



WJEC Level 3 Alternative Academic Qualification in Food Science and Nutrition (Certificate)

SPECIFICATION

For teaching from 2026
For award from 2028

Version 1, Published: September 2025

Qualification Information

Qualification Title	WJEC Level 3 Alternative Academic Qualification in Food Science and Nutrition (Certificate)
Qualification Objective	To prepare learners to progress to a qualification in the same/similar subject area at a higher level.
WJEC Qualification Code	
Ofqual QN	
QiW Number	
Age groups approved for	16-18, 19+
First teaching	2026
First certification	2028
Key documentation	Sample Assessment Materials Assessment Packs Guidance for Teaching Administration Guide

Version and date	Description	Section and page
		-
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		

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1. Why choose us?

We are one of the largest providers of qualifications for schools, academies, sixth form and further education colleges across England, Wales and Northern Ireland, offering valued qualifications to suit a range of abilities.

Everything we do is focused on providing you and your learners with the opportunities and tools you need for success.

Your learners will benefit from our accessible approach to assessment, while our comprehensive package of subject support, resources and training will help you teach with confidence.

Accessible, reliable assessment

Our accessible approach to assessment offers learners every opportunity to succeed by demonstrating their skills, knowledge and understanding.

Easy access to specialist subject support

Getting help from your exam board shouldn't be a challenge. As well as being subject experts, our subject officers are former teachers who understand the issues you face in the classroom.

Free high-quality teaching resources

Our free online teaching resources are designed by an expert team to guide both teachers and learners through our specifications.

Expert-led training opportunities

We'll provide you with all the training you need to deliver our qualifications with confidence.

Learn more at our websites:

- www.edugas.co.uk
- www.wjec.co.uk

2. Qualification Overview

2.1. Sector overview

Food Science is an applied science that combines expertise from biology, chemistry, engineering, and health sciences to address pressing issues such as food security, malnutrition, and diet-related chronic diseases. The Food Science and Nutrition sector plays a critical role in improving global health, food quality, and sustainability.

This sector encompasses two key components: food science, which focuses on food production, safety, processing, and innovation, and nutrition, which examines the relationship between diet and health to prevent and manage diseases.

Current trends driving the sector include rising consumer demand for health-conscious products such as functional foods, probiotics, and plant-based alternatives. Sustainability is also a major focus, with companies investing in alternative proteins, sustainable packaging, and strategies to reduce food waste.

Technological advancements are reshaping food production and safety, while personalised nutrition, driven by genetics and microbiome research, is gaining traction. Despite these advancements, challenges remain, including addressing global food security for a growing population, reducing health disparities, and managing environmental impacts.

Governments, food and beverage companies, research institutions, and consumers are key stakeholders influencing the sector's evolution. Regulatory frameworks are becoming stricter, especially around food safety and labelling, pushing companies to adopt transparency and innovation.

Emerging markets also offer opportunities for growth through the development of affordable, fortified products tailored to local nutritional needs.

By integrating innovation and sustainability, the sector is poised to address global health challenges and drive progress toward a healthier, more sustainable future. As the demand for nutritious, safe, and eco-friendly food grows, the Food Science and Nutrition sector is uniquely positioned to improve quality of life and support global health objectives.

2.2. Who is this qualification for?

This qualification is designed for 16–18-year-olds who are interested in food science, nutrition, and health and are considering pursuing graduate careers in these fields. It is ideal for learners with a strong interest in the science behind food production, dietary health, and the broader impact of nutrition on well-being. This Applied Academic Qualification bridges the gap between academic theory and practical application, developing real-world skills alongside a solid academic foundation.

The qualification will be of particular interest to learners who intend to progress to higher education and pursue careers in areas such as dietetics, food science, nutrition consultancy, public health, or food product development. It provides learners with an in-depth understanding of key topics, such as food safety, the role of nutrients in the human body, and the development of innovative food products. By focusing on applied learning, the qualification prepares learners for the demands of higher education, equipping them with research, analytical, and practical skills that will benefit them in university courses and beyond.

This qualification will also appeal to learners interested in solving real-world challenges, such as combating obesity, improving food sustainability, or addressing food security issues. It provides a solid foundation for progression in public health initiatives, food policy development, or the research and development sectors within the food industry. The curriculum encourages creativity, critical thinking, and problem-solving, all of which are essential for succeeding in competitive and evolving industries.

Additionally, the qualification provides valuable opportunities for learners to explore the interdisciplinary nature of food science and nutrition, helping them to identify their specific areas of interest within the industry.

On completion of the qualification, learners will be able to demonstrate that they:

- have factual, procedural and theoretical knowledge and understanding of food science and nutrition to complete tasks and address problems that while well-defined, may be complex and non-routine
- be able to interpret and evaluate relevant information and ideas
- be aware of the nature of the area of food science and nutrition
- be aware different perspectives or approaches within the area of food science and nutrition and be able to identify, select and use appropriate cognitive and practical skills, methods and procedures to address problems that while well-defined, may be complex and non-routine
- be able to use appropriate investigation to inform actions
- will be able to review how effective methods and actions have been.

The qualification will provide reliable higher education institutions and other stakeholders evidence of learners' attainment in food science and nutrition and will serve as a basis for schools to be held accountable.

2.3. Prior learning requirements

There are no prior learning requirements for this specification. Any requirements set for entry to a course following this specification are at the discretion of centres.

It is reasonable to assume that many learners interested in this qualification will already have achieved qualifications equivalent to level 2.

2.4. Qualification Structure

The qualification develops learners' knowledge and understanding in areas such as nutrition and nutritional needs and food safety, as well as supporting learners to develop their practical food production skills to produce quality food items to meet the needs of individuals and specific situations.

Learners are required to complete two mandatory units.

Unit	GLH	Mandatory/ Optional	Assessment
Unit 1: Nutritional needs across the life stages	90	Mandatory	External
Unit 2: Developing practical food production skills	90	Mandatory	Internal

2.5. Qualification size

The size of the WJEC Level 3 Alternative Academic Qualification in Food Science and Nutrition (Certificate) is expressed in terms of guided learning hours and total qualification time.

Guided learning hours (GLH) means activities such as classroom-based learning, tutorials and online learning, which are 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.

Guided learning hours are allocated per unit to support centre planning and delivery. Teachers may choose to deliver this qualification holistically and, therefore, guided learning hours per unit are a recommendation only.

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 guided learning hours and/or supervised assessment (GLH) and additional time spent in preparation, study and some formative assessment activities.

The GLH and TQT assigned to this qualification is:

GLH	TQT
180	270

2.6. Related qualifications

There are two qualifications available in Food Science and Nutrition. These are:

WJEC Level 3 Alternative Academic Qualification in Food and Nutrition (Certificate)– this is 180 GLH in size.

WJEC Level 3 Alternative Academic Qualification in Food and Nutrition (Extended Certificate) – this is 360 GLH in size.

This Certificate is a smaller Level 3 qualification (which is the same size as an AS Level and half the size of an A Level). You should take this Certificate qualification if you want a small Level 3 qualification that builds some applied knowledge and skills in Food Science and Nutrition. You can take this alongside your A Levels or other Level 3 courses as part of your Key Stage 5 study programme. It's a good way to broaden your learning and strengthen your skills for university or other higher education paths.

The Extended Certificate is a full Level 3 qualification, which is the same size as an A Level. It's a great choice if you want to learn more about Food and Nutrition and build useful knowledge and skills for the future. You would take this course alongside other A Levels or Level 3 qualifications as part of your Key Stage 5 study programme. It works well with other subjects and helps prepare you for university or other higher education options.

2.7. Recommended equipment

Centres delivering this qualification should ensure the following resources are available to support effective teaching and learning of the practical element:

- **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.

2.8. Inclusion, allergen management and dietary considerations

Purpose

This section provides guidance on ensuring the safe and inclusive participation of all learners in practical activities, particularly in relation to food allergies, medical conditions, and religious or cultural dietary requirements.

Centre Responsibilities

Centres must ensure that:

- All learners complete a dietary and allergy disclosure form at the start of the course.
- Appropriate risk assessments are carried out for all practical activities involving food preparation, handling or tasting.
- Known allergens (e.g. peanuts, gluten, dairy, shellfish) are clearly labelled, stored separately where required, and handled in accordance with national food safety guidance.
- Learners with allergies or dietary requirements are not placed at a disadvantage during assessment. Reasonable adjustments must be made to support access, safety and fairness.

Learner Considerations

Learners must:

- Be encouraged to demonstrate awareness of allergen and dietary safety in their practical work.
- Respect the cultural, religious or medical needs of peers during group tasks and sensory evaluations.
- Take appropriate precautions when preparing food for others (e.g. by reading labels, avoiding cross-contamination, and using clean equipment).

Assessment Guidance

Where a learner cannot taste or handle certain ingredients due to medical, cultural or religious reasons, the following approaches are permitted:

- Use of suitable alternative ingredients, where this does not compromise assessment validity.
- Sensory analysis conducted by others (e.g. peers or a panel), with the learner recording and interpreting the results.
- Modified tasks focusing on visual, textural or preparation-based evaluation, where appropriate.

3. Summary of assessment

All assessments are mandatory	
Unit 1: Nutritional needs across the life stages Written examination: Time of exam – 1 hour 30 minutes 50% of qualification	80 marks
Questions requiring objective responses, short and extended responses with some based around applied situations.	
Unit 2: Food and nutrition in action Non-examination assessment: 11 hours 30 minutes 50% of qualification	100 marks
An annual assignment brief will be provided by WJEC which will include a scenario and several tasks, available via the WJEC Secure Website.	

4. Units

4.1. Our unit format

Unit information is presented in a consistent format as shown below.

Section	Description
Unit title	This provides the full title of the unit.
Guided learning hours (GLH)	This provides guidance on the number of guided learning hours that will be required to deliver the unit. 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. GLH is provided per unit to support delivery. Teachers may choose to deliver all or parts of this qualification holistically and, therefore, hours per unit are a recommendation only.
Mandatory/Optional	This identifies if the unit is optional or mandatory.
Context	This sets the vocational context for the unit, i.e., why is it important that the learner gains the knowledge, understanding and skills delivered through this unit.
Overview of unit	This provides a summary of the knowledge, understanding and skills that the learners will acquire through completing the unit.
Topics	This provides a list of the topic areas covered in the unit.
Summary of assessment	This summarises the assessment arrangements for the unit, including whether the unit is internally (centre) assessed or externally assessed.
Content (sections and amplification)	This sets out the required teaching for the unit. Content for each topic is sub-divided into sections. Amplification for each section, provided in the right-hand column, includes content that must be taught. There is no hierarchy implied by the order in which the content is presented, and the order does not imply a prescribed teaching order.

4.2. How to read the amplification

The amplification provided in the right-hand column uses the following four stems:

- 'Learners should know' is used when learners are required to use direct recall.
- 'Learners should be aware of' is used when learners do not need to understand all aspects of the specified content in detail.
- 'Learners should understand' is used when learners are required to demonstrate greater depth than straight identification or recall, for example, they can apply knowledge to familiar or unfamiliar contexts and can synthesise and evaluate information for a given purpose.
- 'Learners should be able to' has been used when learners need to apply their knowledge and understanding to a practical situation or demonstrate application of practical skills and techniques.

The use of the word 'including' indicates that the specified content must be taught and could be subject to assessment.

The use of the words 'for example' or 'such as' indicates that the specified content is for guidance only, and alternative examples could be chosen.

Teachers should refer to guidance for teaching documents for further guidance on the depth and breadth to which this content should be taught.

Unit 1

Unit title	Nutritional needs across the life stages
GLH	90
Mandatory/Optional	Mandatory
Context	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 need to understand how the nutritional intake of an athlete can impact on their performance and know the most effective methods of preparing food to maximise its nutritional value.
Overview of unit	This unit develops knowledge and understanding of food and nutrition across the life stages.
Topics	1.1 Understand properties of nutrients 1.2 Understand the relationship between nutrients and the human body 1.3 Be able to plan nutritional requirements
Summary of assessment	This unit is externally assessed through a written examination available in May/June each year. The external assessment will: • be set and marked by WJEC • consist of a 1 hour 30 minutes paper • assess content from each topic in the unit each series • include 80 marks • include a balance of short and extended answer questions, based on stimulus material and applied contexts • only use the command words listed in the Assessment Guide • be graded A-E. Each paper will consist of three sections (Section A, B and C). • Section A will consist of short answer questions. • Section B will consist of extended answer questions. • Section C will be based on a case study All questions in all sections will be compulsory.

1.1 Understand properties of nutrients

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

1.1.1 How nutrients are structured

1.1.2 The functions of nutrients in the human body

1.1.3 Classify nutrients in food

1.1.4 The impact of food production methods on nutritional value

Content

Section	Amplification
1.1.1 How nutrients are structured	Learners should know how nutrients are structured, including: Macronutrients: • carbohydrates: • simple carbohydrates, for example: • monosaccharides (single units), such as: • Glucose • Fructose • Galactose • disaccharides (two units), such as: • Sucrose • Lactose • Maltose • complex carbohydrates, for example: • oligosaccharides (3-10 units), such as: • Raffinose • Stachyose • Verbascose • dietary fibre (NSP) • soluble • insoluble • glycogen. • lipids, for example: • fats • saturated • unsaturated • sterols • oils • waxes. • proteins, for example: • Actin • Collagen • Haemoglobin • Immunoglobulins. Micronutrients: • minerals, for example: • Calcium • Magnesium

	• Sodium. • vitamins, for example: • fat soluble • Vitamin A – retinol • Vitamin D – Calciferol • water soluble • B Vitamins (Thiamin, Riboflavin, Niacin) • Folate. Water Learners should know the chemical terms and models for nutrients and water.
1.1.2 The functions of nutrients in the human body	Learners must understand the functions of nutrients in the human body, including: • growth and development • production of energy • regulate metabolism • digestion of nutrients. Learners should understand the functions of each type of nutrient specified in 1.1.1 and be aware of their complementary actions. Learners need to understand how different nutrients are digested and absorbed into the blood stream, for example: • carbohydrates: • mouth - digestion begins with salivary amylase, breaking down starch into smaller sugars. • small intestine - pancreatic amylase continues starch breakdown. • absorption - monosaccharides are absorbed into the bloodstream through the intestinal lining and transported to the liver.
1.1.3 Classify nutrients in food	Learners should understand classifications of nutrients within food, including: • food group • biological value • glycemic index • nutrient density • complementary actions of nutrients. Learners should understand the main and secondary sources of all nutrients and be able to classify nutrients. Learners should be aware of resources available to support an understanding of what nutrients are in ingredients and therefore the nutrient value of dishes, for example:

	• computer programmes • food labels • mobile Apps • recipes • websites. Learners should be able to calculate the nutritional value within a product based on the nutrients given and resources available.
1.1.4 The impact of food production methods on nutritional value	Learners should understand food production methods and the impact that each method can have on the nutritional value of foods, including: Cooking methods, for example: • boiling • steaming • roasting • deep fat frying • air frying. Packaging/Storage methods, for example: • aseptic Food Processing and Packaging (AFP) • cold store • vacuum packing. Preservation methods, for example: • bottling • canning • drying • freezing • jamming / chutney making • pickling • salting • UHT. Fortification for example: • breakfast cereals – B vitamins • vitamin A and D in margarine • white Bread – calcium, iron, and B vitamins • yogurt / vegetable fat spreads - sterols and stanols.

1.2 Understand the relationship between nutrients and the human body

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

1.2.1 Characteristics of unsatisfactory nutritional intake

1.2.2 Nutritional needs of specific groups

1.2.3 How different situations affect nutritional needs

Content

Section	Amplification
1.2.1 Characteristics of unsatisfactory nutritional intake	Learners must understand current characteristics of unsatisfactory nutritional intake: Unsatisfactory nutritional intake categories, including: • nutritional deficiencies • nutritional excesses. Classification of characteristics, including: • non-visible characteristics. • visible characteristics Learners must understand the possible consequences of unsatisfactory nutritional intake, including specific causes, for example: • anaemia • CHD • CVD • dehydration • dental problems • diabetes • digestion disorders- diverticular disease, osteoporosis • mental health issues • obesity • rickets • skin conditions.
1.2.2 Nutritional needs of specific groups	Learners must understand the nutritional requirements of different life stages, including: • infancy – neonate and up to one year old • toddler – one to three years • early childhood – three to eight years old • middle childhood – nine to eleven years old • adolescence – twelve to eighteen years old • early Adulthood – nineteen to thirty-five years old • middle Adulthood – thirty-six to fifty years old • late adulthood – fifty-one to sixty-five years old • eldership – over sixty-five years old • this may also include other life stages, such as: • pre/post-natal • pre/post-menopausal.

	Learners should understand medical conditions that may be associated with different life stages and how medical conditions affect nutritional intake and food choices, for example: • allergies • cardiovascular disease (CVD) • coeliac disease • high blood pressure • hypercholesterolemia • intolerances, such as lactose intolerance • obesity • Type 1/Type 2 Diabetes. Learners should understand how culture affects nutritional intake and food choices, for example: • eating patterns. • lifestyle choices • religious beliefs • vegans/vegetarians/lacto vegetarians. Learners should know the support available for nutritional intake requirements, for example: • Government guidelines, for example Healthy Eating Guidance • NHS recommendations, for example the Eatwell Guide.
1.2.3 How different situations affect nutritional needs	Learners must understand how different situations affect nutritional needs, including: • different environments, for example: • workplace, , for example: • sedentary or physical work • work based, home based or hybrid working • home situation, , for example urban vs rural areas • holiday • temperature • care setting , for example: • looked after by parents • sheltered accommodation • hospital/hospice • assisted living facility. • physical activity level, for example: • type of work undertaken (manual labour, sedentary work) • leisure activity • exercise. • economic situation, for example • food choice due to income/food poverty • availability of food • availability of facilities to prepare meals.

1.3 Be able to plan nutritional requirements

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

1.3.1 Planning nutritional programmes

Content

Section	Amplification
1.3.1 Planning nutritional programmes	The learner should be able to plan nutritional programmes for specific dietary needs, including: Objective setting, for example: • target and goal setting, for example: • athletic performance • manage a health-related problem • manage food allergies or intolerances • support pregnancy • weight gain • weight loss • weight maintenance • Timescales, for example: a week, month , year Nutritional Guidance, for example: • calorie specifications such as kilojoules • current nutritional guidance eg. Eatwell guide, DASH diet for hypertension, FODMAP diet for irritable bowel syndrome (IBS). • eating patterns • food and meal adaptations • macronutrient recommendations Monitoring nutritional programmes, for example: • revisiting goals • use of software / digital technology / devices to track progress • feedback • adaptations to programme. Reviewing effectiveness of programmes, for example: • alignment with objectives set at the start of a programme • effectiveness of nutritional guidance, for example: • cost of food intake • time • motivation of individual • personal preferences of individual • effectiveness of monitoring • impact of adaptations made to programme.

Unit 2

Unit title	Developing practical food production skills
Unit entry code	
GLH	90
Mandatory/Optional	Mandatory
Context	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, while ensuring that the finished product is fit for its intended audience. 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. You will develop complex skills for preparing, cooking and presenting nutritious dishes that meet specific client needs.
Overview of unit	The purpose of this unit is to: Plan, prepare, cook and present food items to meet the needs of a specific target audience, using appropriate level 3 practical skills and techniques.
Topics	In this topic learners will gain knowledge, understanding and skills in the following areas: 2.1 Factors affecting food choice 2.2 Planning, preparation and cooking techniques 2.3 Evaluating dishes for specific target groups
Summary of assessment	Non-examination assessment Marked by the centre and moderated by WJEC

2.1 Factors affecting food choice

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

2.1.1 The factors that influence food ingredient choice

Content

Section	Amplification
2.1.1 The factors that influence food ingredient choice	Learners should understand factors that can influence food ingredient choice, when planning and creating products, including: • cost • cultural influences • environmental • ethical • influence of media • food availability and seasonality • levels of physical activity • lifestyles • nutritional needs over the life stages • personal preferences • religious beliefs • seasonality • sensory qualities • shelf life of food • socio-economic influences • sources of foods, for example locally sourced • specific dietary needs or nutritional deficiencies. Learners should be aware of emerging trends related to factors that influence food ingredient choice including: • plant-based alternatives, for example: • meat substitutes • dairy alternatives • functional foods, for example: • foods with added health benefits like probiotics or prebiotics • sustainable sourcing and packaging • personalised nutrition, for example: • tailoring diets to individual genetic profiles • tailoring diets for any health conditions such as diabetes, cardiovascular disease.

2.2 Planning, preparation and cooking techniques

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

2.2.1 Food production process

2.2.2 Planning to create food items

2.2.3 Skills and techniques within food production

2.2.4 Hygiene practices and procedures within food production

Content

Section	Amplification
2.2.1 Food production process	Learners should understand the stages of food production from initial idea to completion, including: • product brief, for example: • what the product/food item is • reason for development • intended audience and market • final product/food item cost including possible sale cost • idea generation, for example: • market research for developments and key market trends • consumer trends • ingredient and packaging cost • recipe development and testing • create recipe • test recipe • any amendments and reasons for amends • feasibility checks, for example: • cost and feasibility of ingredients • cost and feasibility of any required packaging and/or presentation • production times • customer feedback, for example: • taste panel review • cost review • product/outcome review, for example: • amendment of any ingredients based on feedback. Learners should understand why ingredients may need to be modified, for example: • allergenic ingredients • cost • seasonality • improve taste and texture after taste test • ingredient functionality based on trial batch, for example: • more bicarb required due to product not rising.
2.2.2 Planning to create food items	Learners should be able to develop a food production plan, including an order of work for creating food items, for example: • ingredients and quantities • portion size

	• nutritional information (per serving) • equipment • timings (including contingency plans) • method for creating food items • food hygiene and safety • storage • sequencing/dovetailing • quality points • waste management • presentation requirements if applicable • packaging requirements if applicable • cooking requirements for end user if applicable.
2.2.3 Skills and techniques within food production	Learners should be able to demonstrate the skills and techniques to prepare and create food, including: Preparation: • blending* • beating* • creaming** • crimping*** • dehydrating** • folding ** • grating* • hydrating* • juicing* • kneading** • laminating (pastry)*** • marinating* • mashing* • measuring** • melting* • melting using bain-marie*** • mixing* • piping*** • proving* • puréeing** • rolling** • rub-in** • shaping*** • shredding* • sieving* • skinning** • tenderising* • toasting(nuts/seeds)** • weighing** • whisking(aeration)*** • zesting*. Knife techniques: • baton**

- brunoise***
- chiffonade**
- chopping*
- deboning***
- deseeding**
- dicing**
- filleting***
- julienne***
- mincing***
- peeling*
- segmenting***
- slicing**
- spatchcock**
- trimming*.

Cooking techniques:

- basting*
- baking**
- baking blind***
- blanching**
- boiling*
- braising**
- caramelising***
- chilling*
- cooling*
- deep fat frying***
- deglazing**
- dehydrating*
- emulsifying***
- foaming ***
- freezing*
- frying**
- griddling**
- grilling*
- pickling**
- poaching***
- reduction**
- roasting**
- sautéing**
- setting**
- skimming*
- steaming**
- stir-frying**
- tempering***
- toasting*
- water-bath (sous-vide) **.

Levels of complexity defined below:

***advanced

**medium

*basic

	Learners should understand the purpose of the skills and techniques within food production. Learners should be able to present food in a suitable manner, reflecting the audience and purpose, for example: • piping • carving • shaping • moulding • glazing • landscape technique • use of organic materials, for example wood plating device • Nordic technique • height creation • plating technique • colour and texture contrast.
2.2.4 Hygiene practices and procedures within food production	Learners should be able to demonstrate food hygiene, safety practices and procedures when creating products, including: • maintaining personal hygiene (handwashing techniques) • following safe working practices • adhering to correct food safety practices and procedures • ensuring correct storage and temperature control techniques. • cross-contamination prevention • cleaning and sanitising procedures. Learners should be aware of guidelines for: • cooking and reheating food • temperature control of food • use by / best before dates.

2.3 Evaluating food production

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

2.3.1 Evaluating food production processes

2.3.2 Evaluating food items and outcomes

Content

Section	Amplification
2.3.1 Evaluating food production processes	Learners should be able to evaluate the process of creating products/food items, including: • effectiveness of plans • preparation and cooking techniques used • time management • health, safety and hygiene • any adaptations required during creation of dishes.
2.3.2 Evaluating food items and outcomes	Learners should be able to evaluate the success of the product/food item using the following factors: • recipe selection • use of ingredients and quantities • preparation and cooking techniques used • nutritional value • presentation and serving • taste • suitability for audience and purpose. Learners should understand sources of feedback, for example: • taste panels • sensory testing • peer review • target audience reviews • self-reflection • expert feedback.

5. Assessment

5.1. Assessment objectives

This qualification has four assessment objectives:

AO1 Demonstration of knowledge of content from across the specification.

AO2 Application of knowledge and understanding.

AO3 Synthesis and evaluation.

AO4 Selection, use and application of practical skills and techniques.

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

Unit	Total Raw Marks	AO	Marks	Weighting %
Unit 1: Nutritional needs across the life stages	80	AO1	18	22.5%
		AO2	32	40%
		AO3	30	37.5%
Unit 2: Developing practical food production skills	100	AO2	32	32%
		AO3	28	28%
		AO4	40	40%

	AO1	AO2	AO3	AO4
Qualification weighting	10%	36%	32%	22%

5.2. External assessment

Unit 1 Nutritional needs across the life stages is externally assessed (first assessment in 2027)

Full details of the format of the assessment can be found in the relevant unit and sample assessment materials are available from the subject page of the WJEC website (wjec.co.uk).

For external assessments, centres must follow the Joint Council for Qualifications (JCQ) *Instructions for Conducting Examinations*, a copy of which can be accessed from the JCQ website. (www.jcq.org.uk).

5.3. Internal assessment

Unit 2 Developing practical food production skills is internally assessed (first submission in 2027)

Full details of the format of the assessment can be found in the relevant unit, and sample assessment materials are available from the subject page of the WJEC website (wjec.co.uk).

Assessment Packs are available on the WJEC Portal ([Portal by WJEC](#)) for centres to download from the first Monday in January each year, and have until May for all learners to sit assessments and upload marks to WJEC. This change in release of assessment materials will help ensure security of materials, while still ensuring there is a suitable timescale for centres to prepare and plan assessment sessions for each cohort, before the deadline for marking.

Centres have flexibility in when they schedule internal assessment but must ensure that they are using the correct packs for the series in which they intend to enter the work for moderation. Candidates must **not** have access to the Candidate Packs until they start their assessment which should be after all the teaching and learning for the unit has been completed.

For internal assessments, centres must follow the procedures for managing non-examination assessments published in the WJEC Applied Qualifications (including Alternative Academic Qualifications): Assessment Guide, a copy of which can be accessed from the subject pages of our websites. In line with these instructions, centres are required to have in place a non-examination assessment policy for WJEC applied qualifications (which can be part of a centre's broader NEA policy).

5.4. Managing suspected malpractice

Information regarding malpractice is available in our **Malpractice, A Guide for Centres** document.

All cases of suspected or actual malpractice must be reported to WJEC. If candidates commit malpractice, they may be penalised or disqualified from the examinations.

In all cases of malpractice, centres are advised to consult the JCQ booklet **Suspected Malpractice: Policies and Procedures**.

5.5. Preventing candidate malpractice

Candidates must not:

- submit work which is not their own
- make available their work to other candidates through any medium
- allow other candidates to have access to their own independently sourced material
- assist other candidates to produce work
- use books, the internet or other sources without acknowledgement or attribution
- submit work that has been word processed by a third party without acknowledgement
- include inappropriate, offensive or obscene material.

Candidates are not prohibited from lending books or other resources to one another, but they must not plagiarise others' research.

Candidates must not post their work on social media. They should be made aware of the JCQ document Information for candidates – Guidelines when referring to examinations/assessments through the Internet – https://www.jcq.org.uk/wp-content/uploads/2021/08/IFC-NE_Assessments_2021_v4.pdf

Heads of centre and senior leaders must ensure that those members of teaching staff involved in the direct supervision of candidates producing Non-examination assessments are aware of the potential for malpractice.

Teaching staff must be reminded that failure to report allegations of malpractice or suspected malpractice constitutes malpractice itself.

Teaching staff must:

- be vigilant in relation to candidate malpractice and be fully aware of the published regulations
- report any alleged, suspected or actual incidents of malpractice to the senior leadership team or directly to WJEC.

6. Delivering the qualification

6.1. Centre approval

In order to offer our qualifications, centres must have WJEC centre approval. The approval process involves completion of the relevant application form(s) and an assessment of the ability of the centre to meet WJEC and relevant JCQ requirements.

If your centre wishes to submit entries and is not yet registered as a centre, please contact the Centre Support department at WJEC (centres@WJEC.co.uk) for an application form. The completed form must be returned to WJEC no less than five months prior to the relevant entry deadline.

WJEC approved centres must adhere to the **General Conditions for WJEC Centres** and the appropriate **JCQ regulations**. All WJEC approved centres with a national centre number (NCN) must complete the **annual declaration sent by NCN**. Failure to do so will result in suspension of WJEC registration.

6.2. Unit entry

Entry for individual units must be made by submitting the relevant unit codes as indicated below.

		Entry Code	
		English medium	Welsh medium
Unit 1 Nutritional needs across the life stages	External assessment - onscreen		
	External assessment - paper		
Unit 2 Developing practical food production skills	Internal assessment		

6.3. Resitting units

Unit 2

Marks for the Unit 2 may be carried forward for the life of the qualification.

If a candidate chooses to resit Unit 2 (rather than carrying forward the previous mark), it is the higher mark that will contribute to the overall qualification grade awarded.

Candidates resitting Unit 2 cannot re-submit evidence for assessment that has been entered previously. They must undertake a new assessment based on the stimuli released for the series in which the resit takes place.

Resits must be completed within the same levels of control as specified for the assessment.

If a candidate has been entered for Unit 2 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.

Unit 1

Learners will be allowed two resits for the Unit 1 examination with the higher grade contributing to the overall qualification grade awarded.

If a candidate has been entered but is absent for Unit 1, the absence does not count as an attempt.

If a candidate wishes to sit Unit 1 for a fourth time, it is this fourth attempt that is counted towards the qualification grade; this is referred to as a 'fresh start'.

As set out above, marks for internal non-examination assessments may be carried forward for the life of the qualification and therefore learners will not be required to resit internal non-examination assessments if they trigger the fresh start rule.

6.4. 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.

	Cash in Code	
	English medium	Welsh medium
Level 3 Alternative Academic Qualification in Food Science and Nutrition (Certificate)		

7. Awarding, grading and reporting

7.1. Unit grades

Units within the qualification are awarded on a five-point scale a-e.

Individual units are recorded on a uniform mark scale (UMS) with the following grade equivalences:

	Max	a	b	c	d	e
Unit 1 Nutritional needs across the life stages	100	80	70	60	50	40
Unit 2 Developing practical food production skills	100	80	70	60	50	40

7.2. Qualification grade

The qualification is awarded on a six-point scale A-E.

The uniform marks obtained for each unit are added up and the qualification grade is based on this total.

Max	A	B	C	D	E
200	160	140	120	100	80

Candidates who do not achieve the minimum uniform marks required to achieve an E will have their achievement recorded as U (unclassified) and will not receive a certificate.

7.3. Post-results services

Following the publication of results for each examination series, WJEC offers a range of post-results services relating to reviews of marking and moderation and access to examination scripts. Information on post-results services can be found on the WJEC website.