
Qualification Specification

**CTH Level 3 Diploma in Professional
Cookery**

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QAN: 610/6999/1



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1. Introduction

Overview

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

This document includes the learning outcomes and assessment criteria for each unit. There is guidance relating to centre approval, learning and teaching and assessment strategies. 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 learners with the skills required to work in a professional kitchen.
- Develops learners' cooking skills.
- Develops the learners' ability to integrate cooking skills in order to produce a variety of dishes.
- Develops the learners' ability to evaluate their own cooking.
- Develops the learners' time management, hygiene, safety and personal appearance skills required of a professional chef.

Access and Entry Requirements

The selection of learners for admission to the CTH Level 3 Diploma in Professional Cookery is at the discretion of individual approved centres, who should ensure that learners are able to complete the qualification successfully.



Requirements		Recommended Admission Requirements
All Learners	✓ Minimum Age	17 at enrolment.
	✓ English Language	All learners without English as a first language must have a level of English sufficient to enable them to complete written assessments, produce recipe logs, costings, and time plans in English. Understanding of Harvard Referencing to complete units assessed by assignment/project.
	✓ Education	Applicants should have an internationally recognised UK-Level 2 Culinary Certificate or Diploma (or overseas qualification equivalent to Ofqual Level 2)
	✓ Background/Suitability	Applicants without the Level 2 culinary qualifications above may be able to enrol onto this qualification if they have significant culinary experience as a commis chef or chef de partie in the professional kitchen of reputable establishments and have worked on different sections.
	✓ Equipment	Learners must have access to suitable PPE (chef's whites, headwear, and safety shoes) along with their own set of knives.
	✓ Technology	Learners must have access to a device with a camera when taking the test online. It is currently not possible to take the online test 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, a purée soup is at Level 2 whereas a Lobster bisque would be a Level 3 soup due to the complexity of preparation and cooking methods.

Centre Staffing

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

A teaching qualification, experience of teaching and a professional qualification in the subject taught, at one level higher than the level taught, is also desirable. CTH will require the CV's of all teaching staff when the centre seeks approval to deliver the qualification. CTH will invalidate assessments undertaken by staff whose CV has not been provided to CTH. Assessment and Internal Verifier training is available for staff new to delivering CTH qualifications.



Continuing Professional Development

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

Delivery Strategies (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.

Learners 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 learners to develop the skills to take their assessments. Learners need to experience through demonstration and practical work all the key elements of cooking 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 (recipe log) 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, 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. 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

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 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

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 virtual conversation forms part of the accreditation process to ensure a full understanding of the requirements for the qualification and to assist with planning activities.

CTH Delivery and Assessment Handbook

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

Recommended Resources

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

Assessment Opportunities

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

Assessment Responsibilities

Centres:

- Devise their own practical exams with suitable Level 3 dishes, which must be sent to CTH for approval 6 weeks in advance of proposed exam date/s.
- Ensure all evidence requirements are met including video footage and Recipe Logs for all learners.
- Mark all practical exams and assignments.

- Internal quality assurance: internally verify the marking of practical exams, recipe logs and assignments, using a sampling approach. Marks to be agreed by both Centre Marker and IV, if different.
- Send agreed internal marks and supporting evidence (all assignments and a specified sample of exam evidence as indicated by the CTH Culinary Examiner) to CTH.

CTH

- Approve centres' examination plans.
- External Quality Assurance: moderation of the mark sheets combined with the evidence for both assignment and practical exams.
- Review marks at an exam board with external examiners.
- Issue transcripts and final certificates.

Examinations:

- All theory examinations are set by CTH, who distribute 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, and 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 learners have demonstrated.
- Assessments and exams show what a student 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 610/6999/1. It is compliant with Ofqual Regulated Qualification Framework (RQF) requirements.

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 450 hours of TQT (Total Qualification Time), of which 350 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, practicals, 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.

Learners 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 generic 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 Level 3.

Level 3 Knowledge descriptor: The holder...	Level 3 Skills descriptor: The holder can...
<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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 Culinary Practice 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					
For the Diploma, learners must achieve a total of 45 credits, all at level 3. <ul style="list-style-type: none"> All 5 mandatory units, providing a combined 25 credits. 5 units from the optional group, providing a combined 20 credits. 					
Credit Value: 45			QAN: 610/6999/1		
Guided Learning hours (GLH) for Qualification: 350			Total Qualification Time (TQT) for Qualification: 450		
Mandatory Units					
Unit Code	Unit Title	L	CV	GLH	Assessment Method
3PCVSS	Techniques and skills in producing complex vegetable dishes, sauces and soups	3	5	40	<ul style="list-style-type: none"> One recipe log Written test for LO1s Two practical exams
3PCPMG	Techniques and skills in producing complex poultry, meat and game dishes	3	5	40	
3PCFFS	Techniques and skills in producing complex fish and shellfish dishes	3	5	40	
3PCCHD	Techniques and skills in producing complex frozen, cold and hot desserts	3	5	40	
3PCBBP	Techniques and skills in producing complex baked products	3	5	40	
Optional Units (to choose 5 units)					
3PCDP	Producing complex dough products	3	4	30	Recipe log and practical exam
3PCFG	Producing complex farinaceous dishes	3	4	30	Recipe log and practical exam
3PCEC	Producing complex ethnic dishes	3	4	30	Recipe log and practical exam
3PCIC	Producing complex international dishes	3	4	30	Recipe log and practical exam
3PCSS	Food safety practices in the preparation, service and storage of food	3	4	30	Written examination
3PCKO	Kitchen organisation	3	4	30	Written examination
3SWM	Sustainability and waste management in the professional kitchen	3	4	30	Written examination



3PCSPS	Supervising the professional kitchen	3	4	30	Written examination
3PCNH	Nutrition and healthier dishes	3	4	30	Assignment
3PCVC	Vegetarian and plant-based cookery	3	4	30	Assignment
Diploma Total (5 mandatory plus 5 optional units)			45	350	

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, whether these units are mandatory or optional.

Mandatory Practical Units

The mandatory 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. The mark sheets for mandatory practical units are provided in an Excel document on the CRH member website. These are completed by centres and externally verified by CTH in conjunction with all other evidence. It is critical that markers provide comments which support their decision.

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

Optional Units

Optional units are assessed either by a practical or by a written examination or assignment. They carry equal weighting and will be marked out of 100 marks and graded as follows:

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

The mark sheets for all units are available in one single Excel spreadsheet which can be found on the CTH member website must be used when marking all practical and assignment. These are completed by centres and externally verified by CTH in conjunction with all other evidence. Optional units assessed by written examinations are directly marked by CTH.

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 3 Diploma in Professional Culinary Practice has an assessment methodology of practical examinations, written examinations and assignments.

Centre 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.

CTH will set and provide all written examination question papers and all assignments. Centres will initially mark and internally verify written examinations and assignments before electronically submitting them to CTH with completed mark sheets for moderation.

Each mandatory unit (5) will be assessed with one theory test and within two practical exams, whereas each optional unit (5) can be assessed independently. Each unit at Diploma level carries an equal weighting within the qualification. All 10 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 Complex Vegetables Dishes, Sauces and Soups		3PCVSS
Unit Purpose and Aim(s)	This unit aims to develop the understanding and skills required to prepare, cook and finish vegetables, sauces and soups using a range of techniques and equipment. Learners are expected to demonstrate precision and work to timescales when completing tasks.	
Unit Level: 3	Guided Learning Hours (GLH): 40 Hours	Credit Value: 5 Credits (1 credit is 10 hours total study/TQT)
Unit Assessment is by:	Recipe log, written examination and practical examination.	
Learning Outcome 1	Understand how to produce complex vegetables dishes, sauces and soups.	
Assessment Criteria		
1.1 Explain the principles of preparing and cooking vegetables, including selection, preparation methods, and cooking techniques used in professional kitchens. 1.2 Explain how different cooking methods affect the flavour, texture, colour, and nutritional value of vegetables. 1.3 Describe the range and classification of sauces and soups, including their key ingredients and traditional applications. 1.4 Explain the processes and techniques used to produce sauces and soups, including thickening agents, consistency control, seasoning, and finishing methods. 1.5 Analyse common faults in vegetable, sauce, and soup dishes and explain how corrective actions can be applied to achieve required quality standards.		
Learning Outcome 2	Prepare vegetables dishes, sauces and soups using a range of techniques and skills.	
Assessment Criteria		
2.1 Select the type and quantity of ingredients required for the dish. 2.2 Check the ingredients to ensure they meet quality standards. 2.3 Select preparation methods suitable for the requirements of the dish. 2.4 Prepare the ingredients to maintain the quality and meet the requirements of the dish.		
Learning Outcome 3	Cook and finish vegetables dishes, sauces and soups using a range of techniques and skills.	
Assessment Criteria		
3.1 Select methods of cookery, which meet the requirements of the dish. 3.2 Use methods of cookery, which meet the requirements of the dish. 3.3 Finish the dish to agreed quality standard. 3.4 Serve the finished dish in an appropriate manner. 3.5 Demonstrate professional, safe and hygienic kitchen practices.		

Techniques and Skills in Producing Complex Poultry, Meat and Game Dishes		3PCPMG
Unit Purpose and Aim(s)	This unit aims to develop the understanding and skills required to prepare, cook and finish poultry, meat and game using a range of techniques using precision speed and control in existing skills and develop more advanced skills and techniques. Learners are expected to demonstrate that they can select, correct use, maintain and store all equipment including any specialised tools.	
Unit Level: 3	Guided Learning Hours (GLH): 40 Hours	Credit Value: 5 Credits (1 credit is 10 hours total study/TQT)
Unit Assessment is by:	Recipe log, written examination and practical examination.	
Learning Outcome 1	Understand how to produce complex poultry, meat and game dishes.	
Assessment Criteria		
1.1 Explain the characteristics, structure, and quality points of poultry, meat, and game, including factors affecting tenderness, flavour, and texture. 1.2 Explain the preparation techniques used for poultry, meat, and game, including jointing, trimming, portioning, marinating, and tenderising methods. 1.3 Describe the range of cooking methods suitable for poultry, meat, and game dishes and explain how these methods affect the final quality of the dish. 1.4 Explain the processes involved in producing poultry, meat, and game dishes, including seasoning, cooking temperatures, resting, and finishing techniques. 1.5 Analyse common faults in poultry, meat, and game dishes and explain how corrective actions can be applied to meet required quality and food safety standards.		
Learning Outcome 2	Prepare poultry, meat and game dishes for finishing using a range of techniques and skills.	
Assessment Criteria		
2.1 Select the type and quantity of poultry, meat or game required for the dish. 2.2 Check the poultry, meat or game to ensure they meet requirements and quality standards. 2.3 Select preparation methods suitable for the requirements of the dish. 2.4 Prepare the poultry, meat or game to maintain the quality and meet the requirements of the dish.		
Learning Outcome 3	Cook and finish poultry, meat and game dishes using a range of techniques and skills.	
Assessment Criteria		
3.1 Select methods of cookery which meet the requirements of the dish. 3.2 Use methods of cookery which meet the requirements of the dish. 3.3 Finish the poultry, meat or game dish to agreed quality standard. 3.4 Serve the finished poultry, meat or game dish in an appropriate manner. 3.5 Demonstrate professional, safe and hygienic kitchen practices.		



Techniques and Skills in Producing Complex Fish and Shellfish Dishes		3PCFFS
Unit Purpose and Aim(s)	This unit aims to develop the understanding and skills required to prepare, cook and finish fish and shellfish using a range of techniques using precision speed and control in existing skills and develop more advanced skills and techniques. Learners are expected to demonstrate that they can select, correct use, maintain and store all equipment including any specialised tools.	
Unit Level: 3	Guided Learning Hours (GLH): 40 Hours	Credit Value: 5 Credits (1 credit is 10 hours total study/TQT)
Unit Assessment is by:	Recipe log, written examination and practical examination.	
Learning Outcome 1	Understand how to produce complex fish and shellfish dishes.	
Assessment Criteria		
<ul style="list-style-type: none"> 1.1 Explain the characteristics, classification, and quality indicators of fish and shellfish, including factors affecting freshness, texture, and flavour. 1.2 Explain the preparation techniques used for fish and shellfish, including scaling, filleting, skinning, shelling, and portioning. 1.3 Describe the range of cooking methods suitable for fish and shellfish dishes and explain how these methods affect texture, flavour, and nutritional value. 1.4 Explain the processes involved in producing fish and shellfish dishes, including seasoning, cooking temperatures and times, and finishing techniques. 1.5 Analyse common faults in fish and shellfish dishes and explain how corrective actions can be applied to meet required quality and food safety standards. 		
Learning Outcome 2	Prepare complex fish and shellfish dishes using a range of techniques and skills.	
Assessment Criteria		
<ul style="list-style-type: none"> 2.1 Select the type and quantity of fish and shellfish required for the dish. 2.2 Check the fish and shellfish to ensure they meet requirements and quality standards. 2.3 Select preparation methods suitable for the requirements of the dish. 2.4 Prepare the fish and shellfish to maintain the quality and meet the requirements of the dish. 		
Learning Outcome 3	Cook and finish complex fish and shellfish dishes using a range of techniques and skills.	
Assessment Criteria		
<ul style="list-style-type: none"> 3.1 Select methods of cookery which meet the requirements of the dish. 3.2 Use methods of cookery which meet the requirements of the dish. 3.3 Finish the fish and shellfish dish to agreed quality standard. 3.4 Serve the finished fish and shellfish dish in an appropriate manner. 3.5 Demonstrate professional, safe and hygienic kitchen practices. 		

Techniques and Skills in Producing Complex Frozen, Cold and Hot Desserts		3PCCHD
Unit Purpose and Aim(s)	This unit aims to develop the understanding and 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. Learners are expected to demonstrate that they can select, correctly use, maintain and store all equipment including any specialised tools.	
Unit Level: 3	Guided Learning Hours (GLH): 40 Hours	Credit Value: 5 Credits (1 credit is 10 hours total study/TQT)
Unit Assessment is by:	Recipe log, written examination and practical examination.	
Learning Outcome 1	Understand how to produce complex frozen, cold and hot desserts.	
Assessment Criteria		
1.1 Explain the characteristics, components, and quality points of complex frozen, cold, and hot desserts, including balance of flavour, texture, and presentation. 1.2 Explain the preparation techniques and processes used to produce complex desserts, including aeration, setting, emulsification, freezing, baking, and cooking methods. 1.3 Describe the range of ingredients used in complex desserts and explain their functions, including the role of sugars, fats, eggs, stabilisers, and gelling agents. 1.4 Explain how temperature control, timing, and finishing techniques affect the structure, consistency, and final quality of frozen, cold, and hot desserts. 1.5 Analyse common faults in complex dessert production and explain how corrective actions can be applied to achieve required quality and food safety standards.		
Learning Outcome 2	Prepare complex frozen, cold and hot desserts using a range of techniques and skills.	
Assessment Criteria		
2.1 Select the type and quantity of ingredients required for the dish. 2.2 Check the ingredients to ensure they meet requirements and quality standards. 2.3 Select preparation methods suitable for the requirements of the dish. 2.4 Prepare the ingredients to maintain the quality and meet the requirements of the dish.		
Learning Outcome 3	Cook and finish complex frozen, cold and hot desserts using a range of techniques and skills.	
Assessment Criteria		
3.1 Select methods of cookery, which meet the requirements of the dish. 3.2 Use methods of cookery, which meet the requirements of the dish. 3.3 Finish the dish to agreed quality standard. 3.4 Serve the finished dish to agreed quality standard and at an appropriate temperature. 3.5 Demonstrate professional, safe and hygienic kitchen practices.		

Techniques and Skills in Producing Complex Baked Products		3PCBBP
Unit Purpose and Aim(s)	This unit aims to develop the understanding, techniques and skill required in producing baked products using a range of techniques, precision speed and control in existing skills and develop more advanced skills and techniques. Learners are expected to demonstrate that they can select, correctly use, maintain and store all equipment including any specialised tools.	
Unit Level: 3	Guided Learning Hours (GLH): 40 Hours	Credit Value: 5 Credits (1 credit is 10 hours total study/TQT)
Unit Assessment is by:	Recipe log, written examination and practical examination.	
Learning Outcome 1	Understand how to produce complex baked products.	
Assessment Criteria		
1.1 Explain the characteristics and quality points of complex baked produce, including structure, texture, flavour, appearance, and consistency. 1.2 Explain the range of ingredients used in complex baked produce and describe their functions, including the role of flours, fats, sugars, eggs, yeasts, chemical raising agents, and improvers. 1.3 Explain the preparation and production processes for complex baked produce, including mixing methods, dough and batter development, proving, resting, shaping, and baking. 1.4 Explain how control of time, temperature, and baking conditions affects the quality, finish, and consistency of complex baked produce. 1.5 Analyse common faults in complex baked produce and explain how corrective actions can be applied to achieve required quality and food safety standards.		
Learning Outcome 2	Prepare complex baked products using a range of techniques and skills.	
Assessment Criteria		
2.1 Select the type and quantity of ingredients required for the baked product. 2.2 Check the ingredients to ensure they meet requirements and quality standards. 2.3 Select preparation methods suitable for the requirements of the baked product. 2.4 Prepare the ingredients to maintain the quality and meet the requirements of the baked product.		
Learning Outcome 3	Cook and finish complex baked products using a range of techniques and skills.	
Assessment Criteria		
3.1 Select methods of cookery which meet the requirements of the baked product. 3.2 Use methods of cookery which meet the requirements of the baked product. 3.3 Finish the baked product to agreed quality standard. 3.4 Serve the finished dish in an appropriate manner. 3.5 Demonstrate professional, safe and hygienic kitchen practices.		

Optional Units

5 units from 10 to be chosen for the Diploma.

Producing Complex Dough Products		3PCDP
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. Learners are expected to demonstrate precision when completing tasks.	
Unit Level: 3	Guided Learning Hours (GLH): 30 Hours	Credit Value: 4 Credits (1 credit is 10 hours total study/TQT)
Unit Assessment is by:	Recipe log and practical examination.	
Learning Outcome 1	Prepare complex 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 and finish complex 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. 2.3 Finish the dish in a profession manner. 2.4 Serve the finished dish in an appropriate manner. 2.5 Demonstrate professional, safe and hygienic kitchen practices.		



Producing Complex Farinaceous Dishes		3PCFG
Unit Purpose and Aim(s)	This unit aims to develop the skills required to prepare, cook and finish farinaceous products using a range of techniques and equipment. Learners are expected to demonstrate precision when completing tasks.	
Unit Level: 3	Guided Learning Hours (GLH): 30 Hours	Credit Value: 4 Credits (1 credit is 10 hours total study/TQT)
Unit Assessment is by:	Recipe log and practical examination.	
Learning Outcome 1	Prepare complex farinaceous goods for cooking and finishing using a range of techniques and skills.	
Assessment Criteria		
<ol style="list-style-type: none">1.1 Select and explain the type and quantity of ingredients required for the dish.1.2 Check the ingredients to ensure they meet quality standards.1.3 Select and explain 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 and finish complex farinaceous goods using a range of techniques and skills.	
Assessment Criteria		
<ol style="list-style-type: none">2.1 Select and explain methods of cookery which meet the requirements of the dish.2.2 Use methods of cookery which meet the requirements of the dish.2.3 Finish the dish in an appropriate manner.2.4 Serve the finished dish in an appropriate manner.2.5 Demonstrate professional, safe and hygienic kitchen practices.		



Producing Complex Ethnic Dishes		3PCEC
Unit Purpose and Aim(s)	This unit aims to develop the skills requirements to produce ethnic cuisine, using a range of techniques and equipment. Learners are expected to demonstrate precision when completing tasks.	
Unit Level: 3	Guided Learning Hours (GLH): 30 Hours	Credit Value: 4 Credits (1 credit is 10 hours total study/TQT)
Unit Assessment is by:	Recipe log and practical examination	
Learning Outcome 1	Prepare complex ethnic dishes for cooking and finishing using a range of techniques and skills.	
Assessment Criteria		
<ol style="list-style-type: none">1.1 Select authentic ingredients, spices, herbs, and accompaniments appropriate to complex ethnic dishes.1.2 Apply advanced preparation techniques (e.g. marinating, spice blending, paste making, dough preparation, stuffing) accurately and efficiently.1.3 Prepare components to the required specification, ensuring consistency, correct portioning, and readiness for cooking.1.4 Organise preparation tasks effectively, minimising waste and working within time constraints.1.5 Apply food safety, hygiene, and allergen control procedures consistently throughout preparation.		
Learning Outcome 2	Cook and finish complex ethnic dishes using a range of techniques and skills.	
Assessment Criteria		
<ol style="list-style-type: none">2.1 Apply appropriate advanced cooking methods to complex ethnic dishes, controlling time, temperature, and cooking conditions.2.2 Monitor cooking processes and make adjustments to achieve required texture, flavour, and doneness.2.3 Finish dishes using appropriate techniques (e.g. saucing, glazing, garnishing, resting, tempering) to achieve authentic results.2.4 Balance seasoning and flavour profiles in line with dish specifications and ethnic authenticity.2.5 Present finished dishes to professional standards, meeting quality, portion, and service requirements.		



Producing Complex International Dishes		3PCIC
Unit Purpose and Aim(s)	This unit aims to develop the skills to produce international cuisine using a range of techniques and equipment. Learners are expected to demonstrate precision when preparing and cooking dishes.	
Unit Level: 3	Guided Learning Hours (GLH): 30 Hours	Credit Value: 4 Credits (1 credit is 10 hours total study/TQT)
Unit Assessment is by:	Recipe log and practical examination.	
Learning Outcome 1	Prepare complex international dishes for cooking using a range of techniques and skills.	
Assessment Criteria		
<ol style="list-style-type: none">1.1 Select appropriate ingredients, herbs, spices, and accompaniments that reflect authentic international cuisines.1.2 Apply advanced preparation techniques (e.g. marinating, spice blending, paste making, dough preparation, shaping, stuffing) accurately and efficiently.1.3 Prepare components to the required specification, ensuring correct portioning, consistency, and readiness for cooking.1.4 Organise preparation tasks effectively to meet time constraints and minimise waste in a professional kitchen environment.1.5 Apply food safety, hygiene, and allergen control procedures consistently throughout preparation.		
Learning Outcome 2	Cook and finish complex international dishes using a range of techniques and skills.	
Assessment Criteria		
<ol style="list-style-type: none">2.1 Apply appropriate advanced cooking methods to complex international dishes, controlling time, temperature, and cooking conditions.2.2 Monitor cooking processes and make adjustments to achieve required texture, flavour development, and doneness.2.3 Finish dishes using appropriate techniques (e.g. saucing, glazing, garnishing, resting) to achieve authentic and professional results.2.4 Balance seasoning and flavour profiles to meet dish specifications and international cuisine characteristics.2.5 Present finished dishes to professional standards, meeting quality, portion, and service requirements.		

Food Safety Practices in the Preparation, Service and Storage of Food		3PCSS
Unit Purpose and Aim(s)	This unit aims to ensure learners 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): 30 Hours	Credit Value: 4 Credits (1 credit is 10 hours total study/TQT)
Unit Assessment is by:	Written examination.	
Learning Outcome 1	Identify the requirements of maintaining food safety practices in the preparation, service and storage of food.	
Assessment Criteria		
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		
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		
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		3PCKO
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): 30 Hours	Credit Value: 4 Credits (1 credit is 10 hours total study/TQT)
Unit Assessment is by:	Written examination.	
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.		



Sustainability and Waste Management in the Professional Kitchen		3SWM
Unit Purpose and Aim(s)	This unit aims to develop learners' knowledge and skills to work sustainably in a professional kitchen, with a focus on reducing environmental impact through effective waste management, resource efficiency and responsible sourcing. Learners will understand how their day-to-day decisions affect waste generation, costs, legal compliance and the wider environment, and will be able to apply sustainable practices in real kitchen operations.	
Unit Level: 3	Guided Learning Hours (GLH): 30 Hours	Credit Value: 4 Credits (1 credit is 10 hours total study/TQT)
Unit Assessment is by:	Written examination.	
Learning Outcome 1	Understand principles of sustainability in professional kitchens.	
Assessment Criteria		
1.1 Describe what sustainability means in a professional kitchen (environmental, economic and social). 1.2 Identify the main ways a kitchen affects the environment (for example, energy and water use, food and packaging waste, emissions). 1.3 Explain why sustainable kitchen practices are good for the business (for example, saving money, following the law, improving reputation, engaging staff). 1.4 Describe what kitchen staff and managers should do to support sustainable practices.		
Learning Outcome 2	Understand waste management requirements and practices in the professional kitchen.	
Assessment Criteria		
2.1 Identify common sources and types of waste in professional kitchens. 2.2 Describe the waste hierarchy and give examples of how it can be applied in a kitchen. 2.3 Outline key legal and organisational requirements for managing waste safely and responsibly. 2.4 Describe safe and hygienic procedures for sorting, storing and disposing of different waste types. 2.5 Explain why correct labelling, records and working with licensed waste contractors are important.		
Learning Outcome 3	Be able to apply sustainable food and resource management practices in a professional kitchen.	
Assessment Criteria		
3.1 Plan menus and production to reduce food waste. 3.2 Use portion control, stock rotation and date coding to reduce spoilage and waste. 3.3 Use equipment and cleaning methods that reduce energy, water and chemical use while keeping food safe. 3.4 Use practices that reduce single use items and packaging, including suitable reusable or recyclable alternatives. 3.5 Follow procedures for separating and dealing with food waste (for example reuse, donation, composting) in line with rules and policy. 3.6 Record basic waste and resource use information and suggest simple improvements.		



Learning Outcome 4

Be able to support continuous improvement of sustainability and waste management in the kitchen.

Assessment Criteria

- 4.1 Take part in a simple waste or resource use check in a professional kitchen.
- 4.2 Suggest realistic ways to reduce waste and improve sustainability based on findings.
- 4.3 Communicate sustainable working practices clearly to colleagues and help them follow procedures.
- 4.4 Reflect on own work practices and identify how to improve sustainability and waste management.
- 4.5 Help to update or apply kitchen procedures and checklists to support sustainable and waste aware working.

Supervising the Professional Kitchen		PCSPS
Unit Purpose and Aim(s)	This unit aims to develop the learners' 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): 40 Hours	Credit Value: 3 Credits (1 credit is 10 hours total study/TQT)
Unit Assessment is by:	Assignment.	
Learning Outcome 1	Brief, coach and train others to maximise their performance and to deliver high quality dishes and menu items.	
Assessment Criteria		
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		
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		
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.		

Nutrition and Healthier Dishes		3PCNH
Unit Purpose and Aim(s)	This unit aims to enable learners to evaluate the relationship between diet and health, critically assess nutritional requirements for diverse groups, and apply advanced culinary techniques to produce healthier menu options without compromising on quality or flavour.	
Unit Level: 3	Guided Learning Hours (GLH): 30 Hours	Credit Value: 4 Credits (1 credit is 10 hours total study/TQT)
Unit Assessment is by:	Written assignment.	
Learning Outcome 1	Understand the principles of advanced nutrition and their relationship to health.	
Assessment Criteria		
1.1 Analyse the physiological functions and dietary sources of macro-nutrients and micro-nutrients. 1.2 Evaluate the impact of different nutrients on long-term health and the prevention of common diet-related illnesses. 1.3 Assess the role of hydration in maintaining health and its importance in diverse catering environments. 1.4 Explain the relationship between energy intake, energy expenditure, and weight management.		
Learning Outcome 2	Plan and adapt menus to meet the specific nutritional needs of diverse groups.	
Assessment Criteria		
2.1 Calculate specific nutritional requirements for different life stages, including children, athletes, and the elderly. 2.2 Analyse the dietary requirements for specific medical conditions, such as coeliac disease or lactose intolerance. 2.3 Evaluate the impact of cultural, religious, and ethical choices on menu planning. 2.4 Adapt existing standardized recipes to align with healthy eating guidelines while maintaining aesthetic appeal.		
Learning Outcome 3	Explain how to apply advanced culinary techniques to produce and present healthier dishes.	
Assessment Criteria		
3.1 Select and justify cooking methods that maximize nutrient retention, such as steaming, sous vide, or rapid stir-frying. 3.2 Justify the choice of advanced skills in preparing and finishing complex, nutrient-dense dishes using fresh, seasonal ingredients. 3.3 Explain portion control and calorie management techniques for the plating and presentation of dishes. 3.4 Identify rigorous food safety and hygiene procedures specific to preparing food for vulnerable groups or those with severe allergies.		

Vegetarian and Plant-Based Cookery		3PVCV
Unit Purpose and Aim(s)	<p>This unit aims to develop the skills required to prepare, cook and finish dishes from different vegetarian and plant-based diets using a range of techniques and equipment. Learners are expected to demonstrate precision when completing tasks. The Learners must also study about different types of vegetarian and plant-based diets and understand the concept of healthier diets.</p> <p>Definitions for types of plant-based and vegetarian diets:</p> <ul style="list-style-type: none"> • Lacto-vegetarian diets exclude meat, fish, poultry and eggs, as well as foods that contain them. • Ovo-vegetarian diets exclude meat, poultry, seafood and dairy products, but allow eggs. • Lacto-ovo vegetarian diets exclude meat, fish and poultry, but allow dairy products and eggs 	
Unit Level: 3	Guided Learning Hours (GLH): 30 Hours	Credit Value: 4 Credits (1 credit is 10 hours total study/TQT)
Unit Assessment is by:	Written assignment.	
Learning Outcome 1	Understand vegetarian and plant-based diets and their dietary requirements.	
<p>Assessment Criteria</p> <p>1.1 Explain the key principles, variations, and terminology associated with vegetarian and plant-based diets.</p> <p>1.2 Describe common dietary requirements, ethical considerations, and cultural influences related to vegetarian and plant-based eating.</p> <p>1.3 Explain potential nutritional benefits and challenges of vegetarian and plant-based diets.</p> <p>1.4 Identify groups with specific dietary needs and explain how vegetarian and plant-based diets can be adapted to meet them.</p>		
Learning Outcome 2	Understand ingredients and nutritional balance in vegetarian and plant-based cookery.	
<p>Assessment Criteria</p> <p>2.1 Describe a wide range of plant-based ingredients and their nutritional value, including protein sources, fats, carbohydrates, vitamins, and minerals.</p> <p>2.2 Explain the functional properties of plant-based ingredients in cooking (e.g. binding, emulsifying, thickening, flavour development).</p> <p>2.3 Explain how to achieve balanced nutrition in vegetarian and plant-based dishes, including protein complementation and micronutrient considerations.</p> <p>2.4 Evaluate the role of fortified foods and supplements in supporting plant-based diets.</p>		

Learning Outcome 3

Understand menu planning, sustainability, and food safety in vegetarian and plant-based cookery.

Assessment Criteria

- 3.1 Explain principles of menu planning for vegetarian and plant-based dishes, including balance, variety, seasonality, and cost control.
- 3.2 Evaluate sustainability considerations in plant-based food choices, including sourcing, environmental impact, and waste reduction.
- 3.3 Explain food safety, hygiene, and allergen management requirements relevant to vegetarian and plant-based cookery.
- 3.4 Explain how vegetarian and plant-based dishes can be adapted for different service styles and customer expectations.

Learning Outcome 4

Describe the principles of supply chain management, sustainable procurement and working practices in the kitchen.

Assessment Criteria

- 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	
Unit	3 units together: <ul style="list-style-type: none">• Techniques & skills in producing complex vegetables, sauces & soups• Techniques & skills in producing complex poultry, meat & game• Techniques & skills in producing complex frozen, cold and hot desserts
Unit Ref. No.	3PCVSS, 3PCPMG, 3PCCHD
Assessment type	Practical examination
Time allowed	To be agreed with CTH in advance

General Information Regarding the Practical Examinations

For all units which are assessed via a practical examination, learners will be required to produce dishes in a real kitchen environment to demonstrate they have met the requirements of the assessment criteria.

Practical Examinations are internally written and submitted to CTH for approval, at least 6 weeks prior to the exam. They may only be used once approved by CTH. Exams usually last for three hours, plus a 30-minute period for preparation of the section.

For each practical examination related to mandatory units, learners are required to produce and submit:

- A time plan to demonstrate their ability to plan the preparation of multiple elements within a time limit.
- A costed ingredient request form to demonstrate they can order the food they need.

For practical examinations related to optional units, these documents are not required.

The exams are internally assessed and verified, then quality assured by a CTH External Verifier or Culinary Examiner who will either visit the Centre to observe the practical examination or assess remotely through Teams or Zoom, and analyse the assessment and internal verifiers mark sheets for consistency of application of marks in applying CTH standards.

Electronic photographic / video evidence of student work should be supplied to CTH together with completed mark sheets supplied by CTH (more details in the Delivery & Assessment Handbook).

Mandatory Units

In this qualification the five mandatory units will be assessed via two separate practical examinations.

The first practical examination will include dishes from the following three units (refer to unit details for full unit names):

- 3PCVSS (vegetables **and** sauces **or** soups).
- 3PCPMG (poultry, meat and game)
- 3PCBBP (baking and baked products)

The second practical examination will include dishes from units:

- 3PCVSS (vegetables **and** sauces **or** soups).
- 3PCFFS (fish and shellfish)
- 3PCCHD (frozen, cold and hot desserts)

Assessment Example 2

Unit	Nutrition and healthier dishes.
Unit Ref. No.	3PCNH
Assessment Type	Assignment.

Sample Instructions

Learners 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.
- Be presented in report format with headings including a brief introduction.
- 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 within 10% of the required 3,000-word count.
- May include additional information (e.g. working notes and calculations) which should be added as supplementary appendices to the report.

Submission of Completed Assessment to CTH:

- One electronic copy of the final assignment report, together with secondary research undertaken, should be submitted. This should include a front cover page with the student's and tutor's declaration.
- A minimum of one and a maximum of two scanned progress tutorial reports, dated and signed by both tutor and student must also be submitted to CTH.
- The Centre must assess and internal verify the assignments and submit completed mark sheets to CTH.

Assignment Overview and Task

Scenario: You are a Senior Chef at a high-end health and wellness retreat. Your executive chef has tasked you with developing a new "Nutritionally Focused Signature Menu." You must demonstrate how modern culinary techniques can be used to meet specific health goals while maintaining fine-dining standards.

Task 1: Nutritional Analysis and Research (Covers LO1)

Demonstrate advanced knowledge of nutrients and their physiological impact.

- **Nutrient Portfolio:** Create a technical report analysing how macro and micro-nutrients support health. You must specifically evaluate the role of antioxidants and the glycaemic index in preventing diet-related illnesses.
- **Hydration & Energy:** Write a 500-word justification on the importance of hydration and energy balance (input vs. expenditure) for active clients, such as those at a sports-focused wellness retreat.

Task 2: Strategic Menu Development (Covers LO2)

Adapt and plan menus for diverse dietary needs.

- **The Client Brief:** Design a 3-course menu for a specific target group (e.g., elderly residents with low-sodium needs OR athletes requiring high-protein/low-glycaemic meals).
- **Recipe Adaptation:** Select one "classic" high-fat/high-sugar dish and document how you would adapt it into a healthier version. Provide a side-by-side comparison of the ingredients, justifying your substitutions (e.g., using herbs/spices instead of sugar).
- **Compliance:** Include a full allergen and nutritional label for your proposed menu items.

Task 3: Planning a practical Culinary Showcase (Covers LO3)

Demonstrate knowledge in executing advanced cooking techniques to produce nutrient-dense dishes.

- **Production:** Plan to prepare, cook, and serve a two-course meal from your proposed menu within a 3-hour window. Create a time plan.
- **Technique Demonstration:** You must show that at least two advanced techniques that maximise nutrient retention (e.g., sous vide, steaming, or rapid stir-frying) will be used.
- **Portion & Presentation:** Explain how you would present the dishes with an emphasis on "visual health"—using natural colours, shapes and strictly controlled portion sizes.
- **Food Safety:** Include how to maintain a HACCP log and a clean, hygienic workstation throughout the process, particularly focusing on allergen separation.

Learners are required to produce an assignment clearly showing all three tasks, taking into consideration all bullet points.

Outline

Students are required to conduct relevant and adequate primary and secondary research on nutrition. The student would therefore be able to do and evidence substantial research.

Students should demonstrate application of theory and knowledge to their chosen menu and dishes and ensure they have addressed the assessment criteria outlined in the tasks. 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.

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