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**CTH LEVEL 2  
CERTIFICATE IN CULINARY  
SKILLS**

**QUALIFICATION  
SPECIFICATION**

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**October 2017**

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## **INTRODUCTION TO CTH LEVEL 2 CERTIFICATE IN CULINARY SKILLS QUALIFICATION**

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### **Introduction**

The purpose of this document is to explain the aims, structure and content of the CTH Level 2 Certificate in Culinary Skills. 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 an introduction to the core skills required in a professional kitchen
- Improve the skills of individuals and increase their chances of gaining employment
- Develop the students' ability to integrate cooking skills in order to produce high quality dishes

### **Access and Entry requirements**

The selection of students for admission to the CTH Level 2 Certificate in Culinary Skills is at the discretion of individual approved centres, who should ensure that students are able to complete the qualification successfully.

### **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

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### Level

The CTH Certificate in Professional Cookery is a Level 2 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 240 hours of TQT (Total Qualification Time), of which 194 are Guided Learning Hours (GLH). Therefore, this Certificate 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, practicals, 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 qualification and unit structure and TQT for the CTH Certificate in Culinary Skills is set out in the following table, often referred to as the Rules of Combination.

## QUALIFICATION STRUCTURE (RULES OF COMBINATION)

CTH Level 2 Certificate in Culinary Skills		Qualification Reference Number (QAN):			
For the Certificate, students must achieve all units which are Mandatory units: all units are at Level 2.					
Guided Learning Hours (GLH) for qualification: <b>194</b>			Total Qualification Time (TQT) for qualification: <b>240</b>		
Mandatory units					
Code	Unit title	GLH	TQT	Assessment	Unit Reference No.
2FSPK	Food safety in the professional kitchen	25	30	Theory test and Practical Exam	Tbc
2MPO	Meat, poultry and offal	48	60	Portfolio plus Practical Exam	Tbc
2FAS	Fish and shellfish	32	40	Portfolio plus Practical Exam	Tbc
2VPVP	Vegetables, pulses and vegetable proteins	32	40	Portfolio plus Practical Exam	Tbc
2SSS	Stocks, soups and sauces	32	40	Portfolio plus Practical Exam	Tbc
2PRE	Pasta, rice and eggs	25	30	Portfolio plus Practical Exam	Tbc
<b>CTH Level 2 Diploma Total</b>	<b>Eleven units</b>	<b>194</b>	<b>240</b>		

## QUALIFICATION GRADING CRITERIA

The grading criteria for the level 2 units 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 (59 – 69%) students must:	To achieve a merit grade (70% to 84%) students must:	To achieve a distinction grade (85%+) 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**

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### **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 2 expectations are for a range of cooking techniques which are uncomplicated but still challenging for the learners. 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 2 Diploma in Culinary Skills 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 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**

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### **Methodology**

The Level 2 Certificate in Culinary Skills 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.

## CTH Level 2 Certificate in Culinary Skills Qualification Specification

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Grades awarded for each unit 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

For units assessed via a theory test and a practical examination, the marking is as followed:

Theory test = 30%

Practical examination = 70%

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**CTH LEVEL 2  
CERTIFICATE IN  
CULINARY SKILLS**

**MANDATORY UNITS**

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<b>URN:</b>	<b>Food safety in the professional kitchen</b>
<b>Unit aim and purpose</b>	This unit aims to develop your knowledge and understanding of food safety and catering. Students will learn about personal responsibilities regarding food hygiene, the importance of keeping food safe, and how to keep the work area clean and tidy.
<b>Level</b>	2
<b>Size</b>	30 hours Total Qualification Time (TQT) ; 25 Guided Learning Hours

<b>Learning Outcomes At the end of this unit the learner will:</b>	<b>Assessment Criteria The learner can:</b>
LO1 Know the importance of food safety and the responsibilities of individuals	<p>1.1 Explain the importance of food safety hygiene procedures in the workplace</p> <p>1.2 Describe how individuals can take responsibility for food safety</p> <p>1.3 Explain how to report food safety hazards</p> <p>1.4 State the legal responsibilities of food handlers and food business operators</p> <p>1.5 Explain the importance of personal hygiene in food safety</p> <p>1.6 List effective personal hygiene practices</p> <p>1.7 Describe steps to keep the work area and equipment clean and tidy</p> <p>1.8 Explain how work flow, maintenance of work surfaces and equipment can reduce contamination risks</p> <p>1.9 Explain the importance of pest control</p> <p>1.10 State the sources of, and risks to, food safety from contamination and cross-contamination</p> <p>1.11 Explain how to deal with food spoilage, including recognition, reporting and disposal</p>

<p>LO2 Know how to identify and control food allergy risks</p>	<p>2.1 Describe the symptoms of food allergies</p> <p>2.2 Explain the importance of providing food allergen information to customers</p> <p>2.3 Describe how the risks associated with food allergies can be controlled</p>
<p>LO3 Know the importance of following food safety legislation</p>	<p>3.1 Explain the importance of food safety management procedures</p> <p>3.2 Describe the responsibilities of employers and employees in respect of food safety legislation and procedures for compliance</p> <p>3.3 Explain how the legislation is enforced</p>
<p>LO4 Know how to apply and monitor good hygiene practice</p>	<p>4.1 Explain the importance of temperature control and identify the methods of controlling temperature</p> <p>4.2 Describe the procedures to control contamination and cross-contamination</p> <p>4.3 Explain the importance of high standards of personal hygiene</p> <p>4.4 Describe the procedures for cleaning, disinfection and waste disposal</p> <p>4.5 Explain the requirements relating to the design of food premises and equipment</p>
<p>LO5 Know how to follow food safety management procedures</p>	<p>5.1 Explain the importance to food safety management of identifying microbial, chemical, physical and allergenic hazards</p> <p>5.2 Describe the methods and procedures for controlling food safety including critical control points, critical limits and corrective actions</p> <p>5.3 Explain the requirements for monitoring and recording food safety procedures</p> <p>5.4 Describe the methods for, and the importance of, evaluating food safety controls and procedure</p> <p>5.5 Explain the requirements for induction and on-going training of staff in food safety</p> <p>5.6 Explain the importance of effective communication of food safety procedures</p>

## CTH Level 2 Certificate in Culinary Skills Qualification Specification

<b>URN:</b>	<b>Meat, poultry and offal</b>
<b>Unit aim and purpose</b>	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 meat, poultry and offal.
<b>Level</b>	2
<b>Size</b>	60 hours Total Qualification Time (TQT) ; 48 Guided Learning Hours

<b>Learning Outcomes At the end of this unit the learner will:</b>	<b>Assessment Criteria The learner can:</b>
LO1 Know how to prepare, cook and finish meat, poultry and offal	1.1 Describe the tools and equipment used to prepare meat, game, poultry and offal  1.2 Explain how to select meat, game, poultry and offal  1.3 Describe types of meat, game and poultry cuts  1.4 Explain the skills and techniques when preparing meat, game, poultry and offal
LO2 Be able to prepare meat, poultry and offal	2.1 Select meat, poultry and offal  2.2 Apply suitable preparation methods  2.3 Select and use tools and equipment appropriately
LO3 Be able to cook meat, poultry and offal	3.1 Select suitable equipment  3.2 Select suitable cooking methods  3.3 Finish selected dishes

## CTH Level 2 Certificate in Culinary Skills Qualification Specification

<b>URN:</b>	<b>Fish and shellfish</b>
<b>Unit aim and purpose</b>	The aim of this unit is to enable student to develop the necessary skills and understanding of the principles involved in preparing, cooking and finishing fish and shellfish dishes.
<b>Level</b>	2
<b>Size</b>	40 hours Total Qualification Time (TQT) ; 32 Guided Learning Hours

<b>Learning Outcomes At the end of this unit the learner will:</b>	<b>Assessment Criteria The learner can:</b>
LO1 Know how to prepare, cook and finish fish and shellfish	1.1 Identify types of fish 1.2 Identify cuts of fish 1.3 Identify types of shellfish 1.4 Describe quality points for different types of fish and shellfish
LO2 Be able to prepare fish and shellfish	2.1 Use tools and equipment to prepare fish and shellfish 2.2 Select fish and shellfish 2.3 Use skills and techniques when preparing fish and shellfish 2.4 Manage waste when preparing fish and shellfish
LO3 Be able to cook fish and shellfish	3.1 Use tools and equipment to cook 3.2 Use cooking methods for fish and shellfish 3.3 Finish fish and shellfish dishes

## CTH Level 2 Certificate in Culinary Skills Qualification Specification

<b>URN:</b>	<b>Vegetables, pulses and vegetables proteins</b>
<b>Unit aim and purpose</b>	The aim of this unit is to enable student to develop the necessary skills and understanding of the principles involved in preparing, cooking and finishing vegetables pulses and vegetable proteins dishes.
<b>Level</b>	2
<b>Size</b>	40 hours Total Qualification Time (TQT) ; 32 Guided Learning Hours

<b>Learning Outcomes At the end of this unit the learner will:</b>	<b>Assessment Criteria The learner can:</b>
LO1 Know how to prepare, cook and finish vegetables, pulses and vegetable proteins	1.1 Identify the different types of vegetarian diets 1.2 Identify the different types of vegetables, pulses and vegetable proteins and classify seasonal vegetables 1.3 Explain the quality points for vegetables, pulses and vegetable proteins 1.4 Explain the nutritional importance of vegetables, pulses and vegetable proteins 1.5 Manage waste when preparing vegetables, pulses and vegetable proteins
LO2 Be able to prepare vegetables, pulses and vegetable proteins	2.1 Use tools and equipment to prepare vegetables, pulses and vegetable proteins 2.2 Select vegetables, pulses and vegetable proteins 2.3 Use skills and techniques when preparing vegetables, pulses and vegetable proteins
LO3 Be able to cook vegetables, pulses and vegetable proteins	3.1 Use suitable cooking equipment and methods for vegetables, pulses and vegetable protein dishes 3.2 Finish vegetables, pulses and vegetable proteins dishes

## CTH Level 2 Certificate in Culinary Skills Qualification Specification

<b>URN:</b>	<b>Stocks, soups and sauces</b>
<b>Unit aim and purpose</b>	The aim of this unit is to enable students to develop the necessary skills and understanding of the principles involved in preparing, cooking and serving stocks soups and sauces.
<b>Level</b>	2
<b>Size</b>	40 hours Total Qualification Time (TQT); 32 Guided Learning Hours

<b>Learning Outcomes At the end of this unit the learner will:</b>	<b>Assessment Criteria The learner can:</b>
LO1 Know how to prepare, cook and finish stocks, soups and sauces	1.1 Identify different types of stocks 1.2 Identify different types of soups 1.3 Identify different types of sauces 1.4 Describe how to prepare and cook stocks, soups and sauces
LO2 Be able to prepare stocks, soups and sauces	2.1 Check that ingredients meet requirements 2.2 Choose and use the correct tools and equipment 2.3 Prepare stock, soup and sauces to meet requirements
LO3 Be able to cook stocks, soups and sauces	3.1 Cook stocks, soups and sauces to meet requirements 3.2 Check that the flavour, colour, quantity and consistency are correct 3.3 Check that soups and sauces are at the correct temperature for holding 3.4 Safely store any cooked stock, soups and sauces not for immediate use
LO4 Be able to finish stocks, soups and sauces	4.1 Ensure that the soups and sauces have the correct flavour, colour, texture, consistency and finish 4.2 Finish soups and sauces to meet requirements 4.3 Present soups and sauces to meet requirements 4.4 Check that the soups and sauces are at the correct temperature for holding and serving

## CTH Level 2 Certificate in Culinary Skills Qualification Specification

<b>URN:</b>	<b>Pasta, rice and eggs</b>
<b>Unit aim and purpose</b>	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 pasta, rice and eggs.
<b>Level</b>	2
<b>Size</b>	30 hours Total Qualification Time (TQT) ; 25 Guided Learning Hours

<b>Learning Outcomes At the end of this unit the learner will:</b>	<b>Assessment Criteria The learner can:</b>
LO1 Know how to prepare, cook and finish pasta, rice and eggs	1.1 Identify different types of pasta, rice and eggs 1.2 Describe quality points for pasta, rice and eggs 1.3 Explain storage methods for pasta, rice and eggs
LO2 Be able to prepare pasta, rice and eggs	2.1 Use preparation skills and techniques 2.2 Use tools and equipment appropriately
LO3 Be able to cook pasta, rice and eggs	3.1 Demonstrate the correct use of tools and equipment 3.2 Use suitable cooking methods 3.3 Demonstrate safe and hygienic working practices 3.4 Finish and serve dishes to meet requirements

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# **CTH LEVEL 2 DIPLOMA IN CULINARY SKILLS**

## **SAMPLE ASSESSMENTS**

**1. Mandatory Unit Practical Examinations  
- Guidance for Centres**

**2. Theory Unit Test sample:**

**Introduction to the Catering and Hospitality industry  
(2ICHI)**

## 1. Practical Examination Guidance

All practical 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 Examinations are 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. Centres need to inform CTH of the dates of the exams, at least 2 months in advance, in order to receive the brief for the exams on time. Learners will have to create a time plan and costings for the dishes to be produced. The practical examination will cover the following units:

**Exam 1:** 2FSPK, 2MPO, 2FAS, 2VPVP, 2SSS, 2PRE

You are required to produce the following items within the time frame of 3 hours. You will have an additional 30 minutes at the start of the exam to set up your section. During these 30 minutes, you are not allowed to prepare or cook any food. This period is only to bring ingredients and equipment together.

Your performance and final products will be marked against the criteria shown in the table below.

Marks out of

Select the type and quantity of ingredients required for the product	10
Check the ingredients to ensure they meet requirements and quality standards	5
Select preparation methods suitable for the requirements of the product	5
Prepare the ingredients to maintain the quality and meet the requirements of the product	15
Select methods of cookery which meet the requirements of the product	10
Use methods of cookery which meet the requirements of the product	15
Finish the product to agreed quality standards	10
Serve the finished dish in an appropriate manner	10
Demonstrate professional, safe and hygienic kitchen practices	20
Total	100

Practical exam: prepare, cook and finish:

1. Two portions of a meat dish (pork, lamb or beef) covering some of the indicative content and using one of these cooking methods (roasting, braising, stewing). Both portions should be served and look identical.

2. Two portions of a fish dish using a local flat fish. The fish should be filleted and cooked using one of the following cooking methods (frying, poaching, steaming). Both portions should be served and look identical.

3. Two portions of a pasta or rice dish. The dish should include a minimum of three vegetables, one or more herb(s) or spice(s), should NOT contain any allergen and include boiling as one of the cooking methods.

4. Two portions of a sauce, to be served separately, suitable for the meat dish or the fish dish.

All products should be presented on time to the assessor(s)/teacher(s) to be marked. Food safety has to be assessed throughout the exam.

**2. Theory Unit Test sample:**

**Food safety in the professional kitchen (2FSPK): 10 questions**

1. Explain the meaning of 'cross contamination' in a kitchen environment?
  
2. Which option below shows a type of physical hazard?
  - a. detergent
  - b. hair
  - c. mold
  - d. Salmonella
  
3. Explain the difference between hazard and risk
  
4. The following is a definition of 'Pest'. TRUE or FALSE  
a destructive insect or other animal that attacks crops, food, livestock
5. You work in a busy city restaurant and one of your customers orders his food and inform you that he has a nut allergy. Which of the following should you do?
  - a. Assure the customer that no nuts are used in the dishes he ordered so he does not need to worry
  - b. Inform your manager about the allergy to make sure no nuts are used
  - c. Yesterday, you heard the chef saying that there were no nuts in most dishes so you are sure it will be fine.
  - d. You are very busy with no time to spare and remember that this customer has eaten at the restaurant a few times already. He never mentioned the allergy. You ignore his comments as you are sure it will be fine.
6. Clara works in a hotel kitchen. These are some of her responsibilities:
  - Running the kitchen when the head chef is away
  - Ensuring the brigade has high culinary standards
  - Managing food purchasing and storage
  - Maintaining a safe and hygienic kitchen environment
  - Helping create new recipes and write menus

What is her job title?

- a. chef de partie
- b. head chef
- c. sous chef
- d. executive chef

7. Select the option which is not a method to control food safety:

- a. Be constantly aware of kitchen hazards
- b. Follow correct cleaning procedures
- c. Maintain correct food temperature at all time
- d. simplify preparation methods to prevent food temperature from rising

8. List 4 responsibilities of a professional chef in relation to food safety:

- 
- 
- 
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9. Effective communication of food safety procedures is vital. List below 3 suitable way to communicate these procedures.

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- 
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10. All chefs should have a high standard of personal hygiene. Name 3 ways you can achieve this.

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## CONTACT CTH

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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 contact email: [info@cthwards.com](mailto:info@cthwards.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.cthwards.com](http://www.cthwards.com)

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