



# Qualification Specification:

**OCN NI Level 2 Diploma in Hospitality**

- **Qualification No: 610/5994/8**

**Version: 2.1**



## 1. Specification Updates

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Key changes have been listed below:

Section	Detail of change	Version and date of Issue
10,12	Unit content	V2.1 – May 2025

## 2. Contents

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

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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](http://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](http://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.

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## 4. About this Specification

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This specification details OCN NI's specific requirements for the delivery and assessment of the **OCN NI Level 2 Diploma in Hospitality**.

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 2 Diploma in Hospitality**.

- **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](http://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:

- **Learner Assessment Booklets**: These booklets are created to assist learners in demonstrating the fulfilment of assessment criteria and organising the quality assurance prerequisites for each individual unit.
- **Specimen Assessment Materials**: These 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](http://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, external 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 this Qualification

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### 5.1 Qualification Regulation Information

#### OCN NI Level 2 Diploma in Hospitality

Qualification number: 610/5994/8

Operational start date: 2 July 2025

Operational end date: 1 July 2030

Certification end date: 1 July 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](http://www.ocnni.org.uk).

### 5.2 Sector Subject Area

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

#### 7.4 Hospitality and Catering

These qualifications are mapped to National Occupational Standards where appropriate.

**Food and Beverage Skills** - [PPL2FOH2](#), [PPL2FOH3](#), [PPL1FOH4](#), [PPL1FOH8](#), [PPL2FOH10](#)

**Accommodation Service Skills** - [PPL2FOH10](#), [PPL2HK1](#), [PPL2HK7](#), [PPL1HK3](#), [PPL2FOH2](#), [PPL2FOH3](#), [PPL2FOH9](#), [PPL1FOH8](#), [PPL1HK4](#), [PPL1FOH4](#)

**Tourism Skills**- [PPL2FOH10](#), [PPL2HK1](#), [PPL2HK7](#), [PPL1HK3](#), [PPL2FOH2](#), [PPL2FOH3](#), [PPL2FOH9](#), [PPL1FOH8](#), [PPL1HK4](#), [PPL1FOH4](#)

### 5.3 Grading

The qualification will be graded overall as **Pass/Merit/Distinction/Fail**. In order to pass the learner is required to complete the **observation** and **multiple choice question** components, in addition to a **portfolio of evidence**.

- **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.
- **Multiple-Choice Questions:** The multiple-choice questions are externally set and marked by OCN NI. Learners must undertake this component as a controlled assessment in a classroom environment. It will consist of a 75-minute, 50 multiple-choice questions.

### Grading Matrix

Component	Max marks	Pass Mark	Duration	Assessment	Quality assurance
Food and Beverage Skills	50 marks	30 marks	75 mins in total	Controlled Multiple Choice Questions	Marked by OCN NI
Customer Service				Controlled Multiple Choice Questions	Marked by OCN NI
Food Safety				Controlled Multiple Choice Questions	Marked by OCN NI
Food Allergy Awareness				Controlled Multiple Choice Questions	Marked by OCN NI
Observation of learner at work	50 marks	30 marks	2 hours	Summative assessment by training provider assessor	Internal quality assurance by training provider IQA External quality assurance by OCN NI EQA
<b>Total</b>	<b>100 marks</b>	<b>60 marks</b>	<b>3 hours 15 mins</b>		



Overall grading matrix
In order to achieve this qualification, the learner must achieve the following for:
<p><b>A Pass</b> - all the assessment criteria within the portfolio component and at least 60 marks the observation and multiple-choice questions components.</p> <p><b>A Merit</b> - all of the assessment criteria within the portfolio component and at least 70 marks the observation and multiple-choice questions components.</p> <p><b>A Distinction</b> - all of the assessment criteria within the portfolio component and at least 80 marks the observation and multiple-choice questions components.</p>
The overall grading is:
<b>Pass</b> = 60-69 marks <b>Merit</b> = 70-79 marks <b>Distinction</b> = 80-100 marks

## 5.4 Qualifications' Aims and Objectives

### Qualifications' 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.

### Qualifications' Objectives

The objective of this qualification is to enable learners to gain skills and knowledge relating to the following:

- food and beverage services
- food safety
- food allergy awareness
- customer service
- teamwork and communication

## 5.5 Target Learners

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

## 5.6 Entry Requirements

Learners should be at least 16 years old.

### **5.7 Progression**

The OCN NI Level 2 Diploma in Hospitality will enable learners to progress to higher level qualifications including relevant Level 3 Further Education qualifications, Level 3 Apprenticeships or into employment.

### **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 this Qualification

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### 6.1 Centre Recognition

New and existing OCN NI recognised centres must apply for and be granted approval to deliver this qualification 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 this qualification 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 Assurer (IQA)

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

## 6.4 Tutor Requirements

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

- **Occupational Competency:** Tutors delivering this qualification should be occupationally competent. This competence should enable them to effectively impart knowledge and practical skills to learners.
- **Qualifications:** Tutors delivering this qualification must be qualified to at least one level higher than the qualification. This ensures that they have the necessary academic foundation to provide in-depth guidance and support to learners.
- **Relevant Industry Experience:** In addition to academic qualifications, tutors must have a minimum of three years' relevant experience in the hospitality sector.

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 this qualification 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. This expertise enables them to accurately evaluate and measure a learner's knowledge and skills.
- **Relevant Industry Experience:** A minimum of three years' relevant experience in the hospitality sector. Have direct or related relevant experience in Assessment. This practical background is essential for assessors to effectively evaluate a learner's capabilities in real-world contexts.
- **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 qualification.

The Internal Quality Assurer for this qualification must meet the following criteria:

- **Relevant Industry Experience:** A minimum of three year's occupational experience in the area they are internally quality assuring. This practical background is essential for assessors to effectively evaluate a learner's capabilities in real-world contexts.
- **IQA Expertise:** IQAs must have at least three years' in the area they are internally quality assuring. They should have direct or related experience in the field of verification. This includes knowledge of best practices in designing, conducting, and grading assessments. Their expertise ensures that assessments are both fair and valid.
- **IQAs 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:** IQAs 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

This qualification will prioritise the acquisition of practical and relevant knowledge and skills in food safety, food hygiene and hospitality operations for learners. Learners will also develop skills in setting up and serving food and beverages, as well as understanding the importance of good customer service and teamwork. This will both prepare and equip the learners for direct employment into the hospitality and wider tourism industry.

### 7.2 Qualification Level

In the context of the OCN NI Level 2 Diploma in Hospitality, 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. This qualification aligns with Level 2, which signify a moderate 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 2 Diploma in Hospitality	
Total Qualification Time (TQT):	480 hours
Total Credits Required:	48 credits
Guided Learning Hours (GLH):	384 hours

### 7.4 How to Achieve the Qualification

To achieve the **OCN NI Level 2 Diploma in Hospitality** learners must successfully complete the four core units for a total of 23 credits, plus a minimum of 25 credits from any of the optional units – totalling a minimum of 48 credits.

Learners are required to evidence units through a portfolio of learning in addition to the two mandatory components which incorporate multiple choice questions for the four core units and a two-hour observation of the learner in the workplace.

## 8. Assessment Structure

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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, IQAs, 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 2.
- **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.
- **Possible Content:** This provides indicative content to assist in teaching and learning.
- **Scope:** This includes possible teaching content.

## 9. Qualification Summary by Unit

### OCN NI Level 2 Diploma in Hospitality

Total Qualification Time (TQT) for this qualification: 480 hours

Guided Learning Hours (GLH) for this qualification: 384 hours

In order to achieve this qualification, the learner must successfully complete the four core units for a total of 23 credits, plus a minimum of 25 credits from any of the optional units – totalling a minimum of 48 credits.

Learners are required to evidence units through a portfolio of learning in addition to the two mandatory components which incorporate multiple choice questions for the four core units and a two-hour observation of the learner in the workplace.

Unit Reference Number	OCN NI Unit Code	Unit Title	Credit Value	GLH	Level
<b>Core Units</b>					
<a href="#">K/651/6941</a>	CBG741	Food and Beverage Skills	15	120	Two
<a href="#">L/651/6942</a>	CBG742	Food Safety	3	24	Two
<a href="#">M/651/6943</a>	CBG743	Food Allergy Awareness	2	16	Two
<a href="#">T/651/6945</a>	CBG745	Customer Service	3	24	Two
<b>Optional Units</b>					
<a href="#">Y/651/6946</a>	CBG746	Accommodation Service Skills	15	120	Two
<a href="#">K/651/6950</a>	CBG751	Tourism Skills	15	120	Two
<a href="#">L/651/6951</a>	CBG752	Health and Safety in the Hospitality, Leisure, Travel and Tourism Industries	3	24	Two
<a href="#">M/651/6952</a>	CBG753	Teamwork Skills in Practice	3	24	Two
<a href="#">R/651/6944</a>	CBG744	Using Effective Communication Skills in a Business Environment	3	24	Two
<a href="#">A/651/6947</a>	CBG747	Using Problem Solving Skills in the Workplace	2	16	Two
<a href="#">D/651/6948</a>	CBG749	Processing Payments	3	24	Two
<a href="#">F/651/6949</a>	CBG750	Promote Additional Services and Products to Customers	6	48	Two
<a href="#">R/651/6953</a>	CBG754	Undertaking Customer Service Handovers	3	24	Two



<a href="#">T/651/6954</a>	CBG755	Dealing with Customer Queries, Requests and Problems	3	24	Two
<a href="#">Y/651/6955</a>	CBG756	Give Customers a Positive Impression of Yourself and Your Organisation	5	40	Two
<a href="#">A/651/6956</a>	CBG757	Responsible Tourism	2	16	Two

## 10. Unit Content

### Core Units

Title	Food and Beverage Skills
Level	Two
Credit Value	15
Guided Learning Hours (GLH)	120
OCN NI Unit Code	CBG741
Unit Reference No	K/651/6941
Learn Direct Code	NA1
<i>Unit purpose and aim(s):</i> 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.

### 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
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	Electronic based tests

Learning Outcome	Unit title: Food and Beverage Skills
<p>1. Understand the purpose of different food and beverage establishments.</p>	<p><b>Scope</b></p> <p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• Different food and beverage hospitality operations including:               <ul style="list-style-type: none"> <li>○ Restaurant</li> <li>○ Cafe</li> <li>○ Café-bar</li> <li>○ Public house</li> <li>○ Coffee shop</li> <li>○ Fast food</li> <li>○ Hotel room service/travel at seat service</li> </ul> </li> <li>• Food service styles including:               <ul style="list-style-type: none"> <li>○ Table</li> <li>○ Silver</li> <li>○ Gueridon</li> <li>○ Counter</li> <li>○ Self-service/cafeteria</li> <li>○ Tray/trolley</li> <li>○ Family</li> <li>○ Buffet/carvery</li> <li>○ Take-away</li> </ul> </li> <li>• Beverage service styles               <ul style="list-style-type: none"> <li>○ Law relating to serving of alcoholic drinks by those under the age of 18</li> <li>○ Table</li> <li>○ Counter</li> <li>○ Bar</li> <li>○ Self-service</li> <li>○ Room/at seat</li> <li>○ Wine service</li> <li>○ Cocktail</li> </ul> </li> <li>• Importance of acknowledging customers:               <ul style="list-style-type: none"> <li>○ Making customers feel valued</li> <li>○ Meeting expectations</li> <li>○ Customer loyalty</li> <li>○ Reputation/positive reviews</li> </ul> </li> <li>• Providing customer information to meet needs:               <ul style="list-style-type: none"> <li>○ Identifying customer needs</li> <li>○ Communicating information – verbal, written, online</li> <li>○ Menu information including ingredients, allergens, nutritional, portion size, origin of ingredients</li> <li>○ Customer choices including cooking style of steak, eggs, side dishes, special requests</li> <li>○ Dietary and lifestyle –including vegetarian/vegan, gluten-free, halal/kosher, low-sugar/low-salt</li> <li>○ Beverage information including wine pairings, cocktail ingredients, alcohol-free, caffeine free</li> <li>○ Service information including how to order/pay, wait times, tipping policy, reservation/walk-in policy</li> <li>○ Special offers and promotions including set menus, loyalty schemes, happy hour</li> <li>○ Health and safety information including allergens, hygiene standards, special measures such as Covid-19</li> </ul> </li> </ul>

2. Be able to set up, serve, maintain and clear for service of food.

### Scope

#### Teaching will cover:

- Service areas:
  - Workstation/sideboard
  - Counter (assisted/self-service)
  - Bar
  - Buffet
- Preparation of service area:
  - Clean workstation, sideboard, counter, bar, buffet
  - Service units including heated and chilled displays, plate warmers, trolleys
  - Check equipment and resolve or report any problems
- Preparation of service equipment including:
  - Condiment dishes/containers
  - Service trays
  - Wine buckets
  - Cutlery
  - Glassware
  - Water jugs/carafes
  - Linen
  - Menus
  - Order pads
  - Serving utensils
- Customer areas:
  - Entrance
  - Reception
  - Dining area
  - Bar
  - Waiting area
  - Cloakroom
  - Toilet areas
- Preparation of customer areas:
  - Check/clean areas
  - Replenish any required supplies
  - Lay tables for relevant type of service
- Take customer food orders
  - Present self and menu
  - Accurately record order
  - Check order with customer
  - Relaying orders to kitchen
- Serve food in line with operation
  - Serve in line with hospitality operation
  - Offer appropriate accompaniments such as condiments
  - Managing multiple orders/tables
  - Manage pace of service
  - Checking customer satisfaction
  - Managing replenishing of hot and cold counters
- Clear customer and service areas including tables, service areas, bar, counter, buffet, workstations
- Importance of clearing safely and hygienically to prevent food/surface contamination, maintain customer satisfaction, reduce/avoid accidents and injury
- Clearing safely and hygienically including:
  - Proper lifting techniques
  - Avoid overloading
  - Correct carrying techniques for crockery, cutlery
  - Using trays for glassware
  - Clearing breakages or spillages
  - Disposal of leftover food/waste

	<ul style="list-style-type: none"> <li>○ Cleaning and sanitising tables and surfaces</li> <li>○ Personal hygiene including handwashing</li> <li>○ Storage of cleaning equipment</li> <li>• Importance of correct storage and stock maintenance <ul style="list-style-type: none"> <li>○ Food safety and prevention of foodborne illness</li> <li>○ Compliance with food safety regulations</li> <li>○ Maintaining food quality</li> <li>○ Use of First in First out to reduce waste/improve profits</li> <li>○ Efficiency where stock is organised</li> <li>○ Consequences of failing to follow correct procedures</li> </ul> </li> <li>• Maintain customer and food service areas <ul style="list-style-type: none"> <li>○ Regular/sanitising cleaning</li> <li>○ Equipment and stock management</li> <li>○ Health and safety</li> <li>○ Maintenance of décor, furnishings, equipment</li> <li>○ Reporting problems</li> </ul> </li> </ul>
3. Be able to set up, serve, maintain and clear for service of beverages.	<p><b>Scope</b></p> <p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• Service areas: <ul style="list-style-type: none"> <li>○ Workstation</li> <li>○ Counter (assisted/self-service)</li> <li>○ Bar</li> </ul> </li> <li>• Preparation of service area: <ul style="list-style-type: none"> <li>○ Clean workstation, counter, bar</li> <li>○ Replenish supplies including coffee, tea, chocolate, milk, cream</li> <li>○ Check and replenish optics, kegs, pumps, ice</li> <li>○ Clean coffee machines, optics, cocktail equipment</li> <li>○ Check equipment and resolve or report any problems</li> </ul> </li> <li>• Preparation of service equipment including: <ul style="list-style-type: none"> <li>○ Condiment dishes/containers</li> <li>○ Service trays</li> <li>○ Wine buckets</li> <li>○ Cutlery</li> <li>○ Glassware/cups/mugs</li> <li>○ Disposable cups, stirrers, napkins</li> <li>○ Water jugs/carafes</li> <li>○ Menus</li> <li>○ Order pads</li> <li>○ Serving utensils</li> </ul> </li> <li>• Customer areas: <ul style="list-style-type: none"> <li>○ Entrance</li> <li>○ Reception</li> <li>○ Dining area</li> <li>○ Bar</li> <li>○ Waiting area</li> <li>○ Cloakroom</li> <li>○ Toilet areas</li> </ul> </li> <li>• Preparation of customer areas: <ul style="list-style-type: none"> <li>○ Check/clean areas</li> <li>○ Replenish any required supplies</li> <li>○ Check tables/seating areas</li> </ul> </li> <li>• Take customer drink orders <ul style="list-style-type: none"> <li>○ Accurately record order where appropriate</li> <li>○ Check order with customer</li> <li>○ Relay or prepare order</li> </ul> </li> <li>• Serve alcoholic and non-alcoholic drinks in line with operation</li> </ul>

	<ul style="list-style-type: none"> <li>○ Serve in line with hospitality operation and legislation on service of alcohol by those under 18 where appropriate</li> <li>○ Managing multiple orders</li> <li>○ Check customer satisfaction</li> <li>○ Use correct glassware</li> <li>○ Offer appropriate accompaniments including mixers, ice, fruit, sugar, sweetener, milk, cream</li> <li>• Clear customer and service areas including tables, service areas, bar, counter, workstations</li> <li>• Importance of clearing safely and hygienically to prevent contamination, maintain customer satisfaction, reduce/avoid accidents and injury</li> <li>• Clearing safely and hygienically including:             <ul style="list-style-type: none"> <li>○ Proper lifting techniques</li> <li>○ Avoid overloading</li> <li>○ Correct carrying techniques for crockery, cutlery</li> <li>○ Using trays for glassware</li> <li>○ Clearing breakages or spillages</li> <li>○ Disposal of leftover drinks/waste</li> <li>○ Cleaning and sanitising tables and surfaces</li> <li>○ Personal hygiene including handwashing</li> <li>○ Storage of cleaning equipment</li> </ul> </li> <li>• Importance of correct storage and stock maintenance             <ul style="list-style-type: none"> <li>○ Food safety and prevention of foodborne illness</li> <li>○ Compliance with food safety regulations</li> <li>○ Maintaining quality</li> <li>○ Use of First in First out to reduce waste/improve profits</li> <li>○ Efficiency where stock is organised</li> <li>○ Consequences of failing to follow correct procedures</li> </ul> </li> <li>• Cleaning and storing glassware             <ul style="list-style-type: none"> <li>○ Cleaning glasses: pre-rinse, 3-sink system, use soft brush/sponge, air dry</li> <li>○ Storage of glassware: clean dry area, upside down, upright if delicate rims, avoid overcrowding, Sort by type, check for residue or odour and rewash if needed</li> </ul> </li> <li>• Maintain customer and bar service areas             <ul style="list-style-type: none"> <li>○ Regular/sanitising cleaning</li> <li>○ Equipment and stock management</li> <li>○ Health and safety</li> <li>○ Maintenance of décor, furnishings, equipment</li> <li>○ Reporting problems</li> </ul> </li> </ul>
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Title	Food Safety
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBG742
Unit Reference No	L/651/6942
Learn Direct Code	NA1
<i>Unit purpose and aim(s):</i> 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.



### 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	<p>A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes</p> <p>OR</p> <p>A collection of documents containing work that shows the learner's progression through the course</p>	<p>Learner notes/written work</p> <p>Learner log/diary</p> <p>Peer notes</p> <p>Record of observation</p> <p>Record of discussion</p>
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	<p>Record of observation</p> <p>Learner notes/written work</p> <p>Learner log</p>
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	<p>Record of observation</p> <p>Learner notes/written work</p> <p>Tutor notes/record</p> <p>Learner log/diary</p>
E-assessment	The use of information technology to assess learners' work	<p>Electronic portfolio</p> <p>E-tests</p>
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	electronic based tests

Learning Outcome	Unit title: Food Safety
1. Recognise the importance of handling food safely.	<p><b>Scope</b></p> <p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>Hazards including biological, physical, chemical</li> <li>Biological hazards including bacteria, viruses, parasites and fungi</li> </ul> <p>Appropriate actions:</p> <ul style="list-style-type: none"> <li>Thorough handwashing</li> <li>Cooking food to safe temperatures</li> <li>Safe food storage</li> <li>Temperature control such as chilling, hot holding</li> <li>Clean surfaces, equipment and utensils</li> <li>Avoid cross-contamination</li> <li>Good personal hygiene</li> </ul> <li>Chemical hazards include pesticides, cleaning chemicals, heavy metals and mycotoxins</li> <p>Appropriate Actions:</p> <ul style="list-style-type: none"> <li>Use food-safe chemicals</li> <li>Store chemicals correctly</li> <li>Follow guidance for pesticide use</li> <li>Inspect food and packaging for contamination</li> </ul> <li>Physical hazards include foreign objects such as glass, metal or plastic fragments, bones and shells</li> <p>Appropriate Actions:</p> <ul style="list-style-type: none"> <li>Maintain equipment and utensils</li> <li>Food inspection</li> <li>Cleaning schedules for kitchens, equipment etc.</li> <li>Protective clothing</li> </ul> <li>Good practice           <ul style="list-style-type: none"> <li>Follow policies and procedures</li> <li>Compliance with relevant legislation and regulations such as Food Safety (Northern Ireland) Order 1991</li> <li>Implement Hazard Analysis and Critical Control Point (HACCP) plan</li> <li>Correct food storage</li> <li>Temperature control</li> <li>Staff training</li> <li>Cleaning and sanitising</li> </ul> </li> <li>Storing and disposing of waste:           <ul style="list-style-type: none"> <li>Use of covered bins</li> <li>Separation of waste</li> <li>Regular emptying of bins</li> <li>Washing and sanitising bins</li> <li>Storing waste away from food areas</li> </ul> </li>
2. Understand the need for good personal hygiene when handling food.	<p><b>Scope</b></p> <p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>Importance of good standards of personal hygiene           <ul style="list-style-type: none"> <li>Prevents food contamination</li> <li>Reduces risk of foodborne disease</li> <li>Protects consumers</li> <li>Compliance with health and safety/food safety legislation</li> <li>Protects business reputation</li> </ul> </li> <li>Personal hygiene standards to include:           <ul style="list-style-type: none"> <li>Handwashing</li> <li>Clean, protective clothing</li> <li>Hair coverings</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Dealing with illness and wounds</li> <li>○ Jewellery and make-up</li> <li>● Problems resulting from poor personal hygiene: <ul style="list-style-type: none"> <li>○ Food contamination</li> <li>○ Food poisoning</li> <li>○ Spread of food borne illness</li> <li>○ Staff job loss</li> <li>○ Legal action such as fines</li> <li>○ Damage to reputation</li> <li>○ Business closure</li> </ul> </li> </ul>
3. Understand the importance of keeping work areas clean and hygienic.	<p><b>Scope</b></p> <p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>● Keeping work areas and equipment clean and tidy including: <ul style="list-style-type: none"> <li>○ Clean as you go</li> <li>○ How and when to wash equipment</li> <li>○ Sanitising regularly</li> <li>○ Proper storage of utensils and equipment</li> <li>○ Managing waste</li> </ul> </li> <li>● Cleaning and disinfection <ul style="list-style-type: none"> <li>○ Definitions</li> <li>○ When to clean/disinfect</li> <li>○ Why to clean/disinfect</li> <li>○ Chemicals and materials required</li> <li>○ Storage of chemicals and materials</li> <li>○ Waste disposal</li> </ul> </li> <li>● Good work flow to avoid contamination: <ul style="list-style-type: none"> <li>○ Separation of raw and cooked food</li> <li>○ Separate zones for receiving, prepping, cooking and serving</li> </ul> </li> <li>● Work surfaces: <ul style="list-style-type: none"> <li>○ Good design preventing build-up of bacteria</li> <li>○ Colour coding of boards to prevent cross-contamination</li> </ul> </li> <li>● Equipment: <ul style="list-style-type: none"> <li>○ Easy to clean to prevent build-up of residue/bacteria</li> <li>○ Colour coding</li> </ul> </li> <li>● How to select correct chemicals and materials for different food areas</li> <li>● How to use chemicals and materials safely</li> </ul>
4. Recognise the importance of keeping food products safely.	<p><b>Scope</b></p> <p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>● Sources: Biological, chemical, physical</li> <li>● Cross-contamination of raw to cooked foods via hands, utensils, surfaces.</li> <li>● Risks <ul style="list-style-type: none"> <li>○ Food poisoning, illness or injury</li> <li>○ Legal action and business closure</li> <li>○ Loss of reputation and customer confidence</li> </ul> </li> <li>● High risk foods such as meat, poultry, dairy, cooked rice, pasta, seafood, egg products, pates and cold meats, ready to eat foods.</li> <li>● Spoilage: <ul style="list-style-type: none"> <li>○ What spoilage means</li> <li>○ Recognising signs of spoilage</li> <li>○ Dealing with spoilage (inspection, checking use by dates, disposal, cleaning storage areas, reporting)</li> </ul> </li> <li>● Temperature controls <ul style="list-style-type: none"> <li>○ Importance</li> <li>○ Range for bacterial growth</li> </ul> </li> <li>● Food storage</li> </ul>

	<ul style="list-style-type: none"> <li>○ Suitable containers</li> <li>○ Not storing on floor – suitable shelving</li> <li>○ Temperature controls e.g. danger zone (5°C – 63°C), chilled <b>5°C or below, frozen -18°C or below, core cooking or reheating temperature 75°C</b></li> <li>○ <b>Suitable ventilation</b></li> <li>○ Fridge storage of raw and cooked separate, raw on bottom shelves</li> <li>○ Pest control, types of food pests, signs of food pests</li> <li>• Food preparation including: <ul style="list-style-type: none"> <li>○ Handwashing</li> <li>○ Using clean surfaces, utensils, equipment</li> <li>○ Separate equipment for raw and cooked foods</li> <li>○ Keep food out of danger zone temperature</li> </ul> </li> <li>• Safe cooking including: <ul style="list-style-type: none"> <li>○ Use food thermometers</li> <li>○ Safe temperature and cooking time</li> <li>○ Serve or store (hot hold or chill after cooking)</li> </ul> </li> <li>• Chilling including: <ul style="list-style-type: none"> <li>○ Cool quickly</li> <li>○ Refrigerate within 2 hours</li> <li>○ Chilling equipment</li> <li>○ Storage of chilled food</li> </ul> </li> <li>• Reheating <ul style="list-style-type: none"> <li>○ Safe reheating methods</li> <li>○ Importance of even heating</li> <li>○ Temperatures and heating times</li> <li>○ Reheating once only</li> </ul> </li> <li>• Handling <ul style="list-style-type: none"> <li>○ Regular handwashing</li> <li>○ Separating raw and cooked food</li> <li>○ Protective, clean clothing, head covering</li> <li>○ Using utensils, gloves to avoid touching</li> <li>○ Covering wounds/cuts</li> <li>○ Not handling food when ill</li> </ul> </li> <li>• Serving <ul style="list-style-type: none"> <li>○ Hot and cold holding times and temperatures</li> <li>○ Hot and cold holding/display equipment – use and temperature checks</li> <li>○ Handling ready to eat foods</li> </ul> </li> <li>• Transporting <ul style="list-style-type: none"> <li>○ Suitable containers</li> <li>○ Suitable transport</li> <li>○ Temperatures and times (minimising times)</li> </ul> </li> <li>• Stock control <ul style="list-style-type: none"> <li>○ First in First out (FIFO)</li> <li>○ Date checking</li> <li>○ Use-by and best-before dates</li> <li>○ Food labelling (including opening dates for repacked food, date for frozen food etc)</li> <li>○ Complete records (deliveries, usage, wastage)</li> <li>○ Monitoring stock levels</li> <li>○ Dealing with deliveries (checking for damage, temperature and moving into storage)</li> <li>○ Regular stock checks for food safety, quality, expiry dates.</li> </ul> </li> </ul>
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Title	Food Allergy Awareness	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	16	
OCN NI Unit Code	CBG743	
Unit Reference No	M/651/6943	
Learn Direct Code	NA1	
<i>Unit purpose and aim(s):</i> 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.		
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.	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
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
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

electronic based tests

Learning Outcome	Unit title: Food Allergy Awareness
1. Understand the characteristics and consequences of food allergies and intolerances.	<p><b>Scope</b></p> <p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>Information that needs to be provided under Food Information Regulations (Northern Ireland) 2014 plus relevant UK and EU regulations.</li> <li>14 named food allergens that need to be highlighted</li> <li>Cross-contamination warnings</li> <li>Staff training and awareness required</li> <li>Importance of providing accurate information:               <ul style="list-style-type: none"> <li>To protect consumers from symptoms of food intolerance and allergic reactions some of which could be life threatening</li> <li>Avoids customer complaints</li> <li>Failure to provide could lead to legal action from customers or under legislation/regulations.</li> <li>Failure may lead to fines, reputational damage and loss of customer trust.</li> </ul> </li> <li>Difference between allergy and intolerance</li> <li>Common causes of allergies               <ul style="list-style-type: none"> <li>14 allergens</li> <li>Immune system response</li> <li>Onset time (minutes up to 2 hours)</li> </ul> </li> <li>Symptoms of allergies               <ul style="list-style-type: none"> <li>Mild to moderate symptoms (hives, rash, swelling, stomach symptoms)</li> <li>Severe symptoms – anaphylaxis</li> <li>Treatment – avoiding allergens, may need medication.</li> </ul> </li> <li>Food intolerance:               <ul style="list-style-type: none"> <li>Digestive system reaction</li> <li>Onset time (may be several hours)</li> <li>Common triggers (lactose, gluten, additives, caffeine, histamine)</li> <li>Symptoms (bloating, gas, nausea, headaches, diarrhoea, fatigue, stomach cramp)</li> <li>Treatment – limit intake</li> </ul> </li> </ul>
2. Be able to follow procedures for identifying and controlling contamination from allergenic ingredients.	<p><b>Scope</b></p> <p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>Common sources and vehicles of contamination:               <ul style="list-style-type: none"> <li>Utensils and equipment used for different foods (mixers, chopping boards and knives)</li> <li>Unclean hands or gloves</li> <li>Contaminated surfaces</li> <li>Cleaning cloths</li> <li>Reused cooking oil</li> <li>Storage areas where allergens not separated</li> <li>Mislabelled/improperly labelled foods</li> </ul> </li> <li>Hygiene controls:               <ul style="list-style-type: none"> <li>Personal hygiene</li> <li>Thorough handwashing</li> <li>Changing gloves between tasks</li> <li>Dedicated equipment for allergen free foods</li> <li>Cleaning and sanitising</li> <li>Colour coded cleaning equipment</li> <li>Storage controls</li> <li>Separate preparation and cooking areas</li> <li>Separate utensils</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ No reuse of oil or water that has had contact with allergens</li> <li>○ Correct labelling</li> <li>○ Up-to-date information</li> <li>○ Staff training and awareness</li> <li>● Identifying hazards: <ul style="list-style-type: none"> <li>○ Risk assessments</li> <li>○ Ingredient and product reviews (including checking for hidden and trace allergens)</li> <li>○ Inspecting labels</li> <li>○ Checking storage (such as poorly sealed containers, non-segregated areas)</li> <li>○ Observe staff practices</li> <li>○ Check kitchen workflow and practices</li> <li>○ Review cleaning procedures</li> <li>○ Check communication of allergy information</li> <li>○ Internal audits</li> </ul> </li> <li>● Hazards and associated controls at each stage: <ul style="list-style-type: none"> <li>○ Purchasing and supplier controls</li> <li>○ Transport, delivery and receipt of foods</li> <li>○ Storage</li> <li>○ Food preparation</li> <li>○ Cooking</li> <li>○ Plating food</li> <li>○ Serving food</li> </ul> </li> </ul>
3. Be able to follow procedures for the accurate communication of allergen information to consumers.	<p><b>Scope</b></p> <p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>● Methods of locating accurate allergen information <ul style="list-style-type: none"> <li>○ Product labels and packaging</li> <li>○ Supplier specifications and data sheets</li> <li>○ Manufacturer websites</li> <li>○ Creating and updating a central allergen matrix</li> <li>○ Supplier communication where information is unclear</li> <li>○ Checking Food Standard Agency and EU guidance</li> <li>○ Maintaining accurate recipe documentation</li> </ul> </li> <li>● How accurate allergen information can be effectively provided <ul style="list-style-type: none"> <li>○ Maintain up-to-date allergen matrix (lists menu items against 14 allergens)</li> <li>○ Provide information on printed/digital menus</li> <li>○ Allergen poster or board</li> <li>○ Separate allergen chart</li> <li>○ Signpost notice to advise staff of allergies</li> <li>○ Provide information about possible cross-contamination if appropriate</li> </ul> </li> </ul>



Title	Customer Service	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	24	
OCN NI Unit Code	CBG745	
Unit Reference No	T/651/6945	
Learn Direct Code	NA1	
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 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

electronic based tests

Learning Outcome	Unit title: Customer Service
<p>1. Understand the benefits of good customer service within the hospitality, leisure, travel and tourism industry.</p>	<p><b>Scope</b></p> <p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• Definition of customer service</li> <li>• Different types of customers such as:               <ul style="list-style-type: none"> <li>○ Internal</li> <li>○ External</li> <li>○ Groups, families, individuals</li> <li>○ Businesses</li> </ul> </li> <li>• Customer needs:               <ul style="list-style-type: none"> <li>○ Feeling welcome</li> <li>○ Cleanliness and comfort</li> <li>○ Efficient and reliable</li> <li>○ Quality</li> <li>○ Safety and hygiene</li> <li>○ Clear communication</li> <li>○ Flexibility</li> <li>○ Accessibility</li> <li>○ Value for money</li> <li>○ Managing customer needs</li> </ul> </li> <li>• Characteristics of good customer service               <ul style="list-style-type: none"> <li>○ Welcoming attitude</li> <li>○ Professionalism</li> <li>○ Attentiveness</li> <li>○ Anticipation of customer needs</li> <li>○ Responsiveness</li> <li>○ Personalisation</li> <li>○ Problem-solving</li> <li>○ Consistency</li> <li>○ Cultural sensitivity</li> </ul> </li> <li>• Benefits of good customer service               <ul style="list-style-type: none"> <li>○ Customer loyalty</li> <li>○ Positive reviews and recommendations</li> <li>○ Higher income as customers likely to spend more/return</li> <li>○ Competitive advantage</li> <li>○ Reduced complaints/conflict</li> <li>○ Motivated staff</li> <li>○ Stronger guest relationships</li> <li>○ Enhanced reputation</li> </ul> </li> <li>• Use of technology and benefits:               <ul style="list-style-type: none"> <li>○ Online booking systems – convenience, reduces errors</li> <li>○ Mobile apps such as check in, room service, use as room key - convenience</li> <li>○ Self-service kiosks for check in/out – speed of service, convenience, reduced pressure on front office staff</li> <li>○ Chatbots and live chat – 24/7 information, reduces staff workload</li> <li>○ Customer Relationship Management (CRM) systems – enables personalised service and marketing</li> <li>○ AI and data analytics – info on guest behaviour, predict guest needs</li> <li>○ Smart room technology such as in-room light, temperature controls – convenient, easy to access</li> <li>○ Social media – quick responses to customer comments, engagement with customers, marketing, reputation management</li> </ul> </li> <li>• Methods of customer feedback               <ul style="list-style-type: none"> <li>○ Guest feedback forms – in-room, with bills, email</li> <li>○ Online surveys</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Interviews/conversations – staff asking customers</li> <li>○ Digital review platforms – ask customers to review</li> <li>○ Mobile App</li> <li>○ Comment cards in rooms, restaurants, at checkout</li> <li>○ Social media monitoring</li> <li>○ Follow-up calls or messages</li> <li>○ Importance of monitoring and evaluating customer service</li> </ul>
2. Be able to communicate effectively with customers.	<p><b>Scope</b></p> <p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>● Benefits of good communication             <ul style="list-style-type: none"> <li>○ Better customer satisfaction</li> <li>○ Fewer misunderstandings/complaints</li> <li>○ Better problem-solving</li> <li>○ Better team coordination</li> <li>○ Stronger guest relationships</li> <li>○ Better staff morale as staff more positive</li> <li>○ Supports diverse customer needs</li> </ul> </li> <li>● Dealing with routine customer needs             <ul style="list-style-type: none"> <li>○ Be proactive</li> <li>○ Be prepared</li> <li>○ Friendly and welcoming</li> <li>○ Listen actively</li> <li>○ Respond promptly and politely</li> <li>○ Follow procedures for consistency and efficiency</li> <li>○ Meet customer service standards</li> <li>○ Offer solutions and alternatives</li> <li>○ Check customer is satisfied</li> <li>○ Document customer needs/requests and responses (helps with improvement)</li> <li>○ Monitor requests and customer needs (helps future planning)</li> </ul> </li> <li>● Types of communication             <ul style="list-style-type: none"> <li>○ Verbal – spoken, written</li> <li>○ Non-verbal</li> <li>○ Listening</li> <li>○ Face-to-face</li> <li>○ Telephone</li> <li>○ Digital – email, text</li> </ul> </li> <li>● Reasons for communication             <ul style="list-style-type: none"> <li>○ Providing information and advice</li> <li>○ Providing assistance</li> <li>○ Dealing with problems</li> <li>○ Urgent situations</li> <li>○ Difficult situations</li> <li>○ Selling additional services</li> <li>○ Liaising with other departments</li> </ul> </li> <li>● Effective communication             <ul style="list-style-type: none"> <li>○ Spoken – voice, pitch, tone, pace</li> <li>○ Written – clear, concise, sufficient detail</li> <li>○ Language – appropriate, slang, jargon</li> <li>○ Non-verbal – body language, posture, expression, gestures, eye contact, proximity</li> <li>○ Active listening</li> <li>○ Questioning skills</li> <li>○ Taking account of specific needs – such as sensory impairments (hearing or sight loss, learning disabilities, cultural and language difference)</li> <li>○ Choosing appropriate form of communication</li> <li>○ Checking understanding and customer satisfaction</li> </ul> </li> </ul>

<p>3. Understand the importance of good personal presentation.</p>	<p><b>Scope</b></p> <p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• Good personal hygiene and presentation <ul style="list-style-type: none"> <li>○ Clean and tidy appearance – including nails and hair</li> <li>○ Proper uniform or dress code</li> <li>○ Name badge</li> <li>○ Good personal grooming</li> <li>○ Positive body language</li> </ul> </li> <li>• Importance of good personal hygiene and presentation <ul style="list-style-type: none"> <li>○ Creates good first impression</li> <li>○ Reflects brand image</li> <li>○ Build customer confidence</li> <li>○ Maintains health and safety</li> <li>○ Promotes professionalism and respect</li> <li>○ Boosts staff confidence</li> <li>○ Consistency and meeting standards</li> <li>○ Enhances reputation</li> <li>○ Builds customer loyalty</li> </ul> </li> </ul>
<p>4. Know how to respond to customer complaints.</p>	<p><b>Scope</b></p> <p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• Approaches to handling complaints <ul style="list-style-type: none"> <li>○ Active listening</li> <li>○ Empathise</li> <li>○ Acknowledge responsibility where appropriate</li> <li>○ Offer apology</li> <li>○ Investigate root of problem</li> <li>○ Problem-solving</li> <li>○ Offer solutions</li> <li>○ Offer compensation where appropriate</li> <li>○ Remain calm and professional</li> <li>○ Recording complaints and responses</li> <li>○ Referring to more senior staff where appropriate</li> <li>○ Referring to appropriate departments</li> <li>○ Follow-up with other departments</li> <li>○ Follow-up to check customer satisfaction</li> </ul> </li> <li>• Organisation's procedures <ul style="list-style-type: none"> <li>○ Examples of organisation procedures</li> <li>○ Knowing where to find procedures</li> <li>○ Awareness of procedures</li> <li>○ Importance of following procedures</li> <li>○ Awareness of where to seek advice or authorisation for actions to be taken</li> <li>○ Procedures for monitoring complaints</li> <li>○ Suggesting improvements</li> </ul> </li> </ul>

## Optional Units

Title	Accommodation Service Skills
Level	Two
Credit Value	15
Guided Learning Hours (GLH)	120
OCN NI Unit Code	CBG746
Unit Reference No	Y/651/6946
Learn Direct Code	NA1
<i>Unit purpose and aim(s):</i> 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. 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.
<b>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.</b>			
<b>Assessment Guidance</b>			
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	

Learning Outcome	Unit title: Accommodation Service Skills
<p>1. Understand the role of housekeeping and the relationship between front office and other departments.</p>	<p><b>Scope</b></p> <p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• Housekeeping duties               <ul style="list-style-type: none"> <li>○ Maintaining cleanliness and hygiene</li> <li>○ Room preparation and presentation</li> <li>○ Laundry management</li> <li>○ Inventory and stock control</li> <li>○ Maintenance reporting</li> <li>○ Guest service and support</li> <li>○ Health and safety compliance</li> <li>○ Coordination with other departments</li> </ul> </li> <li>• Front office duties               <ul style="list-style-type: none"> <li>○ Guest reception and check-in/check-out</li> <li>○ Reservation management</li> <li>○ Guest services and enquiries</li> <li>○ Communication hub</li> </ul> </li> <li>• Front office support to housekeeping               <ul style="list-style-type: none"> <li>○ Room status updates</li> <li>○ Special requests and preferences</li> <li>○ Coordination during high occupancy</li> <li>○ Handling lost and found</li> <li>○ Reporting issues</li> <li>○ Supporting efficient room turnover</li> </ul> </li> <li>• Support by housekeeping to other departments:               <ul style="list-style-type: none"> <li>○ Front office department provides real-time room status updates, assists with guest requests</li> <li>○ Maintenance/engineering department reports faults and damages, supports in-room maintenance access and safety, helps identify recurring repair issues.</li> <li>○ Food and beverage department cleans and prepares event spaces or in-room dining, manages laundry, reports minibar usage for restocking and billing.</li> <li>○ Security ensures safe storage of lost and found items, reports suspicious activities or guest safety issues.</li> <li>○ Sales and marketing department prepares areas for guest visits or photoshoots, maintains presentation standards for promotions, coordinates room setups for special packages or events.</li> <li>○ Human resources department provides feedback on staff conduct and training needs.</li> </ul> </li> </ul>
<p>2. Service and clean bedroom, bathroom and furnished areas.</p>	<p><b>Scope</b></p> <p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• Organisational procedures and standards in all areas.</li> <li>• Clothing and PPE               <ul style="list-style-type: none"> <li>○ Disposable gloves</li> <li>○ Apron (disposable or washable)</li> <li>○ Face mask</li> <li>○ Eye protection (goggles or face shield)</li> <li>○ Non-slip footwear</li> <li>○ Uniform or work clothing</li> </ul> </li> <li>• Prepare area for cleaning:               <ul style="list-style-type: none"> <li>○ Gather cleaning equipment and materials</li> <li>○ Knock and announce presence before entering</li> <li>○ Ensure room is unoccupied</li> <li>○ Open windows for ventilation (if possible)</li> <li>○ Turn on lights for visibility</li> <li>○ Remove waste and used linens</li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>○ Check for maintenance issues</li> <li>○ Place caution signs if needed</li> <li>○ Organise cleaning tasks in a logical order</li> <li>• Cleaning equipment and materials: <ul style="list-style-type: none"> <li>○ Bedroom – such as vacuum cleaner, duster/microfibre cloth, all-purpose cleaner, glass cleaner (for mirrors/windows).</li> <li>○ Bathroom – such as toilet brush, disinfectant cleaner, descaler (for taps and tiles), microfibre cloths (colour-coded), mop and bucket.</li> <li>○ Furnished Areas – such as upholstery vacuum or brush, furniture polish, soft cloths or dusters, all-purpose surface cleaner.</li> </ul> </li> <li>• Clean the toilets, bathrooms, appliances and surrounding areas: <ul style="list-style-type: none"> <li>○ Use correct cleaning agents such as disinfectants or descalers</li> <li>○ Clean toilets, sinks, baths/showers, taps, mirrors</li> <li>○ Sanitise high-touch areas (handles, flush, light switches)</li> <li>○ Mop floors and leave the area dry and odour-free</li> </ul> </li> <li>• Clean the bedroom areas: <ul style="list-style-type: none"> <li>○ Make beds with clean linen</li> <li>○ Dust furniture and fittings</li> <li>○ Vacuum carpets or clean floors</li> <li>○ Remove rubbish and check for stains or marks</li> </ul> </li> <li>• Clean furnished areas: <ul style="list-style-type: none"> <li>○ Wipe and polish furniture surfaces</li> <li>○ Clean upholstery using vacuum or suitable method</li> <li>○ Check and clean lamps, curtains, and soft furnishings</li> <li>○ Maintain neat appearance and proper arrangement</li> </ul> </li> <li>• Identify and report maintenance or repair <ul style="list-style-type: none"> <li>○ Look for faults such as broken lights, leaking taps, damaged furniture</li> <li>○ Record and report issues to the supervisor or maintenance team</li> <li>○ Use reporting forms or logbook if required</li> </ul> </li> <li>• Records of work <ul style="list-style-type: none"> <li>○ Fill in cleaning checklists or daily logs</li> <li>○ Note completed tasks and room status</li> <li>○ Submit records to the line manager or appropriate department</li> </ul> </li> <li>• Final checks <ul style="list-style-type: none"> <li>○ Inspect for missed spots or leftover items</li> <li>○ Check beds, bathrooms, and surfaces for cleanliness</li> <li>○ Ensure everything is in place and well presented</li> <li>○ Spray air freshener if appropriate</li> </ul> </li> <li>• Customer special requirements <ul style="list-style-type: none"> <li>○ Follow instructions for allergies, mobility needs, or preferences</li> <li>○ Provide extra items (pillows, towels) if requested</li> <li>○ Be polite, helpful, and professional</li> </ul> </li> <li>• Dispose of waste <ul style="list-style-type: none"> <li>○ Use correct bins such as general waste, recycling)</li> <li>○ Tie bags securely and remove waste promptly</li> <li>○ Follow procedures for hazardous or soiled items</li> </ul> </li> <li>• Deal with lost property <ul style="list-style-type: none"> <li>○ Hand in found items to the designated person/area</li> <li>○ Record item details (what, where, when found)</li> <li>○ Never keep or discard guest belongings</li> </ul> </li> </ul>
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<p>3. Provide reception and front of house service including guest relations (make and receive telephone services).</p>	<p><b>Scope</b></p> <p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• Organisational procedures and standards in all areas.</li> <li>• Positive image:             <ul style="list-style-type: none"> <li>○ Wear clean, professional uniform</li> <li>○ Use polite language, smile, and maintain eye contact</li> <li>○ Show friendly and helpful behaviour</li> </ul> </li> <li>• Provide information, within confidentiality guidelines:             <ul style="list-style-type: none"> <li>○ Give accurate and clear information</li> <li>○ Only share information allowed by the organisation</li> <li>○ Respect guest privacy and data protection rules</li> </ul> </li> <li>• Entry and exit procedures:             <ul style="list-style-type: none"> <li>○ Greet and log visitors if required</li> <li>○ Check ID or visitor passes</li> <li>○ Ensure unauthorised people do not enter restricted areas</li> </ul> </li> <li>• Health and safety procedures:             <ul style="list-style-type: none"> <li>○ Know fire exits and emergency procedures</li> <li>○ Keep walkways and the reception area clear</li> <li>○ Report hazards or unsafe conditions</li> </ul> </li> <li>• Deal with problems:             <ul style="list-style-type: none"> <li>○ Stay calm and listen to the issue</li> <li>○ Try to solve the problem politely</li> <li>○ Report serious issues to a supervisor or manager</li> </ul> </li> <li>• Presentation of reception area:             <ul style="list-style-type: none"> <li>○ Keep the area clean and tidy</li> <li>○ Arrange seating and brochures neatly</li> <li>○ Remove litter or clutter promptly</li> </ul> </li> <li>• Telephone calls:             <ul style="list-style-type: none"> <li>○ Answer promptly with a professional greeting</li> <li>○ Speak clearly and politely</li> <li>○ Take accurate messages and pass them on quickly</li> </ul> </li> <li>• Accident and/or emergencies:             <ul style="list-style-type: none"> <li>○ Report accidents immediately</li> <li>○ Follow evacuation or emergency steps as trained</li> <li>○ Call emergency services if required and notify management</li> </ul> </li> </ul>
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Title	Tourism Skills
Level	Two
Credit Value	15
Guided Learning Hours (GLH)	120
OCN NI Unit Code	CBG751
Unit Reference No	K/651/6950
Learn Direct Code	NA1
<i>Unit purpose and aim(s):</i> 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. 3.7. Describe the impacts of excellent and poor customer service when meeting customer requirements.
<b>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.</b>			
<b>Assessment Guidance</b>			
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	

Learning Outcome	Unit title: Tourism Skills
<p>1. Understand the tourism environment and the importance to the local economy.</p>	<p><b>Scope</b></p> <p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• Different types of tourism: leisure tourism, business tourism, cultural tourism, eco-tourism, adventure tourism, medical tourism.</li> <li>• Differences between each type of tourism such as reasons, purpose, activities, who is customer (organisation vs individual), accommodation type/level, facilities required, transport and sustainability.</li> <li>• Examples of each type of tourism               <ul style="list-style-type: none"> <li>○ Leisure tourism: Beach holidays, city breaks.</li> <li>○ Business tourism: Conferences, trade fairs, corporate meetings.</li> <li>○ Cultural tourism: Visiting museums, historical landmarks, cultural festivals.</li> <li>○ Eco-tourism: Visiting national parks, wildlife safaris, eco-lodges.</li> <li>○ Adventure tourism: Skiing, trekking, scuba diving.</li> <li>○ Medical tourism: Traveling abroad for dental care, cosmetic surgery, wellness treatments.</li> </ul> </li> <li>• Importance of tourism sector to UK economy:               <ul style="list-style-type: none"> <li>○ Contributes significantly to GDP through direct spending on accommodation, food, transport, etc.</li> <li>○ Provides employment in hotels, transport, attractions, and travel agencies.</li> <li>○ Boosts local economies by supporting small businesses in tourist areas.</li> <li>○ Drives foreign exchange earnings through international visitors.</li> <li>○ Promotes infrastructure development and investment.</li> </ul> </li> <li>• Economic effects of tourism:               <ul style="list-style-type: none"> <li>○ Positive economic effects: Job creation, revenue generation, infrastructure development, local business growth.</li> <li>○ Negative economic effects: Overdependence on tourism, seasonal employment, potential inflation in local prices.</li> <li>○ Multiplier effect: When tourism spending leads to additional economic activity such as a restaurant hiring local staff or suppliers benefiting.</li> </ul> </li> <li>• Data relating to inbound and domestic tourism:               <ul style="list-style-type: none"> <li>○ Inbound tourism: Visitors traveling to the UK from abroad.</li> <li>○ Domestic tourism: UK residents traveling within the UK.</li> <li>○ Key metrics: Number of visits, visitor spending, popular destinations, length of stay, tourism trends.</li> <li>○ Data sources: Office for National Statistics (ONS), VisitBritain, tourism reports.</li> <li>○ Applying knowledge of economic effects, such as: analyse how tourism impacts specific regions, evaluate the balance between economic benefits and social/environmental challenges, discuss strategies for sustainable tourism that maximise positive economic impacts while minimising negative effects.</li> </ul> </li> </ul>
<p>2. Be able to research tourist destinations and to be able to provide information to customers.</p>	<p><b>Scope</b></p> <p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• Researching locations:               <ul style="list-style-type: none"> <li>○ Identify the geographical location (region, city, country).</li> <li>○ Investigate climate and weather conditions.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Check for nearby transport links (airports, train stations, bus routes).</li> <li>○ Research local landmarks and proximity to other tourist destinations.</li> <li>● Transport and places to stay:           <ul style="list-style-type: none"> <li>○ Transport options: Trains, buses, taxis, car hire, ferries, bicycles.</li> <li>○ Accommodation options: Hotels, guesthouses, hostels, Airbnb, resorts, holiday parks.</li> <li>○ Research public transport routes and cost.</li> <li>○ Look into local transportation passes or discounts for tourists.</li> </ul> </li> <li>● Areas of interest, attractions, and facilities:           <ul style="list-style-type: none"> <li>○ Attractions: Historical sites, museums, parks, theme parks, beaches, hiking trails.</li> <li>○ Activities: Shopping, local festivals, cultural events, dining experiences, adventure sports.</li> <li>○ Facilities: Restaurants, cafes, shopping centres, medical services, tourist information centres.</li> </ul> </li> <li>● Advantages and disadvantages of destinations:           <ul style="list-style-type: none"> <li>○ Advantages such as accessible transport links, cultural heritage, natural beauty, range of accommodation options.</li> <li>○ Disadvantages such as high season prices, overcrowding, potential for environmental damage, limited accessibility, few facilities.</li> </ul> </li> <li>● Research methods used:           <ul style="list-style-type: none"> <li>○ Primary research: Interviews with locals, surveys, or direct visits.</li> <li>○ Secondary research: Official tourism websites, brochures, travel guides, online reviews, news articles.</li> <li>○ Consulting experts: Tour guides, local businesses, or tourism authorities.</li> </ul> </li> <li>● Presenting information on a tourist destination:           <ul style="list-style-type: none"> <li>○ Written formats: Brochures, leaflets, website content, reports.</li> <li>○ Oral formats: Presentations, guided tours, answering customer questions.</li> <li>○ Visual formats: Photos, maps, video content, slideshows.</li> <li>○ Use clear, concise language and highlight key attractions and services.</li> </ul> </li> <li>● Respond to questions:           <ul style="list-style-type: none"> <li>○ Be prepared to answer basic queries about the location, transport, accommodation, and attractions.</li> <li>○ Provide accurate and up-to-date information.</li> <li>○ If unsure, direct customers to reliable sources or offer to follow up with the correct details.</li> </ul> </li> </ul>
<p>3. Be able to identify and provide tourism information to meet customer requirements.</p>	<p><b>Scope</b></p> <p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>● Effective customer service skills:           <ul style="list-style-type: none"> <li>○ Use active listening to understand customer needs.</li> <li>○ Be polite, professional, and approachable.</li> <li>○ Communicate clearly and provide information in an easy-to-understand manner.</li> <li>○ Adapt communication style based on customer preferences such as formal or informal.</li> <li>○ Offer solutions and alternatives if needed.</li> <li>○ Follow up to ensure customer satisfaction.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Different types of customers and needs: <ul style="list-style-type: none"> <li>○ Leisure tourists: may need information on activities, attractions, accommodation, and local restaurants.</li> <li>○ Business tourists: require information on meeting spaces, transport, and nearby services.</li> <li>○ Families: look for family-friendly accommodation, activities, and attractions.</li> <li>○ Solo travellers: prefer safety, local experiences, and easy access to transportation.</li> <li>○ Special interest groups: need tailored experiences, such as eco-tourism, adventure, or cultural trips.</li> <li>○ Elderly or disabled customers: require accessibility and specific services such as accessible rooms, and transportation.</li> <li>○ Provide details of facilities and services available for a range of tourist destinations</li> <li>○ Accommodation: hotels, B&amp;Bs, hostels, resorts, campsites.</li> <li>○ Transport: public transport, car hire, bike rentals, taxis, shuttle services.</li> <li>○ Dining: restaurants, cafes, bars, local food experiences.</li> <li>○ Attractions: museums, parks, landmarks, adventure activities.</li> <li>○ Amenities: wi-fi, spas, gym facilities, tour guides, parking.</li> </ul> </li> <li>• Ways in which tourist destinations can increase their appeal: <ul style="list-style-type: none"> <li>○ For leisure tourists: promote unique experiences such as scenic views, events or cultural tours.</li> <li>○ For business tourists: offer conference facilities, business lounges, and nearby meeting venues.</li> <li>○ For families: offer family suites, childcare, and family-friendly attractions.</li> <li>○ For eco-tourists: focus on sustainable practices, nature reserves, and eco-friendly accommodations.</li> <li>○ For adventure tourists: recommend hiking, water sports, or other physical challenges.</li> </ul> </li> <li>• Good product knowledge to meet customer expectations: <ul style="list-style-type: none"> <li>○ Understand the services and products offered by the destination, including accommodation and attractions.</li> <li>○ Be aware of special offers, packages, and seasonality.</li> <li>○ Stay updated on changes in facilities or services including opening hours and availability.</li> <li>○ Be able to provide comparisons of different options to help customers make informed decisions.</li> <li>○ Respond to customer enquiries with relevant information and explore sources of information available</li> <li>○ Answer questions confidently with up-to-date, accurate information.</li> <li>○ Use reliable sources such as tourist brochures, official websites, and local tourism boards.</li> <li>○ Direct customers to specific websites, booking platforms, or information centres for more details.</li> <li>○ Follow up to ensure the customer received all the necessary details.</li> </ul> </li> <li>• Impacts of excellent and poor customer service: <ul style="list-style-type: none"> <li>○ Excellent customer service builds customer loyalty and encourages repeat business, creates positive word-of-mouth and online reviews, leads to higher customer satisfaction and positive recommendations.</li> <li>○ Poor customer service leads to customer dissatisfaction and negative reviews, may result in loss of</li> </ul> </li> </ul>
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	business and damage to reputation, customers may not return and could share their poor experiences with others.
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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	CBG752	
Unit Reference No	L/651/6951	
Learn Direct Code	NA1	
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

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

Learning Outcome	Unit title: Health and Safety in the Hospitality, Leisure, Travel and Tourism Industries
1. Be aware of health and safety procedures and policy at work.	<p><b>Scope</b></p> <p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• Personnel responsible for health and safety in own workplace including: health and safety officer/manager, first aiders, department heads/managers, supervisors, employees, health and safety committee.</li> <li>• Health and safety procedures and policy for own organisation:               <ul style="list-style-type: none"> <li>○ The Health and Safety at Work (Northern Ireland) Order 1978: purpose, employer and employee responsibilities.</li> <li>○ Management of Health and Safety at Work Regulations (Northern Ireland) 2000: purpose, risk assessment, training, safety plans.</li> <li>○ Control of Substances Hazardous to Health (COSHH) Requirements: purpose, hazardous substances, risk assessment, control measures, training and information.</li> </ul> </li> </ul>
2. Know how to maintain a safe working environment in own workplace.	<p><b>Scope</b></p> <p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• Maintaining a safe working environment and correct reporting procedures: regular cleaning and maintenance, clear signage, proper training, safe work practices, reporting procedures, health and safety meetings.</li> <li>• Assessing risks: identify hazards, consider employees' roles, workplace layout, emergency risks, monitor equipment.</li> <li>• Purpose and use of safety equipment and clothing:               <ul style="list-style-type: none"> <li>○ Personal Protective Equipment (PPE): type, purpose and use by employees.</li> <li>○ Fire safety equipment such as fire extinguishers, smoke detectors, and fire blankets; purpose, maintenance, use.</li> <li>○ Safety Shoes and Clothing: footwear and clothing designed to protect from slips, falls, electrical hazards, and extreme temperatures; purpose and use.</li> </ul> </li> <li>• Emergency evacuation procedures to cover: evacuation routes, assembly points, roles and responsibilities, evacuation drills, communication, special considerations.</li> <li>• Process and benefits of risk assessment:               <ul style="list-style-type: none"> <li>○ Process of risk assessment: identify hazards, evaluate risks, implement control measures, monitor and review.</li> <li>○ Benefits of a risk assessment: prevent injuries, legal compliance, improved workplace environment, increased productivity (fewer accidents and disruptions, higher morale), reduced costs (potential down time, legal and medical costs).</li> </ul> </li> <li>• Carrying out a risk assessment:               <ul style="list-style-type: none"> <li>○ Step 1: identify hazards: walk through of workplace.</li> <li>○ Step 2: evaluate the risk for each hazard, assess the likelihood and potential consequences.</li> <li>○ Step 3: implement control measures: decide on actions to minimise the risks.</li> <li>○ Step 4: document the risk assessment: record the identified hazards, risks, and actions taken.</li> <li>○ Step 5: monitor and review: regularly review to ensure up to date and working effectively.</li> </ul> </li> </ul>

<p>3. Be aware of responsibility for health and safety in own workplace.</p>	<p><b>Scope</b></p> <p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• Own responsibilities for health and safety in own workplace.</li> <li>• Manual handling: <ul style="list-style-type: none"> <li>○ Process: assess the load, correct lifting technique, use equipment, clear pathway.</li> <li>○ correct lifting technique such as stand close to the load, bend at the knees load, keep back straight and head up, grip firmly, avoid twisting</li> </ul> </li> <li>• Use of display screen equipment: <ul style="list-style-type: none"> <li>○ Use: ergonomic setup, take regular breaks, good posture, proper lighting, regularly clean equipment.</li> <li>○ Ergonomic setup: correct workstation set up including monitor position, chair adjustments, keyboard and mouse placement.</li> </ul> </li> <li>• Control of Substances Hazardous to Health (COSHH): identify hazardous substances, follow safety data sheets, use PPE, proper storage, ventilation, spill control, training.</li> </ul>
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Title	Teamwork Skills in Practice	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	24	
OCN NI Unit Code	CBG753	
Unit Reference No	M/651/6952	
Learn Direct Code	NA1	
<i>Unit purpose and aim(s):</i> 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
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Learning Outcome	Unit title: Teamwork Skills in Practice
1. Understand the different roles and responsibilities within a team.	<p><b>Scope</b></p> <p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>Different roles and responsibilities within a team:               <ul style="list-style-type: none"> <li>Team leader / supervisor provides direction and guidance, allocates tasks, monitors performance and supports team development.</li> <li>coordinator / organiser schedules tasks and meetings, keeps track of deadlines, ensures smooth workflow.</li> <li>specialist / expert brings specific skills or knowledge, solves technical or subject-specific problems.</li> <li>communicator / liaison ensures effective communication within the team, acts as a link with other teams or departments.</li> <li>support role / helper assists others where needed, offers practical support and flexibility</li> <li>motivator / encourager keeps team morale high, promotes positive team spirit and motivation</li> <li>checker / quality controller ensures work is completed to required standards, identifies errors or improvements.</li> </ul> </li> <li>Own role and responsibilities:               <ul style="list-style-type: none"> <li>Role title including team member, receptionist, housekeeper or server</li> <li>Key responsibilities including completing assigned tasks on time, following instructions from team leader or manager, communicating clearly with other team members, supporting colleagues when needed, maintaining a positive attitude and teamwork, meeting expected standards for quality and service, following health and safety guidelines</li> </ul> </li> </ul>
2. Be able to contribute to the setting of team and own goals.	<p><b>Scope</b></p> <p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>Goal setting process: understand purpose, team discussion, set SMART goals (Specific, Measurable, Achievable, Relevant, Time-bound), agree priorities, assign roles, set deadlines, review and adjust where required.</li> <li>Examples of team and individual goals.</li> <li>How to carry out a team activity: participate actively, follow instructions, cooperate with others, stay focused, contribute ideas.</li> <li>How to communicate appropriately within the team in a range of situations               <ul style="list-style-type: none"> <li>In meetings: speak clearly, listen actively, and respect others' views.</li> <li>During tasks: ask questions if unsure, give updates on progress.</li> <li>In conflicts: stay calm, be respectful, and focus on solutions.</li> <li>Giving feedback: be constructive, specific, and supportive.</li> <li>Using different methods: face-to-face, phone, email, or written notes depending on the situation.</li> </ul> </li> </ul>
3. Be aware of others' rights to communicate within a team.	<p><b>Scope</b></p> <p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>Communication rights in a team               <ul style="list-style-type: none"> <li>Everyone has the right to speak and be heard.</li> <li>Equal opportunity to contribute to discussions.</li> <li>Respect for diverse opinions and communication styles.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Importance of allowing others to speak without interruption <ul style="list-style-type: none"> <li>○ Encourages open, respectful communication.</li> <li>○ Helps avoid misunderstandings and conflict.</li> <li>○ Builds trust and positive team relationships.</li> <li>○ Ensures all viewpoints are considered in decision-making.</li> <li>○ Improves overall team performance and cooperation.</li> </ul> </li> <li>• Effects of interrupting or ignoring others <ul style="list-style-type: none"> <li>○ Can cause frustration or low morale.</li> <li>○ Makes team members feel undervalued.</li> <li>○ Reduces the chance of finding the best solutions.</li> <li>○ May lead to communication breakdowns.</li> </ul> </li> <li>• Active listening skills <ul style="list-style-type: none"> <li>○ Focus fully on the speaker.</li> <li>○ Avoid interrupting or talking over others.</li> <li>○ Use body language and eye contact to show attention.</li> <li>○ Ask questions or summarise to confirm understanding.</li> </ul> </li> <li>• Creating a supportive team environment <ul style="list-style-type: none"> <li>○ Encourage quieter members to share views.</li> <li>○ Respect cultural and language differences.</li> <li>○ Use positive communication practices</li> <li>○ Agree on team rules for communication</li> </ul> </li> </ul>
4. Recognise the importance of co-operation within a team.	<p><b>Scope</b></p> <p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• Importance of co-operation within a team <ul style="list-style-type: none"> <li>○ Encourages teamwork and mutual support</li> <li>○ Helps achieve goals more efficiently and effectively</li> <li>○ Improves communication and trust among team members</li> <li>○ Reduces conflict and misunderstandings</li> <li>○ Increases job satisfaction and morale</li> <li>○ Ensures smooth delivery of customer service</li> </ul> </li> <li>• Situations in hospitality, leisure and tourism where co-operation is essential <ul style="list-style-type: none"> <li>○ Hospitality housekeeping teams preparing rooms quickly for guest check-in; kitchen and waiting staff working together during busy meal services; front desk and concierge coordinating guest requests and bookings.</li> <li>○ Leisure including gym staff setting up and running a fitness class together, reception and maintenance teams co-operating to handle equipment issues, event staff collaborating to organise a group booking or private event.</li> <li>○ Tourism including tour guides, drivers and customer service staff coordinating to manage tour schedules; travel agents working with hotel and transport providers to arrange packages; airport staff (check-in, security, customer service) co-operating for smooth passenger flow.</li> </ul> </li> </ul>
5. Be able to review team performance.	<p><b>Scope</b></p> <p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• Summarising skills brought to a team activity by self <ul style="list-style-type: none"> <li>○ Identify personal strengths used including communication, organisation and time management</li> <li>○ Describe tasks completed and how they contributed to team success</li> <li>○ Reflect on what went well and areas to develop</li> <li>○ Recognise good behaviour and attitude shown during the activity</li> </ul> </li> <li>• Summarising skills brought to a team activity by others</li> </ul>



	<ul style="list-style-type: none"> <li>○ Observe and list the skills other team members used including leadership, problem-solving and teamwork</li> <li>○ Acknowledge how others' contributions supported the team</li> <li>○ Give examples of positive team behaviours</li> <li>○ Show appreciation for diverse skills and roles</li> <li>● Assessing activity and identifying areas for improvement: <ul style="list-style-type: none"> <li>○ Review what the team did well including meeting deadlines, supporting each other and clear communication</li> <li>○ Identify any problems or challenges during the activity</li> <li>○ Discuss what could be improved such as planning, time management and clearly defined roles</li> <li>○ Suggest ways to improve future teamwork including better planning, regular check-ins and clearer communication</li> <li>○ Encourage group feedback and reflection after the task</li> </ul> </li> </ul>
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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	CBG744	
Unit Reference No	R/651/6944	
Learn Direct Code	NA1	
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

Learning Outcome	Unit title: Using Effective Communication Skills in a Business Environment
1. Understand different forms of effective communication in the workplace.	<p><b>Scope</b></p> <p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• Organisational structure               <ul style="list-style-type: none"> <li>○ Definition of organisational structure such as how roles and responsibilities are arranged in a business.</li> <li>○ Types of organisational structures including hierarchical, flat and matrix.</li> <li>○ Typical roles in the hospitality, leisure, and tourism sectors such as front-of-house staff, housekeeping, kitchen staff and management.</li> <li>○ Own workplace example such as a hotel with a general manager, department heads, supervisors, and front-line staff.</li> <li>○ How communication flows within the structure such as top-down, bottom-up, lateral communication.</li> </ul> </li> <li>• Effective communication:               <ul style="list-style-type: none"> <li>○ Verbal communication including face-to-face, telephone conversations with guests or team members.</li> <li>○ Non-verbal communication such as body language, gestures, facial expressions.</li> <li>○ Written communication including emails, reports, notices and memos.</li> <li>○ Visual communication such as signs, charts, and information boards.</li> <li>○ Digital communication including internal messaging apps, online booking platforms.</li> <li>○ Situational examples of effective communication briefing staff before events, resolving guest complaints, and updating team on policy changes.</li> <li>○ Importance of clarity, tone, and listening skills including polite tone with guests, active listening with colleagues).</li> </ul> </li> </ul>
2. Understand the importance of communicating effectively with others in the workplace.	<p><b>Scope</b></p> <p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• Importance of communicating effectively with others in the workplace:               <ul style="list-style-type: none"> <li>○ Supports smooth operations which ensures everyone knows their tasks and responsibilities.</li> <li>○ Enhances guest satisfaction with clear communication helps meet guest needs and resolve issues quickly.</li> <li>○ Effective communication promotes teamwork, trust and cooperation among staff.</li> <li>○ Increases efficiency and productivity which avoids misunderstandings and repetition of tasks.</li> <li>○ Improves safety and compliance – giving clear instructions reduce accidents and help staff follow health regulations.</li> <li>○ Boosts staff morale – using open communication helps staff feel valued and heard.</li> </ul> </li> <li>• Implications of poor communication with others in the workplace:               <ul style="list-style-type: none"> <li>○ Service failures and guest complaints such as wrong bookings, delays, unmet expectations.</li> <li>○ Conflicts among staff such as misunderstandings, blame, low morale.</li> <li>○ Reduced efficiency such as duplicated work, missed tasks.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Increased errors and accidents such as safety instructions not followed correctly.</li> <li>○ Damage to business reputation if negative reviews received due to poor service.</li> <li>○ High staff turnover due to frustration and job dissatisfaction leading from unclear communication.</li> </ul>
3. Know how to use communication to support the work of others.	<p><b>Scope</b></p> <p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• Importance of clear communication in the workplace             <ul style="list-style-type: none"> <li>○ Why clear communication matters including - prevents confusion, ensures tasks are completed correctly and on time.</li> <li>○ Helps others perform their roles effectively including clear instructions, updates, or changes to procedures.</li> <li>○ Reduces mistakes and misunderstandings which avoids repetition or missed steps.</li> <li>○ Builds good working relationships which is respectful and supportive tone builds trust.</li> </ul> </li> <li>• Common appropriate communication methods:             <ul style="list-style-type: none"> <li>○ Verbal – face-to-face conversations, team meetings</li> <li>○ Written – notes, emails, checklists</li> <li>○ Visual – signage, rotas, diagrams</li> <li>○ Digital – messaging apps, scheduling software</li> </ul> </li> <li>• Choosing the right method for the situation such as face-to-face for sensitive issues and written for instructions, record keeping.</li> <li>• Constructive feedback including helpful, specific comments aimed at improving performance.</li> <li>• How to give constructive feedback:             <ul style="list-style-type: none"> <li>○ Focus on the issue, not the person</li> <li>○ Use positive and respectful language</li> <li>○ Be specific and give examples</li> <li>○ Offer suggestions for improvement</li> <li>○ Use feedback models such as the sandwich method.</li> </ul> </li> <li>• How to receive feedback professionally:             <ul style="list-style-type: none"> <li>○ Listen carefully without interrupting</li> <li>○ Stay open-minded and calm</li> <li>○ Ask questions if unsure</li> <li>○ Reflect and act on the feedback</li> <li>○ Thank the person for their input</li> </ul> </li> </ul>
4. Understand how to deal with conflict in the workplace.	<p><b>Scope</b></p> <p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• What is workplace conflict – including disagreements between staff, misunderstandings and clashing personalities.</li> <li>• Common causes of conflict such as poor communication, stress, unfair workload or misinterpretation.</li> <li>• Steps to manage conflict:             <ul style="list-style-type: none"> <li>○ Stay calm and objective</li> <li>○ Listen to all sides</li> <li>○ Identify the root cause</li> <li>○ Focus on facts, not emotions</li> <li>○ Look for a solution together</li> <li>○ Involve a supervisor or HR if needed</li> </ul> </li> <li>• Purpose of the conflict policy - to resolve issues fairly and professionally.</li> <li>• Key features of a conflict policy:             <ul style="list-style-type: none"> <li>○ Encourage early resolution such as informal discussion</li> <li>○ Use of mediation or a third party if needed</li> <li>○ Formal grievance procedure if unresolved</li> </ul> </li> </ul>

	<ul style="list-style-type: none"><li>○ Clear documentation and follow-up steps</li><li>• Role of line managers or HR in conflict management to support resolution and maintain fairness.</li><li>• How communication aids conflict resolution:<ul style="list-style-type: none"><li>○ Prevents misunderstandings</li><li>○ Encourages open dialogue</li><li>○ Builds trust and respect</li><li>○ Helps identify the real issue</li><li>○ Supports negotiation and compromise</li></ul></li></ul>
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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	CBG747	
Unit Reference No	A/651/6947	
Learn Direct Code	NA1	
<i>Unit purpose and aim(s):</i> 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.		
<b>Learning Outcomes</b>		<b>Assessment Criteria</b>
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.	
<b>Assessment Guidance</b>		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
<b>Assessment Method</b>	<b>Definition</b>	<b>Possible Content</b>
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

Learning Outcome	Unit title: Using Problem Solving Skills in the Workplace
1. Recognise a range of problems that may arise in the workplace.	<p><b>Scope</b></p> <p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• Main causes of problems in the workplace               <ul style="list-style-type: none"> <li>○ Poor communication such as misunderstood instructions, unclear messages or language barriers.</li> <li>○ Staff shortages including high staff turnover, staff absences or sick leave or overworked team members.</li> <li>○ Customer complaints such as unmet expectations, delays in service or poor handling of feedback.</li> <li>○ Equipment or system failures, broken equipment, faulty booking/order systems or I.T./Wi-Fi issues</li> <li>○ Lack of skills including inexperienced or undertrained staff</li> <li>○ Conflict between staff</li> <li>○ Health and safety issues</li> <li>○ External factors such as supplier delays.</li> </ul> </li> </ul>
2. Recognise solutions to workplace problems and review their effectiveness.	<p><b>Scope</b></p> <p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• Addressing workplace problems:               <ul style="list-style-type: none"> <li>○ Appropriate actions: identify the root cause, follow workplace procedures, prompt and practical steps such as reassign staff, fix equipment or apologise to guests, keep records of actions taken, inform relevant team members or supervisors.</li> <li>○ Sources of help: line manager or supervisor, human resources dept., staff handbook or company policies, experienced colleagues or team leaders, external support such as I.T. helpdesk, maintenance team).</li> <li>○ Collaborative working: involve team members, share information and responsibilities, respect everyone's input, hold meetings or briefings, work together.</li> <li>○ Consequences if not addressed: guest complaints, loss of business, poor team morale, errors, safety risks, reputational damage, disciplinary action or job loss.</li> </ul> </li> <li>• Assess effectiveness of the solution:               <ul style="list-style-type: none"> <li>○ Reflect on what worked well such as issues resolved quickly, positive guest feedback, improved teamwork</li> <li>○ Identify what didn't go well such as delay in action, unclear communication, repeated issue</li> <li>○ Use staff or guest feedback</li> </ul> </li> <li>• Suggest improvements for future problems such as better planning, more training, clearer roles, faster reporting procedures, encourage a culture of continuous improvement.</li> </ul>

Title	Processing Payments	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	24	
OCN NI Unit Code	CBG749	
Unit Reference No	D/651/6948	
Learn Direct Code	NA1	
<i>Unit purpose and aim(s):</i> 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



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

Learning Outcome	Unit title: Processing Payments
<p>1. Understand the data security risks and authorisations associated with payment point use.</p>	<p><b>Scope</b></p> <p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• Data security risks at payment points               <ul style="list-style-type: none"> <li>○ Card fraud and skimming hidden devices or tampered card readers</li> <li>○ Phishing or scam attempts such as fake refund requests, phone/email scams</li> <li>○ Data breaches such as unsecured systems or password sharing</li> <li>○ Theft or loss of printed receipts containing personal/payment data</li> <li>○ Insecure wireless networks or outdated software such as risk of hacking or malware</li> </ul> </li> <li>• Authorisations related to payment points               <ul style="list-style-type: none"> <li>○ Only authorised staff may operate tills or card machines</li> <li>○ Cash handling responsibilities clearly assigned</li> <li>○ Who is allowed to remove cash or payment equivalents:</li> <li>○ Importance of dual control for large amounts</li> </ul> </li> <li>• Associated data risks               <ul style="list-style-type: none"> <li>○ Exposure of customer payment details</li> <li>○ Loss or mishandling of personal data</li> <li>○ Staff accessing data without need or permission</li> <li>○ Failure to update software or use secure passwords</li> </ul> </li> <li>• General Data Protection Regulation (GDPR)               <ul style="list-style-type: none"> <li>○ What GDPR is – protects personal data and privacy</li> <li>○ Key principles: data must be kept secure, only collected when necessary, used lawfully and fairly, stored no longer than needed.</li> <li>○ Staff responsibilities: follow data protection policies, don't share customer data unnecessarily, report data breaches immediately.</li> <li>○ Consequences of non-compliance: fines for the business, loss of customer trust, legal action or dismissal</li> </ul> </li> </ul>
<p>2. Be able to monitor and support secure payment point use.</p>	<p><b>Scope</b></p> <p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• Maintaining payment points and confidentiality:               <ul style="list-style-type: none"> <li>○ Secure handling of customer data including names, card details and receipts</li> <li>○ Proper use of payment systems such as logging out when not in use and locking screens</li> <li>○ No writing down or sharing of personal information</li> <li>○ Use of secure disposal for printed data including shredding receipts or forms</li> <li>○ Staff training on data protection and confidentiality</li> <li>○ Monitoring and correcting staff errors or risky behaviour</li> <li>○ Reporting and managing data breaches</li> <li>○ Relevant GDPR principles</li> </ul> </li> <li>• Authorise Transactions and Adjustments               <ul style="list-style-type: none"> <li>○ Customer service including approving refunds or discounts, ensuring pricing and offers applied correctly, resolving payment issues quickly, such as declined cards and using authorisation levels.</li> <li>○ Security and suspected fraud including checking id, following procedures for suspected card fraud or counterfeit money, reporting and recording incidents, monitoring payment areas such as cctv and staff supervision.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Stock control including adjustments for damaged or missing items, correcting inventory errors, recording manual stock changes linked to payment corrections, matching sales and inventory records.</li> <li>● Replenish change in payment points in line with organisational procedures <ul style="list-style-type: none"> <li>○ When and how to top up change drawers including at the start of a shift and during busy periods</li> <li>○ Following secure procedures for handling cash</li> <li>○ Logging the amount of change issued and returned</li> <li>○ Using safe or designated float storage areas</li> <li>○ Ensuring two-person verification if required</li> <li>○ Keeping payment points balanced and ready for use</li> </ul> </li> </ul>
3. Be able to communicate effectively and appropriately with customers during payment process.	<p><b>Scope</b></p> <p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>● Dealing with customers during payment process including: <ul style="list-style-type: none"> <li>○ Informing customers that payments cannot be approved: stay calm, polite, and professional; use clear, non-judgmental language, avoid blaming the customer, offer alternatives such as try another card, pay in cash, contact the bank, maintain customer privacy and follow procedures.</li> <li>○ Offering additional services: suggest relevant upsells or extras, use open, friendly body language and tone, be knowledgeable about services and prices, no pressure, time the offer appropriately – avoid causing delays.</li> </ul> </li> <li>● Acknowledging other customers <ul style="list-style-type: none"> <li>○ Make eye contact and smile</li> <li>○ Let them know they'll be helped soon</li> <li>○ Avoid making others feel ignored</li> <li>○ Use quick, friendly gestures if busy (nod, smile)</li> <li>○ Keep payment process efficient to reduce wait times</li> <li>○ Ask a colleague for help if the queue grows</li> </ul> </li> </ul>

Title	Promote Additional Services and Products to Customers	
Level	Two	
Credit Value	6	
Guided Learning Hours (GLH)	48	
OCN NI Unit Code	CBG750	
Unit Reference No	F/651/6949	
Learn Direct Code	NA1	
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

Learning Outcome	Unit title: Promote Additional Services and Products to Customers
<p>1. Understand the promotion of additional services and products to customers.</p>	<p><b>Scope</b></p> <p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>Organisational systems and procedures on the promotion of additional services and products               <ul style="list-style-type: none"> <li>Organisational guidelines for upselling and cross-selling</li> <li>Use of scripts or prompts for consistent communication</li> <li>Point-of-sale materials such as displays, brochures, digital screens</li> <li>Staff responsibilities in promoting offers</li> <li>Recording and tracking promotions or sales including logging extras in the system</li> <li>Targets, incentives, or rewards for promotions</li> </ul> </li> <li>Importance of keeping service and product knowledge up to date               <ul style="list-style-type: none"> <li>Ensures accurate information is given to customers</li> <li>Builds customer trust and confidence</li> <li>Enables confident promotion of new or seasonal offerings</li> <li>Supports customer satisfaction and repeat business</li> <li>Reduces mistakes or confusion during service</li> </ul> </li> <li>Sources for updates: team briefings, product sheets, digital systems</li> <li>How to match services and products to customer needs               <ul style="list-style-type: none"> <li>Ask open-ended questions to understand customer preferences</li> <li>Listen carefully to identify interests or problems</li> <li>Use knowledge of services to make relevant suggestions</li> <li>Consider timing, budget, and customer type</li> <li>Offer solutions, not just sales pitches</li> </ul> </li> <li>Techniques to promote additional services and products               <ul style="list-style-type: none"> <li>Upselling</li> <li>Bundle offers</li> <li>Highlighting benefits rather than features</li> <li>Using visual aids or menus to support promotion</li> <li>Timing offers appropriately</li> <li>Using friendly, non-pushy language</li> </ul> </li> </ul>
<p>2. Be able to promote additional services and products to customers.</p>	<p><b>Scope</b></p> <p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>Opportunities to promote additional services and products which may improve the customer experience               <ul style="list-style-type: none"> <li>Observe and listen to customer needs or preferences</li> <li>Identify relevant points in the customer journey including check-in, booking, dining, tour registration</li> <li>Use seasonal events or promotions such as holiday packages, local events, upgrade options</li> <li>Look for cues to suggest upgrades or services such as family groups - family discounts; tourists - guided tours</li> <li>Collaborate with colleagues to spot and share opportunities</li> </ul> </li> <li>Relevant information about additional services and products to customers including:               <ul style="list-style-type: none"> <li>Explanation of features and benefits</li> <li>Accurate pricing and availability</li> <li>How the offer adds value or convenience</li> <li>Answer customer questions.</li> </ul> </li> <li>Compliance with policies, procedures, legal and ethical requirements               <ul style="list-style-type: none"> <li>Follow company procedures for promotions and upselling</li> <li>Do not mislead or pressure customers</li> </ul> </li> </ul>

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|  | <ul style="list-style-type: none"><li>○ Respect customer rights and data privacy</li><li>○ Stay within legal guidelines including age restrictions for alcohol and accessibility rules</li><li>○ Ensure offers are inclusive and ethical with no discrimination or unfair practices</li></ul> |
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Title	Undertaking Customer Service Handovers	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	24	
OCN NI Unit Code	CBG754	
Unit Reference No	R/651/6953	
Learn Direct Code	NA1	
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
Practical demonstration	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable	Record of observation Learner notes/written work Learner log

	learners to practise and apply skills and knowledge	
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



Learning Outcome	Unit title: Undertaking Customer Service Handovers
1. Understand the customer service handover process.	<p><b>Scope</b></p> <p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• Definition of handover: Transfer of customer-related tasks or responsibilities between staff.</li> <li>• Common handover procedures:               <ul style="list-style-type: none"> <li>○ Using a shift log or communication book</li> <li>○ Team briefings and end-of-shift meetings</li> <li>○ Updating customer records or systems using CRM and booking systems.</li> <li>○ Use of checklists to track pending tasks</li> </ul> </li> <li>• Channels used: Verbal handover, written notes, digital systems</li> <li>• Reasons for handing over:               <ul style="list-style-type: none"> <li>○ Shift change</li> <li>○ Specialist knowledge required</li> <li>○ Workload management</li> <li>○ Need for continued customer care</li> </ul> </li> <li>• Benefits of handover:               <ul style="list-style-type: none"> <li>○ Ensures customer needs are met promptly</li> <li>○ Maintains quality and continuity of service</li> <li>○ Reduces stress and error from multitasking</li> <li>○ Improves trust and satisfaction when service is seamless</li> </ul> </li> <li>• Set reminders to prevent tasks from being forgotten, show professionalism and care, support team accountability.</li> <li>• Set reminders immediately after handover, before deadlines or scheduled check-ins, when follow-up is critical to the customer experience.</li> <li>• How to set reminders including the use of calendars, alarms, task apps, written notes on a planner, digital task management tools.</li> <li>• Individual responsibilities:               <ul style="list-style-type: none"> <li>○ Clearly communicate outstanding tasks and customer needs</li> <li>○ Provide accurate, up-to-date information</li> <li>○ Confirm the colleague understands the handover</li> <li>○ Record the handover if required</li> </ul> </li> <li>• Being accountable:               <ul style="list-style-type: none"> <li>○ Follow through on your own tasks</li> <li>○ Set reminders to check on handover outcomes</li> <li>○ Support team members during transition</li> </ul> </li> <li>• Professional behaviour:               <ul style="list-style-type: none"> <li>○ Be respectful, concise, and cooperative</li> <li>○ Ensure continuity for customer satisfaction</li> </ul> </li> </ul>
2. Be able to plan customer service handovers.	<p><b>Scope</b></p> <p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• Overview of the customer service delivery process:               <ul style="list-style-type: none"> <li>○ Welcoming the customer</li> <li>○ Identifying customer needs</li> <li>○ Providing services or information</li> <li>○ Resolving issues or complaints</li> <li>○ Taking feedback</li> <li>○ Following up or closing the service</li> </ul> </li> <li>• Key steps that need information sharing:               <ul style="list-style-type: none"> <li>○ Before a shift change: Briefing the incoming team on ongoing issues</li> <li>○ Customer requests in progress such as waiting for a room change or meal preference</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Customer complaints including details of the issue, what's been done so far</li> <li>○ Special requirements such as allergies, mobility needs, VIP treatment</li> <li>○ Follow-up actions: Promises made to the customer, scheduled callbacks</li> <li>● Importance: Ensures continuity, prevents mistakes, improves team coordination and customer satisfaction</li> <li>● Planning: Agreeing with colleagues when to pass customer service issues from one person to another <ul style="list-style-type: none"> <li>○ Deciding the right time to hand over such as at the end of shift, when the task requires specialist knowledge, when the current staff member is too busy, when issue carries on across shifts.</li> <li>○ How to agree on the timing such as discuss during shift briefings or team meetings, use team schedules to identify suitable handover points, check workload and availability before handing over.</li> </ul> </li> <li>● Importance of agreeing handover with colleagues, which avoids confusion or duplicated work, keeps the customer informed and confident.</li> <li>● Planning: Agreeing methods of information exchange <ul style="list-style-type: none"> <li>○ Common methods include verbal handover (face-to-face or phone), written notes (handover book, shift report), digital tools (CRM systems, emails, messaging apps).</li> <li>○ Choosing the right method based on urgency (urgent = verbal, non-urgent = written), complexity (complex issues may need detailed notes), availability of technology.</li> <li>○ Colleagues should confirm receipt of important messages, follow organisation policies on record-keeping, be clear, concise, and professional, record time, date, and action required.</li> </ul> </li> </ul>
3. Be able to carry out customer service handovers.	<p><b>Scope</b></p> <p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>● Explaining a handover: <ul style="list-style-type: none"> <li>○ When to explain a handover: shift change, specialist support is needed, issue needs more time to resolve.</li> <li>○ How to explain clearly and professionally: use polite, reassuring language, introduce the new staff member by name and role, explain that service will continue smoothly.</li> <li>○ Importance: builds trust, avoids confusion, shows professionalism.</li> </ul> </li> <li>● Exchange information: follow handover procedures, use correct tools, include all relevant information, be timely and accurate.</li> <li>● Methods of exchange include face-to-face briefings, written notes or shift reports, digital platforms (CRM, internal messaging)</li> <li>● Checking <ul style="list-style-type: none"> <li>○ Ask the colleague or team if the task was done</li> <li>○ Check systems or task trackers</li> <li>○ Follow up with the customer (if needed)</li> </ul> </li> <li>● What to do if tasks weren't completed: <ul style="list-style-type: none"> <li>○ Apologise to the customer if needed</li> <li>○ Take immediate action to complete the task</li> <li>○ Inform a supervisor if there's a recurring issue</li> <li>○ Decide next steps such as to reassign task, update records, alert the team, provide feedback.</li> <li>○ Keep the customer informed including let them know the updated plan or timeline.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"><li>• Make improvements based on feedback:<ul style="list-style-type: none"><li>○ Sources of feedback: customers, colleagues, supervisors or managers</li><li>○ Collect feedback: team meetings, customer feedback forms or surveys, informal conversations.</li><li>○ Act on feedback: identify patterns, suggest improvements, share lessons learned with the team.</li></ul></li></ul>
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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		CBG755
Unit Reference No		T/651/6954
Learn Direct Code		NA1
<i>Unit purpose and aim(s):</i> 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

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

Learning Outcome	Unit title: Dealing with Customer Queries, Requests and Problems
<p>1. Know how to deal with customer queries, requests and problems.</p>	<p><b>Scope</b></p> <p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• Common customer queries:               <ul style="list-style-type: none"> <li>○ Room availability or check-in/check-out times</li> <li>○ Opening hours for facilities (restaurant, spa, pool)</li> <li>○ Directions or local recommendations</li> <li>○ Wi-Fi password or connection issues</li> </ul> </li> <li>• Common customer requests:               <ul style="list-style-type: none"> <li>○ Extra towels, pillows, or toiletries</li> <li>○ Room change or upgrade</li> <li>○ Late check-out or early check-in</li> <li>○ Dietary requirements or special meals</li> </ul> </li> <li>• Identifying queries and requests:               <ul style="list-style-type: none"> <li>○ Ways to identify needs such as listen actively to customer, observe behaviour and body language, ask open questions to clarify.</li> <li>○ Common signs of problems such as complaints, negative tone, visible dissatisfaction, request for manager or refund.</li> </ul> </li> <li>• Positive behaviour: calm, polite, empathy, eye contact and open body language, active listening.</li> <li>• Effective communication: clear speech, show respect, apologise, offer help or solution.</li> <li>• Unhelpful behaviours such as raising voice, sounding impatient, ignoring or dismissing customer, blaming others, being defensive, laughing or appearing disinterested</li> <li>• Poor communication such as using negative language, giving vague or false information, interrupting or talking over the customer.</li> <li>• When, why and from whom to obtain information or help:               <ul style="list-style-type: none"> <li>○ When to ask for help: outside own authority, lack of knowledge, situation escalates, customer becomes distressed or aggressive.</li> <li>○ Why get help: to resolve situation quickly, to prevent mistakes or conflict.</li> <li>○ Who to ask: supervisor, manager, other relevant departments, more experienced team members.</li> </ul> </li> <li>• Referring problems:               <ul style="list-style-type: none"> <li>○ Who to refer to: line manager for serious complaints or policy issues, security for safety concerns, specialist staff such as chef for allergy-related issues. Importance of knowing chain of command and limits of own authority.</li> <li>○ When to refer where cannot resolve the issue, if the customer asks for manager, if the situation becomes heated or risky.</li> </ul> </li> </ul>
<p>2. Be able to deal with customers' queries and requests keeping customers informed of progress and obtaining additional help if required.</p>	<p><b>Scope</b></p> <p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• Professional behaviour:               <ul style="list-style-type: none"> <li>○ Be polite, friendly, and respectful</li> <li>○ Use positive language and a helpful tone</li> <li>○ Stay calm under pressure</li> </ul> </li> <li>• Limits of authority:               <ul style="list-style-type: none"> <li>○ Know what you are allowed to do such as offer a room change, upgrade or provide information</li> <li>○ Do not make promises you cannot keep</li> <li>○ Follow company procedures and policies</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Obtaining information or help: <ul style="list-style-type: none"> <li>○ When: if unsure about policy or price where outside authority requires specialist support.</li> <li>○ Who to ask for help: supervisor, manager, relevant department, staff handbook or systems.</li> <li>○ Professional behaviour: explain situation, follow up with customer, thank customer for patience.</li> </ul> </li> <li>• Keeping customers informed of progress: <ul style="list-style-type: none"> <li>○ Important to build trust, reduce complaints, professional image.</li> <li>○ Let customers know what is happening and update with any changes.</li> <li>○ Check customer satisfied with resolution.</li> </ul> </li> </ul>
3. Be able to deal with customers' problems.	<p><b>Scope</b></p> <p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• Common types of problems: <ul style="list-style-type: none"> <li>○ Booking errors</li> <li>○ Room or service issues</li> <li>○ Delays or unfulfilled requests</li> <li>○ Poor food quality or missing items</li> </ul> </li> <li>• Identify problem: listen, ask questions, be polite, observe body language, clarify details and confirm.</li> <li>• Communication skills: active listening, clear speech, empathy, remain calm, polite, manage emotions.</li> <li>• Know own limits.</li> <li>• Ethical behaviour: fairness, equality, confidentiality.</li> <li>• Brief colleagues when required (handover, referral): explain situation, all relevant details.</li> <li>• Customer satisfaction: <ul style="list-style-type: none"> <li>○ Check happy with outcome</li> <li>○ Offer further help</li> <li>○ Thank customer for patience</li> </ul> </li> </ul>

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	CBG756
Unit Reference No	Y/651/6955
Learn Direct Code	NA1
<i>Unit purpose and aim(s):</i> 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



### 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

Learning Outcome	Unit title: Give Customers a Positive Impression of Yourself and Your Organisation
1. Understand how to give customers a positive impression of themselves and own organisation.	<p><b>Scope</b></p> <p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>Standards for appearance and behaviour               <ul style="list-style-type: none"> <li>Appearance standards include: clean and well-kept uniform or work clothes, name badge worn correctly, good personal hygiene, neat hair and minimal jewellery or makeup (if required).</li> <li>Behaviour standards include: be polite, friendly, and respectful at all times, be on time and ready to work, stay professional even under pressure, follow health and safety rules.</li> <li>Importance: Customers may judge the organisation based on staff appearance and behaviour.</li> </ul> </li> <li>Customer needs and appropriate responses:               <ul style="list-style-type: none"> <li>Own organisation guidelines such as timelines for response, possible responses.</li> <li>Identifying customer needs such as greeting customers, open questions, listening, look for non-verbal cues.</li> <li>Appropriate responses: being helpful, being polite, offer solutions, appropriate language and tone, reminding positive and calm.</li> </ul> </li> <li>Effective communication:               <ul style="list-style-type: none"> <li>Organisation's communication procedures for internal and external communication such as how to communicate, recording requirements.</li> <li>Verbal communication: clear, friendly, polite, avoiding jargon.</li> <li>Non-verbal communication: smile, open body language, eye contact.</li> <li>Written communication: spelling, grammar, professional, polite, use templates/formats.</li> </ul> </li> <li>Organisational standards for responses to customers:               <ul style="list-style-type: none"> <li>Response times.</li> <li>Accurate information.</li> <li>Polite and clear.</li> <li>When to refer to others.</li> </ul> </li> </ul>
2. Be able to establish a rapport with customers.	<p><b>Scope</b></p> <p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>How to establish a rapport with customers including:               <ul style="list-style-type: none"> <li>Maintain standards of appearance and behaviour.</li> <li>Greet customers respectfully, politely and in a friendly manner.</li> <li>Communicate effectively.</li> <li>Identify customer expectations.</li> <li>Keep customers informed and reassure.</li> <li>Consider different needs such as family, disabilities or non-native language speakers.</li> </ul> </li> </ul>
3. Be able to respond appropriately to customers.	<p><b>Scope</b></p> <p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>Customers seeking assistance including:               <ul style="list-style-type: none"> <li>Approach the customer as soon as you notice they need help</li> <li>Acknowledge with a smile or greeting:</li> <li>Don't keep them waiting</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Appropriate method for communicating including face-to-face, telephone, email/message such as: <ul style="list-style-type: none"> <li>○ Urgent issues - face-to-face or phone</li> <li>○ Formal information - written communication</li> <li>○ Hearing-impaired guests - gestures, writing, or accessible technology</li> </ul> </li> <li>• Clarify expectations including: <ul style="list-style-type: none"> <li>○ Repeat or summarise</li> <li>○ Ask checking questions</li> <li>○ Use plain language — avoid jargon</li> </ul> </li> <li>• Responding promptly including: <ul style="list-style-type: none"> <li>○ Answer questions straight away if possible.</li> <li>○ If unsure, say will find out.</li> <li>○ Acknowledge comments even if can't act on them immediately</li> <li>○ Stay positive and polite at all times</li> </ul> </li> </ul>
4. Be able to communicate information to customers.	<p><b>Scope</b></p> <p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• Finding information: <ul style="list-style-type: none"> <li>○ Sources</li> <li>○ Types of information to provide</li> <li>○ Good practice such as check up-to-date, clear information.</li> <li>○ Check that information is accurate and up to date</li> </ul> </li> <li>• Clarify customer understanding including: <ul style="list-style-type: none"> <li>○ Ask if information clear.</li> <li>○ Look for confused expressions or hesitation.</li> <li>○ Encourage questions.</li> <li>○ Repeat or summarise the main information</li> <li>○ Use simple words and avoid jargon</li> <li>○ Offer written details if needed, such as a leaflet or confirmation email</li> </ul> </li> <li>• Where expectations cannot be met such as a room not available, delays or cancellations including: <ul style="list-style-type: none"> <li>○ How to explain clearly and politely.</li> <li>○ Offer solutions or alternatives.</li> <li>○ Stay positive.</li> </ul> </li> </ul>

Title	Responsible Tourism	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	16	
OCN NI Unit Code	CBG757	
Unit Reference No	A/651/6956	
Learn Direct Code	NA1	
<i>Unit purpose and aim(s):</i> 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
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

electronic based tests

Learning Outcome	Unit title: Responsible Tourism
<p>1. Understand what is meant by responsible tourism and its promotion.</p>	<p><b>Scope</b></p> <p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>•</li> <li>• Definition of Responsible Tourism:             <ul style="list-style-type: none"> <li>○ Tourism that respects local people, cultures, the environment, and economies</li> <li>○ Aims to minimise negative impacts and maximise positive benefits for all involved</li> </ul> </li> <li>• Key principles:             <ul style="list-style-type: none"> <li>○ Protect the natural environment and wildlife</li> <li>○ Support the local economy by using local services/products</li> <li>○ Respect cultural traditions and heritage</li> <li>○ Reduce waste, pollution, and energy use</li> <li>○ Involve local communities in decision-making</li> </ul> </li> <li>• Importance in the industry:             <ul style="list-style-type: none"> <li>○ Helps preserve destinations for future generations</li> <li>○ Meets growing demand from eco-conscious travellers</li> <li>○ Improves the reputation and sustainability of tourism businesses</li> <li>○ Reduces conflicts between tourists and locals</li> <li>○ Supports long-term economic development in tourism areas</li> </ul> </li> <li>• Examples:             <ul style="list-style-type: none"> <li>○ Eco-lodges using solar energy</li> <li>○ Cultural tours run by local guides</li> <li>○ Hotels that recycle and reduce single-use plastics</li> </ul> </li> <li>• How to promote responsible tourism and associated benefits</li> <li>• How to promote responsible tourism including:             <ul style="list-style-type: none"> <li>○ Educate tourists through leaflets, websites, and signage</li> <li>○ Encourage guests to use local shops and markets</li> <li>○ Provide tips on respecting local customs and dress codes</li> <li>○ Promote eco-friendly transport like bikes or walking tours</li> <li>○ Use certifications such as Green Tourism, Fair Trade</li> </ul> </li> <li>• Behaviour to encourage in tourists:             <ul style="list-style-type: none"> <li>○ Dispose of litter properly</li> <li>○ Use refillable water bottles</li> <li>○ Respect wildlife and nature — no touching or feeding</li> <li>○ Ask permission before taking photos of locals</li> <li>○ Use water and electricity carefully in hotels</li> </ul> </li> <li>• Benefits of promoting responsible tourism:             <ul style="list-style-type: none"> <li>○ Environmental: Cleaner destinations, less pollution</li> <li>○ Social: Better relationships between locals and tourists</li> <li>○ Economic: More jobs and income for local communities</li> <li>○ Business: Loyal, repeat customers who value ethics</li> <li>○ Marketing: Boosts the brand image of eco-conscious companies.</li> </ul> </li> </ul>
<p>2. Understand the activities associated with responsible tourism.</p>	<p><b>Scope</b></p> <p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• Social Impacts             <ul style="list-style-type: none"> <li>○ Positive – including improved infrastructure and services for locals and tourists; increased community pride and opportunities.</li> <li>○ Negative – such as overcrowding and strain on local services; disruption to daily life with noise, traffic and tourist behaviour).</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Cultural Impacts <ul style="list-style-type: none"> <li>○ Positive such as preservation of traditions; increased cultural exchange.</li> <li>○ Negative such as loss of authenticity (staged culture); cultural disrespect (tourists may ignore dress codes or customs).</li> </ul> </li> <li>• Economic Impacts <ul style="list-style-type: none"> <li>○ Positive such as job creation; growth of local businesses.</li> <li>○ Negative such as unstable seasonal jobs; profits may go to large international companies, local area</li> </ul> </li> <li>• Environmental Impacts <ul style="list-style-type: none"> <li>○ Positive – including increased awareness and funding for conservation; eco-tourism can promote sustainable practices.</li> <li>○ Negative – including pollution and waste; overuse of resources; habitat destruction and damage to ecosystems such as coral reefs or forests.</li> </ul> </li> <li>• Eco-tourism: <ul style="list-style-type: none"> <li>○ Definition: Tourism that focuses on nature, sustainability, and conservation. Often involves small groups, eco-lodges, wildlife tours, or guided nature walks.</li> <li>○ Positive contributions include - protects natural parks and wildlife; attracts tourists who care about sustainability; educates visitors on local environmental issues.</li> </ul> </li> <li>• Voluntourism: <ul style="list-style-type: none"> <li>○ Definition: Travel combined with volunteering such as helping build schools, plant trees and teach English.</li> <li>○ Positive contributions including helping local communities directly to clean-up campaigns, with school projects and build relationships between locals and tourists, offers meaningful travel experiences for tourists.</li> </ul> </li> <li>• Other benefits: <ul style="list-style-type: none"> <li>○ Reduces negative environmental impacts</li> <li>○ Empowers local people through community involvement</li> <li>○ Encourages long-term positive changes in the region</li> </ul> </li> </ul>
<p>3. Be able to communicate with stakeholders to encourage responsible tourism.</p>	<p><b>Scope</b></p> <p><b>Teaching will cover:</b></p> <ul style="list-style-type: none"> <li>• Stakeholders to include: <ul style="list-style-type: none"> <li>○ Customers/tourists</li> <li>○ Colleagues and employees</li> <li>○ Local community members</li> <li>○ Local businesses such as shops and restaurants</li> <li>○ Tour operators or travel agents</li> <li>○ Government or local tourism bodies</li> </ul> </li> <li>• What to communicate: consider interests, and needs of stakeholders including: <ul style="list-style-type: none"> <li>○ Customers/tourists: respect for local customs, local products, reducing waste, energy.</li> <li>○ Colleagues and employees: how to explain to customers, sustainable practices.</li> <li>○ Local community members: what responsible tourism means, benefits, community role.</li> <li>○ Local businesses: benefits, shared responsibility, importance of quality.</li> <li>○ Tour operators or travel agents: value, best practice, benefits, environmental responsibility.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Government or local tourism bodies: importance of responsible tourism, impact, benefits, requests for support.</li> <li>• How to communicate: appropriate methods of communication including: <ul style="list-style-type: none"> <li>○ Customers/tourists: welcome packs, posters, social media.</li> <li>○ Colleagues and employees: staff briefings, team meetings, notices.</li> <li>○ Local community members: community outreach, feedback forums, partnerships.</li> <li>○ Local businesses: community meetings, business networking, promotional emails.</li> <li>○ Tour operators or travel agents: information packs, collaborations, meetings.</li> <li>○ Government or local tourism bodies: formal proposals and reports, meetings, consultations.</li> </ul> </li> </ul>
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## 11. Quality Assurance of Centre Performance

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### 11.1 Assessment

When delivering and assessing this qualification, 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 this qualification 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 qualification.

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](http://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 this qualification. 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 this qualification must carry out internal standardisation activities to 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

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### 12.1 Registration

A centre must register learners for these qualifications within 90 working days of commencement of the delivery of the programme.

MCQ External Assessments will be conducted via the Ambition-Assessments platform. After registering learners, centres are responsible for scheduling MCQs at an appropriate time, ensuring that learners are ready to complete the assessment.

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](http://www.ocnni.org.uk).

### 12.2 Re-sits

Learners may be entered for external assessment up to three times within the academic year. The assessor should be satisfied that learners have completed sufficient remedial work before being entered for a resit.

Where necessary, learners may be scheduled to resit their MCQ assessment on the Ambition-Assessments platform.

The decision to allow a learner to retake the observation component rests with the centre.

Prior to scheduling a resit, the assessor must be confident that the learner has undertaken appropriate remedial work.

### 12.3 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](http://OCN.NI).

### 12.4 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.

## 12.5 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.

## 12.6 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 2 Diploma in Hospitality**

**Qualification Number: 610/5994/8**

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Operational start date: 2 July 2025  
Operational end date: 1 July 2030  
Certification end date: 1 July 2032

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