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# Qualification Specification

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**CTH Level 2 Award in Healthier  
Cooking and Eating**

**December 2020**

**QAN: 603/4222/5**

Gold standard qualifications for Hospitality, Culinary & Tourism



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# 1. Introduction

## Overview

The purpose of this qualification specification is to help prospective Centres and students assess the suitability of this qualification against their requirements. The content covers the aims, size, structure and content of the **CTH Level 2 Award in Healthier Cooking and Eating**, and the learning outcomes and assessment criteria for each unit, together with guidance on the main types of assessments used. The specification also includes information relating to gaining approval to deliver the qualification, teaching and assessment, grading criteria and details on the grading of individual units and the complete qualification. Further details are available from CTH and contained within the more comprehensive qualification and assessment handbook provided to Centres approved to deliver this qualification.

## Purpose of the Qualification

The purpose is to provide a qualification that:

- Develops students' cooking skills.
- Develops the students' ability to integrate cooking skills in order to produce a variety of dishes.
- Develops the students' understanding of healthy eating.
- Provides students with some skills required to produce basic recipes that are healthy.

## Access and Entry Requirements

The selection of appropriate students for admission to the CTH Level 2 Award in Healthier Cooking and Eating is the responsibility of the centres. Students should:

- Have a minimum age of 12 on enrolment.
- To be in or have completed secondary education.
- Have a strong desire to learn about cooking and healthy food.
- Have a level of English sufficient to enable students to complete some written work, produce a healthy eating booklet and take an MCQ test.

## 2. Centre Approval Requirements

### Centre Approval

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

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

### Resources & Teaching Facilities

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

CTH aims to support centres by providing examples of recipes and combinations of dishes on the CTH members website that meet the grading criteria at each level, as it is important that centres delivering CTH qualifications understand the requirements fully for each level. In general, Level 2 expectations are for a reduced range of cooking techniques and less complex dishes than a Level 3 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 2 Award in Healthier Cooking and Eating 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.

## Continuing Professional Development

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

## Delivery Strategies

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

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

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

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

Centres need to show, on each recipe making up the portfolio, and on each exam marking sheet, what unit content was covered.

# 3. Resources Required

## Centre Kitchens

A commercial kitchen environment, including associated food storage areas is essential for the delivery of this qualification. The kitchen may take the form of a full production kitchen and/or a skills-based kitchen. A cookery demonstration area would also be an advantage. These would need to be completely furnished with the professional equipment and tools to teach professional cookery at this level. A list of recommended equipment is available from CTH by emailing [info@cthawards.com](mailto: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 2 in England or equivalent professional qualification). Teaching and/or assessment qualifications are an advantage
- Subject tutors will also be able to maintain current subject knowledge, developed through continuing professional development.

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



## Textbooks

Students must have access to a range of cookery and food related books 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](mailto: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 Chef – Level 2 Diploma (2<sup>nd</sup> Edition) - Gary Hunter & Terry Tinton  
Publisher: Cengage Learning EMEA  
ISBN: 978-1-4080-3909-0
2. Practical Cookery for the Level 2 Advanced Technical Diploma in Professional Cookery - by David Foskett, Gary Farrelly, Ketharanathan Vasanthan, Neil Rippington, Ben Christopherson, Patricia Paskins, Steve Thorpe  
Publisher: Hodder Education; 3 edition (30 April 2015)  
ISBN-10: 9781471839610  
ISBN-13: 978-1471839610

### 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:

- Contact CTH to agree MCQ exam day at least **6 weeks in advance** of the proposed exam date/s.
- Ensure the recipe log minimum requirements are met at completion.
- Internal quality assurance: internally verify the marking of the healthy eating booklet, and the recipe logs, using a sampling approach. Marks to be agreed by both Centre Marker and IV, if different.



- Send agreed internal marks and supporting evidence for a specified sample of learners (as indicated by the CTH Culinary Examiner) to CTH.

## CTH

- Approve centres' examination plans.
- External Quality Assurance: moderation of the mark sheets combined with the evidence for the healthy eating booklet.
- Review the recipe logs against minimum requirements.
- Review marks at an exam board with external examiners.
- Issue transcripts and final certificates.

## Internal Verification

An internal verifier (IV) is a designated person, internal to the centre, who has responsibility for verifying and signing off the assessment outcomes and will have a good understanding of the units/qualifications being assessed.

The Centre internal verifier ensures the quality of the assessment process within the Centre. Internal verifiers must sample assessment decisions using a sampling plan, which takes into account a risk assessment, which has been conducted as part of the centre's internal QA strategy.

Internal verifiers should plan the observation of centre markers during their practical assessments, especially to support new centre markers, and provide constructive feedback.

More detailed information about the internal verification process for CTH Culinary qualifications is provided in a separate document.

# 5. Qualification Level, Size and Structure

The Office of Qualifications and Examinations Regulation (Ofqual) regulates qualifications, examinations and assessments in England. Ofqual are responsible for maintaining standards and confidence in qualifications in England, including making sure that:

- Regulated qualifications reliably indicate the knowledge, skills and understanding students have demonstrated.
- Assessments and exams show what a student has achieved.
- People have confidence in the qualifications that Ofqual regulate.
- Students and teachers have information on the full range of qualifications that we regulate.

This qualification is included in the public Ofqual register of regulated qualifications; the recognition number or QAN is 603/4222/5. It is compliant with Ofqual Regulated Qualification Framework (RQF) requirements. These requirements and standard Level Descriptors are contained in an Ofqual publication Ofqual/15/5774, Qualification and Component Levels, available via gov.uk. The document URL is: <https://dera.ioe.ac.uk/24327/1/qualification-and-component-levels.pdf>

Ofqual regulated qualifications are recognised and trusted by parents, employers and educational establishments globally due to the stringent controls and quality assurance requirements Ofqual places on awarding organisations, qualifications and approved delivery centres.

## Qualification Size

The qualification is designed to be delivered in 75 hours of Total Qualification Time (TQT) / Guided Learning Hours (GLH).

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

### Definitions:

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

- **Total Qualification Time – TQT**

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

The following activities are indicative of those included in TQT:

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

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

## Qualification Level

This qualification is at

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

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

### Level 2 Knowledge descriptor:

#### The holder...

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

### Level 2 Skills descriptor:

#### The holder can...

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



## Qualification Structure

The qualification, units and TQT for the CTH Level 2 Award in Healthier Cooking and Eating are set out in the following table. Further details of each unit are included later in the specification.

Level 2 Award in Healthier Cooking and Eating						
<b>Students must achieve:</b> <ul style="list-style-type: none"><li>all 3 mandatory units, providing a total of 7 credits.</li></ul>						
<b>Credit Value (CV):</b> 7				<b>QAN:</b> 603/4222/5		
<b>Guided Learning Hours (GLH) for qualification:</b> 75				<b>Total Qualification Time (TQT) for qualification:</b> 75		
Units						
Unit Code	Unit Title	L	CV	GLH	URN	Assessment Method
2PHD	Produce healthier dishes	2	3	35	D/617/4946	<ul style="list-style-type: none"><li>Healthy eating booklet</li><li>Recipe log</li></ul>
2FVS	Prepare and cook fruit, vegetables and salads	2	2	20	H/617/4947	<ul style="list-style-type: none"><li>Multiple choice exam*</li><li>Recipe log</li></ul>
2FFCP	Prepare and present food for cold presentation	2	2	20	K/617/4948	<ul style="list-style-type: none"><li>Multiple choice exam*</li><li>Recipe log</li></ul>
<b>Award Total (3 units)</b>			<b>7</b>	<b>75</b>		

\*A single multiple-choice exam covers two units

# 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 the 3 practical units. A recipe log template is available on the member area of the CTH website.

The mark sheets to be used are all provided in this handbook. These will be completed by centres and externally verified by CTH in conjunction with all other evidence. These mark sheets are also available in the member area of the CTH website in editable PDF format.

## Qualification Grading

Each individual unit will be graded as either fail or pass. 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.

Booklet: All assessment criteria must be met to achieve a Pass.

The pass rate for the theory exam is 80%.

# 7. Assessment Methodology

The CTH Level 2 Award in Healthier Cooking and Eating is assessed by:

- The completion of a recipe log (Learning Outcome 2 of all units).
- The creation of a Healthy Eating Booklet (Learning Outcome 1 of the 2PHD unit).
- One multiple choice question examination (Learning Outcome 1 of 2FVS and 2PPCD).

CTH can provide training and guidance on the assessment requirements and process.

The theory test is taken online when students are ready to be assessed. Students must be registered with CTH in order to take the online test.

All units must be passed to achieve the qualification.

The production of a completed recipe log demonstrating full coverage of the minimum unit content is a requirement for all units of this 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

Produce Healthier Dishes				
<b>Ofqual Unit Ref No.</b>	D/617/4946	<b>CTH Unit Ref:</b>	2PHD	
<b>Unit Purpose and Aim(s)</b>	This unit is about preparing, cooking and finishing dishes which use healthier ingredients and healthier preparation, cooking and finishing techniques.			
<b>Unit Level</b>	2			
<b>Unit Size</b>	<b>Guided Learning Hours (GLH)</b>	35 Hours	<b>Credit Value:</b> (1 credit is 10 hours total study/TQT)	3 Credits
<b>Unit Assessment is by:</b>	Recipe log & healthy eating booklet.			
<b>Learning Outcome 1</b>	Know how to produce healthier dishes.			
<b>Assessment Criteria</b>				
1.1 The concepts of a balanced diet and why this is important to good health. 1.2 Current government guidelines for healthy eating. 1.3 The types and combinations of ingredients that make up a healthy dish. 1.4 The nutritional benefits of minimising the fat, sugar and salt content of dishes. 1.5 The nutritional benefits of starchy foods, fruit, vegetables and pulses. 1.6 How to read and interpret food labelling. 1.7 How to select types, combinations and proportions of ingredients that will make up a healthy dish. 1.8 Techniques you can use to prepare ingredients in a healthier way. 1.9 Techniques you can use to cook the dish in a way that maximises its nutritional value. 1.10 Healthier flavourings that can be used as alternatives to salt and sugar. 1.11 Why it is important to present healthier dishes in an attractive way and how to do so. 1.12 Why it is important to provide a choice of sauces, dressing, toppings and condiments. 1.13 Healthier types of sauces, dressings, toppings and condiments that the customer may wish to use as an alternative.				
<b>Learning Outcome 2</b>	Be able to produce healthier dishes.			
<b>Assessment Criteria</b>				
2.1 Check the ingredients meet dish requirements. 2.2 Prepare the ingredients in a way that minimises fat, salt and sugar content and maximises fibre content. 2.3 Cook the dish in a way that maximises its nutritional value. 2.4 Use flavourings that minimise the use of salt or sugar. 2.5 Identify improvements in the flavours of the dish. 2.6 Present the dish in a way that will be attractive. 2.7 Allow options to choose what sauces, dressings, toppings or condiments to add to the dish. 2.8 Cover a minimum of 11 from the range.				

**Prepare and Cook Fruit, Vegetables and Salads\***

<b>Ofqual Unit Ref No.</b>	H/617/4947	<b>CTH Unit Ref:</b>	2FVS
<b>Unit Purpose and Aim(s)</b>	The aim of this unit is to develop knowledge, understanding and practical skills in preparing and cooking fruit, vegetables and salads.		
<b>Unit Level</b>	2		
<b>Unit Size</b>	<b>Guided Learning Hours (GLH)</b>	20 Hours	<b>Credit Value:</b> (1 credit is 10 hours total study/TQT) 2 Credits
<b>Unit Assessment is by:</b>	Recipe log & MCQ test.		
<b>Learning Outcome 1</b>	Know how to prepare and cook fruit, vegetables and salads.		

**Assessment Criteria**

- 1.1 Identify commonly used fruit vegetables and salad items.
- 1.2 Identify the seasons for commonly used fruit, vegetables and salad items.
- 1.3 Group fruit, vegetables and salad items into classifications.
- 1.4 Identify the quality points for fruit, vegetables and salad items.
- 1.5 Identify correct storage procedures for fruit, vegetables and salads to maintain quality, nutrients and the reduction of waste.
- 1.6 State the most commonly used preparation methods for fruit, vegetables and salads.
- 1.7 Identify additions and coatings used when preparing vegetables for cooking.
- 1.8 State the preservation methods for fruit and vegetables.
- 1.9 Identify suitable tools and equipment to cook fruit, vegetables and salad items.
- 1.10 Identify cooking methods for fruit, vegetables and salad items.
- 1.11 Identify cooking liquids and sauces.
- 1.12 Explain the cooking principles for fruit and vegetables.
- 1.13 Explain the actions to be carried out to check the quality of fruit, vegetable and salad dishes.
- 1.14 Describe finishing and garnishing requirements for fruit, vegetable and salad dishes.
- 1.15 Explain how cooked fruit, vegetables and salad items should be held correctly for service.
- 1.16 Explain how cooked fruit, vegetables and salad items should be stored correctly after cooking.

**Learning Outcome 2**

Be able to prepare and cook fruit, vegetables and salad items.

**Assessment Criteria**

- 2.1 Demonstrate safe and hygienic practices while cooking.
- 2.2 Check that fruit, vegetables, salads and accompanying ingredients are of the correct type, quantity and quality.
- 2.3 Demonstrate the correct use of tools and equipment to prepare fruit, vegetables and salads.
- 2.4 Prepare fruit, vegetables and salads according to dish specifications.
- 2.5 Store prepared fruit, vegetables and salads appropriately prior to cooking if required.
- 2.6 Demonstrate safe and hygienic practices.
- 2.7 Demonstrate the correct use of tools and equipment to cook fruit, vegetables and salad items.
- 2.8 Cook and assemble fruit, vegetables and salads to dish specifications.
- 2.9 Identify improvements in the flavours of the dish.
- 2.10 Hold and serve cooked fruit, vegetables and salads.
- 2.11 Store vegetables safely after cooking, if appropriate.

\* A salad is a dish consisting of a mixture of small pieces of food, usually featuring vegetables. Salads are typically served at room temperature or chilled, with some exceptions. Salads may contain virtually any type of ready-to-eat food. Sauces used to flavour salads are varied and commonly called 'salad dressings'.

**Prepare and Present Food for Cold Presentation**

<b>Ofqual Unit Ref No.</b>	K/617/4946	<b>CTH Unit Ref:</b>	2FFCP	
<b>Unit Purpose and Aim(s)</b>	This unit is about preparing and presenting cold products such as salads, bread products, pies, pâtés and cured meats. The focus is on the technical knowledge and skills required to prepare and present food for cold presentation.			
<b>Unit Level</b>	2			
<b>Unit Size</b>	<b>Guided Learning Hours (GLH)</b>	20 Hours	<b>Credit Value:</b> (1 credit is 10 hours total study/TQT)	2 Credits
<b>Unit Assessment is by:</b>	Recipe log & MCQ test.			
<b>Learning Outcome 1</b>	Know how to prepare and present food for cold presentation.			

**Assessment Criteria**

- 1.1 How to make sure that the food products and garnish ingredients meet requirements.
- 1.2 What quality points to look for in the presentation of cooked, cured and prepared food.
- 1.3 Why and to whom you should report any problems with the food items for cold presentation.
- 1.4 The correct tools, knives and equipment to carry out the required preparation methods.
- 1.5 Why it is important to use the correct techniques, tools, knives and equipment when preparing food for cold presentation.
- 1.6 How to prepare the food products and garnish ingredients for cold presentation.
- 1.7 How to produce basic vinaigrette and cold sauces.
- 1.8 How to finish and garnish food products for cold presentation.
- 1.9 How to check and adjust food products to make sure they have the correct colour, flavour, texture and quantity.
- 1.10 Why time and temperature are important when preparing cooked, cured and prepared food for presentation.
- 1.11 Why cooked, cured and prepared foods should be stored at the required temperature before presentation.
- 1.12 Healthy eating options when preparing and presenting food for cold presentation.

**Learning Outcome 2**

Be able to prepare and present food for cold presentation.

**Assessment Criteria**

- 2.1 Select the type and quantity of food products and garnish ingredients required for preparation.
- 2.2 Check food products and garnish ingredients meet quality and other requirements.
- 2.3 Choose the correct tools, knives and equipment to prepare and present the food for cold presentation.
- 2.4 Use tools, knives and equipment correctly when preparing and presenting the food.
- 2.5 Prepare food products to meet the requirements of the dish.
- 2.6 Ensure food products have the correct flavour, colour, texture and quantity.
- 2.7 Garnish and present food products to meet requirements.
- 2.8 Identify improvements in the flavours of the dish.
- 2.9 Store any prepared food products and garnish not for immediate use in line with food safety regulations.

# 9. Sample Assessments

## Healthy Eating Booklet

Design a booklet suitable for someone who is interested in healthy cooking and eating. In the booklet, learners will need to include (the following are an extract from the full list of 8 requirements):

1. The concepts of a balanced diet and why this is important to good health
2. Techniques you can use to prepare ingredients in a healthier way
3. Healthier flavourings that can be used as alternatives to salt and sugar

This booklet should look attractive and should be suitably colourful.

## Multiple Choice Question Test

Learners will need to take a 25-question multiple choice exam paper written by CTH which will cover the following:

1. Prepare and cook fruit, vegetables and salads: Learning outcome 1
2. Prepare and present food for cold presentation: Learning outcome 1

<b>Question 1</b>	Q. Why is it important that cooking times are accurate?	<b>1 mark</b>
	a. It helps to be organised.	
	b. It allows to share cooking equipment with others.	
	c. To save money on energy bill.	
	d. To retain good texture and flavour of ingredients.	

<b>Question 2</b>	Q. At what temperature range should chilled food be kept?	<b>1 mark</b>
	a. 0°C to 7°C	
	b. 3°C to 8°C	
	c. 5°C to 8°C	
	d. 2°C to 5°C	

# 10. About CTH

CTH, the Confederation of Tourism & Hospitality, is an Ofqual recognised Awarding Organisation established in 1982 specialising in gold standard qualifications for the hospitality, culinary, travel and tourism sectors.

CTH employs specialist staff with experience in these industries and links to current industry partners, as well as education or training experience. They are available to discuss your curriculum requirements or queries concerning this qualification.

In addition to our existing portfolio of qualifications currently available (included in Ofqual's Register of Regulated Qualifications), we can also offer individual unit qualifications, or discuss requirements for new qualifications suitable for local needs.

## Policies

CTH policies are available to Approved Centres and learners to refer to in the administration and the delivery of the programme.

## Location

CTH's offices are located in central London, United Kingdom, within easy walking distance of underground and bus stops. We always welcome visits from Centres and encourage this wherever possible.

## Website

[www.cthawards.com](http://www.cthawards.com)

## Contact us via

**Email:** Please use contact email: [info@cthawards.com](mailto:info@cthawards.com)

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