CONFEDERATION OF TOURISM & HOSPITALITY

Qualification Specification

CTH Level 3 (Extended) Diploma in Essentials of Hospitality & Tourism

November 2025 **QAN: 603/6598/5 (Diploma) & 610/7992/3 (Extended Diploma)**

Gold standard qualifications for Hospitality, Culinary & Tourism

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1. Introduction

Overview

The objective of this Qualification Specification is to provide an overview of the **CTH Level 3 (Extended) Diploma in Essentials of Hospitality & Tourism** qualifications.

This document includes the aim, size, level, structure, and content including learning outcomes and assessment criteria for each unit, together with sample assessment/s.

There is guidance relating to the centre approval requirements, and delivery and assessment for this qualification, and details of grading criteria and the grading of units.

Further details regarding this qualification are available from CTH and contained within the more comprehensive Delivery and Assessment Handbook, as well as the Internship Workbook where applicable.

Purpose of the Qualifications

The purpose is to provide qualifications that:

- provide students with an understanding of the hospitality & tourism industry and of the key functions within the sector.
- provide for an effective academic progression route.
- enable students to gain credits towards higher education.
- Enable students to progress into entry level jobs within the hospitality and tourism industries.

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Access and Entry Requirements

The entry requirements below are intended for guidance only as applicants may apply with a wide variety of backgrounds and qualifications.

Approved CTH Centres are responsible for ensuring students meet the recommended admission requirements below, prior to admission and enrolment, and are deemed able to fulfil the demands of the course and successfully complete the qualification.

CTH would also expect approved Centres to undertake an initial assessment of each student prior to the start of their programme to ensure they are able to provide the student with any necessary additional support.

Requirements		Recommended Admission Requirements
All Students	√ **Minimum Age**	16 at enrolment.
	√ **English Language**	All students without English as a first language must hold at least IELTS 5.0 or other evidence of competence in English at this level. The course is taught in English and assessed by written assignments and a presentation in the English language.
	√ **Education**	This is an open access qualification with admission at the discretion of approved CTH Centres for students they consider able to successfully complete the qualification. However, all students should have completed full time secondary education up to age 16, and it is expected that most will have achieved a recognised qualification at Level 2 in some subjects (UK GCSE level or overseas equivalent).

CTH Membership Registration

Centres must register students as CTH Members within two weeks of starting the course.

Progression Opportunities

This qualification provides for progression to other qualifications, for example the CTH Level 3 (Extended) Foundation Diploma in Hospitality and Tourism, where exemptions for three units in this Diploma would be applied.

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2. Centre Approval Requirements

- ✓ Centre Approval Application & Approval Meeting
- ✓ Teaching Rooms & Facilities
- ✓ Centre Staffing
- ✓ Continuing Professional Development

Centre Approval

Prospective Centres should apply to become an approved CTH Centre in order to deliver this qualification. Please see the 'About CTH' page at the end of this specification for advice on the CTH approval process or if you wish to discuss your curriculum requirements.

The CTH Approval Committee will consider applications from centres against a set of criteria, including the availability of suitable teaching accommodation and staffing, experience of delivering qualifications at a similar level, and evidence of expertise in academically-related areas, including planning the delivery of courses leading to regulated qualifications, quality assurance and preventing malpractice and maladministration. An online video conversation with CTH academic and quality staff will form part of the initial approval application process.

Teaching Facilities

Suitable teaching rooms and IT facilities should be available to students. Accommodation and equipment used for the delivery of the qualification must comply with the relevant legislation relating to Health & Safety.

The approved Centre should ideally also provide an appropriate area and facilities for student relaxation and recreation.

Centre Staffing

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

- be occupationally competent or 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 teaching qualification as well as a relevant degree.

CTH will review the CVs of all teaching staff when a potential Centre seeks approval to deliver the qualification. Centres must appoint an Internal Verifier (IV) and have a named quality insurance lead.

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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.

3. CTH Support

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.

CTH Workshops

New CTH centres are offered a short induction session (delivered online in most cases) to help them prepare, then deliver their courses leading to CTH qualifications.

CTH offers specific training sessions for each qualification along with a workshop on centre marking and internal verification.

Additional support can also be provided on demand depending on the needs of the Centre.

CTH Members Website and Resources

The CTH Members website resource is available for both Centre teaching staff and students and contains a wealth of resources. Students can access our online resource library including relevant e-books and journals from EBSCO.

Teaching staff can also download teaching materials including subject specific PowerPoint slides, past exam papers and assessments and examiner reports.

Please note that if any instructional material is provided by CTH, this should be used by teaching staff to support learning aims and should therefore be seen as a guide to support their practice.

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4. Qualification Size and Level

The Office of Qualifications and Examinations Regulation (Ofqual) regulates qualifications, examinations, and assessments in England. The **CTH Level 3 (Extended) Diploma in Essentials of Hospitality & Tourism** is a vocationally related qualification on the Ofqual Regulated Qualification Framework (RQF) and adheres to the regulations set out in the Ofqual Handbook. 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 Diploma has a Total Qualification Time (TQT) of **700** hours, while the Extended Diploma has a TQT of **1,340** hours. The Guided Learning Hours (GLH) for both qualifications are **350** hours. TQT is the total amount of time, in hours, expected to be spent by a student 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.

<u>The following activities are indicative of those included in TQT:</u>

- Guided Learning (GLH) when the lecturer is present, e.g. formal classes, lectures, seminars, tutorials, supervised assessment such as exams or observed practice.
- Independent and unsupervised learning or research.
- Unsupervised coursework or directed activity.
- Watching pre-recorded webinars or podcasts.
- Work placement, internships, self-study, visits to hospitality or tourism outlets, revision and time spent on written assignments.

Students completing the qualification should be able to demonstrate their ability as independent learners.

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Qualification Level

These qualifications are 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:

- Knowledge and understanding.
- Skills.

The descriptors below set out the generic knowledge and skills associated with the typical holder of a qualification at that level.

Level 3 Knowledge descriptor: **The holder…**	**Level 3 Skills descriptor:** **The holder can…**
• 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.	• 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.

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5. Qualification Structure

The qualification, units, and sizing information for the CTH Level 3 (Extended) Diploma in Essentials of Hospitality & Tourism (L3 DEHT or L3 EDEHT) are set out in the following table. Further details of each unit are included later in the specification.

CTH Level 3 Diploma (or Extended Diploma) in Essentials of Hospitality & Tourism					
Students must achieve the 3 (or 4) mandatory units, providing 70 (or 134) credits, all at level 3.					
Credit Value (CV): Diploma – 70 Extended Diploma – 134			**QAN**: Diploma – 603/6598/5 Extended Diploma – 610/7992/3		
Guided Learning Hours (GLH) for Qualification: 350			**Total Qualification Time (TQT) for Qualification:** Diploma – 700 Extended Diploma – 1,340		
Mandatory Units					
Unit Code	**Unit Title**	**L**	**CV**	**GLH**	**Assessment Methods**
ESS	Essential Study Skills	3	10	50	Assignment (70%) Presentation (30%)
THI	Tourism and Hospitality Industry	3	30	150	Assignment
ETHO	Essentials of Tourism and Hospitality Operations	3	30	150	Assignment
Diploma Total (3 units)			**70**	**350**	
Additional Unit for Extended Diploma					
3PTIM	Practical training internship (Minimum 4 months / 640 internship hours	3	64	-	Journal, Internship report & oral examination
Extended Diploma Total (4 units)			**134**	**350**	

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6. Qualification Grading Criteria

All individual units will be graded as either Fail, Pass, Merit or Distinction, with exception of the internship unit which will be graded as either Pass or Fail. The overall grade for the qualification will be based on the grade achieved in units assessed by written examinations and/or written assignments, and learners will receive the e-Certificate showing either Pass, Merit or Distinction. Passing the internship is a mandatory requirement for the Extended Diploma.

The following table explains the generic grading criteria that should be used by centres in conjunction with the unit mark schemes to assess all students' work.

Level 3		
PASS **40% to 59%**	**MERIT** **60% to 69%**	**DISTINCTION** **70%+**
To achieve a Pass grade, learners must: • meet the requirements of the assessment criteria and learning outcomes.	**To achieve a Merit grade, learners must:** • meet the requirements of the assessment criteria and learning outcomes. • demonstrate a level of understanding of key issues in the area of study. • interpret and evaluate correctly key concepts and models. • apply a range of theories relevant to the area of study. • use a range of research and investigative techniques. • produce work that is well presented, clear and well-structured, with sources clearly referenced.	**To achieve a Distinction grade, learners must:** • meet the requirements of the assessment criteria and learning outcomes. • demonstrate in-depth understanding and knowledge of relevant issues and their implications in the area of study. • provide a good level of interpretation and evaluation of concepts and models. • show some evidence of original thinking. • apply a range of theories in different contexts. • use a range of research and investigative techniques to solve problems. • make well-argued conclusions or recommendations. • present work that is neat, clear, well-structured, and coherent, with sources clearly referenced.

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Internship Grading Criteria	
FAIL	**PASS**
Learners do not meet the requirements of the assessment criteria and learning outcomes.	Learners meet the requirements of the assessment criteria and learning outcomes.

7. Qualification Assessment

Assessment Opportunities

CTH offers up to four assessment opportunities each year, with associated Exam Boards and Certification. See the CTH website for Assessment Timetable & Schedules.

Assessment Methods

Given the broad and highly varied nature of the hospitality & tourism business, assessment of knowledge purely by examination is not generally felt to be an appropriate assessment method. Students need to demonstrate their higher-level skills and qualities specified in the learning outcomes within a vocational context where investigative assignments and presentations are more appropriate.

Assessment of students' work for this qualification will be carried out by written assignments. Students' work will be measured against the specified learning outcomes and assessment criteria of each unit. Mark schemes are provided for each unit and grading criteria are set out to assist centre markers in allocating marks.

See chapter 9 for specimen assessment materials applicable to this qualification.

Assessment Responsibilities

CTH:

Assignments & Presentations – CTH is responsible for:

- producing all assignment briefs and making these available to centres.
- checking all assignments for similarity using Turnitin, before moderating students' work.

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The CTH Exam Board meets four times a year to review all moderated assessment results, taking into consideration special considerations and mitigating circumstances, reports from the Malpractice Panel, and other information including previous results over time. The Exam Board will ratify all results before publication.

Centres must:

- register students for each assessment submission within the timescales stated on the CTH website. Only students registered as CTH Members will be allowed to take the assessments.
- hold at least tutorials with each student for both assignment units and the internship.
- ensure students understand how to avoid academic dishonesty and check that work in progress and that submitted to CTH is the students' own.
- send the assessment evidence to CTH electronically via SharePoint: student assignments, completed mark sheets, signed student & centre marker declarations of authenticity, and compulsory progress tutorial record forms, and any other additional assessment forms requested by CTH.
- mark and internally verify* assignments and presentations using the mark sheets and mark schemes provided by CTH.
- appoint an academic supervisor for the internship unit to monitor learner progress, conduct tutorials, assess achievements, and liaise with the internship workplace.
- appoint an internal verifier, or a team of internal verifiers.

Internship Supervisor (Extended Diploma only)

Each internship workplace should appoint an Internship Supervisor. This supervisor is responsible for providing training and guidance on tasks and procedures, arranging opportunities for the intern(s) to shadow staff members, and meeting regularly with the intern(s) to discuss progress, challenges, and completion of tasks within the workplace.

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 providing feedback to the assessors. They should have a good understanding of the units/qualifications being assessed.

The Centre internal verifier assures 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 also plan the observation of centre markers during any practical assessments, especially to support new centre markers, and provide constructive feedback.

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8. Qualification Units

Essential Study Skills		**ESS**
Unit Purpose and Aim(s)	This unit aims to provide learners with essential skills for academic communication, writing assignments and making presentations of academic information and carrying out programmes of academic study.	
Unit Level: 3	**Guided Learning Hours (GLH):** 50 Hours	**Credit Value:** 10 Credits (1 credit is 10 hours total study/TQT)
Unit Assessment is by:	Assignment and presentation.	
Learning Outcome 1	Understand how to plan, structure, write and check an academic report and assignment.	
Assessment Criteria 1.1 Explain the key components of an academic report and assignment. 1.2 Explain how to gather, evaluate, and analyse relevant information to achieve the report's purpose. 1.3 Describe how to structure material in a logical and coherent order. 1.4 Demonstrate how to present a report according to the instructions provided. 1.5 Explain how to make appropriate conclusions and recommendations that are supported by the evidence. 1.6 Use Harvard referencing consistently and accurately both in text and bibliography. 1.7 Demonstrate how to accurately paraphrase and summarise source material. 1.8 Explain what is meant by academic dishonesty, its consequences and how it can be avoided. 1.9 Use, include and/or create graphics, illustrations, photos, and appendices that communicate research findings.		
Learning Outcome 2	Be able to conduct and apply appropriate academic research.	
Assessment Criteria 2.1 Select appropriate secondary sources to ensure relevant and reliable purposeful content. 2.2 Identify and use a wide range of relevant and reliable secondary sources, both online and printed. 2.3 Conduct meaningful primary research using appropriate methods. 2.4 Evaluate the strengths and weaknesses of the primary research conducted and the conclusions drawn from it. 2.5 Use facts to support conclusions and recommendations.		

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Learning Outcome 3	Understand and apply the principles of communicating academic information to an audience via a presentation.

Assessment Criteria

3.1 Communicate academic information orally (body language, eye contact, positioning, projection, signposting) and convey ideas coherently.
3.2 Make presentations of academic information in compliance with an appropriate use of slides.
3.3 Use academic research (appropriate inclusion of primary and secondary data, clear explanation of research done and its relevance, and evaluation of research findings).

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Tourism and Hospitality Industry		**THI**
Unit Purpose and Aim(s)	This unit aims to introduce students to the tourism and hospitality industry. Students will understand the types and characteristics of different hotel and food service providers. Students will also understand the roles and functions of different delivery channels operating within the industry and will be able to gain an insight into how the industry has developed and is likely to develop in future.	
Unit Level: 3	**Guided Learning Hours (GLH):** 150 Hours	**Credit Value:** 30 Credits (1 credit is 10 hours total study/TQT)
Unit Assessment is by:	Assignment.	
Learning Outcome 1	Understand the hospitality industry.	
Assessment Criteria 1.1 Outline the history, the size, scope, growth, and economic importance of the hospitality industry. 1.2 Identify the different types of food and beverage businesses. 1.3 Explain the hotel grading and classification systems. 1.4 Assess the internal and external factors that may have an impact on the success of a hospitality business. 1.5 Identify the influences on the success of the hospitality industry.		
Learning Outcome 2	Understand the tourism industry.	
Assessment Criteria 2.1 Outline the history, the size, scope, growth, and economic importance of the tourism industry. 2.2 Define tourism indicators and patterns of demand. 2.3 Explain the growth of emerging forms of tourism. 2.4 Explain the importance of transport, accommodation, attractions, and events to tourism. 2.5 Identify the influences on the success of the tourism industry.		
Learning Outcome 3	Understand the role of tour-related functions.	
Assessment Criteria 3.1 Define the terms “tourist” and “tourism”. 3.2 Describe the purpose and responsibilities of a tour operator, taking into account specialist markets. 3.3 Describe the purpose and responsibilities of a travel agent. 3.4 Describe the purpose and responsibilities of a tour guide.		

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Essentials of Tourism and Hospitality Operations		ETHO
Unit Purpose and Aim(s)	This unit aims to introduce students to a range of functions within the tourism and hospitality industry i.e., front office, housekeeping, food and beverage operations, destination analysis and tour guiding operations.	
Unit Level: 3	**Guided Learning Hours (GLH):** 150 Hours	**Credit Value:** 30 Credits (1 credit is 10 hours total study/TQT)
Unit Assessment is by:	Assignment.	
Learning Outcome 1	Understand front office operations within a hospitality or tourism business.	

Assessment Criteria

1.1 Define the role and responsibilities of front office operations (reception, advance reservations, cashiering, guest relations, switchboard, concierge, portering).
1.2 Describe the links between front office staff and other departments.
1.3 Describe the concept of the "guest cycle" and customers' varying needs.
1.4 Describe the use of manual and electronic systems to support reservation, reception, and cashiering functions.
1.5 Describe banking procedures including the different pre-payment methods for making reservations.
1.6 Explain check-in and check-out procedures and settling bills.

Learning Outcome 2	Understand housekeeping operations within a hospitality or tourism business.

Assessment Criteria

2.1 Define the organisational structure and roles of a housekeeping and accommodation department.
2.2 Describe the standards of furnishing in a hospitality or tourism business.
2.3 Describe the standards of cleanliness in a hospitality or tourism business.
2.4 Describe the procedures for the inspection, control, and storage of clean and dirty linen.
2.5 Describe the procedures for fire safety, security standards and the maintenance of a hospitality or tourism business.
2.6 Describe how a hospitality or tourism business could develop environmentally friendly policies.

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Learning Outcome 3	Understand food and beverage operations within a hospitality or tourism business.

Assessment Criteria

3.1 Describe different types of food operations and their requirements.
3.2 Describe different types of food production systems and their requirements.
3.3 Define different methods of cookery and their requirements.
3.4 Explain the legal requirements of food hygiene, health, safety, and personal presentation when working with food or beverages.
3.5 Describe the requirements of food and beverage storage.
3.6 Define different methods of food and beverage service and their requirements.

Learning Outcome 4	Understand destination analysis within the hospitality or tourism industry.

Assessment Criteria

4.1 Describe the features of different types of destination and the factors that affect a tourist's choice of a destination.
4.2 Describe the social, cultural, and political features that may affect a destination.
4.3 Describe the information needed to audit a destination.
4.4 Explain the use and significance of the Tourism Area Life Cycle (TALC).

Learning Outcome 5	Understand travel agency and tour guiding operations.

Assessment Criteria

5.1 Describe the role of a travel agent and tourism-related stakeholders.
5.2 Describe the range of travel agency products and services.
5.3 Describe the legal considerations associated with travel agencies.
5.4 Identify transport issues associated with tourist travel.
5.5 Identify the features of a successful tour.
5.6 Describe the role of travel geography and the tourist appeal of different geographical and geological features.

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Practical Training Internship		**3PTIM**
Unit Purpose and Aim(s)	The purpose of this internship is to provide learners with hands-on, practical experience in the hospitality or tourism industry. The unit enables learners to practice what they learn in the classroom in real-world settings, build up their confidence, and enhance their communication, customer service, and operational skills. Students may be placed in hotels, resorts, restaurants, event management companies, tour operators, travel agencies, or other tourism-related organisations.	
Unit Level: 3	**Guided Learning Hours (GLH):** 0 Hour	**Credit Value:** 64 Credits (1 credit is 10 hours total study/TQT)
Unit Assessment is by:	Journal, internship report and oral examination.	
Learning Outcome 1	Know how to communicate with customers effectively and with confidence in a hospitality or tourism environment.	
Assessment Criteria 1.1 Demonstrate effective communication skills with customers, clients, and colleagues. 1.2 Demonstrate decision making abilities in handling customer or client requests. 1.3 Apply the fundamentals of problem solving.		
Learning Outcome 2	Be able to deliver core services in hospitality or tourism settings through front-line, customer-facing tasks.	
Assessment Criteria 2.1 Perform primary service functions relevant to placement (restaurant service, tours, or travel assistance). 2.2 Manage the delivery of customer/client-facing services efficiently. 2.3 Support events, excursions, or operational activities under supervision.		
Learning Outcome 3	Perform operational and support duties that ensure smooth operations and enhance overall service quality.	
Assessment Criteria 3.1 Complete support tasks efficiently to ensure smooth operations. 3.2 Provide additional services that enhance guest/client satisfaction. 3.3 Demonstrate basic knowledge of operational management practices.		

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9. Sample Assessment

Assessment Example	
Unit	Tourism and Hospitality Industry.
Assessment type	Assignment.

Assignment Instructions

Students are required to prepare a 3,000-word report discussing the tourism and hospitality industry. Students 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.

Assignments may also 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.

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Outline

Students are required to conduct relevant and adequate primary and secondary research. The student should therefore be able to visit organisations.

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

Analysis of the Hospitality Industry (Task 1)

- The history, characteristics, and importance of the hospitality industry.
- The features of businesses within the industry.
- Characteristics of the hotel grading system.
- The internal and external features that affect the success of a hospitality business.

Analysis of the Tourism Industry (Tasks 2.1 & 2.2)

- The history, characteristics, and importance of the tourism industry.
- Patterns of demand and tourism indicators.
- The drivers behind the growth of emerging forms of tourism.
- The importance of transport, accommodation, attractions, and events.
- Definitions of 'tourist' and 'tourism'.
- Purpose and responsibilities of tour operators, travel agents and tour guides.

Students should demonstrate the application of theory and knowledge to their chosen organisations and ensure they have addressed the assessment criteria outlined in the following tables.

The analysis should be concluded with detailed and well-justified recommendations; relevant examples can also be used. The secondary research undertaken should be appended to this assignment.

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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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