



**CTH LEVEL 2
DIPLOMA IN CULINARY SKILLS**

**QUALIFICATION
SPECIFICATION**

October 2017

CONTENTS

Introduction to the CTH Level 2 Diploma in Professional Cookery Qualification.....	2
Introduction.....	2
Aims	2
Entry requirements.....	2
Qualification Accreditation requirements.....	2
Qualification Level, Size and Structure	3
Qualification Structure (Rules of combination)	4
Grading criteria.....	5
Delivering the Qualification.....	6
Resources.....	6
Teaching staff	6
Equipment.....	6
Delivery Strategy – practical units.....	6
Assessment.....	7
Methodology.....	7
Grading criteria	7
Mandatory Units (details).....	9 - 22
Sample Assessments.....	23
Practical Examinations - Guidance for Centres	24
Optional Unit test sample:.....	26
Contact CTH	28

INTRODUCTION TO CTH LEVEL 2 DIPLOMA IN CULINARY SKILLS QUALIFICATION

Introduction

The purpose of this document is to explain the aims, structure and content of the CTH Level 2 Diploma 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 Diploma 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

Level

The CTH Diploma 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 400 hours of TQT (Total Qualification Time), of which 320 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, 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 Diploma in Culinary Skills is set out in the following table, often referred to as the Rules of Combination.

CTH Level 2 Diploma in Culinary Skills Qualification Specification

QUALIFICATION STRUCTURE (RULES OF COMBINATION)

CTH Level 2 Diploma in Culinary Skills		Qualification Reference Number (QAN):			
For the Diploma, students must achieve all units which are Mandatory units: all units are at Level 2.					
Guided Learning Hours (GLH) for qualification: 320			Total Qualification Time (TQT) for qualification: 400		
Mandatory units					
Code	Unit title	GLH	TQT	Assessment	Unit Reference No.
2ICHI	Introduction to the catering and hospitality industry	25	30	Theory test	Tbc
2FSPK	Food safety in the professional kitchen	25	30	Theory test and Practical Exam	Tbc
2MPCTW	Introduction to menu planning, costings and team work	32	40	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
2PDP	Pastry and dough products	25	30	Portfolio plus Practical Exam	Tbc
2CHD	Cold and hot desserts	25	30	Portfolio plus Practical Exam	Tbc
2BCS	Biscuits, cakes and sponges	25	30	Portfolio plus Practical Exam	Tbc
CTH Level 2 Diploma Total	Eleven units	630	750		

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"> • meet the requirements of the assessment criteria and learning outcomes • demonstrate a level of understanding of key issues in the kitchen including food hygiene, health and safety and food handling • demonstrate safe and correct use of all kitchen equipment • demonstrate a willingness to complete all tasks including preparation and clean up tasks • pay attention to the details of demonstrations and recipes • interpret and evaluate correctly key concepts • produce food that is well presented, well structured and tastes good. 	<ul style="list-style-type: none"> • meet the requirements of the assessment criteria and learning outcomes • demonstrate in depth understanding and knowledge of relevant issues in the kitchen including food hygiene, health and safety and food handling • provide a good level of interpretation and evaluation of concepts and models • demonstrate proactive willingness to complete all tasks including preparation and clean up tasks • pay positive attention to the details of demonstrations and recipes • interpret and evaluate correctly key concepts • produce finished food that is exactly as demonstrated by the lecturer • produce finished food that matches the recipe and tastes very good.

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 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

Methodology

The Level 2 Diploma 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.

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%

**CTH LEVEL 2
DIPLOMA IN
CULINARY SKILLS**

MANDATORY UNITS

URN:	Introduction to the catering and hospitality industry
Unit aim and purpose	The aim of this unit is to develop students' your knowledge of the different sectors in the catering and hospitality industry and the training and experience needed for employment.
Level	2
Size	30 hours Total Qualification Time (TQT); 25 Guided Learning Hours

Learning Outcomes At the end of this unit the learner will:	Assessment Criteria The learner can:
LO1 Know about the catering and hospitality industry	1.1 Identify the different catering and hospitality organisations 1.2 Differentiate sectors and their main features in the catering and hospitality industry 1.3 Describe different types of business ownership and status 1.4 State different customer types and their needs
LO2 Know the career opportunities in the catering and hospitality industry	2.1 Describe the organisation of job roles in the catering and hospitality industry 2.2 State the responsibilities of specific job roles 2.3 Explain the types of employment contract and employment conditions
LO3 Outline the services offered within the industry	3.1 Describe the types of services within the industry
LO4 Identify the factors which influence catering and hospitality businesses	4.1 Describe the key factors which influence catering and hospitality businesses

URN:	Food safety in the professional kitchen
Unit aim and purpose	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.
Level	2
Size	30 hours Total Qualification Time (TQT) ; 25 Guided Learning Hours

Learning Outcomes At the end of this unit the learner will:	Assessment Criteria The learner can:
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>

URN:	Introduction to menu planning, costings and team work
Unit aim and purpose	This unit aims to develop knowledge and understanding of the principles of menu planning. Students will be expected to learn about staffing structures, roles and responsibilities within in a kitchen hierarchy, and the reasons why teamwork is a vital element in food production and service. Students will be expected to plan and calculate costs for menus.
Level	2
Size	40 hours Total Qualification Time (TQT) ; 32 Guided Learning Hours

Learning Outcomes At the end of this unit the learner will:	Assessment Criteria The learner can:
LO1 Understand the organisation of kitchens	<p>1.1 Describe the structure of a 'partie system' and outline the staffing hierarchy of a traditional kitchen</p> <p>1.2 Identify current trends in food production operations</p> <p>1.3 Explain the importance of kitchen layout to promote good workflow in relation to food production systems</p> <p>1.4 Describe the responsibilities of specific job roles in a traditional kitchen organisation</p> <p>1.5 State the reasons for good working relationships within the kitchen and food service department</p>
LO2 Be able to plan and prepare menus for catering operations	<p>2.1 Describe menus for different types of meal occasions</p> <p>2.2 Interpret menus for food production</p> <p>2.3 Explain the importance of the menu for food production and food service</p> <p>2.4 Describe the factors to be considered in the planning of menus</p>

<p>LO3 Be able to apply basic calculations used in catering operations</p>	<p>3.1 Calculate costs and quantities relevant to simple activities in catering operations</p> <p>3.2 Display basic numeracy skills using a calculator and manual methods based on metric measurements</p> <p>3.3 Calculate percentages to achieve a set gross profit</p> <p>3.4 Explain the importance of food costs within catering operations</p> <p>3.5 Describe the factors which must be monitored to control food costs and profit</p>
<p>LO4 Be able to plan and organise own work</p>	<p>4.1 Explain the order of work to complete a task</p> <p>4.2 Describe situations when it is appropriate to ask for help</p> <p>4.3 Describe situations when it is appropriate to help and support others</p> <p>4.4 Explain the importance of working to deadlines</p> <p>4.5 Describe why it is important to follow instructions accurately</p> <p>4.6 Explain the importance of keeping work areas clean and tidy</p>
<p>LO5 Be able to work effectively with team members</p>	<p>5.1 Explain the benefits of helping team members</p> <p>5.2 Describe the importance of passing information to the relevant people</p> <p>5.3 Explain the importance of clear communication</p> <p>5.4 Describe ways to maintain good working relationships in a team</p> <p>5.5 State problems in working relationships that should be reported to line managers</p>

CTH Level 2 Diploma in Culinary Skills Qualification Specification

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

Learning Outcomes At the end of this unit the learner will:	Assessment Criteria The learner can:
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 Diploma in Culinary Skills Qualification Specification

URN:	Fish and shellfish
Unit aim and purpose	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.
Level	2
Size	40 hours Total Qualification Time (TQT) ; 32 Guided Learning Hours

Learning Outcomes At the end of this unit the learner will:	Assessment Criteria The learner can:
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

URN:	Vegetables, pulses and vegetables proteins
Unit aim and purpose	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.
Level	2
Size	40 hours Total Qualification Time (TQT) ; 32 Guided Learning Hours

Learning Outcomes At the end of this unit the learner will:	Assessment Criteria The learner can:
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

URN:	Stocks, soups and sauces
Unit aim and purpose	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.
Level	2
Size	40 hours Total Qualification Time (TQT); 32 Guided Learning Hours

Learning Outcomes At the end of this unit the learner will:	Assessment Criteria The learner can:
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 Diploma in Culinary Skills Qualification Specification

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

Learning Outcomes At the end of this unit the learner will:	Assessment Criteria The learner can:
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

URN:	Pastry and dough products
Unit aim and purpose	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 pastry and dough products.
Level	2
Size	30 hours Total Qualification Time (TQT); 25 Guided Learning Hours

Learning Outcomes At the end of this unit the learner will:	Assessment Criteria The learner can:
LO1 Know how to prepare, cook and finish pastry and dough products	1.1 Identify different types of pastries 1.2 Identify different types of dough 1.3 Explain preparation methods for pastry and dough 1.4 State main ingredients used 1.5 Explain how to store ingredients, pastry and dough
LO2 Be able to prepare pastry and dough products	2.1 Use preparation methods 2.2 Choose and use suitable equipment 2.3 Select required ingredients
LO3 Be able to cook pastry and dough products	3.1 Use suitable cooking methods 3.2 Choose and use suitable equipment 3.3 Meet products requirements 3.4 Demonstrate safe and hygienic working practices 3.5 Finish and serve dishes to meet requirements 3.6 Store ingredients, pastry and dough products

URN:	Cold and hot desserts
Unit aim and purpose	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 cold and hot desserts.
Level	2
Size	30 hours Total Qualification Time (TQT); 25 Guided Learning Hours

Learning Outcomes At the end of this unit the learner will:	Assessment Criteria The learner can:
LO1 Know how to prepare, cook and finish cold and hot desserts	1.1 Identify different types of cold and hot desserts 1.2 Describe the quality points of cold and hot desserts 1.3 Describe the preparation methods for cold and hot desserts 1.4 List different finishing for cold and hot desserts 1.5 State the correct storage procedures for cold desserts
LO2 Be able to prepare cold and hot desserts	2.1 Select suitable ingredients 2.2 Select appropriate tools and equipment 2.3 Follow required methods 2.4 Comply with hygiene and safety standards
LO3 Be able to cook and finish cold and hot desserts	3.1 Use appropriate cooking methods 3.2 Use appropriate finishing methods 3.3 Store cold and hot desserts not for immediate use

URN:	Biscuits, cakes and sponges
Unit aim and purpose	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 biscuits, cakes and sponges.
Level	2
Size	30 hours Total Qualification Time (TQT); 25 Guided Learning Hours

Learning Outcomes At the end of this unit the learner will:	Assessment Criteria The learner can:
LO1 Know how to prepare, cook and finish biscuits, cakes and sponges	1.1 Identify types of biscuits, cakes and sponges 1.2 Identify key commodities, their quality points and storage conditions for biscuits, cakes and sponges
LO2 Be able to prepare biscuits, cakes and sponges	2.1 Use tools and equipment 2.2 Use required ingredients 2.3 Follow appropriate preparation methods 2.4 Demonstrate safe and hygienic practices
LO3 Be able to cook biscuits, cakes and sponges	3.1 Use appropriate cooking method
LO4 Be able to finish biscuits, cakes and sponges	4.1 Use appropriate icings, fillings and glazes 4.2 Use suitable presentation methods 4.3 Store biscuits, cakes and sponges not for immediate use

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 final practical examinations (2) 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 represent 70% of the final grade and 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 2 practical examinations will cover the following units:

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

Exam 2: 2PDP, 2CHD, 2BCS

Exam 2:

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. A minimum of 6 bread rolls (1 type) which contain at least 2 types of flour
2. 4 individual fruit tartlets (all the same) made with fresh sweet pastry (produced by the learners) and 1 type of fruit minimum. The tartlets should include pastry cream and a glazing
3. 10 pieces of a biscuit of choice. The 10 pieces should be from the same recipe and should all look similar

All products should be presented on time to the assessor(s)/teacher(s) to be marked.

2. Theory Unit Test sample:

Introduction to the catering and hospitality industry (2ICHI): 10 questions

1. Explain the meaning of 'catering'?

2. Which type of business belongs to the service sector?

- a. fast food outlet
- b. a restaurant in a hotel
- c. school canteen
- d. a restaurant in a shopping centre

3. Explain the main difference between hospitality in commercial and public sectors

4. The following is a definition of 'Franchise'. TRUE or FALSE

'an authorization granted by a government or company to an individual or group enabling them to carry out specified commercial activities, for example acting as an agent for a company's products'.

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. When you start a new job, you should be given the job description. This is because:

- a. That is what all local companies do near where you work
- b. Staff can talk about their jobs during their break
- c. You can clearly understand the responsibilities of the role
- d. You can get a promotion quicker

8. Name 2 advantages and 2 disadvantages of doing a chef's apprenticeship programme

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9. Name 3 types of services within the hospitality industry

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10. Name 3 factors that could influence the business of a restaurant situated in the centre of a large city.

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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 contact email: 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:

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