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| **Assessment Guidance** | | |
| The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered. | | |
| **Assessment Method** | **Definition** | **Possible Content** |
| Portfolio of evidence | A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes  OR  A collection of documents containing work that shows the learner’s progression through the course | Learner notes/written work  Learner log/diary  Peer notes  Record of observation  Record of discussion |
| Practical demonstration/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 |
| Aural examination | Assessment activities based around listening stimuli, for example, aural question and answer, dictation, transcription, word and sound discrimination | Audio/video record  Tutor notes / record  Record of observation |
| Oral examination | 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 the exam | Tutor notes / record  Audio/video record  Record of observation |
| E-assessment | The use of information technology to assess learners’ work | Electronic portfolio  E-tests |
| Multiple choice examinations | An assessment where there are a number of questions and the learner is asked to select the best possible answer (or answers) to each question from a list of choices | Paper and/or electronic based tests |
| Practical examination | Practical demonstration of a learner’s knowledge, skills and understanding | Learner notes/printouts  Record of observation  Tutor notes / record  Audio/video/photographic record  Learner log / diary  Learner written work / notes |
| Test-based controlled assessment | A form of internal assessment with 3 stages  (task setting, task taking and task marking) where the control levels for each  assessment stage are defined by the qualifications regulators | Set tasks  Written reports |
| Written examination | Written answers are provided to set questions which assess the learner’s knowledge, skills and abilities | Written questions  Learner responses  Tutor feedback |

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| **Additional information about the unit** |  |
| Unit review date\* |  |
| Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate) |  |
| Unit grading structure |  |
| Support for the unit from an SSC or other appropriate body (if required) |  |
| Location of the unit within the subject/sector classification system |  |
| Name of the organisation submitting the unit |  |
| Availability for use by\* ***(Shared/restricted)*** |  |
| Date from which the unit is available for use by learners ***(operational start date)*** |  |

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| Unit 1: Title | **Sustainable Management in Catering Operations** |
| Level | 2 |
| Credit Value | tbc |
| Guided Learning Hours (GLH) | 10 |
| OCN NI Unit Code | n/a |
| Unit Reference No | n/a |
| *Unit purpose and aim(s):* *This unit introduces the learner to a holistic overview of sustainability, focusing on the benefits to a modern food production environment.* | |
| **Learning Outcomes** | **Assessment Criteria** |
| 1. Understand the meaning of sustainability in a catering operation   Range  *Environment, Economy, Seasonality, Preservation, Energy, Waste, Accessibility,*  *Farm to Fork, Carbon footprint, Traceability,*  *Labour, Transport, Organic, Ecological* | * 1. Explain the meaning of sustainability in a catering operation   2. Describe the key factors of sustainability in a catering operation |
| 1. Know the benefits of creating a sustainable catering operation.   Range  *Waste reduction, Food quality, Economic*  *Profitability, Energy reduction, Efficiency,*  *Multiplier effect, Job satisfaction,*  *Customer demand, Health, Chemical use reduction, Production* | * 1. Explain the positive impacts of a catering operation adapting sustainable practices |

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| Unit 2: Title | **Food Supply Chain** |
| Level | 2 |
| Credit Value | tbc |
| Guided Learning Hours (GLH) | 10 |
| OCN NI Unit Code | n/a |
| Unit Reference No | n/a |
| *Unit purpose and aim(s):* *This unit introduces the learner overview of the Food Chain – From sea and farm to fork, focusing on awareness of local production, its origins, quality and the environment.*  *Entry requirements: Unit 1, Sustainability in food production* | |
| **Learning Outcomes** | **Assessment Criteria** |
| 1. Understand the concept ‘From sea and farm to fork’   Range  *Food origins, Farming, Local producers, Safety of our food supply, Animal welfare, Quality marks – food quality schemes, Food Processors and Packagers, Retailer – distribution, Food safety – healthy food, traceability, Environmental impact, the carbon footprint, Organic production, Seasonal food; Farming, Seafood and freshwater fish, Waste less food, Food and health.* | * 1. Show knowledge of the concept “From sea and farm to fork”   2. Understand the main criteria for sustainable (organic) food production |
| 1. Know the benefits of using local ingredients for a catering operation   Range  *Food suppliers, Food culture, Slow food, Food quality, Consumer confidence, Retailers, Distribution, Carbon footprint, Animal welfare, Food policy, Food tourism, Taste and heritage, Health and safety, Environment, Economic impacts.* | * 1. Explain the positive impact for a restaurant using local food in their operations. |

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| Unit 3: Title | **Food Waste** |
| Level | 2 |
| Credit Value | tbc |
| Guided Learning Hours (GLH) | 10 |
| OCN NI Unit Code | n/a |
| Unit Reference No | n/a |
| *Unit purpose and aim(s):* The concept of waste reduction, its management and impact.  *Entry requirements: Unit 1, Sustainability in food production* | |
| **Learning Outcomes** | **Assessment Criteria** |
| 1. Identify ways in which reducing food waste has a positive impact   Range  *Food sorting out / Food separation / Energy efficiency / Composting / Recycling/ Economic / Environmental* | * 1. Define the concepts of food waste   2. Describe the positive impacts of adopting food waste management policies. |
| 1. Understand how to prevent and reduce waste in a food production area   Range  *Business relations, Management, Cost efficiency, Eco efficiency, Re-using, Repacking, Stock control, Storage, Guest relations* | * 1. Illustrate, using examples, procedures to reduce waste in food production. |

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| Unit 4: Title | **Trends and Lifestyles** |
| Level | 2 |
| Credit Value | tbc |
| Guided Learning Hours (GLH) | 10 |
| OCN NI Unit Code | n/a |
| Unit Reference No | n/a |
| *Unit purpose and aim(s):*  *The Unit will enable the learner to understand how current trends and life style choices affect sustainability in food production*  *Entry requirements: Unit 1, Sustainability in food production* | |
| **Learning Outcomes** | **Assessment Criteria** |
| 1. Explain current trends in the hospitality sector   Range  *Food*  *Provenance, ethical sourcing, sustainable, healthy living, nose to tail,*  *Lifestyle choices*  *Vegetarian, vegan/plant-based, raw foodism*  *Energy*  *Alternative energy sources*  *Technology*  *Staffing, ordering, delivering, payment, different types of equipment* | * 1. Understand current trends and lifestyle choices in the hospitality sector |
| 1. Recognise how current trends and lifestyle choices of the consumer affect sustainability in a catering operation   Range  *Cultural, Ethical, Environmental, Government initiatives.*  *Affects*  *Food Production (GM, halal), Animal welfare (organic/free range), Local support, Direct from farmer, Fishing, Fair trade* | * 1. Explain actions a catering operation can take to adapt to shifting consumer values and be a sustainable catering operation. |

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| Unit 5: Title | **Sustainable Sourcing and Procurement for Catering Operations** |
| Level | 2 |
| Credit Value | tbc |
| Guided Learning Hours (GLH) | 10 |
| OCN NI Unit Code | n/a |
| Unit Reference No | n/a |
| *Unit purpose and aim(s):* This unit enables learners to explore sustainable sourcing and procurement for catering operations.  *Entry requirements: Unit 1, Sustainability in food production* | |
| **Learning Outcomes** | **Assessment Criteria** |
| 1. Recognise the benefits of purchasing in season, locally sourced sustainable produce.   Range  *Traceable / source assured, Organically farmed, Organic certification, Not genetically modified, Ethical, Value for money whole life cost, Minimal packaging, No child labour, Fair living wage, Free-range, Natural, Increased plant based options, Good animal welfare, Reduced globalization, Reduced greenhouse gas emissions, Food free of artificial additives, Sustainable / non-threatened sources, Reduced energy bills, Minimize food waste, Fresh – increased lifespan, Improved taste* | * 1. Discuss the environmental, social and financial benefits which should be considered when deciding on a product to source. |
| 1. Identify seasonal, locally sourced and sustainable dishes across a range of menu types.   Range  *Local, Seasonal, Organic, Plant based, Traceable, Certified, Sustainable, Ethical* | * 1. Plan a menu for an identified region and season which showcase a range of sustainable, locally sourced and seasonal dishes. |

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| Unit 6: Title | **Food Destinations** |
| Level | 2 |
| Credit Value | tbc |
| Guided Learning Hours (GLH) | 10 |
| OCN NI Unit Code | n/a |
| Unit Reference No | n/a |
| *Unit purpose and aim(s):* This unit introduces learners to this new and emerging trend and examines how a destination can transform into a food destination  *Entry requirements: Unit 1, Sustainability in food production* | |
| **Learning Outcomes** | **Assessment Criteria** |
| 1. Understand the features of a food destination   Range  *Origins, Market opportunity, Increased Travel, Culture, Image - town, city, region, country, Chef expertise, Media / Marketing, Awards, Trails, Branding* | * 1. Understand the key elements of a food destination |
| 1. Explain how a business or area can become a food destination   Range  *Festivals, Events, Marketing, Branding, Education and Training, Public/Private collaboration, Coordination of activities* | * 1. Describe the activities that need to take place to become a food destination.   2. Create marketing material to promote a food destination of your choice |