
Qualification Specification

**CTH Level 4 Diploma in Professional
Culinary Arts**

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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 4 Diploma in Professional Culinary Arts**, 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:

- Provides students with the skills required to work in a professional kitchen as a Chef or Chef de Partie.
- Develops students' advanced cooking skills in all the major food groups.
- Develops the students' ability to integrate cooking skills in order to produce a variety of menus.
- Develops the students' ability to evaluate their cooking and take preventative and corrective action.
- Provides students with the skills required to prepare menus for a variety of occasions and budgets and present those menus in a professional manner.
- Develops the student's menu planning, time management, hygiene, safety and personal appearance skills required of a professional chef.

Access and Entry Requirements

This is a senior practitioner qualification; **all applicants** should complete the CTH Student Application form for CTH Level 4 Diploma in Culinary Arts, available on the CTH Members' website within the Level 4 Culinary section. All applications **must** be approved by CTH prior to acceptance, admission, and enrolment.

Requirements		Recommended Admission Requirements
All Learners	✓ Minimum Age	Learners should have achieved a relevant culinary qualification at Level 3 or/and have substantial professional cookery experience in the industry. CTH expect these types of learners to be at least 19 years of age.
	✓ 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, and write assignments in English.
	✓ Equipment	Learners must have access to suitable PPE (chef's whites, headwear, and safety shoes) along with their own set of knives.
UK Applicants		Learners should have completed formal secondary education and hold an internationally recognised UK-Level 3 Culinary Diploma. Ideally, learners should also have industry experience in a professional kitchen (evidence required).
international Applicants		<p>International qualification levels vary considerably, so learners holding level 3 culinary qualifications awarded outside the UK will need to have their qualifications evaluated as part of the application process.</p> <p>Learners should have completed formal secondary education and hold an internationally recognised UK-Level 3 Culinary Diploma or overseas qualification equivalent to Ofqual Level 3. Ideally, learners should also have industry experience in a professional kitchen (evidence required).</p>
Work-Experience Applicants		Applicants who did not complete formal secondary education nor have any culinary qualification equivalent to a CTH level 3 Diploma may be considered to enrol onto this qualification providing they have extensive culinary experience as chefs across all sections of a large professional kitchen and have been responsible for supervising others in the kitchen for at least 3 years.

2. Centre Approval Requirements

Centre Approval

Organisations wishing to offer any CTH qualification must initially be approved as a CTH teaching Centre before advertising or offering any CTH qualification. For centres wishing to offer this new Level 4 Diploma in Professional Culinary Arts qualification, there is a minimum level of professional kitchen facilities and equipment required, in addition to teaching staff with a strong vocational background. CTH can supply a list of equipment required on request.

Applications or enquiries may be made to CTH via info@cthawards.com in the first instance. The information requested, or details of the process will be provided according to whether the application is from a prospective or an existing CTH Centre.

All Centres seeking approval for the CTH Level 4 Diploma will be expected to have experience in successfully delivering CTH (or other Ofqual-recognised) level 2 and 3 culinary qualifications prior to submitting their application.

A centre inspection and/or Zoom/Teams call will take place as part of the accreditation process. Evidence of prior delivery at Level 3, suitable kitchen facilities for the student numbers anticipated, and CVs of teaching staff will be carefully checked prior to approval. In advance of the visit or Skype call, prospective Centres should have used the information in this Specification to create an initial delivery schedule for discussion with CTH. Centres must have a Quality Assurance system in place including nominated Internal Verifier/s and are also required to have their own Malpractice Policy prior to approval being given.

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. This may include cooking stoves and ovens, steamers, water baths, deep fryers, mixers, blenders, Thermomix and sufficient work surfaces for the learners to learn and progress in suitable conditions. A cookery demonstration area would also be an advantage.

Access to a range of cookery and food related books/resources 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, a Lobster bisque would be at Level 3 whereas the following two dishes would be Level 4 dishes due to the complexity of preparation and cooking methods.



Sous vide fillet of beef, pommes Anna and mushroom puree



Galette of Cox's apple and mint opaline, black butter ice cream

Centre Staffing

Staff delivering and assessing the Level 4 Diploma in Culinary Arts should be completely familiar with current practice standards in the sector and have experience of cooking at the same level as 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 professional cookery is also required. 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.

CTH supports centres by providing examples of recipes on the **CTH Members website** that meet the grading criteria at each level, as it is important that centre staff delivering CTH qualifications understand the requirements fully for each level. In general Level 4 expectations are for a range of cooking techniques which are challenging and complex. For example, producing more than one complex dish at the same time would likely bring the challenge to the right level. For this reason, only centres experienced in delivering culinary qualifications at Level 3 (English level) are likely to be approved.

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. Students must have the opportunity to explore cuisine through the preparation and cooking of a range of dishes which cover the full spectrum of the menu structure, enabling students to develop the skills to take their assessments.

The staff must ensure that students are required to create dishes at the correct level; level 4 dishes are more complex and challenging than those at Level 3. Course leaders are strongly advised to seek feedback from a CTH Culinary examiner on their Scheme of Work and list of dishes to be covered prior to starting delivery, to ensure a common understanding of the expectations of the Level 4 qualification.

Students need to experience through demonstration and practical work all the key elements of cooking for which they are being assessed.

The Qualification and Assessment Handbook includes the indicative content for each practical/food unit, showing the minimum requirement which must 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.

A key aspect of this qualification is the opportunity for students to develop the ability to evaluate their own work by identifying variances and problems that may and /or do arise during the preparation, cooking and finishing processes and then take corrective action by making judgements and decisions to adapt their dishes to meet the requirements of the menu. Guidance will need to be given on acceptable taste, appearance, quality and flavour. Recommendations for improving the dish through changes to preparation or cooking methods, commodities or improved use of specialist equipment will need teacher support in the early stages. Later in the course, students must take control over the evaluation of their dishes as this will form a major part of their assessment.

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

Centres need to show, on each recipe in the portfolio and, on each exam marking sheet, what indicative 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 4 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
3. The Science of cooking
Publisher: DK; 1st edition (5 Oct. 2017)
ISBN-10: 0241229782
ISBN-13: 978-0241229781

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 (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 theory 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 603/3601/8. 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 1200 hours TQT (Total Qualification Time), of which 720 are Guided Learning Hours (GLH). The credit value for the qualification is 120 credits.

Therefore, this Diploma normally requires programmes of study that have been designed to include a minimum of the Guided learning hours shown above. Centres will be expected to create a detailed Scheme of Work prior to delivering the programme to cover all learning outcomes, assessment criteria and indicative content.

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. The 480 hours of total Qualification Time additional to the 720 Guided Learning Hours can be used on activities that demonstrate independent learning including portfolio compilation and project work.

Qualification Level

This qualification is at

- Level 4 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 4 Knowledge descriptor:

The holder...

- Has practical, theoretical or technical knowledge and understanding of a subject or field of work to address problems that are well defined but complex and non-routine. Can analyse, interpret and evaluate relevant information and ideas. Is aware of the nature of approximate scope of the area of study or work. Has an informed awareness of different perspectives or approaches within the area of study or work.

Level 4 Skills descriptor:

The holder can...

- Identify, adapt and use appropriate cognitive and practical skills to inform actions and address problems that are complex and non-routine while normally fairly well-defined. Review the effectiveness and appropriateness of methods, actions and results.
-

Qualification Structure

The qualification, units and TQT for the CTH Level 4 Diploma in Professional Culinary Arts are set out in the following table. Further details of each unit are included later in the specification.

CTH Level 4 Diploma in Professional Culinary Arts					
Students must achieve:					
<ul style="list-style-type: none"> All 12 mandatory units, providing a combined 120 credits, all at level 4 					
Credit Value (CV): 120 credits			QAN: 603/3601/8		
Guided Learning Hours (GLH) for Qualification: 720			Total Qualification Time (TQT) for Qualification: 1200		
Unit Code	Unit Title	L	CV	GLH	Assessment Method
4FD	Prepare, cook and finish complex farinaceous dishes	4	10	60	<ul style="list-style-type: none"> One recipe log Three practical exams
4HD	Prepare, cook and finish hors d'oeuvres and canapés	4	10	60	
4FSH	Prepare, cook and finish complex fish and shellfish	4	10	60	
4MPG	Prepare, cook and finish complex meat, poultry and game	4	10	60	
4PDC	Prepare, cook and finish complex pastries, desserts and confectionery	4	10	60	
4SSD	Prepare, cook and finish complex sauces and dressings	4	10	60	
4TD	Prepare, cook and finish terrines, ballotines, galantines and pâtés	4	10	60	
4VS	Prepare, cook and finish complex vegetables and salads	4	10	60	
4YP	Prepare, cook and finish complex yeast products	4	10	60	
4MP	Menu planning and costing	4	10	60	
4SM	Self-management in the professional kitchen	4	10	60	Project / assignment
4N	Nutrition, allergens and sustainability	4	10	60	Project / assignment
Diploma Total (12 units)			120	720	

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.

Mandatory Units

Nine of the twelve mandatory units of this qualification are assessed by practical examinations. The other three units are assessed by written assignments or projects. They all are 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

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 dishes.

The mark sheets are provided in the Delivery & Assessment handbook and must be completed by centres before being externally verified by CTH in conjunction with all other evidence.

Qualification Grading

Although, individual units are graded as either 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 4 Diploma in Professional Culinary Arts has an assessment methodology of both practical examinations and written assignments or projects.

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 all written assignments. Centres will initially mark and internally verify them before electronically submitting them to CTH with completed mark sheets for moderation.

Each practical unit (9) will be assessed within three practical exams. The other three units will be assessed individually by assignments. Each unit at Diploma level carries an equal weighting within the qualification. All units must be passed to achieve the qualification.

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

8. Qualification Units

Prepare, Cook and Finish Complex Farinaceous Dishes		4FD
Unit Purpose and Aim(s)	This unit aims to further develop your knowledge and understanding of complex Farinaceous dishes. Students will learn about producing complex and challenging dishes in a pressurised environment.	
Unit Level: 4	Guided Learning Hours (GLH): 60 Hours	Credit Value: 10 credits (1 credit is 10 hours total study/TQT)
Unit Assessment is by:	Recipe log and practical examination.	
Learning Outcome 1	Prepare a range of complex farinaceous dishes including fresh pasta and rice dishes, using a variety of methods and skills.	
Assessment Criteria		
<ol style="list-style-type: none"> 1.1 Select appropriate tools and equipment for cooking and preparation methods ensuring they are hygienic and ready for use. 1.2 Use preparation methods that meet the requirements of the dish. 1.3 Work in an organised, safe and efficient manner. 1.4 Resolve problems which may arise during preparation. 		
Learning Outcome 2	Cook a range of farinaceous dishes including fresh pasta and rice dishes, using a variety of methods and handling techniques.	
Assessment Criteria		
<ol style="list-style-type: none"> 2.1 Manage resources using logical working methods and realistic timings to meet the requirements of the dish. 2.2 Use cooking and handling techniques that meet the requirements of the dish. 2.3 Resolve problems which may arise during cooking. 2.4 Store finished product in accordance with food safety standards. 		
Learning Outcome 3	Finish a range of farinaceous dishes including fresh pasta and rice dishes, using a variety of methods and handling techniques.	
Assessment Criteria		
<ol style="list-style-type: none"> 3.1 Present the finished products to a suitable professional standard and in-line with establishment standards. 3.2 Finish assemble and present products ensuring flavour, texture and consistency is in accordance with establishment procedures and standards. 3.3 Clean preparation, cooking areas and utensils after use. 		

**Prepare, Cook and Finish Hors D’oeuvres and Canapés****4HD****Unit Purpose and Aim(s)**

This unit aims to further develop your knowledge and understanding of Hors d’oeuvres and Canapés. Students will learn about producing complex and challenging dishes in a pressurised environment.

Unit Level: 4**Guided Learning Hours (GLH):**
60 Hours**Credit Value:** 10 credits
(1 credit is 10 hours total study/TQT)**Unit Assessment is by:**

Recipe log and practical examination.

Learning Outcome 1

Prepare a variety of hors d’oeuvres and canapés using a variety of methods and skills.

Assessment Criteria

- 1.1 Select appropriate tools and equipment for cooking and preparation methods ensuring they are hygienic and ready for use.
- 1.2 Use preparation methods that meet the requirements of the dish.
- 1.3 Work in an organised, safe and efficient manner.
- 1.4 Resolve problems which may arise during preparation.

Learning Outcome 2

Cook a variety of hors d’oeuvres and canapés using a variety of cooking methods.

Assessment Criteria

- 2.1 Manage resources using logical working methods and realistic timings to meet the requirements of the dish.
- 2.2 Use cooking and handling techniques that meet the requirements of the dish.
- 2.3 Resolve problems which may arise during cooking.
- 2.4 Store finished product in accordance with food safety standards.

Learning Outcome 3

Finish a variety of hors d’oeuvres, cocktails and canapés using a variety of finishing methods.

Assessment Criteria

- 3.1 Present the finished products to a suitable professional standard and in-line with establishment standards.
- 3.2 Finish assemble and present products ensuring flavour, texture and consistency is in accordance with establishment procedures and standards.
- 3.3 Clean preparation, cooking areas and utensils after use.



Prepare, Cook and Finish Complex Fish and Shellfish		4FSH
Unit Purpose and Aim(s)	This unit aims to further develop your knowledge and understanding of Fish and Shellfish. Students will learn about producing complex and challenging dishes in a pressurised environment.	
Unit Level: 4	Guided Learning Hours (GLH): 60 Hours	Credit Value: 10 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 dishes using a variety of types of fish and shellfish and using a variety of methods and skills.	
Assessment Criteria		
<ol style="list-style-type: none">1.1 Select appropriate tools and equipment for cooking and preparation methods ensuring they are hygienic and ready for use.1.2 Use preparation methods that meet the requirements of the dish.1.3 Work in an organised, safe and efficient manner.1.4 Resolve problems which may arise during preparation.		
Learning Outcome 2	Cook fish and shellfish dishes using a variety of cooking methods.	
Assessment Criteria		
<ol style="list-style-type: none">2.1 Manage resources using logical working methods and realistic timings to meet the requirements of the dish.2.2 Use cooking and handling techniques that meet the requirements of the dish.2.3 Resolve problems which may arise during cooking.2.4 Store finished product in accordance with food safety standards.		
Learning Outcome 3	Finish fish and shellfish dishes using a range of finishing methods.	
Assessment Criteria		
<ol style="list-style-type: none">3.1 Present the finished products to a suitable professional standard and in-line with establishment standards.3.2 Finish assemble and present products ensuring flavour, texture and consistency is in accordance with establishment procedures and standards.3.3 Clean preparation, cooking areas and utensils after use.		



Prepare, Cook and Finish Complex Meat, Poultry and Game		4MPG
Unit Purpose and Aim(s)	This unit aims to further develop your knowledge and understanding of Meat, Poultry and Game. Students will learn about producing complex and challenging dishes in a pressurised environment.	
Unit Level: 4	Guided Learning Hours (GLH): 60 Hours	Credit Value: 10 credits (1 credit is 10 hours total study/TQT)
Unit Assessment is by:	Recipe log and practical examination.	
Learning Outcome 1	Prepare meat (red meat and white meat), poultry and game for cooking and finishing using a variety of methods and skills.	
Assessment Criteria		
<ol style="list-style-type: none">1.1 Select appropriate tools and equipment for cooking and preparation methods ensuring they are hygienic and ready for use.1.2 Use preparation methods that meet the requirements of the dish.1.3 Work in an organised, safe and efficient manner.1.4 Resolve problems which may arise during preparation.		
Learning Outcome 2	Cook meat (red meat and white meat), poultry and game dishes using a variety of cooking methods.	
Assessment Criteria		
<ol style="list-style-type: none">2.1 Manage resources using logical working methods and realistic timings to meet the requirements of the dish.2.2 Use cooking and handling techniques that meet the requirements of the dish.2.3 Resolve problems which may arise during cooking.2.4 Store finished product in accordance with food safety standards.		
Learning Outcome 3	Finish meat (red meat and white meat), poultry and game dishes using a variety of finishing methods.	
Assessment Criteria		
<ol style="list-style-type: none">3.1 Present the finished products to a suitable professional standard and in-line with establishment standards.3.2 Finish assemble and present products ensuring flavour, texture and consistency is in accordance with establishment procedures and standards.3.3 Clean preparation, cooking areas and utensils after use.		



Prepare, Cook and Finish Complex Pastries, Desserts and Confectionery		4PDC
Unit Purpose and Aim(s)	This unit aims to further develop your knowledge and understanding of pastries, desserts and confectionery products. Students will learn about producing complex and challenging items in a pressurised environment.	
Unit Level: 4	Guided Learning Hours (GLH): 60 Hours	Credit Value: 10 credits (1 credit is 10 hours total study/TQT)
Unit Assessment is by:	Recipe log and practical examination.	
Learning Outcome 1	Prepare pastries, desserts and confectionery for cooking and finishing using a variety of methods and techniques.	
Assessment Criteria		
<ol style="list-style-type: none">1.1 Select appropriate tools and equipment for cooking and preparation methods ensuring they are hygienic and ready for use.1.2 Use preparation methods that meet the requirements of the dish.1.3 Work in an organised, safe and efficient manner.1.4 Resolve problems which may arise during preparation.		
Learning Outcome 2	Cook pastries, desserts and confectionery using a variety of cooking methods.	
Assessment Criteria		
<ol style="list-style-type: none">2.1 Manage resources using logical working methods and realistic timings to meet the requirements of the dish.2.2 Use cooking and handling techniques that meet the requirements of the dish.2.3 Resolve problems which may arise during cooking.2.4 Store finished product in accordance with food safety standards.		
Learning Outcome 3	Finish pastries, desserts and confectionery using a range of different finishing methods and techniques.	
Assessment Criteria		
<ol style="list-style-type: none">3.1 Present the finished products to a suitable professional standard and in-line with establishment standards.3.2 Finish assemble and present products ensuring flavour, texture and consistency is in accordance with establishment procedures and standards.3.3 Clean preparation, cooking areas and utensils after use.		



Prepare, Cook and Finish Complex Sauces and Dressings		4SSD
Unit Purpose and Aim(s)	This unit aims to further develop your knowledge and understanding of Sauces and Dressings. Students will learn about producing complex and challenging items in a pressurised environment.	
Unit Level: 4	Guided Learning Hours (GLH): 60 Hours	Credit Value: 10 credits (1 credit is 10 hours total study/TQT)
Unit Assessment is by:	Recipe log and practical examination.	
Learning Outcome 1	Prepare sauces and dressings for cooking and finishing using a variety of methods and skills.	
Assessment Criteria		
<ol style="list-style-type: none">1.1 Select appropriate tools and equipment for cooking and preparation methods ensuring they are hygienic and ready for use.1.2 Use preparation methods that meet the requirements of the dish.1.3 Work in an organised, safe and efficient manner.1.4 Resolve problems which may arise during preparation.		
Learning Outcome 2	Cook sauces and dressings using a variety of cooking methods.	
Assessment Criteria		
<ol style="list-style-type: none">2.1 Manage resources using logical working methods and realistic timings to meet the requirements of the dish.2.2 Use cooking and handling techniques that meet the requirements of the dish.2.3 Resolve problems which may arise during cooking.2.4 Store finished product in accordance with food safety standards.		
Learning Outcome 3	Finish sauces and dressings using a variety of finishing method.	
Assessment Criteria		
<ol style="list-style-type: none">3.1 Present the finished products to a suitable professional standard and in-line with establishment standards.3.2 Finish, assemble and present products ensuring flavour, texture and consistency is in accordance with establishment procedures and standards.3.3 Clean preparation, cooking areas and utensils after use.		



Prepare, Cook and Finish Terrines, Ballotines, Galantines and Pâtés		4TD
Unit Purpose and Aim(s)	This unit aims to further develop your knowledge and understanding of terrines, ballotines, galantines and pates. Students will learn about producing complex and challenging items in a pressurised environment.	
Unit Level: 4	Guided Learning Hours (GLH): 60 Hours	Credit Value: 10 credits (1 credit is 10 hours total study/TQT)
Unit Assessment is by:	Recipe log and practical examination.	
Learning Outcome 1	Prepare and assemble terrines, ballotines, galantines and pâtés using a variety of preparation and handling methods.	
Assessment Criteria		
<ol style="list-style-type: none">1.1 Select appropriate tools and equipment for cooking and preparation methods ensuring they are hygienic and ready for use.1.2 Use preparation methods that meet the requirements of the dish.1.3 Work in an organised, safe and efficient manner.1.4 Resolve problems which may arise during preparation.		
Learning Outcome 2	Cook terrines, ballotines, galantines and pâtés using a variety of handling methods and cooking methods.	
Assessment Criteria		
<ol style="list-style-type: none">2.1 Manage resources using logical working methods and realistic timings to meet the requirements of the dish.2.2 Use cooking and handling techniques that meet the requirements of the dish.2.3 Resolve problems which may arise during cooking.2.4 Store finished product in accordance with food safety standards.		
Learning Outcome 3	Finish terrines, galantines, ballotines and pâtés using a variety of finishing methods.	
Assessment Criteria		
<ol style="list-style-type: none">3.1 Present the finished products to a suitable professional standard and in-line with establishment standards.3.2 Finish, assemble and present products ensuring flavour, texture and consistency is in accordance with establishment procedures and standards.3.3 Clean preparation, cooking areas and utensils after use.		



Prepare, Cook and Finish Complex Vegetables and Salads		4VS
Unit Purpose and Aim(s)	This unit aims to further develop your knowledge and understanding of vegetables and salads dishes. Students will learn about producing complex and challenging items in a pressurised environment.	
Unit Level: 4	Guided Learning Hours (GLH): 60 Hours	Credit Value: 10 credits (1 credit is 10 hours total study/TQT)
Unit Assessment is by:	Recipe log and practical examination.	
Learning Outcome 1	Prepare dishes that include a range of vegetables and salads using a variety of preparation methods and skills.	
Assessment Criteria		
<ol style="list-style-type: none">1.1 Select appropriate tools and equipment for cooking and preparation methods ensuring they are hygienic and ready for use.1.2 Use preparation methods that meet the requirements of the dish.1.3 Work in an organised, safe and efficient manner.1.4 Resolve problems which may arise during preparation.		
Learning Outcome 2	Cook dishes that include a range of vegetables and salads using a variety of cooking methods.	
Assessment Criteria		
<ol style="list-style-type: none">2.1 Manage resources using logical working methods and realistic timings to meet the requirements of the dish.2.2 Use cooking and handling techniques that meet the requirements of the dish.2.3 Resolve problems which may arise during cooking.2.4 Store finished product in accordance with food safety standards.		
Learning Outcome 3	Finish dishes that include a range of vegetables and salads using a variety of finishing methods.	
Assessment Criteria		
<ol style="list-style-type: none">3.1 Present the finished products to a suitable professional standard and in-line with establishment standards.3.2 Finish, assemble and present products ensuring flavour, texture and consistency is in accordance with establishment procedures and standards.3.3 Clean preparation, cooking areas and utensils after use.		



Prepare, Cook and Finish Complex Yeast Products		4YP
Unit Purpose and Aim(s)	This unit aims to further develop your knowledge and understanding of yeast products. Students will learn about producing complex and challenging items in pressurised environment.	
Unit Level: 4	Guided Learning Hours (GLH): 60 Hours	Credit Value: 10 credits (1 credit is 10 hours total study/TQT)
Unit Assessment is by:	Recipe log and practical examination.	
Learning Outcome 1	Prepare dishes using yeast products and a variety of shaping and flavouring methods and handling techniques.	
Assessment Criteria		
<ol style="list-style-type: none">1.1 Select appropriate tools and equipment for cooking and preparation methods ensuring they are hygienic and ready for use.1.2 Use preparation methods that meet the requirements of the dish.1.3 Work in an organised, safe and efficient manner.1.4 Resolve problems which may arise during preparation.		
Learning Outcome 2	Cook dishes using yeast products and a variety of cooking methods.	
Assessment Criteria		
<ol style="list-style-type: none">2.1 Manage resources using logical working methods and realistic timings to meet the requirements of the dish.2.2 Use cooking and handling techniques that meet the requirements of the dish.2.3 Resolve problems which may arise during cooking.2.4 Store finished product in accordance with food safety standards.		
Learning Outcome 3	Finish dishes using yeast products and a variety of finishing methods.	
Assessment Criteria		
<ol style="list-style-type: none">3.1 Present the finished products to a suitable professional standard and in-line with establishment standards.3.2 Finish, assemble and present products ensuring flavour, texture and consistency is in accordance with establishment procedures and standards.3.3 Clean preparation, cooking areas and utensils after use.		



Menu Planning and Costing		4MP
Unit Purpose and Aim(s)	This unit aims to develop your knowledge and understanding of Menu planning and Costing. Students will learn about interpreting customers' requirements, designing menus and adapting dishes to improve cost effectiveness.	
Unit Level: 4	Guided Learning Hours (GLH): 60 Hours	Credit Value: 10 credits (1 credit is 10 hours total study/TQT)
Unit Assessment is by:	Written assignment or project.	
Learning Outcome 1	Create a variety of menus for different catering events.	
Assessment Criteria		
<ul style="list-style-type: none">1.1 Interpret customer requirements.1.2 Design a menu in accordance with various controlling factors (including dietary requirements, seasonality and event themes).1.3 Design a menu that uses a balance of ingredients and is seasonal.1.4 Adapt a dish to improve the quality of the menu.		
Learning Outcome 2	Create menus in accordance with budget requirements.	
Assessment Criteria		
<ul style="list-style-type: none">2.1 Design a menu in accordance with budget limitations.2.2 Select the type, quantity and quality of ingredients to meet budgetary and dish requirements.2.3 Adapt a dish to improve the cost effectiveness of the menu.		
Learning Outcome 3	Present menus in a creative and professional manner.	
Assessment Criteria		
<ul style="list-style-type: none">3.1 Develop creative descriptions for menu dishes which aid customer understanding of the dish.3.2 Present menus in a format appropriate for a variety of occasions.		



Self-Management in the Professional Kitchen		4SM
Unit Purpose and Aim(s)	This unit aims to develop your knowledge and understanding of the skills required to manage yourself in a professional kitchen. Students will learn about managing resources and costs. They will be able to identify their own strengths and weaknesses.	
Unit Level: 4	Guided Learning Hours (GLH): 60 Hours	Credit Value: 10 credits (1 credit is 10 hours total study/TQT)
Unit Assessment is by:	Written assignment or project.	
Learning Outcome 1	Demonstrate awareness of self-management and how to progress.	
Assessment Criteria		
1.1 Identify strengths and weaknesses and show diverse ways to identify these. 1.2 Create a development plan to improve weaknesses and to support and develop strengths.		
Learning Outcome 2	Be able to put into practice the management of resources, costs and people.	
Assessment Criteria		
2.1 Demonstrate suitable management of resources, costs and people in a practical kitchen setting to produce required menu.		



Nutrition, Allergens and Sustainability		4N
Unit Purpose and Aim(s)	This unit aims to develop your knowledge and understanding of nutrition, allergens and sustainability. Students will learn about interpreting customers' requirements, designing menus and adapting dishes to improve cost effectiveness.	
Unit Level: 4	Guided Learning Hours (GLH): 60 Hours	Credit Value: 10 credits (1 credit is 10 hours total study/TQT)
Unit Assessment is by:	Written assignment or project.	
Learning Outcome 1	Demonstrate understanding of nutrients and their roles.	
Assessment Criteria		
<ul style="list-style-type: none"> 1.1 Explain the role of each nutrient in the building of a healthy body. 1.2 Suggest ways to improve diets via the consumption of suitable nutrients. 		
Learning Outcome 2	Adapt a meal to create an improved and balanced menu.	
Assessment Criteria		
<ul style="list-style-type: none"> 2.1 Research ways to develop a menu. 2.2 Provide information on changes and reasons for changes. 		
Learning Outcome 3	Identify allergens, how to work with them and how to inform customers.	
Assessment Criteria		
<ul style="list-style-type: none"> 3.1 Show awareness of all allergens and where to find them. 3.2 Provide guidance on how to work safely with allergens in the kitchen. 3.3 Present information about allergens to customers in different formats. 		
Learning Outcome 4	Research sustainable suppliers and ingredients to create a menu	
Assessment Criteria		
<ul style="list-style-type: none"> 4.1 Explain in detail what sustainable ingredients are and the importance of chefs' awareness. 4.2 Produce a menu which highlights sustainable ingredients from suitable suppliers. 		

9. Sample Assessments

Assessment Example 1

Units	<ul style="list-style-type: none"> • Prepare, Cook and Finish Complex Meat, Poultry and Game • Prepare, cook and finish complex farinaceous dishes (covered twice) • Prepare, cook and finish complex fish and shellfish • Prepare, Cook and Finish complex Sauces and Dressings
Unit Ref. No.	4MPG, 4FD x 2, 4FSH, 4SSD
Assessment type	Practical examination

Each of the nine practical units are assessed via a recipe log built throughout the course, in addition to three final practical examinations.

Centres must ensure that the unit content for each learning outcome is addressed during the course by selecting recipes that enable students to use the appropriate techniques and ingredients in the preparation cooking and finishing of dishes.

In the exams, students will be required to produce combinations of complex dishes in a real kitchen environment within a centre-specified time to demonstrate they have met the requirements of the assessment criteria. Multiple units are assessed in a single exam.

The Delivery and Assessment Handbook provides details of the coverage expected in each exam. The example below shows the key components and unit coverage expected for one of the exams:

Exam Content - Example	Units
<p>The production of main courses which would include:</p> <ul style="list-style-type: none"> • 2 meat, poultry or game dishes to include/incorporate at least one farinaceous dish (2 plates of each) • 2 fish and shellfish dishes to include/incorporate at least one farinaceous dish (2 plates of each) <p>2 of these 4 dishes should include a classical component or recipe.</p>	4MPG 4FD x 2 4FSH 4SSD

Centres write the exams and must submit the date and time of each proposed exam together with a list of dishes and unit coverage to CTH, at least 6 weeks before the exam date. Student assessment registrations must be only submitted after the proposed exam dates have been agreed by the CTH Culinary Examiner/s.

Centres are required to record video evidence of the key stages of preparation and presentation for each student, together with a photograph of the complete dish/es. This may be done using mobile phones, using short clips (usually 30-120 seconds) of key stages such as boning meat.

Students should be video recorded giving oral feedback on their own dishes, and the assessor (and where appropriate Internal Verifier) feedback should also be recorded.

The practical examinations are internally assessed and verified, then externally moderated by a member of the CTH examining team using the documentary, video, photographic and portfolio and mark sheet evidence sent to CTH.

Internal assessment results must not be shared with students. CTH will declare results four times a year; dates are published on the CTH website.

Assessment Example 2	
Unit	Menu planning and costing
Unit Ref. No.	T/506/4376
Assessment type	Project/Assignment

The menu planning and costing unit is assessed via a project which is internally assessed and internally verified by the delivery centre and will be externally moderated by CTH.

Sample Instructions

Students must show their knowledge and understanding of the unit of assessment and they must include references to information, pictures or other information used in their project submission obtained from any books, websites, restaurants or other resources. Projects must include evidence that shows that the student meets all the Learning Outcomes and Assessment Criteria of the unit. One electronic copy of the final project should be submitted. This should include a front cover page with the student's and Centre Marker's declaration.

Assessment Tasks

LO1 Create a variety of menus for different catering events.

The student should create a menu for two different types of event: one should be a buffet style event for 40 or more guests, the other a sit down 3-course meal for 10 people.

It must be assumed that one guest at each event has a special dietary requirement. Full details about each event must be provided including the following:

- Type of Event.
- Theme if any.
- Budget.
- Number of guests.
- Age range of guests.
- Special dietary requirement.
- Meal timings.
- Season.
- Seasonal ingredients used.
- Type of menu.



- Cooking arrangements.
- Serving arrangements.
- Storage techniques for the food on the menu.
- List of allergens.

LO2 Create menus in accordance with budget requirements

Students are required to calculate costing for two of their three final practical exams in accordance with the budget limit set by the Centre.

- a. The calculations should show the cost of each ingredient per unit (e.g. kg) and the total for the quantity required for the exam, stating number of portions.
- b. Each dish should be costed separately.
- c. Total cost should show for the number of portions required for the exam.
- d. Calculate and include a sales price giving a Gross Profit of 70% for all dishes.

In addition, for one of the two exams:

- e. Suggest replacing some ingredients to reduce the cost of the dishes.
- f. Suggest replacing some ingredients to ensure the dishes are seasonal.
- g. Develop a creative description to help potential customers understand the dishes.

LO3 Present the menu in an appropriate format for a variety of occasions

1. Prepare and present the two menus specified in LO1. The menus should be attractive with a good display of colours and should be presented in two different formats to suit the two types of occasions. It should be easy to find relevant information.
2. Choose one ingredient for each menu that will be sustainable and explain what makes it sustainable.
3. Include information for the guests with known dietary requirements to identify dishes that may contain allergens.

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 and Contact Details

Website:	www.cthawards.com
Email:	info@cthawards.com
Telephone:	CTH Switchboard +44 (0)20 7953 4006
Skype:	CTH Awards
Twitter:	@cthawards
Facebook:	cthawards

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