
Qualification Specification

**CTH Level 3 Diploma in Professional
Cookery - Confectionery and Patisserie**

January 2025

QAN: 603/6594/8



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1. Introduction

Overview

The purpose of this qualification specification is to explain the aims, size, structure and content of the **CTH Level 3 Diploma in Professional Cookery – Confectionery and Patisserie**,

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. Sample assessments are included together with details of how to contact CTH.

Purpose of the Qualification

The purpose is to provide a qualification that:

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

Access & Entry Requirements

Requirements		Recommended Admission Requirements
All Learners	✓ Minimum Age	16 at enrolment.
	✓ English Language	All learners without English as a first language must have a level of English sufficient to enable them to complete written assessments, produce recipe logs, costings, and time plans in English. Understanding of Harvard Referencing to complete units assessed by assignment/project.
	✓ Education ✓ Background/Suitability	Applicants should have an internationally recognised UK-Level 2 Culinary Certificate or Diploma (or overseas qualification equivalent to Ofqual Level 2) in Patisserie. Applicants without the Level 2 patisserie qualifications above may be able to enrol onto this qualification if they have significant culinary experience as a commis chef or chef de partie in the patisserie section of a professional kitchen of reputable establishments.



	✓ Equipment	Learners must have access to suitable PPE (chef's whites, headwear, and safety shoes) along with their own set of knives.
	✓ Technology	Learners must have access to a device with a camera when taking the test online. It is currently not possible to take the online test using a mobile phone or tablet.



2. Centre Approval Requirements

Centre Approval

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

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

Resources & Teaching Facilities

A professional kitchen environment, including associated food storage areas is essential for the delivery of this qualification. The kitchen may take the form of a full production kitchen and/or a skills-based kitchen. These would need to be completely furnished with the professional equipment and tools to teach professional cookery at this level. A cookery demonstration area would also be an advantage. Access to a range of cookery and food related books is essential. Centres will need to meet these specialist resource requirements when they seek approval from CTH.

CTH aims to support centres by providing examples of recipes and combinations of dishes on the CTH members website that meet the grading criteria at each level, as it is important that centres delivering CTH qualifications understand the requirements fully for each level. In general, Level 3 expectations are for an increased range of cooking techniques and more complex dishes than a Level 2 qualification. For example, an assortment of bread rolls is at Level 2 whereas croissants would be Level 3 items due to the complexity of preparation and cooking methods.

Centre Staffing

Staff delivering and assessing the Level 3 Diploma in Professional Cookery – Confectionery and Patisserie should be completely familiar with current practice standards in the sector and have experience of cooking at or above the level to be delivered as a minimum. Ideally, the teaching staff should have had experience as a Sous Chef at high standard establishments such as 5-star hotels.

A teaching qualification, experience of teaching and a professional qualification in the subject taught, at one level higher than the level taught, is also desirable. CTH will require the CV's of



all teaching staff when the centre seeks approval to deliver the qualification. CTH will invalidate assessments undertaken by staff whose CV has not been provided to CTH. Assessment and Internal Verifier training is available for staff new to delivering CTH qualifications.

Continuing Professional Development

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

Delivery Strategies (Practical Units)

This qualification is primarily practical in structure and it is important that the teaching reflects this. It has been designed to be delivered in a teaching environment with equipment outlined in this document. It is not designed to be delivered in the workplace.

Students must have the opportunity to explore cuisine through the preparation and cooking of a range of dishes, which cover the full spectrum of the curriculum and menu structures, enabling students to develop the skills to take their assessments. Students need to experience through demonstration and practical work all the key elements of cooking for which they are being assessed. Students will be required to follow professional, safe and hygienic practices at all times.

The Delivery and Assessment Handbook supplied to approved centres includes indicative content for each Learning Outcome and Assessment Criterion, showing the minimum requirement to be covered by the time the unit is completed. Teachers should ensure that practical work carried out by the students fully reflects the purpose of the unit to be assessed and covers the unit content requirements.

Students will need to build an electronic portfolio of evidence to demonstrate their skills level. This should be made up of recipes which have been produced during the length of the course. Recipes should include ingredients, methods, a picture of the completed dish held by the student, students' notes, assessor's feedback and unit content covered when making the dish.

Centres need to show, on each recipe making up the portfolio, and on each exam marking sheet, what unit content was covered. The recipe log template is available on the CTH member website.



3. Resources Required

Centre Kitchens

A commercial kitchen environment, including associated food storage areas is essential for the delivery of this qualification. The kitchen may take the form of a full production kitchen and/or a skills-based kitchen. A cookery demonstration area would also be an advantage. These would need to be completely furnished with the professional equipment and tools to teach professional cookery at this level. A list of recommended equipment is available from CTH by emailing info@cthawards.com.

Student Equipment

Students will be required to wear suitable protective clothing (PPE) during all practical sessions throughout the course to meet the requirements of the Food Safety Act 1990 (or similar legislation). Chef's whites, headwear and safety shoes would be the preferred option. Knives will be an essential requirement of the course and provision of a personal set will be necessary. These could be made available through the centre to ensure suitability.

Teaching Staff

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

- Be occupationally competent and technically knowledgeable in the area for which they are teaching
- Have recent relevant experience in the specific area that they will be assessing or verifying
- Hold a recognised culinary qualification at least at the level of this qualification (Level 3 in England or equivalent professional qualification). Teaching and/or assessment qualifications are an advantage
- Subject tutors will also be able to maintain current subject knowledge, developed through continuing professional development.

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



Textbooks

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

CTH Resources

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

Computer Facilities with Internet Access, Printers

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



4. CTH Support

CTH employs specialist staff with both considerable culinary experience and assessment expertise, who are available to offer advice and guidance to both prospective and approved centres. A skype conversation forms part of the accreditation process to ensure a full understanding of the requirements for the qualification and to assist with planning activities.

CTH Delivery and Assessment Handbook

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

Recommended Resources

1. Professional Patisserie: For Levels 2, 3 and Professional Chefs
Publisher: Hodder Education; UK ed. edition (27 Sept. 2013)
ISBN-10: 1444196448
2. French Pâtisserie: Master Recipes and Techniques from the Ferrandi School of Culinary Arts
Publisher: AVA Publishing SA; 01 edition (26 Oct. 2017)
ISBN-10: 2080203185
3. Patisserie: A Masterclass in Classic and Contemporary Patisserie
by William Curley (Author), Suzue Curley (Author)
Publisher: Jacqui Small; 01 edition (22 May 2014)
ISBN-10: 1909342211
4. Larousse Patisserie and Baking
Publisher: Hamlyn; 01 edition (3 Sept. 2020)
ISBN-10: 0600636208

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 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 603/6594/8. 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 500 hours of TQT (Total Qualification Time), of which 420 are Guided Learning Hours (GLH). Therefore, this Diploma normally requires programmes of study that have been designed to include a minimum of the Guided Learning Hours shown above:

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

Definitions:

- **Guided Learning Hours – GLH**
This is the amount of time the average student is expected to spend in supervised learning and practice but may vary by student.



- **Total Qualification Time – TQT**

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

The following activities are indicative of those included in TQT:

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

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

Qualification Level

This qualification is at

- Level 3 on the Regulated Qualifications Framework in England (RQF).

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

Level 3 Knowledge descriptor:
The holder...

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

Level 3 Skills descriptor:
The holder can...

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



Qualification Structure

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

CTH Level 3 Diploma in Professional Cookery - Confectionery and Patisserie					
For the Diploma, students must achieve:					
<ul style="list-style-type: none"> All 8 mandatory units, providing a combined 50 credits, all at level 3 					
Credit Value (CV): 50			QAN: 603/6594/8		
Guided Learning Hours (GLH) for Qualification: 420			Total Qualification Time (TQT) for Qualification: 500		
Mandatory Units					
Unit Code	Unit Title	L	CV	GLH	Assessment Method
PCCHD	Techniques and skills in producing frozen, cold and hot desserts	3	5	42	<ul style="list-style-type: none"> One recipe log Two practical exams
PCBBP	Techniques and skills in baking and baked products	3	5	42	
PCDP	Techniques and skills in producing fermented dough products	3	5	42	
PCDDI	Techniques and skills in producing decorative and display items	3	10	84	
PCPPP	Techniques and skills in producing paste products and petits fours	3	10	84	
PCSS	Food safety practices in the preparation, service and storage of food	3	5	42	Written assignment
PCKO	Kitchen organisation	3	5	42	Written assignment
PCSPS	Supervising the professional kitchen	3	5	42	Written assignment
Diploma Total (8 units)			50	420	

This qualification provides for progression to other qualifications, particularly to CTH's culinary qualifications at Level 4. Further details of articulation agreements with universities can be obtained via the CTH website at: <http://www.cthawards.com>

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.

Units assessed by Practical Examinations

The practical units of this qualification are all assessed by practical examinations and are graded either as fail, pass, merit or distinction. They will therefore not be marked out of 100 marks.

When assessing these units, Centre Markers must make sure students prepare, cook and deliver successfully all parts of the dishes involved in each unit before allocating an overall Pass, Merit or Distinction grade.

Units assessed by Assignments

Three units are assessed by written assignments. 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

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.

Mark sheets for all units are available on the CTH member website in one Excel document.

Qualification Grading

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

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



7. Assessment Methodology

The CTH Level 3 Diploma in Professional Cookery – Confectionery and Patisserie has an assessment methodology of both practical examinations and written assignments.

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 (5) will be assessed within two practical exams. The other three units will be assessed individually by assignments. All units must be passed to achieve the qualification.

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



8. Qualification Units

Techniques and Skills in Producing Frozen, Cold and Hot Desserts		PCCHD
Unit Purpose and Aim(s)	This unit aims to develop the skills required to producing frozen cold and hot desserts using a range of techniques using precision speed and control in existing skills and develop more advanced skills and techniques. Students will be expected to demonstrate that they can select, correct use, maintain and store all equipment including any specialised tools.	
Unit Level: 3	Guided Learning Hours (GLH): 42 Hours	Credit Value: 5 Credits (1 credit is 10 hours total study/TQT)
Unit Assessment is by:	Recipe log and practical examination.	
Learning Outcome 1	Prepare frozen, cold and hot desserts for cooking and finishing using a range of techniques and skills.	
Assessment Criteria		
<ol style="list-style-type: none">1.1 Select the type and quantity of ingredients required for the dish.1.2 Check the ingredients to ensure they meet requirements and quality standards.1.3 Select preparation methods suitable for the requirements of the dish.1.4 Prepare the ingredients to maintain the quality and meet the requirements of the dish.		
Learning Outcome 2	Cook frozen, cold and hot desserts for finishing using a range of techniques and skills.	
Assessment Criteria		
<ol style="list-style-type: none">2.1 Select methods of cookery which meet the requirements of the dish.2.2 Use methods of cookery which meet the requirements of the dish.		
Learning Outcome 3	Finish frozen, cold and hot desserts using a range of techniques and skills.	
Assessment Criteria		
<ol style="list-style-type: none">3.1 Finish the dish to agreed quality standard.3.2 Serve the finished dish to agreed quality standard and at an appropriate temperature.3.3 Demonstrate professional, safe and hygienic kitchen practices.		



Techniques and Skills in Baking and Baked Products		PCBBP
Unit Purpose and Aim(s)	This unit aims to develop the skills and techniques and skill required in producing baking and baked products using a range of techniques using precision speed and control in existing skills and develop more advanced skills and techniques. Students will be expected to demonstrate that they can select, correct use, maintain and store all equipment including any specialised tools.	
Unit Level: 3	Guided Learning Hours (GLH): 42 Hours	Credit Value: 5 Credits (1 credit is 10 hours total study/TQT)
Unit Assessment is by:	Recipe log and practical examination.	
Learning Outcome 1	Prepare baked products for cooking and finishing using a range of techniques and skills.	
Assessment Criteria		
1.1 Select the type and quantity of ingredients required for the baked product. 1.2 Check the ingredients to ensure they meet requirements and quality standards. 1.3 Select preparation methods suitable for the requirements of the baked product. 1.4 Prepare the ingredients to maintain the quality and meet the requirements of the baked product.		
Learning Outcome 2	Cook baked products for finishing using a range of techniques and skills.	
Assessment Criteria		
2.1 Select methods of cookery which meet the requirements of the baked product. 2.2 Use methods of cookery which meet the requirements of the baked product.		
Learning Outcome 3	Finish baked products using a range of techniques and skills.	
Assessment Criteria		
3.1 Finish the baked product to agreed quality standard. 3.2 Serve the finished dish in an appropriate manner. 3.3 Demonstrate professional, safe and hygienic kitchen practices.		



Techniques and Skills in Producing Fermented Dough Products		PCDP
Unit Purpose and Aim(s)	This unit aims to develop the skills required to prepare, cook and finish fermented dough products using a range of techniques and equipment. Students are expected to demonstrate precision when completing tasks.	
Unit Level: 3	Guided Learning Hours (GLH): 84 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 fermented dough goods for cooking and finishing using a range of techniques and skills.	
Assessment Criteria		
1.1 Select the type and quantity of ingredients required for the product. 1.2 Check the ingredients to ensure they meet quality standards. 1.3 Select preparation methods suitable for the requirements of the product. 1.4 Prepare the ingredients to maintain the quality and meet the requirements of the product.		
Learning Outcome 2	Cook fermented dough goods for finishing using a range of techniques and skills.	
Assessment Criteria		
2.1 Select methods of cookery which meet the requirements of the type of product. 2.2 Use methods of cookery which meet the requirements of the product.		
Learning Outcome 3	Finish fermented dough goods using a range of techniques and skills.	
Assessment Criteria		
3.1 Finish the dish in a profession manner. 3.2 Serve the finished dish in an appropriate manner. 3.3 Demonstrate professional, safe and hygienic kitchen practices.		



Techniques and Skills in Producing Decorative and Display Items		PCDDI
Unit Purpose and Aim(s)	This unit aims to develop the skills required to produce a range of decorative items and display pieces using different techniques and equipment. Students will be expected to demonstrate precision and work to timescales when completing tasks.	
Unit Level: 3	Guided Learning Hours (GLH): 84 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	Be able to in produce decorative and display items.	
Assessment Criteria		
1.1 Demonstrate professional, safe and hygienic kitchen practices. 1.2 Plan and design decorative item to maintain quality and meet the requirements of the item or product. 1.3 Produce decorative and display items to design specification. 1.4 Check quality of decorative and display items during production.		
Learning Outcome 2	Be able to finish decorative and display items.	
Assessment Criteria		
2.1 Finish decorative and display pieces using different techniques. 2.2 Check quality of finished items and display items to specifications. 2.3 Store decorative and display items correctly.		



Techniques and Skills in Producing Paste Products and Petits Fours		PCPPP
Unit Purpose and Aim(s)	This unit aims to develop the skills required to produce a range of paste products and petit fours using a range of techniques and equipment. Students will be expected to demonstrate precision and work to timescales when completing tasks.	
Unit Level: 3	Guided Learning Hours (GLH): 84 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	Be able to produce paste products and petits fours.	
Assessment Criteria		
<ol style="list-style-type: none">1.1 Select the type and quantity of ingredients for the product.1.2 Check the ingredients to ensure they meet quality standards.1.3 Select suitable preparation methods for the required product(s).1.4 Prepare the ingredients to maintain the quality and meet the requirements of the product(s).		
Learning Outcome 2	Be able to finish Paste Products and Petit Fours	
Assessment Criteria		
<ol style="list-style-type: none">2.1 Finish the products in an appropriate manner.2.2 Check the finished products meet the requirements.2.3 Serve the finished products to meet service requirements.2.4 Demonstrate professional, safe and hygienic kitchen practices.		



Food Safety Practices in the Preparation, Service and Storage of Food		PCSS
Unit Purpose and Aim(s)	This unit aims to ensure students are trained to understand the legislative requirement of a food safety management system that is based on HACCP.	
Unit Level: 3	Guided Learning Hours (GLH): 84 Hours	Credit Value: 10 Credits (1 credit is 10 hours total study/TQT)
Unit Assessment is by:	Written assignment.	
Learning Outcome 1	Identify the requirements of maintaining food safety practices in the preparation, service and storage of food.	
Assessment Criteria		
<ul style="list-style-type: none">1.1 Describe a range of legislation relevant to food safety.1.2 Explain a range of measures to ensure food safety in the preparation of food.1.3 Explain a range of measures to ensure food safety in the service of food.1.4 Explain a range of measures to ensure food safety in the storage of food.		
Learning Outcome 2	Develop plans to ensure food safety practices are maintained in the preparation, service and storage of food.	
Assessment Criteria		
<ul style="list-style-type: none">2.1 Explain how compliance with legislation can be monitored.2.2 Develop plans to ensure food safety in the preparation of food.2.3 Develop plans to ensure food safety in the service of food.2.4 Develop plans to ensure food safety in the storage of food.		
Learning Outcome 3	Understand how to maintain and manage food safety practices in the preparation, service and storage of food.	
Assessment Criteria		
<ul style="list-style-type: none">3.1 Explain the potential effects of non-compliance.3.2 Identify and explain methods of control measures for monitoring food safety.3.3 Identify and explain a range of food safety management systems.		



Kitchen Organisation		PCKO
Unit Purpose and Aim(s)	This unit aims to develop the students' knowledge and understanding of different types of food production kitchens, the workflow, costs implications and impacts of these on menu planning and costs.	
Unit Level: 3	Guided Learning Hours (GLH): 42 Hours	Credit Value: 5 Credits (1 credit is 10 hours total study/TQT)
Unit Assessment is by:	Written assignment.	
Learning Outcome 1	Investigate kitchen production systems.	
Assessment Criteria		
1.1 Identify and explain the features of a range of kitchen production systems. 1.2 Identify and explain the suitability of systems through analysis of a wide range of components.		
Learning Outcome 2	Examine the structure of kitchen staff organisation.	
Assessment Criteria		
2.1 Describe a range of staffing structures suitable for a food production environment. 2.2 Identify and explain the suitability and appropriateness of staffing structures to a variety of situations.		
Learning Outcome 3	Analyse the workflow within an operating kitchen environment.	
Assessment Criteria		
3.1 Analyse the workflow in a food production environment. 3.2 Identify and explain the limitations kitchen design may have on workflow.		
Learning Outcome 4	Describe the influencing factors on workflow in an operating kitchen environment.	
Assessment Criteria		
4.1 Identify and explain factors which influence workflow. 4.2 Examine the impact on workflow of a range of influencing factors.		



Supervising the Professional Kitchen		PCSPS
Unit Purpose and Aim(s)	This unit aims to develop the students' knowledge and understanding of supervising resources, a range of staff and the ensuring the profit margins are monitored and maintained.	
Unit Level: 3	Guided Learning Hours (GLH): 42 Hours	Credit Value: 5 Credits (1 credit is 10 hours total study/TQT)
Unit Assessment is by:	Written assignment.	
Learning Outcome 1	Brief, coach and train others to maximise their performance and to deliver high quality dishes and menu items.	
Assessment Criteria		
<ol style="list-style-type: none">1.1 Ensure culinary standards are achieved to produce quality dishes in line with department requirements.1.2 Provide training that meet identified needs.1.3 Allocate and direct work to meet performance targets and quality standards.1.4 Manage underperformance, and in accordance with organisational requirement.		
Learning Outcome 2	Understand how to build teams, positively motivate others and influence the behaviour of team members.	
Assessment Criteria		
<ol style="list-style-type: none">2.1 Support team members and ensure dishes provided are of high quality, delivered on time and as described on menus.2.2 Motivate and inspire others to perform their roles to their best in line with department requirements.2.3 Share experiences and knowledge to enable team members to develop their skills, knowledge and techniques.2.4 Allocate work to ensure operational efficiency.2.5 Monitor the standards of work and behaviour of staff.		
Learning Outcome 3	Understand the principles of profit and loss; and recognise how to support the overall financial performance of the department through operating effectively to reduce wastage and deliver profit margins.	
Assessment Criteria		
<ol style="list-style-type: none">3.1 Monitor costs, use forecasts to set realistic targets and effectively control resource allocation.3.2 Actively use techniques and respond to opportunities that help improve business performance, revenue and profit margins.		
Learning Outcome 4	Describe the principles of supply chain management, sustainable procurement and working practices in the kitchen.	
Assessment Criteria		
<ol style="list-style-type: none">4.1 Implement sustainable procurement practices, minimise wastage and minimise resource allocation.4.2 Encourage and support others to use sustainable working practices.		

9. Sample Assessments

Assessment Example 1 – Practical Examination

Units	PCCHD: Techniques and Skills in Producing Frozen, Cold and Hot Desserts PCBBP: Techniques and Skills in Baking and Baked Products PCDDI: Techniques and Skills in Producing Decorative and Display Items
Assessment type	Practical examination

Sample Instructions

1. PCCHD: Techniques and skills in producing frozen, cold and hot desserts: one of each dessert must be produced (frozen, cold and hot).
2. PCBBP: Techniques and skills in baking and baked products: two different products must be produced.
3. PCDDI: Techniques and skills in producing decorative and display items: decorative items can be incorporated in the assessment of other units. One display item must be produced.

For the Practical exam above, students are required to produce the following additional evidence:

1. A time plan that shows their planning and organisational skills.
2. A costed ingredient request form (costing) to demonstrate their ability to order the food required to prepare the dishes they are asked to cook during the exams.

All products should be presented on time to the assessor(s)/teacher(s) to be marked.

Important note: Whenever more than one unit is assessed in a practical exam, all units must be passed in order for the learner to be awarded. If one unit within the combined exam receives a fail grade, the student must resit the practical examination in its entirety.

Assessment Example 2

Unit	Food safety practices in the preparation, service and storage of food
Unit Ref. No.	L/508/0678
Assessment type	Written assignment



Sample Instructions

Students must base their assignments on their own working practice in their place of work or in organisations that are known to them. They must show their knowledge and understanding of the unit of assessment and any recommended reading.

Assignments must:

- Include evidence that shows that the student meets all the Learning Outcomes and Assessment Criteria of the unit.
- Include a brief introduction to the assignment.
- Include an analysis and evaluation of the topic they discuss and facts should be used to support conclusions and recommendations.
- Make clear connections between theory and practice.
- Provide a demonstration of the practical application of theory in the workplace.
- Cite references in accordance with the Harvard System.
- Be presented in report format.
- Be within 10% of the required word count.
- May include additional information (e.g. working notes and calculations) which should be added as supplementary appendices to the report.

One electronic copy of the final assignment report should be submitted. This should include a front cover page with the student's and Centre Marker's declaration.

Assignment Task

Students are required to select organisations within the Hospitality and Catering Industry and prepare a 3,000-word report discussing how food safety is managed with particular reference to the following areas:

- The requirements of maintaining food safety.
- Developing plans to maintain food safety.
- Managing and maintaining food safety practices.

Outline

Students are required to conduct relevant and adequate primary and secondary research on the different hospitality and catering areas. The student should therefore be able to visit the selected organisations.

Students should include a brief introduction to the organisations they have selected in terms of the size, customers, services, products and future plans.

The following areas should be evaluated in detail supported by examples quoted from the selected organisations.



Identify the requirements of maintaining food safety practices in the preparation, service and storage of food.

- Describe a range of legislation relevant to food safety.
- Explain a range of measures to ensure food safety in the preparation of food.
- Explain a range of measures to ensure food safety in the service of food.
- Explain a range of measures to ensure food safety in the storage of food.

Develop plans to ensure food safety practices are maintained in the preparation, service and storage of food.

- Explain how compliance with legislation can be monitored.
- Develop plans to ensure food safety in the preparation of food.
- Develop plans to ensure food safety in the service of food.
- Develop plans to ensure food safety in the storage of food.

Understand how to maintain and manage food safety practices in the preparation, service and storage of food.

- Explain the potential effects of non-compliance.
- Identify and explain methods of control measures for monitoring food safety.
- Identify and explain a range of food safety management systems.

Students should demonstrate application of theory and knowledge to their chosen organisation and ensure they have addressed the assessment criteria outlined in the following tables. The analysis should be concluded with detailed and well-justified recommendations; relevant examples can also be used. The secondary research undertaken should be appended to this assignment.



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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