
**CTH LEVEL 2 AWARD IN
CULINARY SKILLS
(OFQUAL - 600/5205/3)**

**QUALIFICATION
SPECIFICATION**

MARCH 2017

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INTRODUCTION

The purpose of this document is to explain the aims, structure, and content of the Level 2 Award in Culinary Skills.

This document includes the learning outcomes, assessment criteria and indicative content for each unit. In this document, there is guidance relating to learning, teaching and assessment strategies for these qualification and an explanation of the assessment quality assurance processes.

Aims of the qualification

The aims are to provide a qualification that:

- provide an introduction to the core skills required in a professional kitchen
- improve the skills of individuals and increase their chances of gaining employment
- support the skills of individuals and increase their chances of gaining employment

Entry requirements

There are no formal entry requirements for students undertaking the CTH Level 2 Award in Culinary Skills, however centres must ensure that students have the potential and opportunity to gain the qualification successfully.

CTH accredited centres will assess all applicants to ensure they are able to meet the demands of the course.

Qualification structure (rules of combination)

This vocational qualification is approved by Ofqual and is included on the Register of Regulated Qualifications.

The qualification is at Level 2 and designed to be 9 credits. The qualification conforms to the relevant level descriptors as developed by Ofqual. One credit represents ten hours of study at any specified level, therefore, this Diploma normally requires programmes of study that have been designed to include a minimum of 90 learning hours. This figure includes but is not limited to formal classes, self-study, revision and assessment. However, students completing this qualification should also be able to demonstrate their ability as independent students.

The credit values and unit structures for the qualification are set out in the following table.

The qualification structure is below, please note all units are mandatory.

Level 2 Award in Culinary Skills – 600/5205/3					
Students must achieve:					
<ul style="list-style-type: none"> all 4 mandatory units, providing 9 credits I.e. a total of 9 credits					
Min credit (Mandatory units): 9			Max credit (Mandatory units): 9		
Min GLH for qualification: 90			Max GLH for qualification: 90		
Mandatory units					
Unit no.	Unit title	L	CV	GLH	Ofqual no.
BVSD	Prepare, Cook and Finish Basic Vegetable and Soup Dishes	2	2	20	A/503/7907
PKP	Professional Kitchen Practices	2	3	30	F/503/7908
BCPBB	Prepare, Cook and Finish Basic Cakes, Pastries, Biscuits and Breads	2	2	20	M/503/7905
BMPFB	Prepare, Cook and Finish Basic Meat, poultry and Fish Dishes	2	2	20	F/503/9691
Total			9	90	

This qualification provides for progression to other qualifications, particularly to CTH's qualifications at Level 3. Further details of articulation agreements with universities can be obtained via the CTH website at: <http://www.cthawards.com>

ASSESSMENT

The Award in Culinary Skills has an assessment methodology of practical examination. All four units are assessed via a practical examination. Three units carry two credit points each and one unit carries 3 credit points. All units must be passed to achieve the qualification.

Practical Examination

All learners must produce evidence of preparing and cooking dishes. This should take the form of an electronic portfolio made of recipes. See example in the Level 2 Award in culinary skills—Practical Examination document. Each recipe should include the ingredients, the method, at least one picture of the final product but also notes from the learner and feedback from the assessor (even when the recipe is not included in the final exam).

All units are assessed via a final practical examination where students will be required to produce dishes in a real kitchen environment to demonstrate they have met the requirements of the assessment criteria. The Practical Examination is externally written, internally assessed and externally verified by a CTH External Verifier who will either visit the centre to observe the practical examination or assess remotely through Skype, and analyse the assessment and internal verifiers mark schemes for consistency of application of marks in applying CTH standards.

Submission of evidence: Requirements

To provide the followings, for each learner sampled, in order to meet CTH requirements:

When submitting student's results, centres need to provide the followings, for each learner sampled, in order to meet CTH requirements:

- A portfolio of evidence which demonstrate the student's dishes and progression during the length of the course. See an example further down in this document
- The completed marking sheets for each exam which must include the assessor's and students comments
- Video recordings of key preparation and cookings steps for each final exam

See Appendix A for specimen assessment materials.

Grading criteria

Individual units can be graded either as fail, pass, merit or distinction. However, the qualification is not subject to grading. The qualification is either achieved or not achieved.

In terms of certification, this means that students will receive a transcript of their results showing the grades for each unit successfully completed, plus the Diploma that recognises their level of achievement.

All assessments carry equal weighting and will be marked out of 100 marks and graded as follows:

Fail	Pass	Merit	Distinction
0 – 39 Marks	40 – 59 Marks	60 - 79 Marks	80 – 100 Marks

UNITS OF ASSESSMENT

Title	Prepare, cook and finish basic vegetables and soup dishes	
Unit purpose and aim(s)	The aim of this unit is to enable student to develop the necessary skills and understanding of the principles involved in preparing, cooking and serving vegetables and soups.	
Ofqual ref	A/503/7907	
CTH ref	BVSD	
Level	2	
Credit value	2	
GLH	20	
Learning outcomes	Assessment criteria	Indicative content
When awarded credit for this unit, a student will: 1 Prepare vegetables and soup dishes using a variety of methods and skills	Assessment of this learning outcome will require a student to demonstrate that they can: 1.1 Select preparation methods that meet the needs of the dish 1.2 Select correct tools and equipment for cooking and preparation methods 1.3 Ensure tools and equipment are hygienic and ready for use 1.4 Use preparation methods to meet the requirements of the dish	A minimum of () has to be covered Preparation methods (7) <ul style="list-style-type: none"> Washing, re-washing, peeling, trimming, shaping chopping, dicing, slicing, cutting, soaking Tools and equipment (10) <ul style="list-style-type: none"> Knives, chopping boards, bowls, liquidisers, scales, measuring jugs, mixer, spatulas, spider, grater, trays Requirements of the dish (all) <ul style="list-style-type: none"> Portion size, appearance, limited wastage, storage, consistency
2 Cook vegetable and soup dishes using a variety of cooking methods 3 Serve vegetable and soup dishes using a range of finishing methods	2.1 Select cooking methods to meet the requirements of the dish 2.2 Use cooking methods to meet the requirements of the dish 3.1 Serve vegetables and soup with correct accompaniments 3.2 Store the finished product in a safe, hygienic manner 3.3 Clean and store preparation, cooking areas and utensils after use	Cooking methods (6 to include 1 frying) <ul style="list-style-type: none"> Boiling, simmering, roasting, frying, (deep, shallow, sauté, stir fry), baking, stewing, steaming, grilling, combination cookery Requirements of the dish (all) <ul style="list-style-type: none"> Temperature, colour, consistency, texture, flavour Serve (3 to include at least one sauce) <ul style="list-style-type: none"> Portion, finishing, garnishes accompaniments (e.g croutons, sippets, sauces)

		<p>Store (all)</p> <ul style="list-style-type: none">• Temperature, date, labelling, covering position in fridge, stock rotation <p>Clean (all)</p> <ul style="list-style-type: none">• Large and small equipment and utensils, check for damage, store correctly
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Title	Professional kitchen practices	
Unit purpose and aim(s)	The aim of this provide students with an understanding of professional kitchen practices. It is intended that the skills that are required should be taught and their application in the kitchen should be assessed. The students will need to understand how to set up and close a kitchen, demonstrate safe food standards and how to work in a professional and efficient manner within the kitchen environment.	
Ofqual ref	F/503/7908	
CTH ref	PKP	
Level	2	
Credit value	3	
GLH	30	
Learning outcomes	Assessment criteria	Indicative content
When awarded credit for this unit, a student will:	Assessment of this learning outcome will require a student to demonstrate that they can:	
1 Set up and close a working area within a professional kitchen	1.1 Ensure food preparation area meets food safety standards before commencing work 1.2 Select and organise tools and equipment for preparing a given recipe 1.3 Clean tools and equipment after use to the standard required by food safety legislation 1.4 Store tools, equipment and ingredients so that they are ready for use	<p>Food safety standards (all)</p> <ul style="list-style-type: none"> • Temperature control, holding of prepared food, cleaning procedures <p>Organise tools and equipment (all)</p> <ul style="list-style-type: none"> • Station organisation (mise en place), checks for safety and cleanliness, workflow <p>Clean (7 to include correct cleaning procedure)</p> <ul style="list-style-type: none"> • Work area (clean as you go), low and high risk areas, work surfaces, correct cleaning procedure, (pre-clean, main clean, rinse, disinfect, rinse, dry) cleanse, rinse, sanitise, double sink washing up, colour coded cloths or single use cloths <p>Store tools, equipment and ingredients (all)</p> <ul style="list-style-type: none"> • Stock control (FIFO), temperature control (preparing, cooking, chilling, reheating, holding, serving), date marking/labelling, stock rotation, avoidance of cross contamination.

<p>2 Put into practice food safety standards whilst working within a kitchen</p>	<p>2.1 Adhere to food safety requirements when preparing foods 2.2 Adhere to food safety standards during the cooking process 2.3 Serve, hold or store food in accordance with food safety standards</p>	<p>Food safety requirements (all)</p> <ul style="list-style-type: none"> • Good level of personal hygiene, covering of cuts and wounds, reporting personal illnesses, hand washing (coughing, sneezing, touching face, blowing nose, touching raw foods, waste, cleaning materials, toilet and or smoking breaks), taking care over food, report unacceptable behaviours, understanding legal responsibilities, due diligence <p>Food safety standards during the cooking process (all)</p> <ul style="list-style-type: none"> • Danger zone for food, cooking to 75 or higher unless detrimental to the quality of food, cooking to temperature to kill spores
<p>3 Conduct themselves in a manner appropriate for a professional kitchen</p>	<p>3.1 Ensure the standard of their personal appearance is hygienic and well groomed 3.2 Carry out tasks whilst displaying good levels of personal hygiene 3.3 Carry out tasks in accordance with health and safety requirements 3.4 Follow established work place procedures</p>	<p>Personal appearance (all)</p> <ul style="list-style-type: none"> • Appropriate clothing (durable, fit for purpose), clean, covers all outdoor clothing, appropriate use of gloves, hairnets, light coloured clothing, avoidance of strong smelling substances (aftershave, perfume), short clean nails, no nail biting, no smoking on food environment or in work clothes <p>Personal hygiene (all)</p> <ul style="list-style-type: none"> • PPE, handwashing, covering of wounds, clean uniform, hygienic personal habits, avoidance of cross contamination <p>Health and safety (all)</p> <ul style="list-style-type: none"> • Manual handling (correct lifting techniques), use of PPE, safe working procedures, training in use of equipment and chemical, reporting of accidents and or incidents reporting of potential health & safety issues, use of safety signs <p>Work place procedures (all)</p> <ul style="list-style-type: none"> • Health & safety, personal hygiene, food safety legislation, fire, use of PP, control of waste, cleaning procedures, safe use of chemical, reporting of accidents/incidents

<p>4 Display core skills required within a kitchen environment</p>	<p>4.1 Use basic knife skills to prepare ingredients for cooking 4.2 Ensure the presentation of a dish is to the standard required within a professional kitchen 4.3 serve a dish in a manner that meets the requirements of a professional kitchen</p>	<p>Basic knife skills (4)</p> <ul style="list-style-type: none"> • Cutting, dicing, slicing, chopping, peeling, shredding <p>Presentation (all)</p> <ul style="list-style-type: none"> • Plating food, garnishes, clean plate neat and tidy presentation appropriate to the dish <p>Serve (all)</p> <ul style="list-style-type: none"> • Well presented, correct seasoning, colour, texture temperature, flavour
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Title	Prepare, cook and finish basic cakes, pastries, biscuits and breads	
Unit purpose and aim(s)	The aim of this unit is to provide students with the skills and understanding to be able to prepare, cook and finish basic cakes, pastries, biscuits and breads using a range of ingredients, methods of preparation, cooking and finishing using a large range of tools and equipment.	
Ofqual ref	M/503/7905	
CTH ref	BCPBB	
Level	2	
Credit value	2	
GLH	20	
Learning outcomes	Assessment criteria	Indicative content
When awarded credit for this unit, a student will:	Assessment of this learning outcome will require a student to demonstrate that they can:	A minimum of () has to be covered
1 Prepare ingredients and mixture ready for baking cakes, pastries, biscuits and breads	1.1 Select the correct ingredients for the chosen recipe 1.2 Select correct tools and equipment for a given preparation method 1.3 Ensure tools and equipment are hygienic and ready for use 1.4 Combine ingredients to meet the requirements of the recipe in terms of colour, texture, taste and consistency 1.5 Make adjustments during preparation to ensure they meet the requirements of the dish in terms of colour, texture, taste or consistency	Ingredients (12) <ul style="list-style-type: none"> Flour, fat, sugar, eggs, fruit (fresh, dried), chocolate, cocoa, yeast, dairy products, flavourings (spices, seeds, nuts herbs), Chemical leaveners, baking powder, fillings and stuffings, jam, oats, coconut Tools and equipment (12) <ul style="list-style-type: none"> Bowls, scales, whisks, rolling pins, spoons, baking trays, cooling racks, piping bags/nozzles, boards, cutters, knives, palette knife peelers, cake tins, graters, oven gloves, measuring jugs, sieves Preparation method (16) <ul style="list-style-type: none"> Weighing, mixing, cutting, sifting, rubbing in, stirring, whisking, whipping, folding, kneading, shaping, spreading, lining, greasing, cooling, piping, portioning, resting, creaming, proving, aeration, glazing

<p>2 Cook basic cakes, pastries and yeast based dishes</p>	<p>2.1 Cook a cake, pastry, biscuit or bread to meet the requirements of the dish in terms of colour and texture</p> <p>2.2 Select the correct cooking temperature for the dish</p>	<p>Cake, pastry, biscuit or bread (6 to include at least one of each: cake, pastry, biscuit and bread)</p> <ul style="list-style-type: none"> • Genoese, short crust, sweet pastry, ready-made puff pastry, ready-made filo pastry, choux, shortbread, Viennese, cookies, flapjack, white dough, brown dough, sour dough <p>Correct cooking temperature (all)</p> <ul style="list-style-type: none"> • According to item, size, colour, type of oven, requirement of recipe
<p>3 Finish cakes, pastries, biscuits and breads</p>	<p>3.1 Serve or hold cakes, pastries, biscuits and breads at correct temperature</p> <p>3.2 Store the finished product in a hygienic manner</p> <p>3.3 Store the finished product to ensure the dish remains fresh</p> <p>3.4 Clean preparation and cooling areas so that they are ready for use</p>	<p>Serve or hold (all)</p> <ul style="list-style-type: none"> • Finish (glaze, dust, icing, piping, filling, rolling smoothing), portioning, consistency <p>Store (all)</p> <ul style="list-style-type: none"> • Temperature, labelling, covering, position, stock rotation <p>Clean (all)</p> <ul style="list-style-type: none"> • Large and small equipment and utensils, check for damage, store correctly

Title	Prepare, cook and finish basic meat, poultry and fish dishes	
Unit purpose and aim(s)	The aim of this unit is to provide students with the skills and understanding to be able to prepare, cook and finish basic meat, poultry and fish dishes using a range of ingredients, methods of preparation, cooking and finishing using a range of tools and equipment.	
Ofqual ref	F/503/9691	
CTH ref	BMPFD	
Level	2	
Credit value	2	
GLH	20	
Learning outcomes	Assessment criteria	Indicative content
When awarded credit for this unit, a student will:	Assessment of this learning outcome will require a student to demonstrate that they can:	A minimum of () has to be covered
1 Prepare meat and fish for cooking and serving using a variety of methods and skills	1.1 Select preparation methods that meet the needs of the dish 1.2 Select correct tools and equipment for cooking and preparation methods 1.3 Ensure the tools and equipment are hygienic and ready for use 1.4 Use preparation methods that meet the requirements of the dish	Preparation methods (6 for each) <ul style="list-style-type: none"> Meat - skinning, trimming, boning, slicing, dicing, mincing, stuffing tying, Fish – trimming, cleaning, gutting, skinning, filleting, stuffing, wrapping, coating Tools and equipment (12) <ul style="list-style-type: none"> Knives, boards, trays, bowls, pans, trays, small utensils (spatulas, strainers, tongs, whisks, ladles), stove, grill, oven, fryers, hotplates, cold and frozen storage Requirements of the dish (all) <ul style="list-style-type: none"> Portion size, appearance, consistency
2. Cook meat and fish dishes using a variety of cooking methods	2.1 Select cooking methods that meet the requirements of the dish 2.2 Use cooking methods that meet the requirements of the dish	Cooking methods (6) <ul style="list-style-type: none"> Roasting, grilling, frying (deep, shallow, stir fry, saute), baking, steaming, boiling, poaching, stewing, braising combination cookery Requirements of the dish (all) <ul style="list-style-type: none"> Temperature, colour, consistency, texture, flavour

<p>3 Serve meat and fish dishes using a range of finishing methods</p>	<p>3.1 Serve meat and fish with correct accompaniments 3.2 Store the finished product in a safe, hygienic manner 3.3 Clean and store preparation, cooking areas and utensils after use</p>	<p>Serve or hold (all)</p> <ul style="list-style-type: none"> • Finish (saucing, glazing) portioning, temperature <p>Store (all)</p> <ul style="list-style-type: none"> • Temperature, labelling, covering, position, stock rotation <p>Clean (all)</p> <ul style="list-style-type: none"> • Large and small equipment and utensils, check for damage, store correctly
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APPENDIX A – SPECIMEN ASSESSMENT MATERIALS

1. Mock examination

**Professional Kitchen Practices
(F/503/7908)**

Assessment methodology
Practical Examination

Practical Assessment

The Level 2 Award in Vegetarian Culinary Skills has an assessment methodology of practical examination. The four units are assessed via a practical examination, the units can be assessed individually however it is recommended that units are assessed together in the form of menu planning followed by preparation, cooking and service of the meal. All units must be passed to achieve the qualification.

Students need to develop a menu for four people that covers all the learning outcomes and assessment criteria for the four units in the qualification.

The first step is to plan the meal which should include the following elements:

Starters

- 1 soup (Minestrone soup or mulligatawny soup)
- 1 cold starter (Bruschetta or egg mayonnaise or cous cous salad with roasted vegetables)
- Bread to accompany the starter (An assortment of bread rolls)

Main course

- 1 Vegetarian dish with accompaniments (to include a type of pastry, one pulse and one sauce)
- 1 Vegetarian dish with accompaniments (a Stew type dish with rice, couscous, quinoa or pasta)

Sweet dishes

- 1 hot dish (Fruit pie or fruit flan)
- 1 cold dish or cake or biscuits (Chocolate chip cookies or celebration cake)

The student can choose the menu with the dishes they wish to cook and have it approved by their tutor. The student needs to find the recipes and work out the ingredients they will need for each dish so that the centre can provide the appropriate amount of ingredients for the different dishes. Or if the student is expected to bring their own ingredients, a stock list needs to be checked prior to the day of the exam so that nothing is missing.

The exam is internally assessed and internally verified by the delivery centre and will be externally moderated by CTH. CTH external moderation will be carried out by asking for copies of the menus as well as photos/videos to be sent for moderation. CTH will moderate a sample of learner's work at each assessment session to ensure the internal marking is consistent and adheres to CTH standards, if any abnormalities or inconsistencies are found then CTH will make a moderation decision or may decide to remark the entire sample.

Assessment Instructions

Following is some practical advice on how to conduct assessments for your Level 2 Culinary students. This advice is offered as an example of good practice – you may add your own approaches.

Your role

- ensure students understand what is to be assessed and how it is to be assessed
- ensure the conditions and resources required for assessment are available
- observe and record students carrying out the activities in order to achieve learning outcomes and assessment criteria - records should say what has been observed, how it was carried out, and what it demonstrates
- assess products of the student's own work
- question students and record results
- help students to present evidence
- check the evidence students provide
- judge evidence and make assessment decisions
- identify gaps or shortfalls in students' competence
- provide feedback to students throughout the assessment process
- record achievement

Students' role

- prepare for assessment — become familiar with each of the units, what is to be assessed and how it is to be assessed
- produce products of own work, and be able to answer questions
- receive and act on feedback from the assessor

Planning

In planning for assessment, you will find it helpful to meet with your student and plan what is to be assessed, in what way, and when and where the assessment is to take place. This discussion can be confirmed in the form of an agreed assessment workplan between you and your student.

You should treat these workplans as working documents — they can be updated and changed as you review progress with your student.

Methods of assessment

Assessment may involve a range of assessment methods such as observation, product evidence, and questioning.

Observation

Observation by an assessor is considered to be the most valid and reliable method of assessment. It can be organised in a variety of ways:

- working alongside the student
- arranging to visit when naturally-occurring activities are carried out by the student
- arranging for activities to take place

Observation by the assessor can often be supplemented by other types of assessment methods such as questioning. For example, asking oral questions of students at an appropriate time as they carry out naturally occurring activities. For example:

- Observation of a student preparing traditional French cuts of vegetables as evidence for 'Prepare, Cook and Finish Basic Vegetables and Soup Dishes. The product evidence would be the prepared vegetables. Observation could be supplemented with questions regarding terminology and correct use of tools and equipment.

Observation by the assessor can be used to generate evidence for several Units and can provide excellent opportunities to integrate evidence.

Product evaluation

As students are assessed, they will produce evidence in the form of products of their work. Examples of product evidence include:

- A completed product, such as a dish devised from a recipe the student has chosen or been given.
- Photographic or video evidence of a task, which will usually require authentication; such as a dish prepared for service, additional evidence can also be generated through questioning.

Please note that all students are required to produce evidence of the dishes they have prepared and cooked during the length of their course. This evidence should take the format of recipes which need to include ingredients, method, students written or typed notes/comments and assessor's comments. This evidence will make up the portfolio of evidence which has to be in an electronic format in order, when required, to be sent to CTH as part of the evidence requirements.

Submission of Evidence: Requirements

When submitting students results, centres need to provide the followings, for each learner sampled, in order to meet CTH requirements:

- A portfolio of evidence which demonstrates the student's dishes and progression during the length of the course. See example further down in this document
- The completed marking sheets for each final exam which must include the assessor's and student's comments

- Video recording of key preparation and cooking steps for each final exam

Questioning

Students have to show that they can meet the knowledge specifications for the qualification. Much of a student's knowledge and understanding will be apparent from what they do or produce as part of their work, but this will not always be the case and questioning can be a useful way of confirming what students know and understand.

Please note, that there should be evidence for each learning outcome within each Unit.

You should be careful that the method of questioning does not go beyond the competence required for the qualification and become a barrier to fair assessment.

Examples of questions:

Q. Why is it important to implement food safety standards in the kitchen?

Q. What could happen if you follow health and safety requirements in the kitchen?

Q. Why would you clean and store your equipment and ingredients away at the end of service?

In the assessment, students must show their knowledge and understanding of the unit of assessment and that they meet all the Learning Outcomes and Assessment Criteria of the unit.

Title	Professional kitchen practices
Learning outcomes	Assessment criteria
When awarded credit for this unit, a student will:	Assessment of this learning outcome will require a student to demonstrate that they can:
1 Set up and close a working area within a professional kitchen	<p>1.1 Ensure food preparation area meets food safety standards before commencing work</p> <p>1.2 Select and organise tools and equipment for preparing a given recipe</p> <p>1.3 Clean tools and equipment after use to the standard required by food safety legislation</p> <p>1.4 Store tools, equipment and ingredients so that they are ready for use</p>
2 Put into practice food safety standards whilst working within a kitchen	<p>2.1 Adhere to food safety requirements when preparing foods</p> <p>2.2 Adhere to food safety standards during the cooking process</p> <p>2.3 Serve, hold or store food in accordance with food safety standards</p>
3 Conduct themselves in a manner appropriate for a professional kitchen	<p>3.1 Ensure the standard of their personal appearance is hygienic and well groomed</p> <p>3.2 Carry out tasks whilst displaying good levels of personal hygiene</p> <p>3.3 Carry out tasks in accordance with health and safety requirements</p> <p>3.4 Follow established work place procedures</p>
4 Display core skills required within a kitchen environment	<p>4.1 Use basic knife skills to prepare ingredients for cooking</p> <p>4.2 Ensure the presentation of a dish is to the standard required within a professional kitchen</p> <p>4.3 serve a dish in a manner that meets the requirements of a professional kitchen</p>

**LEVEL 2 AWARD IN CULINARY SKILLS
PRACTICAL EXAMINATION MARK SHEET FOR FOOD UNITS**

Student Name:	Student Number:
Centre Name:	Centre Number:
Assessor Name:	Date of Examination:
Dish(es) produced:	

DOCUMENTS TO ATTACH TO THE CTH MARK SHEET. Please indicate below if the following documents are attached. Note: All documents should contain the Student ID number, the unit code, unit title and date of the examination, clearly on all pages.	YES	NO
Student Menu and Recipes		
Pictures evidence of dishes completed (to include one of the learner with the dishes)		
Video recording of key preparation and cooking steps for the final exam		
Extenuating Circumstances and Special Consideration Report Form		
Examination Allegation of Misconduct Report		
Please use this box to list any other documents that are being attached to this mark sheet:		

<p>I hereby confirm that this candidate produced a valid CTH membership card and appropriate photographic identification (e.g. passport, national ID, driving license or college ID card) during this examination</p> <p>Assessor Signature:</p>
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Level 2 Award in Culinary Skills Qualification Specification

Unit Title Being Assessed	Marks Available	Allocation of Marks	Vegetables and soups		Meat, poultry and fish		Cakes, pastries and biscuits	
			Internal Assessor Marks	CTH Moderated Final Mark	Internal Assessor Marks	CTH Moderated Final Mark	Internal Assessor Marks	CTH Moderated Final Mark
Task								
Select and prepare correct tools and equipment for the method of preparation ensuring they are hygienic and ready for use	15	5 marks for choice of appropriate tools 5 marks for preparation of equipment 5 marks for safe and hygienic preparation of equipment						
Select, prepare and combine ingredients using methods to meet the requirements of the recipe	25	5 marks for selection of ingredients 5 marks for combining of ingredients 5 marks for colour 5 marks for texture 5 marks for consistency						
Make adjustments during preparation and cooking to ensure the dish meets the requirements of the recipe	10	5 marks for adjusting during preparation 5 marks for adjusting during cooking						

Level 2 Award in Culinary Skills Qualification Specification

Unit Title Being Assessed	Marks Available	Allocation of Marks	Vegetables and soups		Meat, poultry and fish		Cakes, pastries and biscuits	
			Internal Assessor Marks	CTH Moderated Final Mark	Internal Assessor Marks	CTH Moderated Final Mark	Internal Assessor Marks	CTH Moderated Final Mark
Task								
Cook the dish to meet the requirements of the recipe in terms of appearance and texture and cook at the correct temperature	15	5 marks for cooking to correct appearance 5 marks for correct texture 5 marks for cooking at the correct temperature						
Serve, hold and store the finished dish in accordance with food safety standards	20	8 marks for holding /serving the dish at the correct temperature 6 marks for serving dish hygienically 6 marks for storing the dish to ensure freshness						
Clean utensils, preparation and cooking areas to ensure they are ready for use	15	5 marks for cleaning utensils 5 marks for cleaning preparation areas 5 marks for cleaning cooking areas						

Level 2 Award in Culinary Skills Qualification Specification

	Vegetables and soups		Meat, poultry and fish		Cakes, pastries and biscuits	
	Internal Assessor Marks	CTH Moderated Final Mark	Internal Assessor Marks	CTH Moderated Final Mark	Internal Assessor Marks	CTH Moderated Final Mark
Total Number of Marks Awarded for the Unit. (Note the mark given by the internal assessor/the centre is only provisional. The final mark will be the mark entered in the CTH Moderator and Final Mark column.)						

Internal Assessor Comments:

Note: Internal Assessors **must** use this page to make any comments they have in relation to the awarding of marks. The comments should reinforce the decisions for awarding of the grades.

Assessor's signature:

Learner's signature:

**LEVEL 2 AWARD IN CULINARY SKILLS
PROFESSIONAL KITCHEN PRACTICES MARK SHEET**

Student Name:	Student Number:
Centre Name:	Centre Number:
Assessor Name:	Date of kitchen practice:
Dish(s) produced:	

Assessor's feedback:	
Strengths:	Area(s) for improvement:
Assessor's signature:	Learner's signature:

Example of students' recipe evidence: (for the portfolio evidence building)

Mushroom risotto

Ingredients:

- 50g dried porcini mushrooms
- 1 vegetable stock cube

- 2 tbsp olive oil
- 1 onion, finely chopped
- 2 garlic cloves, finely chopped
- 250g pack chestnut mushroom, sliced and washed
- 300g risotto rice, such as arborio
- 1 x 175ml glass white wine
- 25g butter
- handful parsley leaves, chopped
- 50g Parmesan or grana padano, freshly grated



Method:

1. Put the dried mushrooms into a large bowl and pour over 1 litre boiling water. Soak for 20 mins, then drain into a bowl, discarding the last few tbsp of liquid left in the bowl. Crumble the stock cube into the mushroom liquid, then squeeze the mushrooms gently to remove any liquid. Chop the mushrooms.
2. Heat the oil in a shallow saucepan or deep frying pan over a medium flame. Add the onions and garlic, then fry for about 5 mins until soft. Stir in the fresh and dried mushrooms, season with salt and pepper and continue to cook for 8 mins until the fresh mushrooms have softened.
3. Tip the rice into the pan and cook for 1 min. Pour over the wine and let it bubble to nothing so the alcohol evaporates. Keep the pan over a medium heat and pour in a quarter of the mushroom stock. Simmer the rice, stirring often, until the rice has absorbed all the liquid. Add about the same amount of stock again and continue to simmer and stir - it should start to become creamy, plump and tender. By the time the final quarter of stock is added, the rice should be almost cooked.
4. Continue stirring until the rice is cooked. If the rice is still undercooked, add a splash of water. Take the pan off the heat, add the butter and scatter over half the cheese and the parsley. Cover and leave for a few mins so that the rice can take up any excess liquid as it cools a bit. Give the risotto a final stir, spoon into bowls and scatter with the remaining cheese and parsley.

Student's comments: (these can be hand written if they are legible)

The rice was slightly over cooked. I used a little too much wine which made the taste a bit unpleasant. Good mushroom flavour, sufficient seasoning. Next time, I'll make sure I get all ingredients ready and weighed before I start cooking.

Assessor's feedback: (this can be hand written if it is legible)

Section a little disorganised at time. Be careful with H&S, you had too many ingredients on your work surface at times. Keep dairy in the fridge when you don't need it (butter). The rice was left on the stove for too long so it was a little overcooked. Good colour and flavor. Next time, try to plan your step by step in order to be more organised. Good overall dish.

Indicative content covered: (supported by the assessor's feedback)

These can be hand written if they are legible.

-Vegetarian cookery unit: Use of different ingredients, methods of cookery, ingredient combinations,

Knife skills, peeling, chopping, slicing, mixing, blending, weighing

Temperature control, correct degree of cooking, timing

Portioning, finishing, garnishes, temperature, texture, flavour, aroma, colour, consistency

Appearance, health & safety advanced techniques, use tools and equipment with precision/speed safely, work to timescale adjusting as necessary

APPENDIX B – RECOMMENDED READING

Professional Chef – Level 2 Diploma (2nd Edition) - Gary Hunter & Terry Tinton
Publisher: Cengage Learning EMEA ISBN: 978-1-4080-3909-0

Cengage Learning – Professional chef Series Level 1, 2 and 3

CourseMate is also available on this page. CourseMate is a highly interactive resource which brings course concepts to life and is designed to support lecturers and students through the range of online resources which can be perfectly integrated in to the classroom to cover the guided learning hours for each unit.

<http://fe.cengage.co.uk/catering--hospitality/catering-and-hospitality-homepage.aspx>

Hodder Education – Practical Cookery Level 1,2 and 3

Including Dynamic Learning Package which is a complete digital solution with interactive resources, lesson planning tools, self-marking tests, assessments and eTextbooks.

<https://www.hoddereducation.co.uk/Catering#&c=&limit=false&type=0>