
Qualification Specification

CTH Level 2 Award in Pastry Skills

August 2025

QAN: 610/6123/2

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1. Introduction

Overview

The purpose of this qualification specification is to help prospective Centres and learners assess the suitability of this qualification against their requirements. The content covers the aims, size, structure and content of the **CTH Level 2 Award in Pastry 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 learners' practical skills.
- Develops the learners' ability to integrate practical skills in order to produce a variety of pastry items.
- Develops the learners' ability to evaluate their own cooking.
- Provides learners with some skills required to work in a professional kitchen at a junior level.
- Introduces learners to 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 produce a recipe log 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 to take pictures of dishes produced.

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 Award in Cookery 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 CVs of all teaching staff when the centre seeks approval to deliver the qualification and when a new teaching staff member joins the centre.

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.

Learners must have the opportunity to explore through the preparation and cooking of a range of items, which cover the full spectrum of the curriculum and menu structures, enabling learners to develop the skills to take their assessments. Learners need to experience through demonstration and practical work all the key elements of baking for which they are being assessed. Learners 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 learners fully reflects the purpose of the unit to be assessed and covers the unit content requirements.

Learners 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 learner, learners' 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.

Learner Equipment

Learners 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

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

CTH Resources

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

Computer Facilities with Internet Access, Printers

Staff and learners 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 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 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.

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 learners have demonstrated.
- Assessments and exams show what a learner has achieved.
- People have confidence in the qualifications that Ofqual regulate.
- Learners 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 610/6123/2. 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 80 hours of TQT (Total Qualification Time), all of which are Guided Learning Hours (GLH).

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 learner is expected to spend in supervised learning and practice but may vary by learner.

- **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^o Knowledge and Understanding, 2^o 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 Award in Cookery Skills are set out in the following table. Further details of each unit are included later in the specification.

CTH Level 2 Award in Pastry Skills					
Learners must achieve:					
<ul style="list-style-type: none"> All 4 mandatory units, providing a combined 8 credits, all at level 2. 					
Credit Value (CV): 8 credits				QAN: 610/6123/2	
Guided Learning Hours (GLH) for Qualification: 80 hours				Total Qualification Time (TQT) for Qualification: 80 hours	
Mandatory Units					
Unit Code	Unit Title	L	CV	GLH	Assessment Method
2BCBB	Producing basic cakes, biscuits and breads	2	2	20	<ul style="list-style-type: none"> One recipe log Two practical examinations
PKP	kitchen practices	2	2	20	
2BP	Producing basic pastry items	2	2	20	
2BD	Producing basic cold and hot desserts	2	2	20	
Award Total (4 units)			8	80	

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 3 practical units. A recipe log template is available on the member area of the CTH website.

Practical Examinations

The practical units of this qualification are assessed by two practical examinations. All units are graded either as fail, pass, merit or distinction.

The PKP unit is the only unit 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 in this handbook. 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 learners prepare, cook and produce successfully all parts of the items/products involved in each unit before allocating a Pass, Merit or Distinction grade for the relevant units.

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 learners 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 Award in Pastry Skills is assessed by two practical examinations.

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 learners' 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.

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 3 of the 4 units of this qualification.

CTH will review electronic evidence of all learner 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

Producing Basic Cakes, Biscuits and Breads		2BCBB
Unit Purpose and Aim(s)	The aim of this unit is to provide learners with the skills and understanding to be able to prepare, cook and finish basic cakes, biscuits, and breads using a range of ingredients, methods of preparation, cooking and finishing using a suitable range of tools and equipment.	
Unit Level: 2	Guided Learning Hours (GLH): 20 Hours	Credit Value: 2 Credits (1 credit is 10 hours total study/TQT)
Unit Assessment is by:	Recipe log and practical examination.	
Learning Outcome 1	Prepare ingredients & mixture to make cakes, biscuits & breads.	
Assessment Criteria <ol style="list-style-type: none"> 1.1 Select the correct ingredients for the chosen recipe. 1.2 Select correct tools and equipment for given preparation methods. 1.3 Ensure tools and equipment are hygienic and ready for use. 1.4 Combine ingredients to meet the requirements of the recipe in terms of colour, texture, taste, and consistency. 1.5 Make adjustments during preparation to ensure they meet the requirements of the dish in terms of colour, texture, taste or consistency. 		
Learning Outcome 2	Cook and finish basic cakes, biscuits and breads.	
Assessment Criteria <ol style="list-style-type: none"> 2.1 Cook cake, biscuit, and bread to meet the requirements of the dish in terms of colour and texture. 2.2 Select the correct cooking temperature for the dish. 2.3 Serve or hold cakes, biscuits, and breads at correct temperature. 		



Kitchen Practices		PKP
Unit Purpose and Aim(s)	The aim of this unit is to provide learners with an understanding of professional kitchen practices. It is intended that the skills that are required should be taught and their application in the kitchen should be assessed. The learners will need to understand how to set up and close a kitchen, demonstrate safe food standards and how to work in a professional and efficient manner within the kitchen environment.	
Unit Level: 2	Guided Learning Hours (GLH): 20 Hours	Credit Value: 2 Credits (1 credit is 10 hours total study/TQT)
Unit Assessment is by:	2 practical examinations.	
Learning Outcome 1	Set up and close a working area within a professional kitchen.	
Assessment Criteria		
1.1 Ensure food preparation area meets food safety standards before commencing work. 1.2 Select and organise tools and equipment for preparing a given recipe. 1.3 Clean tools and equipment after use to the standard required by food safety legislation. 1.4 Store tools, equipment, and ingredients so that they are ready for use.		
Learning Outcome 2	Put into practice food safety standards whilst working within a kitchen.	
Assessment Criteria		
2.1 Adhere to food safety requirements when preparing foods. 2.2 Adhere to food safety standards during the cooking process. 2.3 Serve, hold, or store food in accordance with food safety standards.		
Learning Outcome 3	Conduct themselves in a manner appropriate for a professional kitchen.	
Assessment Criteria		
3.1 Ensure the standard of their personal appearance is hygienic and well groomed. 3.2 Carry out tasks whilst displaying good levels of personal hygiene. 3.3 Carry out tasks in accordance with health and safety requirements. Follow established work-place procedures.		
Learning Outcome 4	Display core skills required within a kitchen environment.	
Assessment Criteria		
4.1 Use basic knife skills to prepare ingredients for cooking. 4.2 Ensure the presentation of a dish is to the standard required within a professional kitchen. serve a dish in a manner that meets the requirements of a professional kitchen.		



Producing basic Pastry Items		2BP
Unit Purpose and Aim(s)	The aim of this unit is to enable learner to develop the necessary skills and understanding of the principles involved in preparing, cooking, and finishing basic pastry items.	
Unit Level: 2	Guided Learning Hours (GLH): 20 Hours	Credit Value: 2 Credits (1 credit is 10 hours total study/TQT)
Unit Assessment is by:	Recipe log and practical examination.	
Learning Outcome 1	Prepare ingredients and mix to make pastry items.	
Assessment Criteria		
1.1 Select the correct ingredients for the chosen recipe.		
1.2 Select correct tools and equipment for given preparation methods.		
1.3 Ensure tools and equipment are hygienic and ready for use.		
1.4 Combine ingredients to meet the requirements of the recipe in terms of colour, texture, taste, and consistency.		
1.5 Make adjustments during preparation to ensure they meet the requirements of the dish/item in terms of colour, texture, taste or consistency.		
Learning Outcome 2	Cook and finish pastry items.	
Assessment Criteria		
2.1 Cook pastry items to meet the requirements of the dish in terms of colour and texture.		
2.2 Select the correct cooking temperature for the dish.		
2.3 Serve or hold pastry items at correct temperature.		



Producing basic Cold and Hot Desserts		2BD
Unit Purpose and Aim(s)	The aim of this unit is to enable learner to develop the necessary skills and understanding of the principles involved in preparing, cooking, and finishing cold and hot desserts.	
Unit Level: 2	Guided Learning Hours (GLH): 20 Hours	Credit Value: 2 Credits (1 credit is 10 hours total study/TQT)
Unit Assessment is by:	Recipe log and practical examination.	
Learning Outcome 1	Prepare ingredients and mix to make cold and hot desserts.	
Assessment Criteria		
1.1 Select the correct ingredients for the chosen recipe.		
1.2 Select correct tools and equipment for given preparation methods.		
1.3 Ensure tools and equipment are hygienic and ready for use.		
1.4 Combine ingredients to meet the requirements of the recipe in terms of colour, texture, taste, and consistency.		
1.5 Make adjustments during preparation to ensure they meet the requirements of the dish/item in terms of colour, texture, taste or consistency.		
Learning Outcome 2	Cook and finish cold and hot desserts.	
Assessment Criteria		
2.1 Cook cold and hot desserts to meet the requirements of the dish in terms of colour and texture.		
2.2 Select the correct cooking temperature for the dish/item.		
2.3 Serve or hold cold and hot desserts at correct temperature.		

9. Sample Assessments

Assessment Example 1

Unit	Kitchen Practices
Unit No.	PKP
Assessment type	Practical examination
Time allowed	To be agreed with CTH at least 6 weeks in advance.

Sample Instructions

The Level 2 Award in Pastry Skills has a practical examination assessment methodology. The four units are each assessed via a practical examination; the units are assessed via two practical examinations. All units must be passed to achieve the qualification.

It is the Centre's responsibility to write the assessment tasks for the practical exams, with Level 2 items selected to cover the learning outcomes / assessment criteria of each unit. The time allowed by Centres to learners to complete the exams should be appropriate to the dishes chosen, in a time-constrained situation. Centres must submit the practical examination instructions to CTH for approval 6 weeks prior to the proposed exam date/s.

The assessment tasks of each practical examination must include items from the units outlined below:

Practical Examination 1			
	Units	Dishes and Tasks Expected	Portions/Quantity
2BP	Producing basic pastries	One pastry item	4 portions
PKP	Kitchen Practices	N/A	N/A
2BD	Producing basic hot and cold desserts	One hot or cold dessert	4 portions

Practical Examination 2			
	Units	Dishes and Tasks Expected	Portions/Quantity
2BCBB	Producing Basic Cakes, Biscuits and Breads	One cake or one biscuit and one bread	4 portions of each
PKP	Kitchen Practices	N/A	N/A

Unit PKP (Kitchen Practices) will be assessed in both practical examinations.

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

Assessment Instructions

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

Your role

- Ensure learners understand what is to be assessed and how it is to be assessed.
- Ensure the conditions and resources required for assessment are available.
- Observe and record learners carrying out the activities in order to achieve learning outcomes and assessment criteria - records should say what has been observed, how it was carried out, and what it demonstrates.
- Assess products of the learner's own work.
- Question learners and record results.
- Help learners to present evidence.
- Check the evidence learners provide.
- Judge evidence and make assessment decisions.
- Identify gaps or shortfalls in learners' competence.
- Provide feedback to learners throughout the assessment process.
- Record achievement.

Learners' role

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

Planning

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

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

Methods of Assessment

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

Observation

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

- Working alongside the learner.
- Arranging to visit when naturally occurring activities are carried out by the learner.
- Arranging for activities to take place.

Observation by the assessor can often be supplemented by other types of assessment methods such as questioning, pictures of produced items or video of learners in exam conditions. For example, asking oral questions of learners at an appropriate time as they carry out naturally occurring activities. For example:

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

Observation by the assessor can be used to generate evidence for more than one and can provide excellent opportunities to integrate evidence.

Product evaluation

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

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

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

Submission of Evidence: Requirements

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

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

Questioning

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

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

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

Examples of questions:

- Q. Why is it important to implement food safety standards in the kitchen?
- Q. What could happen if you follow health and safety requirements in the kitchen?
- Q. Why would you clean and store your equipment and ingredients away at the end of service?

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

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

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

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