LEVEL 1/2 VOCATIONAL AWARD IN HOSPITALITY AND CATERING (TECHNICAL AWARD)

GUIDANCE FOR TEACHING

UNIT 2 GUIDE

SUMMARY OF AMENDMENTS

Version	Description	Page number
2	Removal of photography instructions and coursework information added under Photographic evidence	25
	Answer edited to clarify number of images requested	29

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Aims of the Guidance for Teaching

The principal aim of the Guidance for Teaching is to support teachers in the delivery of the WJEC Level 1/2 Vocational Qualification in Hospitality and Catering (Technical Award) and to offer guidance on the requirements of the qualification and the assessment process. The Guidance for Teaching is **not intended as a comprehensive reference**, but as support for professional teachers to develop stimulating and exciting courses tailored to the needs and skills of their own learners in their particular institutions.

Aims of the Unit Guide

The principal aim of the Unit Guide is to support teaching and learning and act as a companion to the Specification. Each Unit Guide will offer detailed explanation of key points in the Specification and aim to explain complex areas of subject content. An overview of the whole course can be found in the Delivery Guide.



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Introduction

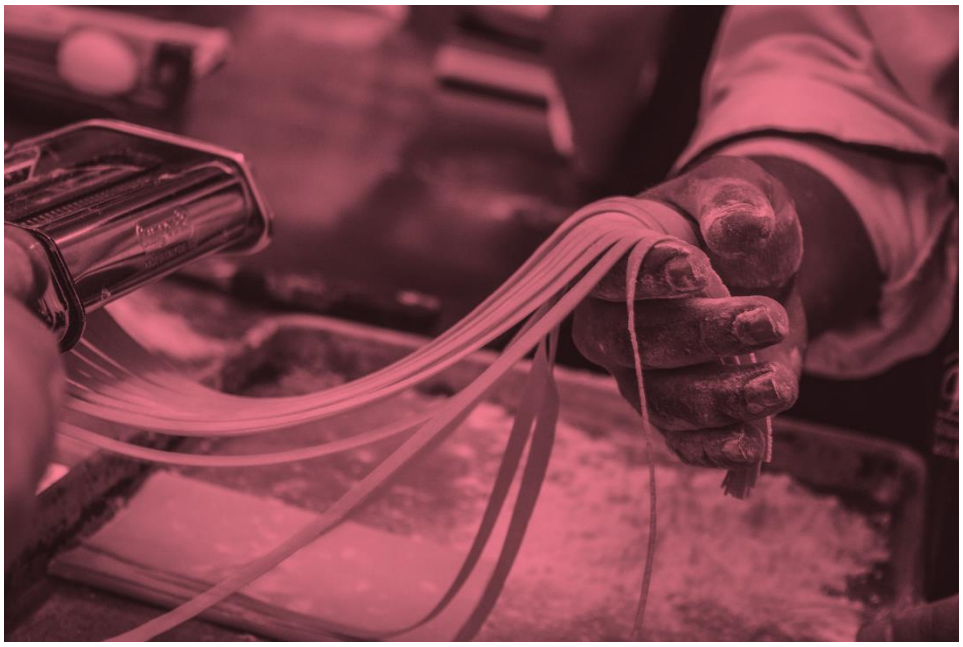
The WJEC Level 1/2 Vocational Award in Hospitality and Catering (Technical Award), approved by Ofqual and DfE for performance qualification tables in 2024 (first teaching from September 2022), is available to:

- all schools and colleges in England in Wales
- subject to local agreement, it is also available to centres outside England and Wales, for example in Northern Ireland, the crown dependencies of the Isle of Man and the Channel Islands, and in British overseas territories, and to British forces schools overseas. It is not available to other overseas centres.

It will be awarded for the first time in January 2024, using grades Level 1 Pass, Level 1 Merit, Level 1 Distinction, Level 1 Distinction*, Level 2 Pass, Level 2 Merit, Level 2 Distinction, Level 2 Distinction*.

Additional ways that WJEC/Eduqas can offer support:

- sample assessment materials and mark schemes
- exemplar materials
- face-to-face CPD events
- examiners' reports on each question paper
- direct access to the subject officer
- free online resources
- Exam Results Analysis
- Online Examination Review
- Regional Support team (England Centres only).



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Overview of Unit 2

Hospitality and catering in action
(60% of the qualification)

Overview of the unit

Unit 2 enables learners to develop and apply knowledge and understanding of the importance of nutrition and how to plan nutritious menus. They will learn the skills needed to prepare, cook and present dishes. They will also learn how to review their work effectively.

2.1	The importance of nutrition
2.2	Menu planning
2.3	The skills and techniques of preparation, cooking and presentation of dishes
2.4	Evaluating cooking skills



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How to read the Specification

WJEC/Eduqas Vocational Award (Technical Awards) specifications are written to be transparent and easy to understand.

The amplification provided uses the following four stems:

- 'Learners should know' has been used for the recall of facts such as: legislation and definitions.
- 'Learners should know and understand' has been used for the majority of the unit content where knowledge needs to lead to a sense of understanding.
- 'Learners should be aware of' has been used when the volume of content is quite extensive, and learners do not need to understand all aspects in detail.
- 'Learners should be able to' has been used when learners need to apply their knowledge to a scenario or practical situation.

The amplification provided includes all of the assessable content for the relevant section, unless it states, *'e.g.' 'including'* or '*such as'*. In these cases, the amplification lists relevant content, which should be expanded upon in an appropriate way, taking account of learners' needs and interests. The use of the word '*including*' indicates compulsion (i.e. a question could be specifically set on that aspect). The use of the words *'e.g.'* or *'such as'* are for guidance only, and an alternative can be chosen.



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UNIT 2 TEACHER GUIDANCE

2.1 The importance of nutrition

	Content Amplification	Teacher Guidance
2.1.1 Understanding the importance of nutrition	Learners should know and understand the function of the following nutrients and have an awareness of the need for a balanced/varied diet: Macro-nutrients: • carbohydrate • fat • protein. Micro-nutrients: Vitamins: • fat soluble vitamin A and vitamin D • water soluble: vitamin B group and vitamin C. Minerals: • calcium • iron • sodium • potassium • magnesium as well as: • dietary fibre (NSP) • water. Learners should be able to apply their knowledge of nutrition to: Different life-stages: • adults; early, middle, late (elderly) • children; babies, toddlers, teenagers.	Learners need to know the following information regarding macro-nutrients: **Carbohydrate** The main function of carbohydrates in the body and how much we should consume for a healthy, balanced diet. The differences between; Simple and Complex carbohydrates. **Activity** Learners could analyse the impact a diet on simple carbohydrates compared with a diet of complex carbohydrates. Learners could complete an analysis of case studies sports people and why carbohydrates place an important role for performance. **Protein:** • information on essential amino acids • High biological value (HBV) • Low Biological value (LBV) • Sources of protein: HBV and LVB sources • How much protein we should be consuming for a healthy, balanced diet. Dietary reference value (DRV) **Activity** Learners could investigate HBV and LVB foods of different dishes and give reasoning to which special dietary group they would best suit.

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	Special dietary needs for individuals who:
	• require different energy requirements based on lifestyle, occupation, age or activity level
	• require special diets
	• have medical conditions; allergens, lactose intolerance, gluten intolerance, diabetes (type 2), cardiovascular disorder, iron deficiency
	• have dietary requirements, such as religious beliefs are pescatarians, vegetarians, vegans.
		Fats:
		• types of fats and their sources:
		  • saturated
		  • unsaturated (monounsaturated/polyunsaturated
		  • essential fatty acids (omega 3/omega 6)
		  • source of fats (good and bad)
		  • how many fats should we consume for a healthy, balanced diet (DVR).
		
		Micro-nutrients
		Learners need to know the function of vitamins and minerals in the body and the sources in which they are found. Learners should understand and know the two main groups of vitamins: fat-soluble and water-soluble.
		
		Dietary fibre non-starch polysaccharide (NSP)
		Learners need to know the benefits of having a good intake of dietary fibre, they should understand the function and its source. They should know soluble fibre and insoluble fibre.
		
		Water
		Learners need to know the function of water in the body, how much water is recommended for different life stages/activity levels.
		
		Activity
		Learners could analyse the different DRV amounts for different life stages in the specification to gain a clear understanding of energy levels for each stage.
		
		Special dietary requirements (medical)
		Learners need to know the different dietary needs of a variety of individuals and know that the dietary reference value may change to meet the needs of these individuals. Learners should know and understand the different diets people have, they should

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		have an understanding of the foods which are best suited for those diets and foods that need to be avoided. e.g., Pregnancy diet should be high in nutrients for foetal growth and development. There are a number of foods pregnant woman should not consume including unpasteurised dairy, pâté, liver, limited amount of tuna and alcohol. **Activity** Learners could research the special dietary needs of at least 2 groups from the specification. Learners could work in groups and share different dietary needs with their peers. The research could be shared via a PowerPoint presentation, which could contribute to further class notes for this topic. **Special dietary requirements (religion)** Learners need to know the diets of different religions; they need to know that the: **Orthodox Jewish** diet would require meats that are 'Kosher', meat that has been prepared in accordance with Jewish law: 'Kashrut'. Foods that are strictly prohibited are called 'Treif': these are shellfish, pork, rabbit and derivatives. Meats and milk products are normally not eaten together in same meal. **Muslim** diet is forbidden to eat meat from pig and consume alcohol. Meat is prepared to meet Islamic laws and is called Halal. During the period of Ramadan, a Muslim will fast between sunrise and sunset. **Hindu** diet avoids beef, whilst most Hindus are vegetarian and also do not consume alcohol. During fasting Hindus will only eat pure foods such as fruits or yogurt. **Orthodox Sikh** diet may be vegetarian or vegan. They are forbidden to eat "Halal" or "Kosher" food. Consumption of alcohol is against Sikh tenets. **Buddhist and Rastafarian** diets are normally vegan or vegetarian. **Activity** Learners could research and create a training poster for the back of house of a restaurant to help staff know and identify religious diets.

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		Learners could create a meal for a religious diet, highlighting where they have met and covered the rules associated with the different religious diets. **Different dietary requirements due to lifestyle:** • high energy/physical active/training • low-level activity • basal metabolic rate (BMR) • physical activity level (PAL) **Activities:** Learners could use Estimate Average Requirement (EAR) calculations for different lifestyles and the adjustments made to cater for this using EAR calculations. Learners could be given a list of customers with special dietary requirements differing in life stages. Learners could create dishes suitable to meet the needs of the specific diets. They could state which nutrient is in each dish and how it benefits each customer on the list.
2.1.2 How cooking methods can impact on nutritional value	Learners should know and understand how the following cooking methods impact on nutritional value: • boiling • frying • grilling • poaching • roasting • steaming • baking • stir-frying.	Learners need to know and understand how different cooking methods impact the nutritional value of foods. They need to be able to compare the most suitable cooking method against the most destructive and give reasons as to why these methods differ. They need to know and understand how to select suitable cooking methods to protect the nutritive value and improve palatability. **Activity** Learners could have the opportunity to experiment with all cooking methods in the specification. They could use a range of cooking methods for a similar food e.g. vegetables, and could discuss their findings in relation to the organoleptic properties of each cooking method.

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UNIT 2 TEACHER GUIDANCE

2.2 Menu planning		
Content Amplification		**Teacher Guidance**
2.2.1 Factors affecting menu planning	Learners should be aware of the following factors when planning menus: • cost • portion control • balanced diets/current nutritional advice • time of day • clients/customers. Learners should know and understand the following factors when planning menus: • equipment available – the type of equipment required to produce a menu, specialist equipment, hand-held and electrical equipment. • skills of chef – preparation, cooking and presentation, related to the needs of the dishes/menu/customer. • time available – and type of provision e.g., service, location, size, standards – the production of dishes/menu in the time allowed. How to prepare, cook and present more than one dish at the same time. • environmental issues – conservation of energy and water – how can the	Learners need to know the costs of dishes. They should be able to give a basic outline of the cost of dishes/menu and how they will use portion control to reduce waste and make a profit. Learners need to be able to give suggestions of how they will meet clients' needs concerning nutritional information, special dietary needs and what they will offer at different times of the day. **Equipment available** Learners need to know and understand the types of equipment required for different provisions and menus. The type and size of the provision will direct learners to what equipment would best suit the establishment within the brief. e.g., small coffee shop; limited equipment, small handheld equipment or equipment that is space-saving. **Activity** Learners could complete a quiz on the industry equipment used in hospitality and catering provisions. They could also investigate the equipment used in the centre's food area. **Skills of the chef** Learners will need to describe the skill levels of the chef to create certain dishes. Skills of the chef vary greatly depending on the setting/provision e.g. chef skills for fine dining would be high with a specialism area, whereas a chef in a coffee shop would only require a basic skill level. **Time available** Learners should know and understand the time implications dependent on the provision covered: For example, a Fast-food outlet has a different serving time compared with a restaurant. The type of menu will affect the timings within the provision: Fast-food means quick cooking time, restaurant food with accompaniments would take longer.

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	production of dishes be sustainable by using less energy and reducing consumption of water? Learners should know and understand the following terms: • reduce • reuse • recycle • sustainability • time of year – seasonality of commodities. • organoleptic qualities.	**Activity** Learners could discuss the skills of the chef in different hospitality and catering provisions; they could compare a chef in a small café, Fast-food and fine dining provision. They could have the opportunity to compare and justify their responses. An extension on this activity could link to the timings that they would expect dishes to be prepared and served within each setting. **Environmental issues** Learners need to know and understand environmental issues to demonstrate their understanding. Learners should be able to give examples and reasoning for where they can save energy, reduce, reuse and recycle. Learners should be able to justify how provision can be sustainable. **Activity** Learners could look at all of the main points of Reduce, Reuse and Recycle within hospitality and catering provision. They could look at the ever-growing trend for new sustainable hospitality and catering provisions and analyse why this is now becoming a conscious decision for customers. They could look at established hospitality and catering provisions who are changing to meet the demands for more sustainability from their customers. A good example would be the Fast-food chain McDonalds who have been reviewing their carbon footprint and adjusting their farming and manufacturing to decrease their Environmental impact. **Organoleptic qualities** Learners need to be aware of the sensory perception of foods: taste, appearance, aroma and touch (feel). They should have a basic understanding of how taste receptors work and the five elements of taste. Learners need to be aware of the importance of appearance when seeing food - this is linked to the presentation, colours and shapes of food on a plate. **Activity** Taste testing session. Learners could have a lesson where they taste test a range of foods and discuss the organoleptic points for each. Learners could have the opportunity to test quality points and organoleptic qualities of a range of supermarket products that are similar or the same in description. E.g., range of fairy cakes, chocolate, rice etc.

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2.2.2 How to plan production	Learners should be able to plan dishes for a menu and know and understand the following: • commodity list with quantities • contingencies • equipment list • health, safety and hygiene • quality points • sequencing/dove-tailing • timing • mise en place • cooking • cooling • hot holding • serving • storage.	Learners need to know and understand how to plan production for two or more dishes using sequencing/dove-tailing. Learners should be able to produce a plan with mise en place, sequencing with timings of each stage of preparation and cooking of the dishes (including accompaniments where applicable). They should cover the storage of ingredients and the dishes. Learners should be able to produce a contingencies plan if something was to go wrong during the stages, along with quality, health, safety and hygiene points. Where applicable they should include hot holding and serving. Equipment list and commodity list with quantities should be completed before practical elements. Activity Learners could be given 3 recipes printed on different coloured paper; learners will need to dove-tail or sequence these recipes to save time during the preparation and cooking to ensure that they can all be served at the same time. Learners could then include special points, contingencies, timings and health and safety points in the plan. Learners should be familiar with recipes that use simplified dove-tailing in the method.

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UNIT 2 TEACHER GUIDANCE

2.3 The skills and techniques of preparation, cooking and presentation of dishes		
	Content Amplification	**Teacher Guidance**
2.3.1 How to prepare and make dishes	Learners should be able to identify types of skills and skill levels when selecting dishes to produce. Learners should know and understand that some dishes require the use of more complex skills than other dishes. Learners should be able to demonstrate a range of the following food preparation and cooking techniques for the production of dishes[1]: The preparation and cooking techniques are categorised as follows: Basic* Medium** Complex*** Ready-made/prepared components used in the preparation and cooking of dishes are **all** classed as **basic.** Preparation techniques: • blending* • beating* • creaming** • crimping*** • dehydrating** • folding**	Learners should be taught a range of preparation, knife and cooking techniques. They need to have a clear understanding of the categories: Basic, Medium and Complex. They should have the opportunity to prepare and cook a range of dishes that fit within these categories. This will enable them to make an informed choice when planning their dishes for the brief. Learners should be given a checklist of preparation, cooking techniques and knife skills for them to be able to tick these off once completed. This will inform them of the skill levels met and the category in which the dish best fits. Learners should have ample opportunities to build up skill and technique levels throughout the course. Advice should be given concerning the seasoning, taste, colour and texture of the dishes produced. Learners should be able to identify the strengths and weaknesses of their dishes and performance made throughout the course of the qualification. **Activity** Learners should have ample opportunity to prepare, cook, present and serve a range of dishes that cover one or more preparation, knife and cooking techniques. They could have a checklist/tick chart of all the techniques covered for the dish. Learners should complete a range of dishes that fit into the basic, medium and complex category. An example of this would be: • Basic: Making fishcakes with readymade produce: tinned fish, filleted fish, boiling

[1] An example of dishes that cover a range of basic, medium and complex techniques is available in the Unit Guidance.

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	• grating*
	• hydrating*
	• juicing*
	• kneading**
	• laminating (pastry)***
	• marinating*
	• mashing*
	• measuring**
	• melting*
	• melting using bain-marie***
	• mixing**
	• piping***
	• proving*
	• puréeing**
	• rub-in**
	• rolling **
	• shaping***
	• shredding*
	• sieving*
	• skinning**
	• tenderising*
	• toasting(nuts/seeds) **
	• unmoulding***
	• weighing**
	• whisking(aeration)***
	• zesting*
	Knife techniques:
	• chopping*
	  • bâton**
	  • chiffonade**
	  • brunoise***
	  • dicing**
	  • julienne***
	  • mincing***
		and mashing potato, purchased breadcrumbs and salad with homemade vinaigrette.
		• Medium: Making fishcakes with homemade breadcrumbs, pre-filleted fish that needs skinning, boiling and mashing potato, shaping the fishcakes into different shapes and served with a homemade mayonnaise served with a salad demonstrating a range of knife skills.
		• Complex: fish that requires filleting, homemade breadcrumbs, boiling and mashing potato, containing vegetables using a range of knife skills, hollandaise sauce or similar level served with stacked vegetables, demonstrating a range of knife and cooking techniques along with wedges/chips that are deep fat fried.
		
		Examples of dishes that demonstrate low level skills:
		• crumbles
		• sandwiches
		• pizza with ready-made bases
		• simple salads.
		
		Examples of dishes that demonstrate low to medium level skills:
		• readymade pastry items assembly e.g. mille feuilles
		• fruit and vegetable dishes that require even sizes
		• simple cakes, cookies, scones, undecorated
		• pre-cut meat products or simple meat dishes such as curry, bolognaise with homemade sauce.
		
		Examples of dishes that demonstrate medium level skills:
		• cheesecakes, homemade ice cream
		• simple sauces— e.g., red wine sauce
		• decorated cakes and genoise sponge
		• homemade short crust pastry products
		• piped potato dishes, e.g., duchess, croquette, shepherd's pie.

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	• slicing** • deboning*** • deseeding** • filleting*** • peeling* • segmenting*** • spatchcock** • trimming* Cooking techniques: • basting* • baking** • baking blind*** • blanching** • boiling* • braising** • caramelising*** • chilling* • cooling* • deep fat frying*** • deglazing** • dehydrating* • emulsifying*** • freezing* • frying** • griddling** • grilling* • pickling** • poaching*** • reduction** • roasting** • sautéing** • setting** • skimming* • steaming**	Examples of dishes that demonstrate medium to high level skills: • cheesecakes—gelatine, baked panna cotta • rich yeast doughs • 1 or 2 complex accompaniments/garnishes • choux buns, homemade puff pastry • tiramisu with homemade sponge • homemade pasta dishes • roux based sauces • lyonnaise, dauphinoise potatoes • meat and fish dishes that require changing the shape of the meat e.g. chicken kiev. Examples of dishes that demonstrate high level skills: • de-boning/ portioning chicken • filleting fish • 3 to 4 complex accompaniments/ garnish • 2 or more high skills to make one product e.g. gateau St. Honore • exemplary presentation of dishes—clean neat presentation • chocolate run outs, spun sugar for decorated cakes. accurate piping skills.

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	• stir-frying** • tempering*** • toasting* • water-bath (sous-vide) **	
2.3.2 Presentation techniques	Learners should know and understand the importance of using the following appropriate presentation techniques during the production of dishes: Presentation techniques: • creativity • garnish and decoration • portion control accompaniments.	Learners need to know and understand the importance of appropriate presentation techniques during the production of dishes. They should have a number of opportunities to learn about a variety of presentation techniques using, garnish, decoration, accompaniments and creativity. This could be covered by playing with textures to enhance the dishes using: • foams/shards/contrasting colours/sauces to decorate/sear/crisp/puree/smearing sauces/swish/accent dots/smear accent dots/swirled sauces /seeds/crumble/piping/stacking/using saucier spoons/squeezy bottles etc. Edible garnishes and decorations: • edible flowers/chocolate moulds/runouts • plating using the rule of thirds/food plating trends: Nordic/vertical form/scaling/clock face/angles/landscape/free form/serving odd quantities • using contrasting/diversity of colours • cleaning the plate before serving • portion control; not having too much on a plate • showing a range of plate sizes that can enhance the aesthetics of a dish • colours of dishes to enhance the colour of the food (e.g., slate dish/chip basket/white square/oblong) • creating height and visual balance on the plate • different ways in which to cut the meat (horizontally cut/fanning/shingling). Activity Learners could have lessons on different presentation skills, they could build skill levels on tempering chocolate, creating moulds, runouts and piping shapes for decoration. They can use the oven or dehydrator to create garnishing from fruit and vegetables using this method. Learners could have a lesson on creating different decorations from fruit and vegetables, using knife skills to build up a portfolio of techniques.

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2.3.3 Food safety practices	Learners should know, understand and be able to demonstrate how to work safely, follow correct personal and food safety and hygiene practices and procedures in relation to the preparation and cooking of food and use of equipment and facilities.	Learners need to know, understand and demonstrate how to work safely and hygienically in the kitchen setting, specifically: • understand and demonstrate correct storage of food commodities • how to handle food in a hygienic and safe way • understand and demonstrate the correct way to handle and use all equipment safely • understand food spoilage • waste management • temperature checks for: storage, prep, cooking, hot-holding and serving • check dates and labelling • understand optimum environment for bacteria to multiply. • understand and demonstrate how to prevent cross-contamination: washing hands, correct equipment, colour coding, appropriate clothing and PPE • keeping work areas clear and clean • personal hygiene/good hygiene practices • understand accident prevention and implement where applicable. Activity Working safely: Learners should be encouraged to follow correct hygiene practices which should be underpinned by knowledge gained through practical lessons, along with theory of health and safety in the food provision.

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UNIT 2 TEACHER GUIDANCE

2.4 Evaluating cooking skills		
Content Amplification		**Teacher Guidance**
2.4.1 Reviewing of dishes	Learners should be able to provide a brief review of their planning, preparation and cooking, highlighting areas of success and of potential further development. Areas to consider: • dish production • dish selection • health and safety • hygiene • improvements • organoleptic • presentation • waste.	**Dishes selected and produced** Learners need to be able to produce a summary of the dishes produced and selected They should link back to nutrition and how dishes meet customers' needs. Here they can suggest areas of strengths and weaknesses, making suggestions and areas to develop further. Learners can use a nutrient food calculator to aid with analysing the dishes selected and produced. **Health safety and hygiene** Learners should be able to provide a review of their performance in relation to health, safety and hygiene. They should be able to give points and reasoning in this segment of the evaluation, highlighting areas where they covered hygiene and safety successfully and areas of weaknesses in which the learner can discuss and draw a conclusion for areas of improvement. **Organoleptic** Learners should be able to provide a review of dishes produced in relation to taste, texture, aroma and appearance. They should be able to give reasons as to why dishes produced were successful regarding organoleptic qualities and make recommendations for areas to improve. They could use a star profile/star chart when evaluating sensory attributes. **Presentation** Learners could add images of the final dishes in this part of the evaluation to highlight areas of strength and weakness. They should discuss why they used certain colours, decoration, garnishing to enhance their dishes and areas where they could improve.

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		Waste Learners need to be able to give a brief overview of waste, discussing recycling, reducing and reusing where applicable. **Improvements** Improvements can be suggested throughout evaluations or as a summary at the end. Learners should be able to analyse their own performance, choices and actions in order to make recommendations for improvements. This may be improvements on dish choices, preparation, cooking, hygiene, safety, organoleptic qualities or presentation. **Activity** These activities could be set as homework to aid with the practice of analysing own performance and highlighting areas for development. Learners could have the chance to develop each area by completing an evaluation after each practical session. Learners could have the opportunity to complete an evaluation and highlight areas for improvement on their peer's practical work or they could complete this on a shop purchased item.
2.4.2 Reviewing own performance	Learners should be able to identify personal strengths and weaknesses relating to: • decision making • organisation • planning – including the advantages and disadvantages of chosen options and how they meet specific needs • time management.	Learners need to be able to identify strengths and weaknesses and make reasonable suggestions for improvement. Learners can analyse their decision making with regards to the choice of dishes, the production, preparation and cooking, timing, presentation and the overall result of their dishes. This can be concluded at the end of each reflection point in 2.4.1 or can be a summary at the end of the evaluation. Planning reviews should include advantages and disadvantages of the chosen dishes; learners may find that some parts of the planning were made difficult due to the complexity of the dishes or a simple clash of timings. Learners could conclude the suitability of the dishes to meet the needs of the customer or provision. Learners should discuss strengths and weaknesses regarding their organisation, including time management. They can discuss how they performed on the day and what they would amend if they completed the task again.

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		Activity Learners could start developing a list of their personal strengths and weaknesses by good Q&A during and after a practical session. Once they've built up their verbal feedback, they can then move on to written format. This could be a simple proforma with appropriate prompts, which learners could complete after each practical session. These can be adjusted and extended throughout the course.

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CONTROLLED ASSESSMENT

Guide to Controls

There are a number of different aspects that are controlled within the internal assessment of our Vocational Awards. These are:

- supervision
- guidance
- resources
- collaboration

Supervision

Two levels of supervision feature throughout the Unit 2 Hospitality and Catering Controlled Assessment:

Direct	The use of resources is tightly prescribed. The centre must ensure that: • all candidates are within direct sight of the supervisor throughout the session(s) • display materials which might provide assistance are removed or covered • there is no access to e-mail, the internet or mobile phones • candidates complete their work independently • interaction with other candidates does not occur • no assistance of any description is provided. • candidates' work must remain within the centre at all times and must be stored securely between timetabled sessions. Where direct supervision is specified, the centre must ensure that the JCQ No Mobile Phone poster and JCQ Warning to Candidates is displayed.
Indirect	Candidates do not need to be directly supervised at all times. The centre must ensure that: • all candidates participate in the assessment • there is sufficient supervision to ensure that work can be authenticated • the work an individual candidate submits for assessment is his/her own. Candidates' work must remain within the centre at all times and must be stored securely between timetabled sessions.

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Guidance

Two levels of guidance feature throughout the Unit 2 Hospitality and Catering Controlled Assessment:

Category of Advice/Feedback: *Teachers can:*	Direct	Indirect
Review candidates' work and provide oral and written advice at a **general** level.	×	✓
Evaluate progress to date and propose broad approaches for improvement.	×	×
Provide detailed specific advice on how to improve drafts to meet assessment criteria.	×	×
Give detailed feedback on errors and omissions which leave candidates with no opportunity to show initiative themselves.	×	×
Intervene personally to improve the presentation or content of work.	×	×

Before giving additional assistance beyond that described above, teachers must ensure that there is provision to record this assistance. Details must be documented on the record form issued by WJEC. The intervention must be taken into account when marking the work. Annotation should be used to explain how marks were applied in the context of the additional assistance given. Failure to follow this procedure constitutes malpractice.

Resources

In Unit 2, candidates will be undertaking tasks that are typical of the workplace and are therefore allowed resources that would be typically used in that environment.

Two levels of control for resources feature throughout the Unit 2 Hospitality and Catering Controlled Assessment:

Not permitted	The use of resources is not allowed. Access to the Internet is not permitted. Candidates' work must remain within the centre at all times and must be stored securely between timetabled sessions. If the specification allows candidates to bring their own computers or other electronic devices into formally supervised sessions, appropriate checks must be carried out to ensure that all materials stored on the devices is permissible and that access to the internet is disabled.
Permitted	Candidates have access to resources and/or preparatory notes as directed by the brief or unit guidance. Candidates' work must remain within the centre at all times and must be stored securely between timetabled sessions. Centres should refer to specifications or subject-specific guidance.

Centres should refer to the WJEC guidance Malpractice-a guide for centres and the JCQ suspected malpractice in examinations and assessments policies and procedures if they are unsure how to proceed.

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Collaboration

One level of control for collaboration features throughout the Unit 2 Hospitality and Catering Controlled Assessment:

Not permitted	Candidates should not collaborate in any way during the task.

Redrafting

Re-drafting is allowed within the time of the controlled assessment and without teacher feedback.

Time

The total time allocated for assessed tasks is 12 hours. Candidates cannot exceed this time. In terms of time controls Unit 2 tasks will feature recommended timings for guidance only. Nonetheless, centres should discourage candidates from exceeding them or devoting insufficient time to this work.

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PRESENTATION

All work should be clearly labelled with the candidate's, name, candidate number, date of assessment and Task.

Font and size

Coursework can be typed or handwritten. Where work is handwritten, writing should be neat and clear using black or blue pen. When work is typed the font should be no bigger than size 12 using the following font types: Calibri, Times New Roman, Comic Sans or Arial. Images /photos and decorative headings can be used.

Annotation

Work should be marked and clearly annotated.

Teacher Observation Record (TOR)

The TOR is used to provide a formal record/evidence of the teacher's judgment of the candidate's performance during the practical element of the controlled assessment (Task 3). The TOR for each candidate must be clear and informative, providing justifiable feedback of how the teacher has arrived at the determined marks. The TOR should provide specific evidence of how the candidate has performed in each task and should be accompanied by supporting material of photographic evidence.

TORs should provide:

- a clear and informative description as to how the teacher arrived at the determined marks
- detailed feedback of the candidate's performance against each task
- sufficient detail to enable others to make a judgement on the success of the task.

The Skill level checklist on pages 3-4 of the TOR must be completed by adding a tick for each skill/technique achieved.

All TORs must be accompanied by supporting photographic evidence.

Photographical evidence

Coloured photographs of the final dishes must be provided when displaying evidence of the practical element of the coursework.

Where complex or medium techniques or skills have been achieved, photographic evidence IS REQUIRED (e.g., photograph of candidate filleting a fish or deboning chicken for a complex skill and kneading dough for bread or reducing a sauce for a medium skill).

TOR and supporting evidence must be uploaded to WJEC when requested via Surpass.

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Assessment of Unit 2

Unit 2: Hospitality and Catering in Action
Controlled Assessment: (approximately 12 hours)
60% of qualification **120 marks:180 UMS**

An assignment brief will be provided by WJEC that will include a scenario and several tasks available via the WJEC Secure Website.

Centres must follow the instructions for running controlled assessments in the Administration Guide and within each Unit Guide. In line with these instructions, centres are required to have in place a controlled assessment policy (which can be part of a centre's NEA policy); this will be checked as part of the centre and qualification approval process.

The assessment objective weightings for Unit 2are:

AO1	AO2	AO3
8%	36%	16%

FAQS

Can learners resit the Unit 2 assessment?

Candidates may resit the internally assessed unit prior to certification but cannot improve previously submitted work. The best uniform mark score from the attempts will be used in calculating the final overall grade.

Candidates who are unhappy with the grade awarded for the qualification may choose to resit one or more units following certification.

Where the candidate resits the internally assessed unit, the higher of the uniform mark score from either the initial attempt or the resit attempt will be used in calculating the overall grade. The candidate will also need to resit the externally assessed unit to satisfy the terminal rule requirement for the qualification and only the uniform mark score from the resit attempt will be used in calculating the final overall grade, even if this is lower than the previous attempt.

What is the entry code for this unit?

		Entry Codes	
		English medium	Welsh medium
Unit 2 Hospitality and Catering in Action	Internal assessment	5409U2	5409N2

Is this assessment compulsory?

Yes.

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When can candidates submit the Unit 2 assessment?

Assessment opportunities will be available in December and May of each year, until the end of the life of this specification.

May 2023 will be the first assessment opportunity for Unit 2.

Are candidates assessed on their spelling, punctuation and grammar in this assessment?

No, although learners are reminded of the need for good English and orderly, clear presentation in their answers.

Will candidates be expected to answer questions about content in Unit 1 in this exam?

Yes, this unit is synoptic and draws upon the knowledge gained in Unit 1. Learners will need to apply knowledge gained in the following topic areas in order to be able to complete this assessment:

- the operation of the front and back of house
- hospitality and catering provision to meet specific requirements
- health and safety in hospitality and catering provision
- food safety
- preventative control measures of food-induced ill health.

Will the assessment objective weightings remain the same throughout the life of the specification?

Yes.

How is the unit reported?

This unit will be graded Level 1 Pass, Level 1 Merit, Level 1 Distinction, Level 1 Distinction*, Level 2 Pass, Level 2 Merit, Level 2 Distinction, Level 2 Distinction*.

Where can I access the Controlled Assessment assignment briefs?

The Controlled Assessment assignment briefs can be found in the Candidate and Assessor pack on the secure website.

How will I know which assignment brief to use?

Candidate and Assessor packs will be clearly labelled with the year the assignment brief is released. Centres must ensure that they provide learners with the correct brief for the year during which learners will be entering the internal unit.

What happens if a candidate has done the wrong brief?

Centres should contact the subject team at WJEC as soon as possible. The centre may be required to submit the relevant JCQ form to ensure that the learners is not penalised.

Will the tasks remain the same throughout the life of the specification?

Tasks are intended to remain the same throughout the lifetime of the specification, however centres should refer to the published assignment brief each year in case changes to the tasks do have to be made.

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Do learners have to use the published contexts given for the controlled assessment tasks?

Yes. The context will change every year, and learners must complete tasks according to the context that is included as part of the assignment brief for the appropriate year of Award.

When should learners complete the Controlled Assessment?

Controlled Assessment tasks may be completed and assessed at any suitable time during the course. However, centres need to ensure they have delivered the content needed for candidates to be able to access marks allocated to all aspects of the relevant Controlled Assessment.

Can candidates work together on any part of their Controlled Assessment?

No.

How long should learners spend on their Controlled Assessment?

Learners should spend approximately 12 hours on their Controlled Assessment tasks. Please see the Administration Guide and page 20-24 of this document for more information on how to manage the Controlled Assessment.

Can learners complete their Controlled Assessment outside of the classroom?

Please see the Administration Guide and page 22-24 of this document for more information on how to manage the Controlled Assessment.

Are there any word or page restrictions for the Controlled Assessment?

Please see the Administration Guide and page 22-24 of this document for more information on how to manage the Controlled Assessment.

How should learners present their Controlled Assessment work for submission to WJEC?

Please see the Administration Guide and pages 20-24 of this document for more information on how to manage the Controlled Assessment.

Can learners use the internet during the completion of their NEA?

Please see the Administration Guide and pages 20-24 of this document for more information on how to manage the Controlled Assessment.

Can teachers provide guidance about candidates' Controlled Assessment work?

Please see the Administration Guide and pages 20-24of this document for more information on how to manage the Controlled Assessment.

Are learners permitted to redraft their work?

Once the task is finished and the final assessment made, no further amendments may be made. Please see the Administration Guide and page 24 of this document for more information on how to manage the Controlled Assessment.

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How will work be submitted to WJEC?

Please see the Administration Guide and page 25 of this document for more information on how to manage the submission of the Controlled Assessment.

What if the centre does not have the resources to produce coloured images, would black and white be rejected?

Coloured images are preferable and can be uploaded for moderation via Surpass.

Is there a set number of images that are requested and are there any min/max sizes?

There should be one of each of the final dishes and 2-3 of any complex skills.

What provisions will be made for learners who might struggle to access the Controlled Assessment activities such as learners with disabilities or learners who have specific learning needs?

WJEC will follow the guidance and rules on reasonable adjustments found in the Joint Council for Qualifications (JCQ) document: Access Arrangements and Reasonable Adjustments: General and Vocational Qualifications.

We believe that, as a consequence of the provision for reasonable adjustments, very few learners will have a complete barrier to any part of the assessment in WJEC Level 1/2 Vocational Award in Hospitality and Catering (Technical Award). We recognise, however, that Controlled Assessment activities can provide challenges for learners with particular disabilities. We will be pleased to respond to queries from centres on an individual basis should they seek advice on delivery or assessment of the qualification for a particular learner or group of learners, and to discuss what reasonable adjustments might be appropriate to remove or minimise the disadvantage experienced by a learner with disabilities studying the WJEC Level 1/2 Vocational Award in Hospitality and Catering (Technical Award).

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Glossary for Unit 2

Term	Definition
Accompaniments	Food items offered separately from the main dish: e.g., bread roll served with soup/shortbread biscuit served with dessert.
Au gratin	To sprinkle with cheese or breadcrumbs and brown.
Bain-marie	Consists of placing a bowl or container in or on a large, shallow pan of warm water, which surrounds the food with gentle heat. The food is cooked gently in this water bath either in an oven or on the hob. This is used to cook delicate dishes such as custards, sauces etc, without breaking or curdling them. It can also be used to keep cooked foods warm.
Baking blind	A process of baking pastry without the filling. Normally using baking beans or tin foil scrunch up on top of parchment paper. Blind baking is used when it will be filled with an unbaked filling or the filling needs less time than the pastry.
Bâton	A matchstick knife cut. The precise dimensions are a 1/4 inch by 1/4 inch and then roughly 2 – 2 ½ inches long.
Blanching or refreshing	The process of submerging vegetables and fruit – into boiling water briefly, then draining and refreshing them in cold water in order to stop the cooking process.
Brunoise	A French term and a culinary knife cut; the food (normally vegetables or fruit) is julienned and then turned a quarter and diced, producing cubes of about 3 millimetres or less on each side. In France, a 'brunoise' cut is smaller 1 - 2mm.
Chiffonade	Translated as "little ribbons" in French, it is a knife skill used on leafy vegetables and some herbs. Leaves are stacked and then tightly rolled, then sliced finely to create pretty strips.
Dehydrating	Reducing/removing moisture of food/drying/dried food to increase shelf-life and prevent waste. Can be created in an oven or using a food dehydrator.
Emulsifying	To combine two ingredients together which would not ordinally mix well. e.g., fat/oils mixed with water/vinegar/broth. Emulsifiers help with the suspension, some examples are egg yolk, butter, honey, lemon, cheese, tomato paste and garlic paste. Emulsifying examples: Béarnaise sauce, hollandaise sauce., mayonnaise, aioli, salad dressing etc.
En croute	In pastry.
Julienne	A technique used to prepare vegetables by cutting them into matchstick-shaped pieces 3mm thick or less.
Laminating	The process of folding butter into dough many times to create thin layers of butter sandwiched between the pastry. Each time the dough is folded this is called a 'turn'. The more the dough is turned the more layers the dough will have resulting in a flaky, airy layered finish.

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Mise en place	French word which means put in place; 'Setting up'. Meaning to have ingredients and equipment prepared in advance, e.g., ingredients weighed, peeled, sliced, grated etc. Equipment ready: saucepans, graters, sieve, cutlery etc.
Organoleptic	Taste, texture, aroma and appearance of the dish/ingredient.
Provision	Types of establishments or providers in Hospitality and catering.
Reduce/reduction	To concentrate a sauce/liquid by reducing/cooking down by boiling or simmering.
Roux	A thickening method using flour and fat.
Segmenting	Segmenting is used normally on zesty fruits such as oranges, grapefruit etc. The process removes the bitter pith, the membrane, and divides the fruit into segments. Fruit can be used for presentation or in another dish.
Sequencing/dove-tailing	Means to prepare and cook dishes together to make sure they can be served at the same time. This means working ahead on stages whilst waiting for one step to cook/bake. Example: whilst ice-cream is churning, prepare vegetables for the pie; whilst meat is cooking prepare the pastry for dessert.
Unmoulding	Remove from mould. There are a number of different techniques used to unmould foods; most are to use heat for a fraction of time to loosen the food in the mould.

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