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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 outcomesORA collection of documents containing work that shows the learner’s progression through the course | Learner notes/written workLearner log/diaryPeer notesRecord of observationRecord 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 observationLearner notes/written workLearner 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 observationLearner notes/written workTutor notes/recordLearner log/diary |
| Aural examination | Assessment activities based around listening stimuli, for example, aural question and answer, dictation, transcription, word and sound discrimination | Audio/video recordTutor notes / recordRecord 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 / recordAudio/video recordRecord of observation |
| E-assessment | The use of information technology to assess learners’ work  | Electronic portfolioE-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/printoutsRecord of observationTutor notes / recordAudio/video/photographic recordLearner log / diaryLearner 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 eachassessment stage are defined by the qualifications regulators  | Set tasksWritten reports |
| Written examination | Written answers are provided to set questions which assess the learner’s knowledge, skills and abilities  | Written questionsLearner responsesTutor 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.
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| 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
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