



**CTH LEVEL 3 DIPLOMA IN  
PROFESSIONAL COOKERY  
(QAN: 601/8363/9)**

**QUALIFICATION SPECIFICATION**

**OCTOBER 2017**

## CONTENTS

<b>Introduction to the CTH Level 3 Diploma In Professional Cookery Qualification</b>	<b>3</b>
Introduction.....	3
Aims .....	3
Entry requirements .....	3
Qualification Accreditation requirements	
<b>Qualification Level, Size and Structure</b> .....	<b>4</b>
Qualification Structure (Rules of combination) .....	5
Grading criteria .....	6
<b>Delivering the Qualification</b> .....	<b>7</b>
Resources .....	7
Teaching staff .....	7
Equipment .....	7
Delivery Strategy – practical units.....	7
<b>Assessment</b> .....	<b>8</b>
Methodology .....	8
Grading criteria .....	8
<b>Mandatory Units (details)</b> .....	<b>9 - 14</b>
<b>Optional Units (details)</b> .....	<b>15 - 25</b>
<b>Sample Assessments</b> .....	<b>26</b>
Practical Examinations - Guidance for Centres .....	27
Optional Unit written assignment example:	28
Food Safety Practices in the Preparation, Service and Storage of Food....	29
<b>Contact CTH</b> .....	<b>32</b>

## **INTRODUCTION TO CTH LEVEL 3 DIPLOMA IN PROFESSIONAL COOKERY QUALIFICATION**

---

### **Introduction**

The purpose of this document is to explain the aims, structure and content of the CTH Level 3 Diploma in Professional Cookery. This document includes the learning outcomes, assessment criteria and indicative content for each unit. There is guidance relating to learning, teaching and assessment strategies for this qualification and an explanation of the assessment quality assurance processes.

### **Aims**

The aims of this qualification are to:

- Provide students with the skills required to work in a professional kitchen
- Develop students' cooking skills
- Develop the students' ability to integrate cooking skills in order to produce a variety of dishes
- Develop the students' ability to evaluate their cooking
- Develop the students' time management, hygiene, safety and personal appearance skills required of a professional chef

### **Entry Requirements**

The selection of students for admission to the CTH Level 3 Diploma in Professional Cookery is at the discretion of individual approved centres, who should ensure that students are able to complete the qualification successfully.

It is strongly recommended that applicants have completed formal secondary education and have a reasonable command of the English Language, as assignments must be completed in English. Students who did not complete formal secondary education but have industry experience should also be considered. Students enrol as CTH student members within 6 weeks of starting their programme then submit their examination and assignment registrations to CTH through their centre.

### **Qualification Accreditation requirements**

For centres wishing to offer this qualification, there is a minimum level of professional kitchen facilities and equipment required, in addition to teaching staff with a strong vocational background. Centres should not run a new qualification before being approved by CTH. A centre inspection may take place as part of the accreditation process.

## QUALIFICATION LEVEL, SIZE AND STRUCTURE

---

### Level

The CTH Diploma in Professional Cookery is a Level 3 vocational qualification on the Regulated Qualification Framework (RQF), and adheres to the Ofqual requirements for assigning a level to a regulated qualification. These requirements and standard Level Descriptors are contained in an Ofqual publication Ofqual/15/5774, 'Qualification and Component Levels' available via gov.uk. The document URL is:

<https://www.gov.uk/government/publications/qualification-and-component-levels>

### Size

The qualification is designed to be delivered in 750 hours of TQT (Total Qualification Time), of which 630 are Guided Learning Hours (GLH). Therefore, this Diploma normally requires programmes of study that have been designed to include a minimum of the Guided learning hours shown above:

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a learner to achieve a qualification. TQT includes Guided Learning hours, Directed Learning and time spent on assessment.

The following activities are indicative of those included in TQT:

- Guided learning (GLH) when the tutor is present, e.g. cookery demonstrations, practical's, formal classes, lectures, seminars, tutorials, supervised assessment (e.g. exams or observed practical assessments)
- Independent and unsupervised learning or research
- Unsupervised coursework, or directed activity
- Watching pre-recorded webinars or podcasts
- Compiling a portfolio of evidence,
- self-study, visits, revision and time spent on written assignments

Candidates completing this qualification should be able to demonstrate their ability as independent learners.

### Structure

The unit structure and TQT for the CTH Diploma in Professional Cookery is set out in the following table.

## QUALIFICATION STRUCTURE (RULES OF COMBINATION)

CTH Level 3 Diploma in Professional Cookery Qualification Reference Number (QAN): 601/8363/9					
For the Diploma, students must achieve all five Mandatory units, plus five units from the optional group; all units are at Level 3.					
Guided Learning Hours (GLH) for qualification: <b>630</b>			Total Qualification Time (TQT) for qualification: <b>750</b>		
Mandatory units					
Code	Unit title	GLH	TQT	Assessment	Unit Reference No.
PCVSS	Techniques and skills in preparation, cooking and finishing vegetables, sauces and soups	42	50	Practical	M 508 0673
PCPMG	Techniques and skills in preparation, cooking and finishing poultry, meat and game	42	50	Practical	T 508 0674
PCFFS	Techniques and skills in preparation, cooking and finishing fish and shellfish	42	50	Practical	A 508 0675
PCCHD	Techniques and skills in producing frozen, cold and hot desserts	42	50	Practical	F 508 0676
PCBBP	Techniques and skills in baking and baked products	42	50	Practical	J 508 0677
Optional group (choose 5 from 10)					
PCSS	Food safety practices in the preparation, service and storage of food	84	100	Assignment	L 508 0678
PCKO	Kitchen organisation	84	100	Assignment	R 508 0679
PCFP	High volume food production	84	100	Assignment	J 508 0680
PCPD	Food product development	84	100	Practical or Assignment	L 508 0681
PCNH	Nutrition and producing healthier dishes	84	100	Practical	D 508 0684
PCFG	Producing farinaceous goods	84	100	Practical	Y 508 0683
PCVC	Vegetarian cookery	84	100	Practical	H 508 0685
PCEC	Ethnic cookery	84	100	Practical	K 508 0686
PCIC	International cookery	84	100	Practical	T 508 0688
PCSPS	Supervising in the professional kitchen	84	100	Assignment	T 615 5318
<b>CTH Level 3 Diploma Total</b>	<b>Ten units</b>	<b>630</b>	<b>750</b>		

## QUALIFICATION GRADING CRITERIA

The generic Ofqual grading criteria for the unit levels 3 in this qualification are shown in the table below. These criteria should be used by centres in conjunction with the unit mark sheets to assess all students' work.

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. Note that the Diploma does not allocate a grade.

Level 3	Students who fail:	To achieve a pass, students must:	To achieve a merit grade (60% to 79%) students must:	To achieve a distinction grade (80%+) students must:
	do not meet the requirements of the assessment criteria and learning outcomes of the unit	meet the requirements of the assessment criteria and learning outcomes	<ul style="list-style-type: none"> <li>• meet the requirements of the assessment criteria and learning outcomes</li> <li>• demonstrate a level of understanding of key issues in the kitchen including food hygiene, health and safety and food handling</li> <li>• demonstrate safe and correct use of all kitchen equipment</li> <li>• demonstrate a willingness to complete all tasks including preparation and clean up tasks</li> <li>• pay attention to the details of demonstrations and recipes</li> <li>• interpret and evaluate correctly key concepts</li> <li>• produce food that is well presented, well structured and tastes good.</li> </ul>	<ul style="list-style-type: none"> <li>• meet the requirements of the assessment criteria and learning outcomes</li> <li>• demonstrate in depth understanding and knowledge of relevant issues in the kitchen including food hygiene, health and safety and food handling</li> <li>• provide a good level of interpretation and evaluation of concepts and models</li> <li>• demonstrate proactive willingness to complete all tasks including preparation and clean up tasks</li> <li>• pay positive attention to the details of demonstrations and recipes</li> <li>• interpret and evaluate correctly key concepts</li> <li>• produce finished food that is exactly as demonstrated by the lecturer</li> <li>• produce finished food that matches the recipe and tastes very good.</li> </ul>

## DELIVERING THE QUALIFICATION

### Resources

A professional kitchen environment, including associated food storage areas is essential for the delivery of this qualification. The kitchen may take the form of a full production kitchen and/or a skills-based kitchen. These would need to be completely furnished with the professional equipment and tools to teach professional cookery at this level. A cookery demonstration area would also be an advantage. Access to a range of cookery and food related books is essential. Centres will need to meet these specialist resource requirements when they seek approval from CTH.

CTH aims to support centres by providing examples of recipes and combinations of dishes on the CTH members website that meet the grading criteria at each level, as it is important that centres delivering CTH qualifications understand the requirements fully for each level. In general Level 3 expectations are for an increased range of cooking techniques and more complex dishes than a Level 2 qualification. For example, a purée soup is at Level 2 whereas a Lobster bisque would be a Level 3 soup due to the complexity of preparation and cooking methods.

### Teaching staff

Staff delivering and assessing the Level 3 Diploma in Professional Cookery should be completely familiar with current practice standards in the sector and have experience of cooking at the level above the level to be delivered as a minimum. Ideally the teaching staff should have had experience as a Sous Chef at high standard establishments such as 5 star hotels.

A teaching qualification, experience of teaching and a professional qualification in the subject taught, at one level higher than the level taught, is also desirable. CTH will require the CV's of all teaching staff when the centre seeks approval to deliver the qualification.

### Equipment

Students will be required to wear suitable protective clothing (PPE) during all practical sessions throughout the course to meet the requirements of the Food Safety Act 1990 (or similar legislation). Chef's whites, headwear and safety shoes would be the preferred option. Knives will be an essential requirement of the course and provision of a personal set will be necessary. These could be made available through the centre to ensure suitability.

### Delivery strategies – Practical units

This qualification is primarily practical in structure and it is important that the teaching reflects this. Students must have the opportunity to explore cuisine through the preparation and cooking of a range of dishes which cover the full spectrum of the menu structure, enabling students to develop the skills to take their assessments.

Students need to experience through demonstration and practical work all the key elements of cooking for which they are being assessed.

The Qualification Handbook includes has an indicative content column for each practical/food unit, showing the minimum requirement, which has to be covered by the time the unit is completed. Teachers should ensure that practical work carried out by the students fully reflects the purpose of the unit to be assessed and covers the indicative content requirements.

Centres need to show, on each recipe making up the portfolio and on each exam marking sheet, what indicative content was covered.

Students will be required to follow professional, safe and hygienic practices at all times.

Students will need to build an electronic portfolio of evidence to demonstrate their skills level. This should be made up of recipes which have been produced during the length of the course. Recipes should include ingredients, methods, a picture of the completed dish held by the student, students' notes, assessor's feedback and indicative content covered when making the dish.

## ASSESSMENT

### Methodology

The Level 3 Diploma in Professional Cookery has an assessment methodology of practical examination and/or assignment.

Centres/teaching staff are responsible for assessing students' practical work, and centres must also allocate an internal verifier who will assure the quality of the assessment processes. CTH can provide training and guidance on the assessment requirements and process.

Each unit will be assessed individually, and each unit at Diploma level carries an equal weighting within the qualification. All units must be passed to achieve the qualification.

CTH will review electronic evidence of all student work submitted by centres and moderate the centre-assessed and verified assessments. For new centres this will be based on a 100% sample of work, reducing over time.

### Grading Criteria

Individual units can be graded either as fail, pass, merit or distinction. However, the qualification is not subject to grading. All assessments carry equal weighting and will be marked against the generic grading criteria on a previous page, in conjunction with the unit mark sheets to assess all students' work.

Grades awarded for each units are based on the following marks out of a total of 100 marks:

Fail	Pass	Merit	Distinction
0 - 54 marks	55 - 69 Marks	70 - 84Marks	85+ Marks



---

**CTH LEVEL 3  
DIPLOMA IN  
PROFESSIONAL COOKERY**

**MANDATORY UNITS**

---

<b>URN:</b> <b>M 508 0673</b>	<b>Techniques and Skills in Preparation, Cooking and Finishing Vegetables, Sauces and Soups</b>
<b>Unit aim and purpose</b>	This unit aims to develop the skills required to prepare, cook and finish vegetables, sauces and soups using a range of techniques and equipment. Students will be expected to demonstrate precision and work to timescales when completing tasks.
<b>Level</b>	3
<b>Size</b>	50 hours Total Qualification Time (TQT) ; 42 Guided Learning Hours

<b>Learning Outcomes</b> <b>At the end of this unit the learner will be able to:</b>	<b>Assessment Criteria</b> <b>The learner can:</b>
LO1 Prepare vegetables, sauces and soups for cooking and finishing using a range of techniques and skills	1.1 Select the type and quantity of ingredients required for the dish 1.2 Check the ingredients to ensure they meet quality standards 1.3 Select preparation methods suitable for the requirements of the dish 1.4 Prepare the ingredients to maintain the quality and meet the requirements of the dish
LO2 Cook vegetables, sauces and soups for finishing using a range of techniques and skills	2.1 Select methods of cookery which meet the requirements of the dish 2.2 Use methods of cookery which meet the requirements of the dish
LO3 Finish vegetables, sauces and soups using a range of techniques and skills	3.1 Finish the dish to agreed quality standard 3.2 Serve the finished dish in an appropriate manner 3.3 Demonstrate professional, safe and hygienic kitchen practices

<b>URN:</b> T 508 0674	<b>Techniques and Skills in Preparation, Cooking and Finishing Poultry, Meat and Game</b>
<b>Unit aim and purpose</b>	This unit aims to develop the skills required to prepare, cook and finish poultry, meat and game using a range of techniques using precision speed and control in existing skills and develop more advanced skills and techniques. Student will be expected to demonstrate that they can select, correct use, maintain and store all equipment including any specialised tools.
<b>Level</b>	3
<b>Size</b>	50 hours Total Qualification Time (TQT) ; 42 Guided Learning Hours

<b>Learning Outcomes At the end of this unit the learner will be able to:</b>	<b>Assessment Criteria The learner can:</b>
LO1 Prepare poultry, meat and game for cooking and finishing using a range of techniques and skills	1.1 Select the type and quantity of poultry, meat or game required for the dish 1.2 Check the poultry, meat or game to ensure they meet requirements and quality standards 1.3 Select preparation methods suitable for the requirements of the dish 1.4 Prepare the poultry, meat or game to maintain the quality and meet the requirements of the dish
LO2 Cook poultry, meat and game for finishing using a range of techniques and skills	2.1 Select methods of cookery which meet the requirements of the dish 2.2 Use methods of cookery which meet the requirements of the dish
LO3 Finish poultry, meat and game using a range of techniques and skills	3.1 Finish the poultry, meat or game dish to agreed quality standard 3.2 Serve the finished poultry, meat or game dish in an appropriate manner 3.3 Demonstrate professional, safe and hygienic kitchen practices

<b>URN:</b> A 508 0675	<b>Techniques and Skills in Preparation, Cooking and Finishing Fish and Shellfish</b>
<b>Unit aim and purpose</b>	This unit aims to develop the skills required to prepare, cook and finish fish and shellfish using a range of techniques using precision speed and control in existing skills and develop more advanced skills and techniques. Student will be expected to demonstrate that they can select, correct use, maintain and store all equipment including any specialised tools.
<b>Level</b>	3
<b>Size</b>	50 hours Total Qualification Time (TQT) ; 42 Guided Learning Hours

<b>Learning Outcomes At the end of this unit the learner will be able to:</b>	<b>Assessment Criteria The learner can:</b>
LO1 Prepare fish and shellfish for cooking and finishing using a range of techniques and skills	1.1 Select the type and quantity of fish and shellfish required for the dish 1.2 Check the fish and shellfish to ensure they meet requirements and quality standards 1.3 Select preparation methods suitable for the requirements of the dish 1.4 Prepare the fish and shellfish to maintain the quality and meet the requirements of the dish
LO2 Cook fish and shellfish for finishing using a range of techniques and skills	2.1 Select methods of cookery which meet the requirements of the dish 2.2 Use methods of cookery which meet the requirements of the dish
LO3 Finish fish and shellfish dishes using a range of techniques and skills	3.1 Finish the fish and shellfish dish to agreed quality standard 3.2 Serve the finished fish and shellfish dish in an appropriate manner 3.3 Demonstrate professional, safe and hygienic kitchen practices

<b>URN:</b> F 508 0676	<b>Techniques and Skills in Producing Frozen, Cold and Hot Desserts</b>
<b>Unit aim and purpose</b>	This unit aims to develop the skills required to producing frozen cold and hot desserts using a range of techniques using precision speed and control in existing skills and develop more advanced skills and techniques. Student will be expected to demonstrate that they can select, correct use, maintain and store all equipment including any specialised tools.
<b>Level</b>	3
<b>Size</b>	50 hours Total Qualification Time (TQT) ; 42 Guided Learning Hours

<b>Learning Outcomes At the end of this unit the learner will be able to:</b>	<b>Assessment Criteria The learner can:</b>
LO1 Prepare frozen, cold and hot desserts for cooking and finishing using a range of techniques and skills	1.1 Select the type and quantity of ingredients required for the dish 1.2 Check the ingredients to ensure they meet requirements and quality standards 1.3 Select preparation methods suitable for the requirements of the dish 1.4 Prepare the ingredients to maintain the quality and meet the requirements of the dish
LO2 Cook frozen, cold and hot desserts for finishing using a range of techniques and skills	2.1 Select methods of cookery which meet the requirements of the dish 2.2 Use methods of cookery which meet the requirements of the dish
LO3 Finish frozen, cold and hot desserts using a range of techniques and skills	3.1 Finish the dish to agreed quality standard 3.2 Serve the finished dish to agreed quality standard and at an appropriate temperature 3.3 Demonstrate professional, safe and hygienic kitchen practices

<b>URN:</b> J 508 0677	<b>Techniques and Skills in Baking and Baked Products</b>
<b>Unit aim and purpose</b>	This unit aims to develop the skills and techniques and skill required in producing baking and baked products using a range of techniques using precision speed and control in existing skills and develop more advanced skills and techniques. Student will be expected to demonstrate that they can select, correct use, maintain and store all equipment including any specialised tools.
<b>Level</b>	3
<b>Size</b>	50 hours Total Qualification Time (TQT) ; 42 Guided Learning Hours

<b>Learning Outcomes At the end of this unit the learner will be able to:</b>	<b>Assessment Criteria The learner can:</b>
LO1 Prepare baked products for cooking and finishing using a range of techniques and skills	1.1 Select the type and quantity of ingredients required for the baked product 1.2 Check the ingredients to ensure they meet requirements and quality standards 1.3 Select preparation methods suitable for the requirements of the baked product 1.4 Prepare the ingredients to maintain the quality and meet the requirements of the baked product
LO2 Cook baked products for finishing using a range of techniques and skills	2.1 Select methods of cookery which meet the requirements of the baked product 2.2 Use methods of cookery which meet the requirements of the baked product
LO3 Finish baked products using a range of techniques and skills	3.1 Finish the baked product to agreed quality standard 3.2 Serve the finished dish in an appropriate manner 3.3 Demonstrate professional, safe and hygienic kitchen practices

---

**CTH LEVEL 3  
DIPLOMA IN  
PROFESSIONAL COOKERY**

**OPTIONAL UNITS**

**(5 UNITS FROM 10 TO BE CHOSEN  
FOR THE DIPLOMA)**

---

<b>URN:</b> L 508 0678	<b>Food Safety Practices in the Preparation, Service and Storage of Food</b>
<b>Unit aim and purpose</b>	This unit aims to ensure Students are trained to understand the legislative requirement of a food safety management system that is based on HACCP.
<b>Level</b>	3
<b>Size</b>	100 hours Total Qualification Time (TQT) ; 84 Guided Learning Hours

<b>Learning Outcomes At the end of this unit the learner will be able to:</b>	<b>Assessment Criteria The learner can:</b>
LO1 Identify the requirements of maintaining food safety practices in the preparation, service and storage of food	1.1 Describe a range of legislation relevant to food safety 1.2 Explain a range of measures to ensure food safety in the preparation of food 1.3 Explain a range of measures to ensure food safety in the service of food 1.4 Explain a range of measures to ensure food safety in the storage of food
LO2 Develop plans to ensure food safety practices are maintained in the preparation, service and storage of food	2.1 Explain how compliance with legislation can be monitored 2.2 Develop plans to ensure food safety in the preparation of food 2.3 Develop plans to ensure food safety in the service of food 2.4 Develop plans to ensure food safety in the storage of food
LO3 Understand how to maintain and manage food safety practices in the preparation, service and storage of food	3.1 Explain the potential effects of non-compliance 3.2 Identify and explain methods of control measures for monitoring food safety 3.3 Identify and explain a range of food safety management systems



<b>URN:</b> R 508 0679	<b>Kitchen Organisation</b>
<b>Unit aim and purpose</b>	This unit aims to develop the Students knowledge and understanding of different types of food production kitchens the workflow, costs implications and impacts of these on menu planning and costs.
<b>Level</b>	3
<b>Size</b>	100 hours Total Qualification Time (TQT) ; 84 Guided Learning Hours

<b>Learning Outcomes At the end of this unit the learner will be able to:</b>	<b>Assessment Criteria The learner can:</b>
LO1 Investigate kitchen production systems	1.1 Identify and explain the features of a range of kitchen production systems  1.2 Identify and explain the suitability of systems through analysis of a wide range of components
LO2 Examine the structure of kitchen staff organisation	2.1 Describe a range of staffing structures suitable for a food production environment  2.2 Identify and explain the suitability and appropriateness of staffing structures to a variety of situations
LO3 Analyse the workflow within an operating kitchen environment	3.1 Analyse the workflow in a food production environment  3.2 Identify and explain the limitations kitchen design may have on workflow
LO4 Describe the influencing factors on workflow in an operating kitchen environment	4.1 Identify and explain factors which influence workflow  4.2 Examine the impact on workflow of a range of influencing factors

<b>URN:</b> J 508 0680	<b>High Volume Food Production</b>
<b>Unit aim and purpose</b>	This unit aims to develop the Student's understanding of the types and scale of operation in food production operations. They must understand the range of factors that impact on the facilities when producing high volume food production. The Students must analyse and investigate the resource required as well as the operational aspects of running a high volume food production operation
<b>Level</b>	3
<b>Credit Value</b>	100 hours Total Qualification Time (TQT); 84 Guided Learning Hours

<b>Learning Outcomes At the end of this unit the learner will be able to:</b>	<b>Assessment Criteria The learner can:</b>
LO1 Understand the range and operation of high volume food production facilities	1.1 Describe the range of high volume food production facilities 1.2 Explain the importance of key legislation and regulations relating to high volume food production facilities 1.3 Identify the quality management systems used in a high-volume food production facility
LO2 Understand the design of facilities and systems for a high volume food production facility	2.1 Examine a range of food production systems used in different high volume production facilities 2.2 Explain the factors that influence the planning and design of high volume food production facilities 2.3 Describe the design of a high volume food production area to facilitate hygiene and safety standards 2.4 Describe the main considerations when purchasing equipment, machinery and utensils for a high volume production facility
LO3 Assess the resource requirements for a high volume production facility	3.1 Analyse the skills requirement of staff operating in a high volume production facility 3.2 Investigate the purchase, use and storage of materials required in a high volume production facility 3.3 Explain the principles of budgeting and cost control used in a high volume food production facility
LO4 Explain the operational aspects of a high volume production facility	4.1 Explain how to monitor compliance with safe and hygienic working practices in a high volume food production facility 4.2 Describe how to apply cooking techniques and skills in a high volume production facility 4.3 Explore measures to improve practices and procedures in a high volume production facility 4.4 Apply evaluation techniques and criteria to a high volume production facility

<b>URN:</b> <b>L 508 0681</b>	<b>Food Product Development</b>
<b>Unit aim and purpose</b>	This unit aims to develop the understanding of the how products are designed and evaluated. It has a practical component as well as the need to collect information and evaluate how the product was received by customers or colleagues
<b>Level</b>	3
<b>Size</b>	100 hours Total Qualification Time (TQT); 84 Guided Learning Hours

<b>Learning Outcomes At the end of this unit the learner will be able to:</b>	<b>Assessment Criteria The learner can:</b>
LO1 Investigate the need for a new or updated dish or menu item	1.1 Design a method of collecting information from customers and colleagues to identify the requirement for a new or updated dish or menu item  1.2 Collect and collate information from customers and colleagues to identify the requirement for a new or updated dish or menu item
LO2 Design the new or updated dish or menu item	2.1 Design the dish or menu item in line with the information collected  2.2 Ensure the dish is designed to meet requirements
LO3 Produce and cost the new or updated dish or menu item	3.1 Cost the new or updated dish or menu item  3.2 Produce the new or updated dish or menu item
LO4 Evaluate the new or updated dish or menu item	4.1 Apply evaluation techniques on the finished dish or new menu item  4.2 Make valid recommendations for improvement or suitability of the finished dish or new menu item

<b>URN:</b> D 508 0684	<b>Nutrition and Producing Healthier Dishes</b>
<b>Unit aim and purpose</b>	This unit aims to develop the knowledge and skill required to produce healthier dishes for a range of different people. Students will be expected to understand the benefits of producing healthier dishes and demonstrate the methods of preparation; storage and cooking that can be used to achieve this.
<b>Level</b>	3
<b>Size</b>	100 hours Total Qualification Time (TQT); 84 Guided Learning Hours

<b>Learning Outcomes At the end of this unit the learner will be able to:</b>	<b>Assessment Criteria The learner can:</b>
LO1 Identify the requirements of producing healthier dishes	1.1 Explain the concept of healthy eating and its benefit to health 1.2 Identify and explain the ingredients that make a dish healthier 1.3 Identify and explain the current guidelines offered on healthy eating
LO2 Identify the nutritional benefits of producing healthier dishes	2.1 Explain the various nutritional requirements for a range of people 2.2 Explain the benefits of substituting healthier ingredients as an alternative to ensure a healthier dish 2.3 Select and explain methods of cooking which can maximise the nutritional value of a dish
LO3 Produce healthier dishes	3.1 Demonstrate the techniques that can be used to produce healthier food 3.2 Produce a range of healthy dishes that maximise the nutritional value of the dish 3.3 Select and explain a range of methods that improve the nutritional value of foods

<b>URN:</b> Y 508 0683	<b>Producing Farinaceous Goods</b>
<b>Unit aim and purpose</b>	This unit aims to develop the skills required to prepare, cook and finish farinaceous products using a range of techniques and equipment. Students will be expected to demonstrate precision when completing tasks.
<b>Level</b>	3
<b>Size</b>	100 hours Total Qualification Time (TQT) ; 84 Guided Learning Hours

<b>Learning Outcomes</b> At the end of this unit the learner will be able to:	<b>Assessment Criteria</b> The learner can:
LO1 Prepare farinaceous goods for cooking and finishing using a range of techniques and skills	1.1 Select and explain the type and quantity of ingredients required for the dish 1.2 Check the ingredients to ensure they meet quality standards 1.3 Select and explain preparation methods suitable for the requirements of the dish 1.4 Prepare the ingredients to maintain the quality and meet the requirements of the dish
LO2 Cook farinaceous goods for finishing using a range of techniques and skills	= 2.1 Select and explain methods of cookery which meet the requirements of the dish 2.2 Use methods of cookery which meet the requirements of the dish
LO3 Finish farinaceous goods using a range of techniques and skills	3.1 Finish the dish in an appropriate manner 3.2 Serve the finished dish in an appropriate manner 3.3 Demonstrate professional, safe and hygienic kitchen practices

<b>URN:</b> H 508 0685	<b>Vegetarian Cookery</b>
<b>Unit aim and purpose</b>	This unit aims to develop the skills required to prepare, cook and finish vegetarian dishes using a range of techniques and equipment. Students will be expected to demonstrate precision when completing tasks. The Student must also study about different types of vegetarian diets and understand the concept of healthier diets.
<b>Level</b>	3
<b>Size</b>	100 hours Total Qualification Time (TQT) ; 84 Guided Learning Hours

<b>Learning Outcomes At the end of this unit the learner will be able to:</b>	<b>Assessment Criteria The learner can:</b>
LO1 Explain a range of developments and trends in vegetarian cookery	1.1 Identify the components and limitations of a vegetarian diet 1.2 Explain current trends in vegetarian cookery 1.3 Explain developments in vegetarian cookery
LO2 Analyse aspects of diet and nutrition in relation to vegetarian cuisine	2.1 Analyse vegetarian diets identifying nutritional requirements 2.2 Explain the nutritional aspects of a vegetarian diet 2.3 Analyse the nutritional limitations of a vegetarian diet
LO3 Use food preparation and cooking knowledge and skills to prepare and cook vegetarian dishes	3.1 Demonstrate appropriate skills in the preparation of a range of vegetarian dishes 3.2 Demonstrate appropriate skills in the cooking of a range of vegetarian dishes 3.3 Demonstrate appropriate skills in the service of vegetarian dishes 3.4 Demonstrate professional, safe and hygienic kitchen practices

<b>URN:</b> K 508 0686	<b>Ethnic Cookery</b>
<b>Unit aim and purpose</b>	This unit aims to develop the skills and knowledge of ethnic cuisine requiring them to using a range of techniques and equipment. Students will be expected to demonstrate precision when completing tasks. The Student's will also study the factors that have contributed to the style of cuisine understand and be able to use specialist equipment related to the chosen ethnic cuisine.
<b>Level</b>	3
<b>Size</b>	100 hours Total Qualification Time (TQT); 84 Guided Learning Hours

<b>Learning Outcomes At the end of this unit the learner will be able to:</b>	<b>Assessment Criteria The learner can:</b>
LO1 Explain the background, menu structure and trends in ethnic cookery	1.1 Explain the background to the ethnic cuisine considering the heritage and culture of the group 1.2 Describe the menu structure and styles of service used in the ethnic cuisine 1.3 Identify and explain the current trends in the ethnic cuisine
LO2 Explain the use of equipment, commodities and cooking methods used in ethnic cookery	2.1 Explain the specialist equipment used to produce food in the ethnic cuisine 2.2 Explain the specialist commodities used in the ethnic cuisine 2.3 Explain the specialist cooking methods used in the ethnic cuisine
LO3 Use food preparation and cooking knowledge and skills to prepare a range of ethnic dishes	3.1 Demonstrate appropriate skills in the preparation of a range of ethnic dishes 3.2 Demonstrate appropriate skills in the cooking of a range of ethnic dishes 3.3 Demonstrate appropriate skills in the service of ethnic dishes 3.4 Demonstrate professional, safe and hygienic kitchen practices

<b>URN:</b> <b>TJ508 0688</b>	<b>International Cookery</b>
<b>Unit aim and purpose</b>	This unit aims to develop the skills and knowledge of international cuisine requiring them to using a range of techniques and equipment. Students will be expected to demonstrate precision when completing tasks. The Student's will also study the factors that have contributed to the style of cuisine understand and be able to use specialist equipment related to the chosen international cuisine.
<b>Level</b>	3
<b>Size</b>	100 hours Total Qualification Time (TQT) ; 84 Guided Learning Hours

<b>Learning Outcomes At the end of this unit the learner will be able to:</b>	<b>Assessment Criteria The learner can:</b>
LO1 Explain menu structure and trends in International cookery	1.1 Explain the background to the cuisine considering the heritage and culture of the selected country 1.2 Explain the menu structure and styles of service used in the selected country 1.3 Identify and explain the current trends used in cookery in the selected country
LO2 Explain the use of equipment, commodities and cooking methods used in International cookery	2.1 Describe the specialist equipment used to produce food in the selected country 2.2 Describe the specialist commodities used in the selected country 2.3 Describe the specialist cooking methods used in the selected country
LO3 Use food preparation and cooking knowledge and skills to prepare International cookery	3.1 Demonstrate appropriate skills in the preparation of a range of dishes appropriate to the selected country/ies 3.2 Demonstrate appropriate skills in the cooking of a range of dishes appropriate to the selected country 3.3 Demonstrate appropriate skills in the service of a range of dishes appropriate to the country 3.4 Demonstrate professional, safe and hygienic kitchen practices



<b>URN:</b> T 615 5318	<b>Supervising in the Professional Kitchen</b>
<b>Unit aim and purpose</b>	This unit aims to develop the students' knowledge and understanding of supervising resources, a range of staff and the ensuring the profit margins are monitored and maintained.
<b>Level</b>	3
<b>Size</b>	100 hours Total Qualification Time (TQT); 84 Guided Learning Hours

<b>Learning outcomes</b> When awarded credit for this unit, a student will:	<b>Assessment criteria</b> Assessment of this learning outcome will require a student to demonstrate that they can:
LO1 Brief, coach and train others to maximise their performance and to deliver high quality dishes and menu items	1.1 Ensure culinary standards are achieved to produce quality dishes in line with department requirements 1.2 Provide training that meet identified needs 1.3 Allocate and direct work to meet performance targets and quality standards 1.4 Manage underperformance, and in accordance with organisational requirement
LO2 Understand how to build teams, positively motivate others and influence the behaviour of team members	2.1 Support team members and ensure dishes provided are of high quality, delivered on time and as described on menus 2.2 Motivate and inspire others to perform their roles to their best in line with department requirements 2.3 Share experiences and knowledge to enable team members to develop their skills, knowledge and techniques. 2.4 Allocate work to ensure operational efficiency 2.5 Monitor the standards of work and behaviour of staff
LO3 Understand the principles of profit and loss; and recognise how to support the overall financial performance of the department through operating effectively to reduce wastage and deliver profit margins	3.1 Monitor costs, use forecasts to set realistic targets and effectively control resource allocation 3.2 Actively use techniques and respond to opportunities that help improve business performance, revenue and profit margins
LO4 Describe the principles of supply chain management, sustainable procurement and working practices in the kitchen	4.3 Implement sustainable procurement practices, minimise wastage and minimise resource allocation 4.4 Encourage and support others to use sustainable working practices

---

# **CTH LEVEL 3 DIPLOMA IN PROFESSIONAL COOKERY**

## **SAMPLE ASSESSMENTS**

- 1. Mandatory and Optional Unit Practical  
Examinations - Guidance for Centres**
- 2. Optional Unit written assignment example:**

**Food Safety Practices in the Preparation, Service and  
Storage of Food.**

---

## 1. Guidance for Assessing Practical Examinations

For all units which are assessed via a practical examination, 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 Examinations are internally written, internally assessed and verified, then is quality assured by a CTH External Verifier or Culinary Examiner 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. Electronic evidence of student work should be supplied to CTH (as in the previous Assessment section of this Qualification Specification).

The five mandatory units will be assessed via two separate practical examinations. One will include dishes from the following three units:

- PCVSS (vegetables **and** sauces **or** soups),
- PCPMG and
- PCBBP.

The second examination will include dishes from units:

- PCVSS (vegetables **and** sauces **or** soups). Please note that both sauces and soups have to be covered at least once during the two examinations.
- PCFFS and
- PCCHD.

For each examination, students are required to produce a time plan to show they are able to plan, and an ingredient request form to demonstrate they can order the food they need.

Optional food units can be assessed individually. There is no requirement to provide a time plan or an ingredient request form for these units.

## **2. Optional Unit written assignment example:**

### **Food Safety Practices in the Preparation, Service and Storage of Food**

**(URN: L | 508 | 0678)**

<b>Assessment methodology</b>
<b>Assignment</b>

## Food Safety Practices in the Preparation, Service and Storage of Food (L | 508 | 0678)

### Assignment Instructions

<b>Unit title</b>	<b>Food Safety Practices in the Preparation, Service and Storage of Food</b>
<b>Unit Reference Number</b>	<b>L   508   0678</b>
<b>Size</b>	100 hours Total Qualification Time (TQT); 84 Guided Learning Hours
<b>Level</b>	<b>3</b>

This unit must be assessed by assignment

### Assignment instructions

Students must base their assignments on their own working practice in their place of work or in organisations that are known to them. They must show their knowledge and understanding of the unit of assessment and any recommended reading.

Assignments must:

- include evidence that shows that the student meets all the Learning Outcomes and Assessment Criteria of the unit;
- include a brief introduction to the assignment;
- include an analysis and evaluation of the topic they discuss and facts should be used to support conclusions and recommendations;
- make clear connections between theory and practice;
- provide a demonstration of the practical application of theory in the workplace;
- cite references in accordance with the Harvard System;
- be presented in report format;
- be within 10% of the required word count;
- may include additional information (e.g. working notes and calculations) which should be added as supplementary appendices to the report.

One electronic copy of the final assignment report should be submitted. This should include a front cover page with the student's and tutor's declaration.

## Assignment task

Students are required to select organisations within the Hospitality and Catering Industry and prepare a 3,000-word report discussing how food safety is managed with particular reference to the following areas:

- The requirements of maintaining food safety
- Developing plans to maintain food safety
- Managing and maintaining food safety practices

## Outline

Students are required to conduct relevant and adequate primary and secondary research on the different hospitality and catering areas. The student should therefore be able to visit the selected organisations.

Students should include a brief introduction to the organisations they have selected in terms of the size, customers, services, products and future plans.

The following areas should be evaluated in detail supported by examples quoted from the selected organisations;

Identify the requirements of maintaining food safety practices in the preparation, service and storage of food

- Describe a range of legislation relevant to food safety
- Explain a range of measures to ensure food safety in the preparation of food
- Explain a range of measures to ensure food safety in the service of food
- Explain a range of measures to ensure food safety in the storage of food

Develop plans to ensure food safety practices are maintained in the preparation, service and storage of food

- Explain how compliance with legislation can be monitored
- Develop plans to ensure food safety in the preparation of food
- Develop plans to ensure food safety in the service of food
- Develop plans to ensure food safety in the storage of food

Understand how to maintain and manage food safety practices in the preparation, service and storage of food

- Explain the potential effects of non-compliance
- Identify and explain methods of control measures for monitoring food safety
- Identify and explain a range of food safety management systems

Students should demonstrate application of theory and knowledge to their chosen organisation and ensure they have addressed the assessment criteria outlined in the following tables. The analysis should be concluded with detailed and well-justified recommendations; relevant examples can also be used. The secondary research undertaken should be appended to this assignment.

**Assignment Task details**

<b>Task instructions - Task 1 Maintaining food safety practices - 30%</b>		
Students must show that they meet the Learning Outcomes (LOs) and Assessment Criteria (AC) of the unit of assessment. Therefore, consideration will be given to whether students achieved the following:		
<b>Assessment criteria</b>	<b>LO/AC ref</b>	<b>Marks</b>
1. Identify a range of legislation relevant to food safety and explain the measures to ensure food safety in the preparation, service and storage of food.	LO1, 1.1, 1.2, 1.3,1.4	30
<b>The word count is 1,000 words</b>		

<b>Task instructions - Task 2 Develop plans to ensure food safety practices - 30%</b>		
Students must show that they meet the Learning Outcomes (LOs) and Assessment Criteria (AC) of the unit of assessment. Therefore, consideration will be given to whether students achieved the following:		
<b>Assessment criteria</b>	<b>LO/AC ref</b>	<b>Marks</b>
2. Explain how compliance with legislation can be monitored and develop plans that ensure food safety in the preparation, service and storage of food.	LO2, 2.1, 2.2, 2.3, 2.4	30
<b>The word count is 1,000 words</b>		

<b>Task instructions -Task 3 Maintain and manage food safety practices - 40%</b>		
Students must show that they meet the Learning Outcomes (LOs) and Assessment Criteria (AC) of the unit of assessment. Therefore, consideration will be given to whether students achieved the following:		
<b>Assessment criteria</b>	<b>LO/AC ref</b>	<b>Marks</b>
3. The potential effects of non-compliance, identification and explanation of control methods for monitoring food safety and identification of a range of food safety management systems.	LO3, 3.1, 3.2, 3.3	40
<b>The word count is 1,000 words</b>		

## CONTACT CTH

---

CTH, the Confederation of Tourism and Hospitality, is an Ofqual recognised Awarding Organisation. CTH employs specialist staff with experience in the hospitality and culinary, and travel and tourism industries; they are always pleased to discuss your curriculum requirements. These may include the delivery of individual unit qualifications suitable for local needs or requirements for new qualifications.

### Email:

Please use contract email: [info@cthawards.com](mailto:info@cthawards.com) and enter the subject Culinary Query to ensure your email reaches the right person.

### Location:

CTH offices are located in London's West End, opposite to Selfridges entrance in Duke Street. The address is 37 Duke Street, London W1U 1LN

### Telephone:

The main CTH telephone number is +44 (0)207 258 9850.

### Website:

[www.cthawards.com](http://www.cthawards.com)

CTH is a not for profit company limited by guarantee. Registered in England No. 2090576