

WJEC Entry Level/Level 1 Foundation Hospitality and Catering

Draft Specification

For teaching from September 2027
First award 2029

This is a DRAFT specification. Centres should therefore expect some changes in the final version published in September 2026.

Qualification Information

Qualification title	WJEC Entry Level/Level 1 Foundation Hospitality and Catering
Qualification objective	To introduce learners to vocational sectors through accessible, practical learning experiences that develop foundational skills, support personal development, and enable progression to further education and training.
WJEC Qualification Code	
QiW Number	
Age groups approved for	14-16, 16-19, 19+
First teaching	September 2027
First certification	Summer 2029

Version	Description	Date
Our specifications may change over time. WJEC will inform centres of any amendments and the most up to date version of the specification will always be on the website.		

This specification meets the requirements of the following regulatory documents published by Qualifications Wales:

- [Made for Wales WRFQ Qualification Approval Criteria](#) which set out requirements for any new WRFQ qualification Approved for first teaching from September 2027 and beyond.
- [Standard Conditions of Recognition](#) which contains the rules that all awarding bodies and their qualifications must meet when offering qualifications to learners in Wales.

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Empowering learners, supporting teachers

As Wales' largest awarding body, we have over 75 years of experience in delivering trusted, high-quality qualifications that support learners, educators, and employers across Wales.

We provide a wide range of bilingual qualifications that are accessible, engaging, and designed to meet the needs of today's learners.

Our qualifications are backed by expert subject teams, high quality resources, and responsive, specialist support. Our work is guided and shaped through close collaboration with schools, colleges, regional consortia, sector experts and Qualifications Wales.

As the only awarding body offering qualifications in every suite of the 14-16 National Qualifications offer, we are proud to play a key role in supporting the Welsh Government's ambition to make education in Wales a source of national pride, and we remain committed to helping every learner achieve their potential and progress with confidence.

A strong foundation for future success

Our Work-Related Foundation Qualifications (WRFQs) are designed to inspire and support learners, offering a two-year programme that is accessible, engaging, and rooted in real-world learning. With a strong emphasis on practical activities and hands-on experience, these qualifications help learners build confidence, develop essential skills, and enjoy meaningful success.

A key feature of our WRFQs is their unitised structure, that allows learners to complete some assessments in Year 10 and others in Year 11. This staged approach provides a manageable pace of learning, reduces assessment pressure, and supports steady, meaningful progression.

Our flexible approach to assessment empowers teachers to create meaningful, learner centred assessment activities while ensuring that all learners have fair and appropriate opportunities to demonstrate their achievements. The combination of clearly defined assessment criteria and adaptable task design promotes purposeful learning experiences that support progress, celebrate individual strengths, and reflect the diverse ways learners develop their knowledge and skills.

Our compensatory grading approach, acknowledges that learners may perform differently across the qualification. Our approach enables stronger performance in one area to counterbalance lower performance in another, contributing to a fairer and more supportive assessment experience.

With content that is relevant, motivating, and tailored to learners' needs, our WRFQs provide a solid foundation for post-16 study.

Whether learners continue in the subject or not, they will gain valuable knowledge, practical skills, and a sense of accomplishment that prepares them for life, learning, and work.

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Summary of assessment

Unit 1: Introduction to the Hospitality and Catering Industry, including Food Safety and Food Hygiene
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Centre marked non-examination assessment
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Portfolio of evidence – maximum assessment time of 9 hours Assessed in centre and moderated by WJEC
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Unit 2: Hospitality and Catering in Action

Centre marked non-examination assessment
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Portfolio of evidence – maximum assessment time of 21 hours Assessed in centre and moderated by WJEC

This is a unitised qualification.

This is a two-unit qualification.

Unit 1 is an introductory unit which underpins the qualification and should be taught first.

Unit 1 will be available from summer 2028, with Unit 2 available in summer 2029.

The first award of the qualification will be 2029.

1. Introduction

1.1. Purpose and aims

WJEC Work-Related Foundation Qualifications (WRFQs) are designed to meet the needs of learners aged 14 to 16, providing relevant and meaningful learning experiences that reflect their stage of development. The qualifications are firmly rooted in the context of Wales and the Welsh economy, ensuring that learners engage with content that is locally authentic and nationally significant.

WRFQs offer engaging and accessible content and assessment that supports the development of practical skills, knowledge, and understanding. By aligning with the Curriculum for Wales, these qualifications contribute to the realisation of its four purposes and principles of progression, helping learners become ambitious, capable, and ready to learn throughout life.

In addition, WRFQs support learners in developing an awareness of employment opportunities and pathways to post-16 study, including vocational courses that lead to occupational competence. This ensures that learners are well-prepared for their next steps in education or training.

The WRFQ in Hospitality and Catering supports learners to:

- develop practical awareness of basic food preparation, cooking methods, and simple presentation techniques through structured, hands-on learning
- apply basic knowledge of nutrition, food safety, and hygiene in real or simulated working environments
- understand simple principles of healthy eating and identify basic ways that dishes can be adapted to meet different dietary needs
- gain awareness of the hospitality and catering industry, including different types of settings, job roles, and appropriate professional behaviour
- build confidence in following simple recipes, choosing appropriate equipment, and using ingredients safely and effectively
- develop basic problem-solving skills through practical tasks such as selecting ingredients, organising simple tasks, and making choices for different customers
- work collaboratively in kitchen and service contexts, demonstrating teamwork, communication, and time management
- practise safe food handling, storage, preparation, cooking, and simple service techniques
- reflect on their own performance and identify personal strengths and areas for improvement
- prepare for further learning, future qualifications, or possibly entry into hospitality and catering roles.

1.2. Curriculum for Wales

This WRFQ Hospitality and Catering qualification is underpinned by the Curriculum for Wales framework and has been designed to ensure that learners can continue to make progress towards the four purposes whilst studying for this qualification. Central to this design are the [principles of progression](#)¹, along with the [statements of what matters](#)² in the Area of Learning and Experience for Health and Wellbeing.

In developing this qualification, we have considered where there are opportunities to embed the cross-curricular themes and where there are opportunities for integral skills and cross-curricular skills to be developed. Appendix A provides a simple mapping, and information to support teachers will be provided in the Guidance for Teaching.

We have also considered where the qualification can generate opportunities for integrating the learning experiences noted in Section 2.3; Guidance for Teaching will include further information on integrating these learning experiences into delivery.

The WRFQ Hospitality and Catering qualification supports the Curriculum for Wales by:

- supporting the Health and Wellbeing statements of what matters by giving learners the opportunity to:
 - promote physical health through applied knowledge of nutrition, healthy eating and practical cooking skills
 - support mental and emotional wellbeing by building teamwork, creativity and confidence in practical tasks
 - encourage responsible decision-making around customer needs
 - foster healthy relationships through cooperation, communication and customer service skills.
- supporting the Health and Wellbeing principles of progression by encouraging learners to:
 - deepen learning in nutrition, healthy eating and cooking
 - develop their independence in matters relating to food safety, hygiene, nutrition and good health: resulting in a growing responsibility for their own health and wellbeing
 - apply what they have learned about hospitality and catering into a practical context, developing conceptual knowledge
 - develop practical skills such as food preparation that also supports learners in their health and wellbeing
 - transfer learning to home, community and workplace settings to support lifelong wellbeing.

¹ [Health and Well-being: Principles of progression - Hwb](#)

² [Health and Well-being: Statements of what matters - Hwb](#)

1.3. Prior learning and progression

Although there is no formal requirement for prior learning, this qualification is primarily designed for learners aged 14 to 16, working at entry level of the Credit and Qualifications Framework for Wales (CQFW). It builds on basic skills and understanding developed through earlier learning experiences, typically from ages 3 to 14.

The qualification supports learners in developing essential knowledge, practical skills, and confidence, providing a solid foundation for future learning and everyday life. It also prepares learners for progression to further study, training, or employment. The inclusion of a Level 1 Pass recognises higher levels of achievement and provides a clear pathway to Level 1/Level 2 qualifications, including VCSE Hospitality and Catering, supporting continued progression and learner aspiration. In addition, the specification provides a coherent, satisfying and worthwhile course of study for learners who do not progress to further study in this subject.

1.4. Guided learning hours and Total Qualification Time

WRFQ Hospitality and Catering has been designed to be delivered within 120 guided learning hours (GLH). The qualification has been primarily designed as a 2-year programme for learners in years 10 and 11. Centres have flexibility in how they structure and deliver their courses within the total GLH for the qualification. The amount of content within each unit provides an indication of the GLH required for each unit.

	GLH
Unit 1	36 hours
Unit 2	84 hours
Totals	120 hours

Total qualification time (TQT) is the total amount of time, in hours, expected to be spent by a learner to achieve a qualification. It includes both the GLH, and additional time spent in preparation, study and some formative assessment activities.

As WRFQs are primarily designed for pre-16 entry-level learners, all learning and assessment within the qualification is intended to be guided. Accordingly, the total qualification time has been set at 120 hours.

1.5. Use of language

As our understanding of diversity, equity, and inclusion evolves, so must our language. Terminology will be updated as needed to ensure it reflects individual identities and fosters respect and accuracy. Language used will be specific as possible. Staying informed and adaptable is crucial, as inclusive language promotes dignity and equity. Recognising that language will continue to evolve, we will remain open to making further amendments where appropriate, to ensure it accurately represents and supports all individuals. We will inform centres of any amendments and the most up to date version of the specification will always be on the website.

1.6. Equality and fair access

This specification is designed to be accessible to all learners, regardless of gender, ethnicity, religion, culture, or any other protected characteristic as defined by the Equality Act 2010. These characteristics include age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. Inclusive design principles have been applied throughout the qualification, including the use of varied assessment formats, clear and unbiased language, and diverse examples that reflect the breadth and diversity of the Hospitality and Catering industry. Every effort has been made to avoid, where possible, features that could unjustifiably create barriers to access or achievement.

Access arrangements and reasonable adjustments are available for eligible learners to ensure they can participate fully in assessments and demonstrate their knowledge and skills. These adjustments do not alter the intended demand of the assessment but support fair access. Guidance on access arrangements and reasonable adjustments is provided in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments: General and Vocational Qualifications*, available at www.jcq.org.uk.

This qualification adheres to the principles outlined in the JCQ guidance. As a result of inclusive design and provision for reasonable adjustments, very few learners should encounter a complete barrier to any part of the assessment process.

2. Units

2.1. Unit format

GLH	Indicates the estimated number of hours a learner will spend under direct supervision or instruction to complete the unit. This includes classroom teaching, practical activities, and supervised study.
Overview of unit	Provides a concise summary of the unit's purpose, scope, and relevance. It outlines the key themes, skills, and knowledge areas covered, and how the unit supports progression in the vocational area.
Learning Outcomes	Lists the specific skills, knowledge, and understanding that learners are expected to demonstrate upon successful completion of the unit.
Summary of assessment	Summarises the assessment approach for the unit. This section also indicates the amount of time learners should spend completing assessments.
Resources required for assessment	Details the materials, equipment, and facilities needed to carry out the assessment effectively. This ensures consistency and fairness in delivery across centres.
Links to other WJEC units and qualifications	Identifies connections with other units or qualifications offered by WJEC, including progression routes and/or opportunities for integrated delivery.
Content	Outlines the knowledge, understanding, and skills that learners need to be taught to meet the assessment criteria.
Assessment criteria	Provides specific, observable, and measurable criteria that learners must meet to demonstrate achievement of the learning outcome. Four different bands of assessment criteria are provided, reflecting differing levels of learner ability.
Example Tasks	Provides a range of suitable tasks for each level of assessment criteria. These tasks are not mandatory. Teachers should ensure that assessment tasks and activities are suitable for the needs and abilities of each group of learners.
Opportunities for integrating learning experiences	Highlights learning experiences which may be generated by delivery of the unit. More information is provided in the Guidance for Teaching. Experiences will not be directly assessed.

2.2. Learning outcome stems

In WJEC WRFQ specifications, learning outcome stems are used to indicate the depth and type of learning expected.

'Learners will know' is used when learners are expected to recall simple facts or recognise key information.

'Learners will understand' is used when learners need to show they can make sense of basic concepts and apply them in familiar, supported situations.

'Learners will be able' is used when learners are expected to carry out straightforward practical tasks, follow instructions, or demonstrate basic techniques.

These stems ensure that outcomes are accessible, achievable, and appropriate for foundation learners developing confidence in vocational areas.

2.3. Content

Content is provided for each learning outcome, outlining the knowledge, understanding, and skills that learners need to be taught to meet the assessment criteria.

All content must be delivered unless otherwise indicated:

- the use of 'including' indicates that the specified content is mandatory and may be assessed. Centres may also choose to incorporate additional content or examples beyond those listed
- the use of 'for example' or 'such as' indicates that the specified content is provided for guidance only, and alternative examples may be used.

2.4. Assessment tasks

Example assessment tasks are provided at the end of each unit along with any specific resource requirements. These tasks are designed to balance manageability, learner engagement, reliability, and validity.

Centres may choose to use these tasks as provided, adapt them, or develop their own alternatives. Any centre-devised tasks must enable learners to meet all associated assessment criteria.

Unit 1 Introduction to the Hospitality and Catering Industry, including Food Safety and Food Hygiene

GLH	36 hours
Overview of unit	This unit provides learners with a foundational understanding of the hospitality and catering industry, exploring its purpose, structure, and the wide range of opportunities it offers. Learners will gain insight into how the industry operates, the variety of job roles available, and the diverse workplace environments and settings in which hospitality and catering professionals work. The unit also introduces essential principles of personal hygiene, food safety, and safe working practices in kitchen environments. Through practical activities, learners will develop good hygiene habits and begin building the safe, professional behaviours expected within the industry. By the end of the unit, learners will have a broad awareness of the industry, an understanding of entry level career pathways, and the foundational safety and hygiene skills needed to progress confidently into further learning or practical hospitality and catering settings. The unit will cover: • food safety basics • job opportunities • job roles • personal hygiene • practical hygiene • safe kitchen habits • settings • understanding the industry • workplace environments.
Learning Outcomes	By completing this unit, learners will: LO1.1 know the structure of the hospitality and catering industry LO1.2 understand safe working practices when using equipment in hospitality and catering settings LO1.3 understand personal and kitchen hygiene practices and food safety in hospitality and catering
Summary of assessment	Assessment for this unit will be carried out through teacher-set activities that enable learners to demonstrate what they have learned in practical and accessible ways. To achieve each learning outcome, learners must provide evidence that meets the assessment criteria. Example tasks are included after the unit. Centres must ensure that assessment activities do not exceed the maximum duration of 9 hours. For most learners, assessment will typically fall within the indicative range of 7–9 hours, though shorter durations may be used where

	appropriate, particularly for Entry Level learners. The range must not be treated as a minimum, and centres must avoid overassessment. Centres must record the approximate time each learner spends on assessment activities for moderation and quality assurance purposes.
Resources required for assessment	There are no specific requirements for assessment.
Links to other WJEC units and qualifications	Learners completing this unit may also be interested in: Skills for Life: • Food planning and preparation • Home management and maintenance • Healthy lifestyle Skills for work: • Customer service • Working in Wales

Content

Learning outcome The learner will:	Taught content
LO1.1 know the structure of the hospitality and catering industry.	Catering outlets such as: • cafe • coffee shop • fast food • restaurant • school canteen • takeaway • vending machine. Hospitality outlets such as: • activity centres (Urdd residential centres) • Airbnb • bed and breakfast • campsites • hostels • hotels • pods and cabins. Hospitality and catering outlets can be explored in the local area as well as national/international outlets. Operations of the hospitality and catering industry: • front of house: areas customers can visit; such as: • lounge, bar • reception area • restroom • serving area • waiting area • back of house: areas that customers do not see and is used for preparation; such as: • food service area • preparation and cooking area • staff area • storage area • wash and clean area. Understanding job roles and opportunities: • front of house job roles such as: • barista • bartender • busser/runner • cashier • glass collector • receptionist • server (waitstaff)

	• back of house job roles such as: • caretaker • chef • cleaner • housekeeping • kitchen assistant • kitchen porter • pot washer • room attendant.
LO1.2 understand safe working practices when using equipment in hospitality and catering settings.	Safe knife practices when preparing food, such as: • bridge technique • carrying a knife safely • claw technique • holding a knife correctly • keeping fingers away from blades • using a chopping board, correct one and safely • washing knives safely. Safe use of kitchen equipment, such as: • air fryers • grills • hobs • kettle • microwave • ovens • saucepan/frying pans • small electrical equipment • toaster. Examples of safe practice, such as: • following instructions, verbal or written • keeping cords/electric flexes/leads/plugs away from water • knowing how to wash up safely • knowing cleaning should be done safely • knowing equipment should be turned off before cleaning • knowing not to use equipment without permission • knowing parts of cooking equipment • knowing spills should be cleaned immediately • knowing that food should be checked while cooking • knowing that steam/fat/hot water can burn • knowing that timers help prevent burning and prevent food waste/spoilage/over/undercooking • lifting lids away from face • not overfilling pans • switching equipment off • taking care with hot trays and pans • taking care with oven doors • turning pan handles inward

	• using oven gloves. Safe preparation; Identify safe behaviours when working in a kitchen setting, such as: • cleaning up • keeping area clean and organised • no dangerous behaviour • no running • removing jewellery • reporting hazards if and when they occur • tying hair back • wearing an apron.
LO1.3 understand personal and kitchen hygiene practices and food safety in hospitality and catering.	Personal hygiene practices, such as: • avoiding touching face and hair during food preparation • wearing clean clothing and apron • covering cuts with a blue waterproof plaster • effective hand washing • hair tied back • know when to wash hands to prevent cross contamination • not coming to work when unwell. Types, causes and symptoms of food poisoning, such as: • Salmonella, E. coli, listeria and staphylococcus • where bacteria may be found (raw meat, poultry, unwashed hands, contaminated surfaces) • simple symptoms (vomiting, diarrhoea, stomach pain, fever). Preventing food contamination, such as: • cleaning and sanitising surfaces • cooking food thoroughly • keeping raw and cooked foods separate • not leaving food uncovered • using colour coded chopping boards • washing hands before and after handling food. Safe food storage, such as: • checking use-by dates • correct storage areas for chilled, frozen and dry foods • FIFO (first in, first out) • keeping food covered • storing raw meat at the bottom of the fridge.

Learning Outcome The learner will:	Assessment Criteria – the learner can:				Points awarded
LO1.1 know the structure of the hospitality and catering industry.	1.1.1 name one outlet within the hospitality and catering industry.	1.1.1 match outlets within the hospitality and catering industry.	1.1.1 give three examples of outlets within the hospitality and/or catering industry.	1.1.1 list four examples of different types of outlets within the hospitality and catering industry.	/4
	1.1.2 name one front of house or back of house area.	1.1.2 match different front of house and/or back of house areas.	1.1.2 give three examples of front of house and/or back of house areas.	1.1.2 list four examples of front of house and back of house areas.	/4
	1.1.3 name one front of house or back of house job role.	1.1.3 match different job roles front of house and/or back of house job roles.	1.1.3 give three examples of front of house and/or back of house job roles.	1.1.3 list four examples of front of house and back of house job roles.	/4
LO1.2 understand safe working practices when using equipment in hospitality and catering settings.	1.2.1 select one safe knife practice in a kitchen using a picture or verbal response.	1.2.1 complete a table showing safe knife practices in a kitchen.	1.2.1 describe two examples of safe knife practices.	1.2.1 explain four safe knife practices when preparing food.	/4
	1.2.2 select a safe use of kitchen equipment using a picture or verbal response.	1.2.2 complete a table showing safe practices when using common kitchen equipment.	1.2.2 describe two examples of safe practices when using common kitchen equipment.	1.2.2 explain four safe practices when using common kitchen equipment in a kitchen.	/4

	1.2.3 select a safe behaviour when working in a kitchen using a picture or verbal response.	1.2.3 complete a table showing safe behaviours when working in a kitchen.	1.2.3 describe two examples of safe behaviours when working in a kitchen.	1.2.3 explain four safe working behaviours in a hospitality and catering setting.	/4
LO1.3 understand personal and kitchen hygiene practices and food safety in hospitality and catering	1.3.1 select one type of food poisoning using a picture or verbal response.	1.3.1 outline types of food poisoning.	1.3.1 describe examples of types and causes of food poisoning.	1.3.1 explain types, causes and symptoms of common food poisoning.	/4
	1.3.2 select one way to prevent food contamination using a picture or verbal response.	1.3.2 outline one way to prevent food contamination.	1.3.2 describe two examples of ways to prevent food contamination in a kitchen.	1.3.2 explain four ways to prevent food contamination in a hospitality and catering setting.	/4
	1.3.3 select one safe food storage practice using a picture or verbal response.	1.3.3 outline one safe food storage practice.	1.3.3 describe two examples of safe food storage practices.	1.3.3 explain four safe food storage practices in a hospitality and catering setting.	/4
	Total number of points awarded				x/36

Examples of tasks

LO1.1

The following activities would be suitable for use with Entry Level 1 learners (with a high level of support):

- matching activity: learners match images of hospitality and catering outlets to their names
- sorting activity: learners place job roles into “front of house” or “back of house”
- tick activity: learners identify the correct workplace area from two options.

The following activities would be suitable for use with Entry Level 2 learners (with a moderate level of support):

- labelling task: learners label front of house and back of house areas on a simple diagram
- matching grid: learners match job roles to their responsibilities
- guided Q&A identifying where different tasks take place.

The following activities would be suitable for use with Entry Level 3 learners (with a minimal level of support):

- short written response identifying examples of hospitality and catering outlets
- scenario task: learners identify the correct job role from a short description
- workplace diagram activity: learners label and give examples of front of house and back of house areas.

The following activities would be suitable for use with Level 1 learners (no support):

- information poster: learners create a simple poster describing different types of outlets
- flowchart activity: learners create a simple chart showing workplace areas and associated job roles
- scenario response: learners identify the workplace area used for different hospitality and catering tasks.

LO1.2

The following activities would be suitable for use with Entry Level 1 learners (with a high level of support):

- tick the safe practice: learners choose the correct image showing safe knife handling
- choose the safe option: learners select the correct image showing safe equipment use
- tick activity: learners select correct kitchen behaviours from two options.

The following activities would be suitable for use with Entry Level 2 learners (with a moderate level of support):

- supported Q&A: learners state safe knife practices from a prepared list
- checklist task: learners complete a simple equipment safety checklist
- rule sheet: learners complete a simple kitchen safety rules worksheet.

The following activities would be suitable for use with Entry Level 3 learners (with a minimal level of support):

- scenario cards: learners read short scenarios and identify unsafe knife practices
- hazard spotting worksheet: learners identify unsafe equipment use in images
- scenario response: learners give examples of safe behaviour in a shared kitchen.

The following activities would be suitable for use with Level 1 learners (no support):

- safety checklist: learners produce a checklist of safe knife practices before practical work
- safety guide: learners create a simple guide outlining safe use of common kitchen equipment
- scenario task: learners identify hazards and suggest safe actions in a written scenario.

LO1.3

The following activities would be suitable for use with Entry Level 1 learners (with a high level of support):

- picture match: learners match good and poor personal hygiene practices
- sequencing task: learners place hand washing steps in the correct order
- picture sorting: learners place foods in the correct fridge position on a simple diagram.

The following activities would be suitable for use with Entry Level 2 learners (with a moderate level of support):

- symptom recognition: learners identify simple symptoms from a prepared list
- category sorting grid: learners sort practices into “prevents contamination” or “does not prevent contamination”
- guided task identifying covered and uncovered food.

The following activities would be suitable for use with Entry Level 3 learners (with a minimal level of support):

- fill-in-the-blanks activity: learners complete statements about causes of food poisoning
- hazard spotting worksheet: learners identify cross-contamination risks in images
- scenario analysis: learners identify contamination risks and how they can be prevented.

The following activities would be suitable for use with Level 1 learners (no support):

- information poster: learners create a simple poster describing common food poisoning and how it is caused
- short written task: learners list ways to prevent food contamination in a hospitality and catering setting
- storage guide: learners create a simple guide for safe food storage in a hospitality and catering setting.

Opportunities for integration of learning experiences relating to the world of work

This unit generates opportunities for the following learning experiences to be developed (experiences will not be directly assessed):

- explore the various career opportunities within the hospitality and catering industry
- interact with guest speakers from the hospitality and catering industry to gain first-hand insight into real-world practices and expectations
- learn about different career pathways, training routes, and qualifications directly from employers and training providers
- gain inspiration and motivation from hearing personal career journeys and success stories.

The Guidance for Teaching will include further information on the opportunities provided by the qualification for teachers/centres to integrate these learning experiences and skills into delivery.

Opportunities to develop cross-cutting themes, cross-curricular skills and integral skills are signposted in Appendix A. Further information is provided in the Guidance for Teaching.

Unit 2 Hospitality and Catering in Action

GLH	84 hours
Overview of unit	This unit provides learners with the opportunity to apply their foundational hospitality and catering knowledge in practical, hands-on contexts. Learners will develop simple food preparation and cooking skills through activities such as making sandwiches, pastries, snacks and simple meals, and a range of drinks suitable for school settings. They will also gain experience in serving food and beverages, learning how to present and deliver items safely, hygienically, and with attention to customer needs. A key focus of the unit is building effective communication and customer service skills. Through simulated service activities, learners will practise interacting with “customers” or “diners”, responding appropriately, working collaboratively, and demonstrating professional behaviour in a controlled environment. Self-reflection is embedded throughout, allowing learners to evaluate their performance, identify strengths, and consider areas for improvement. This unit is delivered through non-examination assessment, enabling learners to show foundational practical skills through practical demonstration and scenario-based tasks.
Learning Outcomes	By completing this unit, learners will: LO2.1 know the food groups and nutrients needed for a healthy diet LO2.2 know what utensils and equipment are used in preparation and cooking LO2.3 be able to use preparation skills safely LO2.4 be able to use cooking methods safely LO2.5 be able to present food outcomes LO2.6 be able to demonstrate effective communication and customer service LO2.7 understand how to reflect on own performance
Summary of assessment	Assessment for this unit will be carried out through teacher-set activities that enable learners to demonstrate what they have learned in practical and accessible ways. To achieve each learning outcome, learners must provide evidence that meets the assessment criteria. Example tasks are included after the unit. Centres must ensure that assessment activities do not exceed the maximum duration of 21 hours. For most learners, assessment will typically fall within the indicative range of 19–21 hours, though shorter durations may be used where appropriate, particularly for Entry Level learners. The range must not be treated as a minimum, and centres must avoid overassessment. Centres must record the approximate time each learner spends on assessment activities for moderation and quality assurance purposes.

Resources required for assessment	For this unit, learners must have access to: • a suitably equipped kitchen environment that allows learners to carry out practical tasks • a selection of common kitchen equipment • a range of utensils • sufficient chilled and frozen storage • sufficient number of sinks to promote good hygiene practice and to support safe working conditions during practical sessions • IT, including devices or systems for learners to document, store, and present their work digitally • a method of capturing visual evidence, such as a camera or mobile device, to document practical outcomes for assessment purposes.
Links to other WJEC units and qualifications	Learners completing this unit may also be interested in: Skills for Life: • Food planning and preparation • Home management and maintenance • Healthy lifestyle Skills for work: • Customer service • Working in Wales

Content

Learning outcome The learner will:	Taught content
LO2.1 know the food groups and nutrients needed for a healthy diet	The sections of the Eatwell guide, including: • dairy and alternatives • food and drink high in fats and sugar • fruits and vegetables • oils and spreads • protein foods • starchy foods. Nutrients and their functions including main food sources, such as: • calcium: milk, yogurt, cheese, cream, ice cream, soy milk, oat milk • carbohydrate: bread, rice, pasta, cereals, potatoes • fat: butter, margarine, oil, ghee, chocolate, fast food, crisps • protein: meat, poultry, fish, dairy, beans, cheese, eggs, alternative proteins • vitamin C: oranges, lemons, limes, tomatoes, peppers. The importance of water and fibre to help maintain healthy body functions, including: • hydration: 6-8 glasses per day which may come from water, milk, tea, coffee, sugar-free drinks to aid brain/cognitive function • digestion/preventing constipation by including fibre such as wholegrains, fruit, vegetables, pulses and beans.
LO2.2 know what utensils and equipment are used in preparation and cooking	The use of kitchen utensils, such as: • colour-coded chopping boards, knives, kitchen scissors • graters, tin openers, colanders • mixing bowls, measuring jugs, weighing scales, measuring spoons • saucepans, frying pans, woks, baking trays, cake tins • wooden spoons, spatulas, slotted spoons, ladles, whisks, piping bags and nozzles, shaped cutters, rolling pin. The use of small equipment, such as: • blender, electric whisk, hand blender, food processor • microwave, deep fat fryer, air fryer, kettle, toaster, toastie/panini grill

	• steamer, rice cooker, ice-cream maker. The use of large equipment, such as: • cooker: hob, oven, grill • dishwasher • refrigerator, freezer, blast chiller.
LO2.3 be able to use preparation skills safely	Knife skills using the bridge and claw methods, such as: • batoning • chopping • dicing • mincing • peeling • slicing • trimming. The use of utensils and small equipment to demonstrate skills, such as: • air frying • blending • grating • microwaving • piping • rolling • shaping • whisking. Accuracy in weighing and measuring, such as: • weighing dry ingredients • measuring liquids.
LO2.4 be able to use cooking methods safely	The use of cooking utensils and equipment to produce food outcomes, such as: • bread rolls, flat bread, pizza, savoury scones, pasties, sausage rolls • simple cakes, fruit crumbles, fruit tarts, Welsh cakes, biscuits, fruit scones, fruit salad, flapjacks, brownies • macaroni cheese, spaghetti Bolognese, pasta bake, pasta salad • chilli con carne, fried rice, stir fry, curry, soup, cawl, stews, fish cakes, shepherd's pie, fish pie, Glamorgan sausage. Centres can select dishes that link to their own region and the Welsh economy, while also recognising that the industry operates within national and international contexts.

	Safe and hygienic cleaning of utensils, equipment and work areas, such as: • clean work area before and after food preparation and cooking • clean and dry utensils and equipment after food preparation and cooking • waste management procedures including food waste and recyclables.
LO2.5 be able to present food outcomes	Presenting food outcomes to meet the needs of different customers/styles of service, such as: • accompaniments, for example, salad, dips, bread products • contrasting colours to enhance the appearance of the food outcome • decoration, for example, fresh fruit, coulis, meringue, chocolate and sugar work • garnish, for example, fresh herbs, lemon wedges, sauces/gravies, vegetables • height to enhance the appearance of the food outcome • plates/serving dishes • portion control.
LO2.6 be able to demonstrate effective communication and customer service	The stages of serving, such as: • clearing • greeting • monitoring customer satisfaction • seating • serving • taking orders. The principles of customer service, such as: • customer requirements, for example, special dietary needs • customer satisfaction, for example, polite and efficient service and positive body language • dealing with complaints, including listening to the complaint, apologising, offering a solution, thanking the customer • personal appearance, including good personal hygiene, neat appearance, clean uniform. The importance of communication in the hospitality and catering industry, such as: • listening skills: for example, paying full attention, repeating for clarity • non-verbal: for example, smiling, eye contact • teamwork: for example, sharing information about special requests, support during busy times

	• verbal: for example, polite language, clear and confident speaking.
LO2.7 understand how to reflect on own performance	Review positive aspects of own performance, such as: • cooking skills • customer service skills • food outcomes, for example, organoleptic properties: taste, texture, aroma, appearance • preparation skills • presentation skills. Make suggestions for improvements, such as: • cooking skills • customer service skills • food outcomes. for example, organoleptic properties: taste, texture, aroma, appearance • preparation skills • presentation skills.

Learning Outcome The learner will:	Assessment Criteria – the learner can:				Points awarded
	Entry 1 with a high level of support: (1 point)	Entry 2 with a moderate level of support: (2 points)	Entry 3 with a minimal level of support: (3 points)	Level 1 with no support: (4 points)	
LO2.1 know the food groups and nutrients needed for a healthy diet.	2.1.1 label one section of The Eatwell Guide.	2.1.1 label three sections of the Eatwell guide.	2.1.1 label all sections of The Eatwell Guide.	2.1.1 identify all sections of The Eatwell Guide and provide an example of one food for each section.	/4
	2.1.2 name the main nutrient in one type of food.	2.1.2 name main nutrients in any three foods.	2.1.2 give an example of one food from each nutrient group.	2.1.2 identify three foods from each nutrient group.	/4
	2.1.3 name one function of water and/or fibre.	2.1.3 name two functions of water and/or fibre.	2.1.3 name two functions of water and fibre.	2.1.3 identify three functions of water and fibre.	/4
LO2.2 know what utensils and equipment are used in preparation and cooking.	2.2.1 name three kitchen utensils.	2.2.1 label three kitchen utensils.	2.2.1 identify and label three kitchen utensils.	2.2.1 identify, label and state the use of three kitchen utensils.	/4
	2.2.2 name three pieces of small equipment.	2.2.2 label three pieces of small equipment.	2.2.2 identify and label three pieces of small equipment.	2.2.2 identify, label and state the use of three pieces of small equipment.	/4
	2.2.3 name the parts of the cooker.	2.2.3 label the parts of the cooker.	2.2.3 identify and label the parts of the cooker and state one food outcome for each part.	2.2.3 identify and label the parts of the cooker and identify. three food outcomes for each part.	/4

LO2.3 be able to use preparation skills safely.	2.3.1 demonstrate one knife skill.	2.3.1 demonstrate two knife skills.	2.3.1 demonstrate three knife skills.	2.3.1 demonstrate three knife skills accurately.	/4
	2.3.2 demonstrate the safe use of one utensil or one piece of small equipment.	2.3.2 demonstrate the safe use of one utensil and one piece of small equipment.	2.3.2 demonstrate the safe use of two utensils and one small piece of equipment.	2.3.2 demonstrate the safe and accurate use of two utensils and one piece of small equipment.	/4
	2.3.3 demonstrate weighing of dry ingredients or measuring of liquids.	2.3.3 demonstrate weighing of dry ingredients and measuring of liquids using appropriate equipment.	2.3.3 demonstrate accurate weighing of dry ingredients and accurate measuring of liquids using appropriate equipment.	2.3.3 demonstrate accurate weighing of dry ingredients and accurate measuring of liquids using appropriate equipment and standard techniques.	/4
LO2.4 be able to use cooking methods safely.	2.4.1 produce one food outcome.	2.4.1 produce two food outcomes.	2.4.1 produce three food outcomes.	2.4.1 produce at least three food outcomes using different cooking methods.	/4
	2.4.2 demonstrate safe and hygienic cleaning of utensils, equipment and work areas.	2.4.2 demonstrate safe and hygienic cleaning of utensils, equipment and work areas before and after cooking.	2.4.2 demonstrate safe and hygienic cleaning of utensils, equipment and work areas, including correct disposal of food waste and recyclables.	2.4.2 demonstrate safe and hygienic cleaning of utensils, equipment and work areas, including drying, correct storage and appropriate waste management.	/4
LO2.5 be able to present food outcomes.	2.5.1 present a food outcome.	2.5.1 present food outcomes using appropriate portion control.	2.5.1 present food outcomes using portion control and suitable serving dishes.	2.5.1 present food outcomes using portion control, suitable serving dishes, garnish and/or accompaniments to meet customer needs.	/4

LO2.6 be able to demonstrate effective communication and customer service.	2.6.1 demonstrate one stage of serving.	2.6.1 demonstrate one stage of serving effectively.	2.6.1 demonstrate two effective stages of serving.	2.6.1 demonstrate effective stages of serving throughout the customer interaction.	/4
	2.6.2 demonstrate basic customer service.	2.6.2 demonstrate appropriate customer service.	2.6.2 demonstrate effective customer service, responding appropriately.	2.6.2 demonstrate effective and appropriate customer service, including responding to customer needs.	/4
	2.6.3 demonstrate simple communication.	2.6.3 demonstrate appropriate communication.	2.6.3 demonstrate effective communication, responding clearly.	2.6.3 demonstrate effective and appropriate communication using verbal, non-verbal and listening skills.	/4
LO2.7 understand how to reflect on own performance.	2.7.1 choose one positive aspect of own performance.	2.7.1 outline two positive aspects of own performance.	2.7.1 describe one positive aspect of own performance.	2.7.1 explain two positive aspects of own performance.	/4
	2.7.2 suggest one improvement to own performance.	2.7.2 suggest two improvements to own performance.	2.7.2 suggest and explain one improvement to own performance.	2.7.2 suggest and explain two improvements of own performance.	/4
Total number of points awarded					x/68

Examples of tasks

LO2.1

The following activities would be suitable for use with Entry Level 1 learners (with a high level of support):

- matching activity: learners match one Eatwell Guide section to an image of food
- name task: learners name the main nutrient in one familiar food
- picture match: learners match water to a body function.

The following activities would be suitable for use with Entry Level 2 learners (with a moderate level of support):

- sorting activity: learners place foods into the correct sections
- matching grid: learners match three foods to their main nutrients
- sorting activity: “helps the body/does not help the body”.

The following activities would be suitable for use with Entry Level 3 learners (with a minimal level of support):

- food example task: learners give one food for each section
- card sort: learners match nutrient to food source
- fill-in-the-blanks activity for hydration guidance.

The following activities would be suitable for use with Level 1 learners (no support):

- scenario task: learners select suitable foods for a balanced meal
- table completion: learners identify three foods for each nutrient group
- information leaflet: learners identify three functions and recommended intake.

LO2.2

The following activities would be suitable for use with Entry Level 1 learners (with a high level of support):

- supported practical: learners carry out one preparation skill with demonstration
- picture match: learners match equipment to its use
- symbol recognition: learners identify hot and sharp hazard symbols.

The following activities would be suitable for use with Entry Level 2 learners (with a moderate level of support):

- guided practical: learners carry out a basic preparation skill following a checklist
- guided practical: learners carry out one cooking method safely
- guided practical using equipment with a checklist.

The following activities would be suitable for use with Entry Level 3 learners (with a minimal level of support):

- practical task: learners independently carry out a range of basic preparation skills
- practical task: learners independently cook a dish using a given method
- hazard spotting worksheet identifying unsafe use of equipment.

The following activities would be suitable for use with Level 1 learners (no support):

- practical assessment: learners prepare ingredients for a dish using appropriate skills
- planning task: learners select suitable preparation methods for a recipe
- time management task sequencing preparation steps for efficiency.

LO2.3

The following activities would be suitable for use with Entry Level 1 learners (with a high level of support):

- supported practical: learner performs one knife skill (for example, slicing a soft fruit) using hand-over-hand guidance
- supported weighing: learner weighs one dry ingredient with a visual prompt
- supported measuring: learner measures a liquid into a jug guided by the tutor.

The following activities would be suitable for use with Entry Level 2 learners (with a moderate level of support):

- guided practical: learner carries out two knife skills (for example, peeling + chopping)
- guided practical: safely use one utensil (peeler) + one small equipment (hand whisk)
- guided practical: weigh dry ingredients and measure liquids for a simple recipe.

The following activities would be suitable for use with Entry Level 3 learners (with a minimal level of support):

- independent practical: learner demonstrates three accurate knife skills (for example, slicing, dicing, batoning)
- independent practical: safely use two utensils (peeler + rolling pin) and one small equipment (stick blender)
- independent weighing and measuring: accurate weighing of flour + accurate measuring of milk.

The following activities would be suitable for use with Level 1 learners (no support):

- practical assessment: demonstrate accurate slicing, chopping, and dicing using correct bridge/claw techniques
- practical assessment: safely and accurately use:
 - grater
 - peeler
 - whisk/blender
- accurate weighing & measuring assessment:
 - zeroing scales
 - eye-level liquid measurement
 - using standard units.

LO2.4

The following activities would be suitable for use with Entry Level 1 learners (with a high level of support):

- supported practical: learners demonstrate correct hand washing using a visual guide
- supported practical placing food in the correct storage area
- supported practical producing a simple food item following step-by-step instructions.

The following activities would be suitable for use with Entry Level 2 learners (with a moderate level of support):

- guided practical demonstrating correct use of apron and hair covering
- guided practical preparing and cooking a simple dish
- guided practical using equipment safely.

The following activities would be suitable for use with Entry Level 3 learners (with a minimal level of support):

- practical task independently cleaning and clearing a work area
- practical task independently producing a complete dish
- practical task demonstrating safe working throughout food preparation.

The following activities would be suitable for use with Level 1 learners (no support):

- practical assessment demonstrating effective personal hygiene throughout a cooking session
- practical assessment producing a complete food outcome to meet a brief
- practical assessment consistently working safely and hygienically.

LO2.5

The following activities would be suitable for use with Entry Level 1 learners (with a high level of support):

- picture match: learners match a finished dish to the correct plate or serving dish
- supported practical adding a simple garnish
- tick activity identifying an attractive presentation.

The following activities would be suitable for use with Entry Level 2 learners (with a moderate level of support):

- guided practical presenting a dish using a checklist
- sorting activity choosing suitable accompaniments
- paired activity comparing two presentations and selecting the best.

The following activities would be suitable for use with Entry Level 3 learners (with a minimal level of support):

- practical task independently presenting a dish for a given customer
- short written response identifying why the presentation is suitable
- photographic evidence of plated food.

The following activities would be suitable for use with Level 1 learners (no support):

- practical assessment presenting a food outcome to meet a specific service style
- planning task selecting garnish and accompaniments for a dish
- evaluating the visual appeal of the finished outcome.

LO2.6

The following activities would be suitable for use with Entry Level 1 learners (with a high level of support):

- role-play greeting a customer using prompt cards
- demonstrating polite behaviour during a supported service activity
- using simple verbal communication during a supported service activity

The following activities would be suitable for use with Entry Level 2 learners (with a moderate level of support):

- practical activity independently carrying out one stage of service
- guided practical providing appropriate customer service
- practical activity using appropriate communication when serving.

The following activities would be suitable for use with Entry Level 3 learners (with a minimal level of support):

- practical task independently presenting a dish for a given customer
- using effective communication during a practical service activity
- listening and responding to a customer request.

The following activities would be suitable for use with Level 1 learners (no support):

- carrying out effective stages of service during a live service activity
- using effective communication and teamwork in a realistic service situation
- relaying special requests during a live service.

LO2.7

The following activities would be suitable for use with Entry Level 1 learners (with a high level of support):

- selecting pictures or symbols to show what went well
- choosing one improvement from a list of options
- using a picture prompt to select an improvement.

The following activities would be suitable for use with Entry Level 2 learners (with a moderate level of support):

- completing a simple checklist identifying what went well
- matching activity linking outcomes to positive performance
- stating one way to improve next time using a writing frame
- completing a simple improvement target sheet.

The following activities would be suitable for use with Entry Level 3 learners (with a minimal level of support):

- giving a short verbal review of practical performance
- completing a structured evaluation identifying improvements
- setting a simple target for the next practical session.

The following activities would be suitable for use with Level 1 learners (no support):

- explaining what went well in relation to the final food outcome
- explaining realistic improvements for future performance
- reviewing feedback and setting targets for the next practical session.

Opportunities for integration of learning experiences relating to the world of work

This unit generates opportunities for the following learning experiences to be developed (experiences will not be directly assessed):

- explore the various career opportunities within the hospitality and catering industry
- interact with guest speakers from the hospitality and catering industry to gain first-hand insight into real-world practices and expectations
- learn about different career pathways, training routes, and qualifications directly from employers and training providers
- gain inspiration and motivation from hearing personal career journeys and success stories.

The Guidance for Teaching will include further information on the opportunities provided by the qualification for teachers/centres to integrate these learning experiences and skills into delivery.

Opportunities to develop cross-cutting themes, cross-curricular skills and integral skills are signposted in Appendix A. Further information is provided in the Guidance for Teaching.

3. Assessment

This qualification is assessed through a portfolio of evidence that is internally assessed and externally quality assured through a process of external moderation. Information on the moderation process can be found in the document [Internal Assessment: A guide for centres](#), which can be accessed from the administration section of the WJEC website.

Assessment should only be undertaken once the relevant teaching and learning has been completed. Centres must ensure that learners are not assessed continuously or prematurely.

3.1. Assessment tasks

Teachers have the flexibility to design assessment tasks and activities that best meet the needs of their learners. This approach enables assessments to be tailored to the interests, abilities, and context of each learner group. It also allows teachers to be creative and to offer learners a range of opportunities to demonstrate their knowledge, skills and understanding.

Assessment tasks must enable learners to meet each assessment criterion for the unit at the level appropriate to their performance. Each assessment criterion is structured across four levels, from Entry 1 to Level 1, and a learner's achievement may vary across different tasks within the same unit. This approach recognises progress at every stage and values individual achievement, skills development and growth.

To support centres in designing suitable assessments, example tasks are provided after each unit within this specification. Although these examples are presented for each individual learning outcome, teachers may devise tasks that span multiple learning outcomes, provided they enable learners to demonstrate achievement of all relevant assessment criteria at the level appropriate to their performance.

3.2. Assessment duration

Centres must ensure that assessment activities do not exceed the maximum duration stated in the unit summary for each unit. This is intended to support comparability across centres while allowing for reasonable adjustments based on learner needs and the nature of centre devised tasks.

For most learners, assessment activities should typically fall within the indicative time for each unit, though shorter durations may be used where appropriate, particularly for Entry Level learners. The range must not be treated as a minimum, and centres must avoid overassessment.

Centres must record the approximate time spent on assessment activities for each learner and each unit. These records must be retained for moderation and quality assurance purposes.

3.3. Evidence requirements

Learners may demonstrate that they have met the assessment criteria through a range of evidence types, including:

- teacher observation – direct observation of the learner carrying out a task or activity
- assignments or written tasks – structured written responses to set tasks, appropriate to the learner's level
- creative outputs – artwork, models, digital media, or other creative products that demonstrate applied skills
- group work evidence – contributions to group tasks, supported by observation notes or learner reflections
- learner statement – a written or recorded account by the learner reflecting on what they did and what they learned
- peer or self-assessment – structured opportunities for learners to evaluate their own or others' work (with guidance)
- photographic evidence – images showing the learner's work or participation in an activity, with context provided
- practical workbooks or logbooks – records of activities completed over time, including reflections and feedback
- project work – extended tasks or investigations that demonstrate planning, execution and review
- simulated activities – tasks carried out in a controlled environment that replicate real-world scenarios
- teacher/assessor questioning – responses to structured questions, either written or oral, to confirm understanding
- video/audio recordings – recordings of the learner performing a task, giving a presentation, or participating in a discussion
- witness testimonies – statements from teachers, support staff, or others who have observed the learner's performance.

Learner evidence for each unit should be compiled into a portfolio for both internal assessment and external moderation. The term 'portfolio' refers to a structured collection of evidence.

The portfolio must be accompanied by a completed Learner Assessment Record, which can be accessed from the qualification page of the WJEC website (link to be added when page is available). This Learner Assessment Record must be used to record:

- the assessment activities learners have completed (what they have done)
- where the evidence is located
- teacher comments
- the level of support and guidance that learners have received
- the approximate amount of time the learner has spent on assessment
- which assessment criteria the learner has met
- the grade awarded and the overall total number of assessment criteria achieved at or above the grade awarded.

All evidence must be submitted digitally. Where learners produce paper-based work or physical evidence, these should be scanned, photographed or filmed so that a clear digital version can be submitted. Information on the submission process can be found in the document [e-submission: IAMIS \(Internal Assessment Mark Input System\) Upload – Subject Guidance](#), which can be accessed from the administration section of the WJEC website.

3.4 Support and guidance

Teachers should support learners as they build their portfolio. Support should reflect the level the learner is working at.

- Entry 1 learners will require a high level of support, including verbal, visual and practical assistance, use of symbols, or assistive technology. Tasks and evidence collection should be highly structured to enable meaningful participation and achievement through supported engagement.
- Entry 2 learners should demonstrate emerging independence but may require prompts, guided questioning or scaffolded templates to plan, organise and reflect on their work.
- Entry 3 learners are expected to work with minimal support, requiring only occasional guidance to confirm understanding or review progress.
- Level 1 learners should work independently while still receiving the support they need to succeed. Teachers and tutors can provide advice on planning and structuring their answers, as well as sourcing information and presenting evidence, where appropriate. Support can also include clarifying instructions, prompting reflection or helping learners to identify next steps, without completing the work on the learner's behalf.

This graduated model of support ensures that learners develop independence, confidence, and skills as they progress through the levels.

3.5 Supervision and authentication

Learners must be supervised by a teacher while completing assessment activities. Both learners and teachers must sign declarations confirming the authenticity of submitted work.

Collaboration: group work is permitted only where specified. Individual contributions must be clearly identifiable and assessed independently to ensure fairness. Learners must provide individual responses, and evidence must be attributable to each learner. Authentication sheets must be signed by both the teacher and the learner.

3.6 Marking (assessment judgements)

To ensure consistency and reliability in assessment, all marking must be carried out by a designated teacher or assessor with appropriate subject expertise.

Teachers and assessors must ensure that:

- judgements are made solely against the assessment criteria, not based on overall impressions or learner effort
- written evidence is clearly annotated to show how it meets specific criteria
- performance evidence (for example, presentations or practical demonstrations) is documented using observation records that include both descriptive and summative comments, clearly indicating which criteria have been met and at what level
- all evidence is authentic, clearly annotated, and accurately recorded, with sufficient detail to support assessment decisions
- where used, observation records must contain enough detail to justify the grade awarded.

Each learning outcome is supported by four distinct performance bands of assessment criteria, designed to reflect a broad spectrum of learner abilities. It is recognised that a learner's performance may vary across different learning outcomes within the same unit.

The overall unit grade achieved by the learner is determined through the grading rules outlined in Section 4.3 Grading.

Evidence submitted by candidates must align with the expectations set out in the assessment criteria.

Where performance is observed by someone other than the teacher, a witness statement must be completed. The teacher is responsible for authenticating the statement through scrutiny of supporting evidence and/or questioning the learner or witness. Authenticated witness statements may contribute to the overall assessment evidence, and documentation of authentication must be included.

A standardised pro forma is provided for both observation and witness records. Learners should be provided with a copy of the pro forma in advance to support transparency and consistency.

3.7 Resubmitting evidence prior to moderation

Teachers may allow a learner one opportunity to improve their evidence and resubmit it for reassessment before the final decision is submitted for moderation. This process is referred to as resubmission.

Learners may resubmit to:

- address omissions or incomplete evidence for the current level.
- attempt to achieve additional or higher-level assessment criteria (for example, progressing from Entry 2 to Entry 3 or Level 1).

Internal assessment must be scheduled to allow sufficient time for resubmission, where needed, prior to external moderation.

Any feedback provided to learners must:

- be factual, based on what has been observed in their work
- indicate which assessment criteria have not been met and/or confirm the level currently achieved
- avoid giving explicit instructions on how to meet higher-level criteria
- be documented and made available for external moderation if requested.

Teachers must not:

- permit multiple resubmissions based on minor changes following feedback
- allow learners to add, amend, or remove any work after a resubmission has been assessed.

Learners are not required to produce an entirely new set of evidence. They should focus only on the areas where they aim to improve or progress.

The time allowed for resubmission should not exceed the total time provided for the initial generation of evidence.

Centres should maintain internal records of resubmissions to provide a clear audit trail, including the learner's original level and any resubmission. Only the final evidence and assessment decisions need to be submitted for external moderation.

Once assessment decisions have been submitted for moderation, no further amendments can be made to the evidence. Learners have one opportunity to resit assessment in a future assessment series (see section 4.4).

3.8 Malpractice

Before the course starts, the teacher is responsible for informing candidates of WJEC's regulations concerning malpractice. Candidates must not take part in any unfair practice in the preparation of work for their WRFQ.

Information regarding malpractice is available in our [Guide to preventing, reporting and investigating malpractice](#).

All cases of suspected or actual malpractice must be reported immediately to WJEC (malpractice@wjec.co.uk). If candidates commit malpractice, they may be penalised or disqualified from the examinations.

In all cases of malpractice, centres are advised to consult the JCQ booklet [Suspected Malpractice: Policies and Procedures](#).

4 Technical information

4.1 Unit entry

This is a unitised qualification. Learners are entered for each unit separately.

Assessment opportunities will be available in summer each year, until the end of the life of the qualification.

External moderation of Unit 1 will be available for the first time in summer 2028, and every summer series thereafter.

External moderation of Unit 2 will be available for the first time in summer 2029, and every summer series thereafter.

Entry for individual units must be made by submitting the relevant unit shown below.

Unit		Entry Codes	
		English medium	Welsh medium
Unit 1	Introduction to the Hospitality and Catering Industry, including Food Safety and Food Hygiene.		
Unit 2	Hospitality and Catering in Action		

If a candidate has been entered for but is absent for a unit, the absence does not count as an attempt.

4.2 Qualification entry

The qualification will be awarded for the first time in summer 2029.

Candidates 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.

	English medium	Welsh medium
Cash-in code		

The current edition of our Entry Procedures and Coding Information gives up-to-date entry procedures.

4.3 Grading and reporting

WRFQs will be awarded on a four-point scale Entry 1 to Level 1, where Level 1 is the highest grade.

Unit grades

Learners will be awarded a summative grade for each unit determined by the total points the learner has achieved within that unit.

Each Entry 1 criteria is allocated **1** point, each Entry 2 criteria is allocated **2** points, each Entry 3 criteria is allocated **3** points and each Level 1 criteria is allocated **4** points.

To obtain Entry 1, the candidate must achieve 20% of the available points for the unit.

To obtain Entry 2, the candidate must achieve 40% of the available points for the unit.

To obtain Entry 3, the candidate must achieve 60% of the available points for the unit.

To obtain Level 1, the candidate must achieve 80% of the available points for the unit.

The table below shows the minimum number of points a learner must achieve to be awarded each unit grade.

	Max Points	E1	E2	E3	L1
Unit 1	36	7	14	22	29
Unit 2	68	14	27	41	54

Candidates who do not achieve the minimum number of assessment criteria to be awarded Entry 1 will have their unit achievement reported as unclassified (u).

Qualification grade

The qualification grade will be based upon the overall points the learner achieves across both units.

To obtain Entry 1, the candidate must achieve 20% of the total available points.

To obtain Entry 2, the candidate must achieve 40% of the total available points.

To obtain Entry 3, the candidate must achieve 60% of the total available points

To obtain Level 1, the candidate must achieve 80% of the total available points.

The table below shows the minimum number of points a learner must achieve to be awarded each qualification grade.

	Max Points	E1	E2	E3	L1
Qualification	104	21	42	62	83

Candidates who do not achieve the points required to achieve an Entry 1 Pass will have their achievement reported as unclassified (U) and will not receive a certificate.

4.4 Resitting assessments after external moderation

Learners may resit each unit once (two attempts in total). The highest grade achieved across the two attempts will be used in determining the final outcome for the qualification.

When resitting:

- learners may resubmit previously submitted work. Learners and teachers must ensure that new and/or amended evidence is clearly identifiable
- if a learner was entered for an assessment but recorded as absent, the absence does not count as an attempt
- if a learner submitted evidence but did not meet any assessment criteria, this will count as an attempt
- where the qualification includes multiple units, evidence and decisions from other units will be carried forward, provided the learner has not exceeded the maximum number of attempts for any unit
- if a learner exceeds the permitted number of attempts for any unit, they will be required to retake the qualification in full.

4.5 Retaking the qualification

If a candidate enters a unit for a third time, they must re-enter and retake all units.

The learner must produce a new portfolio of evidence. Learners cannot improve previously submitted work; all evidence must be generated afresh for the resit. Where centres produced a context for assessment, a new context should be used.

When retaking a qualification, a candidate may have up to two attempts at each unit. No results from units taken prior to the retake can be used in aggregating the new grade(s).

Appendix A: Opportunities for embedding elements of the Curriculum for Wales

The table below indicates where the qualification provides opportunities for embedding elements of the Curriculum for Wales. More detailed information is provided in the Guidance for Teaching: Unit Delivery Guides.

Curriculum for Wales Strands	Unit 1	Unit 2
Cross-cutting Themes		
Local, National & International Contexts	LO1.1	LO2.4
Sustainability		LO2.4
Relationships and Sexuality Education	LO1.1	-
Human Rights Education	LO1.3	LO2.4 LO2.6
Careers and Work-Related Experiences	LO1.1 LO1.2 LO1.3	LO2.3 LO2.4 LO2.5 LO2.6 LO2.7
Cross-curricular Skills – Literacy		
Listening	All sections	All sections
Reading	All sections	All sections
Speaking	All sections	All sections
Writing	All sections	All sections
Cross-curricular Skills – Numeracy		
Developing Mathematical Proficiency	LO1.2 LO1.3	LO2.3 LO2.4 LO2.5

Curriculum for Wales Strands	Unit 1	Unit 2
Understanding the number system helps us to represent and compare relationships between numbers and quantities	-	LO2.3 LO2.4 LO2.5
Learning about geometry helps us understand shape, space and position and learning about measurement helps us quantify in the real world	LO1.2 LO1.3	LO2.3 LO2.4 LO2.5
Learning that statistics represent data and that probability models chance help us make informed inferences and decisions	LO1.2 LO1.3	LO2.3 LO2.4 LO2.5
Digital Competence		
Citizenship	All sections	All sections
Interacting and Collaborating	All sections	All sections
Producing	All sections	All sections
Data and Computational Thinking	-	-
Integral Skills		
Creativity and Innovation	All sections	LO2.3 LO2.4 LO2.5 LO2.6
Critical Thinking and Problem Solving	LO1.2 LO1.3	LO2.3 LO2.4 LO2.5 LO2.6 LO2.7
Planning and Organisation	LO1.2	LO2.3

Curriculum for Wales Strands	Unit 1	Unit 2
	LO1.3	LO2.4 LO2.5 LO2.6
Personal Effectiveness	LO1.2 LO1.3	LO2.3 LO2.4 LO2.5 LO2.6 LO2.7