
Qualification Specification

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

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QAN: 610/6884/6



CONTENTS

1. Introduction	2
Overview.....	2
Purpose of the Qualification.....	2
Access and Entry Requirements.....	2
2. Centre Approval Requirements	3
3. Resources Required	5
4. CTH Support.....	7
5. Qualification Level, Size and Structure.....	9
6. Qualification Grading Criteria	12
7. Assessment Methodology.....	13
8. Qualification Units	14
Techniques and Skills in Producing Complex Pastry Products.....	14
Techniques and Skills in Producing Complex Dough Products.....	15
Techniques and Skills in Producing Complex Hot Desserts.....	16
Techniques and Skills in Producing Complex Biscuits and Cakes.....	17
Techniques and Skills in Producing Petits Fours.....	18
Producing Complex Cold and Frozen Desserts.....	19
Producing Complex Chocolate Items.....	20
Producing Complex Display Items.....	21
Producing Sauces, Fillings and coatings.....	22
Food Safety Practices in the Preparation, Service and Storage of Food.....	23
Kitchen Organisation.....	24
Supervising in the Professional Kitchen.....	25
Sustainability and Waste Management in the Professional Kitchen.....	26
Nutrition and Healthier Dishes.....	28
8. Sample Assessments	26
9. About CTH.....	33



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 - Patisserie and Confectionery**.

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 pastry kitchen.
- Develops the student’s cooking skills.
- Develops the student’s ability to integrate cooking skills in order to produce a variety of dishes and products.
- 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	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) in Patisserie.
	✓ Background/ Suitability	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 - Patisserie and Confectionery 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 pastry 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 610/6884/6. 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 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, 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...	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 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, learners must achieve a total of 45 credits, all at level 3.					
<ul style="list-style-type: none"> All 5 mandatory units and 5 optional units, providing a total of 45 credits. 					
Credit Value: 45			QAN: 610/6884/6		
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
3CPC	Techniques and skills in producing complex pastry products	3	5	40	One recipe log One written examination Two practical examinations
3CDP	Techniques and skills in producing complex Dough products	3	5	40	
3CHD	Techniques and skills in producing complex hot desserts	3	5	40	
3CBC	Techniques and skills in producing complex biscuits and cakes	3	5	40	
3CPF	Techniques and skills in producing complex petit fours	3	5	40	
Optional units (to choose 5 units)					
3CFD	Producing complex cold and frozen desserts	3	4	30	Recipe log and practical examination
3CI	Producing complex chocolate items	3	4	30	Recipe log and practical examination
3DI	Producing complex display items	3	4	30	Recipe log and practical examination
3SFC	Producing sauces, fillings and coatings	3	4	30	Recipe log and practical examination
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
3PCSPS	Supervising the professional kitchen	3	4	30	Written examination
3SWM	Sustainability and waste management in the professional kitchen	3	4	30	Written examination
3PCNH	Nutrition and healthier dishes	3	4	30	Assignment
Diploma Total (5 mandatory plus 5 optional units)			45	350	

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 Written Examination and Assignments

Four units are assessed by written examination and one by assignment. They are all 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 as an Excel document and is available on the CTH member website and must be completed by centres before being externally verified by CTH in conjunction with all other evidence. There is no mark sheet for written examinations. Markers must mark papers directly.

Mark sheets for all practical and assignment 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 practical, written examinations and written assignment.

Centre staff are responsible for setting the practical examinations, content of dates of which must be sent to CTH for approval six weeks before the exam date. Teaching staff will assess students' practical work, and centres must also allocate an internal verifier who will assure the quality of the assessment processes. CTH can provide training and guidance on the assessment requirements and process.

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

Each practical mandatory unit (5) will be assessed within two practical exams. The other four practical units, which are part of the optional units, will be assessed individually, if only one is chosen, or combined in one practical examination. 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 Complex Pastry Products		3CPC
Unit Purpose and Aim(s)	The aim of this unit is to enable learners to produce a range of complex, commercially acceptable, and artistically presented pastry products for various commercial situations. This involves understanding the knowledge and principles behind advanced pastry production and ingredient functionality.	
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 pastry products.	
Assessment Criteria		
<ul style="list-style-type: none"> 1.1 Identify preparation techniques, common errors and how to rectify them. 1.2 Describe ingredients quality indicators. 1.3 Explain ratios and the importance of accuracy in preparation. 1.4 Identify quality standard criteria in cooked products. 1.5 Describe labelling, packaging and storage of cooked products. 		
Learning Outcome 2	Prepare complex pastry products using a range of techniques and skills.	
Assessment Criteria		
<ul style="list-style-type: none"> 2.1 Select the type and quantity of ingredients required for the dish/item. 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 pastry products using a range of techniques and skills.	
Assessment Criteria		
<ul style="list-style-type: none"> 3.1 Produce suitable types of pastry 3.2 Select methods of cookery which meet the requirements of the dish/item. 3.3 Use methods of cookery which meet the requirements of the dish/item. 3.4 Finish the dish/item to agreed quality standard. 3.5 Serve the finished dish/item to agreed quality standard and at an appropriate temperature. 3.6 Demonstrate professional, safe and hygienic kitchen practices. 		



Techniques and Skills in Producing Complex Dough Products		3CDP
Unit Purpose and Aim(s)	This unit aims to develop the knowledge, skills and techniques and skill required in producing complex dough products using a range of techniques, precision, speed and control and develop more advanced skills and techniques.	
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 dough products.	
Assessment Criteria		
1.1 Explain the proving technique using yeast and starter and the role of gluten. 1.2 Describe ingredients quality indicators, common defects and how to rectify them. 1.3 Explain ratios and the importance of accuracy in preparation. 1.4 Identify quality standard criteria in cooked products. 1.5 Describe labelling, packaging and storage of cooked products.		
Learning Outcome 2	Prepare complex dough products for cooking and finishing using a range of techniques and skills.	
Assessment Criteria		
2.1 Select the type and quantity of ingredients required for the dough products. 2.2 Check the ingredients to ensure they meet requirements and quality standards. 2.3 Select preparation methods suitable for the requirements of the dough product. 2.4 Prepare the ingredients to maintain the quality and meet the requirements of the dough product.		
Learning Outcome 3	Cook and finish complex dough products using a range of techniques and skills.	
Assessment Criteria		
3.1 Produce suitable dough products. 3.2 Select methods of cookery which meet the requirements of the baked product. 3.3 Use methods of cookery which meet the requirements of the baked product. 3.4 Finish the dough products to agreed quality standard. 3.5 Serve the finished dough products in an appropriate manner. 3.6 Demonstrate professional, safe and hygienic kitchen practices.		



Techniques and Skills in Producing Complex Hot Desserts		3CHD
Unit Purpose and Aim(s)	This unit aims to enable learners to develop and refine advanced practical skills in professional dessert production, focusing on complex hot dishes. The emphasis is on developing precision, speed, control, and presentation skills required for a professional kitchen environment.	
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 hot desserts.	
Assessment Criteria		
1.1 Identify preparation techniques, common errors and how to rectify them. 1.2 Describe ingredients quality indicators. 1.3 Explain the importance of accuracy in preparation. 1.4 Identify quality standard criteria in cooked products. 1.5 Describe labelling, packaging and storage of cooked products.		
Learning Outcome 2	Prepare complex hot desserts for cooking and finishing using a range of techniques and skills.	
Assessment Criteria		
2.1 Select the type and quantity of ingredients required for the product. 2.2 Check the ingredients to ensure they meet quality standards. 2.3 Select preparation methods suitable for the requirements of the product. 2.4 Prepare the ingredients to maintain the quality and meet the requirements of the product.		
Learning Outcome 3	Cook and finish complex hot desserts for finishing using a range of techniques and skills.	
Assessment Criteria		
3.1 Produce suitable hot desserts. 3.2 Select methods of cookery which meet the requirements of the dessert. 3.3 Use methods of cookery which meet the requirements of the dessert. 3.4 Finish the dessert in an appropriate manner. 3.5 Serve the finished dessert in an appropriate manner. 3.6 Demonstrate professional, safe and hygienic kitchen practices.		



Techniques and Skills in Producing Complex Biscuits and Cakes		3CBC
Unit Purpose and Aim(s)	The unit aims to equip learners with advanced, professional-level knowledge and practical expertise in the production and finishing of a range of biscuits and cakes.	
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 biscuits and cakes.	
Assessment Criteria		
1.1 Identify preparation techniques, common errors and how to rectify them. 1.2 Describe ingredients quality indicators. 1.3 Explain the importance of accuracy in preparation. 1.4 Identify quality standard criteria in cooked products. 1.5 Describe labelling, packaging and storage of cooked products.		
Learning Outcome 2	Be able to prepare complex biscuits and cakes using a range of methods.	
Assessment Criteria		
2.1 Select the type and quantity of ingredients required for the biscuits and cakes. 2.2 Check the ingredients to ensure they meet requirements and quality standards. 2.3 Select preparation methods suitable for the requirements of the biscuits and cakes. 2.4 Prepare the ingredients to maintain the quality and meet the requirements of the baked product.		
Learning Outcome 3	Be able to cook and finish biscuits and cakes using a variety of techniques and skills.	
Assessment Criteria		
3.1 Produce suitable biscuits and cakes 3.2 Select methods of cookery which meet the requirements of the baked product. 3.3 Use methods of cookery which meet the requirements of the baked product. 3.4 Finish decorative items and display pieces using different techniques. 3.5 Check quality of finished decorative items and display pieces to specifications. 3.6 Store decorative items and display pieces correctly.		



Techniques and Skills in Producing Complex Petit Fours		3CPF
Unit Purpose and Aim(s)	The aim of this unit is to enable learners to develop advanced skills, knowledge, and understanding of the principles of producing a wide range of high-quality, professional standard petits fours, with an emphasis on precision, speed, control, creativity, and fault correction.	
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 petits fours.	
Assessment Criteria		
<ul style="list-style-type: none"> 1.1 Identify quality indicators in ingredients 1.2 Describe preparation methods and signs of errors in production 1.3 Explain cooking and finishing techniques and how to manage time 1.4 Identify quality indicators in finished products 1.5 Describe labelling, packaging and storage of cooked products. 		
Learning Outcome 2	Be able to produce petits fours using a range of techniques.	
Assessment Criteria		
<ul style="list-style-type: none"> 2.1 Select the type and quantity of ingredients for the product. 2.2 Check the ingredients to ensure they meet quality standards. 2.3 Select suitable preparation methods for the required product(s). 2.4 Prepare the ingredients to maintain the quality and meet the requirements of the product(s). 		
Learning Outcome 3	Be able to finish petits fours using a range of techniques.	
Assessment Criteria		
<ul style="list-style-type: none"> 3.1 Finish the products in an appropriate manner. 3.2 Check the finished products meet the requirements. 3.3 Serve the finished products to meet service requirements. 3.4 Demonstrate professional, safe and hygienic kitchen practices. 		



Producing Complex Cold and Frozen Desserts		3CFD
Unit Purpose and Aim(s)	The aim of the Producing Cold and Frozen Desserts unit is to provide learners with the advanced skills and technical understanding required to prepare, process, and finish a wide variety of cold and frozen desserts.	
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, written examination and practical examination.	
Learning Outcome 1	Prepare cold and frozen desserts using a range of techniques and skills.	
Assessment Criteria		
1.1 Select the type and quantity of ingredients required for the dish/item. 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 and finish cold and frozen desserts using a range of techniques and skills.	
Assessment Criteria		
2.1 Select methods of cookery which meet the requirements of the dish/item. 2.2 Use methods of cookery which meet the requirements of the dish/item. 2.3 Finish the dish/item to agreed quality standard. 2.4 Serve the finished dish/item to agreed quality standard and at an appropriate temperature. 2.5 Demonstrate professional, safe and hygienic kitchen practices.		



Producing Chocolate Items		3CI
Unit Purpose and Aim(s)	The aim of this unit is to develop advanced practical skills in working with chocolate. Learners will demonstrate professional techniques in tempering, moulding, decoration, and the production of finished chocolate products suitable for commercial pastry environments.	
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	Be able to prepare and temper chocolate for pastry applications.	
Assessment Criteria		
1.1 Select and prepare appropriate equipment and ingredients for chocolate work. 1.2 Temper dark, milk, and white chocolate using at least one professional method. 1.3 Test tempered chocolate to confirm correct working temperature, shine, snap, and contraction. 1.4 Maintain chocolate in temper throughout practical production.		
Learning Outcome 2	Be able to produce a range of chocolate components and decorations.	
Assessment Criteria		
2.1 Produce moulded chocolate items (e.g. shells, bars, or figures) with an even thickness and professional finish. 2.2 Create hand-crafted chocolate decorations using piping, spreading, or texturing techniques. 2.3 Produce filled chocolates or truffles with correct sealing and clean presentation. 2.4 Apply food safety and hygiene practices consistently during chocolate production.		



Producing Display Items		3DI
Unit Purpose and Aim(s)	The aim of this unit is to enable learners to develop advanced practical skills in producing high-quality pastry and confectionery display items suitable for professional environments. Learners will focus on precision, creativity, finish, and safe working practices while producing visually impactful display pieces.	
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	Be able to produce a range of professional display items.	
Assessment Criteria		
<p>1.1 Produce different pastry-based display items using advanced techniques.</p> <p>1.2 Demonstrate accurate preparation, shaping, baking, and finishing skills to achieve professional presentation standards.</p> <p>1.3 Apply correct food safety, hygiene, and equipment-handling procedures throughout production.</p>		
Learning Outcome 2	Be able to present and finish display items to industry standards using a range of techniques.	
Assessment Criteria		
<p>2.1 Assemble and finish display items with consistent structure, balance, and attention to detail.</p> <p>2.2 Use appropriate decorative techniques (e.g. glazing, piping, chocolate work, sugar work, colour application) to enhance visual impact.</p> <p>2.3 Present completed display items demonstrating creativity, durability, and suitability for display purposes.</p>		



Producing Sauces, Fillings and Coatings		3SFC
Unit Purpose and Aim(s)	The aim of this unit is to develop the practical skills required to prepare, adjust, and apply a range of classic and modern pastry sauces, fillings, and coatings to achieve correct flavour, texture, appearance, and food safety standards in a professional pastry environment.	
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	Be able to prepare a range of pastry sauces and fillings to specifications.	
Assessment Criteria		
1.1 Prepare sauces and fillings using correct methods to achieve required consistency and flavour. 1.2 Measure and combine ingredients accurately, demonstrating control of temperature, emulsification, and thickening. 1.3 Ensure finished sauces and fillings meet quality standards, including smooth texture, balanced sweetness, and appropriate stability for intended use.		
Learning Outcome 2	Be able to apply coatings, sauces and fillings to pastry products.	
Assessment Criteria		
2.1 Select and apply appropriate coating or filling to suit the pastry product and service requirements. 2.2 Demonstrate control and precision in application techniques, producing clean finishes, even coverage, and consistent portioning. 2.3 Ensure finished products meet presentation, hygiene, and food safety standards, including correct storage and handling after application.		



Food Safety Practices in the Preparation, Service and Storage of Food		3PCSS
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): 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.		



Supervising the Professional Kitchen		3PCSPS
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): 30 Hours	Credit Value: 4 Credits (1 credit is 10 hours total study/TQT)
Unit Assessment is by:	Written examination.	
Learning Outcome 1	Brief, coach and train others to maximise their performance and to deliver high quality dishes and menu items.	
Assessment Criteria		
<p>1.1 Ensure culinary standards are achieved to produce quality dishes in line with department requirements.</p> <p>1.2 Provide training that meet identified needs.</p> <p>1.3 Allocate and direct work to meet performance targets and quality standards.</p> <p>1.4 Manage underperformance, and in accordance with organisational requirement.</p>		
Learning Outcome 2	Understand how to build teams, positively motivate others and influence the behaviour of team members.	
Assessment Criteria		
<p>2.1 Support team members and ensure dishes provided are of high quality, delivered on time and as described on menus.</p> <p>2.2 Motivate and inspire others to perform their roles to their best in line with department requirements.</p> <p>2.3 Share experiences and knowledge to enable team members to develop their skills, knowledge and techniques.</p> <p>2.4 Allocate work to ensure operational efficiency.</p> <p>2.5 Monitor the standards of work and behaviour of staff.</p>		
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		
<p>3.1 Monitor costs, use forecasts to set realistic targets and effectively control resource allocation.</p> <p>3.2 Actively use techniques and respond to opportunities that help improve business performance, revenue and profit margins.</p>		
Learning Outcome 4	Describe the principles of supply chain management, sustainable procurement and working practices in the kitchen.	
Assessment Criteria		
<p>4.1 Implement sustainable procurement practices, minimise wastage and minimise resource allocation.</p> <p>4.2 Encourage and support others to use sustainable working practices.</p>		



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		
<p>1.1 Describe what sustainability means in a professional kitchen (environmental, economic and social).</p> <p>1.2 Identify the main ways a kitchen affects the environment (for example, energy and water use, food and packaging waste, emissions).</p> <p>1.3 Explain why sustainable kitchen practices are good for the business (for example, saving money, following the law, improving reputation, engaging staff).</p> <p>1.4 Describe what kitchen staff and managers should do to support sustainable practices.</p>		
Learning Outcome 2	Understand waste management requirements and practices in the professional kitchen.	
Assessment Criteria		
<p>2.1 Identify common sources and types of waste in professional kitchens.</p> <p>2.2 Describe the waste hierarchy and give examples of how it can be applied in a kitchen.</p> <p>2.3 Outline key legal and organisational requirements for managing waste safely and responsibly.</p> <p>2.4 Describe safe and hygienic procedures for sorting, storing and disposing of different waste types.</p> <p>2.5 Explain why correct labelling, records and working with licensed waste contractors are important.</p>		



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.



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		
<ul style="list-style-type: none"> 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		
<ul style="list-style-type: none"> 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		
<ul style="list-style-type: none"> 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. 		



9. Sample Assessments

Assessment Example 1 – Practical Examination

Units	3CPC: Techniques and skills in producing complex pastry products 3CDP: Techniques and skills in producing complex Dough products 3CHD: Techniques and skills in producing complex hot desserts
Assessment type	Practical examination

Sample Instructions

1. 3CPC Techniques and skills in producing complex pastry products: one pastry product must be made, minimum four portions.
2. 3CDP Techniques and skills in producing complex Dough products: one dough product must be made, minimum of four portions.
3. 3CHD Techniques and skills in producing complex hot desserts: One hot dessert must be made, minimum of four portions.

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.
3. Calculate a 70% Gross Profit for each dish/product.

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	Nutrition and healthier dishes
Unit Ref. No.	3PCNH
Assessment type	Written assignment

Sample Instructions

Students must base their assignments on their own research. 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 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 maximize 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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