



Qualification Specification for:

OCN NI Level 3 Award in Events with Travel and Tourism

➤ **Qualification No: 610/1471/0**

OCN NI Level 3 Certificate in Events with Travel and Tourism

➤ **Qualification No: 610/1470/9**

OCN NI Level 3 Diploma in Events with Travel and Tourism

➤ **Qualification No: 610/1469/2**

OCN NI Level 3 Extended Diploma in Events with Travel and Tourism

➤ **Qualification No: 610/1468/0**

Qualification Regulation Information

OCN NI Level 3 Award in Events with Travel and Tourism

Qualification Number: 610/1471/0

OCN NI Level 3 Certificate in Events with Travel and Tourism

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OCN NI Level 3 Diploma in Events with Travel and Tourism

Qualification Number: 610/1469/2

OCN NI Level 3 Extended Diploma in Events with Travel and Tourism

Qualification Number: 610/1468/0

Operational start date: 15 September 2022

Operational end date: 31 August 2027

Certification end date: 31 August 2030

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

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

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Foreword

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

- **OCN NI Level 3 Award in Events with Travel and Tourism**
- **OCN NI Level 3 Certificate in Events with Travel and Tourism**
- **OCN NI Level 3 Diploma in Events with Travel and Tourism**
- **OCN NI Level 3 Extended Diploma in Events with Travel and Tourism**

This specification sets out:

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

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

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

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About Regulation

OCN NI

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

The Regulated Qualification Framework: an overview

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

Qualification Level

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

Qualification Size

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

Qualification Features

Sector Subject Area

8.2 Travel and tourism

These qualifications relate to the following national occupational standards:

[NOS Finder - National Occupational Standards \(ukstandards.org.uk\)](https://ukstandards.org.uk)

[PPLTT42 Organise and implement travel and tourism promotional activities \(ukstandards.org.uk\)](https://ukstandards.org.uk)

[PPLTT46 Generate increased travel and tourism sales - National Occupational Standards \(ukstandards.org.uk\)](https://ukstandards.org.uk)

[PPLTT49 Develop and maintain relationships with face-to-face customers tourism operations - National Occupational Standards \(ukstandards.org.uk\)](https://ukstandards.org.uk)

[PPLTT52 Develop and maintain relationships with remote customers - National Occupational Standards \(ukstandards.org.uk\)](https://ukstandards.org.uk)

Qualifications' Aim

The aim of the suite of OCN NI Level 3 in Events with Travel and Tourism qualifications is to provide learners with knowledge of the core principles of event management with travel and tourism. The qualifications will prepare learners for a career in the events and travel and tourism industry and/or progression to higher level qualifications.

Qualifications' Objectives

The objectives of the suite of OCN NI Level 3 in events with travel and tourism qualifications are to provide learners with skills and knowledge to understand:

- the regional, national and international events and travel and tourism industry
- the legislation and regulations relating to health and safety in the events and travel and tourism industry
- the importance of operational planning and how to develop event management skills within the travel and tourism industry
- the importance of customer service in event management as well as how to create and maintain productive working relationships in the events and travel and tourism industry
- develop knowledge of the travel and tourism industry including the range of organisations, their interrelationships and ownership
- be able to market travel and tourism events and understand the range of organisations within the industry
- enable the learner to develop tour guiding skills within travel and tourism

- enable the learner to develop a knowledge of the products and services provided by different types of visitor attractions and their importance to the popularity and appeal of UK tourist destinations
- enable the learner to develop knowledge of the role, duties and responsibilities of different types of holiday representatives.
- enable the learner to develop knowledge of the cruise industry

Qualification Target Group

The OCN NI Level 3 suite of Events with Travel and Tourism qualifications are targeted at learners who currently are or intend to be employed within the events and travel and tourism industry.

Progression Opportunities

The OCN NI Level 3 suite of Events with Travel and Tourism qualifications will enable progression into employment or onto higher level qualifications.

Entry Requirements

Learners must be at least 16 years of age and have 4 GCSEs to include English at Grade C or above or equivalent.

Qualification Support

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

Delivery Languages

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

Centre Requirements for Delivering the Qualification

Centre Recognition and Qualification Approval

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

Centre Staffing

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

- Centre contact
- Programme co-ordinator
- Assessor
- Internal Verifier

*Note: A person cannot be an internal verifier for any evidence they have assessed.

Centres must ensure that staff delivering, assessing and internally verifying qualifications are both trained appropriately and competent to do so.

Tutors

Tutors delivering the qualifications should be occupationally competent, qualified to at least one level higher than the qualifications and have a minimum of one year's relevant experience.

Assessors

The qualifications are assessed within the centre and are subject to OCN NI's quality assurance processes. Units are achieved through internally set, internally assessed, and internally verified evidence.

Assessors must:

- be occupationally competent, qualified to at least one level higher than the qualification
- have a minimum of one year's relevant experience in the area they are assessing
- have direct or related relevant experience in assessment
- assess all assessment tasks and activities

Internal Verification

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

The centre must agree a working model for internal verification with OCN NI prior to delivery of the qualification.

Internal Verifiers must:

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

Internal verifiers are required to:

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

Structure and Unit Content

OCN NI Level 3 Award in Events with Travel and Tourism

In order to achieve this qualification, the learner must achieve any one unit - 10 credits.

| | |
|--|-----------|
| Total Qualification Time (TQT) for this qualification: | 100 hours |
| Guided Learning Hours (GLH) for this qualification: | 70 hours |

OCN NI Level 3 Certificate in Events with Travel and Tourism

In order to achieve this qualification, the learner must achieve any two units - 20 credits.

| | |
|--|-----------|
| Total Qualification Time (TQT) for this qualification: | 200 hours |
| Guided Learning Hours (GLH) for this qualification: | 140 hours |

OCN NI Level 3 Diploma in Events with Travel and Tourism

In order to achieve this qualification, the learner must achieve 12 units - 120 credits.

| | |
|--|------------|
| Total Qualification Time (TQT) for this qualification: | 1200 hours |
| Guided Learning Hours (GLH) for this qualification: | 840 hours |

OCN NI Level 3 Extended Diploma in Events with Travel and Tourism

In order to achieve this qualification, the learner must achieve all 18 units -180 credits.

| | |
|--|------------|
| Total Qualification Time (TQT) for this qualification: | 1800 hours |
| Guided Learning Hours (GLH) for this qualification: | 1260 hours |

| Unit Reference Number | OCN NI Unit Code | Unit Title | Credit Value | GLH | Level |
|----------------------------|------------------|--|--------------|-----|-------|
| K/618/7151 | CBF385 | The Events Industry | 10 | 70 | Three |
| M/618/7152 | CBF386 | Research and Evaluate an Event | 10 | 70 | Three |
| M/650/4017 | CBF915 | Health and Safety in the Events and Travel and Tourism Industry | 10 | 70 | Three |
| A/618/7154 | CBF388 | Event Set Up and Break Down | 10 | 70 | Three |
| F/618/7155 | CBF389 | Operational Event Planning | 10 | 70 | Three |
| J/618/7156 | CBF390 | Management of a Small Event | 10 | 70 | Three |
| T/650/4019 | CBF916 | Customer Service | 10 | 70 | Three |
| D/650/4020 | CBF917 | Events and Travel and Tourism Industry Working Relationships | 10 | 70 | Three |
| F/650/4021 | CBF918 | Business Start-Up | 10 | 70 | Three |
| H/650/4022 | CBF919 | Career Opportunities in the Events and Travel and Tourism Industry | 10 | 70 | Three |
| R/618/7161 | CBF395 | Global and Cultural Events | 10 | 70 | Three |
| Y/618/7162 | CBF396 | Management of a Showcase Event | 10 | 70 | Three |
| J/650/4023 | CBF920 | Understanding the Travel and Tourism Industry | 10 | 70 | Three |
| K/650/4024 | CBF921 | Marketing Travel and Tourism Events | 10 | 70 | Three |
| L/650/4025 | CBF922 | Tour Guiding | 10 | 70 | Three |
| M/650/4026 | CBF923 | Visitor Attractions | 10 | 70 | Three |
| R/650/4027 | CBF924 | The Role of a Holiday Representative | 10 | 70 | Three |
| T/650/4028 | CBF925 | The Cruise Industry | 10 | 70 | Three |

Unit Grading Structure

Each unit will be graded as Pass/Merit/Distinction/Fail. All units are internally assessed within this qualification, and each unit has specified assessment criteria at the Pass, Merit and Distinction unit grades.

Unit grading matrix

Unit grading matrix

- To achieve a pass in a unit the learner must have successfully completed all of the pass assessment criteria in that unit
- To achieve a merit in a unit the learner must have successfully completed all of the pass and merit criteria in that unit
- To achieve a distinction in a unit the learner must have successfully completed all of the pass, merit and distinction criteria in that unit

Qualification Grading Structure

The Level 3 Award will be graded overall as follows:

Pass
Merit
Distinction

The Level 3 Certificate will be graded overall as follows:

Pass Pass
Merit Pass
Merit Merit
Distinction Merit
Distinction Distinction

The Level 3 Diploma and Extended Diploma will be graded overall as follows:

Pass Pass Pass
Merit Pass Pass
Merit Merit Pass
Merit Merit Merit
Distinction Merit Merit
Distinction Distinction Merit
Distinction Distinction Distinction
Distinction* Distinction Distinction
Distinction* Distinction* Distinction
Distinction* Distinction* Distinction*

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OCN NI Level 3 Extended Diploma in Events with Travel and Tourism Qualification no. 610/1468/0
Updated: 27 November 2024 v1.3

Rationale for Grading Across the Units

Learners achieving a pass should have a sound knowledge and understanding of the area being assessed, the majority of assessment criteria (AC) are at pass level. Learners meeting all learning outcomes at pass standards stated in the AC in a unit will gain a pass for that unit.

Learners achieving a merit will have demonstrated that they can complete more complex tasks beyond the pass level; there are fewer ACs at these levels. Learners meeting all learning outcomes at pass standards, and where available also at merit standards stated in the AC in a unit will gain a merit for that unit.

Learners achieving a distinction will have demonstrated they can complete more complex tasks at a consistently high level, beyond the merit level; there are fewer ACs at these levels. Learners meeting all learning outcomes at pass standards, and where available also at merit and distinction standards stated in the AC in a unit will gain a distinction for that unit.

Calculation of the Qualification Grade

The above grades are attained by gaining points for the successful achievement of each unit and the aggregation of those points and conversion to a qualification grade. The following table details the points allocated for pass, merit and distinction for each of the units within the qualification.

| Unit Title | Unit Code | Credit Value | Points per unit grade | | |
|--|----------------------------|--------------|-----------------------|-------|-------------|
| | | | Pass | Merit | Distinction |
| The Events Industry | K/618/7151 | 10 | 70 | 80 | 90 |
| Research and Evaluate an Event | M/618/7152 | 10 | 70 | 80 | 90 |
| Health and Safety in the Events and Travel and Tourism Industry | M/650/4017 | 10 | 70 | 80 | 90 |
| Event Set Up and Break Down | A/618/7154 | 10 | 70 | 80 | 90 |
| Operational Event Planning | F/618/7155 | 10 | 70 | 80 | 90 |
| Management of a Small Event | J/618/7156 | 10 | 70 | 80 | 90 |
| Customer Service | T/650/4019 | 10 | 70 | 80 | 90 |
| Events and Travel and Tourism Industry Working Relationships | D/650/4020 | 10 | 70 | 80 | 90 |
| Business Start-Up | F/650/4021 | 10 | 70 | 80 | 90 |
| Career Opportunities in the Events and Travel and Tourism Industry | H/650/4022 | 10 | 70 | 80 | 90 |
| Global and Cultural Events | R/618/7161 | 10 | 70 | 80 | 90 |
| Management of a Showcase Event | Y/618/7162 | 10 | 70 | 80 | 90 |
| Understanding the Travel and Tourism Industry | J/650/4023 | 10 | 70 | 80 | 90 |
| Marketing Travel and Tourism Events | K/650/4024 | 10 | 70 | 80 | 90 |

| | | | | | |
|--|----------------------------|----|----|----|----|
| Tour Guiding | L/650/4025 | 10 | 70 | 80 | 90 |
| Visitor Attractions | M/650/4026 | 10 | 70 | 80 | 90 |
| The Role of a Holiday Representative | R/650/4027 | 10 | 70 | 80 | 90 |
| The Cruise Industry | T/650/4028 | 10 | 70 | 80 | 90 |

The points per unit are added up and then converted to a qualification grade using the following table.

Points for the Qualification Grade Conversion

| Points range - Award | Grade |
|----------------------|-------|
| 70 - 79 | P |
| 80 - 89 | M |
| 90 and above | D |

| Points range - Certificate | Grade |
|----------------------------|-------|
| 140 -149 | PP |
| 150 - 159 | PM |
| 160 - 169 | MM |
| 170 - 179 | DM |
| 180 and above | DD |

| Points range - Diploma | Grade |
|------------------------|-------|
| 840 - 873 | PP |
| 874 - 907 | MP |
| 908 - 941 | MM |
| 942- 975 | DM |
| 976 - 1009 | DD |
| 1010 - 1043 | D*D |
| 1044 – and above | D*D* |

| Points range – Extended Diploma | Grade |
|---------------------------------|--------|
| 1260 - 1295 | PPP |
| 1296 - 1331 | MPP |
| 1332 - 1367 | MMP |
| 1368 - 1403 | MMM |
| 1404 - 1439 | MMD |
| 1440 - 1475 | MDD |
| 1476- 1511 | DDD |
| 1512- 1547 | D*DD |
| 1548 - 1583 | D*D*D |
| 1584 – and above | D*D*D* |

Unit Details

| Title | The Events Industry | | |
|---|--|--|--|
| Level | Three | | |
| Credit Value | 10 | | |
| Guided Learning Hours (GLH) | 70 | | |
| OCN NI Unit Code | CBF385 | | |
| Unit Reference No | K/618/7151 | | |
| <i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the regional, national and international Events Industry. | | | |
| Learning Outcomes | Assessment Criteria = Pass | Assessment Criteria = Merit | Assessment Criteria = Distinction |
| 1. Understand the events industry. | 1.1 Summarise the main sectors and features of the UK events industry market. | 1.M.1 Explain the international events industry market. 1.M.2 Explain the connections between the events industry and other UK industries. | 1.D.1 Analyse the contribution that the events industry makes to the UK economy and society. |
| 2. Understand the main functions of the corporate and private events industry. | 2.1 Summarise the four main functions within the events industry including both corporate and private events. | 2.M.1 Illustrate the planning and implementation cycle for both corporate and private events. 2.M.2 Analyse the importance of each phase in the event planning and management cycle for both corporate and private events. | |
| 3. Understand the legal structures and social and ethical issues associated with events. | 3.1 Summarise the key areas of legislation that impact on the planning and organisation of events, including health and safety and contract law. 3.2 Summarise the key ethical and social issues that may affect the events industry. | 3.M.1 Explain the implications of four different areas of legislation identified in AC 3.1 on the planning and organisation of events. 3.M.2 Explain the implications of four different types of ethical and social issues identified in AC 3.2 on the planning and organisation of events. | |

| | | | |
|---|---|---|---|
| 4. Understand the sectors within the events industry and related organisations. | 4.1 Compare and contrast the purpose and aims of two different sectors within the events industry. 4.2 Summarise the different organisations that make up the events industry. | 4.M.1 Explain the purpose and role of key organisations in the sectors identified in AC 4.1, including representative and regulatory bodies and trade associations. | 4.D.1 Compare and contrast the economic and social value of the sectors identified in AC 4.1. 4.D.2 Analyse the factors which drive change in the Events Industry and their relationships to other industries. |
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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 |
| E-assessment | The use of information technology to assess learners' work | Electronic portfolio E-tests |

| Title | Research and Evaluate an Event | | |
|--|--|---|--|
| Level | Three | | |
| Credit value | 10 | | |
| Guided Learning Hours (GLH) | 70 | | |
| OCN NI Unit Code | CBF386 | | |
| Unit Reference No | M/618/7152 | | |
| <i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to research and evaluate events. | | | |
| Learning Outcomes | Assessment Criteria = Pass | Assessment Criteria = Merit | Assessment Criteria = Distinction |
| 1. Understand how to research information for an event. | 1.1. Explain how to use appropriate research methods to plan and organise a given event using different types and sources of information. | 1.M.1 Explain the importance of research when organising an event. 1.M.2 Explain the importance of maintaining a record of the sources used when organising an event. | 1.D.1 Critically compare different research methods and information sources that may be used when organising an event. |
| 2. Know how to collate and analyse information to inform future events. | 2.1. Explain the different formats and methods used to collate and analyse both quantitative and qualitative information to inform future events. | 2.M.1 Analyse how and why it is important for information to be systematically reported in the appropriate format when organising future events. | |
| 3. Understand how to evaluate an event. | 3.1. Explain the importance of evaluating an event. 3.2. Explain the principles and methods of event evaluation. 3.3. Explain the importance of knowing how to access and verify relevant information sources. | 3.M.1 Justify why it is important to identify and use critical success factors for collating and analysing event information including how they meet appropriate legal and regulatory requirements. | 3.D.1 Analyse the role that evaluation plays in the continuous performance improvement of organisations. |

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 |

| Title | Health and Safety in the Events and Travel and Tourism Industry | | |
|--|---|---|--|
| Level | Three | | |
| Credit value | 10 | | |
| Guided Learning Hours (GLH) | 70 | | |
| OCN NI Unit Code | CBF915 | | |
| Unit Reference No | M/650/4017 | | |
| <i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the legislation and regulations relating to health and safety in the events and travel and tourism industry. | | | |
| Learning Outcomes | Assessment Criteria = Pass | Assessment Criteria = Merit | Assessment Criteria = Distinction |
| 1. Understand health and safety in the events and travel and tourism industry. | 1.1. Summarise health and safety legislation relating to the events and travel and tourism industry and the possible consequences if they are not adhered to. 1.2. Explain the importance of the following health and safety considerations for a given event site: a) site rules b) welfare facilities c) muster points d) fire points e) first aid facilities f) emergency contacts g) capacity and number of emergency exit points | 1.M.1 Explain the legal and organisational health and safety responsibilities for the following in the events and travel and tourism industry: a) internal and external stakeholders b) equipment and materials c) work area | 1.D.1 Analyse the consequences if health and safety procedures are not adhered to. |
| 2. Be able to carry out risk audits and assessments in the events and travel and tourism industry. | 2.1. Explain the importance of carrying out risk assessments for all work activities and the steps involved. 2.2. Complete a health and safety risk audit to identify risks in at least three of the following areas of risk : a) event set-up and breakdown b) ingress and egress c) live event 2.3. Carry out a risk assessment for two of the areas of risk identified in AC 2.2. | 2.M.1 Analyse how a positive health and safety culture may be established and promoted in the events and travel and tourism industry. | |

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|---|--|---|--|
| | 2.4. Summarise health and safety legal responsibilities and reporting procedures including Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR). | | |
| 3. Be able to develop a health and safety improvement plan. | 3.1. Explain the importance of continuous improvement in relation to health and safety in the events and travel and tourism industry. 3.2. Develop a health and safety improvement plan for a given event site addressing possible risks. | 3.M.1 Explain who can carry out on-site health and safety inspections, the powers of each individual and the possible consequences of the following notices: a) prohibition b) improvement | |
| 4. Understand the importance of health and safety record keeping in the events and travel and tourism industry. | 4.1 Explain the importance of health and safety record keeping including the appropriate records and those responsible for their maintenance in the events and travel and tourism industry. | 4.M.1 Explain the importance of continuous improvement in health and safety in order to maintain organisational reputation, public reassurance and good relationships with licensing, authorities and emergency services. | 4.D.1 Evaluate the legal consequences of not adhering to the legislative requirements for recording accidents and incidents in the events and travel and tourism industry. |

Assessment Guidance

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

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

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

| Title | Event Set Up and Break Down | | |
|---|--|---|--|
| Level | Three | | |
| Credit Value | 10 | | |
| Guided Learning Hours (GLH) | 70 | | |
| OCN NI Unit Code | CBF388 | | |
| Unit Reference No | A/618/7154 | | |
| <i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to set up and break down an event. | | | |
| Learning Outcomes | Assessment Criteria = Pass | Assessment Criteria = Merit | Assessment Criteria = Distinction |
| 1. Be able to co-ordinate and manage set up and break down of events. | 1.1. Explain the stages involved in the set up and break down of events whilst ensuring resources are appropriate and meet safety requirements. 1.2. Develop a plan for each stage of an event set up and break down including the key information and resources required. 1.3. Summarise the main contractual obligations of stakeholders relevant to the set up and break down of a given event. | 1.M.1 Explain the importance of contingency planning during the set up and break down of events. | 1.D.1 Develop a contingency plan for the set up and break down of a given event. |
| 2. Understand how to work effectively with others and promote a positive image during the set up and breakdown of an event. | 2.1. Explain the roles and responsibilities of those involved in the set up and breakdown of an event. 2.2. Explain the importance of promoting a positive image during setup and breakdown of an event. 2.3. Explain the importance of effective communication during the set up and breakdown of an event. | 2.M.1 Explain the role of internal and external customers in the set up and break down of an event. 2.M.2 Explain the importance of briefing and debriefing personnel involved in the set up and break down of an event. | 2.D.1 Analyse the importance of good customer service in the set up and break down of an event. 2.D.2 Analyse the positive impact of working effectively with others during the set up and breakdown of an event. |

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| 3. Understand the legislative requirements for indoor and outdoor events set up and breakdown. | 3.1. Explain the importance of relevant legislation for both indoor and outdoor events and its impact on event set up and breakdown. | 3.M.1 Explain the requirements in relation to complying with the moral, ethical and legal obligations for both indoor and outdoor events set up and breakdown. | 3.D.1 Analyse the impact of addressing issues of environmental sustainability on both indoor and outdoor events set up and breakdown. |
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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 |
| E-assessment | The use of information technology to assess learners' work | Electronic portfolio E-tests |

| Title | Operational Event Planning | | |
|--|--|--|---|
| Level | Three | | |
| Credit Value | 10 | | |
| Guided Learning Hours (GLH) | 70 | | |
| OCN NI Unit Code | CBF389 | | |
| Unit Reference No | F/618/7155 | | |
| <i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the importance of operational planning in achieving successful events. | | | |
| Learning Outcomes | Assessment Criteria = Pass | Assessment Criteria = Merit | Assessment Criteria = Distinction |
| 1. Understand the event planning processes. | 1.1. Summarise the stages of the event planning process including: a) idea proposal b) feasibility study c) aims and objectives d) organisational policies and procedures e) legal and ethical requirements f) implementation requirements g) implementation plan h) monitoring and evaluation | 1.M.1 Explain the purpose of the following plans produced in the event planning process: a) strategic b) operational c) administrative, organisational and structural d) contingency e) emergency procedures | 1.D.1 Analyse the use of different planning tools and techniques in the operational planning process. |
| 2. Be able to develop an operational plan for a given small event. | 2.1. Develop an operational plan for a given small event including: a) vision and aims b) agreed specific, measurable, achievable, realistic and timebound (SMART) objectives c) key performance indicators (KPIs) d) resources required e) financial planning f) health, safety and risk g) human resource management h) logistical operations i) legal requirements j) marketing k) evaluation techniques | 2.M.1 Explain the role and responsibilities of the event planning team for the event in AC 2.1 including their contribution to the overall operational plan. 2.M.2 Carry out a feasibility study for a given small event. | 2.D.1 Develop a detailed logistics plan for the event identified in AC 2.1 to include: a) an emergency plan b) health and safety documentation c) risk assessments d) contact list e) venue or site plan f) project management plan g) production schedule |
| 3. Understand how to maintain professional working relationships | 3.1. Explain the importance of effective communication and | 3.M.1 Explain how to effectively manage the expectations of team | 3.D.1 Analyse evaluation techniques which |

OCN NI Level 3 Award in Events with Travel and Tourism Qualification no. 610/1471/0

OCN NI Level 3 Certificate in Events with Travel and Tourism Qualification no. 610/1470/9

OCN NI Level 3 Diploma in Events with Travel and Tourism Qualification no. 610/1469/2

OCN NI Level 3 Extended Diploma in Events with Travel and Tourism Qualification no. 610/1468/0

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| within the planning process in the events and travel and tourism industry. | respecting the roles and responsibilities of those involved during the event planning process. 3.2. Explain the importance of consultation with others prior to making decisions in the event planning process. | members and stakeholders during the event planning process. | may be used during the event planning process to review the effectiveness of working relationships. |
| 4. Be able to evaluate the effectiveness of an operational plan. | 4.1. Carry out an evaluation of the operational plan developed in AC 2.1. | 4.M.1 Analyse the findings of the evaluation carried out in AC 4.1 to inform future event planning. | |

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 |

| Title | Management of a Small Event | | |
|---|--|--|---|
| Level | Three | | |
| Credit Value | 10 | | |
| Guided Learning Hours (GLH) | 70 | | |
| OCN NI Unit Code | CBF390 | | |
| Unit Reference No | J/618/7156 | | |
| <i>Unit purpose and aim(s):</i> This unit will enable the learner to develop event management skills, understand the role of the event organiser and the methods used to plan small events. | | | |
| Learning Outcomes | Assessment Criteria = Pass | Assessment Criteria = Merit | Assessment Criteria = Distinction |
| 1. Understand how to manage a small event. | 1.1. Summarise the roles and skills required to effectively manage a small event 1.2. Explain how to manage an effective small event taking account of the following: a) organisational objectives b) budget management c) project management d) contingency and crisis management e) insurance requirements | 1.M.1 Analyse own small event management skills identifying possible areas for improvement. | |
| 2. Be able to carry out a feasibility study for a small event. | 2.1. Develop a proposal for a small event including the following: a) concepts b) aims and objectives c) rationale for choice 2.2. Carry out a feasibility study using the proposal developed in AC 2.1. | 2.M.1 Explain how to respond effectively to potential problems that may occur during the running of a small event. | 2.D.1 Critically compare strategies which may be used to manage change during the running of a small event. |
| 3. Be able to develop a plan to manage a small event. | 3.1. Develop a plan to manage a small event using the event planning cycle including: a) aims and objectives b) identifying target audience c) health and safety requirements d) communicating key messages | 3.M.1 Analyse using examples the importance of effective communication and leadership skills in the effective management of a small event. | |

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| | <ul style="list-style-type: none"> e) assessing impact of event on organisation and stakeholders f) resources g) location h) technical facilities i) layout j) risks and contingencies k) insurance and technical requirements <p>3.2. Explain the importance of good customer care when managing a small event.</p> | | |
| 4. Be able to manage and evaluate a small event. | <p>4.1. Manage a small event using the plan developed in AC 3.1.</p> <p>4.2. Explain the role that evaluation plays in continuous improvement for future small events.</p> <p>4.3. Carry out an evaluation of the small event managed in AC 4.1.</p> | 4.M.1 Analyse the evaluation carried out in AC 4.2 identifying areas for improvement and report findings. | 4.D.1 Evaluate the small event carried out in AC 4.1 against the following critical success factors and how they may inform the management of future small events: <ul style="list-style-type: none"> a) sources and types of information b) legal and regulatory requirements met c) financial and non-financial measures d) appropriate communication to stakeholders |

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 |

| Title | Customer Service | | |
|---|---|--|--|
| Level | Three | | |
| Credit Value | 10 | | |
| Guided Learning Hours (GLH) | 70 | | |
| OCN NI Unit Code | CBF916 | | |
| Unit Reference No | T/650/4019 | | |
| <i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the importance of customer service for event success. Learners will also develop the customer service skills required to plan and manage a successful event within the travel and tourism industry. | | | |
| Learning Outcomes | Assessment Criteria = Pass | Assessment Criteria = Merit | Assessment Criteria = Distinction |
| 1. Understand how effective customer service contributes to event management within the travel and tourism industry including public safety. | 1.1. Explain influencing factors that inform customer decisions in the events and travel and tourism industry. 1.2. Explain the relationship between effective customer service and the successful management of events. 1.3. Explain the importance of managing customer expectations. 1.4. Explain the importance of public safety during events within the travel and tourism industry. | 1.M.1 Explain the role of stewards in ensuring public safety and promoting customer service. | 1.D.1 Evaluate the possible consequences of ineffective customer service within event management. |
| 2. Be able to deliver effective customer service in different travel and tourism events. | 2.1. Demonstrate effective customer service using communication and interpersonal skills during the management of the following types of events: a) virtual b) conference c) charity fundraising | 2.M.1 Evaluate own communication and interpersonal skills used in AC 2.1 identifying areas for improvement. | 2.D.1 Evaluate different strategies which may be used to address possible conflict during a travel and tourism event. |
| 3. Be able to develop a personal action plan to improve customer service skills. | 3.1. Develop a personal action plan to improve own customer service skills addressing possible areas for improvement. | 3.M.1 Analyse how own personal action plan developed in AC 3.1 may contribute to achieving overall organisational goals. | 3.D.1 Evaluate the effectiveness of own personal action plan developed in AC 3.1 over a given timeframe, making recommendations for improvement. |

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| 4. Be able to develop an organisational customer service plan. | 4.1. Develop an organisational customer service plan including: a) organisational objectives b) monitoring methods c) customer service data d) recommendations for improvement | 4.M.1 Present the plan developed in AC 4.1 to a given audience. | |
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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 |
| E-assessment | The use of information technology to assess learners' work | Electronic portfolio E-tests |

| Title | Events and Travel and Tourism Industry Working Relationships | | |
|--|--|---|--|
| Level | Three | | |
| Credit Value | 10 | | |
| Guided Learning Hours (GLH) | 70 | | |
| OCN NI Unit Code | CBF917 | | |
| Unit Reference No | D/650/4020 | | |
| <i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to create and maintain productive working relationships in the events and travel and tourism industry. | | | |
| Learning Outcomes | Assessment Criteria = Pass | Assessment Criteria = Merit | Assessment Criteria = Distinction |
| 1. Understand the value of working relationships within the events and travel and tourism industry. | 1.1. Explain the value of working relationships within the events and travel and tourism industry including internal and external staff and stakeholders. | 1.M.1 Explain the roles and responsibilities of both internal and external staff and stakeholders. | 1.D.1 Evaluate the interests different stakeholders may have in a travel and tourism event. |
| 2. Understand how to establish working relationships within the events and travel and tourism industry. | 2.1. Explain how to identify which staff members and stakeholders an event organiser may need to work with. 2.2. Explain how to appropriately make contact, agree working arrangements and communication methods with staff and stakeholders identified in AC 2.1. | | |
| 3. Understand how to maintain effective working relationships within the events and travel and tourism industry. | 3.1. Explain the importance of effective communication between and within both internal and external staff and stakeholders. 3.2. Explain the importance of respecting the roles and responsibilities of internal and external staff and stakeholders. 3.3. Explain the importance of understanding and managing the expectations of internal and external staff and stakeholders. | 3.M.1 Explain the importance of meeting own commitments to internal and external stakeholders. 3.M.2 Explain the importance of consultation with internal and external staff and stakeholders prior to making decisions. | 3.D.1 Evaluate conflicts of interest situations which may occur between and within internal and external staff and stakeholders and how these may be resolved. |

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| <p>4. Understand how to review the effectiveness of working relationships with internal and external staff and stakeholders.</p> | <p>4.1. Explain the importance of reviewing working relationships with internal and external staff and stakeholders.</p> <p>4.2. Summarise how to monitor and review the effectiveness of working relationships with internal and external staff and stakeholders.</p> | <p>4.M.1 Explain the importance and possible methods for giving and receiving constructive feedback to and from internal and external stakeholders.</p> | |
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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 | <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> |

| Title | Business Start-Up | | |
|--|--|--|--|
| Level | Three | | |
| Credit Value | 10 | | |
| Guided Learning Hours (GLH) | 70 | | |
| OCN NI Unit Code | CBF918 | | |
| Unit Reference No | F/650/4021 | | |
| <i>Unit purpose and aim(s):</i> This unit will enable the learner to develop a business plan for a business start-up including the skills required to attract funding for a new events business. | | | |
| Learning Outcomes | Assessment Criteria = Pass | Assessment Criteria = Merit | Assessment Criteria = Distinction |
| 1. Be able to develop a business plan for a business start-up. | 1.1 Summarise different business opportunities for a business start-up. 1.2 Summarise how legal and financial factors may impact on a business start-up. 1.3 Produce a business plan to include the following: a) rationale b) feasibility c) vision and concept d) customers e) market f) competitors g) finances | 1.M.1 Analyse legal and financial factors that may impact on a business start-up. | 1.D.1 Analyse the internal and external factors that may impact on the planning for a business start-up. |
| 2. Be able to use market analysis in the planning of a business start-up. | 2.1 Summarise the target market for a given business start-up. 2.2 Carry out market analysis for the business identified in AC 2.1 to include: a) porter and PESTLE analysis b) marketing mix c) unique selling points (USPs) 2.3 Explain how the analysis carried out in AC 2.2 will inform the planning for the business start-up. 2.4 Develop a financial forecast for the business identified in AC 2.1. | 2.M.1 Carry out a detailed financial forecast analysis for the business identified in AC 2.1 to include: a) liquidity b) profitability c) sensitivity | 2.D.1 Analyse the financial forecast carried out in AC 2.M.1 to inform the planning for the given business start-up taking account of the following: a) pricing policy b) sales forecasts c) projected costs d) break-even forecast e) capital structure f) cash flow forecast |

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| 3. Be able to pitch for funding for a business start-up. | 3.1 Prepare for and present an effective pitch based on market analysis carried out in AC 2.2 and financial forecast developed in AC 2.4 and planning carried out in AC 1.3 to negotiate funding for the given business start-up. | 3.M.1 Evaluate the pitch for viability and risks associated with the given business start-up. | |
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Assessment Guidance

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| 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 |

| Title | Career Opportunities in the Events and Travel and Tourism Industry | | |
|--|--|---|--|
| Level | Three | | |
| Credit Value | 10 | | |
| Guided Learning Hours (GLH) | 70 | | |
| OCN NI Unit Code | CBF919 | | |
| Unit Reference No | H/650/4022 | | |
| <i>Unit purpose and aim(s):</i> This unit will enable the learner to gain a knowledge of career opportunities in the events and travel and tourism industry. | | | |
| Learning Outcomes | Assessment Criteria = Pass | Assessment Criteria = Merit | Assessment Criteria = Distinction |
| 1. Be aware of career opportunities and the recruitment process within the events and travel and tourism industry. | 1.1. Summarise different career opportunities and forms of employment within the events and travel and tourism industry. 1.2. Explain the recruitment and selection processes used in the events and travel and tourism industry and how they comply with current employment law. | 1.M.1 Describe potential career pathways within the events and travel and tourism industry. | 1.D.1 Evaluate the effectiveness of the recruitment and selection process used within a given events organisation. |
| 2. Know the stages of recruitment and selection in the events and travel and tourism industry. | 2.1. Summarise the stages of the recruitment and selection process for an individual including the appropriate documentation required for an events and travel and tourism industry role. | 2.M.1 Produce the following in relation to a given events and travel and tourism industry role: a) curriculum vitae b) covering letter c) job application form | |
| 3. Be able to prepare and participate in an interview for an events and travel and tourism industry related role. | 3.1. Explain how to prepare for interview situations including techniques for dealing with anxiety and possible questions to ask. 3.2. Summarise the importance of making a good first impression. 3.3. Summarise possible sources of information that aid interview preparation. 3.4. Participate and conduct self appropriately in an interview situation using verbal and non-verbal skills. | 3.M.1 Critically compare at least two different ways that interviews may be conducted identifying the advantages and disadvantages of each. 3.M.2 Evaluate own performance during the interview carried out in AC 3.4 identifying what went well and possible areas for improvement. | 3.D.1 Prepare and participate in an interview for an events and travel and tourism industry related role as an interviewer and evaluate own performance. |
| 4. Be able to develop a personal skills development plan | 4.1. Assess own performance during the recruitment and selection | 4.M.1 Analyse feedback from others to inform own | 4.D.1 Develop a career action plan which includes SMART |

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| following recruitment and selection processes. | process in order to develop a personal skills development plan. | personal skills development plan developed in AC 4.1. | objectives using the analysis carried out in AC 4.1 and AC 4.M.1. |
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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 | |
| E-assessment | The use of information technology to assess learners' work | Electronic portfolio E-tests | |

| Title | Global and Cultural Events | | |
|--|---|---|--|
| Level | Three | | |
| Credit Value | 10 | | |
| Guided Learning Hours (GLH) | 70 | | |
| OCN NI Unit Code | CBF395 | | |
| Unit Reference No | R/618/7161 | | |
| <i>Unit purpose and aim(s):</i> This unit will enable the learner to investigate and analyse information regarding global and cultural events including travel planning, and the factors and trends affecting their changing popularity. | | | |
| Learning Outcomes | Assessment Criteria = Pass | Assessment Criteria = Merit | Assessment Criteria = Distinction |
| 1. Understand the features and appeal of global and cultural events. | 1.1. Explain the features and appeal of different types of global and cultural events. | | |
| 2. Understand the planning and implementation cycle of global and cultural events. | 2.1. Explain the planning and implementation cycle for different global and cultural events including: a) logistics b) travel c) promotion opportunities d) merchandising | 2.M.1 Evaluate the advantages of using social media and the internet to promote different global and cultural events. | 2.D.1 Critically compare the use of different organisations to promote global and cultural events. |
| 3. Understand the impact and sustainability of specialist global and cultural events in the events and travel and tourism industry. | 3.1. Summarise the impact and sustainability of specialist global and cultural events in the events and travel and tourism industry. | 3.M.1 Analyse the environmental impact and sustainability of a given specialist global and cultural event on the local and wider community. | |
| 4. Understand how consumer trends influence the popularity of global and cultural events. | 4.1. Summarise how consumer trends influence the popularity of global and cultural events. | 4.M.1 Explain the appeal of global destinations for cultural events including at least four different influencing factors. | 4.D.1 Research and evaluate customer trends that influence a given global event. |

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 |

| Title | Management of a Showcase Event | | |
|--|---|---|---|
| Level | Three | | |
| Credit Value | 10 | | |
| Guided Learning Hours (GLH) | 70 | | |
| OCN NI Unit Code | CBF396 | | |
| Unit Reference No | Y/618/7162 | | |
| <i>Unit purpose and aim(s):</i> This unit will enable the learner to develop a showcase portfolio. Learners will also be required to pitch, stage, manage and evaluate a showcase event. | | | |
| Learning Outcomes | Assessment Criteria = Pass | Assessment Criteria = Merit | Assessment Criteria = Distinction |
| 1. Understand how to develop a showcase portfolio for an event. | 1.1. Develop a showcase portfolio to include the following: a) event concept b) the 5 W's (who, where, why, what and when) c) Specific, Measurable, Achievable, Realistic and Timebound (SMART) objectives d) event design e) event feasibility f) event planning | 1.M.1 Evaluate the showcase portfolio developed in AC 1.1. identifying issues that may be problematic and contingencies for addressing these. | |
| 2. Be able to pitch for the showcase event. | 2.1. Demonstrate how to effectively pitch to a panel the showcase event, presenting the portfolio developed in AC 1.1. | 2.M.1 Analyse own performance of the pitch undertaken in AC 2.1 identifying possible areas for improvement. | 2.D.1 Critically compare at least two given pitches for different showcase events identifying possible areas for improvement. |
| 3. Be able to develop an operational and marketing plan for the showcase event. | 3.1. Develop an operational and marketing plan for the showcase event developed in AC1.1 to include the following: a) internal and external factors b) logistics finances c) health and safety considerations d) risk assessment e) human resources f) legislation and legal considerations | 3.M.1 Evaluate the operational and marketing plan developed in AC 3.1. identifying issues that may be problematic and contingencies for addressing these. | |

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| <p>4. Be able to stage, manage and evaluate the showcase event.</p> | <p>4.1. Stage and manage the showcase event developed in AC 1.1 to include:</p> <ul style="list-style-type: none"> a) team and resource management b) time management c) contingency measures d) legal and ethical requirements e) organisational policies f) effective customer service <p>4.2. Evaluate the showcase event staged and managed in AC 4.1 against aims and objectives set in the showcase portfolio identifying possible areas for improvement.</p> | <p>4.M.1 Analyse the working relationships and teams performance of the event staged and managed in AC 4.1 identifying examples of excellent customer service and possible areas for improvement.</p> | <p>4.D.1 Analyse both team and own development needs for future showcase events producing a staff development plan to address the needs identified.</p> |
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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 | <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> |

| Title | Understanding the Travel and Tourism Industry | | |
|---|---|---|---|
| Level | Three | | |
| Credit Value | 10 | | |
| Guided Learning Hours (GLH) | 70 | | |
| OCN NI Unit Code | CBF920 | | |
| Unit Reference No | J/650/4023 | | |
| <i>Unit purpose and aim(s):</i> This unit will enable the learner to develop knowledge of the travel and tourism industry including the range of organisations, their interrelationships and ownership. | | | |
| Learning Outcomes | Assessment Criteria = Pass | Assessment Criteria = Merit | Assessment Criteria = Distinction |
| 1. Be aware of different travel and tourism component organisations and industries. | 1.1. Summarise different sectors of travel and tourism in the UK Industry. 1.2. Research component industries and organisations in travel and tourism. | | |
| 2. Understand the roles and interrelationships of different travel and tourism organisations. | 2.1. Summarise the roles and organisational aims of different organisations in the travel and tourism industry. 2.2. Analyse with examples different types of interrelationships in the travel and tourism industry. | 2.M.1 Analyse the importance of interrelationships within one travel and tourism organisation. | |
| 3. Understand key developments, trends and factors and their impact on today's travel and tourism sector. | 3.1. Illustrate key developments in the travel and tourism industry. 3.2. Explain with examples factors and trends which impact on today's travel and tourism industry. | 3.M.1 Research current trends in the travel and tourism industry and how organisations are responding to changing trends and factors. | 3.D.1 Use research gathered in AC 3.M.1 to analyse one factor that has impacted on the current travel and tourism industry. |

Assessment Guidance

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

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

| Title | Marketing Travel and Tourism Events | | |
|---|--|--|---|
| Level | Three | | |
| Credit Value | 10 | | |
| Guided Learning Hours (GLH) | 70 | | |
| OCN NI Unit Code | CBF921 | | |
| Unit Reference No | K/650/4024 | | |
| <i>Unit purpose and aim(s):</i> This unit will enable the learner to be able to market travel and tourism events and understand the range of organisations within the industry. | | | |
| Learning Outcomes | Assessment Criteria = Pass | Assessment Criteria = Merit | Assessment Criteria = Distinction |
| 1. Understand factors which influence the marketing of events within travel and tourism. | 1.1. Summarise with examples factors which influence the marketing of events within travel and tourism. | 1.M.1 Explain for a given travel and tourism event factors that influenced marketing decisions made. | 1.D.1 Evaluate the impact of the marketing decisions made in AC 1.M.1 for the given travel and tourism event. |
| 2. Know the marketing mix and how it is utilised by travel and tourism organisations. | 2.1. Explain what is meant by the marketing mix and how it is utilised by a travel and tourism organisation for a given event. | | |
| 3. Be able to conduct market research for an event within a travel and tourism organisation. | 3.1. Plan, design and conduct market research to include objectives for a given event within a travel and tourism organisation. | 3.M.1 Analyse the market research plan developed in AC 3.1 identifying how it met objectives. | 3.D.1 Evaluate the results of the market research carried out in AC 3.1 identifying how they can benefit the travel and tourism organisation. |
| 4. Be able to plan and deliver a promotional campaign for an event within a travel and tourism organisation. | 4.1. Plan and deliver a promotional campaign including promotional material and objectives for a given event within a travel and tourism organisation. | 4.M.1 Evaluate how the promotional campaign carried out in AC 4.1 met set objectives. | |

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 |

| Title | Tour Guiding | | |
|---|--|---|---|
| Level | Three | | |
| Credit Value | 10 | | |
| Guided Learning Hours (GLH) | 70 | | |
| OCN NI Unit Code | CBF922 | | |
| Unit Reference No | L/650/4025 | | |
| <i>Unit purpose and aim(s):</i> This unit will enable the learner to develop tour guiding skills within travel and tourism. | | | |
| Learning Outcomes | Assessment Criteria = Pass | Assessment Criteria = Merit | Assessment Criteria = Distinction |
| 1. Understand the role of a tour guide and the structure of the Northern Ireland tourism industry. | 1.1. Summarise the role and responsibilities of a tour guide within the travel and tourism industry. 1.2. Illustrate the structure of the Northern Ireland tourism industry including quality standards. | 1.M.1 Summarise with examples different tours available in Northern Ireland for both domestic and inbound visitors. | |
| 2. Know the importance of effective communication and customer service skills for tour guides. | 2.1. Summarise the importance and benefit of effective communication and customer services skills for tour guides taking account of: a) different visitor tour groups b) cultural differences | 2.M.1 Explain effective methods and techniques of communicating with visitors from different cultures. | 2.D.1 Analyse the importance of providing excellent customer service to visitors that require reasonable adjustments. |
| 3. Be able to develop, deliver and lead a tour. | 3.1. Develop a comprehensive 30-minute guided walking tour using different sources of information including: a) planning documentation b) risk assessment c) commentary d) evaluation tools 3.2. Deliver and lead the walking tour developed in AC 3.1 using effective communication and customer service skills throughout. | 3.M.1 Evaluate the tour carried out in AC 3.2 identifying areas for improvement. | 3.D.1 Analyse how the tour carried out in AC 3.2 may have been adapted for a group of visitors with reasonable adjustments. |

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 |

| Title | Visitor Attractions | | |
|--|--|--|--|
| Level | Three | | |
| Credit Value | 10 | | |
| Guided Learning Hours (GLH) | 70 | | |
| OCN NI Unit Code | CBF923 | | |
| Unit Reference No | M/650/4026 | | |
| <i>Unit purpose and aim(s):</i> This unit will enable the learner to develop a knowledge of the products and services provided by different types of visitor attractions and their importance to the popularity and appeal of UK tourist destinations. | | | |
| Learning Outcomes | Assessment Criteria = Pass | Assessment Criteria = Merit | Assessment Criteria = Distinction |
| 1. Know the products and services provided by different types of visitor attractions. | 1.1. Summarise the products and services provided by different types of visitor attractions. | 1.M.1 Analyse how products and services appeal to different types of visitors including: a) a built attraction b) a natural attraction | 1.D.1 Evaluate the contribution of a given visitor attraction to the popularity and appeal of the destination or area. |
| 2. Understand interpretation techniques, their purpose and how they are used effectively at visitor attractions. | 2.1. Explain the purpose of interpretation techniques and how they are used effectively at different visitor attractions. | | |
| 3. Understand the appeal of visitor attractions to different types of visitor. | 3.1. Explain the appeal of visitor attractions to different types of visitors including: a) a built attraction b) a natural attraction | 3.M.1 Compare the importance of two different visitor attractions to the popularity and appeal of a destination or area. | |
| 4. Understand the importance of visitor attractions to the popularity and appeal of UK and international tourist destinations. | 4.1. Explain the importance of visitor attractions to the popularity and appeal of UK and international tourist destinations. | 4.M.1 Analyse the impact of a given popular UK and international visitor attraction on the local economy. | |

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 |

| Title | The Role of a Holiday Representative | | |
|---|--|--|---|
| Level | Three | | |
| Credit Value | 10 | | |
| Guided Learning Hours (GLH) | 70 | | |
| OCN NI Unit Code | CBF924 | | |
| Unit Reference No | R/650/4027 | | |
| <i>Unit purpose and aim(s):</i> This unit will enable the learner to develop knowledge of the role, duties and responsibilities of different types of holiday representatives. Learners will investigate the qualifications and skills needed, as well the benefits and limitations of working as a holiday representative. | | | |
| Learning Outcomes | Assessment Criteria = Pass | Assessment Criteria = Merit | Assessment Criteria = Distinction |
| 1. Understand holiday representatives. | 1.1. Summarise the role, duties and responsibilities for at least four different types of holiday representatives. 1.2. Assess the different qualifications, skills and qualities required for the role of a holiday representative. 1.3. Explain the benefits and limitations of working as a holiday representative. | 1.M.1 Compare and contrast the roles, duties and responsibilities for holiday representatives with tour operators. | 1.D.1 Analyse how the current and changing role of holiday representatives contributes to the overall holiday experience. |
| 2. Know how to effectively provide resort information for guests. | 2.1. Develop a representative welcome pack for guests at a given resort. 2.2. Plan and deliver an effective welcome meeting using the welcome pack developed in AC 2.1. | 2.M.1 Demonstrate appropriate responses to guest questions and queries arising from the welcome meeting carried out in AC 2.2 including any follow up actions. | |
| 3. Be able to effectively carry out holiday representative airport duties. | 3.1. Summarise the duties of a holiday representative at the airport. 3.1. Prepare and deliver an effective arrivals transfer speech to a given group of arrival guests. 3.1. Demonstrate how to deal with different situations which may arise for a holiday representative at airports. | 3.M.1 Demonstrate how to professionally and competently handle difficult situations at an airport completing any necessary documentation and referring as appropriate. | 3.D.1 Evaluate own performance as a holiday representative identifying areas for improvement and development. |

Assessment Guidance

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| 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 Audio- Visual Evidence. Presentation |
| 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 |

| Title | The Cruise Industry | | |
|--|--|---|--|
| Level | Three | | |
| Credit Value | 10 | | |
| Guided Learning Hours (GLH) | 70 | | |
| OCN NI Unit Code | CBF925 | | |
| Unit Reference No | T/650/4028 | | |
| <i>Unit purpose and aim(s):</i> This unit will enable the learner to develop knowledge of the cruise industry. | | | |
| Learning Outcomes | Assessment Criteria = Pass | Assessment Criteria = Merit | Assessment Criteria = Distinction |
| 1. Know about the cruise industry. | 1.1. Illustrate the key development stages of the cruise industry including: a) roles of key stakeholders b) employment opportunities | 1.M.1 Analyse the viability of today's cruise industry including: a) role of current key stakeholders b) current employment opportunities | |
| 2. Understand the cruise market. | 2.1. Explain the cruise market including: a) main cruise areas available to the UK market b) different types of cruises available c) different products and level of services available | | |
| 3. Know how to match customer requirements to appropriate cruise operators and destinations. | 3.1. Demonstrate how to match customer requirements to appropriate operators and destinations using different sources of information. | 3.M.1 Analyse the cruises operating within a given cruise destination and their appeal to different customers. | 3.D.1 Evaluate developments within the cruise industry over the last ten years including and the contribution to: a) employment b) the local economy |
| 4. Understand the expanding cruise industry. | 4.1. Summarise potential future developments in the cruise industry based on current trends. 4.2. Explain how cruises impact on cruise destinations. | 4.M.1 Compare and contrast the negative and positive impacts of cruising on two different destinations within a given area. | |

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 |
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Quality Assurance of Centre Performance

External Verification

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

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

Standardisation

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

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

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

Administration

Registration

A centre must register learners within 20 working days of commencement of a qualification.

Certification

Certificates will be issued to centres within 20 working days of receipt of correctly completed results marksheets. It is the responsibility of the centre to ensure that certificates received from OCN NI are held securely and distributed to learners promptly and securely.

Charges

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

Equality, Fairness and Inclusion

OCN NI has considered the requirements of equalities legislation in developing the specification for these qualifications. For further information and guidance relating to access to fair assessment and the OCN NI Reasonable Adjustments and Special Considerations policies, centres should refer to the OCN NI website.

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.

Qualification Information

OCN NI Level 3 Award in Events with Travel and Tourism

Qualification Number: 610/1471/0

OCN NI Level 3 Certificate in Events with Travel and Tourism

Qualification Number: 610/1470/9

OCN NI Level 3 Diploma in Events with Travel and Tourism

Qualification Number: 610/1469/2

OCN NI Level 3 Extended Diploma in Events with Travel and Tourism

Qualification Number: 610/1468/0

Operational start date: 15 September 2022

Operational end date: 31 August 2027

Certification end date: 31 August 2030

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