

APPLIED



WJEC Level 3 Applied Certificate in
**FOOD SCIENCE AND
NUTRITION**

REGULATED BY OFQUAL AND CCEA REGULATION
DESIGNATED BY QUALIFICATIONS WALES

SPECIFICATION

Teaching from 2015
For award from 2017

Version 4 October 2024



SUMMARY OF AMENDMENTS

Version	Description	Page number
2	Learners are allowed two resits of each external unit	5 and 13
	For internal assessment please consult WJEC's 'instructions for conducting controlled assessment'.	7
	Clarification of the 'near pass' rule *	12
	Clarification of resit rules	35
3	Insertion of Guided learning hours (GLH) and total qualification time (TQT)	3
4	Additional clarification of assessment and qualification grading requirements provided	11 and 12
	Amplification of life stages	16 and 17
	External moderation information updated to reflect current arrangements	35 and 36
	Minor amendments throughout to reflect the assessment structure of unit 1	-



WJEC LEVEL 3 CERTIFICATE IN FOOD SCIENCE AND NUTRITION

SPECIFICATION

For certification in 2017

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1 INTRODUCTION

1.1 Qualification title and code

This specification covers the following qualifications:

601/4553/5 WJEC Level 3 Certificate in Food Science and Nutrition

1.2 Statement of purpose

An understanding of food science and nutrition is relevant to many industries and job roles. Care providers and nutritionists in hospitals use this knowledge, as do sports coaches and fitness instructors. Hotels and restaurants, food manufacturers and government agencies also use this understanding to develop menus, food products and policies that support healthy eating initiatives. Many employment opportunities within the field of food science and nutrition are available to graduates.

This is an Applied General qualification. This means it is designed primarily to support learners progressing to university. It is mainly designed for those wanting to pursue careers or learning in related areas such as the food industry production. The qualification would support learners' progression from study at Level 2, but in particular GCSE's in Food and Nutrition, Catering and Hospitality, Biology, Physical Education and Humanities.

By studying for this certificate alongside other relevant qualifications at Level 3 e.g. GCE Biology, Physical Education, Sociology, learners will gain the required knowledge to use the qualification to support entry to higher education courses such as:

- BSc Human Nutrition
- BSc (Hons) Public Health Nutrition
- BSc (Hons) Food Science and Technology

The structure of the qualification is shown here.

WJEC Level 3 Certificate in Food Science and Nutrition			
Unit Number	Unit Title	Structure	Assessment
1	Meeting Nutritional Needs of Specific Groups	Mandatory	Internal and External

Learners complete two assessments.

The qualification will enable the learner to demonstrate an understanding of the science of food safety, nutrition and nutritional needs in a wide range of contexts, and through on-going practical sessions, to gain practical skills to produce quality food items to meet the needs of individuals.

It has been designed to offer exciting, interesting experiences that focus learning for 16 - 19 year old learners through applied learning, i.e. through the acquisition of knowledge and understanding in purposeful, work-related contexts, linked to the food production industry.

This will also enable learners to learn in such a way that they develop:

- skills required for independent learning and development
- skills to ensure their own dietary health and well being
- a range of generic and transferable skills
- the ability to solve problems
- the skills of project based research, development and presentation
- the ability to apply mathematical and ICT skills
- the fundamental ability to work alongside other professionals, in a professional environment
- the ability to apply learning in vocational contexts.

In addition to this qualification, WJEC also offer the Level 3 Diploma in Food Science and Nutrition. This is a larger qualification as shown in this structure table:

WJEC Level 3 Diploma in Food Science and Nutrition			
Unit Number	Unit Title	Structure	Assessment
1	Meeting Nutritional Needs of Specific Groups	Mandatory	Internal and External
2	Ensuring Food is Safe to Eat	Mandatory	External
3	Experimenting to Solve Food Production Problems	Optional	Internal
4	Current Issues in Food Science and Nutrition	Optional	Internal

This Diploma size qualification is most suited to those that are interested in a career or further learning in relation to food science and nutrition. This qualification would suit those learners that have previously studied hospitality, catering or food technology.

2 QUALIFICATION STRUCTURE

WJEC Level 3 Applied Certificate in Food Science and Nutrition

WJEC Level 3 Certificate in Food Science and Nutrition					
Unit Number	Entry Codes	Unit Title	Structure	Assessment	GLH
1	Internal: 4563UA* 4563NA* External: 4563UB* 4563NB*	Meeting Nutritional Needs of Specific Groups	Mandatory	Internal and External	180
Cash-in	4563QC* 4563CC*				

* English Medium UA, UB and QC

* Welsh Medium NA, NB and CC

Qualification Accreditation Number: 601/4553/5

2.1 Guided learning hours (GLH) and total qualification time (TQT)

The qualification has been allocated a number of guided learning hours (GLH). This is the number of guided learning hours that WJEC expects the centre to provide to support learners. Guided learning means activities such as classroom-based learning, tutorials and online learning, which is directly supervised by a teacher, tutor or invigilator. It also includes all forms of assessment which take place under the immediate guidance or supervision of a teacher, supervisor or invigilator.

The total number of GLH assigned to this qualification is 180 hours.

In addition to the GLH, WJEC also specifies a total number of hours that it is expected learners will be required to undertake in order to complete the qualification. This is referred to as the total qualification time (TQT). Activities which contribute to the TQT include independent and unsupervised research, unsupervised coursework, unsupervised e-learning, e-assessment and all guided learning.

The total amount of TQT assigned to this qualification is 270 hours.

3 ASSESSMENT

The WJEC Level 3 Certificate in Food Science and Nutrition is assessed using a combination of internal and external assessment.

The weighting of the internal and external assessments is shown in the table below.

Assessment (Internal/External)	%
Internal	50
External	50

3.1 External assessment

Details of the external assessment are as follows:

- 90 minute examination; plus 15 minutes reading time
- Total of 90 marks
- Three sections on each paper
 - Section A is short answer questions
 - Section B is extended answer questions
 - Section C relates to a case study
- Each paper will be available in June of each year
- Learners are allowed two resit opportunities. The highest grade will contribute towards the overall grade for the qualification
- WJEC will produce a mark scheme which will be used as the basis for marking the examination papers
- The paper will be graded Level 3 Pass, Level 3 Merit and Level 3 Distinction. See section 4 for further details
- LO1, LO2, LO3 and LO4 will be assessed at every assessment opportunity. Assessment Criteria will be sampled within each assessment within the mark allocation below:

Assessment Grid

Learning Outcomes	Assessment Criteria	Marks	%
LO1 Understand the importance of food safety	AC1.1 Explain how individuals can take responsibility for food safety	14-22	15-25%
	AC1.2 Explain methods used by food handlers to keep themselves clean and hygienic		
	AC1.3 Explain methods used to keep work areas clean and hygienic		
	AC1.4 Analyse risks associated with food safety		
LO2 Understand properties of nutrients	AC2.1 Explain how nutrients are structured	14-22	15-25%
	AC2.2 Classify nutrients in foods		
	AC2.3 Assess the impact of food production methods on nutritional value		
LO3 Understand the relationship between nutrients and the human body	AC3.1 Describe functions of nutrients in the human body	22-31	25-35%
	AC3.2 Explain characteristics of unsatisfactory nutritional intake		
	AC3.3 Analyse nutritional needs of specific groups		
	AC3.4 Assess how different situations affect nutritional needs		
LO4 Be able to plan nutritional requirements	AC4.1 Evaluate fitness for purpose of diets	22-31	25-35%
	AC4.2 Calculate nutritional requirements for given individuals		
TOTAL		90	100%

3.2 Internal assessment

The internal assessment is a summative controlled assessment. Controls for the assessment are provided in a sample assessment published on the WJEC/Eduqas websites and in the model assignment published on the WJEC Portal.

For information on managing controlled assessments, please consult 'WJEC's Instructions for conducting controlled assessment'. This document can be accessed through the WJEC/Eduqas websites. Each centre must ensure that internal assessment is conducted in accordance with these controls.

There are three stages of assessment that will be controlled:

- Task setting
- Task taking
- Task marking.

Task setting

For the internal assessment, WJEC has produced a model assignment. Centres are, however, allowed to modify the assignment within specified parameters as set out in the model assignment. This will allow centres to tailor the assessment to local needs.

Task taking

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

Time

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

Resources

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

Supervision

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

Authentication

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

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

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

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

Collaboration

The model assignment will indicate whether:

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

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

- Tasks should allow each member of the group to have full access to all performance bands for all assessment criteria
- Learners **must** provide an individual response as part of any task outcome
- Evidence of individual response may include written evidence (e.g. notes, evaluations, mind maps, etc.) and/or audio-visual evidence (e.g. recordings, photographs, drawings, designs, etc.)
- Evidence must be clearly attributable to each individual member of the group;
- Individual contributions must be clearly identified and stated on the accompanying authentication sheet which must be signed by both the teacher and the candidate
- Assessment of the individual must be based on the individual contribution to the evidence produced;
- Learners' achievement must not be affected by the poor performance of other group members
- Learners' achievement must not benefit from the performance of other group members.

Re-submission

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

Learners have one resit opportunity for each internal assessment.

Where an individual learner who has previously submitted group work for assessment wishes to resit an internal assessment, one of the following options **must** be taken:

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

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

Task marking

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

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

Performance evidence, for example of giving a presentation, must be made on observation records. Observation records will include a description of learner performance as well as a summative statement on the quality of that performance. Where performance is observed by someone other than an assessor, the 'witness' must complete a witness statement.

Assessors will need to authenticate the statement either through scrutiny of supporting evidence and/or questioning of the learner and/or witness. If the statement is authenticated, it can be allowed to contribute to the evidence for assessment. Evidence of authentication will also need to be included.

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

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

3.3 Synoptic assessment

Synoptic assessment is:

'assessment which requires a candidate to identify and use effectively in an integrated way an appropriate selection of skills, techniques, concepts, theories, and knowledge from across the course content'

'Level 3 Vocational Qualifications for 16 -19 year olds and Performance Tables: Technical Guidance for Awarding Organisations' DfE p14

The assessment ensures that the knowledge & skills developed through this qualification are assessed in an integrated way.

3.4 Standardisation

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

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

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

4 GRADING

Internal Assessment

Performance bands have been written to enable learners to demonstrate their ability against the assessment criteria. There are no additional requirements to achieve higher marks. A range of marks are allocated for each performance band. Assessors select the 'best fit' performance band for the evidence submitted and award the relevant mark. The total of all marks allocated are submitted to WJEC.

External Assessment

The external assessment is marked according to the detail provided in a marking scheme.

Grades

An award meeting is held each year to set the grade boundaries. An experienced awarding committee attend the award meeting and refer to a range of information to set grade boundaries for each assessment. Further details of grade descriptors can be found in section 4.3. Once grade boundaries have been set by WJEC, learner marks are then converted to UMS marks.

The UMS/grade equivalences for the Level 3 Certificate in Food Science and Nutrition assessments are:

Unit Number	Unit Title	Assessment	Total UMS mark	UMS grade boundaries			
				D	M	P	N*
1	Meeting Nutritional Needs of Specific Groups	Internal	100	80	60	40	
		External	100	80	60	40	30

* A near pass will be applied to external assessments where learners achieve between 30 and 39 UMS. The unit grade will still be reported as a grade u, since the learner will not have performed to the minimum standard required for a pass grade but will qualify as a near pass for the purposes of determining the overall qualification grade.

Grading the qualification

The WJEC Level 3 Certificate in Food Science and Nutrition qualification is reported on a four point scale: Pass, Merit, Distinction and Distinction*.

The qualification grade will be based upon the overall UMS mark and learner achievements in all assessments.

To achieve a Pass, Merit, Distinction or Distinction* grade, learners **must obtain a minimum of 80 UMS** of which:

- a minimum of 30 UMS (near pass) must have been obtained through the external assessment
- a minimum of 40 UM (pass) must have been obtained through the external assessment

The remaining UMS can be obtained through either the internal or external assessments.

The attainment of learners who do not reach the minimum standard for a pass grade will receive a U (unclassified) grade and will not receive a qualification certificate.

Learners may only resit the internally assessment once and the external assessment twice, with the better result counting. A learner may retake the whole qualification more than once.

The grade equivalences for the Level 3 Certificate in Food Science and Nutrition qualification are:

Grade	Distinction*	Distinction	Merit	Pass	Max
UMS	180	160	120	80	200

Grade descriptors

Grade descriptors give a general indication of the standards of achievement likely to have been shown by learners awarded particular grades. The descriptors must be interpreted in relation to the content specified by the unit; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the learner has met these descriptors overall. Shortcomings in some aspects of the examination may be balanced by better performances in others.

The following grade boundaries will be set at an Award meeting:

- Distinction/Merit
- Merit/Pass
- Pass/Ungraded.

Descriptors shown are those that are equivalent to the threshold performance at each grade that will be awarded.

Level 3 Pass

Learners have gained a basic understanding of food science and nutrition and the impact of food and nutrition on the lives of individuals and on society today. They will have gained a basic understanding of how to identify hazards and minimise risks when producing food to meet the nutritional needs of specific groups. They demonstrate some knowledge of the different properties of nutrients, how the body processes nutrients and how nutritional needs change over time. They are able to use their understanding and knowledge to plan dishes and dietary plans to meet nutrition needs of specific individuals. Learners can carry out practical tasks, analyse results and draw basic conclusions from their findings. Learners will be able to use a number of generic skills e.g. research, analysis, planning and evaluation fairly independently, in order to address food safety scenarios in a range of environments. Learners will be able to identify and transfer knowledge and understanding from one task to another, thus using learning in an integrated and synoptic way.

Level 3 Merit

Learners have gained a good understanding of food science and nutrition and the impact of food and nutrition on the lives of individuals and on society today. They will have gained a clear understanding of how to identify hazards and minimise risks when producing food to meet the nutritional needs of specific groups. They demonstrate good knowledge of the different properties of nutrients, how the body processes nutrients and how nutritional needs change over time. They are able to use their understanding and knowledge to accurately plan dishes and dietary plans to meet nutrition needs of specific individuals. Learners can carry out practical tasks with ease and can analyse results and draw basic conclusions from their findings. Learners will be able to use competently a number of generic skills e.g. research, analysis, planning and evaluation in order to address food safety scenarios in a range of environments. Learners will be able to identify and transfer accurately knowledge and understanding from one task to another, thus clearly demonstrating using learning in an integrated and synoptic way.

Level 3 Distinction

Learners have gained an in depth understanding of food science and nutrition and the impact of food and nutrition on the lives of individuals and on society today. They will have gained a sound understanding of how to identify hazards and minimise risks when producing food to meet the nutritional needs of specific groups. They demonstrate detailed knowledge of the different properties of nutrients, how the body processes nutrients and how nutritional needs change over time. They are able to use their understanding and knowledge to plan complex dishes and in depth dietary plans to meet the nutrition needs of specific individuals. Learners can carry out practical tasks, competently and confidently demonstrating flair and precision and analyse results and draw sound conclusions from their findings. Learners will be able to use a range of generic skills e.g. research, identification of key factors, analysis, planning and evaluation independently and with ease and accuracy, in order to address food safety scenarios in a range of environment. Learners will at every opportunity be able to identify and transfer accurately in depth knowledge and understanding from one task to another, thus clearly demonstrating using learning in an integrated and synoptic way.:

5 UNITS

Unit 1	Meeting Nutritional Needs of Specific Groups
Guided learning hours	180

Aim and purpose

The purpose of this unit is for learners to develop an understanding of the nutritional needs of specific target groups and plan and cook complex dishes to meet their nutritional needs.

Unit introduction

Why do we need to follow food hygiene regulations? What is cross contamination? How do you know something is cooked and safe to eat? What are nutrients? Why do we need them? Is any food “bad” for us? Could fizzy drinks replace water? How does loss of mobility affect what I need to eat? Should we eat more in the winter? Can vitamin tablets replace fresh fruit? How can you make sure that when you cook a meal, everything is ready on time? How can you a make a dish look attractive?

Understanding food hygiene is an essential requirement for anyone who handles food in an industrial or domestic situation. The study of nutrition is essential in society as there are huge pressures on the global food system and increasing incidences of poor nutrition, despite a growth in interest in food related issues. Understanding nutritional requirements for a balanced diet will allow us to make informed dietary choices. Those working in food production need an appreciation of the nutritional value of food and the effect of this on individuals, as nutritional requirements can vary according to age, health, religion and lifestyle choices. Care sector workers need to ensure that meals meet the needs of specific patient groups: elderly, sick and nutritionally vulnerable. Those working as personal trainers understand how the nutritional intake of an athlete can impact on their performance and know the most effective methods of preparing food in order to maximise its nutritional value.

Whether cooking for two people at home, 100 clients at a conference or 1000 people in a hospital, any chef or cook will make sure they have a plan of action, which fully addresses health and safety factors to ensure any food prepared is safe to eat. They will also make sure they have all of the commodities and equipment needed and enough time to prepare and cook the dishes on the menu.

Through this unit, you will have gained an understanding of how to identify hazards and minimise risks when producing food to meet the nutritional needs of specific groups. You will learn about different types of nutrients and how those are used by the body to ensure you can plan a balanced nutritious diet. You will develop skills for preparing, cooking and presenting nutritious dishes that meet specific needs.

Learning outcomes	Assessment criteria	Content	Exemplification
<i>The learner will:</i>	<i>The learner can:</i>		
LO1 understand the importance of food safety	AC1.1 explain how individuals can take responsibility for food safety	Individuals <ul style="list-style-type: none"> • Employers • Employees 	There are many ways that individuals are made aware of their responsibilities, for example through induction and training. There are also ways in which they can take responsibility such as in monitoring activities and establishing systems that ensure compliance with legislation. Learners should understand the means by which individuals know their responsibilities and what their responsibilities are.
	AC1.2 explain methods used by food handlers to keep themselves clean and hygienic	Methods (food handlers) <ul style="list-style-type: none"> • Personal hygiene • Protective clothing 	Learners should understand the importance of personal hygiene and how the methods used meet regulatory requirements.
	AC1.3 explain methods used to keep work areas clean and hygienic	Methods (work areas) <ul style="list-style-type: none"> • Waste disposal • Signage • Kitchen design 	Learners should understand how different methods of keeping work areas clean and hygienic mitigate risks related to food safety. The most significant risk to consider is cross-contamination.
	AC1.4 analyse risks associated with food safety	Risks <ul style="list-style-type: none"> • Causes <ul style="list-style-type: none"> • Bacteria • Food spoilage • High risk foods • Contamination • Allergens • Implications <ul style="list-style-type: none"> • To consumers • To businesses 	Learners need to understand the causes and implications of actions that can lead to food safety issues. They need to consider potential causes and the implications to both consumers and businesses.

Learning outcomes	Assessment criteria	Content	Exemplification
<i>The learner will:</i>	<i>The learner can:</i>		
LO2 understand properties of nutrients	AC2.1 explain how nutrients are structured	Nutrients <ul style="list-style-type: none"> • Proteins • Lipids • Carbohydrates • Minerals • Vitamins • Water 	Learners should understand how nutrients are structured and use chemical terms and models.
	AC2.2 classify nutrients in foods	Classify <ul style="list-style-type: none"> • Biological value • Glycemic Index • Nutrient density • Sources of nutrients • Complementary actions of nutrients 	Learners should know the main and secondary sources of all nutrients and classify in different ways. Learners should know how to use different types of resources to classify nutrients in foods e.g. <ul style="list-style-type: none"> • Food labels • Recipes • Nutritional values.
	AC2.3 assess the impact of food production methods on nutritional value	Food production methods <ul style="list-style-type: none"> • Cooking methods • Packaging/Storage methods • Preservation methods • Fortification of foods 	Cooking methods could include: <ul style="list-style-type: none"> • Boiling • Steaming • Roasting • Deep fat frying. Packaging/Storage methods could include: <ul style="list-style-type: none"> • Vacuum packing • Cold store • Aseptic Food Processing and Packaging (AFP). Preservation methods could include: <ul style="list-style-type: none"> • Freezing • Jamming • UHT.

Learning outcomes	Assessment criteria	Content	Exemplification
<i>The learner will:</i>	<i>The learner can:</i>		
LO3 understand the relationship between nutrients and the human body	AC3.1 describe functions of nutrients in the human body	Functions <ul style="list-style-type: none"> • Growth and development • Production of energy • Regulate metabolism 	Learners should be able to describe the functions of each type of nutrient specified in AC2.1 and be aware of their complementary actions.
	AC3.2 explain characteristics of unsatisfactory nutritional intake	Characteristics <ul style="list-style-type: none"> • Visible • Non-visible Unsatisfactory <ul style="list-style-type: none"> • Nutritional deficiencies • Nutritional excesses 	Learners need to understand the characteristics of unsatisfactory nutritional intake. This should be current and not historical nutritional deficiency/excess problems. Issues are likely to relate to: <ul style="list-style-type: none"> • Obesity • Digestion problems • Anaemia • Skin conditions • Dental problems • Coeliac disease • Rickets
	AC3.3 analyse nutritional needs of specific groups	Specific groups <ul style="list-style-type: none"> • Female • Male • Different life stages <ul style="list-style-type: none"> • Infancy – neonate and up to one year • Toddler – one to three years • Early childhood – three to eight years • Adolescence – twelve to eighteen years old • Early adulthood – nineteen to thirty-five years old • Late adulthood – thirty six to sixty-five years old • Eldership – over sixty-five years old • this may also include other life stages, such as: 	Learners need to analyse nutritional needs of specific groups including: <ul style="list-style-type: none"> • How needs change through life stages • How different medical conditions affect nutritional intake • How culture affects nutritional intake

		<ul style="list-style-type: none"> • Pre/Post natal • Pre/Post-menopausal • Medical conditions <ul style="list-style-type: none"> • Type 1/Type 2 Diabetes • Hypercholesterolemia • Anaemia • Lactose intolerant • Coeliac disease • Culture <ul style="list-style-type: none"> • Religious beliefs • Vegans/vegetarians • Lifestyle choices 	
	<p>AC3.4 assess how different situations affect nutritional needs</p>	<p>Situations</p> <ul style="list-style-type: none"> • Different environments • Different activities <p>Physical activity factor</p>	<p>Different environments could include workplaces, home, holiday settings, weather, hospital. Different activities could include special occasions, work (manual, sedentary), leisure activities, work patterns such as shift work, hobbies, ill health.</p> <p>Physical activity factors could include different types of sport, work requirements.</p>

Learning outcomes	Assessment criteria	Content	Exemplification
<i>The learner will:</i>	<i>The learner can:</i>		
LO4 be able to plan nutritional requirements	AC4.1 evaluate fitness for purpose of diets	Fitness for purpose <ul style="list-style-type: none"> • Nutritional • Against guidelines • Weight maintenance • To satisfy personal needs <ul style="list-style-type: none"> • Hunger • Avoid monotony • Eating patterns 	Learners should be able to analyse diets and evaluate how well they meet the needs of individuals or policy.
	AC4.2 calculate nutritional requirements for given individuals	Calculate <ul style="list-style-type: none"> • BMR • Dietary reference values • Physical activity factor • Deficit/Excess nutrient intake Individuals <ul style="list-style-type: none"> • Different life stages • Different activity levels • Different medical conditions • Different eating patterns • Different environments 	Learners should be able to use resources to calculate requirements. These could include: <ul style="list-style-type: none"> • Use of computerised programmes • Mobile phone apps • Food tables • Recommended nutritional intake charts and tables

Learning outcomes	Assessment criteria	Content	Exemplification
<i>The learner will:</i>	<i>The learner can:</i>		
LO5 be able to plan production of complex dishes	AC5.1 interpret recipes for complex menus	Complex menus <ul style="list-style-type: none"> • Combination of hot and cold dishes • Using advanced techniques • Using technical terms • No processed foods Interpret <ul style="list-style-type: none"> • Skills and techniques required • Commodities required • Technical terms • Timings 	Learners should have the opportunity to use recipes from a wide range of resources/sources both new and old e.g. recipe books, internet web sites, magazines.
	AC5.2 plan production of menus	Plan <ul style="list-style-type: none"> • Sequencing • Timing <ul style="list-style-type: none"> • Preparation • Cooking • Presentation/finishing • Waste • Equipment • Tools • Methods • Presentation/finishing of final dishes • Contingencies • Health, safety and hygiene • Quality points • Storage • Service style 	Learners should be able to plan for the production of more than one dish at a time. They should be able to produce logical orders of work to cover mise en place, production and completion/finish with food hygiene and safety working practices clearly identified.

Learning outcomes	Assessment criteria	Content	Exemplification
<i>The learner will:</i>	<i>The learner can:</i>		
LO6 be able to cook complex dishes	AC6.1 use tools in preparation of commodities	Tools <ul style="list-style-type: none"> • Knives • Utensils • Equipment • Electrical equipment Use <ul style="list-style-type: none"> • Preparing commodities • Using advanced techniques • Minimising waste 	Learners should develop skills in the use of tools and equipment as available within the centre. The focus should be on using tools with precision and speed.
	AC6.2 use advanced techniques in preparation of commodities	Advanced techniques (preparation) <ul style="list-style-type: none"> • Turning • Shaping • Carving • Larding • Boning (meat) • Tenderising • Blending • Mincing • Enriching • Separating • Filleting (fish) • Moulding 	Learners should develop skills needed to use the advanced techniques listed. Learners should be familiar with the names of the techniques, the skills and methods involved and how to use techniques with speed and precision.
	AC6.3 assure quality of materials to be used in food preparation	Quality Smell/Aroma Touch Sight Storage Packaging	Learners should have sufficient understanding to competently carry out quality checks on accepting materials to be used throughout the cooking processes.

Learning outcomes	Assessment criteria	Content	Exemplification
<i>The learner will:</i>	<i>The learner can:</i>		
	AC6.3 assure quality of materials to be used in food preparation	Materials <ul style="list-style-type: none"> • Equipment • Tools • Commodities 	
	AC6.4 use advanced techniques in cooking of commodities	Advance techniques (cooking) <ul style="list-style-type: none"> • Boiling <ul style="list-style-type: none"> • Water court - bouillon, milk, stock • Poaching <ul style="list-style-type: none"> • Shallow, deep • Stewing <ul style="list-style-type: none"> • Water, stock, sauce • Braising <ul style="list-style-type: none"> • Brown i.e. joints and cuts of meat • White i.e. vegetables and sweetbreads • Steaming <ul style="list-style-type: none"> • Direct, indirect, high pressure • Baking <ul style="list-style-type: none"> • Dry baking, baking with increased humidity, baking with heat modification • Roasting <ul style="list-style-type: none"> • Oven, on a spit • Tandoori cooking • Grilling (griddling) <ul style="list-style-type: none"> • Overheat, underheat, between heat • Frying <ul style="list-style-type: none"> • Shallow, deep, sauté, stir-fry • Paper bag/en papillotte • Microwave • Pot roasting <ul style="list-style-type: none"> • Poêle 	Learners should develop skills needed to use the advanced techniques listed. Learners should be familiar with the names of the techniques, the skills and methods involved and how to use techniques with pace, speed and precision.

Learning outcomes	Assessment criteria	Content	Exemplification
<i>The learner will:</i>	<i>The learner can:</i>		
	AC6.5 present cooked complex dishes using advanced presentation techniques	Presentation techniques <ul style="list-style-type: none"> • Piping • Carving • Shaping • Moulding • Glazing • Rolling • Cutting • Sugar work • Couverture 	<p>Learners should develop skills needed to use the advanced techniques listed. Learners should be familiar with the names of the techniques, the skills and methods involved and how to use techniques with pace, speed and precision.</p> <p>Learners should work in consideration of the following presentation standards:</p> <ul style="list-style-type: none"> • Taste • Smell/Aroma • Appearance • Texture.
	AC6.6 use food safety practices	Food safety practices <ul style="list-style-type: none"> • As specified in LO1 	Learners need to show individual responsibility for working safely and hygienically by applying food safety practices learned in LO1.
	AC6.7 monitor food production	Monitor <ul style="list-style-type: none"> • Timescales • Commodities • Techniques • Sequencing • Quality points/critical control 	Learners need to learn how to monitor progress throughout all stages of food production. They should be able to take responsibility for monitoring progress and checking for critical control measurers during all stages of food production.

Learning Outcome	Assessment criteria	Performance bands		
		Mark Band 1	Mark Band 2	Mark Band 3
LO1 Understand the importance of food safety	AC1.1 Explain how individuals can take responsibility for food safety	Explains with some reasoning how individuals can take responsibility for food safety in relation to the case study. 1	Explains with some clear reasoning how a range of individuals can take responsibility for food safety in relation to the case study. 2	Explains with clear and detailed reasoning how a range of individuals can take responsibility for food safety in relation to the case study. 3
	AC1.2 Explain methods used by food handlers to keep themselves clean and hygienic	Explains with some reasoning methods used by food handlers to keep themselves clean and hygienic. Methods have some relevance to the case study. 1	Explains with some clear reasoning a range of methods that food handlers use to keep themselves clean and hygienic that are mainly appropriate to the case study. 2	Explains with clear and detailed reason a range of methods that food handlers use to keep themselves clean and hygienic that are appropriate to the case study. 3
	AC1.3 Explain methods used keep work areas clean and hygienic	Explains with some reasoning methods used to keep work areas clean and hygienic. Methods have some relevance to the case study. 1	Explains with some clear reasoning a range of methods used to keep work areas clean and hygienic that are mainly appropriate to the case study. 2	Explains with clear and detailed reasoning a range of methods used to keep work areas clean and hygienic appropriate to the case study. 3
	AC1.4 Analyse risks associated with food safety	Analyses some information to determine a limited range of appropriate risks associated with food safety in relation to the case study. 1	Analyses information to determine a range of risks to food safety which are mainly appropriate to the case study. 2	Analyses a range of information to determine a range of risks to food safety which are appropriate to the case study. 3

Learning Outcome	Assessment criteria	Performance bands		
		Mark Band 1	Mark Band 2	Mark Band 3
LO2 Understand properties of nutrients	AC2.1 Explain how nutrients are structured	Explains with some reasoning how a limited range of nutrients are structured. Relevance of nutrients to case study is implicit. 1	Explains with some clear reasoning how a range of nutrients are structured. There is some explicit link between the nutrients and the case study. 2	Explains with clear and detailed reasoning how a range of appropriate nutrients are structured. There are explicit links between the nutrients and the case study. 3
	AC2.2 Classify nutrients in foods	Classifies nutrients accurately using one method. Appropriateness of method is not clear. Classification includes main and secondary sources. Relevance of nutrients to case study is implicit. 1	Classifies nutrients accurately using different methods. There is some reference to the selection of classification method. Classification includes main and secondary sources. There is some explicit link between the nutrients and the case study. 2	Classifies nutrients accurately using different methods. Reason for selection of classification methods is clear. Classification includes main and secondary sources. There are explicit links between the nutrients and the case study. 3
	AC2.3 Assess the impact of food production methods on nutritional value	Assesses how a range of food production methods impact on nutritional value. Assessments have some reasoning in relation to the case study. 1	Assesses how an appropriate range of food production methods impact on nutritional value. Assessments are mainly reasoned in relation to the case study. 2	Assesses how an appropriate range of food production methods impact on nutritional value. Assessments are clear and well-reasoned in relation to the case study. 3

Learning Outcome	Assessment criteria	Performance bands		
		Mark Band 1	Mark Band 2	Mark Band 3
LO3 Understand the relationship between nutrients and the human body	AC3.1 Describe functions of nutrients in the human body	Describes the functions of a range of nutrients in the human body. Description has some relevance to the specific groups in the case study. 1	Describes the functions of a mainly appropriate range of nutrients in the human body. Description is mainly relevant to the specific groups in the case study. 2	Describes in detail the functions of an appropriate range of nutrients in the human body. Description is relevant to the specific groups in the case study. 3
	AC3.2 Explain characteristics of unsatisfactory nutritional intake	Explains with some reasoning the characteristics of unsatisfactory nutritional intake. There is some relevance to specific groups and information in the case study. 1	Explains with some clear reasoning the characteristics of unsatisfactory nutritional intake. Evidence is mainly appropriate to the specific groups and information in the case study. 2	Explains with clear and detailed reasoning the characteristics of unsatisfactory nutritional intake. Evidence is appropriate to the specific groups and information in the case study. 3
	AC3.3 Analyse nutritional needs of specific groups	Analyses some information to determine a limited range of nutritional needs of specific groups in the case study. 1	Analyses information to determine a range of nutritional needs of specific groups which are mainly appropriate to the case study. 2	Analyses a range of information to determine nutritional needs of specific groups which are appropriate to the case study. 3
	AC3.4 Assess how different situations affect nutritional needs	Assesses how different situations affect nutritional needs of specific groups in the case study. Assessments have some reasoning with limited evidence in support of conclusions. 1	Assesses how different situations affect nutritional needs of specific groups in the case study. Assessments are mainly reasoned with some evidence in support of conclusions 2	Assesses how different situations affect nutritional needs of specific groups in the case study. Assessments are clear and well-reasoned with evidence in support of conclusions. 3

Learning Outcome	Assessment criteria	Performance bands		
		Mark Band 1	Mark Band 2	Mark Band 3
LO4 Plan nutritional requirements	AC4.1 Evaluate fitness for purpose of diets	A limited range of information is evaluated to determine fitness for purpose of diets. Conclusions have some reasoning with limited evidence in support of conclusions. 1	Information is evaluated to determine fitness for purpose of diets. Conclusions are mainly reasoned with some evidence in support of conclusions. 2	Information is evaluated to determine fitness for purpose of diets. Conclusions are clear and well-reasoned with evidence in support of conclusions. 3
	AC4.2 Calculate nutritional requirements for given individuals	Nutritional requirements of specific groups in the case study are calculated. Calculations have some minor errors and omissions. 1	Nutritional requirements of specific groups in the case study are calculated. Calculations are mainly accurate, may have some omissions and are drawn from valid sources. 2	Nutritional requirements of specific groups in the case study are calculated. Calculations are accurate, clearly presented and drawn from valid sources. 3
LO5 Plan production of complex dishes	AC5.1 Interpret recipes for complex menus	Recipes are interpreted to identify requirements. There may be some minor errors. 1	Recipes are interpreted to accurately identify requirements. 2	
	AC5.2 Plan production of menus	Plan has some detail and is mainly appropriate but may have some omissions and errors that require amendment. There is some consideration of contingency planning. 1	Plan has detail with some minor omissions. Plan does not require changes to achieve planned outcome, but would benefit from minor amendments. There are well considered contingencies. 2	Plan is comprehensive and detailed, incorporating well considered contingencies for most situations. 3

Learning Outcome	Assessment criteria	Performance bands		
		Mark Band 1	Mark Band 2	Mark Band 3
LO6 Be able to cook complex dishes	AC6.1 Use tools in preparation of commodities	A range of tools are used in the preparation of commodities. Skills demonstrated may show limited precision. Consideration to food safety given throughout. 1	A range of appropriate tools are used with precision in the preparation of commodities. Consideration to food safety given throughout. 2	
	AC6.2 Use advanced techniques in preparation of commodities	A range of advanced techniques are used. Skills demonstrated may show limited precision and require additional time to meet minimum requirements. Consideration to food safety given throughout. 1	A range of appropriate advanced techniques are used. Skills demonstrated may show limited precision or require additional time to meet minimum requirements. Consideration to food safety given throughout. 2	A range of appropriate advanced techniques are used with speed and precision. Consideration to food safety given throughout. 3
	AC6.3 Assure quality of materials to be used in food preparation	A range of materials are checked for quality throughout preparation and issues identified and resolved. 1		
	AC6.4 Use advanced techniques in cooking of commodities	A range of advanced techniques are used. Skills demonstrated may show limited precision and require additional time to meet minimum requirements. Consideration to food safety given throughout. 1	A range of appropriate advanced techniques are used with limited guidance. Skills demonstrated may show limited precision or require additional time to meet minimum requirements. Consideration to food safety given throughout. 2	A range of appropriate advanced techniques are used with speed and precision. Consideration to food safety given throughout. 3

Learning Outcome	Assessment criteria	Performance bands		
		Mark Band 1	Mark Band 2	Mark Band 3
	AC6.5 Present cooked complex dishes using advanced presentation techniques	Dishes are presented using some advanced techniques. Quality of dishes meets minimum standards for appearance, smell and taste. Consideration to food safety given throughout. 1	Dishes are presented using a range of appropriate advanced techniques with some precision. Quality of dishes exceeds some minimum standards for appearance, smell and taste. Consideration to food safety given throughout. 2	Dishes are presented using a range of appropriate advanced techniques with precision. Quality of dishes exceeds most minimum standards for appearance, smell and taste. Consideration to food safety given throughout. 3
	AC6.6 Use food safety practices	Use appropriate food safety practices. 1		
	AC6.7 Monitor food production	Food production plans are monitored and adapted as required at key stages throughout the process. 1	Food production plans are monitored and adapted throughout the process. 2	

Assessment

Requirements for centres

This qualification is both internally and externally assessed. Both assessments will provide a grade for the qualification. Details of how the approach to assessment contributes to grading can be found in Section 4 of the specification.

Details of requirements for centres for both internal and external assessment are shown below.

External assessment

The external assessment will be available in the June of each year. The specification for the external assessment is as follows:

Duration: 90 minutes plus 15 minutes reading time

Number of marks: 90

Mark allocation:

	LO1	LO2	LO3	LO4
%	15-25%	15-25%	25-35%	25-35%
Marks	14-22	14-22	22-31	22-31

Grading: Level 3 Pass, Level 3 Merit, Level 3 Distinction

Structure: Three sections

- Section A is short answer questions
- Section B is extended answer questions
- Section C relates to a case study.

Internal assessment

The outcomes of internal assessment will be externally moderated. All assessment must be conducted under controlled assessment conditions and controls have been determined for each stage of the assessment process: task setting, task taking and task marking.

Task setting

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

Task taking

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

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

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

Task marking

The centre must mark learner's assessment evidence against the performance bands for each assessment criteria. The performance bands describe the depth which the assessment criterion has been achieved by the learner.

Guidance for Delivery

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

- Arranging visits to workplaces such as a day centres for adults and investigating how menus meet nutrition and food safety requirements
- Arranging talks by an Environmental Health Officer
- Carrying out a work based activity such as cooking nutritious meals for a group of adults preparing for a sporting event
- Arranging visits to workplaces such as a hospital kitchen to observe how large scale food production is planned and implemented
- Arranging talks by visiting speakers, for example a quality manager for a food processing plant to discuss quality checks used in food production.

The following are examples of approaches to delivery which could be used to enhance the learning and understanding of the vocational importance of preparing and cooking dishes to meet the nutritional needs of specific groups.

Example 1

A Personal Trainer could introduce learners to one or more of their clients. Learners develop their communication skills by working with the clients to determine their activity levels and diet. Learners identify nutrient needs based on the individual and calculate BMR, taking into account physical activity factor. Having calculated their nutritional requirements, learners work with the personal trainer to develop nutritious dishes. They prepare and cook the dishes and share these with the clients of the personal trainer, together with details of how the dishes meet their clients' nutritional needs.

Example 2

Learners are provided with information, including medical information, on groups of people within a care environment. Learners work in groups to develop a generic daily menu that includes all vital nutrients and meets the requirements of all. Learners advise the Care Manager or Catering Manager of their recommendations and produce the dishes for tasting by the residents. Learners receive feedback from the residents and the Care and Catering Managers on the quality of their food and menus.

Example 3

A Chef from the local community provides learners with a selection of recipes and methods that are used in his establishment. Learners have to work in groups to produce orders of work for each recipe that an apprentice could follow, which pay absolute detail to critical control points and hazard prevention. Learners review the outputs and the menus and assess their nutritional value for different specific groups.

Example 4

A food production company provides details of their products and the processes used to create them. Learners work in teams to evaluate the nutritional value of the products, pre and post production and produce a report to representatives of the company. Learners prepare and cook the same dishes to demonstrate how nutritional values can be improved.

Example 5

A playgroup could set learners a project to produce meals for young children that could be cooked in their kitchens. Learners develop the technical skills for presenting dishes that would be appealing to children.

Example 6

A chef from a restaurant gives learners recipes from the menus. Learners are given limited time to work under pressure to produce the dishes, using plans provided by the chef. The quality of the final dishes is evaluated by the staff of the restaurant. Learners discuss with the chef how the plans could be adapted.

Making contacts

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

- Environmental Health Departments
- NHS professionals
- Catering managers
- Contract catering organisations
- Charities that provide food to service users
- Hotels and restaurants
- Food production organisations.

Resources

Books

Bender, D. (2002). *An Introduction to Nutrition and Metabolism* (3rd Ed). Oxford, UK: Taylor and Francis Ltd

Brown, A.C. (2010). *Understanding Food: Principles and Preparation* (4th Ed). USA: Wadsworth Publishing

Campbell J (et al) (2011) *Practical Cookery Level 3* Hodder Education

Cesarani V (2002) *Advanced Practical Cookery: A Textbook for Education and Industry* Hodder Education

Drummond, K.E. and Breferre, L.M. (2009). *Nutrition for Foodservice and Culinary Professionals* (7th Ed). Hoboken, NJ, USA: John Wiley and Sons

Foskett D, Cesarani V, (2007) *Cesarani and Kinton's The Theory of Catering Dynamic Learning*

Food Standards Agency. (2008). *Manual of Nutrition* (11th Ed). London, UK: Stationary Office
Jeukendrup, A. and Gleeson, M. (2004). *Sport Nutrition: An Introduction to Energy*

Production and Performance. Leeds, UK: Human Kinetics

Smith, M. and Morton, D. (2001). *The Digestive System: Systems of the body*. London, UK: Churchill Livingstone

Websites

www.foodsafety.gov

<http://homefoodsafety.org/app>

BBC Health: www.bbc.co.uk/health/healthyliving

British Nutrition Foundation: www.nutrition.org.uk

CORE: <http://www.corecharity.org.uk/>

Department for Health: www.dh.gov.uk

<http://www.dynamic-learning.co.uk/Product.aspx?productID=164>

www.excellencegateway.org.uk/askbutler.examples.id295

Food and Drink Federation: www.fdf.org.uk

Food Standards Agency: www.food.gov.uk/aboutus/publications/industrypublications/

Food Vision: www.foodvision.gov.uk

Health Development Agency: www.nice.org.uk

<http://www.hoddereducation.co.uk/Colleges/Hospitality---Catering/Practical-Cookery-series-page/Practical-Cookery-Level-3-supporting-resources.aspx>

NHS: <http://www.nhs.uk/livewell/healthy-eating/Pages/Healthyeating.aspx>

National Obesity Forum: <http://www.nationalobesityforum.org.uk/>

Physical Activity and Nutrition Wales: www.physicalactivityandnutritionwales.org.uk

The British Dietetic Association: www.bda.uk.com

Vegetarian Society: www.veg.soc.org.uk

6 ENTRY PROCEDURE

WJEC Level 3 Certificate in Food Science and Nutrition will be available for certification from June 2017.

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

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

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

Candidates may resit the internal assessment **once only, and the external assessment twice**. The best grade will be used for aggregation. If a candidate wishes to resit the internal assessment more than once or the external assessment more than twice, no results from units taken previously may be used in aggregating the new grade and all units in the qualification must be taken again.

Unit entry

Entry for individual assessments must be made by submitting the relevant entry codes as indicated on page 4.

Qualification entry

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

7 EXTERNAL MODERATION

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

The size of the sample will be based on the number of candidates entered, which will give a minimum sample size, and then on the number of assessors with at least three candidates selected from each assessor. The sample will cover the range of marks awarded, including the top and bottom mark of the centre. Samples will be automatically selected and viewed via the Internal Assessment Mark Input System (IAMIS) and must be uploaded to arrive with the moderator by the date specified.

The minimum sample size will be set according to the table below.

Total number of candidates	Minimum sample size
1 – 10	All
11-100	10
101-200	15
201-500	25

WJEC may request a larger sample or further samples if this is considered necessary.

Centres should submit a sample for **the internal assessment** that includes:

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

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

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

Timetable

Samples of work must be submitted for external moderation, and related mark sheets returned to WJEC by 15 May for the June series. Centres will need to ensure that internal submission dates are set sufficiently in advance of this to allow for authentication, assessment and standardisation.

Centres must retain the evidence of all learners for a period of two months following the publication of results. The evidence must be available to WJEC if requested

Feedback

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

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

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

8 AWARDING AND REPORTING

Awarding and reporting of results in WJEC Level 3 Certificate in Food Science and Nutrition will take place in August of each year.

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

- Title
- Level
- Grade of qualification (Level 3 Pass, Level 3 Merit, Level 3 Distinction, Level 3 Distinction*)

9 ACCESS AND SPECIAL CONSIDERATION

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

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

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

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

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

10 POST-RESULTS SERVICES

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

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

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

11 CLASSIFICATION CODES

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

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

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

Information on performance points can be obtained from DfE (www.education.gov.uk) and/or Welsh Government (www.gov.wales).

Appendix – Unit Structure

Unit title

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

Guided learning hours (GLH)

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

Aim and purpose

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

Unit Introduction

This is written to the learner and gives a summary of the unit content. It sets the vocational context of the unit and highlights the purpose of the learning in the unit. Where units have requirements for learners to draw on prior learning, this is indicated in this section.

Learning outcomes

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

Assessment Criteria

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

Unit content

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

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

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

The unit content includes 'amplification'. This is intended to provide additional support to those involved in delivery by indicating the extent of depth and/or breadth required. Content presented in *italics* indicates where learners have the opportunity to draw upon prior learning.

Performance Bands

Performance bands set out up to three levels of performance for each criterion. Performance bands do **not** add additional requirements to the assessment criteria, but do expect a higher level of performance. The assessor matches the quality of the learner evidence to the appropriate performance description. Each performance description has a number and this is the mark that is to be awarded for the assessment criterion. Section 4: Grading provides more information on how to use performance bands.

Assessment

This section summarises the assessment methods.

Guidance for delivery

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

Resources

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