
Qualification Specification

**CTH Level 2 Specialist Award for Chefs
in Health & Social Care**

January 2025

QAN: 603/2227/5

Gold standard qualifications for Hospitality, Culinary & Tourism



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1. Introduction

Overview

The purpose of this document is to explain the aims, structure, size and content of the **Level 2 Specialist Award for Chefs in Health and Social Care**.

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:

- Develops an awareness of diet and appetite issues that may arise in care setting.
- Covers the importance of nutrition and hydration in maintaining health and wellbeing.
- Explains the needs of Dysphagia sufferers and how this condition impacts diets and menus.
- Provides students with the skills required to work in a professional kitchen in care homes or hospitals.
- Develops students' cooking skills, their understanding of types of purees and the IDDSI framework.

Access and Entry Requirements

Students who intend to undertake the CTH Level 2 Specialist Award for Chefs in Health and Social Care should already be working in a suitable professional kitchen. Centres must ensure that students have the potential and opportunity to learn, progress and gain the qualification successfully.

CTH approved centres will assess all applicants to ensure they are able to meet the demands of the course.

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

Centre Staffing

Staff delivering and assessing the CTH Level 2 Specialist Award for Chefs in Health and Social Care should be completely familiar with current practice standards in the sector, have a clear understanding of the IDDSI Framework and have experience of cooking at or above the level to be delivered as a minimum.

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.



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 and include equipment related to the making of different types of IDDSI purees. 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.
- Have received training in the different types of purees related to the IDDSI framework and the specialist equipment to use.
- Hold a recognised culinary qualification at least at the level of this qualification (Level 2 in England or equivalent professional qualification). Teaching and/or assessment qualifications are an advantage.
- Subject tutors will also be able to maintain current subject knowledge, developed through continuing professional development.

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



Textbooks

Students must have access to a range of cookery and food related books and resources.

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.

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.

Assessments Submission

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

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

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

Resit Opportunities

Practical Exams

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

Online/paper-based Exam

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

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 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 603/2227/5. 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 90 hours of TQT (Total Qualification Time), of which 65 are Guided Learning Hours (GLH). Therefore, this Award normally requires programmes of study that have been designed to include a minimum of the Guided Learning Hours shown above:

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

Definitions:

- **Guided Learning Hours – GLH**

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

- **Total Qualification Time – TQT**

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

The following activities are indicative of those included in TQT:

- Guided Learning (GLH) when the tutor is present, e.g. cookery demonstrations, practical's, formal classes, lectures, seminars, tutorials, supervised assessment (e.g. exams or observed practical assessments).
- Independent and unsupervised learning or research.
- Unsupervised coursework, or directed activity.
- Watching pre-recorded webinars or podcasts.
- Compiling a portfolio of evidence.
- Self-study, visits, revision and time spent on written assignments.

Candidates completing this qualification should be able to demonstrate their ability as independent learners.

Qualification Level

This qualification is at

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

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



Level 2 Knowledge descriptor:

The holder...

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

Level 2 Skills descriptor:

The holder can...

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

The qualification, units and TQT for the CTH Level 2 Specialist Award for Chefs in Health and Social Care are set out in the following table. Further details of each unit are included later in the specification.

Level 2 Specialist Award for Chefs in Health & Social Care						
Students must achieve:						
<ul style="list-style-type: none"> Both units, providing 9 credits, all of which are at level 2. 						
Credit Value (CV): 9				QAN: 603/2227/5		
Guided Learning Hours (GLH) for qualification: 65 Hours				Total Qualification Time (TQT) for qualification: 90 Hours		
Mandatory Units						
Unit Code	Unit Title	L	CV	GLH	URN	Assessment Method
2NH	Nutrition and Hydration	2	2	20	R/617/4829	Online theory test
2FMHCS	Food Modification in Health Care Settings	2	7	45	J/617/4830	Online theory test and practical examinations
Specialist Award Total (2 units)			9	65		

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 Learning Outcome 2 of unit 2FMHCS (Food Modification in Health Care Settings) which is assessed by practical examinations.

Practical assessments (unit 2FMHCS, Learning Outcome 2)

The practical examinations are all marked as either Fail or Pass.

When assessing this unit, 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.

Online Theory Test

The online test will assess the Learning Outcome 1 of unit 2FMHCS (Food Modification in Health Care Settings), as well as all Learning Outcomes of the Nutrition and Hydration (2NH) unit. This theory exam is a pass-fail test and no grade will be awarded for it. A pass mark of 70% is required to successfully pass the test.

Qualification Grading

Individual units are graded as either Fail or Pass. The overall qualification is not subject to grading.

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.

7. Assessment Methodology

The units of the CTH Level 2 Specialist Award for Chefs in Health and Social Care are assessed by one online theory test and three practical examinations. The online theory test will cover all the learning outcomes of the Nutrition and Hydration unit, plus the learning outcome 1 of the Food Modification in Health Care Settings unit. The practical examinations will only cover the learning outcome 2 of the Food Modification in Health Care Settings unit. All exams must be passed to achieve the qualification.

Centres staff are responsible for setting the practical examinations, the content of 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 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

Nutrition and Hydration				
Ofqual Unit Ref No.	R/617/4829	CTH Unit Ref:	2NH	
Unit Purpose and Aim(s)	In this unit, the learner will develop an understanding of how nutrition and hydration impact health and wellbeing, the essential components of food and drink and how nutritional requirements differ between different population groups. The learner will also know the roles of a multi-professional team and the guidelines they need to adhere to in a health and social care setting.			
Unit Level	2			
Unit Size	Guided Learning Hours (GLH)	20 Hours	Credit Value: (1 credit is 10 hours total study/TQT)	2 Credits
Unit Assessment is by:	Online theory test.			
Learning Outcome 1	Understand the impact of nutrition and hydration on health and wellbeing.			
Assessment Criteria				
1.1 Explain nutrition and hydration requirements to maintain health and wellbeing. 1.2 Identify the types of fluids that help to maintain hydration. 1.3 Explain factors that can affect nutritional intake. 1.4 Identify causes of malnutrition. 1.5 Explain the consequences of malnutrition. 1.6 Explain the consequences of dehydration and chronic dehydration.				
Learning Outcome 2	Know about nutrition and hydration for population subgroups.			
Assessment Criteria				
2.1 Explain the specific nutritional requirements of different population subgroups. 2.2 Identify the factors affecting nutritional intake of subgroups. 2.3 Explain common nutritional terminology. 2.4 Explain the importance of understanding dietary needs for population subgroups.				
Learning Outcome 3	Know the roles of a multidisciplinary teams, national standards and guidelines.			
Assessment Criteria				
3.1 List the types of multidisciplinary teams who have different areas of expertise when dealing with those suffering from dysphagia. 3.2 Describe the specialist services provided by each type of multidisciplinary team. 3.3 Outline potential challenges of working within multidisciplinary teams. 3.4 Identify the function of standards and National guidelines. 3.5 Identify key national organisations that have contributed to hospital food and residential care homes food standards.				



Food Modification in Health Care Settings

Ofqual Unit Ref No.	J/617/4830	CTH Unit Ref:	2FMHCS	
Unit Purpose and Aim(s)	In this unit the learner will understand the importance of appetite and menu planning when preparing, cooking and finishing food for people who may suffer a range of illnesses causing Dysphagia that require the food they eat to be modified and / or enriched.			
Unit Level	2			
Unit Size	Guided Learning Hours (GLH)	45 Hours	Credit Value: (1 credit is 10 hours total study/TQT)	7 Credits
Unit Assessment is by:	Online theory test and practical examinations.			
Learning Outcome 1	Understand the impact of Dysphagia on patients or residents.			

Assessment Criteria

- 1.1 State what is meant by the term Dysphagia.
- 1.2 Explain the factors that influence eating behaviours.
- 1.3 Understand how to adapt menus to support care plans and diet sheets for those requiring texture modified diets.
- 1.4 Describe the condition of Dysphagia; its causes and its impact on sufferers.
- 1.5 Identify the symptoms of Dysphagia.
- 1.6 Explain how Dysphagia affects the health and well-being of sufferers.
- 1.7 State the definitions of types and texture of food needed by individuals who have Dysphagia – IDDSI Framework (3 to 7).
- 1.8 Identify the factors to consider when modifying food and fluids for different groups.
- 1.9 Explain how the nutritional value of food can be enriched.

Learning Outcome 2	Plan, prepare, cook and finish food for patients or residents suffering from Dysphagia.
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Assessment Criteria

- 2.1 Liaise with health care professionals to ensure that individual needs are met.
- 2.2 Plan menus to support the types and textures required of those suffering from Dysphagia.
- 2.3 Understand the cost implications of modifying food for patients or residents suffering from Dysphagia.
- 2.4 Identify and use suitable equipment when preparing and cooking food.
- 2.5 Ensure the ingredients of the dish are of the correct quality and quantity.
- 2.6 Use catering practices that help to maintain the nutritional value of food.
- 2.7 Finish food for specific types and textures for differing Dysphagia dietary needs.
- 2.8 Maintain safe and hygienic practices when preparing, cooking and holding hot or cold food.
- 2.9 Ensure that modified food is presented to stimulate appetite of those suffering with Dysphagia.
- 2.10 Ensure records of individual needs are maintained and available for authorised people.
- 2.11 Seek additional help where specific needs to maintain nutritional values, hydration and fortification are outside of normal responsibility or expertise.

9. Sample Assessments

Practical Examination

Students will be required to produce dishes in a real kitchen environment to demonstrate they have met the requirements of the assessment criteria. The Practical Examinations are internally written, internally assessed and externally verified by a CTH External Verifier who will either visit the centre to observe the practical examination or assess remotely through Skype, and analyse the assessment and internal verifiers mark schemes for consistency of application of marks in applying CTH standards.

There will be three separate practical examinations in which students will be asked to demonstrate their ability to cook and prepare one or more dishes following the IDDSI grading framework.

Theory/online Examination

Learners will take one single theory test based on unit 2NH (Nutrition and Hydration) LOs 1, 2 and 3, and on Learning Outcome 1 of unit 2FMHCS (Food Modification in Health Care Settings). The questions will be related to the assessment criteria and unit content of each relevant learning outcome.

Sample questions:

Q. A 'diet of varying consistency for people suffering from swallowing difficulties' is a description of what?

- A. Acid reflux
- B. Epiglottitis
- C. Dysphagia
- Esophagitis

Q. A supplement of vitamin D is suggested for those aged over 65 because it is needed to help with absorption of which of the following nutrients?

- A. Beta Carotene
- B. Iodine
- C. Calcium
- Magnesium

Q. Which is the psychological factor that may affect nutritional intake?



- A. Diabetes
 - B. Depression
 - C. Cancer
- Religious beliefs

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

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