
Qualification Specification

CTH Level 2 Diploma in Culinary Skills

January 2025

QAN: 603/6542/0

Gold standard qualifications for Hospitality, Culinary & Tourism

CONTENTS

1. Introduction	3
Overview.....	3
Purpose of the Qualification.....	3
Access and Entry Requirements.....	4
2. Centre Approval Requirements	5
3. Resources Required	7
4. CTH Support.....	9
5. Qualification Level, Size and Structure.....	12
6. Qualification Grading Criteria	16
7. Assessment Methodology	17
8. Qualification Units.....	18
Introduction to the Catering and Hospitality Industry.....	18
Kitchen Hygiene and Food Safety	19
Introduction to Menu Planning, Costings and Teamwork.....	20
Prepare and Cook Meat, Poultry and Offal.....	22
Prepare and Cook Fish and Shellfish.....	23
Prepare and Cook Vegetables, Pulses and Vegetable Proteins.....	24
Prepare and Cook Stocks, Soups and Sauces.....	25
Prepare and Cook Pasta, Rice and Eggs.....	26
Prepare and Cook Pastry and Dough Products.....	27
Prepare and Cook Cold and Hot Desserts.....	28
Prepare and Cook Biscuits, Cakes and Sponges.....	29
8. Sample Assessments	30
9. About CTH.....	33

1. Introduction

Overview

The purpose of this qualification specification is to help prospective Centres and students assess the suitability of this qualification against their requirements. The content covers the aims, size, structure and content of the **CTH Level 2 Diploma in Culinary Skills**, and the learning outcomes and assessment criteria for each unit, together with guidance on the two main types of assessments used. The specification also includes information relating to gaining approval to deliver the qualification, teaching and assessment, grading criteria and details on the grading of individual units and the complete qualification. Further details are available from CTH and contained within the more comprehensive qualification and assessment handbook provided to Centres approved to deliver this qualification.

Purpose of the Qualification

The purpose is to provide a qualification that:

- Develops students' cooking skills.
- Develops the students' ability to integrate cooking skills in order to produce a variety of dishes.
- Develops the students' ability to evaluate their own cooking.
- Provides students with the skills required to work in a professional kitchen at a junior level.
- Develops the students' time management, hygiene, safety and personal appearance skills required of a professional chef.

Access and Entry Requirements

Approved CTH Centres are responsible for checking applications against the following admission requirements and ensuring learners can fulfil the demands of, and successfully complete the qualifications, prior to admission and enrolment.

Requirements		Recommended Admission Requirements
All Learners	✓ Minimum Age	16 at enrolment.
	✓ English Language	All learners without English as a first language must have a level of English sufficient to enable them to complete written assessments, produce recipe logs, costings, and time plans in English.
	✓ Education	These are open access qualifications with admission at the discretion of approved CTH Centres for learners they consider able to successfully complete the qualification. However, all learners should have completed full time secondary education up to age 16.
	✓ Equipment	Learners must have access to suitable PPE (chef's whites, headwear, and safety shoes) along with their own set of knives.
	✓ Technology	Learners must have access to a device with a camera when taking the test online. It is currently not possible to take the online test from a mobile phone or tablet.

2. Centre Approval Requirements

Centre Approval

Prospective Centres should apply to become an approved CTH Centre in order to deliver this qualification. For advice on the CTH approval process or if you wish to discuss your curriculum requirements, please see the contact details in the 'About CTH' page.

The CTH Approval Panel will fast track the applications for this qualification against a set of criteria, including the availability of suitable teaching accommodation, resources and staffing and experience of delivering qualifications at a similar level. A skype/remote conversation with CTH staff will form part of the approval process.

Resources & Teaching Facilities

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 reduced range of cooking techniques and less complex dishes than a Level 3 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.

Centre Staffing

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 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. CTH will invalidate assessments undertaken by staff whose CV has not been provided to CTH. Assessment and Internal Verifier training is available for staff new to delivering CTH qualifications.

Continuing Professional Development

Centres must support their staff to ensure that they have current knowledge of the occupational area, and that delivery, assessment and internal verification is in line with current good practice and takes into consideration relevant international regulatory requirements where appropriate.

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 in this document. 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 Delivery and Assessment Handbook supplied to approved centres includes indicative content for each Learning Outcome and Assessment Criterion, 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 unit 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 unit content covered when making the dish.

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

3. Resources Required

Centre Kitchens

A commercial 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. A cookery demonstration area would also be an advantage. These would need to be completely furnished with the professional equipment and tools to teach professional cookery at this level. A list of recommended equipment is available from CTH by emailing info@cthawards.com.

Student 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.

Teaching Staff

Staff delivering this qualification must be able to demonstrate that they meet the following requirements:

- Be occupationally competent and technically knowledgeable in the area for which they are teaching
- Have recent relevant experience in the specific area that they will be assessing or verifying
- Hold a recognised culinary qualification at least at the level of this qualification (Level 2 in England or equivalent professional qualification). Teaching and/or assessment qualifications are an advantage
- Subject tutors will also be able to maintain current subject knowledge, developed through continuing professional development.

Centres must inform CTH of any staff changes after initial approval to deliver this qualification and provide CVs to CTH for review. Assessment and Internal Verifier training is available for staff new to delivering CTH qualifications (contact CTH for details).

Textbooks

Students must have access to a range of cookery and food related books including the recommended textbooks.

CTH Resources

Staff and students are provided with access to the CTH Members' website where additional resources are available. Logins are provided for centre staff, and for students after qualification registration. Any issues with access should be notified to: info@cthawards.com.

Computer Facilities with Internet Access, Printers

Staff and students require access to these facilities for learning, teaching, assessment and course administration.

4. 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 approved centres. A Zoom or Teams 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 Delivery and Assessment Handbook

Centres approved to deliver this qualification will be provided with a comprehensive Delivery and Assessment Handbook designed for the qualification delivery team of teaching staff, quality assurance staff and administrators.

Assessments Submission

Assessments should be submitted in accordance with the CTH Culinary schedule of assessments which is available on the CTH website. CTH offers four assessment opportunities each year, with associated exam boards and Certification. Contact CTH or see the CTH website for more details.

Students must be registered for each unit, and all assessment fees paid at least four weeks prior to their submission. Centres can expect to receive results in accordance with the timescales published on the schedule of assessments provided that the assessment is submitted with complete documentation.

It is strongly recommended that centres publish their own internal specified deadlines for the submission of all assessed work to allow staff adequate time for internal marking, internal moderation and dispatch to CTH.

Resit Opportunities

Practical Exams

A maximum of two resits are allowed per practical exam. The **maximum grade** to be given at any resit practical exam is a **Pass**. Centres are encouraged to prepare their learners for any practical exam by organising mock exams.

Online/paper-based Exam

Learners are allowed a maximum of two resits for any online exam. This theory exam is a pass-fail test and no grade will be awarded for it. It is advised to provide additional teaching and learning opportunities to any learner who has failed a theory test before arranging for a retake.

Recommended Resources

1. Professional Chef – Level 2 Diploma (2nd Edition) - Gary Hunter & Terry Tinton
Publisher: Cengage Learning EMEA
ISBN: 978-1-4080-3909-0
2. Practical Cookery for the Level 2 Advanced Technical Diploma in Professional Cookery -
by David Foskett, Gary Farrelly, Ketharanathan Vasanthan, Neil Rippington, Ben
Christopherson, Patricia Paskins, Steve Thorpe
Publisher: Hodder Education; 3 edition (30 April 2015)
ISBN-10: 9781471839610
ISBN-13: 978-1471839610

Assessment Responsibilities

Centres:

- Devise their own practical exams, which must be sent to CTH for approval 6 weeks in advance of proposed exam date/s.
- Mark all practical exams and assignments.
- Internal quality assurance: internally verify the marking of practical exams, recipe logs and assignments, using a sampling approach. Marks to be agreed by both Centre Marker and IV, if different.
- Send agreed internal marks and supporting evidence (all assignments and a specified sample of exam evidence as indicated by the CTH Culinary Examiner) to CTH.

CTH

- Approve centres' examination plans.
- External Quality Assurance: moderation of the mark sheets combined with the evidence for both assignment and practical exams.
- Review marks at an exam board with external examiners.
- Issue transcripts and final certificates.

Examinations:

- All examinations are set by CTH, who distributes these electronically to Centres.
- Student exam scripts are returned to CTH, with attendance sheets, seating plans and any other documentation including special consideration forms, invigilators reports, suspected malpractice reports.
- CTH staff mark and moderate all exam papers.

CTH Exam Board review all moderated assessment results, taking into consideration reports from the Malpractice Panel, and ratify these before publication.

Internal Verification

An internal verifier (IV) is a designated person, internal to the centre, who has responsibility for verifying and signing off the assessment outcomes and will have a good understanding of the units/qualifications being assessed.

The Centre internal verifier ensures the quality of the assessment process within the Centre. Internal verifiers must sample assessment decisions using a sampling plan, which takes into account a risk assessment, which has been conducted as part of the centre's internal QA strategy.

Internal verifiers should plan the observation of centre markers during their practical assessments, especially to support new centre markers, and provide constructive feedback.

More detailed information about the internal verification process for CTH Culinary qualifications is provided in a separate document.

5. Qualification Level, Size and Structure

The Office of Qualifications and Examinations Regulation (Ofqual) regulates qualifications, examinations and assessments in England. Ofqual are responsible for maintaining standards and confidence in qualifications in England, including making sure that:

- Regulated qualifications reliably indicate the knowledge, skills and understanding students have demonstrated.
- Assessments and exams show what a student has achieved.
- People have confidence in the qualifications that Ofqual regulate.
- Students and teachers have information on the full range of qualifications that we regulate.

This qualification is included in the public Ofqual register of regulated qualifications; the recognition number or QAN is 603/6542/0. It is compliant with Ofqual Regulated Qualification Framework (RQF) requirements. 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://dera.ioe.ac.uk/24327/1/qualification-and-component-levels.pdf>

Ofqual regulated qualifications are recognised and trusted by parents, employers and educational establishments globally due to the stringent controls and quality assurance requirements Ofqual places on awarding organisations, qualifications and approved delivery centres.

Qualification Size

The qualification is designed to be delivered in 400 hours of TQT (Total Qualification Time), of which 305 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.

Definitions:

- **Guided Learning Hours – GLH**

This is the amount of time the average student is expected to spend in supervised learning and practice but may vary by student.

- **Total Qualification Time – TQT**

TQT is made up of Guided Learning Hours plus all other time taken in preparation, study or any form of participation in education and training but not under the direct supervision of a lecturer or centre marker.

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.

Qualification Level

This qualification is at

- Level 2 on the Regulated Qualifications Framework in England (RQF).

CTH qualifications comply with level descriptors set by Ofqual, which are divided into two categories: 1° Knowledge and Understanding, 2° Skills. The descriptors below set out the generic knowledge and skills associated with the typical holder of a qualification at that level. The level descriptors are framed as outcomes and each category starts with a stem statement (“the holder can...”) which then links into the outcomes associated with each level of the framework.



Level 2 Knowledge descriptor:

The holder...

- Has knowledge and understanding of facts, procedures and ideas in an area of study or field of work to complete well-defined tasks and address straightforward problems.
- Can interpret relevant information and ideas. Is aware of a range of information that is relevant to the area of study or work.

Level 2 Skills descriptor:

The holder can...

- Select and use relevant cognitive and practical skills to complete well-defined, generally routine tasks and address straightforward problems.
- Identify, gather and use relevant information to inform actions.
- Identify how effective actions have been.

Qualification Structure

The qualification, units and TQT for the CTH Level 2 Diploma in Culinary Skills are set out in the following table. Further details of each unit are included later in the specification.

CTH Level 2 Diploma in Culinary Skills					
Candidates must achieve: <ul style="list-style-type: none">All 11 mandatory units, providing 40 credits, all at level 2					
Credit Value: 38			QAN: 603/6542/0		
Guided Learning hours (GLH) for Qualification: 311			Total Qualification Time (TQT) for Qualification: 400		
Mandatory Units					
Unit Code	Unit Title	L	CV	GLH	Assessment Method
2ICHI	Introduction to the catering and hospitality industry	2	3	25	<ul style="list-style-type: none">A recipe logA theory testTwo practical exams
2KHFS	Kitchen hygiene and food safety	2	1	8	
2MPCTW	Introduction to menu planning, costings and teamwork	2	4	32	
2MPO	Prepare and cook meat, poultry and offal	2	6	50	
2FAS	Prepare and cook fish and shellfish	2	4	32	
2VPVP	Prepare and cook vegetables, pulses and vegetable proteins	2	4	32	
2SSS	Prepare and cook stocks, soups and sauces	2	4	32	
2PRE	Prepare and cook pasta, rice and eggs	2	3	25	
2PDP	Prepare and cook pastry and dough products	2	3	25	
2CHD	Prepare and cook cold and hot desserts	2	3	25	
2BCS	Prepare and cook biscuits, cakes and sponges	2	3	25	
Diploma Total (11 units)			38	311	

6. Qualification Grading Criteria

Unit Grades

Recipe Log Requirement

A completed recipe log demonstrating full coverage of the minimum unit content is a requirement for the 8 practical units. A recipe log template is available on the member area of the CTH website.

Practical Examinations and Theory Test

All units of this qualification are assessed by two practical examinations and one online theory examination. All units are graded either as fail, pass, merit or distinction. The theory test is graded as fail or pass only.

The 2ICHI, 2KHFS and 2MPCTW units are the only units that will be first marked out of 100 marks, and then graded as follows:

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

The mark sheets to be used are all provided on the CTH member website. These will be completed by centres and externally verified by CTH in conjunction with all other evidence.

When assessing these units, Centre Markers must make sure students prepare, cook and produce successfully all parts of the dishes/products involved in each unit before allocating a Pass, Merit or Distinction grade for the relevant units.

The online test will assess the whole of unit 2ICHI, the theory part of units 2KHFS and 2MPCTW and LO1 of all remaining units. This theory exam is a pass-fail test and no grade will be awarded for it. A pass mark of 70% is required to successfully pass the test which is made of 30 questions.

Qualification Grading

Although, individual units are graded either as fail, pass, merit or distinction, the qualification is not subject to grading and is either achieved or not achieved.

In terms of certification, this means that students will receive a transcript of their results that recognises their level of achievement for each unit, together with a final qualification certificate.

7. Assessment Methodology

The CTH Level 2 Diploma in Culinary Skills is assessed by two practical examinations and one online theory test (covering several units at a time).

Centres staff are responsible for setting the practical examinations, which must be sent to CTH for approval six weeks before the exam date. Teaching staff will assess 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.

The theory test is paper based or taken online when students are ready to be assessed. Students must be registered with CTH in order to take the test.

All units must be passed to achieve the qualification.

The production of a completed recipe log demonstrating full coverage of the minimum unit content is a requirement for 8 of the 11 units of this 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.

8. Qualification Units

Introduction to the Catering and Hospitality Industry		21CHI
Unit Purpose and Aim(s)	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.	
Unit Level: 2	Guided Learning Hours (GLH): 25 Hours	Credit Value: 3 Credits (1 credit is 10 hours total study/TQT)
Unit Assessment is by:	Online theory test.	
Learning Outcome 1	Know about the catering and hospitality industry.	
Assessment Criteria		
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.		
Learning Outcome 2	Know the career opportunities in the catering and hospitality industry.	
Assessment Criteria		
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.		
Learning Outcome 3	Outline the services offered within the industry.	
Assessment Criteria		
3.1 Describe the types of services within the industry.		
Learning Outcome 4	Identify the factors which influence catering and hospitality businesses.	
Assessment Criteria		
4.1 Describe the key factors which influence catering and hospitality businesses.		

Kitchen Hygiene and Food Safety		2KHFS
Unit Purpose and Aim(s)	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.	
Unit Level: 2	Guided Learning Hours (GLH): 8 Hours	Credit Value: 1 Credit (1 credit is 10 hours total study/TQT)
Unit Assessment is by:	Online theory test and 2 practical examinations.	
Learning Outcome 1	Understand how to meet the legal requirements of maintaining food safety within the workplace.	
Assessment Criteria		
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.		
Learning Outcome 2	Understand why personal hygiene and cleanliness are important within the workplace.	
Assessment Criteria		
2.1 Explain the importance of personal hygiene for food handlers. 2.2 Describe the main aspects of personal hygiene for food handlers.		
Learning Outcome 3	Understand how to maintain the work areas in a clean and hygienic manner.	
Assessment Criteria		
3.1 Explain how to keep work areas and equipment clean and tidy. 3.2 Identify and explain methods of workflow and good kitchen practices to reduce contamination. 3.3 Outline the importance of pest control.		
Learning Outcome 4	Understand how to keep food safe.	
Assessment Criteria		
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.		

Introduction to Menu Planning, Costings and Teamwork		2MPCTW
Unit Purpose and Aim(s)	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.	
Unit Level: 2	Guided Learning Hours (GLH): 32 Hours	Credit Value: 4 Credits (1 credit is 10 hours total study/TQT)
Unit Assessment is by:	Online theory test and practical examination.	
Learning Outcome 1	Understand the organisation of kitchens.	
Assessment Criteria		
<div>1.1 Describe the structure of a ‘Partie system’ and outline the staffing hierarchy of a traditional kitchen.</div> <div>1.2 Identify current trends in food production operations.</div> <div>1.3 Explain the importance of kitchen layout to promote good workflow in relation to food production systems.</div> <div>1.4 Describe the responsibilities of specific job roles in a traditional kitchen organisation.</div> <div>1.5 State the reasons for good working relationships within the kitchen and food service department.</div>		
Learning Outcome 2	Be able to plan and prepare menus for catering operations.	
Assessment Criteria		
<div>2.1 Describe menus for different types of meal occasions.</div> <div>2.2 Interpret menus for food production.</div> <div>2.3 Explain the importance of the menu for food production and food service.</div> <div>2.4 Describe the factors to be considered in the planning of menus.</div>		
Learning Outcome 3	Be able to apply basic calculations used in catering operations.	
Assessment Criteria		
<div>3.1 Calculate costs and quantities relevant to simple activities in catering operations.</div> <div>3.2 Display basic numeracy skills using a calculator and manual methods based on metric measurements.</div> <div>3.3 Calculate percentages to achieve a set gross profit.</div> <div>3.4 Explain the importance of food costs within catering operations.</div> <div>3.5 Describe the factors which must be monitored to control food costs and profit.</div>		
Learning Outcome 4	Be able to plan and organise own work.	

Assessment Criteria

- 4.1 Explain the order of work to complete a task.
- 4.2 Describe situations when it is appropriate to ask for help.
- 4.3 Describe situations when it is appropriate to help and support others.
- 4.4 Explain the importance of working to deadlines.
- 4.5 Describe why it is important to follow instructions accurately.
- 4.6 Explain the importance of keeping work areas clean and tidy.

Learning Outcome 5

Be able to work effectively with team members.

Assessment Criteria

- 5.1 Explain the benefits of helping team members.
- 5.2 Describe the importance of passing information to the relevant people.
- 5.3 Explain the importance of clear communication.
- 5.4 Describe ways to maintain good working relationships in a team.
- 5.5 State problems in working relationships that should be reported to line managers.



Prepare and Cook Meat, Poultry and Offal		2MPO
Unit Purpose and Aim(s)	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 meat, poultry and offal.	
Unit Level	2	
Unit Level: 2	Guided Learning Hours (GLH): 50 Hours	Credit Value: 6 Credits (1 credit is 10 hours total study/TQT)
Unit Assessment is by:	Recipe log, theory test and practical examination.	
Learning Outcome 1	Know how to prepare, cook and finish meat, poultry and offal.	
Assessment Criteria		
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.		
Learning Outcome 2	Be able to prepare meat, poultry and offal.	
Assessment Criteria		
2.1 Select meat, poultry and offal. 2.2 Apply suitable preparation methods. 2.3 Select and use tools and equipment appropriately.		
Learning Outcome 3	Be able to cook meat, poultry and offal.	
Assessment Criteria		
3.1 Select suitable equipment. 3.2 Select suitable cooking methods. 3.3 Finish selected dishes.		



Prepare and Cook Fish and Shellfish			2FAS
Unit Purpose and Aim(s)	The aim of this unit is to enable students to develop the necessary skills and understanding of the principles involved in preparing, cooking and finishing fish and shellfish dishes.		
Unit Level	2		
Unit Level: 2	Guided Learning Hours (GLH): 32 Hours	Credit Value: 4 Credits (1 credit is 10 hours total study/TQT)	
Unit Assessment is by:	Recipe log, theory test and practical examination.		
Learning Outcome 1	Know how to prepare, cook and finish fish and shellfish.		
Assessment Criteria			
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.			
Learning Outcome 2	Be able to prepare fish and shellfish.		
Assessment Criteria			
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.			
Learning Outcome 3	Be able to cook fish and shellfish.		
Assessment Criteria			
3.1 Use tools and equipment to cook. 3.2 Use cooking methods for fish and shellfish. 3.3 Finish selected fish and shellfish dishes.			

Prepare and Cook Vegetables, Pulses and Vegetable Proteins			2VPVP
Unit Purpose and Aim(s)	The aim of this unit is to enable students to develop the necessary skills and understanding of the principles involved in preparing, cooking and finishing vegetables pulses and vegetable proteins dishes.		
Unit Level	2		
Unit Level: 2	Guided Learning Hours (GLH): 32 Hours	Credit Value: 4 Credits (1 credit is 10 hours total study/TQT)	
Unit Assessment is by:	Recipe log, theory test and practical examination.		
Learning Outcome 1	Know how to prepare, cook and finish vegetables, pulses and vegetable proteins.		
Assessment Criteria			
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.			
Learning Outcome 2	Be able to prepare vegetables, pulses and vegetable proteins.		
Assessment Criteria			
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.			
Learning Outcome 3	Be able to cook vegetables, pulses and vegetable proteins.		
Assessment Criteria			
3.1 Use suitable cooking equipment and methods for vegetables, pulses and vegetable protein dishes.			
3.2 Finish vegetables, pulses and vegetable proteins dishes.			

Prepare and Cook Stocks, Soups and Sauces			2SSS
Unit Purpose and Aim(s)	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.		
Unit Level	2		
Unit Level: 2	Guided Learning Hours (GLH): 32 Hours	Credit Value: 4 Credits (1 credit is 10 hours total study/TQT)	
Unit Assessment is by:	Recipe log, theory test and practical examination.		
Learning Outcome 1	Know how to prepare, cook and finish stocks, soups and sauces.		
Assessment Criteria			
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.			
Learning Outcome 2	Be able to prepare stocks, soups and sauces.		
Assessment Criteria			
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.			
Learning Outcome 3	Be able to cook stocks, soups and sauces.		
Assessment Criteria			
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.			
Learning Outcome 4	Be able to finish stocks, soups and sauces.		
Assessment Criteria			
4.1 Ensure that the soups and sauces have the correct flavour, colour, texture, consistency and finish before serving. 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.			

Prepare and Cook Pasta, Rice and Eggs			2PRE
Unit Purpose and Aim(s)	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 pasta, rice and eggs.		
Unit Level	2		
Unit Level: 2	Guided Learning Hours (GLH): 25 Hours	Credit Value: 3 Credits (1 credit is 10 hours total study/TQT)	
Unit Assessment is by:	Recipe log, theory test and practical examination.		
Learning Outcome 1	Know how to prepare, cook and finish pasta, rice and eggs.		
Assessment Criteria			
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.			
Learning Outcome 2	Be able to prepare pasta, rice and eggs.		
Assessment Criteria			
2.1 Use preparation skills and techniques. 2.2 Use tools and equipment appropriately.			
Learning Outcome 3	Be able to cook pasta, rice and eggs.		
Assessment Criteria			
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.			

Prepare and Cook Pastry and Dough Products		2PDP
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 pastry and dough products.	
Unit Level: 2	Guided Learning Hours (GLH): 25 Hours	Credit Value: 3 Credits (1 credit is 10 hours total study/TQT)
Unit Assessment is by:	Recipe log, theory test and practical examination.	
Learning Outcome 1	Know how to prepare, cook and finish pastry and dough products.	
Assessment Criteria		
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.		
Learning Outcome 2	Be able to prepare pastry and dough products.	
Assessment Criteria		
2.1 Use preparation methods. 2.2 Choose and use suitable equipment. 2.3 Select required ingredients.		
Learning Outcome 3	Be able to cook pastry and dough products.	
Assessment Criteria		
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.		

Prepare and Cook Cold and Hot Desserts		2CHD
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 cold and hot desserts.	
Unit Level	2	
Unit Level: 2	Guided Learning Hours (GLH): 25 Hours	Credit Value: 3 Credits (1 credit is 10 hours total study/TQT)
Unit Assessment is by:	Recipe log, theory test and practical examination.	
Learning Outcome 1	Know how to prepare, cook and finish cold and hot desserts.	
Assessment Criteria		
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.		
Learning Outcome 2	Be able to prepare cold and hot desserts.	
Assessment Criteria		
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.		
Learning Outcome 3	Be able to cook and finish cold and hot desserts.	
Assessment Criteria		
3.1 Use appropriate cooking methods. 3.2 Use appropriate finishing methods. 3.3 Store cold and hot desserts not for immediate use.		

Prepare and Cook Biscuits, Cakes and Sponges		2BCS
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 biscuits, cakes and sponges.	
Unit Level: 2	Guided Learning Hours (GLH): 25 Hours	Credit Value: 3 Credits (1 credit is 10 hours total study/TQT)
Unit Assessment is by:	Recipe log, theory test and practical examination.	
Learning Outcome 1	Know how to prepare, cook and finish biscuits, cakes and sponges.	
Assessment Criteria		
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.		
Learning Outcome 2	Be able to prepare biscuits, cakes and sponges	
Assessment Criteria		
2.1 Use tools and equipment. 2.2 Use required ingredients. 2.3 Follow appropriate preparation methods. 2.4 Demonstrate safe and hygienic practices.		
Learning Outcome 3	Be able to cook biscuits, cakes and sponges.	
Assessment Criteria		
3.1 Use appropriate cooking method.		
Learning Outcome 4	Be able to finish biscuits, cakes and sponges	
Assessment Criteria		
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.		

9. Sample Assessments

Practical Assessment Example 1

Unit	Five units together: <ul style="list-style-type: none">• Meat, poultry & offal.• Vegetables, pulses & vegetable proteins.• Stocks, soups & sauce.• Pasta, rice & eggs.
Unit Ref. No.	2KHFS, 2MPO, 2VPVP, 2SSS, 2PRE
Assessment type	Practical examination
Time allowed	To be agreed with CTH in advance

Practical Examination Guidance

All practical units are assessed via two separate final practical examinations where students will be required to produce dishes in a real kitchen environment to demonstrate they have met the requirements of the Assessment Criteria.

The practical examinations are internally 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 (please refer to the Qualification Structure table for full unit names):

Exam 1: Covers units 2KHFS, 2MPO, 2VPVP, 2SSS, 2PRE

Exam 2: Covers units 2KHFS, 2FAS, 2VPVP, 2SSS, 2PRE

Sample Practical Assessment for Exam 2

Units		Dishes and Tasks Expected
2KHFS	Kitchen hygiene and food safety	<ul style="list-style-type: none"> • 1 fish or shellfish dish x 2 portions • 1 vegetable or pulse dish which can be part of the meat or fish dish x 2 portions • 1 soup or sauce made from a fresh stock (stock can be made in advance, evidence to provide). A sauce can be part of the meat or fish dish • 1 pasta or rice dish x 2 portions
2FAS	Prepare and cook fish and shellfish	
2VPVP	Prepare and cook vegetables, pulses and vegetable proteins	
2SSS	Prepare and cook stocks, soups and sauces	
2PRE	Prepare and cook pasta, rice and eggs	

Assessment Example 2

Unit	Kitchen hygiene and food safety.
Unit Ref. No.	2KHFS
Assessment type	Online theory test.
Time allowed	40 minutes for the whole exam (30 questions).



Sample Theory Test Questions

Q. Who is responsible for food safety in a professional kitchen?

- A. The owner of the business
- B. The chef in charge of the kitchen
- C. The designated person
- D. Everyone

Q. Which is a possible physical food contaminant?

- A. Salmonella
- B. Hair
- C. Sanitising product
- D. E-coli

Q. What does 'FIFO' stand for?

- A. First in, first out
- B. Fresh in, fresh out
- C. Food in, food out
- D. Frozen in, fresh out

10. About CTH

CTH, the Confederation of Tourism & 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.

Policies

CTH policies are available to Approved Centres and learners to refer to in the administration and the delivery of the programme.

Location

CTH's offices are located in central London, United Kingdom, within easy walking distance of underground and bus stops. We always welcome visits from Centres and encourage this wherever possible.

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