

WJEC Level 1/Level 2 VCSE Hospitality and Catering

Approved by Qualifications Wales

Specification

Teaching from September 2027

For award from September 2029



The UK Government has announced plans to restrict social media use by children under 16, which may impact some of our qualifications. We will keep our qualifications under review and make any necessary updates as further details become available.

Qualification title	WJEC Level 1/Level 2 VCSE Hospitality and Catering
Qualification objective	To equip learners with sector-specific knowledge and practical skills that prepare them for further study or apprenticeships, while fostering personal development and engagement through applied learning.
WJEC Qualification Code	5419Q0
QiW Number	C00/5270/4
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:

- [VCSE Qualification Approval Criteria](#) which set out requirements for VCSE qualifications 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.

Engaging, practical, and built for progression

Our Vocational Certificate of Secondary Education (VCSE) qualifications are designed to inspire and support learners aged 14–16, 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 achieve meaningful success.

VCSEs are unitised, allowing learners to complete some assessments in Year 10 and others in Year 11. This flexible approach supports steady progress, reduces assessment pressure, and enables learners to demonstrate achievement throughout the course. For our VCSEs, external assessments are designed to assess foundational knowledge and can be completed near the start of the course, giving learners more time to focus on developing higher-level skills. This structure adds rigour and credibility to the qualification while helping to reduce teacher workload.

The compensatory nature of our VCSEs recognises learners' strengths across different units. High achievement in one area can offset lower performance in another, promoting a more inclusive and supportive assessment experience.

With content that is relevant, motivating, and tailored to learners' needs, WJEC VCSEs provide a solid foundation for progression to further study at Levels 1 to 3. 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 Mandatory external non-examination assessment: 2 hours 15% of qualification	45 marks
Set and marked by WJEC. The assessment will feature tasks based on an assignment brief. The assignment will change annually and will be available via Portal.	
Unit 2: Food Safety, Hygiene, and Allergens¹ Mandatory digital examination: 1 hour 15% of qualification	30 marks
30 multiple-choice questions The assessment will be available onscreen only, via Surpass. This unit has been developed in collaboration and is formally endorsed by Food Standards Agency Wales.	
An option of either: Unit 3: Catering in Action Non-examination assessment: 12 hours 70% of qualification	105 marks
Set by WJEC, marked by the Centre and moderated by WJEC. The assessment will feature tasks based on an assignment brief. The assignment will change annually and will be available via Portal.	
OR: Unit 4: Hospitality in Action Non-examination assessment: 12 hours 70% of qualification	105 marks
Set by WJEC, marked by the Centre and moderated by WJEC. The assessment will feature tasks based on an assignment brief. The assignment will change annually and will be available via Portal.	

Unit 1 is an introductory unit and is intended to be taught first. Beyond this, the order in which the remaining units are presented does not imply any hierarchy or prescribed teaching order.

Centres may choose **either** Unit 3 **or** Unit 4.

¹ Unit 2 can be awarded separately as a standalone Level 2 Certificate in Food Safety, Hygiene and Allergens. To be awarded the standalone certificate, candidates are required to achieve a minimum score of approximately 75%. Learners who do not meet this threshold can still successfully achieve the VCSE, as attainment in Unit 2 at this level is not a requirement for the overall qualification.

The submission of Unit 1 will be available for the first time in January 2028 and every summer and January series thereafter.

Unit 2 is a digital examination. It will be available during three windows in each academic year. It will first be available in November 2027, then, January 2028, and June 2028.

The submission of Unit 3 and Unit 4 will be available for the first time in January 2029 and every summer series and January thereafter.

The first award of the qualification will be 2029.

Endorsement: The Unit 2 Food Safety, Hygiene, and Allergens has been developed in collaboration with and is fully endorsed by Food Standards Agency Wales.

1. Introduction

1.1 Purpose and Aims

WJEC Vocational Certificates of Secondary Education (VCSEs) 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.

They 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, VCSE qualifications 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, whether in education, training, or the world of work.

WJEC VCSEs:

- provide a broad basis for progression to post-16 study, including vocational study at Level 1 to 3 as appropriate
- allow learners to develop a range of knowledge, understanding and skills, with an emphasis on practical skills
- provide opportunities for learners to be assessed in relevant, engaging and meaningful ways, using technology where appropriate
- provide opportunities, where appropriate, for learners to develop:
 - the cross-curricular skills of literacy, numeracy and digital competence as set out in the Curriculum for Wales
 - the integral skills set out in the Curriculum for Wales
 - an understanding of sustainability in the world of work
- provide opportunities, where appropriate, for learners to engage with relevant aspects of the cross-cutting themes of:
 - local, national and international contexts
 - diversity
 - human rights
- are aligned with the appropriate level(s) of the Credit and Qualification Framework for Wales (CQFW)

The VCSE in Hospitality and Catering aims to:

- develop learners' practical skills in planning, preparing, cooking, and presenting a range of dishes to industry standards
- embed essential theoretical knowledge of nutrition, food safety, and hospitality operations
- promote understanding of the hospitality industry, including job roles, customer service, and workplace expectations
- enhance problem-solving and planning abilities through menu design, cost control, and resource management tasks
- foster transferable employability skills such as teamwork, communication, and time management within a catering context

- prepare learners for progression into further study, apprenticeships, or employment in hospitality and catering
- equip learners with the skills to effectively and safely prepare, process, store, cook and serve food.

1.2 Curriculum for Wales

This VCSE 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](https://hwb.gov.wales/curriculum-for-wales/health-and-well-being/statements-of-what-matters), along with the [statements of what matters](https://hwb.gov.wales/curriculum-for-wales/health-and-well-being/statements-of-what-matters) 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 C 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 after each unit. The Guidance for Teaching will include further information on integrating these learning experiences into delivery.

The VCSE Hospitality and Catering qualification relates to and supports the Curriculum for Wales by:

- supporting the Health and Wellbeing statements of what matters² 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, sustainability, and food waste
 - develop cultural awareness by exploring global food traditions and industry trends
 - foster healthy relationships through cooperation, communication, and customer service skills.
- supporting the Health and Wellbeing principles of progression³ by encouraging learners to:
 - deepen learning in nutrition, healthy eating, food provenance, and professional cooking
 - develop their independence and agency in matters relating to food safety, hygiene, allergens, 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.

² <https://hwb.gov.wales/curriculum-for-wales/health-and-well-being/statements-of-what-matters>

³ <https://hwb.gov.wales/curriculum-for-wales/health-and-well-being/principles-of-progression>

1.3 Prior learning and progression

Although there is no specific requirement for prior learning, the qualification is designed primarily for learners between the ages of 14 and 16 and builds on the conceptual understanding learners have developed through their learning from ages 3 – 14.

The qualification allows learners to develop a strong foundation of knowledge, skills and understanding which supports progression to post-16 study and prepares learners for life, learning and work. It provides a suitable foundation for progression to further study at levels 1 to 3 in hospitality and catering such as Food Science and Nutrition at Level 3, and to apprenticeships. 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 (GLH) and Total Qualification Time (TQT)

VCSE Hospitality and Catering has been designed to be delivered within 120 – 140 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 and its weighting within the qualification provides an indication of the anticipated percentage of GLH that may be required for each unit.

	Weighting	GLH
Unit 1	15%	18 hours
Unit 2	15%	18 hours
Unit 3 / 4	70%	84 hours
Totals	100%	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.

The total qualification time for this qualification has been calculated as 140-160 hours. This includes:

- 120-140 hours of guided learning and/or supervised assessment
- 20 hours of self-directed study which may include additional assignments and tasks set by the teacher (homework) and independent use of online learning resources.

1.5 Use of language

As our understanding of diversity, equity, and inclusion evolves, so must our language. Updated terminology better reflects individual identities and fosters respect and accuracy. Language used will be as 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 further amendments to ensure it accurately represents and supports all individuals. WJEC 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 sector. 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 and Reasonable Adjustments: Adjustments for candidates with disabilities and learning difficulties* 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. Subject content

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.
Contribution to qualification grade	Indicates the contribution this unit makes to the overall grade of the qualification.
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.
Topics	Lists the topics learners will study as part of the unit.
Summary of assessment	Summarises the assessment methods for the unit.
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.
Opportunities for integrating learning experiences relating to the world of work	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 How to read the amplification

The amplification provided in the right-hand column uses the following four stems to indicate the expected depth of learning.

'Learners should be aware of' is used when learners only need a general awareness of the specified content, without detailed understanding. Teachers should refer to Guidance for Teaching documents for more detailed guidance on the depth of coverage.

'Learners should know' is used when learners are required to demonstrate basic knowledge and understanding of content.

'Learners should understand' signifies that learners must show a deeper level of knowledge and understanding, including the ability to apply knowledge to familiar or unfamiliar contexts or to analyse and evaluate information for a given purpose.

'Learners should be able to' is used when learners are expected to use their knowledge and understanding in practical situations or demonstrate application of practical skills and techniques.

2.3 Content

Content is provided for each topic, outlining the knowledge, understanding, and skills that learners need to be taught.

All content must be delivered unless otherwise indicated:

- the use of the word 'including' indicates that the specified content is mandatory and may be assessed. Centres may 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.

Unit 1

Introduction to the Hospitality and Catering Industry

GLH	18
Contribution to qualification grade	15%
Overview of unit	The hospitality and catering industry in Wales is large and diverse; this unit is about understanding the sector so that learners have appropriate foundational knowledge. It aims to build knowledge of sector structures, roles, and practices, alongside legal, ethical, and customer-focused considerations. It will focus on the types of roles found within the sector and learners will develop an understanding of how hospitality and catering provision responds to customer needs, cultural expectations, and emerging trends. It supports pathways into further study, apprenticeships, and employment by fostering: • understanding of industry structures, products, and services • awareness of Welsh cultural and economic contributions to hospitality • adaptability to changing customer requirements and workplace standards. Learners completing this unit will be prepared for further study or entry-level roles in hospitality and catering, with a strong foundation in industry knowledge, practical awareness, and transferable skills, such as communication, teamwork and problem-solving.
Topics	This unit will focus on: • hospitality and catering industry provision • different types of customers and their needs • hospitality and catering provision to meet specific requirements • working in the hospitality and catering industry • effective workplace communication skills • the impact of effective working skills on catering and hospitality providers, its customers and staff.
Summary of assessment	Non-examination assessment: 2 hours Marked by WJEC 45 marks
Resources required for assessment	There are no specific requirements for assessment.

**Links to other WJEC
units and qualifications**

The following Skills for Work units could complement the delivery of this unit:

- Exploring Career Pathways
- Working in Wales
- Customer Service.

Content

1.1 Hospitality and catering provision

In this topic learners will gain knowledge and understanding in the following areas:

1.1.1 Hospitality and catering industry provision

1.1.2 Different types of customers and their needs

1.1.3 Hospitality and catering provision to meet specific requirements

Section	Amplification
1.1.1 Hospitality and catering industry provision	Learners should understand the different types of products and services offered by the hospitality and catering industry. Hospitality and catering products: • food and beverages: • alcoholic drinks, non-alcoholic drinks, hot beverages • food and beverage outlets: restaurants, fast food outlets, cafés, coffee shops, public houses, bars, mobile food truck, pop-up outlets, street food, vending machines • menu items, individually priced meals, self-serve meals, set menus, grab and go menus, such as hot and cold meals, sandwiches, salads, sweet dishes. • food service: • hot and cold buffets (self-service, assisted), self-service for example: cafeteria, counter, single-point service for example: takeaway, fast food, vending, kiosks, food court, bar • table, plated, platter or silver service, family service, gueridon • tray, trolley, home delivery, room service, drive-in, specialised (in situ) for example: hospitals and aircraft. • accommodation: • Airbnb • Bed and Breakfast (B&B) • campsites, caravan parks, glamping • guest houses • hostels, halls of residence catered / non-catered • hotels • residential centres. Hospitality and catering services: • contract food service providers, for example: colleges, schools, universities, healthcare facilities, prisons, residential homes, and in the workplace • facilities management, for example: barriers and temporary toilet facilities • hospitality services, for example: retail, education, government and local authority provision • leisure and event management, for example: • music/sporting events, meetings and conferences

	- major festivals and events in Wales, such as the National Eisteddfod, Urdd Eisteddfod, Hay Festival, and Royal Welsh Show, which require tailored hospitality and catering provision to meet large-scale and culturally specific needs - membership clubs, for example: professional or employment association clubs, sporting clubs, political clubs. Learners should understand the advantages and disadvantages of different types of business ownership, including size and location in Wales: - different types of business ownership: - sole traders - partnerships - limited companies - franchises - chains. - location: - local - regional - national - international.
1.1.2 Different types of customers and their needs	Learners should understand the different types of customers and their needs: Types of customers: - repeat customers, new customers, small/large groups, corporate, business customers, people with young children, different age groups, children, teenagers, middle-aged, older adults. Customer needs: - convenience: ease of access and efficiency of service, internet access and use of technology, provision for pets - culture: language, beliefs and behaviours - economic: cost, good value - physiological: food, drink, warmth, rest, accessibility - psychological: emotional wellbeing, comfort, good service - social: opportunities to interact, feel welcome - Welsh language provision.

1.1.3

Hospitality and catering provision to meet specific requirements

Learners should understand how hospitality and catering provision meets specific requirements, including:

- choice of accommodation, quality, choice, quantity and appearance of food and beverage
- healthy, safe and secure environment
- level of privacy
- level of service
- special requirements
- suitability for purpose
- suitable ambience
- timing (urgent, non-urgent)
- value for money.

Learners should understand how hospitality and catering provision adapts to satisfy the ever-changing customer climate:

- additives, artificial colourings, artificial flavourings, chemical preservatives
- food allergies, intolerances, and coeliac disease
- ethical influences: organic, locally sourced, free range, fair trade, animal welfare, sustainability of foods consumed, genetically modified (GM) foods
- health: low salt, low sugar, low fat, high fibre
- lifestyle: vegetarian, vegan
- religion: Hinduism, Judaism, Islam, Sikhism, Rastafarianism, Christianity.

Learners should understand that under food law, food businesses must inform customers if they use any of the 14 regulated allergens as ingredients in the food and drink they provide. Food law identifies the following 14 allergens as the most potent and prevalent:

- celery
- cereals that contain gluten
- crustaceans
- eggs
- fish
- lupin
- milk
- molluscs
- mustard
- peanuts
- sesame
- soybeans
- sulphur dioxide and sulphites
- tree nuts.

Learners should be aware of how the hospitality and catering industry meets customers' dietary needs:

- dishes to meet the requirements of different life stages

- healthier alternatives, for example, salad instead of fries
- kilojoules/calorific content of dishes
- knowledge of dish composition and ingredients
- lighter alternatives, smaller portions.

Learners should understand the following different regulations and business procedures:

- avoiding discrimination
- duty of care to all staff and customers
- environmental issues - sustainability, energy consumption, recycling in Wales
- health and safety and security of customer property
- smoke free regulations in Wales.

1.2 Working practices in Hospitality and Catering

In this topic learners will gain knowledge and understanding in the following areas:

- 1.2.1 Working in the hospitality and catering industry
- 1.2.2 Effective communication and teamwork skills in the workplace
- 1.2.3 The impact of effective workplace skills on hospitality and catering providers, its customers and staff

Section	Amplification
1.2.1 Working in the hospitality and catering industry	Learners should understand the following types of job roles within the industry: • back of house staff: • kitchen staff, kitchen porter, commis chef, chef de partie, sous-chef, pastry chef, head chef • housekeeping staff, maintenance staff • front of house staff: • conference and banqueting staff, conference and events manager • food and beverage staff, bar person, barista, food server, restaurant manager • porter, room service attendant, • receptionist, concierge, reservations manager, marketing manager. Learners should know the typical dress code requirements for front and back of house in hospitality and catering establishments. Learners should understand that employers are responsible for the health and safety training needs of all staff and should ensure that correct standards and procedures are followed, including: • clearly defined roles and responsibilities • food businesses should have documented food safety management procedures • food safety training, inductions, supervising staff and monitoring their performance • using legal disciplinary and grievance procedures. Learners should know about the following documentation: • accident forms • risk assessments. Learners should understand the following specific work skills and personal attributes to fulfil the roles: Work skills: • accommodation skills • cooking skills • customer service skills

	• drinks service skills • food service skills • front office skills • promotional and selling skills • Welsh language skills. Personal attributes: • effective teamwork skills • honesty, empathy • patience, tact, diplomacy • personal hygiene and appearance • positive attitude, courtesy • self-motivation, organisation • show initiative.
1.2.2 Effective communication and teamwork skills in the workplace	Learners should understand the different types of communication in the workplace, both formal and informal: verbal communication: • face to face, on the telephone • speaking, the use of appropriate language, tone, pitch, pace, volume, clarity, avoiding use of jargon. non-verbal communication: • body language, posture, facial expression, hand gestures, eye contact • written communication, letter, text or WhatsApp message, email, leaflets, questionnaires. listening skills: • asking customers appropriate questions • looking attentive • repeating back important information to customers. Learners should understand how to communicate effectively when dealing with: • colleagues and team members from a diverse range of backgrounds and cultures • complaints from customers • difficult/confrontational situations. Learners should understand the importance of teamwork in the workplace and how it can improve the overall business performance, including: • boosting morale, self-satisfaction and motivation • forming and maintaining good working relationships • improving communication • improving efficiency • sharing information

	• avoiding mistakes • providing support to others.
1.2.3 The impact of effective workplace skills on hospitality and catering providers, its customers and staff	Learners should understand the impact of effective workplace skills for business, customers and staff: businesses: • boosting staff morale, creating a positive working environment and improving working relationships with customers and colleagues • encouraging repeat custom and customer loyalty • establishing and maintaining a good reputation for the business • gaining competitive advantage • improving efficiency and ability to meet work deadlines and business goals. customers: • enhancing the customer experience • promoting reliability and trust in products and services. staff: • improving earning potential • improving own job performance and productivity • self-motivation and self-confidence • supporting career prospects and progression • transferability of skills. Learners should understand the purpose of business procedures in ensuring consistent and reliable service, and in making sure that correct standards are followed: • ensuring staff comply with expected standards of service • maintaining a productive workplace environment • aligning with the business's mission and vision statements • remaining competitive with other businesses • complying with relevant legislation.

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
- develop networking skills by engaging with visiting chefs, restaurant managers, or event organisers
- 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.

For opportunities to develop cross-cutting themes, cross-curricular skills and integral skills please see Appendix C.

Unit 2

Food Safety, Hygiene, and Allergens

GLH	18
Contribution to qualification grade	15%
Overview of unit	This unit introduces learners to food safety, hygiene and allergens within the hospitality and catering industry. It focuses on the principles and practices that ensure food safety and protect customers from food-related hazards and allergic reactions. Learners will explore the causes and prevention of food-induced ill health, correct food storage and handling techniques, and the importance of personal hygiene and workplace standards. It supports pathways into further study, apprenticeships, and employment by fostering: • understanding of food hazards, cross-contamination risks, and legal requirements for allergen control • awareness of food safety standards and cultural considerations in catering • knowledge of applying preventative measures and safe working practices in real-world settings. Learners completing this unit will be prepared for practical tasks in later units and for entry-level roles in hospitality and catering, with a strong foundation in food safety, allergen management, and compliance with industry regulations. This unit has been developed in collaboration with the Food Standards Agency Wales.
Topics	This unit will focus on: • health and safety in hospitality and catering provision • the importance of correct food storage and food handling • preventative control measures of food-induced ill health • roles and responsibilities in food safety • procedures for cleaning, disinfection and waste disposal
Summary of assessment	Digital examination: 1 hour 30 marks
Resources required for assessment	For this unit candidates must have access to a device that matches or exceeds the minimum requirements. Further information regarding the delivery of on-screen exams, including the minimum requirements, is available on WJEC's e-Assessment webpage.
Links to other WJEC units and qualifications	The following Skills for Life units could complement the delivery of this unit: • Food Planning and Preparation • Home Management and Maintenance.

Content

2.1 Health safety, and allergens in hospitality and catering

In this topic learners will gain knowledge, understanding and skills in the following areas:

- 2.1.1 Health and safety in hospitality and catering provision
- 2.1.2 The importance of correct food storage and food handling
- 2.1.3 Preventative control measures of food-induced ill health

Section	Amplification
2.1.1 Health and safety in hospitality and catering provision	Learners should know that the following food hazards and cross-contamination of food could cause ill health: • Food hazards: • allergens • chemical: cleaning materials, insecticides, rodent poison • microbial / biological, bacteria, yeasts, mould • physical: hair, insects, machinery parts, packaging, dirt from kitchen or premises. • Sources of contamination: • cross-contamination: raw or undercooked food, equipment sharing, storage issues, packaging, work surfaces • environmental sources: air, water, soil, animals/pests • human sources: poor personal hygiene, inadequate cleaning and disinfecting, improper food handling practices. Learners should know the different types of bacteria and the conditions required for their growth: • spoilage bacteria: the bacteria that cause food spoilage, not food poisoning: yeasts, moulds, fungi or bacteria • pathogenic bacteria - the bacteria that cause ill health when present in large numbers in food. Learners should understand that the following conditions are required for bacteria to grow, and how these conditions can be reduced or removed: • moisture • nutrients • pH • time • warmth. Learners should know the following high-risk groups of people: • people with chronic illness • pregnant women • the elderly

- young children.

Learners should know the following different types of food poisoning, their causes, and illnesses they produce, typical onset times, and control measures needed:

- *Bacillus cereus* - found commonly in rice and rice dishes.
- *Campylobacter* - found commonly in raw or undercooked poultry, unpasteurised milk, shellfish.
- *Clostridium botulinum* - found commonly in soil and dust.
- *Clostridium perfringens* - found commonly in meat products such as stews, casseroles and gravy.
- *Escherichia coli* (e-coli) - found commonly in raw meat, undercooked beefburgers, gravy, raw milk.
- *Listeria* - found commonly in chilled ready-to-eat foods, soft cheeses, cold cooked meats.
- *Salmonella* - found commonly in raw meat, poultry, milk, eggs, raw fruits and vegetables.
- *Staphylococcus aureus* - found commonly in cooked meats, salads, cream.

Foods that could cause illnesses due to allergies:

Learners should know that food law identifies the following 14 allergens as the most potent and prevalent:

- celery
- cereals containing gluten (such as wheat, rye, barley and oats)
- crustaceans (such as prawns, crabs and lobsters)
- eggs
- fish
- lupin
- milk
- molluscs (such as mussels and oysters)
- mustard
- peanuts
- sesame seeds
- soybeans
- sulphur dioxide and sulphites (at a concentration of more than ten parts per million)
- tree nuts (such as almonds, hazelnuts, walnuts, brazil nuts, cashews, pecans, pistachios and macadamia nuts).

Learners should know the foods that can cause intolerances:

- alcohol: in fermented food and drinks
- caffeine: in coffee, tea and some fizzy drinks
- gluten (wheat, rye and barley) – in foods such as bread and pasta
- histamine: in foods and drinks such as wine and cheese
- monosodium glutamate (MSG): in ripened fruits, cured meats and savoury foods

	• salicylates: in some fruits, vegetables, herbs and spices • sulphites: in cider, beer and wine. Learners should know the following symptoms of food-induced ill health: • Visible: • anaphylactic shock • bloating • breathing difficulties • chills • diarrhoea • facial swelling • pale or sweating skin • rash • vomiting • weight loss. • Non-visible: • constipation • feeling sick • painful joints • stomach-ache • weakness • wind/flatulence.
2.1.2 The importance of correct food storage and food handling	Learners should understand the 4Cs: cooking, cleaning, chilling and cross-contamination. Learners should understand the correct storage method for different types of food. Storage: • using correct defrosting procedures • preventing cross-contamination: separation of raw and cooked/ready-to-eat foods • separation of foods with known allergens, use of containers and wrapping • recognising unsafe foods: sight, smell (you cannot always see or smell bacteria), temperature • stock rotation, storage times, first in, first out (FIFO) / last in, last out (LIFO), date marking, use-by dates, best before dates • checking for damage: blown cans, broken bottle seals, insect/pest damage • product traceability. Dry food storage: • cool and dry areas • dark but with adequate artificial lighting • adequate ventilation • storage off the floor and away from walls

- storage in lidded containers, labelled adequately with date markings and product description (if decanted).

Refrigerated storage:

- chilled food (fridges and chilled display equipment should be set at 5°C or below)
- access
- prevention of cross-contamination
- maintenance and cleaning.

Freezers:

- frozen foods (below -18°C)
- access
- prevention of cross-contamination
- maintenance and cleaning
- defrosting.

Thawing frozen food:

- defrost in a fridge or thawing cabinet
- protect thawing food against contamination
- cook immediately following thawing.

Learners should understand the correct method for different types of food preparation, cooking and reheating food and serving and hot-holding:

Correct coloured preparation and service equipment:

- blue: raw fish
- brown: vegetables
- green: salad and fruit
- purple: allergen-free foods / for managing food allergies.
- red: raw meat
- white: bakery and dairy
- yellow: cooked meat

Preparation:

- preventing cross-contamination
- using appropriate and suitable surfaces and equipment.

Cooking and reheating:

- applying correct cooking temperatures for different foods of 70 °C or above for two minutes
- ensure liquid dishes, gravy, soups, sauces and stews are simmering and stir them frequently
- ensuring reheated food reaches a temperature of 75 °C for a minimum of 30 seconds
- never use the same utensils, plates or containers for raw and cooked or ready-to-eat food
- probing food to check temperature and recording.

	Serving and holding: • holding at temperatures of 63°C or above, if 63°C cannot be achieved, food can be held for two hours - this can only happen once. Food that has not been used within two hours should either be reheated or chilled as quickly as possible to 8°C or below for storage. If food has been out for more than two hours, it must be thrown away. • probing food to check temperature and recording • using clean dishes and serving equipment • using gloves whilst carrying out frequent hand washing.
2.1.3 Preventative control measures of food-induced ill health	Learners should understand how to keep food safe through maintaining a high level of personal hygiene including: Clothing: • clean • eating or chewing gum • keeping hair tied back and wearing a suitable head covering, for example: hat or hair net • not touching their face and hair • not wearing watches or jewellery (except a wedding band) • protective • smoking/vaping • sneezing • spitting • suitable. Hand washing: • when in the kitchen or preparation area • before preparing food • after touching raw food • after handling food waste or emptying a bin • after cleaning • after blowing their nose/coughing/sneezing/touching face and ears • after touching phones, light switches, door handles and cash registers. Six-step hand washing technique before handling food: • rub palm to palm • rub the back of both hands • rub palm to palm interlacing fingers • rub the back of fingers interlocking hands • rub thumbs • rub palms with fingertips. Hand drying: • staff should dry their hands on a disposable towel • use a disposable towel to turn off the tap.

	Fit for work, staff must not handle food or enter a food handling area if they: • are suffering from or carrying a disease likely to be transmitted through food • have infected wounds, skin infections or sores • have diarrhoea/vomiting. If any of these apply to a member of staff, they must tell their manager about it immediately. Staff with diarrhoea or vomiting should not return to work until they have had no symptoms for 48 hours.
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2.2 Food safety in hospitality and catering

In this topic learners will gain knowledge, understanding and skills in the following areas:

2.2.1 Roles and responsibilities in food safety

2.2.2 Food safety

2.2.3 Procedures for cleaning, disinfection and waste disposal

Section	Amplification
2.2.1 Roles and responsibilities in food safety	Learners should understand that employers are responsible for the food safety training needs of all staff. Responsibility of employers in respect to food safety: • ensuring staff have the relevant skills • ensuring staff have the knowledge and resources to carry out their work • implementing control points to meet legislation and company policy • the operator of the food business has overall responsibility for ensuring the food served to customers is safe to eat. Responsibility of employees in respect to food safety: • supervising food safety responsibilities • protecting yourself and others • being vigilant for possible hazards • knowing relevant legislation. Learners should know the role of the Environmental Health Officer (EHO) and that responsibilities include: • collecting evidence including samples for testing, photographs, interviews • enforcing environmental health laws • following up complaints • following up outbreaks of food poisoning • inspecting business for food safety standards • giving evidence in prosecutions • maintaining evidence • submitting reports.

2.2.2

Food safety

Learners should know the principles of food safety systems:

- Hazard Analysis and Critical Control Points (HACCP)
- Safer Food Better Business (SFBB)
- the requirement to register your business with the Environmental Health Team at your local council, at least 28 days before you start food operations.
- it is a legal requirement to keep a record of what food products you have bought, who you bought them from, the quantity, the date and allergen information.

Learners should know the importance of temperature control to prevent the growth of food poisoning bacteria to:

- comply with legislation
- maintain safe standards
- maintain the reputation of the business.

Learners should know the methods for:

- measuring temperature:
 - in-place devices
 - air temperature monitoring systems
 - electronic probe thermometers
 - methods of calibration: for accuracy and reliability
- taking and recording temperature readings:
 - taking fridge and freezer temperature daily
 - taking product temperatures as required
 - cleaning and disinfecting probe
 - inserting probe between packs for fridge and freezer temperatures
 - inserting into thickest part of products if undertaking product sampling
 - recording all routine and product sampling temperatures
 - reporting temperatures out of acceptable range.

Learners should understand how food hygiene ratings work under the Food Hygiene Rating Scheme (FHRS). A food safety officer from the local authority inspects the business. They check that it follows food hygiene law so that the food is safe to eat. The officer then gives a food hygiene rating and the FHRS sticker shortly after the inspection. The rating is based on:

- cleanliness and condition of the facilities and building - including layout, ventilation, hand washing facilities and pest control
- hygienic handling of food including preparation, cooking, reheating, cooling and storage
- hygienic management of food safety, including the system, or checks in place to ensure food sold or served is safe to eat, and that food safety is always well managed and good standards are maintained.

2.2.3

Procedures for cleaning, disinfection and waste disposal

Learners should understand the procedures and processes for the effective cleaning and disinfection of food production and service areas and the equipment, including:

- Cleanliness of:
 - equipment
 - food preparation areas
 - utensils
 - work surfaces.
- Cleaning procedures:
 - colour-coded equipment – cloths, brushes, mops
 - four-step cleaning method – removing debris, washing, sanitising, air dry
 - using correct cleaning chemicals and materials, detergents, disinfecting, sanitising, disposable cloths
 - using correct manufacturer's and business cleaning procedures – use, dilutions, storage.
- Cleaning and disinfecting schedules:
 - breaking the contamination chain
 - cleaning schedules when cleaning needs to be done: daily, weekly, monthly, as required
 - how the cleaning will be carried out
 - what needs to be cleaned
 - who will carry out the cleaning.
- Disposal of waste:
 - disposal of food
 - external collection and general waste
 - hazardous waste
 - recycling
 - use of suitable containers.

Learners should understand the prevention of infestation by common pests in different hospitality situations and how to spot the signs of infestation, including:

- Common pests, signs of pests and specific hazards from pests:
 - disease transmission, allergic reactions, food contamination
 - droppings, gnaw marks, dead insects, shed skins, nesting materials
 - rodents, birds, flies and flying insects, cockroaches, ants, beetles and weevils.
- Importance of pest control and the impacts of infestation:
 - complying with current food safety legislation
 - creating a good first impression
 - maintaining a healthy environment
 - maintaining food safety (food storage, food handling)
 - reducing spread of bacteria and cross-contamination (chemical, physical).

	• How to control and eradicate pests: • checking for problems and infestation • good standard of kitchen hygiene and cleanliness • investigating reports of pest sightings • physical and chemical controls • reporting problems • taking action to reduce harm.
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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):

- interact with guest speakers from the hospitality and catering industry to gain first-hand insight into real-world practices and expectations
- ask questions and discuss current trends, challenges, and innovations in the sector with industry professionals
- observe live demonstrations from industry experts, deepening understanding of specialist techniques or equipment
- 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.

For opportunities to develop cross-cutting themes, cross-curricular skills and integral skills please see Appendix C.

Unit 3

Catering in Action

GLH	84
Contribution to qualification grade	70%
Overview of unit	This unit focuses on the practical application of catering skills and knowledge, enabling learners to plan, prepare, and present dishes that meet customer needs in a variety of catering contexts. It builds on the theoretical understanding gained in earlier units and develops the technical and organisational skills required for successful food production and service. It supports pathways into further study, apprenticeships, and employment by fostering: • knowledge in planning menus and selecting dishes that meet nutritional, dietary, and cultural requirements • understanding of cost, seasonality, and customer expectations in menu design • technical knowledge in food preparation, cooking, presentation, and hygiene management. Learners completing this unit will be prepared for hospitality and catering qualifications or entry-level roles in the sector. They will develop practical expertise, organisational ability, and reflective skills to evaluate food outcomes and improve performance, ensuring readiness for real-world catering environments.
Topics	This unit will focus on: • catering for customers • dish selection • factors of menu planning • production planning • hygiene practices and procedures • preparation, knife skills and techniques • cooking skills and techniques • organoleptic properties of the dishes • evaluating performance and food outcomes.
Summary of assessment	Non-examination assessment: 12 hours Marked by the centre and moderated by WJEC 105 marks

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 with ease, ensuring they have enough personal space to work confidently and safely • adequate work surface areas to prevent overcrowding and to allow for a full range of food preparation activities to take place simultaneously • a good selection of kitchen tools and appliances, including some powered or automated equipment, to support the development of both basic and advanced preparation techniques • a range of utensils so that learners can progress through tasks efficiently without needing to stop and wash items for reuse • sufficient number of hobs and ovens to allow learners to explore different cooking techniques without being limited by access to key equipment • sufficient chilled and frozen storage, such as fridges and freezers, with enough capacity to handle ingredients and finished dishes in line with food safety requirements • sufficient access to sinks to promote good hygiene practice and to support safe working conditions during practical sessions • IT access, 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	This unit builds on the knowledge covered in Unit 2: Food Safety, Hygiene, and Allergens. The following Skills for Life unit could complement the delivery of this unit: • Food Planning and Preparation

Content

3.1 Understanding catering provisions and meeting customer needs.

In this topic, learners will gain knowledge, understanding and skills in the following areas:

3.1.1 Catering for customers

3.1.2 Dish selection

Section	Amplification
3.1.1 Catering for customers	Learners should understand: • how to cater for the needs of different types of customers at the following life stages: • infancy (0-2 years) babies and toddlers • childhood (3-12 years) children • adolescence (13-19 years) teenagers • adulthood (20-64 years) young adult - middle-aged • later adulthood (65+ years) older adults. Learners should understand how to meet the nutritional needs of different types of customers. Learners should know the nutrients required for a balanced diet, including: • macronutrients (protein, carbohydrates and fats) • micronutrients including: • minerals including: calcium, iron, sodium • vitamins including: A, B group, C, D. Learners should be aware of the Eatwell Guide and its recommendations to achieve a balanced diet. Learners should understand the advantages and disadvantages of the following food and beverage outlets: • fine dining – restaurants and hotels • pop-up restaurant/café • quick service – café/coffee shop, mobile food truck/stall, street food, fast food outlet, public house/bar • residential – canteen/centre catering.

3.1.2**Dish selection**

Learners should be able to select dishes for a menu, and justify their choices, taking into account factors such as:

- the benefits of using locally sourced, Welsh produce
- dietary needs
- emerging trends relating to food ingredients, recipes and cooking methods
- food availability and seasonality
- presentation expectations
- the impact of constraints in limited food and beverage outlets settings in Wales
- the importance of balancing practicality with customer appeal
- the type of customer
- the type of food and beverage outlet.

3.2 Understand menu planning

In this topic, learners will gain knowledge, understanding and skills in the following areas:

3.2.1 Factors of menu planning

3.2.2 Production planning

Section	Amplification
3.2.1 Factors of menu planning	Learners should understand the following factors that affect menu planning: • cost • environmental issues • equipment • equipment available in provision • farm to fork (location and origin of commodities) • food and beverage outlet size and location • organoleptic properties • portion control • seasonality of ingredients • service • skills of the chef • time available • time of day.
3.2.2 Production planning	Learners should be able to produce and follow a production plan, including: • equipment list • ingredients and quantities • mise en place • presentation • quality points, such as cooling, contingency, health, safety and hygiene, storage, and serving • sequencing • timings.

3.3 Preparing, cooking and organoleptic properties of food outcomes

In this topic learners will gain knowledge, understanding and skills in the following areas:

- 3.3.1 Hygiene practices and procedures
- 3.3.2 Preparation, knife skills and techniques
- 3.3.3 Cooking skills and techniques
- 3.3.4 Organoleptic properties of the dishes

Section	Amplification
3.3.1 Hygiene practices and procedures	Learners should understand food hygiene and safety practices and procedures when preparing, cooking, presenting and storing food. Learners should be able to prepare, cook and present food outcomes, demonstrating: • correct food safety practices and procedures • correct personal hygiene • correct storage and temperature control • safe working practices. Learners should be aware of guidelines for: • cooking and reheating food • temperature control of food • 'use by' and 'best before' dates. Learners should be able to: • apply correct personal hygiene before and during food production • demonstrate safe working practices when preparing, cooking and presenting food • follow food safety procedures such as avoiding cross-contamination, correct handwashing, and clean-as-you-go • store and handle food correctly using appropriate temperature control methods. Learners should be aware of: • recommended food safety guidance for cooking and reheating, such as core temperature checks • temperature danger zones and how to avoid them • the difference between use-by and best-before dates and their relevance in food safety.

3.3.2 Preparation, knife skills and techniques	Learners should be able to select and apply suitable preparation, knife skills, and techniques (see Appendix A) to the required standard. Learners should understand that technique difficulty may vary depending on the context, ingredients, and expectations of the outcomes. Learners should understand that food preparation can include emerging or contemporary methods, such as smoking, air fryer use, unmoulding, or setting agents. Learners should understand that skill complexity is not fixed and depends on how techniques are combined and applied in context. Such as using gelation to set a dessert, controlling fridge temperature, and unmoulding require precision and timing, which adds complexity beyond the individual technique. Learners should be able to demonstrate: • suitable preparation and knife skills • suitable techniques • suitable safety and hygiene practices • techniques that align with customer needs • reflect on the suitability and outcomes of their chosen techniques. Learners should be aware of: • diverse cultural techniques in food preparation • local and seasonal ingredients that may affect preparation choices.
3.3.3 Cooking skills and techniques	Learners should be able to demonstrate: • control of time, temperature, and method to achieve safe and effective results • safe application of cooking methods • successful cooking of food outcomes • suitable cooking skills and techniques, as listed in Appendix A. Learners should be aware that: • cooking techniques influence taste, texture, and presentation of food outcomes • food must be cooked to safe core temperatures where applicable • techniques may vary in complexity and should be selected based on suitability and safety.

3.3.4 Organoleptic properties of the dishes	Learners should understand the following organoleptic properties of food outcomes: • appearance - plating and portion control • how presentation and organoleptic qualities influence customer satisfaction • taste - seasoning and flavour balance • texture - crispness, softness, chewiness. Learners should be able to: • present food outcomes • demonstrate suitable presentation techniques, including: • portion control • suitable styling for the service context • use of garnishes or finishing touches. Learners should be aware of: • expectations for plating in different types of food and beverage outlets. • how visual appeal contributes to the overall sensory experience • the importance of consistency, accuracy, and timing in final presentation.
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3.4 Evaluating food outcomes for types of customers and food and beverage outlet.

In this topic, learners will gain knowledge, understanding and skills in the following areas:

3.4.1 Evaluating performance and food outcomes

Section	Amplification
3.4.1 Evaluating performance and food outcomes	Learners should be able to evaluate their performance and food outcomes based on the strengths and weaknesses of: • decision making • dish production • dishes selected • health, safety and hygiene • organisation • organoleptic properties • planning • presentation • time management.

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):

- take part in a variety of cooking tutorials and experiences, such as practical demonstrations from teachers or professional chefs, either in person or online
- interact with guest speakers from the hospitality and catering industry to gain first-hand insight into real-world practices and expectations
- ask questions and discuss current trends, challenges, and innovations in the sector with industry professionals
- develop networking skills by engaging with visiting chefs, restaurant managers, or event organisers
- observe live demonstrations from industry experts, deepening understanding of specialist techniques or equipment
- 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.

For opportunities to develop cross-cutting themes, cross-curricular skills and integral skills please see Appendix C.

Unit 4

Hospitality in Action

GLH	84
Contribution to qualification grade	70%
Overview of unit	This unit enables learners to plan, organise, deliver, and evaluate a hospitality event, applying both theoretical knowledge and practical skills. It introduces the principles of event proposals, resource planning, and team roles, alongside the operational and customer service standards required for successful hospitality events. Learners will develop the ability to create detailed event plans, manage logistics, and implement professional service practices that meet customer expectations and comply with health, safety, and hygiene requirements. It supports pathways into further study, apprenticeships, and employment by fostering: • understanding of event planning processes, resource management, and customer service principles • awareness of sustainability, budgeting, and Welsh cultural considerations in hospitality events • teamwork, communication, and problem-solving for real-world event delivery. Learners completing this unit will gain hands-on experience in planning and delivering hospitality events, building confidence and competence for employment or further study in the hospitality and catering sector. It reinforces transferable skills such as organisation, communication, and adaptability, which are essential for progression to higher-level qualifications or roles in event management and hospitality services.
Topics	This unit will focus on: • hospitality event proposals • resource requirements • factors contributing to the success of hospitality events • roles and responsibilities of individuals in teams • planning hospitality event activities • principles of customer service • preparation and presentation of food and beverages • service • evaluating a hospitality event.
Summary of assessment	Non-examination assessment: 12 hours Marked by the centre and moderated by WJEC 105 marks

Resources required for assessment	For this unit, learners must have access to: • an event venue (school hall, canteen, community space) • food preparation facilities and equipment • ICT resources (computers, design software, internet access).
Links to other WJEC units and qualifications	This unit builds on the knowledge covered in Unit 2: Food Safety, Hygiene, and Allergens. The following Skills for Life and Work units could complement the delivery of this unit: • Food Planning and Preparation • Customer Service.

Content

4.1 Writing a Proposal for a hospitality event

In this topic learners will gain knowledge, understanding and skills in the following areas:

4.1.1 Hospitality event proposals

4.1.2 Resource requirements

Section	Amplification
4.1.1 Hospitality event proposals	Learners should understand that early-stage event planning requires consideration of both practical logistics and service needs. Learners should be able to propose viable, realistic events aligned to the purpose of the event, customer expectations, and operational requirements. Hospitality event proposals must include the following detail: • type of event such as formal and informal receptions, charity events, conferences, community outreach • date and time including rationale: time of day, time of year, seasonal considerations • venue including suitability to type of event • target customers such as professionals, supporters, residents, family, friends, colleagues • health and safety such as first aid provision, risk assessments, food hygiene • food and beverages such as catering style, special dietary needs. (Appendix B provides a starting point for ideas for school-based events.)
4.1.2 Resource requirements	Learners should be able to outline the resources needed to run a successful hospitality event: • equipment including food production, food service and event equipment • food and beverages including the use of locally sourced Welsh produce and products • human resources including staffing roles and responsibilities to meet customer needs, ensure service standards and maintain safety and hygiene • venue including the suitability, capacity and facilities needed for customer comfort.

4.2 Plan and Organise a Hospitality Event

In this topic learners will gain knowledge, understanding and skills in the following areas:

4.2.1 Factors contributing to the success of hospitality events

4.2.2 Roles and responsibilities of individuals in teams

4.2.3 Planning hospitality event activities

Section	Amplification
4.2.1 Factors contributing to the success of hospitality events	Learners should understand the importance of considering the following when creating a plan for a hospitality event: • bilingual requirements • budget • customer types including age range, dietary requirements, accessibility • health and safety documentation • scheduling • size of event • staffing. Learners should understand that media plays a crucial role in attracting target customers, communicating event details, and reinforcing the brand identity of hospitality providers. Learners should be able to differentiate between traditional methods, such as print media and more current, cost-effective digital and social media approaches. Learners should be able to choose suitable media to promote hospitality events such as: • digital media such as websites, email campaigns, podcasts, blogs, videos • print media such as leaflets, posters, flyers • social media such as Instagram, WhatsApp, YouTube. Learners should be aware of the sustainability and the environmental impact of different promotional media for hospitality events to encourage budget-conscious and efficient resource planning.

4.2.2 Roles and responsibilities of individuals in teams	Learners should understand the key organisational and service roles within an event, along with their responsibilities including: Organisation roles: • equipment coordinator • event coordinator • promotions coordinator • venue coordinator. Event service roles: • food and beverage coordinator • catering staff • serving staff. Responsibilities: • accountability: taking responsibility for their actions • compliance: complying with policies and guidelines • duty of care: a legal obligation to ensure the safety of others • performance: complete all duties competently.
4.2.3 Planning hospitality event activities	Learners should understand the importance of organising, prioritising, and scheduling tasks within an event plan. Learners should be able to create an event plan for the hospitality event that covers: • timing: specific steps, durations, and deadlines • sequencing: the required tasks and their correct order • monitoring: who handles each task, and the methods and reasons behind them. Learners should understand the importance of contingency planning to ensure the smooth running of hospitality events, such as: • attendees, including fluctuating numbers • equipment failure • safety issues • venue considerations • weather considerations.

4.3 Prepare and Run a Hospitality event

In this topic learners will gain knowledge, understanding and skills in the following areas:

4.3.1 Principles of customer service

4.3.2 Preparation and presentation of food and beverages

4.3.3 Service

Section	Amplification
4.3.1 Principles of customer service	Learners should understand, and be able to demonstrate the following principles of customer service in the hospitality industry: • attention to detail • consistency • courtesy and respect • customer-centred approach • effective communication and using the preferred language where possible • knowledge of products and services • problem solving • professionalism • responsiveness and efficiency • teamwork. Learners should be aware of how to professionally deal with problems or complaints during service. Learners should be able to maintain a professional personal appearance and high standard of hygiene to create a positive first impression and to reassure customers of reliability and attention to detail.
4.3.2 Preparation and presentation of food and beverages	Learners should be able to implement all areas of an event plan including: • food safety and hygiene • preparation skills. Learners should understand the importance of presenting food and beverages attractively to ensure customer satisfaction, including: • choice of equipment • portion size • presentation techniques.

4.3.3 Service

Learners should understand the importance of appropriate serving of food and beverages for hospitality events including:

- allergies and intolerances
- clear labelling, separate section of table, separate serving tools etc.
- health, safety and hygiene.

Learners should be able to implement professional service at an event by:

- communicating effectively with customers/guests and team members
- effective teamwork
- dealing with customers/guests promptly
- dealing with special requirements and requests
- providing information on food and beverage items
- welcoming customers/guests, identifying any requirements they have.

Learners should be able to follow clearing-up procedures after the event:

- disposable and safe storage of surplus food and beverage
- hygienic cleaning of glasses, crockery, cutlery and correct storage
- rearranging rooms, including equipment, furniture and decorations
- waste disposal, continuous cleaning of all customer and guest areas.

4.4 Evaluate a Hospitality Event

In this topic learners will gain knowledge, understanding and skills in the following areas:

4.4.1 Evaluate a hospitality event

Section	Amplification
4.4.1 Evaluate a hospitality event	Learners should be able to review the success of a hospitality event to evaluate whether: • procedures were correctly followed by all team members • the hospitality event met customer needs and expectations. Learners should be able to address areas for improvement for future hospitality events using customer feedback. Learners should be able to identify personal strengths and weaknesses relating to: • planning • organisation • carrying out the hospitality event • time management.

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):

- work collaboratively when planning and preparing meals and menus
- work collaboratively when planning hospitality events
- interact with guest speakers from the hospitality and catering industry to gain first-hand insight into real-world practices and expectations
- ask questions and discuss current trends, challenges, and innovations in the sector with industry professionals
- develop networking skills by engaging with visiting chefs, restaurant managers, or event organisers
- observe live demonstrations from industry experts, deepening understanding of specialist techniques or equipment
- 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.

For opportunities to develop cross-cutting themes, cross-curricular skills and integral skills please see Appendix C.

3. Assessment

The Assessment Pack will include all detailed information relating to assessment.

3.1. Assessment Objectives and Weightings

Below are the assessment objectives for this specification. Learners must:

AO1

Demonstrate knowledge and understanding of food safety, hygiene and allergens

AO2

Apply knowledge and understanding of: food safety, hygiene and allergens OR the hospitality and catering industry

AO3

Interpret and evaluate information/ideas/evidence of the hospitality and catering industry OR hospitality or catering in action

AO4

Demonstrate and apply skills in hospitality OR catering.

The table below shows the weighting of each assessment objective for each unit and for the qualification as a whole.

	AO1	AO2	AO3	AO4	Total
Unit 1	-	10%	5%	-	15%
Unit 2	10%	5%	-	-	15%
Unit 3 OR Unit 4	-	-	10%	60%	70%
Overall weighting	10%	15%	15%	60%	100%

3.2. Assessment overview

Unit 1: Overview

This unit is assessed through an externally set and marked non-examination assessment. Learners are required to complete a series of tasks based on an externally set brief. The brief will include a scenario based on a hospitality and catering provision and a set of tasks that allow learners to apply the knowledge and understanding they have gained from the unit.

The brief will be released through Portal during the first week of June for use within that academic year. The assignment will change annually. Learners should not have access to the assignment or tasks until the start of the assessment. Centres have the flexibility to schedule the assessment at any point during the academic year.

This non-examination assessment contributes to 15% of the overall qualification grade and will take 2 hours to complete. Centres may choose to deliver the assessment in a single sitting or across multiple shorter sessions, depending on learners' needs and the length of the tasks. The assessment will be marked out of 45 marks.

The assessment must be submitted digitally, either as scanned handwritten responses or completed digitally.

Unit 2: Overview

This unit is assessed through an externally set and marked on-screen examination delivered via WJEC's e-assessment platform.

The examination will be available in three assessment windows each year: November, January, and June. The first assessment window will open in November 2027. The examination will include 30 questions and will have an approximate pass mark of 75%⁴. It will be graded as a Level 2 pass.

The examination contributes 15% of the overall qualification grade and will take one hour to complete. It must be taken under invigilated examination conditions. Please see JCQ requirements: <https://www.jcq.org.uk> Instructions for Conducting Examinations for details, including information for conducting on-screen tests.

The examination will be auto-marked.

Special consideration cannot be applied for the awarding of Unit 2, as candidates are required to meet the required competence standard.

Unit 3: Overview

This unit is assessed through an externally set non-examination assessment, which is marked by the centre and externally moderated by WJEC. Learners are required to complete a series of tasks based on an externally set brief. For this assessment, learners are required to complete an assessment based on an assignment brief. Learners will plan, prepare, cook and present dishes in response to the brief whilst applying the knowledge gained in Unit 2 on food safety, hygiene and allergens.

A new brief will be issued annually through Portal during the first week of June for use within that academic year. Learners must not have access to the brief or associated tasks until the start of the assessment. Centres have the flexibility to schedule the assessment at any point during the academic year.

⁴ The pass mark may vary slightly between papers to account for minor variations in the level of challenge between individual items.

This non-examination assessment contributes to 70% of the overall qualification grade and will take 12 hours to complete. Centres may choose to deliver the assessment across multiple sittings depending on learner needs and the length of the tasks. The assessment will be marked out of 105 marks.

The assessment must be submitted digitally, either as scanned handwritten responses or completed electronically.

Unit 4: Overview

This unit is assessed through an externally set non-examination assessment, which is marked by the centre and externally moderated by WJEC. Learners are required to complete a series of tasks based on an externally set brief. For this assessment, learners are required to complete an assessment based on an assignment brief. Learners will plan, prepare and run an event response to the brief whilst applying the knowledge gained in Unit 2 on food safety, hygiene and allergens.

A new brief will be issued annually through Portal during the first week of June for use within that academic year. Learners must not have access to the brief or associated tasks until the start of the assessment. Centres have the flexibility to schedule the assessment at any point during the academic year.

This non-examination assessment contributes to 70% of the overall qualification grade and will take 12 hours to complete. Centres may choose to deliver the assessment across multiple sittings depending on learner needs and the length of the tasks. The assessment will be marked out of 105 marks.

The assessment must be submitted digitally, either as scanned handwritten responses or completed electronically.

3.3. Managing non-examination assessment

Non-examination assessment is structured across three key stages: task setting, task taking, and task marking.

All non-examined assessment (NEA) must adhere to the principles set out in JCQ's *Instructions for Conducting Non-Examination Assessments (Vocational and Technical Qualifications)*. Please note that the JCQ guidance for *GCE and GCSE Specifications* is **not** applicable to this qualification.

Task Setting

Assessment packs are provided for each unit in line with the arrangements set out in 3.2.

Task Taking

Information about the assessment conditions, categorised as high, medium and low can be found in the assessment pack. Information about resources, categorised as none, specified, and permitted can also be found in the assessment pack.

Further information can be found in *Conducting Non-examination Assessment in National 14 – 16 Qualifications Guide for Teachers and Conducting Non-examination Assessment in National 14 – 16 Qualifications Guide for Candidates*.

Other considerations when task taking, include:

- Time: Each assessment pack specifies the total time available; a suggested time per task is provided although candidates may allocate this time across tasks as appropriate.
- Supervision and authentication: Learners must be supervised by a teacher while completing assessment tasks. Teachers may clarify task requirements but must not provide feedback on the evidence being produced. Both learners and teachers must sign declarations confirming the authenticity of submitted work.

Task Marking

All marking must be carried out by a designated teacher with appropriate subject expertise, using the marking criteria provided in the assessment pack. Evidence must align with the expectations set out in the assessment pack.

Written evidence must be annotated to show how it meets the marking criteria.

Where required, performance evidence (for example, presentations) must be documented using observation records that include descriptive and summative comments.

Teachers are responsible for ensuring that:

- assessment is conducted in line with the expectations of the assessment pack and JCQ guidance
- judgements are made solely against the performance band statements
- evidence is authentic, clearly annotated, and accurately recorded
- when used, observation records contain sufficient detail to support assessment decisions.

3.4. Resubmission of non-examination assessments

Before final marks are submitted for moderation, teachers may allow a learner one opportunity to improve their evidence and resubmit it for marking. This process is referred to as resubmission.

Internal assessment must be scheduled to allow sufficient time for this resubmission window, where needed, prior to external moderation. Learners must complete the full assessment before their work is initially marked, and any resubmission is authorised.

Any feedback provided to learners must:

- be factual, based on what has been observed in their work
- avoid directing learners on how to improve their mark
- 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 marked.

Learners are not required to produce an entirely new set of evidence for a resubmission. They should focus only on the areas where they did not achieve the desired mark. As a result, they may not need the full time indicated in the assessment pack, although they can use up to the full allocation if necessary. The assessment pack indicates the approximate amount of time that learners should spend completing each task. Where learners are focusing on specific tasks for resubmission, the time allowed should not exceed the total suggested time allocated to those tasks.

There is no need to create a separate candidate mark submission sheet for resubmission; the original sheet can be updated with revised marks and additional comments. Centres should maintain internal records of resubmissions to provide a clear audit trail, which will be helpful if queries arise. Only the final marks and evidence need to be submitted for external moderation.

Once marks have been submitted for moderation, no further resubmission of the same assessment is permitted. Learners have one opportunity to resit the assessment in a future assessment series. When resitting an assessment, centres must ensure that learners are using the assessment brief released for that series. (See Section 4.4).

3.5 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 VCSE Hospitality and Catering.

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 <https://www.jcq.org.uk> the JCQ booklet Suspected Malpractice: Policies and Procedures.

4. Technical information

4.1. Unit entries

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

Assessment opportunities will be available in the assessment period each year as specified below, until the end of the life of the specification.

The submission of Unit 1 will be available for the first time in January 2028 (and every January and summer series thereafter).

Unit 2 will be available during three windows in each academic year. It will first be available in November 2027, then, January 2028, and June 2028 (and each year thereafter).

The submission of Unit 3 and Unit 4 will be available for the first time in summer 2029 and every January and summer series thereafter.

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

		Entry Codes	
		English medium	Welsh medium
Unit 1	External non-examination assessment	5419U1	5419N1
Unit 2	Examination	5419U2	5419N2
Unit 3	Non-examination assessment	5419U3	5419N3
Unit 4	Non-examination assessment	5419U4	5419N4

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

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	5419Q0	5419C0

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

4.3 Grading, awarding and reporting

VCSE qualifications are reported on a six point scale: Level 2 Distinction*, Level 2 Distinction, Level 2 Merit, Level 2 Pass, Level 1 Merit, Level 1 Pass. Candidates who do not achieve the uniform marks required to achieve a Level 1 Pass will have their achievement recorded as U (unclassified) and will not receive a certificate.

Individual unit results are reported on a uniform mark scale (UMS) with the following grade equivalences:

		Level 2				Level 1	
	MAX.	D*	D	M	P	M	P
Unit 1	60	54	48	42	36	30	24
Unit 3	280	252	224	196	168	140	112
Unit 4	280	252	224	196	168	140	112

	MAX.	Pass
Unit 2	60	36

Unit 2 will be graded as pass/fail. The mark achieved in this assessment will have an equivalent UMS which will contribute towards the qualification.

		Level 2				Level 1	
	MAX.	D*	D	M	P	M	P
Subject Award	400	360	320	280	240	200	160

4.4. Resitting unit assessments

Candidates may resit each WJEC marked assessment twice (three attempts in total). The better uniform mark score from the three attempts will be used in calculating the final overall grade.

Candidates may resit each centre marked assessment once (two attempts in total). The better uniform mark score from the two attempts will be used in calculating the final overall grade.

When resitting an assessment, the candidate must submit a new assessment, completed within the same levels of control. They cannot improve previously submitted work.

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

If a candidate is recorded as being awarded '0' marks, then it will be assumed that the evidence generated for assessment was not worthy of credit; this will be counted as an attempt.

When resitting an assessment, provided that the candidate has not exceeded the maximum number of attempts, marks from the other units will be carried forward.

If a candidate exceeds the number of attempts for any of the assessments, they will be required to retake the qualification.

4.5. Retaking the qualification

If a candidate enters a WJEC marked assessment for a fourth time or a centre marked assessment for a third time, they must re-enter and retake all assessments.

When retaking a qualification, a candidate may have up to three attempts at each WJEC marked assessment and up to two attempts at each centre marked non-examination assessment. However, no results from units taken prior to the retake can be used in aggregating the new grade(s).

Appendix A: 3.3.2 Preparation, knife and cooking skills and techniques

The complexity of food preparation, knife and cooking skills and techniques should be assessed in context. While some skills and techniques may appear simple in isolation, their combination, application, and control can increase complexity. Teachers should use professional judgement when determining the skill level demonstrated.

This list is not exhaustive. Centres may include additional or modern variations of traditional techniques — such as air frying, steamers or smoking — to reflect current industry practice and emerging equipment.

Levels of complexity

*** Complex

** Medium

* Basic

Preparation techniques:	Knife techniques: (All require precision and safety awareness; complexity will depend on application)	Cooking techniques:
• blending* • beating* • creaming** • crimping*** • dehydrating** • folding** • grating* • hydrating* • juicing* • kneading** • laminating (pastry)*** • marinating* • mashing* • measuring** • melting*	• bâton** • brunoise*** • chiffonade** • chopping* • deboning*** • deseeding** • dicing** • filleting*** • julienne*** • mincing*** • peeling* • segmenting*** • slicing** • spatchcock** • trimming*	• basting* • baking** • baking blind*** • blanching** • boiling* • braising** • caramelising*** • chilling* • cooling* • deep fat frying*** • deglazing** • dehydrating* • emulsifying*** • foaming *** • freezing*

- melting using bain-marie***
- mixing**
- piping***
- proving*
- puréeing**
- rolling **
- rub-in**
- shaping***
- shredding*
- sieving*
- skinning**
- tenderising*
- toasting(nuts/seeds) **
- weighing**
- whisking(aeration)***
- zesting*
- brushing*
- greasing and lining *
- soaking *(such as dried fruit, gelatine sheets)
- zesting*
- layering * (such as sandwiches, trifles)
- portioning *
- enrobing **
- layering *** (structured) (such as lasagne, mille-feuille)
- unmoulding *** (such as cheesecake, panna cotta)
- setting using chilling control ** (such as mousse, fridge-set desserts)
- glazing ** (simple) (apricot glaze on fruit tart)
- working with setting agents ***

- scoring*
- supreme ***
- butterflying**
- fine shredding**
- carving **
- bâtonnet***
- fine julienne ***
- large dice **
- medium dice**
- small dice***
- fine brunoise***
- paysanne***
- rondelle**
- oblique cut ***
- tourné ***
- lozenge ***
- rough chop *
- pané preparation (cut and flatten) **

- frying**
- griddling**
- grilling*
- pickling**
- poaching***
- reduction**
- roasting**
- sautéing**
- setting**
- skimming*
- steaming**
- stir-frying**
- tempering***
- toasting*
- baine marie ***
- air frying*** (can be an accessible intro to dry heat methods; ideal for healthy alternatives to frying)
- toasting spices or seeds** (clarify if different from nuts; important in world cuisine)
- simmering* (different from boiling – controlled heat, often confused by learners)
- warming / reheating safely
- rehydrating * (such as couscous, noodles)
- use of microwave **
- smoker ***
- pan-roasting **
- pressure cooking / multi-cookers ***
- dry frying **

• advanced glazing *** (mirror glaze, sugar glaze) • precision piping and shaping *** • pasta maker ***		• sous-vide*** (precision-controlled water bath-vacuum-packed / zip lock) • sugar syrup stages *** (thread, soft ball, hard crack) • infusing ** (such as oils, creams, or sauces)
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The complexity of a technique is context-dependent — such as piping a swirl of cream may be basic*, but producing consistent choux éclairs is complex***. Consider the level of independence, accuracy, and control required in the learner's execution.

Appendix B: 4.1.1 – Starting point for ideas for school-based events

Unit 4 allows learners to carry out a hospitality event in a realistic and authentic manner. This appendix serves as a starting point for ideas for school-based events. Many schools already have a series of annual events built into their calendar so they should not feel obliged to organise an additional event outside of their usual programme. This list is not exhaustive.

Charity Events	Formal Events	Community Outreach Events
• Movie Night (After School): Host a screening of a popular film in the school hall or classroom. Provide popcorn, drinks, and snacks. • Quiz Night (After School): Arrange a quiz for students, staff, and families. Teams can pay an entry fee to take part. Snacks and drinks can be for purchase or as part of the entry fee. • Cake/Bake Sale: Invite students, parents, and staff to bake cakes, biscuits, brownies and pastries which can be sold during break times or after school. • Soup and Roll Lunch: Provide a selection of homemade soups and bread rolls during lunchtime. • Breakfast Event: Celebrate occasions like World Porridge Day or hold a pancake breakfast before school starts. Offer a range of toppings and drinks and collect donations or charge a small fee for participation. • Smoothie Stall: Set up a stall at break time or after school offering freshly made smoothies. Use a variety of fruits and offer dairy-free options. (see list of national charities below).	• Charity Concert or Recital: A refreshment stall or post-recital reception allows guests to mingle and provides an opportunity for extra donations. • Art Auction or Exhibition: A gallery café atmosphere can be created by offering afternoon tea, pastries, or themed snacks as visitors view the artwork. • Drama or Musical Theatre Evening: Popcorn, sweet treats, and soft drinks may be sold before the performance and during the interval. Themed snacks based on the production. • Lecture Series or Debate Night: Coffee, tea, and biscuits can be provided for the audience. A coffee bar or dessert table can help raise additional funds. • Fashion Show: Light refreshments such as fruit skewers, mini sandwiches, or sparkling drinks may be provided before the show or during a break. Snack bars or themed treat tables can boost fundraising. • Governor & VIP Reception: Start the evening for any of these events with a special reception for governors, VIPs, and selected families, serving non-alcoholic drinks and canapés.	• Intergenerational Tea Parties: Invite local elders or care home residents to the school for an afternoon tea. • Open Days/Evenings: Offer a range of refreshments such as cakes, international foods, homemade soups, and drinks at open days or school fetes. • Parents' evenings: Offer a range of refreshments. • Breakfast Clubs and Community Mornings: Run regular breakfast or coffee mornings for parents, carers, and neighbours. • Picnics and Outdoor Gatherings: Organise community picnics in local parks or school grounds, encouraging families to bring and share food. • Volunteer Projects with Shared Meals: When students volunteer at events or community gardens, finish with a simple meal or refreshments that everyone can enjoy together.

National Charities

- **Tenovus Cancer Care** – Provides support, advice, and treatment to cancer patients and funds research.
- **Ty Hafan** – Offers palliative care and support for life-limited children and their families.
- **Welsh Air Ambulance Charity** – Delivers emergency air ambulance services across Wales.
- **Llamau** – Works to end homelessness for young people and vulnerable women in Wales.
- **Mind Cymru** – Supports people experiencing mental health difficulties throughout Wales.
- **Age Cymru** – Provides services, support, and advocacy for older people in Wales.
- **RSPCA Cymru** – Protects and cares for animals across Wales.
- **Velindre Cancer Centre** – Raises funds to support cancer services and research in Wales.
- **Keep Wales Tidy** – Promotes environmental cleanliness and community engagement.

Many schools select a local or regional charity to support throughout the academic year. The diverse backgrounds represented within the school community can result in certain charities having particular importance to some families. Additionally, supporting the PTA is considered appropriate.

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

Curriculum for Wales Strands	Unit 1	Unit 2	Unit 3	Unit 4
Cross-cutting Themes				
Local, National & International Contexts	1.1.1, 1.1.3		3.1.2, 3.3.2	4.1.2
Sustainability	1.1.3	2.1.2	3.1.1, 3.1.2	4.1.1, 4.1.2
Relationships and Sexuality Education				
Human Rights Education	1.1.2, 1.1.3	2.2.1, 2.2.2	3.1.1, 3.1.2	4.1.1,
Careers and Work-Related Experiences	1.1.1, 1.2.1, 1.2.2, 1.2.3	2.1.1, 2.1.2, 2.1.3 2.2.1, 2.2.2, 2.2.3	3.1.2, 3.2.1, 3.2.2, 3.3.1, 3.3.2, 3.3.3, 3.3.4, 3.4.1	4.1.1, 4.1.2, 4.2.2, 4.2.3, 4.3.1, 4.3.2, 4.3.3, 4.4.1
Cross-curricular Skills - Literacy				
Listening	1.2.2	All sections	All sections	All sections
Reading	All sections	All sections	All sections	All sections
Speaking	1.2.2			4.1.2, 4.2.2, 4.2.3, 4.3.1, 4.3.3
Writing	All sections	All sections	All sections	All sections

Curriculum for Wales Strands	Unit 1	Unit 2	Unit 3	Unit 4
Cross-curricular Skills - Numeracy				
Developing Mathematical Proficiency		2.1.2, 2.2.2	3.1.2, 3.2.1, 3.2.2, 3.3.3	4.2.1
Understanding the number system helps us to represent and compare relationships between numbers and quantities		2.1.2, 2.2.2	3.1.2, 3.2.1, 3.2.2, 3.3.3	4.2.1
Learning about geometry helps us understand shape, space and position and learning about measurement helps us quantify in the real world		2.1.2, 2.2.2	3.1.2, 3.2.1, 3.2.2, 3.3.3	4.2.1, 4.2.3, 4.3.2
Learning that statistics represent data and that probability models chance help us make informed inferences and decisions				
Digital Competence				
Citizenship				
Interacting and Collaborating				4.2.1
Producing				4.2.1
Data and Computational Thinking				
Integral Skills				

Curriculum for Wales Strands	Unit 1	Unit 2	Unit 3	Unit 4
Creativity and Innovation			3.1.2, 3.3.1, 3.3.2, 3.3.3, 3.3.4, 3.4.1	4.1.1, 4.2.1, 4.4.1
Critical Thinking and Problem Solving	1.1.2	All sections	3.1.2, 3.3.1, 3.3.2, 3.3.3, 3.3.4, 3.4.1	4.2.1, 4.2.3, 4.3.1, 4.3.2, 4.3.3, 4.4.1
Planning and Organisation	1.1.3		3.1.3, 3.3.1, 3.3.2, 3.3.3, 3.3.4, 3.4.1	4.2.1, 4.2.3, 4.3.2, 4.4.1
Personal Effectiveness	1.2.2, 1.2.3		3.1.3, 3.3.1, 3.3.2, 3.3.3, 3.3.4, 3.4.1	4.2.1, 4.3.1, 4.3.2, 4.3.3, 4.4.1



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