

VOCATIONAL

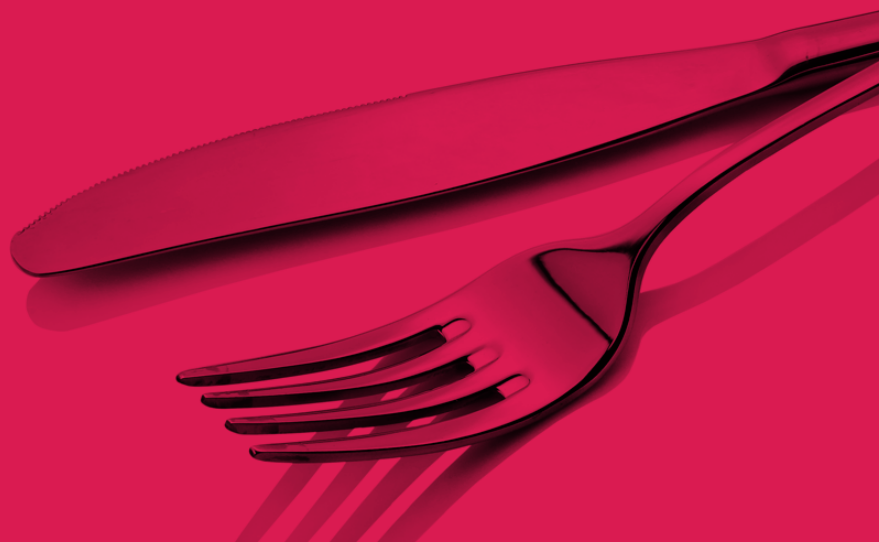


WJEC LEVEL 1 / 2 AWARD in HOSPITALITY AND CATERING A

REGULATED BY OFQUAL AND CCEA REGULATION
DESIGNATED BY QUALIFICATIONS WALES

SPECIFICATION

Teaching from 2016
For award from 2018



Version 2 September 2018

SUMMARY OF AMENDMENTS

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2	Paper and on-screen entries.	8
	For internal assessment please consult WJEC's 'instructions for conducting controlled assessment'.	9
	Candidates must achieve a minimum of a level 1 pass for each unit in order to be awarded a grade for the qualification.	16
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1 INTRODUCTION

1.1 Qualification title and codes

WJEC Level 1/2 Vocational Award in Hospitality and Catering (Specification A)

The Ofqual Qualification Number (listed on [The Register](#)) is: 601/7703/2.

The Qualifications Wales. Designation Number (listed on [QiW](#)) is: C00/1157/4.

1.2 WJEC Level 1/2 Vocational Awards

WJEC Level 1/2 Vocational Awards enable learners to gain knowledge, understanding and skills relating to a specific vocational sector. In addition to development sector specific knowledge and understanding, these qualifications also support learners to develop the essential employability skills that are valued by employers, further and higher education.

WJEC Level 1/2 Vocational Awards:

- are designed primarily for 14-16 year old learners in a school environment
- include an element of external assessment through either a written exam or controlled assignment
- are graded L1 Pass, L2 Pass, L2 Merit, L2 Distinction, L2 Distinction*

WJEC Level 1/2 Vocational Awards are available in the following subjects:

- Applied Science
- Constructing the Built Environment
- Creative and Media
- Designing the Built Environment
- Engineering
- Event Operations
- Hospitality and Catering
- Planning and Maintaining the Built Environment Retail Business
- Retail business
- Science for Work
- Sport
- Tourism

1.3 Statement of purpose

The hospitality and catering sector includes all businesses that provide food, beverages, and/or accommodation services. This includes restaurants, hotels, pubs and bars. It also includes airlines, tourist attractions, hospitals and sports venues; businesses where hospitality and catering is not their primary service but is increasingly important to their success. According to the British Hospitality Association, hospitality and catering is Britain's fourth largest industry and accounts for around 10% of the total workforce. Since 2010, over 25% of all new jobs have been within the hospitality and catering sector with the majority of new roles falling within the 18-24 age group, according to a report by People 1st

The WJEC Level 1/2 Vocational Award in Hospitality and Catering has been designed to support learners in schools and colleges who want to learn about this vocational sector and the potential it can offer them for their careers or further study. It is most suitable as a foundation for further study. This further study would provide learners with the opportunity to develop a range of specialist and general skills that would support their progression to employment. Employment in hospitality and catering can range from waiting staff, receptionists and catering assistants to chefs, hotel and bar managers and food technologists in food manufacturing. All of these roles require further education and training either through apprenticeships or further and higher education.

There are no formal entry requirements for this qualification. It is most likely to be studied by 14-16 year olds in schools alongside GCSEs.

The WJEC Level 1/2 Vocational Award in Hospitality and Catering is made up of two mandatory units:

Unit 1	The Hospitality and Catering Industry
Unit 2	Hospitality and Catering in Action

Learners must complete both units.

This structure has been designed to develop in learners the knowledge and understanding related to a range of hospitality and catering providers; how they operate and what they have to take into account to be successful. There is the opportunity to learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations. In this qualification, learners will also have the opportunity to develop some food preparation and cooking skills as well as transferable skills of problem solving, organisation and time management, planning and communication.

Through the two units, learners will gain an overview of the hospitality and catering industry and the type of job roles that may be available to assist them in making choices about progression. Successful completion of this qualification could support entry to qualifications that develop specific skills for work in hospitality and catering such as:

- Level 1 Certificate in Introduction to Professional Food and Beverage Service Skills
- Level 2 Certificate in Professional Food and Beverage Service Skills
- Level or Level 2 NVQ Diploma in Professional Cookery

Where the WJEC Level 1/2 Award in Hospitality and Catering is achieved together with other relevant Level 1/2 qualifications, such as GCSEs in English and Maths and Science, learners may be able to access Level 3 qualifications relevant to the hospitality and catering sector, such as

- WJEC Level 3 Food, Science and Nutrition (certificate and diploma)
- Level 3 NVQ Diploma in Advanced Professional Cookery
- Level 3 Advanced Diploma in Food Preparation and Cookery Supervision

Each of the units of the WJEC Level 1/2 Vocational Award in Hospitality and Catering has been designed so that knowledge, skills and understanding are developed through tasks that have many of the characteristics of real work in the sector. Each unit has what is referred to as an applied purpose, which acts as a focus for the learning in the unit. They have been devised around the concept of a 'plan, do, review' approach so that learners take part in practical activities in different contexts in order to learn the related theories. This approach mirrors many work related activities in the hospitality and catering sector and also provides for learning in a range of contexts. As such, the qualification provides learners with a broad appreciation of work in the hospitality and catering sector and wider opportunities for progression into further education, employment or training.

This approach also enables learners to learn in such a way that they develop:

- Skills required for independent learning and development
- A range of generic and transferable skills
- The ability to solve problems
- The skills of project based research, development and presentation
- The fundamental ability to work alongside other professionals, in a professional environment

2 QUALIFICATION STRUCTURE

WJEC Level 1/2 Vocational Award in Hospitality and Catering

WJEC Level 1/2 Award in Hospitality and Catering					
Unit Number	Entry Code	Unit Title		Assessment	GLH
1	5569UA* 5569NA*	The Hospitality and Catering Industry – Onscreen assessment	Mandatory	External	48
	5569UB* 5569NB*	The Hospitality and Catering Industry – Paper based assessment			
2	5569U2* 5569N2*	Hospitality and Catering in Action	Mandatory	Internal	72
Cash-in	5569QA* 5569CA*				

* English Medium UA, UB, U2 and QA

* Welsh Medium NA, NB, N2 and CA

Qualification Accreditation Number: 601/7703/2

3 ASSESSMENT

The WJEC Level 1/2 Vocational Award in Hospitality and Catering is assessed using a combination of internal and external assessment.

3.1 External assessment

Unit 1: The Hospitality and Catering Industry will be externally assessed

The external assessment is available in June each year. Centres may choose to enter candidates for an on-screen or paper version.

Details of the external assessment are as follows:

Duration: 90 minutes

Number of marks: 90

Weightings of Learning Outcomes:

	Unit 1 LO1	Unit 1 LO2	Unit 1 LO3	Unit 1 LO4	Unit 1 LO5
%	17%-32%	17%-31%	11%-29%	11%-30%	11%-28%
Marks	15-29	15-28	10-26	10-27	10-25

Grading: Level 1 Pass, Level 2 Pass, Level 2 Merit, Level 2 Distinction

Format: On screen, e-assessment. Short and extended answer questions based around applied situations. Learners will be required to use stimulus material presented in different formats to respond to questions.

Grades will be awarded on the basis of the following performance descriptions. Performance descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades for external assessment. The descriptions must be interpreted in relation to the content specified in the specification; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the candidate has met these descriptors. Shortcomings in some aspects of the examination may be balanced by better performances in others. Descriptors shown are those that are equivalent to threshold performance at each level of qualification and at the highest grade of Level 2. The Level 2 Merit grade is determined numerically.

Level 1 Pass

Candidates recall, select and communicate knowledge and understanding of basic aspects of the hospitality sector, they will review their evidence and draw basic conclusions. They apply basic knowledge and understanding and skills to give simple responses to queries and issues, with an awareness of factors that affect success in hospitality and catering. They demonstrate basic skills in processing hospitality and catering operations and may have some inaccuracies and omissions.

Level 2 Pass

Candidates recall, select and communicate sound knowledge and understanding of aspects of the hospitality sector. They review the evidence available, analysing and evaluating some of the information clearly, and with some accuracy. They make judgements and draw appropriate conclusions. They apply suitable knowledge and understanding in a range of situations to give mainly appropriate responses to queries and issues, with an appreciation of factors that affect success in hospitality and catering. They demonstrate skills in processing hospitality and catering operations and may have some minor inaccuracies or omissions.

Level 2 Distinction

Candidates recall, select and communicate detailed knowledge and thorough understanding of the hospitality sector. They analyse and evaluate the evidence available, reviewing and adapting their methods when necessary. They present information clearly and accurately, making reasoned judgements. They apply relevant knowledge and understanding in a range of situations to give appropriate responses to queries and issues with an understanding of the implications of factors affecting success in hospitality and catering. They demonstrate high levels of skills in effectively processing information on the hospitality and catering sector.

3.2 Internal assessment

Unit 2: Hospitality and Catering in Action is internally assessed:

For internal assessment please consult 'WJEC's Instructions for conducting controlled assessment'. This document can be accessed through the WJEC website (www.wjec.co.uk). Each centre must ensure that internal assessment is conducted in accordance with these controls.

There are three stages of assessment that will be controlled:

- Task setting
- Task taking
- Task marking

Task setting

For internal assessment, WJEC has produced model assignments for each unit. Centres are, however, allowed to modify the assignment within specified parameters. This will allow centres to tailor the assessment to local needs. The model assignment has been written to ensure the following controls are in place:

- Each unit is assessed through one assignment
- Each assignment must have a brief that sets out an applied purpose. An applied purpose is a reason for completing the tasks that would benefit society, a community, organisation or company, (further details are in the statement of purpose in Section 1.2)
- The assignment can specify a number of tasks but tasks must be coherent, i.e. show how the assessment requirements all contribute to the achievement of the applied purpose of the assignment
- The assignment must provide each learner with the opportunity to address all assessment criteria and all performance band requirements
- The assignment must indicate the acceptable forms of evidence. These must conform to those forms set out in the model assignment
- Where a centre has adapted the model assignment, there must be evidence of quality assuring its fitness for purpose. Sample documentation for this activity is available from WJEC

The following principles apply to the assessment of each internally assessed unit:

- Units are assessed through summative controlled assessment
- Controls for assessment of each internally assessed unit are provided in a model assignment
- Each internally assessed unit must be assessed independently. Learners may produce a piece of evidence that contributes to assessment criteria for more than one unit. This is acceptable provided it can be clearly attributed to a specified assessment criterion and has been produced under the appropriate controlled conditions for each unit
- Performance bands are provided for Level 1 Pass, Level 2 Pass, Level 2 Merit and Level 2 Distinction. Evidence must clearly show how the learner has met the standard for the higher grades

Task taking

There are five areas of task taking that are controlled: time, resources, supervision, collaboration and resubmission.

Time

Each model assignment will specify the total amount of time available for summative assessment. Centres have the discretion for how that time is allocated to each task.

Resources

The assessor can determine which resources should be provided to all learners to ensure fair and valid assessment takes place. Where specific resource controls must be in place, these will be stated in the model assignment.

Supervision

Learners must normally be supervised by an assessor whilst completing controlled assignment tasks. Model assignments will specify if supervision is not required. Centres must have in place systems to ensure learners cannot access evidence they have been developing outside of supervised activities.

Authentication

Supervision is in place to ensure the authenticity of evidence produced for summative assessment. Assessors should not provide input or guidance to learners during the controlled assessment time. This includes providing formative feedback on the evidence being produced. Assessors can provide guidance on the requirements of the task and remind learners of the performance bands and how they can be interpreted. Assessors must intervene where there is a health and safety hazard observed.

Learners can review and redraft evidence independently within the time controls for the assessment.

Learners must sign a declaration to confirm that all evidence submitted for moderation is their own work and that any sources used have been acknowledged.

Assessors must sign a declaration to confirm that evidence submitted for moderation was completed under the controlled conditions set out in the model assignments.

Collaboration

The model assignment will indicate whether:

- Group work must take place
- Group work is forbidden
- Centres can elect to complete tasks through group work

Where group work takes place, the following principles must be applied:

- Tasks should allow each member of the group to have full access to all performance bands for all assessment criteria
- Learners **must** provide an individual response as part of any task outcome
- Evidence of individual response may include written evidence (e.g. notes, evaluations, mind maps, etc.) and/or audio-visual evidence (e.g. recordings, photographs, drawings, designs, etc.)
- Evidence must be clearly attributable to each individual member of the group

- Individual contributions must be clearly identified and stated on the accompanying authentication sheet which must be signed by both the assessor and the learner
- Assessment of the individual must be based on the individual contribution to the evidence produced
- Learners' achievement must not be affected by the poor performance of other group members
- Learners' achievement must not benefit from the performance of other group members

Re-sitting

Learners may re-enter internally assessed units. The learner must submit a new assessment, completed within the same levels of control. They cannot improve previously submitted work.

Learners have one resit opportunity for each assessed unit.

Where an individual learner who has previously submitted group work for assessment wishes to re-sit an internally assessed unit, one of the following options **must** be taken:

- The candidate must create a new piece of work within the same group
- The candidate must create a new piece of work within a new group
- The candidate must create a new piece of work with non-assessed candidates
- The candidate must create an individual piece of work

The same levels of control for group work, as outlined above, will apply to candidates who choose to re-sit.

Task marking

All marking of evidence must be made against the assessment criteria and performance band statements given in each unit specification. Evidence marked must comply with the controlled requirements set out in the model assignment.

Written evidence must be annotated to show how it relates to the assessment criteria and performance band requirements.

Performance evidence, for example of giving a presentation, must be made on observation records. Observation records will include a description of learner performance as well as a summative statement on the quality of that performance. Where performance is observed by someone other than an assessor, the 'witness' must complete a witness statement. Assessors will need to authenticate the statement either through scrutiny of supporting evidence and/or questioning of the learner and/or witness. If the statement is authenticated, it can be allowed to contribute to the evidence for assessment. Evidence of authentication will also need to be included.

Marking should only be undertaken by a designated assessor. An assessor should have appropriate expertise in the subject and level for a specified unit. The assessor is responsible for ensuring that:

- Assessment is conducted under specified controlled conditions
- They are clear about the requirements of the learning outcomes, assessment criteria and performance band statements prior to commencing controlled assessment
- Evidence presented for assessment is authentic
- Assessment decisions are accurately recorded
- Evidence is appropriately annotated
- Observation records contain sufficient detail for objective corroboration of decisions;
- Judgements are only made against the performance band statements

3.3 Synoptic assessment

Synoptic assessment is:

'a form of assessment which requires a candidate to demonstrate that s/he can identify and use effectively in an integrated way an appropriate selection of techniques, concepts, theories and knowledge from across the whole vocational area, which are relevant to a key task'

'Qualifications for 14 -16 year olds and Performance Tables: Technical guidance for awarding organisations' DfE p7.

All units in WJEC Level 1/2 Vocational Award in Hospitality and Catering have been designed to require learners to develop their learning by working towards work-related purposeful tasks. Learners will select and apply their learning in completion of these tasks. Each unit has also been designed to provide learners with an understanding of how the learning is relevant to the sector. Completion of the WJEC Level 1/2 Award in Hospitality and Catering would necessarily require learners to complete assessments where they select relevant learning to be applied to a key task that is relevant to the Hospitality and Catering sector.

Unit 1: The Hospitality and Catering Industry

Learners apply their learning by considering all aspects of the vocational sector. They should acquire knowledge of all aspects of the industry and be able to propose new hospitality and catering provision for specific locations. Learners will be able to use their learning of different types of establishment and job roles to determine the best option. They will then apply their learning in relation to front of house and kitchen operations to determine how the proposed hospitality and catering provision will operate efficiently legally and financially viably whilst meeting the needs of their potential market. This unit provides a broad introduction to the vocational sector in a way that is purposeful and develops a range of transferable skills.

Unit 2: Hospitality and Catering in Action

Learners apply their learning to safely prepare, cook and present nutritional dishes. They will draw on their learning of different types of provision and kitchen and front of house operations in Unit 1, as well as personal safety in their preparations. The content is relevant not only to employees within food production, but also those with a responsibility for food safety in the industry, nutritionists and managers and owners. This extends the learners appreciation of the whole vocational area beyond the kitchen environment.

3.4 Standardisation

Centres are expected to standardise internal assessment decisions. This is the process by which centres ensure that all learners are judged to the same standard across different assessors, teaching groups and from year to year. Evidence of standardisation should be submitted with learner evidence.

Where more than one assessor is involved, the centre must appoint a Lead Assessor. The role of the Lead Assessor is to:

- Document all activities
- Ensure that the assignment presented to learners is fit for purpose and complies with all controls
- Ensure all assessors have appropriate documentation in place to support fair and valid assessment decisions
- Ensure all assessment activities are in accordance with the task taking controls for the unit
- Sample assessment judgements at appropriate times to ensure the performance bands are correctly and consistently applied
- Provide feedback to assessors
- Provide support to assessors on interpretation of performance band requirement

4 GRADING

Unit achievement is based on a learner's ability to meet the assessment criteria. Units can be awarded a summative grade of Level 1 Pass, Level 2 Pass, Level 2 Merit or Level 2 Distinction.

Awarding a summative unit grade

Internally Assessed Units

Performance bands have been written to enable learners to demonstrate their ability against the assessment criteria. Learner's work must be marked against the assessment criteria as specified in the internally assessed unit. There are no additional requirements to achieve higher grades.

To be awarded a **Level 1 Pass** grade for a unit, a learner must meet all of the minimum requirements of all assessment criteria for the unit, as set out in the Level 1 Pass performance band.

To be awarded a **Level 2 Pass** grade for a unit, a learner must additionally meet all of the Level 2 pass minimum requirements, as set out in the Level 2 Pass performance band.

To be awarded a **Level 2 Merit** grade for a unit, a learner must additionally meet all of the Merit minimum requirements, as set out in the Merit performance band.

To be awarded a **Level 2 Distinction** grade for a unit, a learner must additionally meet all of the minimum requirements, set out in the Distinction performance bands.

Externally Assessed Units

All Learning Outcomes will be assessed at every assessment opportunity. Assessment Criteria will be sampled within each assessment.

For **Unit 1: The Hospitality and Catering Industry** all LO's, will be covered within the marks allocated as followed:

Unit	Learning Outcomes	Assessment Criteria	Marks	%
1	LO1 Understand the environment in which hospitality and catering providers operate	AC1.1 describe the structure of the hospitality and catering industry	15-29	17%-32%
		AC1.2 analyse job requirements within the hospitality and catering industry		
		AC1.3 describe working conditions of different job roles across the hospitality and catering industry		
		AC1.4 explain factors affecting the success of hospitality and catering providers		

Unit	Learning Outcomes	Assessment Criteria	Marks	%
	LO2 Understand how hospitality and catering provisions operate	AC2.1 describe the operation of the kitchen	15-28	17%-31%
		AC2.2 describe the operation of front of house		
		AC2.3 explain how hospitality and catering provision meet customer requirements		
	LO3 Understand how hospitality and catering provision meets health and safety requirements	AC3.1 describe personal safety responsibilities in the workplace AC3.2 identify risks to personal safety in hospitality and catering	10-26	11%-29%
		AC3.3 recommend personal safety control measures for hospitality and catering provision		
	LO4 Know how food can cause ill health	AC4.1 describe food related causes of ill health	10-27	11%-30%
		AC4.2 describe the role and responsibilities of the Environmental Health Officer (EHO)		
		AC4.3 describe food safety legislation		
		AC4.4 describe common types of food poisoning		
		AC4.5 describe the symptoms of food induced ill health		
	LO5 Be able to propose a hospitality and catering provision to meet specific requirements	AC5.1 review options for hospitality and catering provision	10-25	11%-28%
		AC5.2 recommend options for hospitality provision		

Grading the qualification

Each WJEC Level 1/2 Vocational Award in Hospitality and Catering will be graded Level 1 Pass, Level 2 Pass, Level 2 Merit, Level 2 Distinction or Level 2 Distinction*.

The qualification grade is awarded on the basis of the aggregation of unit grades achieved. Candidates **must** achieve a **minimum of a level 1 pass for each unit** in order to be awarded a grade for the qualification. Candidates who achieve a U in one or more units cannot be awarded the qualification.

Each unit grade achieved by learners will be translated to a unit point for the purpose of awarding the qualification. Points available are shown in the following table:

Unit	Points per unit			
	Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Unit 1	2	4	6	8
Unit 2	3	6	9	12

The qualification grade is then calculated by comparing the learner's point score to the qualification grade table below:

Overall grading points	
Level 1 Pass	5-8
Level 2 Pass	9-13
Level 2 Merit	14-17
Level 2 Distinction	18-19
Level 2 Distinction*	20

Learners who do not achieve the minimum points required for a Level 1 Pass will have their achievement recorded as Unclassified.

5 UNITS

Unit title

The unit title summarises in a concise manner the content of the unit.

Guided learning hours (GLH)

Guided learning time represents only those hours in which a tutor is present and contributing to the learning process. In some organisations this is known as 'contact time'. This time includes lecturers, supervised practical periods and supervised study time.

Aim and purpose

The aim and purpose provides a brief and clear summary of the unit. It also indicates the applied purpose for the unit.

Unit Introduction

This is written to the learner and gives a summary of the unit content. It sets the vocational context of the unit and highlights the purpose of the learning in the unit.

Learning outcomes

Learning outcomes state what the learner should know, understand or be able to do as a result of completing the learning in the unit.

Assessment Criteria

The assessment criteria specify the standard a learner is expected to meet to demonstrate that the learning outcomes of that unit have been achieved.

Unit content

The indicative content defines the breadth and depth of learning for an assessment criterion. It is expected that all the indicative content will be delivered during the programme of learning. It is not required to assess every aspect of the content when assessing the unit. Learners will be expected to apply the knowledge, understanding and skills acquired through the learning to the specifics of the assessment context.

In some learning outcomes unit content is given as an example (e.g.). This is used to exemplify the content only and learners can use any examples that they are taught in their summative assessments.

For some assessment criteria, no content is specified. Centres can determine the content to be learned based on local circumstances.

Performance Bands

These are used to determine the summative unit grade. Performance bands do **not** add additional requirements to the assessment criteria. Performance bands are used to determine the grade for a unit.

Assessment

WJEC Level 1/2 Vocational Award in Hospitality and Catering units are assessed through controlled internal assessment or external assessment. This section of the unit summarises assessment requirements.

Guidance for delivery

This gives the tutor some ideas on how to deliver the units in a vocational setting consistent with the philosophy of the qualification and intent of the unit. A minimum of three sample contexts are provided for each unit. The guidance also gives ideas of vocational settings for the unit and suggests possible contacts that could be made in the delivery of the learning.

Resources

This identifies useful resources to help in the delivery of the learning. Many of the resources listed are suitable for using with learners.

Unit 1

The Hospitality and Catering Industry

WJEC unit entry

Guided learning hours 48

Aim and purpose

The applied purpose of the unit is for learners to use their knowledge and understanding of the hospitality and catering industry in order to propose new hospitality and catering provision to meet specific needs.

Unit introduction

What types of establishments provide hospitality and catering service? What job opportunities are there in the industry? How do caterers ensure they are working safely? How can food poisoning be prevented? What laws need to be considered when providing hospitality and catering? How do providers meet customers' needs? When opening a new outlet what factors need to be considered?

When starting a new hospitality and catering establishment or making a change to an existing operation, there are many people involved and factors to be considered. Hospitality and catering staff need to be aware of changing customer expectations and how these are met by front of house operations to adapt their menus and kitchen operations accordingly. Offering a new takeaway service affects the service provided and staffing that is needed but it also affects how food is presented to customers. 'Pop-up' caterers need to be aware of the limitations of the equipment they can use to offer their service. The Management will need to be aware of changing external factors such as the economy or working patterns to reflect the type of service they offer.

In this unit, you will learn about the different types of providers within the hospitality and catering industry, the legislation that needs to be adhered to and the personal safety of all of those involved in the business, whether staff or customers. You will learn about the operation of hospitality and catering establishments and the factors affecting their success. The knowledge and understanding you gain will enable you to respond to issues relating to all factors within the hospitality and catering section and provide you with the ability to propose a new provision that could be opened in a given location to benefit the owner and the local community.

Learning outcomes	Assessment criteria	Content
<i>The learner will:</i>	<i>The learner can:</i>	
LO1 Understand the environment in which hospitality and catering providers operate	AC1.1 describe the structure of the hospitality and catering industry	Hospitality and catering industry <ul style="list-style-type: none"> • Types of provider • Types of service • Commercial establishments • Non-commercial catering establishments • Services provided • Suppliers • Where hospitality is provided at non-catering venues • Standards and ratings • Job roles within the industry (management, kitchen brigade, front of house, housekeeping, administration)
	AC1.2 analyse job requirements within the hospitality and catering industry	Requirements <ul style="list-style-type: none"> • Supply and demand (availability of trained staff, seasonality, location) • Jobs for specific needs • Rates of pay • Training • Qualifications and experience • Personal attributes
	AC1.3 describe working conditions of different job roles across the hospitality and catering industry	Working conditions <ul style="list-style-type: none"> • Different types of employment contracts • Working hours • Rates of pay <ul style="list-style-type: none"> • Holiday entitlement • Remuneration (tips, bonus payments, rewards)
	AC1.4 explain factors affecting the success of hospitality and catering providers	Factors <ul style="list-style-type: none"> • Costs • Profit • Economy

Learning outcomes	Assessment criteria	Content
<i>The learner will:</i>	<i>The learner can:</i>	
		<ul style="list-style-type: none"> • Environmental • Technology • Emerging and innovative cooking techniques • Customer demographics and lifestyle and expectations • Customer service and service provision generally • Competition • Trends • Political factors • Media
LO2 Understand how hospitality and catering provision operates	AC2.1 describe the operation of the kitchen	Operation <ul style="list-style-type: none"> • Layout • Work Flow • Operational activities • Equipment and materials • Stock control • Documentation and administration • Staff allocations • Dress code • Safety and security
	AC2.2 describe the operation of front of house	
	AC2.3 explain how hospitality and catering provision meet customer requirements	Customer <ul style="list-style-type: none"> • Leisure • Business/corporate • Local residents Requirements <ul style="list-style-type: none"> • Customer needs • Customer expectations • Customer trends • Equality • Customer rights

Learning outcomes	Assessment criteria	Content
<i>The learner will:</i>	<i>The learner can:</i>	
LO3 Understand how hospitality and catering provision meets health and safety requirements	AC3.1 describe personal safety responsibilities in the workplace	Responsibilities <ul style="list-style-type: none"> • Of employees • Of employers In relation to <ul style="list-style-type: none"> • Health and Safety at Work Act • Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) • Control of Substances Hazardous to Health Regulations (COSHH) • Manual Handling Operations Regulations • Personal Protective Equipment at Work Regulations (PPER)
	AC3.2 identify risks to personal safety in hospitality and catering	Risks <ul style="list-style-type: none"> • To health • To security • Level of risk (low, medium, high) in relation to employers, employees, suppliers and customers
	AC3.3 recommend personal safety control measures for hospitality and catering provision	Control measures <ul style="list-style-type: none"> • For employees • For customers
LO4 Know how food can cause ill health	AC4.1 describe food related causes of ill health	Causes <ul style="list-style-type: none"> • Bacteria • Microbes • Chemicals • Metals • Poisonous plants • Allergies • Intolerances

Learning outcomes	Assessment criteria	Content
<i>The learner will:</i>	<i>The learner can:</i>	
	AC4.2 describe the role and responsibilities of the Environmental Health Officer (EHO)	Role <ul style="list-style-type: none"> Enforcing environmental health laws Responsibilities <ul style="list-style-type: none"> Inspecting business for food safety standards Follow up complaints Follow up outbreaks of food poisoning Collecting samples for testing Giving evidence in prosecutions Maintaining evidence Submitting reports
	AC4.3 describe food safety legislation	Legislation <ul style="list-style-type: none"> Food Safety Act Food Safety (General Food Hygiene Regulations) Food Labelling Regulations
	AC4.4 describe common types of food poisoning	Common types <ul style="list-style-type: none"> Campylobacter Salmonella E-coli Clostridium perfringens Listeria Bacillus cereus Staphylococcus aureus
	AC4.5 describe the symptoms of food induced ill health	Symptoms <ul style="list-style-type: none"> Visible symptoms Signs Non-visible symptoms Length of time until symptoms appear Duration of symptoms

Learning outcomes	Assessment criteria	Content
<i>The learner will:</i>	<i>The learner can:</i>	
		Food induced ill health <ul style="list-style-type: none"> • Intolerances • Allergies • Food poisoning
LO5 Be able to propose a hospitality and catering provision to meet specific requirements	AC5.1 review options for hospitality and catering provision	Review <ul style="list-style-type: none"> • Summarise different options • Advantages/disadvantages of different options • Use of supporting information which justify how this meets specified needs
	AC5.2 recommend options for hospitality provision	Recommend <ul style="list-style-type: none"> • Propose ideas • Justify decisions in relation to specified needs • Use of supporting information e.g. structured proposal

Assessment

This unit is externally assessed. The on line external assessment will be available in the June of each year. The specification for the external assessment is as follows:

Duration: 90 minutes

Number of marks: 90

Weightings of Learning Outcomes:

	Unit 1 LO1	Unit 1 LO2	Unit 1 LO3	Unit 1 LO4	Unit 1 LO5
%	17%-32%	17%-31%	11%-29%	11%-30%	11%-28%
Marks	15-29	15-28	10-26	10-27	10-25

Grading: Level 1 Pass, Level 2 Pass, Level 2 Merit, Level 2 Distinction

Format: On screen, e-assessment. Short and extended answer questions based around applied situations. Learners will be required to use stimulus material presented in different formats to respond to questions.

A paper version of this assessment will be available to centres as a backup. This will be accessible via the secure web site. Registered centres will be given instructions on how to download this version. The paper may then be copied internally immediately prior to the start time of the examination.

Centres with candidates requiring reasonable adjustments for this assessment format, should refer to Section 9 p46 of this specification.

Guidance for Delivery

Making teaching vocationally relevant

It is important that learners recognise that the knowledge and understanding they develop is vocationally relevant. There are a number of ways in which this can be achieved:

- Arranging master classes in kitchen design
- Visits to different hospitality providers
- Carrying out a practical activity based around a work-based scenario such as designing the operation of the hospitality and catering provision

The following are examples of approaches to delivery, which could be used to enhance the learners' ability to propose a new hospitality and catering provision for a location.

Example 1

Learners visit a large sports venue whilst an event is taking place. During the visit, they work in groups to observe different aspects of the hospitality and catering provision. For example, this could be a football or rugby stadium where there are hospitality boxes and lounges as well as counter services for the 'terraces'. Groups observe the operation of the kitchen, the service or where the food preparation, cooking and service is combined. Each group produces a report reviewing the operation, highlighting key issues and proposing how the provision should be changed. Learners produce reports with diagrams and images to support their ideas. Learners have a webinar with representatives of the sports venue to discuss feedback on their proposals.

Example 2

Learners are given details of a large shopping mall, including the hospitality and catering provision. Learners identify the range of provision available and review that against their knowledge of the industry in order to identify gaps in provision. They work in groups to explore opportunities for filling those gaps. They interview local providers about issues that would affect the success of their ideas. Learners then present their ideas to a panel of industry representatives and obtain feedback on their proposals.

Example 3

A centre receives input from a kitchen design specialist who provides a master class in using design software. Learners practice using the software by inputting information provided by different hospitality providers they have experienced. As they use the software, learners identify key issues in the operation of the providers, focussing on either kitchen or front of house operations. They receive feedback on their application of the software and the issues identified from the kitchen design specialist.

Making Contacts

Examples of organisations that may be approached to provide help include:

- Contract caterers
- Hotels and accommodation providers
- Catering providers
- Local authorities
- Health and safety professionals
- Tourist attractions
- Sports venues
- Kitchen designers
- Catering suppliers
- Catering equipment manufacturers

Skills

This unit provides opportunities for learners to develop a range of skills. Appendix 2 in the specification shows the links to Personal, learning and thinking skills (PLTS) Key Skills, Functional Skills and Essential Skills (Wales).

Resources

www.hse.gov.uk/catering

www.hodderplus.co.uk/catering/pc/extra1.pdf

www.slideshare.net/carowilli/types-of-catering-establishments

www.greenhotelier.org

Green Hotelier – practical solutions for responsible tourism.

www.instituteofhospitality.org

The Institute of Hospitality is the professional body for the hospitality, leisure and tourism industries.

www.ons.gov.uk

Office for National Statistics – trends and population information.

www.people1st.co.uk

The sector skills council for hospitality, leisure, travel and tourism.

www.springboarduk.net

Springboard UK – hospitality careers and industry information.

www.sustainability.com

Case studies of hospitality businesses and sustainability.

www.towards-sustainability.co.uk

Close look at a range of sustainability issues and further links

www.bha.org.uk

The British Hospitality Association is the leading representative organisation in the hospitality industry, representing hotels, restaurants and food service providers.

www.bighospitality.co.uk

Comprehensive site including current hospitality news, features, video links and other general information.

www.catererandhotelkeeper.co.uk

For hospitality news and copies of the Caterer and Hotelkeeper magazine.

www.cipd.co.uk

Chartered Institute of Personnel and Development – information on recruitment and legal aspects of staff employment.

www.food.gov.uk

This is the official government website for the Food Standards Agency.

Unit 2

Hospitality and Catering in Action

WJEC unit entry

Guided learning hours 72

Aim and purpose

The applied purpose of the unit is for learners to safely plan, prepare, cook and present nutritional dishes.

Unit introduction

Why should we follow storage recommendations on food products? Why do chefs need to consider the nutritional needs of their clients? Why should vegetarian dishes be prepared away from those containing meat? Why are temperature probes used in the catering industry? Why does appropriate professional attire need to be worn?

Food needs to be stored, handled, prepared and cooked correctly to ensure its consumption does not affect people's health. Everyone who has a role to play within the food industry has a responsibility to minimise the risks of causing food borne illness, regardless of whether they are someone who works in food processing, a food operator in a fast food outlet, an apprentice chef in a small hotel or the head chef in a Michelin star restaurant.

Reviewing the food preparation and presentation process and nutritionists would be involved in preparation of menus or reviewing how preparation and presentation methods affect nutritional values. Food on a menu needs to meet the nutritional needs of the customer and be prepared, cooked and served in a certain way to ensure customer appeal and standards are maintained in any establishment; thus food safety and meeting nutritional needs must be the focus of all planning and activities.

In this unit you will gain knowledge of the nutritional needs of a range of client groups in order for you to plan nutritional dishes to go on a menu. You will learn and develop safe and hygienic food preparation, cooking and finishing skills required to produce nutritional dishes.

Learning outcomes	Assessment criteria	Content
<i>The learner will:</i>	<i>The learner can:</i>	
LO1 understand the importance of nutrition when planning menus	AC1.1 describe functions of nutrients in the human body	Nutrients <ul style="list-style-type: none"> • Protein • Fat • Carbohydrate • Vitamins • Minerals • Water • Dietary fibre (NSP)
	AC1.2 compare nutritional needs of specific groups	Specific groups <ul style="list-style-type: none"> • Different life stages <ul style="list-style-type: none"> • Childhood • Adulthood • Later adulthood • Special diets <ul style="list-style-type: none"> • Medical conditions • Activity levels

Learning outcomes	Assessment criteria	Content
<i>The learner will:</i>	<i>The learner can:</i>	
	AC1.3 explain characteristics of unsatisfactory nutritional intake	Characteristics <ul style="list-style-type: none"> • Visible • Non-visible Unsatisfactory <ul style="list-style-type: none"> • Nutritional deficiencies • Nutritional excesses
	AC1.4 explain how cooking methods impact on nutritional value	Cooking methods <ul style="list-style-type: none"> • Boiling • Steaming • Baking • Grilling • Stir-fry • Roasting • Poaching

Learning outcomes	Assessment criteria	Content
<i>The learner will:</i>	<i>The learner can:</i>	
LO2 understand menu planning	AC2.1 explain factors to consider when proposing dishes for menus	Factors <ul style="list-style-type: none"> • Time of year e.g. seasonality of commodities, seasonal events • Skills of staff • Equipment available • Time available • Type of provision e.g. service, location, size, standards • Finance e.g. costs, customer needs • Client base
	AC2.2 explain how dishes on a menu address environmental issues	Dishes <ul style="list-style-type: none"> • Preparation and cooking methods • Ingredients used • Packaging Environmental issues <ul style="list-style-type: none"> • Conservation of energy and water • Reduce, reuse, recycle • Sustainability e.g. food miles, provenance

Learning outcomes	Assessment criteria	Content
<i>The learner will:</i>	<i>The learner can:</i>	
	AC2.3 explain how menu dishes meet customer needs	Needs <ul style="list-style-type: none"> • Nutritional • Organoleptic • Cost e.g. premium priced dishes, value for money
	AC2.4 plan production of dishes for a menu	Plan <ul style="list-style-type: none"> • Sequencing • Timing <ul style="list-style-type: none"> • Mise en place • Cooking • Cooling • Hot holding • Completion • Serving (presented as if to be served)

Learning outcomes	Assessment criteria	Content
<i>The learner will:</i>	<i>The learner can:</i>	
		<ul style="list-style-type: none"> • Waste • Equipment • Commodity quantities • Tools • Contingencies • Health, safety and hygiene • Quality points • Storage
LO3 be able to cook dishes	AC3.1 use techniques in preparation of commodities	<p>Techniques</p> <ul style="list-style-type: none"> • Weighing and measuring • Chopping • Shaping • Peeling • Whisking • Melting • Rub-in • Sieving • Segmenting • Slicing • Hydrating • Blending <p>Commodities</p> <ul style="list-style-type: none"> • Poultry • Meat • Fish • Eggs • Dairy products • Cereals, flour, rice, pasta • Vegetables • Fruit • Soya products

Learning outcomes	Assessment criteria	Content
<i>The learner will:</i>	<i>The learner can:</i>	
	AC3.2 assure quality of commodities to be used in food preparation	Quality <ul style="list-style-type: none"> • Smell/Aroma • Touch • Sight • Storage • Packaging
	AC3.3 use techniques in cooking of commodities	Techniques <ul style="list-style-type: none"> • Boiling • Blanching • Poaching • Braising • Steaming • Baking • Roasting • Grilling (griddling) • Frying • Chilling • Cooling • Hot holding
	AC3.4 complete dishes using presentation techniques	Presentation techniques <ul style="list-style-type: none"> • Portion control • Position on serving dish • Garnish • Creativity
	AC3.5 use food safety practices	This should be in relation to preparation and cooking of commodities and in relation to use of equipment

Performance bands					
Learning Outcome	Assessment criteria	Level 1 pass	Level 2 pass	Level 2 merit	Level 2 distinction
LO1 Understand the importance of nutrition in planning menus	AC1.1 Describe functions of nutrients in the human body	Outlines the functions of a limited range of nutrients in the human body.	Describe functions of a range of nutrients in the human body.	Describe clearly functions of a range of nutrients in the human body..	
	AC1.2 Compare nutritional needs of specific groups	Outlines nutritional needs of two specific groups. Comparison may be implied.	Compares nutritional needs of two specific groups giving some reasons for similarities and differences.	Compares nutritional needs of two specific groups giving clear reasons for similarity and differences.	Compares nutritional needs of two specific groups giving clear and in depth reasons for similarity and differences.
	AC1.3 Explain characteristics of unsatisfactory nutritional intake	Outlines key characteristics of unsatisfactory nutritional intake. Evidence is mainly descriptive with limited reasoning.	Explains characteristics of unsatisfactory nutritional intake. There is evidence of reasoning and relating characteristics to specific groups.	Explains with clear reasoning characteristics of unsatisfactory intake of a range of nutrients. Explanations are related to specific groups.	
	AC1.4 Explain how cooking methods impact on nutritional value	Outlines how cooking methods impact on nutritional value. Evidence is mainly descriptive with limited reasoning.	Explains how a range of cooking methods impact on nutritional value. Reasoned statements are presented.		

Performance bands					
Learning Outcome	Assessment criteria	Level 1 pass	Level 2 pass	Level 2 merit	Level 2 distinction
LO2 Understand menu planning	AC2.1 Explain factors to consider when proposing dishes for menus	Outlines factors to consider when proposing dishes for menus. There may be some omissions.	Explains factors to consider when proposing dishes for menus. Explanation has some reasoning.	Explains factors to consider when proposing dishes for menus. Explanations are clear and well-reasoned.	
	AC2.2 Explain how dishes on a menu address environmental issues	Outlines how dishes on a menu address environmental issues. There may be some errors.	Explains how dishes on a menu address environmental issues. Explanation includes reasoning.		
	AC2.3 Explain how menu dishes meet customer needs	Outlines how menu dishes meet customer needs in general terms. Evidence is mainly descriptive with limited reasoning.	Explains how menu dishes meet needs of specified customers. Some evidence may be in general terms and descriptive. Explanation includes reasoned statements.	Explains how menu dishes meet needs of specified customers. Explanations are comprehensive and credible.	
	AC2.4 Plan production of dishes for a menu	Plan outlines key actions required with some omissions and errors that require amendment. There is limited consideration of contingencies.	Plan has some detail and is mainly appropriate but may have some omissions and errors that require amendment. There is some consideration of contingencies.	Plan has detail with some minor omissions. Plan does not require changes to achieve planned outcome, but would benefit from minor amendments. There are well considered contingencies.	Plan is comprehensive and detailed, incorporating well considered contingencies for most situations.

Performance bands					
Learning Outcome	Assessment criteria	Level 1 pass	Level 2 pass	Level 2 merit	Level 2 distinction
LO3 Be able to cook dishes	AC3.1 Use techniques in preparation of commodities	A number of techniques are used. Guidance may be required. Skill demonstrated may show limited precision and require additional time to meet minimum requirements. Some consideration given to food safety.	A range of techniques are used. Limited guidance is required. Skill demonstrated may show limited precision and require additional time to meet minimum requirements. Consideration to food safety given throughout.	A range of techniques are used independently with speed and precision. Consideration to food safety given throughout.	A comprehensive range of techniques are used effectively and independently with faultless speed and precision. Consideration to food safety given throughout.
	AC3.2 Assure quality of commodities to be used in food preparation	A limited range of materials are checked for quality throughout preparation and issues identified and resolved with guidance.	A range of materials are independently checked for quality and issues identified throughout preparation. Some issues resolved with guidance.	All materials are independently checked for quality and issues identified throughout preparation. Issues will be resolved independently with no guidance.	
	AC3.3 Use techniques in cooking of commodities	A number of techniques are used. Guidance may be required. Skill demonstrated may show limited precision and require additional time to meet minimum requirements. Some consideration given to food safety.	A range of techniques are used. Limited guidance is required. Skill demonstrated may show limited precision and require additional time to meet minimum requirements. Consideration to food safety given throughout.	A range of techniques are used with limited guidance. Skills demonstrated may show limited precision or require additional time to meet minimum requirements. Consideration to food safety given throughout.	A range of techniques are used independently with speed and precision. Consideration to food safety given throughout.

Performance bands					
Learning Outcome	Assessment criteria	Level 1 pass	Level 2 pass	Level 2 merit	Level 2 distinction
	AC3.4 Complete dishes using presentation techniques	Dishes presented using some techniques. Quality of dishes meets minimum standards for appearance, smell and taste. Some guidance may be required. Some consideration given to food safety.	Dishes presented using a range of techniques with some precision. Quality of dishes exceeds some minimum standards for appearance, smell and taste. Limited guidance required. Consideration to food safety given throughout.	Dishes presented independently using a range of techniques with precision. Quality of dishes exceeds most minimum standards for appearance, smell and taste. Consideration to food safety given throughout.	Dishes presented independently using a range of techniques with precision. Quality of dishes exceeds minimum standards for appearance, smell and taste. Consideration to food safety given throughout.
	AC3.5 Use food safety practices	Uses food safety practices in preparation, cooking and completion but may require intervention.	Uses food safety practices in preparation, cooking and completion with limited intervention.	Effectively uses food safety practices in preparation, cooking and completion. No intervention required.	

Assessment

Requirements for centres

This unit is internally assessed and externally moderated. All assessments must be conducted under controlled assessment conditions and controls have been determined for each stage of the assessment process: task setting, task taking and task marking.

Task setting

To assist centres in the assessment of this unit, WJEC has provided a model assignment along with guidance and criteria related to using it. The model assignment consists of tasks that are applied and holistic in their approach. Model assignments are designed so that they can be used as they are or adapted by centres to fit with the local sector needs and allow the usage of local resources available to the centre. The model assignment includes information on which aspects of the assignment can be adapted.

Task taking

Under the process of task taking, controls are set for the key aspects of time, resources, supervision and collaboration.

- The time taken will be specified within the model assignment.
- Resources must be provided that give learners fair and full access to the marking criteria and are appropriate for the assessment and requirements of the unit. Details of specific controls will be given within the model assessment.
- Direction on requirements for direct supervision is provided in the model assignment.
- Guidance on collaboration, and where it is permitted, will be given with the model assignment.

Within WJEC model assignments, timing may be suggested for some individual tasks within the overall assessment time. The purpose is to give consortia additional guidance to help to manage the assessment task.

Task marking

The centre must mark learner's assessment evidence against the performance bands for each assessment criteria. The performance bands describe the standard at which the assessment criteria have been achieved by the learner.

Guidance for Delivery

Making teaching vocationally relevant

It is important that learners recognise that the knowledge and understanding they develop is vocationally relevant. There are a number of ways in which this can be achieved:

- Master classes in the application of preparation, cooking and presenting techniques
- Visits to university food science departments to test the effect of cooking methods on nutritional values
- Carrying out a practical activity based around the work-based scenario of carrying out a risk assessment

The following are examples of approaches to delivery which could be used to enhance the learners' ability to plan and safely cook nutritional dishes.

Example 1

Learners visit a local residential home for elderly people. They interview residents to find out their food likes, dislikes and wants. They work in groups to prepare a menu for an event that includes non-resident adults and that takes account of residents wants as well as their dietary requirements. Learners work as a group to plan the preparation and cooking of dishes and then allocate individuals to the plan. Learners cook the dishes on the menu and ask the residents and guests for feedback on the quality of the food they provided.

Example 2

Learners receive a presentation from a nutritionist. Following the presentation, learners are given pen portraits of different people, including their eating habits. Learners describe the kind of nutritional meals that will meet their needs.

Example 3

A local café owner sets learners a work-related project. The café uses many products that are manufactured in advance to reduce the amount of cooking required. Learners examine contents of manufactured products and compare nutritional value of dishes with nutritional value if 'home cooked'. Learners plan preparation and cooking of dishes, working in small groups with each looking at a range of dishes. Learners then prepare and cook dishes and present outcomes to local owner, comparing quality, cost and time with that of manufactured products.

Making Contacts

Examples of organisations that may be approached to provide help include:

- Hospitality and catering providers
- Universities
- Nutritionists
- Hospitals
- Environmental Health Officer

Skills

This unit provides opportunities for learners to develop a range of skills. Appendix 2 in the specification shows the links to Personal, learning and thinking skills (PLTS) Key Skills, Functional Skills and Essential Skills (Wales).

Resources

www.foodsafety.gov

<http://homefoodsafety.org/app>

www.nutrition.org.uk

www.food4life.org.uk/key-stage-four/health-and-nutrition/nutritional-requirements/

www.gdalabel.org.uk/gda/gda_values.aspx

6 ENTRY PROCEDURES

WJEC Level 1/2 Vocational Award in Hospitality and Catering will be available for certification from June 2018.

Thereafter, the qualification will be available for certification each June.

Centres planning to offer this qualification must be registered as an accredited WJEC centre. For details on the application and accreditation, centres should contact WJEC.

Entries for the June series must be submitted no later than 21 February.

Candidates may resit internally assessed and externally assessed units **once only**, the best grade will be used for aggregation. Should candidates wish to enter any unit for a third time, **no results** from units taken previously may be used in aggregating the new grade, and all units in the qualification must be taken again.

Unit entry

Entry for individual units must be made by submitting the relevant unit codes as indicated on each unit of the specification.

Qualification entry

Learners will be entered for the qualification when entering for aggregation (cash-in). Aggregation does not take place automatically: it is necessary to enter the relevant code for aggregation to take place.

7 EXTERNAL MODERATION

The consistency of assessment practices and decisions across centres will be assured through the external moderation of a sample of work.

Each centre will have access to a consultative moderator. The consultative moderator will be available to discuss assessment requirements with centres.

For each series where learners are entered, centres will submit a sample, according to the formula below.

<i>Total number of candidates</i>	<i>Work to be submitted</i>
1-10	All
11-99	10 to cover a representative sample of Level 1 Pass, Level 2 Pass, Level 2 Merit and Level 2 Distinction candidates
100-199	15 to cover a representative sample of Level 1 Pass, Level 2 Pass, Level 2 Merit and Level 2 Distinction candidates
200+	25 to cover a representative sample of Level 1 Pass, Level 2 Pass, Level 2 Merit and Level 2 Distinction candidates

Centres should ensure they keep all learner portfolios not sent to the moderator in their possession for two months after the closing date for sending samples for moderation. WJEC may require all portfolios for moderation and centres must be able to comply immediately with such a request.

Centres should submit a sample for **each unit** that includes:

- The controlled assignment brief used to set the assessment activity
- A controlled assessment activities sheet completed and signed by the assessor to confirm that the controls for the unit, including authenticity of evidence, have been applied
- Completed mark record sheets outlining which performance bands are met by the evidence
- All evidence produced by learners in completion of the controlled assessment, annotated appropriately by the assessor

Moderators will review all evidence presented to ensure standards are aligned. Evidence will be judged against the following criteria:

- Task setting – were tasks set within the controls set by WJEC in the model assignment?
- Task taking – is there evidence that tasks were completed under the controlled conditions set out in the model assignment?
- Performance bands – does the evidence support assessor's judgement of a learner against national standards?
- Annotation – is the evidence produced by learners appropriately annotated?
- Authentication- is it clear that the evidence submitted was authentically produced by the learner?
- Standardisation – is there evidence of effective standardisation/internal quality assurance within the centre?

Timetable

Samples of work must be submitted for external moderation, and related mark sheets returned to WJEC by 5 May for the June series. Centres will need to ensure that internal submission dates are set sufficiently in advance of this to allow for authentication, assessment and standardisation.

Feedback

The outcome of moderation will be to either accept or amend a centre's assessment decisions. Guidance on actions needed before re-sitting of specified units at a subsequent moderation series will be also be provided.

Feedback will be provided through a centre moderator's report for each certification title, covering the units entered by the centre and will be accessible through WJEC secure website. The report will address the criteria referred to above.

A Principal Moderator's report will be provided for each series.

8 AWARDING AND REPORTING

Awarding and reporting of results in WJEC Level 1/2 Vocational Award in Hospitality and Catering will take place in August of each year.

A **Qualification Certificate**, issued at a later date, will confirm the

- Title
- Level
- Grade of qualification (Level 1 Pass, Level 2 Pass, Level 2 Merit, Level 2 Distinction, Level 2 Distinction*)
- Unit titles contributing to the qualification

9 ACCESS AND SPECIAL CONSIDERATION

Qualifications at this level often require assessment of a broad range of competencies. This is because they are vocational qualifications and prepare candidates for a wide range of occupations and higher level courses.

This specification has been designed to offer fair access for all and to minimise the need to make reasonable adjustments for learners who have particular requirements. It is expected that normally, individual learners' abilities, interests and needs will be appropriately catered for by centres through:

- (a) the choice of units and qualifications available, and
- (b) the potential for personalisation of controlled assessment.

If there are any queries about the use of this flexibility inherent in the specification to meet learners' needs, or about the use of reasonable adjustments, centres should contact WJEC.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments. For this reason, very few candidates will have a complete barrier to any part of the assessment. Information on reasonable adjustments is found in the Joint Council for Qualifications document '*Access Arrangements and Reasonable Adjustments*'. This document is available on the JCQ website (www.jcq.org.uk).

10 POST-RESULTS SERVICES

If a centre wishes to query the outcome of the moderation and/or examination process this must be done formally by the head of the centre, notifying WJEC within 21 days of the publication of results.

The sample of work submitted for moderation will be reviewed by a moderator/examiner not involved in the original process, and the centre informed of the outcome.

Should the centre not be satisfied with the outcome of the review, there is provision for an appeal to WJEC.

11 CLASSIFICATION CODES

Every specification is assigned a national classification code (discounting code) indicating the subject area to which it belongs. The classification code for this specification is NA1.

Centres should be advised that where learners take two qualifications with the same classification code, performance indicators for the centre will show that they have only achieved one of the two qualifications. The same view may be taken if learners take two specifications that have different classification codes but have significant overlap of content. The discounting system affects the calculation of performance measures for a school in the performance tables. It does not alter the awards an individual learner has achieved or limit the qualifications they can take.

Learners who have any doubts about their subject combinations should check with the institution to which they wish to progress before embarking on their programmes.

Information on performance points can be obtained from DfE (www.education.gov.uk) and/or DAQW (www.daqw.org.uk).