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

**QUALIFICATION
SPECIFICATION**

DECEMBER 2017

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Introduction to the CTH Level 2 Award in Culinary Skills

Introduction:

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

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

Aims of the Qualification:

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
- support the skills of individuals and increase their chances of gaining employment

Access and Entry Requirements:

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

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

Qualification Level, Size and Structure

Qualification 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>

Qualification 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 qualification, units and TQT for the CTH Level 3 Diploma in Professional Cookery are set out in the following table, often referred to as the Rules of Combination. Further details of each unit are included later in the specification.

Qualification Structure (Rules of Combination):

CTH Level 2 Award in Culinary Skills QAN: 600/5205/3						
Students must achieve: <ul style="list-style-type: none"> All 4 mandatory units, providing a combined 90 credits, all at level 2 						
Credit value (CV): 9						
Guided Learning Hours (GLH) for Qualification: 90				Total Qualification Time (TQT) for Qualification: 90		
Mandatory Units						
Unit Code	Unit Title	L	CV	GLH	URN.	Assessment Method
BVS D	Prepare, cook and finish basic vegetable and soup dishes	2	2	20	A/503/7907	Practical exam
PKP	Professional kitchen practices	2	3	30	F/503/7908	Practical exam
BCP BB	Prepare, cook and finish basic cakes, pastries, biscuits and breads	2	2	20	M/503/7905	Practical exam
BMP FD	Prepare, cook and finish basic meat, poultry and fish dishes	2	2	20	F/503/9691	Practical exam
Award Total (4 units)			9	90		

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

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

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

The qualification structure is provided later in the Specification.

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

Assessment Information

The CTH Level 2 Award in Culinary Skills has an assessment methodology of practical examination. All four units are assessed via a practical examination. Three units carry two credit points each and one unit carries 3 credit points. All units must be passed to achieve the qualification.

Practical Examination

All learners must produce evidence of preparing and cooking dishes. This should take the form of an electronic portfolio made of recipes and preparation methods, together with written comments on the completed dish after tasting, by the student and assessor. See example in the Practical Examination sample assessment section later in this specification.

Each recipe should include the ingredients, the method, at least one picture of the final product but also notes from the learner and feedback from the assessor (even when the recipe is not included in the final exam).

All units are assessed via a final practical examination where students will be required to produce dishes in a real kitchen environment to demonstrate they have met the requirements of the assessment criteria.

The Practical Examination is written by the centre staff and should be submitted to CTH four weeks before the planned exam date for approval. Exams are internally assessed and verified. A CTH External Verifier/Examiner will moderate the exams, either by a visit to the centre to observe the practical examination, or assess remotely through Skype, and by analysis of the assessor and internal verifiers mark schemes for consistency of application of marks in applying CTH standards.

Sample sizes for moderation will reduce from 100% for newly accredited centres over time according to the findings. Centre marks may be changed as a result of CTH moderation.

Submission of evidence: Requirements

CTH will specify which learner's assessments must be included in any moderation activity. Centres must provide the following for each learner sampled, in order to meet CTH requirements:

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

See Appendix A for specimen assessment materials.

Grading criteria

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

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

Grade Boundaries

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

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

Accreditation requirements

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.

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.

Teaching staff

Staff delivering and assessing the Level 2 Award in Culinary Skills should be completely familiar with current practice standards in the sector and have experience of cooking at or 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.

Delivery strategies – Practical units

This qualification is primarily practical in structure and it is important that the teaching reflects this. It has been designed to be delivered in a teaching environment with equipment outlined above. It is not designed to be delivered in the workplace.

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 curriculum and menu structures, 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.

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

The Qualification and Assessment Handbook supplied to accredited centres includes indicative content for each practical/food unit, showing the minimum requirement 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.

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.

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

CTH Support

CTH employs specialist staff with both considerable culinary experience and assessment expertise, who are available to offer advice and guidance to both prospective and accredited centres. A skype conversation forms part of the accreditation process to ensure a full understanding of the requirements for the qualification and to assist with planning activities.

CTH also supports 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.

Qualification Units

Unit Title	Prepare, cook and finish basic vegetables and soup dishes
Unit purpose and aim(s)	The aim of this unit is to enable student to develop the necessary skills and understanding of the principles involved in preparing, cooking and serving vegetables and soups.
URN:	A5037907
Unit Code:	BVSD
Level:	2
Credit value:	2
GLH:	20
Learning outcomes	Assessment criteria
When awarded credit for this unit, a student will:	Assessment of this learning outcome will require a student to demonstrate that they can:
1 Prepare vegetables and soup dishes using a variety of methods and skills	1.1 Select preparation methods that meet the needs of the dish 1.2 Select correct tools and equipment for cooking and preparation methods 1.3 Ensure tools and equipment are hygienic and ready for use 1.4 Use preparation methods to meet the requirements of the dish
2 Cook vegetable and soup dishes using a variety of cooking methods	2.1 Select cooking methods to meet the requirements of the dish 2.2 Use cooking methods to meet the requirements of the dish
3 Serve vegetable and soup dishes using a range of finishing methods	3.1 Serve vegetables and soup with correct accompaniments 3.2 Store the finished product in a safe, hygienic manner 3.3 Clean and store preparation, cooking areas and utensils after use

Unit Title:	Professional kitchen practices
Unit purpose and aim(s):	The aim of this provide students with an understanding of professional kitchen practices. It is intended that the skills that are required should be taught and their application in the kitchen should be assessed. The students will need to understand how to set up and close a kitchen, demonstrate safe food standards and how to work in a professional and efficient manner within the kitchen environment.
URN:	F/503/7908
Unit Code:	PKP
Level:	2
Credit value:	3
GLH:	30
Learning outcomes	Assessment criteria
When awarded credit for this unit, a student will:	Assessment of this learning outcome will require a student to demonstrate that they can:
1 Set up and close a working area within a professional kitchen	1.1 Ensure food preparation area meets food safety standards before commencing work 1.2 Select and organise tools and equipment for preparing a given recipe 1.3 Clean tools and equipment after use to the standard required by food safety legislation 1.4 Store tools, equipment and ingredients so that they are ready for use
2 Put into practice food safety standards whilst working within a kitchen	2.1 Adhere to food safety requirements when preparing foods 2.2 Adhere to food safety standards during the cooking process 2.3 Serve, hold or store food in accordance with food safety standards
3 Conduct themselves in a manner appropriate for a professional kitchen	3.1 Ensure the standard of their personal appearance is hygienic and well groomed 3.2 Carry out tasks whilst displaying good levels of personal hygiene 3.3 Carry out tasks in accordance with health and safety requirements 3.4 Follow established work place procedures
4 Display core skills required within a kitchen environment	4.1 Use basic knife skills to prepare ingredients for cooking 4.2 Ensure the presentation of a dish is to the standard required within a professional kitchen 4.3 serve a dish in a manner that meets the requirements of a professional kitchen

Unit Title:	Prepare, cook and finish basic cakes, pastries, biscuits and breads
Unit purpose and aim(s)	The aim of this unit is to provide students with the skills and understanding to be able to prepare, cook and finish basic cakes, pastries, biscuits and breads using a range of ingredients, methods of preparation, cooking and finishing using a large range of tools and equipment.
URN:	M/503/7905
Unit Code:	BCPBB
Level:	2
Credit Value	2
GLH	20
Learning outcomes	Assessment criteria
When awarded credit for this unit, a student will:	Assessment of this learning outcome will require a student to demonstrate that they can:
1 Prepare ingredients and mixture ready for baking cakes, pastries, biscuits and breads	1.1 Select the correct ingredients for the chosen recipe 1.2 Select correct tools and equipment for a given preparation method 1.3 Ensure tools and equipment are hygienic and ready for use 1.4 Combine ingredients to meet the requirements of the recipe in terms of colour, texture, taste and consistency 1.5 Make adjustments during preparation to ensure they meet the requirements of the dish in terms of colour, texture, taste or consistency
2 Cook basic cakes, pastries and yeast based dishes	2.1 Cook a cake, pastry, biscuit or bread to meet the requirements of the dish in terms of colour and texture 2.2 Select the correct cooking temperature for the dish
3 Finish cakes, pastries, biscuits and breads	3.1 Serve or hold cakes, pastries, biscuits and breads at correct temperature 3.2 Store the finished product in a hygienic manner 3.3 Store the finished product to ensure the dish remains fresh 3.4 Clean preparation and cooling areas so that they are ready for use

Unit Title	Prepare, cook and finish basic meat, poultry and fish dishes	
Unit purpose and aim(s)	The aim of this unit is to provide students with the skills and understanding to be able to prepare, cook and finish basic meat, poultry and fish dishes using a range of ingredients, methods of preparation, cooking and finishing using a range of tools and equipment.	
URN:	F5039691	
Unit Code:	BMPFD	
Level	2	
Credit value	2	
GLH	20	
Learning outcomes	Assessment criteria	
When awarded credit for this unit, a student will:	Assessment of this learning outcome will require a student to demonstrate that they can:	
1 Prepare meat and fish for cooking and serving using a variety of methods and skills	1.1 Select preparation methods that meet the needs of the dish 1.2 Select correct tools and equipment for cooking and preparation methods 1.3 Ensure the tools and equipment are hygienic and ready for use 1.4 Use preparation methods that meet the requirements of the dish	
2. Cook meat and fish dishes using a variety of cooking methods	2.1 Select cooking methods that meet the requirements of the dish 2.2 Use cooking methods that meet the requirements of the dish	
3 Serve meat and fish dishes using a range of finishing methods	3.1 Serve meat and fish with correct accompaniments 3.2 Store the finished product in a safe, hygienic manner 3.3 Clean and store preparation, cooking areas and utensils after use	

APPENDIX A – SAMPLE ASSESSMENT MATERIALS

1. **Assessment type:** Practical examination

Unit: Professional Kitchen Practices

URN: F/503/7908

Sample Assessment – Practical examination

Unit: Professional Kitchen Practices

URN: F/503/7908

Level: 2

Credit Value: 3

Practical Assessment

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

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

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

Starters

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

Main course

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

Sweet dishes

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

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

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

Assessment Instructions

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

Your role

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

Students' role

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

Planning

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

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

Methods of assessment

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

Observation

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

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

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

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

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

Product evaluation

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

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

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

Submission of Evidence: Requirements

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

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

Questioning

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

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

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

Examples of questions:

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

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

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

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

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

Mushroom risotto

Ingredients:

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



Method:

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

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

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

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

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

CONTACT CTH

About CTH:

CTH, the Confederation of Tourism and Hospitality, is an Ofqual recognised Awarding Organisation established in 1982 specialising in gold standard qualifications for the hospitality, culinary, travel and tourism sectors.

CTH employs specialist staff with experience in these industries and links to current industry partners, as well as education or training experience. They are available to discuss your curriculum requirements or queries concerning this qualification.

In addition to our existing portfolio of qualifications currently available (included in Ofqual's Register of Regulated Qualifications), we can also offer individual unit qualifications, or discuss requirements for new qualifications suitable for local needs.

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

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