



Qualification Specification:

OCN NI Level 2 Award in Food and Beverage Service

- Qualification No: 610/5995/X

Version: 1.0



1. Specification Updates

Key changes have been listed below:

Section	Detail of change	Version and date of Issue
Specification	Newly developed qualification	V1.0 draft – March 2025

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

The Open College Network Northern Ireland (OCN NI) is a UK recognised awarding organisation based in Northern Ireland. We are regulated by CCEA Regulation to develop and award regulated professional and technical (vocational) qualifications from Entry Level up to and including Level 5 across all sector areas. In addition, OCN NI is also regulated by Ofqual to award qualifications in England.

OCN NI is also an educational charity that advances education by developing nationally recognised qualifications and recognising the achievements of learners. We work with centres such as Further Education Colleges, Private Training Organisations, Voluntary & Community Organisations, Schools, SME's and Public Sector bodies to provide learners with opportunities to progress into further learning and/or employment. OCN NI's Strategic Plan can be found on the OCN NI website www.ocnni.org.uk.

For further information on OCN NI qualifications or to contact us, you can visit our website at www.ocnni.org.uk. The website should provide you with details about our qualifications, courses, contact information, and any other relevant information you may need.

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4. About this Specification

This specification details OCN NI's specific requirements for the delivery and assessment of the **OCN NI Level 2 Award in Food and Beverage Service**.

This specification will provide guidelines for centres to ensure the effective and correct delivery of this qualification. OCN NI qualification specifications are based on research and engagement with the practitioner community to ensure they provide appropriate skills and knowledge for learners.

The qualification specification will detail the following aspects of the **OCN NI Level 2 Award in Food and Beverage Service**.

- **Qualification Features:** this includes the key characteristics and features of this qualification, such as its intended audience, purpose, and credit value.
- **Centre Requirements:** this details the prerequisites and obligations that centres must fulfil to be eligible to deliver and assess this qualification. These include guidelines on staff qualifications, resources, and required procedures.
- **Structure and Content:** this details the structure and content of the qualification including units, and any specific content that learners will be required to study.
- **Assessment Requirements:** this details assessment criteria and assessment methods for this qualification, ensuring that summative assessment approaches are clear.
- **Quality Assurance:** the quality and consistency of delivery and assessment of this qualification are of paramount importance to OCN NI. The mandatory quality assurance arrangements including processes for internal and external verification that all centres offering this qualification must adhere to are detailed.
- **Administration:** guidance on the administrative aspects of delivering this qualification, including registration, certification, and record-keeping.
- Reference to other handbooks and policies as appropriate to the qualification.

It is important to note that OCN NI will communicate any significant updates or changes to this specification in writing to our Centres. Additionally, we will make these changes available on our official website at www.ocnni.org.uk.

To stay current, please refer to the online version of this specification as it is the most authoritative and up-to-date publication. Be aware that downloaded and printed copies may not reflect the latest revisions.

4.1 Additional Support

OCN NI offers a comprehensive range of support services designed to assist Centres in meeting the delivery and quality assurance requirements of OCN NI qualifications. These services include:

- **Learner Assessment Booklets**: These booklets are created to assist learners in demonstrating the fulfilment of assessment criteria and organising the quality assurance prerequisites for each individual unit.
- **Specimen Assessment Materials**: These have been designed to work in conjunction with the learning content for each individual unit and assist learners to provide evidence which enables them to meet each assessment criteria.
- **Qualification Support Pack**: A support pack has been developed to support Centres in the delivery of this qualification. The pack includes planning and assessment templates, guides to best practice, etc.
- **Professional Development for Educators**: OCN NI provides opportunities for professional development tailored to meet the various needs of practitioners and quality assurance staff. Centres can join our training sessions, available in both face-to-face and online formats, or explore a wealth of training materials by visiting www.ocnni.org.uk
- **OCN NI Subject Advisors**: Our team of subject advisors offers vital information and support to Centres. They provide guidance on specification details, non-exam assessment advice, updates on resource developments, and various training opportunities. They actively engage with subject communities through an array of networks to facilitate the exchange of ideas and expertise, to support practitioners to provide quality education programs to learners.

All centres can access information, support and guidance to support the delivery and quality assurance of this qualification by contacting their designated Business Development Advisor or by contacting us on [Contact Us | OCN NI](#)

5. About this Qualification

5.1 Qualification Regulation Information

OCN NI Level 2 Award in Food and Beverage Service

Qualification Number: 610/5995/X

Operational start date: 3 July 2025

Operational end date: 2 July 2030

Certification end date: 2 July 2032

The qualification's operational start and end dates define the regulated qualification's lifecycle. The operational end date is the final date for learner registration, while learners have until the certificate end date to complete the qualifications and receive their certificates.

It is important to note that all OCN NI regulated qualifications are listed on the Register of Regulated Qualifications (RQF), which can be found at [Ofqual Register](#). This register is maintained by Ofqual in England and CCEA Regulation in Northern Ireland. It contains information about qualifications that are regulated and accredited. It is a key resource for learners, employers, and educational institutions to verify the status and recognition of qualifications.

Centres must adhere to administrative guidelines diligently, with special attention to the fact that fees, registration, and certification end dates for the qualification may be subject to changes. It is a centre's responsibility to make itself aware of updates on any modifications to ensure compliance with the latest requirements. OCN NI provides centres with timely updates through various channels including website, newsletters and through this specification. Information on qualification fees can be found on the Centre Login section of the OCN NI website www.ocnni.org.uk.

5.2 Sector Subject Area

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

7.4 Hospitality and catering

This qualification is mapped to National Occupational Standards below where appropriate.

Link to following NOS: URN: NOS reference: [PPL2FOH2](#), [PPL2FOH3](#), [PPL1FOH4](#), [PPL1FOH8](#), [PPL2FOH10](#)

5.3 Grading

Grading for these qualifications is pass/fail.

5.4 Qualification Aim and Objectives

Qualification Aim

The aim of the OCN NI Level 2 Award in Food and Beverage Service is to enable the learner to understand how to serve, maintain and clear service of food and beverages, as well as how to process payments and deal with customer complaints and awkward situations.

Qualification Objectives

The objectives of the OCN NI Level 2 Award in Food and Beverage Service are to enable learners to gain skills and knowledge relating to:

- food and beverage services
- basic food preparation and food safety
- customer service
- processing bills and payments
- health and safety
- teamwork and communication
- selling products and services

5.5 Target Learners

The OCN NI Level 2 Award in Food and Beverage Service is targeted at learners who wish to be employed within the hospitality and tourism industry.

5.6 Entry Requirements

In order to take this qualification learners must be at least 16 years old.

5.7 Progression

Progression from the OCN NI Level 2 Award in Food and Beverage Service is to the OCN NI Level 2 Diploma in the Principles and Practices of the Hospitality and Tourism Team Member or other relevant Level 3 qualifications.

5.8 Delivery Language

This qualification is exclusively available in English. If there is a desire to offer this qualification in Welsh or Irish (Gaeilge), we encourage you to get in touch with OCN NI. They will assess the demand for such provisions and, if feasible, provide the qualification in the requested language as appropriate.

6. Centre Requirements for Delivering this Qualification

6.1 Centre Recognition

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

6.2 Qualification Approval

Once a Centre has successfully undergone the Centre Recognition process, it becomes eligible to apply for qualification approval. The Centre's capability to meet and sustain the qualification criteria will be assessed. Throughout the qualification approval process, OCN NI will aim to ensure that:

- centres possess suitable physical resources (e.g., equipment, IT, learning materials, teaching rooms) to support qualification delivery and assessment
- centre staff involved in the assessment process have relevant expertise and/or occupational experience
- robust systems are in place for ensuring ongoing professional development for staff delivering the qualification
- centres have appropriate health and safety policies concerning learner equipment use
- qualification delivery by centres complies with current equality and diversity legislation and regulations
- as a part of the assessment process for this qualification, it would be useful for learners to have access to a practical work setting

6.3 Centre Staffing

To offer this qualification centres are mandated to establish the following roles as a minimum, although a single staff member may serve in more than one capacity*:

- Centre contact
- Programme Co-ordinator
- Assessor
- Internal Quality Assurer (IQA)

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

6.4 Tutor Requirements

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

- **Occupational Competency:** Tutors should demonstrate a clear understanding of the subject matter, including up-to-date knowledge of the hospitality industry. This competence should enable them to effectively impart knowledge and practical skills to learners.
- **Qualifications:** Tutors should hold qualifications at a level that is at least one level higher than the qualification they are teaching. This ensures that they have the necessary academic foundation to provide in-depth guidance and support to learners.
- **Relevant Industry Experience:** In addition to academic qualifications, tutors must have a minimum of one year of relevant, hands-on experience in the hospitality industry.

These requirements collectively ensure that learners receive instruction from highly qualified and experienced instructors, thereby enhancing the quality and effectiveness of their educational experience.

6.5 Assessor Requirements

The assessment of this qualification takes place within the Centre and is subjected to OCN NI's rigorous quality assurance procedures. The achievement of individual units is based on the criteria defined in each unit.

Assessors play a pivotal role in ensuring the validity and fairness of assessments. They are required to meet the following criteria:

- **Occupational Competency:** Assessors should possess a high degree of occupational competency in the relevant subject matter. This expertise enables them to accurately evaluate and measure a learner's knowledge and skills. Additionally, they should hold qualifications at a level that is at least one level higher than the qualification they are assessing, ensuring their in-depth understanding of the subject matter.
- **Relevant Industry Experience:** A minimum of one year of practical experience in the hospitality industry is a prerequisite. This practical background is essential for assessors to effectively evaluate a learner's capabilities in real-world contexts.
- **Assessment Expertise:** Assessors should have direct or related experience in the field of assessment. This includes knowledge of best practices in designing, conducting, and grading assessments. Their expertise ensures that assessments are both fair and valid.

- **Assessors Qualification:** Assessors should hold or be currently undertaking a recognised assessor's qualification; or must have attended the OCN NI Assessment Training.
- **Comprehensive Assessment Oversight:** Assessors are responsible for evaluating all assessment tasks and activities comprehensively. They must thoroughly review and assess each element to ensure a fair and accurate representation of a learner's skills and knowledge.

These rigorous requirements uphold the quality and integrity of the qualification's assessment process, ensuring that learners receive a fair and reliable evaluation of their information technology competencies.

6.6 IQA Requirements

The IQA plays a crucial role in the Centre's internal quality assurance processes. The Centre must designate a skilled and trained IQA who assumes the role of an internal quality monitor responsible for verifying the delivery and assessment of the qualification.

The IQA for this qualification must meet the following criteria:

- **Relevant Industry Experience:** A minimum of one year of practical experience in the hospitality industry is a prerequisite. This practical background is essential for assessors to effectively evaluate a learner's capabilities in real-world contexts.
- **IQA Expertise:** IQAs should have direct or related experience in the field of verification. This includes knowledge of best practices in designing, conducting, and grading assessments. Their expertise ensures that assessments are both fair and valid.
- **IQAs Qualification:** IQAs should hold or be currently undertaking a recognised IQAs qualification; or must have attended the OCN NI IQA Training.
- **Thorough Evaluation of Assessment Tasks and Activities:** IQAs are tasked with conducting in-depth reviews and assessments of all assessment tasks and activities. Their responsibility is to ensure a comprehensive and meticulous oversight of each element to guarantee a just and precise reflection of a learner's abilities and knowledge and to ensure that all assessment and quality assurance requirements are fulfilled.

7. Qualification Structure

7.1 Qualification Purpose

The OCN NI Level 2 Award in Food and Beverage Service is a unitised qualification on a scale of pass or fail. Learners are expected to demonstrate a comprehensive understanding of the subject matter, ensuring a level of proficiency. This qualification will enable learners to understand hospitality operations, including, setting up, serving, maintaining and clearing service of food and beverages.

7.2 Qualification Level

In the context of the OCN NI Level 2 Award in Food and Beverage Service it is essential to understand the significance of qualification levels, as they play a pivotal role in assessing the depth and complexity of knowledge and skills required for successful attainment. This qualification aligns with Level 2 which signifies a moderate level of difficulty and intricacy. It's important to note that qualification levels in the educational framework range from Level 1 to Level 8, complemented by three 'entry' levels, namely Entry 1 to Entry 3.

7.3 Qualification Size

Total Qualification Time (TQT)

This represents the total amount of time a learner is expected to spend to complete the qualification successfully. It includes both guided learning hours (GLH) and independent study or additional learning time.

Guided Learning Hours (GLH)

These are the hours of guided instruction and teaching provided to learners. This may include classroom instruction, tutorials, or other forms of structured learning.

OCN NI Level 2 Award in Food and Beverage Service	
Total Qualification Time (TQT):	80
Total Credits Required:	8
Guided Learning Hours (GLH):	64

7.4 How to Achieve the Qualification

To achieve the **OCN NI Level 2 Award in Food and Beverage Service** learners must complete one unit - 8 credits.

8. Assessment Structure

This qualification is assessed through internal assessment and each unit is accompanied by specific assessment criteria that define the requirements for achievement.

8.1 Assessment Guidance: Portfolio

The portfolio for this qualification is designed to provide a comprehensive view of a learner's skills and knowledge. It is an holistic collection of evidence that may include a single piece of evidence that satisfies multiple assessment criteria. There is no requirement for learners to maintain separate evidence for each assessment criterion.

When learners are creating their portfolio, they should refer to the assessment criteria to understand the evidence required. Explanations of command words/verbs used in the assessment criteria can be found in [Appendix 1](#) of this document.

It is essential that the evidence in the portfolio reflects the application of skills in real-world situations. Learners should ensure that they provide multiple examples or references whenever the assessment criteria require it.

When demonstrating knowledge, learners can draw from their own organisation or another organisation they are familiar with to provide context.

8.2 Understanding the Units

The units outlined in this specification establish clear assessment expectations. They serve as a valuable guide for conducting assessments and ensuring quality assurance efficiently. Each unit within this specification follows a consistent structure. This section explains the operational framework of these units. It is imperative that all educators, assessors, IQAs, and other personnel overseeing the qualification review and familiarise themselves with this section to ensure a comprehensive understanding of how these units function.

- **Title:** The title will reflect the content of the unit and should be clear and concise.
- **Level:** A unit can have one of six RQF levels: Entry, One, Two, Three, Four or Five. All units within this qualification are level 2.
- **Credit Value:** This describes the number of credits ascribed to a unit. It identifies the number of credits a learner is awarded upon successful achievement of the unit. One credit is awarded for the learning outcomes which a learner, on average, might reasonably be expected to achieve in a notional 10 hours of learning.
- **Learning Outcome:** A coherent set of measurable achievements.
- **Assessment Criteria:** These enable a judgement to be made about whether or not, and how well, the students have achieved the learning outcomes.
- **Assessment Guidance and Methods:** These detail the different assessment methods within the unit that may be used.
- **Possible Content:** This provides indicative content to assist in teaching and learning.
- **Scope:** This provides possible teaching content.

9. Qualification Summary by Unit

OCN NI Level 2 Award in Food and Beverage Service

Total Qualification Time (TQT) for this qualification: 80 hours

Guided Learning Hours (GLH) for this qualification: 64 hours

To achieve this qualification learners must successfully complete the one unit – 8 credits.

Unit Reference Number	OCN NI Unit Code	Unit Title	Credit Value	GLH	Level
J/651/6940	CBG740	Food and Beverage Service	8	64	Two

10. Unit Content

Title	Food and Beverage Service
Level	Two
Credit Value	8
Guided Learning Hours (GLH)	64
OCN NI Unit Code	CBG740
Unit Reference No	J/651/6940
Learn Direct Code	NA1
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to serve, maintain and clear service of food and beverages. The learner will also learn how to process payments and deal with customer complaints and awkward situations.	
Learning Outcomes	Assessment Criteria
1. Be able to follow relevant health and safety procedures.	1.1. Describe safe and hygienic working practices for clearing and why these are important. 1.2. Describe the importance of providing accurate allergen information and the potential implications of failing to provide correct information to consumers. 1.3. Identify the common causes and symptoms of allergic reactions and food intolerances. 1.4. Follow relevant health and safety procedures.
2. Be able to set up, serve, maintain and clear for food service	2.1. Demonstrate how to clear areas and equipment for service of food. 2.2. Demonstrate how to prepare customer areas for food service. 2.3. Demonstrate how to take customer food orders. 2.4. Demonstrate how to serve food. 2.5. Demonstrate how to clear customer and service areas after service of food. 2.6. Demonstrate how to maintain customer and food service areas.
3. Be able to set up, serve, maintain and clear for beverage service.	3.1. Describe how legislation impacts on the serving of alcoholic drinks to customers. 3.2. Demonstrate how to prepare and clear areas and equipment for service of beverages. 3.3. Demonstrate how to prepare customer and bar service areas. 3.4. Demonstrate how to take customer drink orders. 3.5. Demonstrate how to produce and serve speciality coffees to customers. 3.6. Demonstrate how to serve alcoholic and non-alcoholic drinks. 3.7. Describe how wines are paired with different foods. 3.8. Demonstrate how to serve wine to customers. 3.9. Demonstrate how to clear and maintain customer and bar service areas.
4. Be able to work as part of a team.	4.1. Demonstrate how to participate effectively in a team activity.

	4.2. Demonstrate how to communicate appropriately within the team in 2 different situations.	
5. Be able to sell hospitality products and services to customers and deal with customer complaints and awkward situations.	5.1. Demonstrate how to provide customers with information that meets their needs and promotes the organisation's products and services. 5.2. Demonstrate how to sell hospitality products and services to customers. 5.3. Illustrate how to deal with customer complaints and awkward situations in line with organisational procedures.	
6. Be able to present bills and process payments.	6.1. Demonstrate how to present bills and process payments securely.	
Assessment Guidance NOS reference: PPL2FOH2 , PPL2FOH3 , PPL1FOH4 , PPL1FOH8 , PPL2FOH10		
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 learner's work	Electronic portfolio E-tests

Learning Outcome	Unit Content – Food and Beverage Service
1. Be able to follow relevant health and safety procedures.	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Describe safe and hygienic working practices for clearing and why these are important including: <ul style="list-style-type: none"> ○ Safe and hygienic working practices <ul style="list-style-type: none"> ▪ Hand hygiene ▪ Wash hands thoroughly ▪ Use hand sanitiser ▪ Wear disposable gloves where appropriate ○ Cleaning surfaces and equipment <ul style="list-style-type: none"> ▪ Sanitise work surfaces, utensils and equipment ▪ Using separate cutting boards ▪ Clean spills immediately ○ Proper storage <ul style="list-style-type: none"> ▪ Storing food at the correct temperature ▪ Cover and label foods correctly ▪ Keep raw and cooked food separate ○ Waste Management <ul style="list-style-type: none"> ▪ Dispose of food waste properly ▪ Keep food waste bins closed ▪ Keep bins clean ○ Personal Protective Equipment (PPE) <ul style="list-style-type: none"> ▪ Wear aprons, hairnets and gloves ▪ Ensure uniforms are clean • Importance of these practices including: <ul style="list-style-type: none"> ○ Preventing airborne illnesses ○ Compliance with regulations ○ Maintain quality of food ○ Protect employees and customers ○ Promotes goods reputation of the business • Describe the importance of providing accurate allergen information and the potential implications of failing to provide correct information to consumers including: <ul style="list-style-type: none"> ○ Customer safety <ul style="list-style-type: none"> ▪ Prevents/avoids allergic reactions ▪ Builds brand trust ○ Legal Compliance <ul style="list-style-type: none"> ▪ Regulations and legislation ○ Public health <ul style="list-style-type: none"> ▪ Reduces claims and costs ○ Potential implications <ul style="list-style-type: none"> ▪ Health risks ▪ Legal consequences ▪ Damage to reputation

	<ul style="list-style-type: none"> Identify the common causes and symptoms of allergic reactions and food intolerances including: <ul style="list-style-type: none"> Common causes of allergic reactions <ul style="list-style-type: none"> Foods Cross contamination Common Symptoms <ul style="list-style-type: none"> Mild/Moderate <ul style="list-style-type: none"> Tingling Itching Swelling Nausea Vomiting Abdominal pain Trouble breathing Severe <ul style="list-style-type: none"> Swollen throat/constricted airways Drop in blood pressure Rapid pulse Dizzy/faint Common causes of food intolerances <ul style="list-style-type: none"> Lactose Gluten Common symptoms of food intolerances <ul style="list-style-type: none"> Diarrhoea Headaches Rashes Follow relevant health and safety procedures including: <ul style="list-style-type: none"> Personal hygiene Food handling Cleaning and sanitising Temperature control of food First aid trained Fire safety trained and equipment Staff training Monitor health of employees
2. Be able to set up, serve, maintain and clear for service of food.	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> Prepare and clear areas and equipment for service of food including: <ul style="list-style-type: none"> Preparation steps <ul style="list-style-type: none"> Clean the area Check equipment Stock service items Prepare condiments and accompaniments Display food items Set up customer areas Clearing steps <ul style="list-style-type: none"> Clear service items Dispose of waste Clean equipment Tidy customer areas

		<ul style="list-style-type: none"> • Prepare customer areas for food service including: <ul style="list-style-type: none"> ○ Clean and inspect the area ○ Arrange furniture ○ Set up tables ○ Prepare condiments and accompaniments ○ Check menus and promotional items ○ Adjust lighting and temperature ○ Final inspection • Take customer food orders <ul style="list-style-type: none"> ○ Approach the table ○ Offer drinks ○ Explain the menu ○ Take the order ○ Repeat the order ○ Submit the order ○ Follow up • Serve food <ul style="list-style-type: none"> ○ Prepare for service ○ Approach the table ○ Serve the food ○ Confirm the order ○ Offer further assistance ○ Check back ○ Clear plates • Clear customer and service areas after service of food <ul style="list-style-type: none"> ○ Collect service items ○ Dispose of food waste ○ Clean service equipment ○ Wipe down surfaces ○ Prepare condiments and accompaniments ○ Check and store menus ○ Arrange furniture ○ Final inspection • Maintain customer and food service areas <ul style="list-style-type: none"> ○ Daily tasks <ul style="list-style-type: none"> ▪ Clean surfaces ▪ Check and refill supplies ▪ Inspect equipment ▪ Floor care ○ Weekly tasks <ul style="list-style-type: none"> ▪ Deep clean ▪ Check furniture and fixtures ▪ Check inventory ○ Monthly tasks <ul style="list-style-type: none"> ▪ Equipment maintenance ▪ Review procedures ▪ Seasonal tasks ▪ Deep clean and organise ▪ Check heating, ventilation and air conditioning
3.	Be able to set up, serve, maintain and clear for	Scope Teaching will cover:

<p>service of beverages.</p>	<ul style="list-style-type: none"> • Describe how legislation impacts on the serving of alcoholic drinks to customers including: <ul style="list-style-type: none"> ○ Age restrictions ○ Licensing requirements ○ Training with certificates ○ Health and safety regulations ○ Liability and enforcement • Prepare and clear areas and equipment for service of beverages including: <ul style="list-style-type: none"> ○ Preparation steps <ul style="list-style-type: none"> ▪ Clean the area ▪ Check equipment ▪ Stock service items ▪ Prepare condiments and accompaniments ▪ Set up beverage stations ○ Clearing steps <ul style="list-style-type: none"> ▪ Collect service items ▪ Dispose of waste ▪ Clean equipment ▪ Wipe down surfaces ▪ Restock and store items ▪ Final inspection • Prepare customer and bar service areas <ul style="list-style-type: none"> ○ Clean and inspect the area ○ Arrange furniture ○ Set up tables ○ Prepare condiments and accompaniments ○ Check menus and promotional items ○ Adjust lighting and temperature ○ Final inspection • Take customer drink orders including: <ul style="list-style-type: none"> ○ Approach the table ○ Offer promotions or specific drinks ○ Take the order ○ Repeat the order ○ Submit the order ○ Serve the drinks ○ Follow up with customers • Produce and serve speciality coffees to customers <ul style="list-style-type: none"> ○ Steps to produce the coffee <ul style="list-style-type: none"> ▪ Select coffee beans ▪ Grind beans for freshness ▪ Measure accurately ▪ Apply water ▪ Choose brewing method depending on customer order ○ Steps to serve coffee ○ Prepare the service area <ul style="list-style-type: none"> ▪ Serve the coffee ▪ Engage with the customer ▪ Offer accompaniments ▪ Check customer is happy with order • Serve alcoholic and non-alcoholic drinks <ul style="list-style-type: none"> ○ Check ID
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- Take drinks order
- Prepare and serve drinks
- Monitor consumption and customer behaviour where relevant
- For non-alcoholic drinks offer a variety of alternatives
- Describe how wines are paired with different foods including:
 - General pairing principles
 - Match intensity
 - Complementary flavours
 - Acidity balance
 - Sweetness and spice
 - Specific pairings to match foods
 - Red – cabernet sauvignon. Pinot noir
 - White – chardonnay, sauvignon Blanc
 - Sparkling – champagne, prosecco
 - Rose – dry, sweet
 - Dessert wines
- Serve wine to customers
 - Present the wine
 - Open the bottle
 - Ensure customers have correct glasses for wine ordered
 - Pour a taste/sample for customer who ordered the wine
 - Pour the wine - holding the bottle by the base, turning/twisting the bottle to avoid spills
 - Monitor and refill glasses as required
- Clear customer and bar service areas including:
 - Collect service items
 - Dispose of food waste
 - Clean service equipment
 - Wipe down surfaces
 - Prepare condiments and accompaniments
 - Check and store menus
 - Arrange furniture
 - Final inspection
- Maintain customer and bar service areas
 - Daily tasks
 - Clean surfaces
 - Check and refill supplies
 - Inspect equipment
 - Floor care
 - Weekly tasks
 - Deep clean
 - Check furniture and fixtures
 - Check inventory
 - Monthly tasks
 - Equipment maintenance
 - Review procedures
 - Seasonal tasks
 - Deep clean and organise
 - Check heating, ventilation and air conditioning

<p>4. Be able to work as part of a team.</p>	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Demonstrate how to participate effectively in a team activity including: <ul style="list-style-type: none"> ○ Customer focus ○ Good communication ○ Supportive to colleagues ○ Flexible and adaptable ○ Professional and respectful of colleagues ○ Responsibility ○ Receptive to feedback • Demonstrate how to communicate appropriately within the team in a range of situations including: <ul style="list-style-type: none"> ○ During routine tasks <ul style="list-style-type: none"> ▪ Clear instructions ▪ Regular updates ○ Briefings <ul style="list-style-type: none"> ▪ Function set up ▪ Active listening ▪ Assigned roles ○ One to ones <ul style="list-style-type: none"> ▪ Tailor communication style ▪ Give feedback ○ Handling conflict <ul style="list-style-type: none"> ▪ Address issues in a timely manner ▪ Seek solutions ○ Remote communication <ul style="list-style-type: none"> ▪ Regular check ins ▪ Ensure clarity ○ Use various online communication tools effectively ○ Encourage open communication ○ Reward and acknowledge success
<p>5. Be able to sell hospitality products and services to customers and deal with customer complaints and awkward situations.</p>	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Provide customers with information that meets their needs and promotes organisation's products and services including: <ul style="list-style-type: none"> ○ Understand customer needs ○ Identify needs ○ Personalise information ○ Clear and accurate information ○ Detailed descriptions and or visual aids ○ Effective communication channels ○ Website and mobile App ○ Social media ○ In person interaction ○ Promotional strategies ○ Special offers and packages ○ Loyalty schemes ○ Cross promotions ○ Feedback and improvement

		<ul style="list-style-type: none"> • Demonstrate how to sell hospitality products and services to customers including: <ul style="list-style-type: none"> ○ Understand customer needs – ask questions, listen ○ Highlight benefits – focus on value ○ Special offers – loyalty schemes, bundle deals ○ Deliver excellent customer service – attention to detail, follow up for repeat business ○ Use effective communication – online, face to face ○ Showcase positive feedback/awards/industry recognition ○ Network at industry events • Illustrate how to deal with customer complaints and awkward situations in line with organisational procedures including: <ul style="list-style-type: none"> ○ Handling customer complaints ○ Listen to the customer ○ Acknowledge and apologise ○ Gather information – ask questions, clarify and write down key information ○ Find a solution ○ Take action and follow up ○ Dealing with awkward situations ○ Stay calm and professional ○ De-escalate situations where necessary ○ Report issue to the appropriate person ○ Document the situation ○ Review and reflect with whole team
6.	Be able to present bills and process payments.	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Present bills and process payments securely including: <ul style="list-style-type: none"> ○ Presenting the bill ○ Ensure the bill is accurate before preparing ○ Present bill to the customer ○ Explain any charges ○ Process payments ○ Offer customer payment options ○ Process payment securely ○ Verify payment ○ Provide customer with a receipt ○ Thank customer and deal with any tips

11. Quality Assurance of Centre Performance

11.1 Internal Assessment

When delivering and assessing qualifications, Centres must align with stakeholders' expectations and address learners' needs by implementing a practical and applied programme. Centres have the flexibility to customise programmes to meet local requirements and establish connections with local employers and the broader vocational sector.

The Assessor should work with the IQA to ensure that the assessment is planned in line with OCN NI requirements. Assessment Plans must be developed and approved by the IQA prior to the delivery of the qualification.

All units within qualifications must undergo internal assessment. Learners must provide evidence that they have appropriately met all assessment criteria required for that grade.

The assessment format for all units involves a task conducted after the delivery of the unit's content, or part of it, if multiple tasks are used. Tasks may exhibit in various forms, encompassing practical and written types. Please refer to 'OCN NI's Assessment Definitions Guide' for additional details.

A task constitutes a distinct activity completed independently by learners, separated from teaching, practice, exploration, and other activities guided by tutors. Tasks are assigned to learners with a specified start date, completion date, and explicit requirements for the evidence to be produced. Some tasks may include observed practical components and require diverse forms of evidence.

A valid assignment will enable a clear and formal assessment outcome, which meets the requirements of the assessment criteria. Assessment decisions are based on the specific assessment criteria given in each unit and set at each grade level. The way in which individual units are written provides a balance of assessment of understanding, practical skills and vocational attributes appropriate to the purpose of qualifications.

It is the Assessor's role to ensure that learners are appropriately prepared for assessment, this begins from induction onwards. Assessors should ensure that learners understand how assessment tasks are used to determine the award of credit, the importance of meeting assessment timelines, and that all learners work must be independently created, where source documents are used this should be appropriately referenced, learners should be aware of what would constitute plagiarism and the possible consequences.

When conducting the assessment, Assessors must ensure they do not provide direct input, instructions or specific feedback which may compromise the authenticity of the work submitted.

Once the Assessor has authenticated the learner's work, they must transparently demonstrate the rationale behind their assessment decisions. Once a learner completes all assigned tasks for a unit, the Assessor will allocate a grade for the unit. Refer to the 'Unit Grading Matrix' for additional information on the grading process.

Once the Assessor has completed the assessment process for the task, the assessment decision is recorded formally, and feedback is provided to the learner. The feedback should show the learner the outcome of the assessment decision, how it was determined or where the criteria has been met, it may indicate to the learner why achievement of the assessment criteria has not been met. It must be clear to the learner that this Assessment outcome is subject to verification.

For further information on assessment practice, please see the 'OCN NI Centre Handbook' in the centre login area of the [OCN NI website](#). Assessment Training is also available and can be booked through the OCN NI Website.

11.2 Internal Quality Assurance

The role of the IQA is to ensure appropriate internal quality assurance processes are carried out. The IQA must oversee that assessments are conducted in accordance with relevant OCN NI policies, regulations, and this specification.

The IQA must ensure assessments are fair, reliable, and uniform, thereby providing a consistent standard for all learners.

IQAs are required to provide constructive feedback to Assessors, identifying areas of strength and those that may require improvement. This feedback contributes to the ongoing professional development of Assessors.

Contributing to the standardisation of assessment practices within the Centre is an important function of this role. This entails aligning assessment methods, grading criteria, and decision-making processes to maintain fairness and equity.

IQAs will actively engage in the sampling and monitoring of assessments to ensure the consistency and accuracy of assessment decisions. This process helps identify trends, areas for improvement, and ensures the robustness of the overall assessment system.

For further information on Internal Quality Assurance practice, please see the 'OCN NI Centre Handbook'. IQA Training is also available and can be booked through the [OCN NI Website](#).

11.3 Documentation

For internal quality assurance processes to be effective, the internal assessment and IQA team needs to keep effective records.

- The programme must have an assessment and internal quality assurance plan. When producing a plan, they should consider:
 - the time required for training and standardisation activities
 - the time available to undertake teaching and carry out assessment

- consider when learners may complete assessments and when quality assurance will take place
- the completion dates for different assessment tasks
- the date by which the assignment needs to be internally verified
- sampling strategies
- how to manage the assessment and verification of learners' work so that they can be given formal decisions promptly
- how resubmission opportunities can be scheduled

The following documents are available from OCN NI and document templates can be found in the Centre Login section of the OCN NI website www.ocnni.org.uk:

- A1 – Learner Assessment Record per Learner
- A2 – Assessment Decision Form per Learner
- learner authentication declarations
- Records of any reasonable adjustments applied for and the outcome – please see 'OCN NI's Reasonable Adjustments and Special Consideration Policy' for further information
- M1 IQA Sample Record
- M2 Feedback to Assessor
- Records of any complaints or appeals

11.4 External Quality Assurance

All OCN NI recognised centres are subject to External Quality Assurance. External quality assurance activities will be conducted to confirm continued compliance with the CCEA Regulation General Conditions of Recognition, OCN NI terms and conditions and the requirements outlined within this qualification specification.

The External Quality Assurance is assigned by OCN NI. The External Quality Assurer will review the delivery and assessment of these qualifications. This will include, but is not limited to, 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 Quality Assurance report and will help OCN NI determine the Centre's risk.

The role of the External Quality Assurer serves as an external overseer of assessment quality, working to uphold consistency, compliance, and continuous improvement within the assessment process. Their role is crucial in ensuring that assessments are valid, reliable, fair, and aligned with the required standards and regulations.

For further information on OCN NI Centre Assessments Standards Scrutiny (CASS) Strategy, please see the OCN NI Centre Handbook.

11.5 Standardisation

As a process, standardisation is designed to ensure consistency and promote good practice in understanding and the application of standards. Standardisation events:

- make qualified statements about the level of consistency in assessment across centres delivering a qualification
- make statements on the standard of evidence that is required to meet the assessment criteria for units in a qualification
- make recommendations on assessment practice
- produce advice and guidance for the assessment of units
- identify good practice in assessment and internal quality assurance

Centres offering OCN NI qualifications must carry out internal standardisation activities prior to the claim for certification.

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

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

12. Administration

12.1 Registration

A centre must register learners for this qualification within 20 days of commencement of the delivery of the programme.

For further information on learner registration please see the OCN NI Centre Handbook and the QuartzWeb Manual, available through the Centre Login section of the OCN NI website. Administration training is also available and can be booked through <http://www.ocnni.org.uk>.

12.2 Certification

Once all internal quality assurance activities have been successfully completed the Centre can claim certification for the learner(s).

Certificates will be issued to centres within 20 working days from completion of a satisfactory external quality assurance activity, if appropriate, alternatively from the submission of an accurate and complete marksheet.

It is the responsibility of the centre to ensure that certificates received from OCN NI are held securely and distributed to learners promptly and securely.

For further information on the uploading of results please see the QuartzWeb Manual for guidance, administration training is also available and can be booked through [OCN NI](#).

12.3 Charges

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

12.4 Equality, Fairness and Inclusion

OCN NI is committed to ensuring all learners have an equal opportunity to access our qualifications and assessment, and that our qualifications are awarded in a way that is fair to every learner.

OCN NI is committed to making sure that:

- learners with a protected characteristic are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic

- all learners achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers

For information on reasonable adjustments and special considerations please see the OCN NI Centre Handbook and Reasonable Adjustments and Special Considerations Policy held in the back office of the [OCN NI website](#).

12.5 Retention of Evidence

OCN NI has published guidance for centres on the retention of evidence. Details are provided in the OCN NI Centre Handbook and can be accessed via the [OCN NI website](#).

OCN NI Level 2 Award in Food and Beverage Service**Qualification Number: 610/5995/X**

Operational start date: 3 July 2025

Operational end date: 2 July 2030

Certification end date: 2 July 2032

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12.6 Appendix 1 - Definition of OCN NI's Assessment Verbs

The following verbs are working definitions of those used in OCN NI assessments with examples of how they can be applied and used in different but equally valid contexts.

Verb	Definition	Example
Demonstrate	To undertake an activity on a system or process showing complex skills and knowledge in more than one familiar and unfamiliar area and/or contexts.	The learner will be expected to demonstrate how to use tools, equipment, applications or follow a specific process requiring them to apply theoretical knowledge or skills in real-world scenarios to demonstrate competency and practical understanding.
Describe	To paint a full picture of a concept, process or thing in words.	The learner will be expected to explore a concept, process, or object and provide a detailed verbal or written account that includes significant features, characteristics, and relevant details. The learner should be able to demonstrate the ability to convey a comprehensive understanding and include all key components, stages and/or features of concept, process, or object being described.
Follow	Adhere to rules, procedures and/or conventions regarding an activity showing skills and knowledge in more than one area and/or contexts	adhere to a series of steps or stages in a specific order to achieve a particular goal or complete a task. This involves understanding and executing each step correctly, ensuring that the sequence is maintained to produce the desired outcome.
Identify	To select and list appropriate items from information that you have been given or collected.	The learner will be expected to review a set of data, information or items, and accurately select and list the required individual elements of data, information or items. The learner should be able to demonstrate the ability to filter relevant information from a broader set, showing comprehension and attention to detail.
Illustrate	To visually or descriptively depict an item, activity, or process in a clear and detailed manner to enhance understanding and convey information effectively.	The learner will be expected to have a thorough understanding of the item, activity, or process being illustrated. This involves comprehending its components, functions, and overall purpose. The learner must ensure that the illustration is clear and detailed. This involves providing enough information to accurately represent the subject and using appropriate visual, role play or descriptive techniques to enhance

		clarity. The learner employs effective visual techniques, such as role play, diagrams, charts, sketches, or infographics, to depict the subject. This involves choosing the appropriate method to best convey the information. The learner uses descriptive language to complement the visual elements. This involves providing explanations, annotations, or labels to enhance the understanding of the illustration. The learner ensures that the illustration is accurate and free from errors.
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