



**CTH LEVEL 3 EXTENDED CERTIFICATE IN
PROFESSIONAL COOKERY
(QAN: 603/1929/X)**

QUALIFICATION SPECIFICATION

DECEMBER 2017

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INTRODUCTION, AIMS AND ENTRY REQUIREMENTS

Introduction

The purpose of this document is to provide delivery centres and learners an overview of the CTH Level 3 Extended Certificate in Professional Cookery qualification, including the type of assessment they should expect.

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

Aims

The aims of this qualification are to:

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

Access and Entry Requirements

The selection of students for admission to the CTH Level 3 Certificate in Professional Cookery is at the discretion of individual approved centres. It is strongly recommended that applicants have completed formal secondary education. Students who did not complete formal secondary education but have industry experience should also be considered. Students enrol as a student member then submit their examination applications through the centre.

Level 3 Centre Inspection Prior to Accreditation

For centres wishing to offer this qualification there is a minimum requirement of facilities and equipment required. CTH will need to be satisfied that the Centre has adequate physical resources for the student numbers envisaged.

QUALIFICATION LEVEL, SIZE AND STRUCTURE

Qualification Level

The CTH Level 3 Extended Certificate 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 300 hours of TQT (Total Qualification Time), of which 235 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. In this qualification for example, the menu planning unit requires unsupervised time spent on independent learning, research and assignment writing.

Structure

The qualification structure, unit content and sizing information for the CTH Level 3 Extended Certificate in Professional Cookery is set out in the table overleaf, often referred to as the Rules of Combination. Further details of each unit are included later in the specification.

Qualification Structure (Rules of Combination):

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

The qualification is at Level 3 and with 300 hours of TQT is designed to be worth 30 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 300 learning hours, known as Total Qualification Time. 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 structure, size and assessment details for the qualification are set out below:

Level 3 Extended Certificate in Professional Cookery						
Ofqual QAN: 603/1929/X						
The qualification comprises 7 mandatory units. To achieve the award, students must achieve all units, providing 30 credits.						
Number of Mandatory Units: 7				Credits for qualification: 30 Credits		
GLH for qualification: 235 hours				TQT for qualification: 300 hours		
Mandatory units						
Code	Unit title	Level	CV	GLH	URN:	Assessment Type
PCVSS	Techniques and skills in preparation, cooking and finishing vegetables, sauces and soups	3	5	42	M 508 0673	Practical
PCPMG	Techniques and skills in preparation, cooking and finishing poultry and meat	3	5	42	T 508 0674	Practical
PCFFS	Techniques and skills in preparation, cooking and finishing fish and shellfish	3	5	42	A 508 0675	Practical
PCCHD	Techniques and skills in producing frozen, cold and hot desserts	3	5	42	F 508 0676	Practical
PCBBP	Techniques and skills in baking and baked products	3	5	42	J 508 0677	Practical
FSH	Food Safety and Hygiene	2	1	11	K 615 8295	Practical and Examination
MP	Menu Planning	3	4	14	H 615 8294	Project assignment
Qualification Total (7 Units)		3	30	235		

Regulation

CTH is an Ofqual recognised awarding organisation in England offering regulated qualifications. The CTH Extended Certificate in Professional Cookery is a Level 3 vocation related qualification (VRQ). The qualification is on Ofqual's Regulated Qualification Framework (RQF) and is designed for learners to spend 300 hours TQT (total qualification time) to achieve the qualification, which includes 235 hours of guided learning. The TQT is made up of a combination of supervised hours (taught and assessed guided learning) plus unsupervised hours.

The majority of these hours would be spent in the kitchen although demonstrations, formal classes, self-study, visits, revision and assessment should all be included.

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

Qualification	Credits	Units
Level 3 Extended Certificate in Professional Cookery	30	7 units, all units are mandatory

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 CTH Level 3 Extended Certificate in Professional Cookery 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.

Delivery strategies – Menu Planning Assignment

Students need to develop the skills to design, develop and create menus for a variety of occasions and events. They must develop creativity and the ability to make judgements about menu design to meet the requirements of their customers, taking into consideration controlling factors such as seasonality, nutritional requirements and budget restrictions.

Students must also develop the ability to evaluate menus and make decisions as to whether menu dishes should be adapted in order to meet customer requirements, whilst maintaining the quality of the menu.

Students must be able to prepare detailed costings of proposed menus, and break these down into a per person cost that falls within a specified budget for the event. Students may undertake their own research into prices and apply knowledge of recipes and portion sizes to achieve the final costings.

It is also a requirement that students develop the skills to present menus in a creative and professional manner and format.

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 offers training for Internal Verifiers and additional support for teaching staff on planning and delivering specific units, at a reasonable cost.

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.

Recommended textbooks:

Centres will be required to demonstrate the following resources are available prior to accreditation:

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

Professional Chef – Level 3 Diploma (2nd Edition) - Gary Hunter & Terry Tinton
Publisher: Cengage Learning EMEA ISBN-10: 1408064219

ASSESSMENT

The Level 3 Extended Certificate in Professional Cookery has an assessment methodology of practical examination and assessed coursework. Each unit can be assessed individually or may be combined with one or more units in a single assessment activity. All units must be passed to achieve the qualification.

Submission of Evidence: Requirements

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

1. A portfolio of evidence which demonstrates the student's dishes and progression during the length of the course.
2. A time plan and a food order request for each final exam (2) covering the mandatory units
3. The completed marking sheets for each final exam which must include the assessor's and student's comments
4. Video recording of key preparation and cooking steps for each final exam, which may be done using mobile phones in a series of short shots, of say 20 to 30 seconds.

Grading Criteria

Individual units can be graded either as fail, pass, merit or distinction. The qualification is also graded at Pass, Merit or Distinction.

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 with an allocated final grade for the award.

All unit 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+ Marks

The following table explains the generic grading criteria that should be used by centres in conjunction with the CTH unit mark sheets to assess all students' work, based on Ofqual's standard Level Descriptors for Level 3 qualifications.

GRADING CRITERIA

Level 3	Students who fail:	To achieve a pass, students must:	To achieve a merit grade (60% to 79%) students must:	To achieve a distinction grade (80%+) students must:
	do not meet the requirements of the assessment criteria and learning outcomes of the unit	meet the requirements of the assessment criteria and learning outcomes	<ul style="list-style-type: none"> • meet the requirements of the assessment criteria and learning outcomes • demonstrate a level of understanding of key issues in the area of study • interpret and evaluate correctly key concepts and models • apply a range of theories relevant to the area of study • use a range of research and investigative techniques • produce work that is well presented, clear and well structured, with sources clearly referenced 	<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 and their implications in the area of study • provide a good level of interpretation and evaluation of concepts and models • show some evidence of original thinking • apply a range of theories in different contexts • use a range of research and investigative techniques to solve problems • make well-argued conclusions or recommendations • present work that is neat, clear, well-structured and coherent, with sources clearly referenced

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UNIT DETAILS

Unit Title	Techniques and Skills in Preparation, Cooking and Finishing Vegetables, Sauces and Soups
Unit purpose and aims	This unit aims to develop the skills required to prepare, cook and finish vegetables, sauces and soups using a range of techniques and equipment. Students will be expected to demonstrate precision and work to timescales when completing tasks.
Level	3
Credit Value	5
GLH	42 Guided Learning Hours
Learning Outcomes At the end of this unit the learner will be able to:	Assessment Criteria
LO1 Prepare vegetables, sauces and soups for cooking and finishing using a range of techniques and skills	The learner can: 1.1 Select the type and quantity of ingredients required for the dish 1.2 Check the ingredients to ensure they meet quality standards 1.3 Select preparation methods suitable for the requirements of the dish 1.4 Prepare the ingredients to maintain the quality and meet the requirements of the dish
LO2 Cook vegetables, sauces and soups for finishing using a range of techniques and skills	2.1 Select methods of cookery which meet the requirements of the dish 2.2 Use methods of cookery which meet the requirements of the dish
LO3 Finish vegetables, sauces and soups using a range of techniques and skills	3.1 Finish the dish to agreed quality standard 3.2 Serve the finished dish in an appropriate manner 3.3 Demonstrate professional, safe and hygienic kitchen practices

Unit Title	Techniques and Skills in Preparation, Cooking and Finishing Poultry and Meat
Unit purpose and aims	This unit aims to develop the skills required to prepare, cook and finish poultry, meat and game using a range of techniques using precision speed and control in existing skills and develop more advanced skills and techniques. Student will be expected to demonstrate that they can select, correct use, maintain and store all equipment including any specialised tools.
Level	3
Credit Value	5
GLH	42 Guided Learning Hours
Learning Outcomes At the end of this unit the learner will be able to:	Assessment Criteria The learner can:
LO1 Prepare poultry, meat and game for cooking and finishing using a range of techniques and skills	<p>1.1 Select the type and quantity of poultry, meat or game required for the dish</p> <p>1.2 Check the poultry, meat or game to ensure they meet requirements and quality standards</p> <p>1.3 Select preparation methods suitable for the requirements of the dish</p> <p>1.4 Prepare the poultry, meat or game to maintain the quality and meet the requirements of the dish</p>
LO2 Cook poultry, meat and game for finishing using a range of techniques and skills	<p>2.1 Select methods of cookery which meet the requirements of the dish</p> <p>2.2 Use methods of cookery which meet the requirements of the dish</p>
LO3 Finish poultry, meat and game using a range of techniques and skills	<p>3.1 Finish the poultry, meat or game dish to agreed quality standard</p> <p>3.2 Serve the finished poultry, meat or game dish in an appropriate manner</p> <p>3.3 Demonstrate professional, safe and hygienic kitchen practices</p>

Unit Title	Techniques and Skills in Preparation, Cooking and Finishing Fish and Shellfish
Unit aim and purpose	This unit aims to develop the skills required to prepare, cook and finish fish and shellfish using a range of techniques using precision speed and control in existing skills and develop more advanced skills and techniques. Student will be expected to demonstrate that they can select, correct use, maintain and store all equipment including any specialised tools.
Level	3
Credit Value	5
GLH	42 Guided Learning Hours
Learning Outcomes At the end of this unit the learner will be able to:	Assessment Criteria The learner can:
LO1 Prepare fish and shellfish for cooking and finishing using a range of techniques and skills	<p>1.1 Select the type and quantity of fish and shellfish required for the dish</p> <p>1.2 Check the fish and shellfish to ensure they meet requirements and quality standards</p> <p>1.3 Select preparation methods suitable for the requirements of the dish</p> <p>1.4 Prepare the fish and shellfish to maintain the quality and meet the requirements of the dish</p>
LO2 Cook fish and shellfish for finishing using a range of techniques and skills	<p>2.1 Select methods of cookery which meet the requirements of the dish</p> <p>2.2 Use methods of cookery which meet the requirements of the dish</p>
LO3 Finish fish and shellfish dishes using a range of techniques and skills	<p>3.1 Finish the fish and shellfish dish to agreed quality standard</p> <p>3.2 Serve the finished fish and shellfish dish in an appropriate manner</p> <p>3.3 Demonstrate professional, safe and hygienic kitchen practices</p>

Unit Title	Techniques and Skills in Producing Frozen, Cold and Hot Desserts
Unit aim and purpose	This unit aims to develop the skills required to producing frozen cold and hot desserts using a range of techniques using precision speed and control in existing skills and develop more advanced skills and techniques. Student will be expected to demonstrate that they can select, correct use, maintain and store all equipment including any specialised tools.
Level	3
Credit Value	5
GLH	42 Guided Learning Hours
Learning Outcomes At the end of this unit the learner will be able to:	Assessment Criteria
	The learner can:
LO1 Prepare frozen, cold and hot desserts for cooking and finishing using a range of techniques and skills	<p>1.1 Select the type and quantity of ingredients required for the dish</p> <p>1.2 Check the ingredients to ensure they meet requirements and quality standards</p> <p>1.3 Select preparation methods suitable for the requirements of the dish</p> <p>1.4 Prepare the ingredients to maintain the quality and meet the requirements of the dish</p>
LO2 Cook frozen, cold and hot desserts for finishing using a range of techniques and skills	<p>2.1 Select methods of cookery which meet the requirements of the dish</p> <p>2.2 Use methods of cookery which meet the requirements of the dish</p>
LO3 Finish frozen, cold and hot desserts using a range of techniques and skills	<p>3.1 Finish the dish to agreed quality standard</p> <p>3.2 Serve the finished dish to agreed quality standard and at an appropriate temperature</p> <p>3.3 Demonstrate professional, safe and hygienic kitchen practices</p>

Unit Title	Techniques and Skills in Baking and Baked Products
Unit aim and purpose	This unit aims to develop the skills and techniques and skill required in producing baking and baked products using a range of techniques using precision speed and control in existing skills and develop more advanced skills and techniques. Student will be expected to demonstrate that they can select, correct use, maintain and store all equipment including any specialised tools.
Level	3
Credit Value	5
GLH	42 Guided Learning Hours
Learning Outcomes At the end of this unit the learner will be able to:	Assessment Criteria
LO1 Prepare baked products for cooking and finishing using a range of techniques and skills	The learner can: 1.1 Select the type and quantity of ingredients required for the baked product 1.2 Check the ingredients to ensure they meet requirements and quality standards 1.3 Select preparation methods suitable for the requirements of the baked product 1.4 Prepare the ingredients to maintain the quality and meet the requirements of the baked product
LO2 Cook baked products for finishing using a range of techniques and skills	2.1 Select methods of cookery which meet the requirements of the baked product 2.2 Use methods of cookery which meet the requirements of the baked product
LO3 Finish baked products using a range of techniques and skills	3.1 Finish the baked product to agreed quality standard 3.2 Serve the finished dish in an appropriate manner 3.3 Demonstrate professional, safe and hygienic kitchen practices

Unit Title	Food Safety and Hygiene
Unit aim and purpose	This unit aims to ensure students obtain knowledge and understanding of the importance of food hygiene and good hygienic practices and controls, food hazards, and how food safety management can be applied within the workplace.
Level	2
Credit Value	1
GLH	11 Guided Learning Hours
Learning Outcomes At the end of this unit the learner will be able to:	Assessment Criteria
LO1 Understand how to meet the legal requirements of maintaining food safety within the workplace	The learner can: 1.1 Outline the legal responsibilities of food handlers and operators 1.2 Explain how compliance with legislation can be monitored and reported 1.3 Explain why the following are important: food safety procedures, safe food handling and behaviour, and risk assessment
LO2 Understand why personal hygiene and cleanliness are important within the workplace	2.1 Explain the importance of personal hygiene for food handlers 2.2 Describe the main aspects of personal hygiene for food handlers
LO3 Understand how to maintain the work areas in a clean and hygienic manner	3.1 Explain how to keep work areas and equipment clean and tidy 3.2 Identify and explain methods of work flow and good kitchen practices to reduce contamination 3.3 Outline the importance of pest control
LO4 Understand how to keep food safe	4.1 Identify sources and risks of contamination and cross contamination to food safety. 4.2 Explain how to recognise, report and dispose of food spoilage 4.3 Explain the practices and procedures for safe food handling during the storage, preparation, cooking, chilling, reheating, holding, serving and transporting of food. 4.4 Describe the importance of temperature controls at all stages of food handling 4.5 Explain food stock control procedures

Unit Title	Menu Planning
Unit purpose and aims	The aim of this unit is to provide the knowledge about basic principles of menu planning. It will also increase awareness about the costing of dishes, and the elements of costs to be considered.
Level	3
Credit Value	4
GLH	14 Guided Learning Hours
Learning Outcomes At the end of this unit the learner will be able to:	Assessment Criteria
LO1: Design menus to satisfy different requirements	The learner can: 1.1 Clarify the needs of customers 1.2 Produce a menu that meets customers' requirements as well as addressing nutrition, dietary and seasonality concerns 1.3 Design a menu for different meals
LO2: Produce menus within budget specifications	2.1 Produce a menu in accordance with budget constraints 2.2 Select the type, quantity and quality of ingredients to meet the budgetary and dish requirements. 2.3 Enhance dishes to improve appearance and attractiveness 2.4 Present menus in a format appropriate for a variety of occasions

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SAMPLE ASSESSMENT

ASSESSMENT TYPE: ASSIGNMENT

UNIT: MENU PLANNING

URN: H/615/8294

Assessment type: assignment

Unit title	Menu Planning Unit
Ofqual number	H/615/8294
Credit value	4
Level	3

This unit to be assessed by a project-based assignment

Assignment guidance

Students must show their knowledge and understanding of the unit of assessment and any recommended reading. Assignments must include evidence that shows that the student meets all the Learning Outcomes and Assessment Criteria of the unit. There is no word limit specified for this assessment

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

Assignment task

Students are required to design menus for each of the two following groups of clients listed below. Consider all the information given on the clients including their dietary requirements. Students also should consider the factors that influence the planning and design of menus. A detailed costing sheet should be produced for each menu for one guest.

Menu One

Event	50TH Birthday lunch
Number of guests	10
Age range	15 to 60
Meal time	Lunch
Month	July
Type of menu	Table d'hôte
Allergies / Dietary Requirements	1 guest does not eat fish
Budget	£25 per person
Design a menu for the birthday lunch.	
Notes: List at least five factors that you have taken into account when planning this menu.	

Menu Two

Event	First wedding anniversary party
Number of guests	8
Age range	25 to 40
Meal time	Dinner
Month	September
Type of menu	Set menu (see additional information below)
Allergies / Dietary Requirements	None
Budget	£20 per person
<p>The hosts are planning a dinner party to celebrate their first wedding anniversary, the guests are close friends. They realise they cannot afford their favourite meal and have asked you to suggest an alternative menu within the price range.</p> <p>Favourite menu -</p> <ul style="list-style-type: none"> • Lobster ravioli with a bisque sauce • Fillet steak in a bordelaise sauce with truffle-scented pomme puree and griddled asparagus • Plum and frangipane tart with calvados ice cream <p>Notes: List at least five factors that you have taken into account when planning this menu.</p>	

EXAMPLE OF PORTFOLIO EVIDENCE/RECIPE REQUIREMENT

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 a 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 as 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. CTH staff 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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