualification
I. Self-management	Ask for direction and clarify understanding of instructions received Work in a way that takes responsibility for own safety	Plan own work to meet the needs of the tasks given Undertake learning proactively	Track emerging trends in Hospitality and Tourism in Northern Ireland Commit to self-development plan, reflecting and identifying next steps
II. Working with others	Take on the viewpoints of others Make connections with colleagues and other relevant stakeholders to establish working relationships	Listen to others' point of view and consider their viewpoint when planning own work Liaise with other teams in the organisation	Work with colleagues and other stakeholders in own and other teams to ensure effective outputs
III. Citizenship/ participating in society	Understand the basic profiles of customers and team members Respect the differences of individuals, including disability, ethnicity background , gender, sexuality and religion in own and other teams	Understand how individuals' differences, including disability, ethnicity background , gender, sexuality and religion impact upon the way the organisation develops, offers and produces the menus and styles of service	Challenge own perceptions of individuals' needs Work proactively with customers to meet individual needs
IV. Work professionalism	Be on time, in correct uniform with the required equipment Be polite and respectful to colleagues, customers and visitors	Uphold the organisation's standards when working in the hospitality / tourism organisation. Report issues in accordance with organisational policy	Set an example to team members by living the values of the organisation at all times, being positive about the organisation externally
V. Problem solving and decision making	Identify when a problem needs to be solved and seek the required assistance	Learn from own mistakes and those of others to inform improved future performance	Propose alternatives / solutions when there are problems

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VI. Numeracy and use of data	Ensure the right amount of each type of resource is obtained for tasks	Use basic software packages relevant to role, such as email systems	Use organisation's software for bookings and data recording in line with role
VII. Digital literacy	Conduct self in a professional manner when on personal social/digital media	Use basic software packages relevant to role, such as email systems	Use organisation's software for bookings and data recording in line with role
VIII. Literacy and communication	Record use of resources and wastage and stock records accurately. Communicate with team members clearly and concisely	Produce accurate written descriptors when required. Communicate with team, other teams and stakeholders effectively	Consistently use effective two way communication face to face, remotely and in writing throughout the role

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Quality Assurance of Centre Performance

External Verification

All OCN NI recognised centres are subject to External Verification. External verification visits and monitoring activities will be conducted annually to confirm continued compliance with the conditions of recognition, review the centre's risk rating for the qualification and to assure OCN NI of the maintenance of the integrity of the qualification.

The External Verifier will review the delivery and assessment of this qualification. This will include the review of a sample of assessment evidence and evidence of the internal verification of assessment and assessment decisions. This will form the basis of the EV report and will inform OCN NI's annual assessment of centre compliance and risk. The External Verifier is appointed by OCN NI.

Standardisation

As a process, standardisation is designed to ensure consistency and promote good practice in understanding and 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 verification

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 verifier documentation). OCN NI will make standardisation summary reports available and correspond directly with centres regarding event outcomes.

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Administration

Registration

A centre must register learners within 90 working days of commencement of this qualification.

Certification

Certificates will be issued to centres within 20 working days of receipt of correctly completed results marksheets. 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.

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.

Equality, Fairness and Inclusion

OCN NI has considered the requirements of equalities legislation in developing the specification for this qualification.

For further information and guidance relating to access to fair assessment and the OCN NI Reasonable Adjustments and Special Considerations policies, centres should refer to the OCN NI website.

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Qualification Number: 603/5877/4

Operational start date: 15 May 2020
Operational end date: 30 April 2027
Certification end date: 30 April 2029

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