
Qualification Specification

CTH Level 3 Extended Certificate in
Professional Cookery

January 2025

QAN: 603/1929/X



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1. Introduction

Overview

The purpose of this document is to explain the aims, structure, size and content of the **CTH Level 3 Extended Certificate in Professional Cookery**.

This document includes the learning outcomes and assessment criteria for each unit. There is guidance relating to centre approval, learning and teaching and assessment strategies and sample assessments are included together with details of how to contact CTH.

Purpose of the Qualification

The purpose is to provide a qualification that:

- Provides students with the skills required to work in a professional kitchen.
- 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.
- 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. Understanding of Harvard Referencing to complete units assessed by assignment/project.

	✓ Education	Applicants should have an internationally recognised UK-Level 2 Culinary Certificate or Diploma (or overseas qualification equivalent to Ofqual Level 2)
	✓ Background/ Suitability	Applicants without the Level 2 culinary qualifications above may be able to enrol onto this qualification if they have significant culinary experience as a commis chef or chef de partie in a professional kitchen and have worked on different sections.
	✓ 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.

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 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.

Centre Staffing

Staff delivering and assessing the 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. 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

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 3 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 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 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.

Recommended Resources

1. Professional Chef – Level 3 Diploma (2nd Edition) - Gary Hunter & Terry Tinton
Publisher: Cengage Learning EMEA
ISBN-10: 1408064219
2. Practical Cookery for the Level 3 Advanced Technical Diploma in Professional Cookery - David Foskett, Neil Rippington, Steve Thorpe, Patricia Paskins
Publisher: Hodder Education (26 May 2017)
ISBN-10: 1510401857
ISBN-13: 978-1510401853

Assessment Opportunities

CTH offers up to four assessment opportunities each year, with associated Exam Boards and Certification. Contact CTH or see the CTH website for more details.

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 for a specified sample of learners (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 603/1929/X. 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 200 hours of TQT (Total Qualification Time), of which 235 are Guided Learning Hours (GLH). Therefore, this Extended Certificate normally requires programmes of study that have been designed to include a minimum of the Guided Learning Hours shown above:

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a learner to achieve a qualification.

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 3 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 3 Knowledge descriptor:

The holder...

- Has factual, procedural and theoretical knowledge and understanding of a subject or field of work to complete tasks and address problems that while well-defined, may be complex and non-routine.
- Can interpret and evaluate relevant information and ideas.
- Is aware of the nature of the area of study or work.
- Is aware of different perspectives or approaches within the area of study or work.

Level 3 Skills descriptor:

The holder can...

- Identify, select and use appropriate cognitive and practical skills, methods and procedures to address problems that while well-defined, may be complex and non-routine
- Use appropriate investigation to inform actions.
- Review how effective methods and actions have been.

Qualification Structure

The qualification, units and TQT for the CTH Level 3 Extended Certificate in Professional Cookery are set out in the following table. Further details of each unit are included later in the specification.

Level 3 Extended Certificate in Professional Cookery					
Students must achieve:					
<ul style="list-style-type: none"> All 7 units, providing 30 credits, of which 29 credits are at level 3 and 1 credit is at level 2. 					
Credit Value (CV): 30			QAN: 603/1929/X		
Guided Learning Hours (GLH) for qualification: 232 Hours			Total Qualification Time (TQT) for qualification: 300 Hours		
Mandatory Units					
Unit Code	Unit Title	L	CV	GLH	Assessment Method
PCVSS	Techniques and skills in preparation, cooking and finishing vegetables, sauces and soups	3	5	42	<ul style="list-style-type: none"> One recipe log Two practical exams One theory test One assignment/Project
PCPMG	Techniques and skills in preparation, cooking and finishing poultry, meat and game	3	5	42	
PCFFS	Techniques and skills in preparation, cooking and finishing fish and shellfish	3	5	42	
PCCHD	Techniques and skills in producing frozen, cold and hot desserts	3	5	42	
PCBBP	Techniques and skills in baking and baked products	3	5	42	
KHFS	Kitchen Hygiene and Food Safety	2	1	8	
MP	Menu planning	3	4	14	
Extended Certificate Total (7 units)			30	232	

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 all units assessed by practical examinations, apart from the food safety and hygiene unit.

All Mandatory Units

The units of this qualification assessed by practical examinations are marked out of 100 and graded as shown in the table below.

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

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

The mark sheets are available at the end of each unit chapter. These are completed by centres and externally verified by CTH in conjunction with all other evidence.

Note that the online test will assess the theory part of the food safety and hygiene unit. This theory exam is a pass-fail test and no grade will be awarded for it. A pass mark of 80% is required to successfully pass the test.

Qualification Grading

Individual units can be graded as either Fail, Pass, Merit or Distinction. The overall qualification is subject to grading. The qualification is achieved at Pass, Merit or Distinction level.

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 and overall grade.

7. Assessment Methodology

The units of CTH Level 3 Extended Certificate in Professional Cookery are assessed by two practical examinations, one online theory test assessing the Assessment Criteria of the food safety and hygiene unit as well as LO1 of each of the 5 practical units, and one written assignment or project.

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.

CTH will set and provide the written assignment instructions. Centres will initially mark and internally verify them before electronically submitting them to CTH with completed mark sheets for moderation.

Six of the seven mandatory units will be assessed within two practical exams. Each unit carries an equal weighting within the qualification. All units must be passed to achieve the qualification.

CTH will review electronic evidence of all student work submitted by centres and moderate the centre-assessed and verified assessments. For new centres this will be based on a 100% sample of work, reducing over time.

8. Qualification Units

Techniques and Skills in Preparation, Cooking and Finishing Vegetables, Sauces and Soups		PCVSS
Unit Purpose and Aim(s)	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 are expected to demonstrate precision and work to timescales when completing tasks.	
Unit Level: 3	Guided Learning Hours (GLH): 42 Hours	Credit Value: 5 Credits (1 credit is 10 hours total study/TQT)
Unit Assessment is by:	Recipe log and practical examination.	
Learning Outcome 1	Prepare vegetables, sauces and soups for cooking and finishing using a range of techniques and skills.	
Assessment Criteria		
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.		
Learning Outcome 2	Cook vegetables, sauces and soups for finishing using a range of techniques and skills.	
Assessment Criteria		
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.		
Learning Outcome 3	Finish vegetables, sauces and soups using a range of techniques and skills.	
Assessment Criteria		
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.		



Techniques and Skills in Preparation, Cooking and Finishing Poultry, Meat and Game		PCPMG
Unit Purpose and Aim(s)	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. Students are expected to demonstrate that they can select, correct use, maintain and store all equipment including any specialised tools.	
Unit Level: 3	Guided Learning Hours (GLH): 42 Hours	Credit Value: 5 Credits (1 credit is 10 hours total study/TQT)
Unit Assessment is by:	Recipe log and practical examination.	
Learning Outcome 1	Prepare poultry, meat and game for cooking and finishing using a range of techniques and skills.	
Assessment Criteria		
<ol style="list-style-type: none">1.1 Select the type and quantity of poultry, meat or game required for the dish.1.2 Check the poultry, meat or game to ensure they meet requirements and quality standards.1.3 Select preparation methods suitable for the requirements of the dish.1.4 Prepare the poultry, meat or game to maintain the quality and meet the requirements of the dish.		
Learning Outcome 2	Cook poultry, meat and game for finishing using a range of techniques and skills.	
Assessment Criteria		
<ol style="list-style-type: none">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.		
Learning Outcome 3	Finish poultry, meat and game using a range of techniques and skills.	
Assessment Criteria		
<ol style="list-style-type: none">3.1 Finish the poultry, meat or game dish to agreed quality standard.3.2 Serve the finished poultry, meat or game dish in an appropriate manner.3.3 Demonstrate professional, safe and hygienic kitchen practices.		



Techniques and Skills in Preparation, Cooking and Finishing Fish and Shellfish		PCFFS
Unit Purpose and Aim(s)	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. Students are expected to demonstrate that they can select, correct use, maintain and store all equipment including any specialised tools.	
Unit Level: 3	Guided Learning Hours (GLH): 42 Hours	Credit Value: 5 Credits (1 credit is 10 hours total study/TQT)
Unit Assessment is by:	Recipe log and practical examination.	
Learning Outcome 1	Prepare fish and shellfish for cooking and finishing using a range of techniques and skills.	
Assessment Criteria		
1.1 Select the type and quantity of fish and shellfish required for the dish. 1.2 Check the fish and shellfish to ensure they meet requirements and quality standards. 1.3 Select preparation methods suitable for the requirements of the dish. 1.4 Prepare the fish and shellfish to maintain the quality and meet the requirements of the dish.		
Learning Outcome 2	Cook fish and shellfish for finishing using a range of techniques and skills.	
Assessment Criteria		
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.		
Learning Outcome 3	Finish fish and shellfish dishes using a range of techniques and skills.	
Assessment Criteria		
3.1 Finish the fish and shellfish dish to agreed quality standard. 3.2 Serve the finished fish and shellfish dish in an appropriate manner. 3.3 Demonstrate professional, safe and hygienic kitchen practices.		



Techniques and Skills in Producing Frozen, Cold and Hot Desserts		PCCHD
Unit Purpose and Aim(s)	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. Students are expected to demonstrate that they can select, correct use, maintain and store all equipment including any specialised tools.	
Unit Level: 3	Guided Learning Hours (GLH): 42 Hours	Credit Value: 5 Credits (1 credit is 10 hours total study/TQT)
Unit Assessment is by:	Recipe log and practical examination.	
Learning Outcome 1	Prepare frozen, cold and hot desserts for cooking and finishing using a range of techniques and skills.	
Assessment Criteria		
1.1 Select the type and quantity of ingredients required for the dish. 1.2 Check the ingredients to ensure they meet requirements and 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.		
Learning Outcome 2	Cook frozen, cold and hot desserts for finishing using a range of techniques and skills.	
Assessment Criteria		
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.		
Learning Outcome 3	Finish frozen, cold and hot desserts using a range of techniques and skills.	
Assessment Criteria		
3.1 Finish the dish to agreed quality standard. 3.2 Serve the finished dish to agreed quality standard and at an appropriate temperature. 3.3 Demonstrate professional, safe and hygienic kitchen practices.		



Techniques and Skills in Baking and Baked Products		PCBBP
Unit Purpose and Aim(s)	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. Students are expected to demonstrate that they can select, correct use, maintain and store all equipment including any specialised tools.	
Unit Level: 3	Guided Learning Hours (GLH): 42 Hours	Credit Value: 5 Credits (1 credit is 10 hours total study/TQT)
Unit Assessment is by:	Recipe log and practical examination.	
Learning Outcome 1	Prepare baked products for cooking and finishing using a range of techniques and skills.	
Assessment Criteria		
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.		
Learning Outcome 2	Cook baked products for finishing using a range of techniques and skills.	
Assessment Criteria		
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.		
Learning Outcome 3	Finish baked products using a range of techniques and skills.	
Assessment Criteria		
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.		

FKitchen Hygiene and Food Safety		KHFS
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:	Practical examination and theory test.	
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.		



Menu Planning		MP
Unit Purpose and Aim(s)	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.	
Unit Level: 3	Guided Learning Hours (GLH): 14 Hours	Credit Value: 4 Credits (1 credit is 10 hours total study/TQT)
Unit Assessment is by:	Written assignment / project.	
Learning Outcome 1	Design menus to satisfy different requirements.	
Assessment Criteria		
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.		
Learning Outcome 2	Produce menus within budget specifications.	
Assessment Criteria		
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.		

9. Sample Assessments

Assignment 1	
Unit	Menu planning
Unit Ref. No.	H/615/8294
Assessment type	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 two of the following four menus 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 1	
Event	50TH Birthday lunch
Number of guests	10
Age range	15 to 60
Mealtime	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 2	
Event	First wedding anniversary party
Number of guests	8
Age range	25 to 40
Mealtime	Dinner
Month	September
Type of menu	Set menu (see additional information below)
Allergies / Dietary Requirements	None
Budget	£20 per person

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.

Favourite menu:

- 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.

Note - List at least five factors that you have taken into account when planning this menu.

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.

Website % Contact Details

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