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# Qualification Specification

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**CTH Level 2 Diploma in Patisserie  
and Confectionery Skills**

**December 2020**

**QAN: 603/6108/6**



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# 1. Introduction

## Overview

The purpose of this document is to explain the aims, structure and content of the **CTH Level 2 Diploma in Patisserie and Confectionery Skills**.

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

## Purpose of the Qualification

The purpose is to provide a qualification that:

- Introduces the core skills required in a professional kitchen.
- Improves the skills of individuals and increases their chances of gaining employment.
- Supports the skills of individuals and increases their chances of gaining employment.

## Access and Entry Requirements

The selection of appropriate students for admission to the CTH Level 2 Diploma in Patisserie and Confectionery Skills is the responsibility of the centres. Students should:

- Have a minimum age of 16 at enrolment.
- Have completed secondary education.
- Have a level of English sufficient to complete a theory test and build a recipe log and time plans.

## 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 limited 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 Diploma in Patisserie and Confectionery Skills 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 (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.

# 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 skills-based kitchen with, ideally, patisserie related equipment such as marble worktops and sufficient mixers. 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@cthwards.com](mailto:info@cthwards.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.

### Assessments Submission

Assessments should be submitted in accordance with the CTH Culinary schedule of assessments which is available on the CTH website.

Students must be registered for each unit, and all assessment fees paid at least four weeks prior to their submission. Centres can expect to receive results in accordance with the timescales published on the schedule of assessments provided that the assessment is submitted with complete documentation.

It is strongly recommended that centres publish their own internal specified deadlines for the submission of all assessed work to allow staff adequate time for internal marking, internal moderation and dispatch to CTH.

### Resit Opportunities

#### Practical Exams

A maximum of two resits are allowed per practical exam. The **maximum grade** to be given at any resit practical exam is a **Pass**. Centres are encouraged to prepare their learners for any practical exam by organising mock exams.

#### Online Exam

Learners are allowed a maximum of two resits for any online exam. This theory exam is a pass-fail test and no grade will be awarded for it. It is advised to provide additional teaching and learning opportunities to any learner who has failed a theory test before arranging for a retake.



## 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.
- Internal quality assurance: internally verify the marking of practical exams and 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 (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 practical exams.
- 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 603/6108/6. 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 350 hours of TQT (Total Qualification Time), of which 315 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:

1. 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).
2. Independent and unsupervised learning or research.
3. Unsupervised coursework, or directed activity.
4. Watching pre-recorded webinars or podcasts.
5. Compiling a portfolio of evidence.
6. 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.
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## Qualification Structure

The qualification, units and TQT for the CTH Level 2 Diploma in Patisserie and Confectionery Skills are set out in the following table. Further details of each unit are included later in the specification.

CTH Level 2 Diploma in Patisserie and Confectionery Skills QAN: 603/6108/6						
<b>Candidates must achieve:</b>						
<ul style="list-style-type: none"> <li>All 9 mandatory units, providing 35 credits, all at level 2.</li> </ul>						
<b>Credit Value:</b> 35						
<b>Guided Learning Hours (GLH) for Qualification:</b> 315				<b>Total Qualification Time (TQT) for Qualification:</b> 350		
Mandatory Units						
Unit Code	Unit Title	L	CV	GLH	URN	Assessment Method
2FSPK	Food safety in the professional kitchen	2	3	25	T/616/7761	Theory test and practical exam
2MPCTW	Introduction to menu planning, costings and teamwork	2	4	30	D/616/7768	Theory test and practical exam
2INGR	Ingredients in patisserie	2	4	40	J/618/2958	Recipe log, theory test and practical
2PAST	Pastries	2	5	40	R/618/2963	Recipe log, theory test and practical
2CHD	Cold and hot desserts	2	3	25	H/616/7772	Recipe log, theory test and practical
2BCS	Biscuits, cakes and sponges	2	3	25	K/616/7773	Recipe log, theory test and practical
2BDP	Bread and dough products	2	4	40	Y/618/2964	Recipe log, theory test and practical
2CW	Chocolate work	2	4	40	D/618/2965	Recipe log, theory test and practical
2FPS	Finishing and presentation skills	2	5	50	H/618/2966	Recipe log, theory test and practical
<b>Diploma Total (9 units)</b>			<b>35</b>	<b>315</b>		

# 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 7 of the 9 units assessed by practical examinations. A recipe log template is available on the CTH Member area of the website.

### Practical Examinations and Theory Test

All units of this qualification are assessed by two practical examinations and one online theory examination. All are graded either as fail, pass, merit or distinction.

The 2FSPK and 2MPCTW units are the only units that will be 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 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.

When assessing these units, Centre Markers must make sure students prepare, cook and produce successfully all parts of the dishes/products involved in each unit before allocating a Pass, Merit or Distinction grade for the relevant units.

The online test will assess the theory part of each unit. This theory exam is a pass-fail test and no grade will be awarded for it. A pass mark of 80% is required to successfully pass the test.

## 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 2 Diploma in Patisserie and Confectionery Skills is assessed by two practical examinations (covering several units at a time), and one online theory test (covering each and every unit).

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

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 7 of the 9 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

## Food Safety in the Professional Kitchen

<b>Ofqual Unit Ref No.</b>	T/616/7761	<b>CTH Unit Ref:</b>	2FSPK	
<b>Unit Purpose and Aim(s)</b>	This unit aims to develop your knowledge and understanding of food safety and catering. Students will learn about personal responsibilities regarding food hygiene, the importance of keeping food safe, and how to keep the work area clean and tidy.			
<b>Unit Level</b>	2			
<b>Unit Size</b>	<b>Guided Learning Hours (GLH)</b>	25 Hours	<b>Credit Value:</b> (1 credit is 10 hours total study/TQT)	3 Credits
<b>Unit Assessment is by:</b>	Theory test and practical examination.			
<b>Learning Outcome 1</b>	Know the importance of food safety and the responsibilities of individuals.			

### Assessment Criteria

- 1.1 Explain the importance of food safety hygiene procedures in the workplace.
- 1.2 Describe how individuals can take responsibility for food safety.
- 1.3 Explain how to report food safety hazards.
- 1.4 State the legal responsibilities of food handlers and food business operators.
- 1.5 Explain the importance of personal hygiene in food safety.
- 1.6 List effective personal hygiene practices.
- 1.7 Describe steps to keep the work area and equipment clean and tidy.
- 1.8 Explain how workflow, maintenance of work surfaces and equipment can reduce contamination risks.
- 1.9 Explain the importance of pest control.
- 1.10 State the sources of, and risks to, food safety from contamination and cross-contamination.
- 1.11 Explain how to deal with food spoilage, including recognition, reporting and disposal.

<b>Learning Outcome 2</b>	Know how to identify and control food allergy risks.
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### Assessment Criteria

- 2.1 Describe the symptoms of food allergies.
- 2.2 Explain the importance of providing food allergen information to customers.
- 2.3 Describe how the risks associated with food allergies can be controlled.

**Learning Outcome 3**

Know the importance of following food safety legislation.

**Assessment Criteria**

- 3.1 Explain the importance of food safety management procedures.
- 3.2 Describe the responsibilities of employers and employees in respect of food safety legislation and procedures for compliance.
- 3.3 Explain how the legislation is enforced.

**Learning Outcome 4**

Know how to apply and monitor good hygiene practice.

**Assessment Criteria**

- 4.1 Explain the importance of temperature control and identify the methods of controlling temperature.
- 4.2 Describe the procedures to control contamination and cross- contamination.
- 4.3 Explain the importance of high standards of personal hygiene.
- 4.4 Describe the procedures for cleaning, disinfection and waste disposal.
- 4.5 Explain the requirements relating to the design of food premises and equipment.

**Learning Outcome 5**

Know how to follow food safety management procedures.

**Assessment Criteria**

- 5.1 Explain the importance to food safety management of identifying microbial, chemical, physical and allergenic hazards.
- 5.2 Describe the methods and procedures for controlling food safety including critical control points, critical limits and corrective actions.
- 5.3 Explain the requirements for monitoring and recording food safety procedures.
- 5.4 Describe the methods for, and the importance of, evaluating food safety controls and procedure.
- 5.5 Explain the requirements for induction and on-going training of staff in food safety.
- 5.6 Explain the importance of effective communication of food safety procedures.



**Introduction to Menu Planning, Costings and Teamwork**

<b>Ofqual Unit Ref No.</b>	D/616/7768	<b>CTH Unit Ref:</b>	2MPCTW
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<b>Unit Purpose and Aim(s)</b>	This unit aims to develop knowledge and understanding of the principles of menu planning. Students are expected to learn about staffing structures, roles and responsibilities within a kitchen hierarchy, and the reasons why teamwork is a vital element in food production and service. Students are expected to plan and calculate costs for menus.
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<b>Unit Level</b>	2
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<b>Unit Size</b>	<b>Guided Learning Hours (GLH)</b>	30 Hours	<b>Credit Value:</b> (1 credit is 10 hours total study/TQT)	4 Credits
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<b>Unit Assessment by:</b>	Theory test and practical examination.
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<b>Learning Outcome 1</b>	Understand the organisation of kitchens.
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**Assessment Criteria**

- 1.1 Describe the structure of a 'Partie system' and outline the staffing hierarchy of a traditional kitchen.
- 1.2 Identify current trends in food production operations.
- 1.3 Explain the importance of kitchen layout to promote good workflow in relation to food production systems.
- 1.4 Describe the responsibilities of specific job roles in a traditional kitchen organisation.
- 1.5 State the reasons for good working relationships within the kitchen and food service department.

<b>Learning Outcome 2</b>	Be able to plan and prepare menus for catering operations.
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**Assessment Criteria**

- 2.1 Describe menus for different types of meal occasions.
- 2.2 Interpret menus for food production.
- 2.3 Explain the importance of the menu for food production and food service.
- 2.4 Describe the factors to be considered in the planning of menus.

<b>Learning Outcome 3</b>	Be able to apply basic calculations used in catering operations.
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**Assessment Criteria**

- 3.1 Calculate costs and quantities relevant to simple activities in catering operations.
- 3.2 Display basic numeracy skills using a calculator and manual methods based on metric measurements.
- 3.3 Calculate percentages to achieve a set gross profit.
- 3.4 Explain the importance of food costs within catering operations.
- 3.5 Describe the factors which must be monitored to control food costs and profit.



**Learning Outcome 4**

Be able to plan and organise own work.

**Assessment Criteria**

- 4.1 Explain the order of work to complete a task.
- 4.2 Describe situations when it is appropriate to ask for help.
- 4.3 Describe situations when it is appropriate to help and support others.
- 4.4 Explain the importance of working to deadlines.
- 4.5 Describe why it is important to follow instructions accurately.
- 4.6 Explain the importance of keeping work areas clean and tidy.

**Learning Outcome 5**

Be able to work effectively with team members.

**Assessment Criteria**

- 5.1 Explain the benefits of helping team members.
- 5.2 Describe the importance of passing information to the relevant people.
- 5.3 Explain the importance of clear communication.
- 5.4 Describe ways to maintain good working relationships in a team.
- 5.5 State problems in working relationships that should be reported to line managers.



## Ingredients in Patisserie

<b>Ofqual Unit Ref No.</b>	J/618/2958	<b>CTH Unit Ref:</b>	2INGR	
<b>Unit Purpose and Aim(s)</b>	The aim of this unit is to enable students to develop the necessary skills and understanding of the principles involved in using ingredients to prepare and cook patisserie items.			
<b>Unit Level</b>	2			
<b>Unit Size</b>	<b>Guided Learning Hours (GLH)</b>	40 Hours	<b>Credit Value:</b> (1 credit is 10 hours total study/TQT)	4 Credits
<b>Unit Assessment is by:</b>	Recipe log, theory test and practical examination.			
<b>Learning Outcome 1</b>	Know how to use ingredients in patisserie.			
<b>Assessment Criteria</b>				
1.1 Identify different types of ingredients. 1.2 Understand the making of basic ingredients. 1.3 Identify allergens in ingredients.				
<b>Learning Outcome 2</b>	Be able to use ingredients in patisserie.			
<b>Assessment Criteria</b>				
2.1 Use different types of ingredients. 2.2 Combine ingredients to produce patisserie. 2.3 Identify allergens in ingredients when producing patisserie items.				



## Pastries

<b>Ofqual Unit Ref No.</b>	R/618/2963	<b>CTH Unit Ref:</b>	2PAST
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<b>Unit Purpose and Aim(s)</b>	This unit aims to develop knowledge and understanding of the principles of menu planning. Students are expected to learn about staffing structures, roles and responsibilities within in a kitchen hierarchy, and the reasons why teamwork is a vital element in food production and service. Students are expected to plan and calculate costs for menus.		
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<b>Unit Level</b>	2		
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<b>Unit Size</b>	<b>Guided Learning Hours (GLH)</b>	40 Hours	<b>Credit Value:</b> (1 credit is 10 hours total study/TQT)	5 Credits
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<b>Unit Assessment is by:</b>	Recipe log, theory test and practical examination.		
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<b>Learning Outcome 1</b>	Know how to prepare, cook and finish pastry products.
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<b>Assessment Criteria</b>	
<p>1.1 Identify different types of pastries.</p> <p>1.2 Explain preparation methods for pastry.</p> <p>1.3 State main ingredients used when producing pastry items.</p> <p>1.4 Explain how to store ingredients and pastries.</p>	

<b>Learning Outcome 2</b>	Be able to prepare pastry products.
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<b>Assessment Criteria</b>	
<p>2.1 Use different types of pastries.</p> <p>2.2 Use preparation methods.</p> <p>2.3 Select and use suitable equipment and tools.</p> <p>2.4 Select required ingredients.</p>	

<b>Learning Outcome 3</b>	Be able to cook pastry products.
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<b>Assessment Criteria</b>	
<p>3.1 Use suitable cooking methods.</p> <p>3.2 Select and use suitable equipment.</p> <p>3.3 Produce 'free from' pastries.</p> <p>3.4 Meet products requirements.</p> <p>3.5 Demonstrate safe and hygienic working practices.</p> <p>3.6 Finish and serve items to meet requirements.</p> <p>3.7 Store ingredients and pastry products.</p>	



## Cold and Hot Desserts

<b>Ofqual Unit Ref No.</b>	H/616/7772	<b>CTH Unit Ref:</b>	2CHD	
<b>Unit Purpose and Aim(s)</b>	The aim of this unit is to enable students to develop the necessary skills and understanding of the principles involved in preparing, cooking and serving cold and hot desserts.			
<b>Unit Level</b>	2			
<b>Unit Size</b>	<b>Guided Learning Hours (GLH)</b>	25 Hours	<b>Credit Value:</b> (1 credit is 10 hours total study/TQT)	3 Credits
<b>Unit Assessment is by:</b>	Recipe log, theory test and practical examination.			
<b>Learning Outcome 1</b>	Know how to prepare, cook and finish cold and hot desserts.			

### Assessment Criteria

- 1.1 Identify different types of cold and hot desserts.
- 1.2 Describe the quality points of cold and hot desserts.
- 1.3 Describe the preparation methods for cold and hot desserts.
- 1.4 List different finishing for cold and hot desserts.
- 1.5 State the correct storage procedures for cold desserts.

### Learning Outcome 2

Be able to prepare cold and hot desserts.

### Assessment Criteria

- 2.1 Select suitable ingredients.
- 2.2 Select appropriate tools and equipment.
- 2.3 Follow required preparation methods.
- 2.4 Comply with hygiene and safety standards.

### Learning Outcome 3

Be able to cook and finish cold and hot desserts.

### Assessment Criteria

- 3.1 Use appropriate cooking methods.
- 3.2 Produce types of cold and hot desserts.
- 3.3 Product 'free from' cold and hot desserts.
- 3.4 Use appropriate finishing methods.
- 3.5 Store cold and hot desserts not for immediate use.



## Biscuits, Cakes and Sponges

<b>Ofqual Unit Ref No.</b>	K/616/7773	<b>CTH Unit Ref:</b>	2BCS	
<b>Unit Purpose and Aim(s)</b>	The aim of this unit is to enable student to develop the necessary skills and understanding of the principles involved in preparing, cooking and serving biscuits, cakes and sponges.			
<b>Unit Level</b>	2			
<b>Unit Size</b>	<b>Guided Learning Hours (GLH)</b>	40 Hours	<b>Credit Value:</b> (1 credit is 10 hours total study/TQT)	4 Credits
<b>Unit Assessment is by:</b>	Recipe log, theory test and practical examination.			
<b>Learning Outcome 1</b>	Know how to prepare, cook and finish biscuits, cakes and sponges.			
<b>Assessment Criteria</b>				
1.1 Identify types of biscuits, cakes and sponges. 1.2 Identify key ingredients, their quality points and storage conditions for biscuits, cakes and sponges.				
<b>Learning Outcome 2</b>	Be able to prepare biscuits, cakes and sponges.			
<b>Assessment Criteria</b>				
2.1 Use tools and equipment. 2.2 Use required ingredients. 2.3 Follow appropriate preparation methods. 2.4 Demonstrate safe and hygienic practices.				
<b>Learning Outcome 3</b>	Be able to cook biscuits, cakes and sponges.			
<b>Assessment Criteria</b>				
3.1 Use cooking method appropriately. 3.2 Produce types of biscuits, cakes and sponges.				
<b>Learning Outcome 4</b>	Be able to finish biscuits, cakes and sponges.			
<b>Assessment Criteria</b>				
4.1 Use appropriate icings, fillings and glazes. 4.2 Use suitable presentation methods. 4.3 Store biscuits, cakes and sponges not for immediate use.				

**Breads and Dough Products**

<b>Ofqual Unit Ref No.</b>	Y/618/2964	<b>CTH Unit Ref:</b>	2BDP
<b>Unit Purpose and Aim(s)</b>	The aim of this unit is to enable students to develop the necessary skills and understanding of the principles involved in preparing, cooking and serving breads and dough products.		
<b>Unit Level</b>	2		
<b>Unit Size</b>	<b>Guided Learning Hours (GLH)</b>	40 Hours	<b>Credit Value:</b> (1 credit is 10 hours total study/TQT) 4 Credits
<b>Unit Assessment is by:</b>	Recipe log, theory test and practical examination.		
<b>Learning Outcome 1</b>	Know how to prepare, cook and finish breads and dough products.		

**Assessment Criteria**

- 1.1 Identify types of dough.
- 1.2 Explain preparation methods for dough.
- 1.3 State main ingredients used in the production of dough.
- 1.4 Explain how to store ingredients.

<b>Learning Outcome 2</b>	Be able to prepare breads and dough products.
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**Assessment Criteria**

- 2.1 Use preparation methods.
- 2.2 Select and use suitable tools and equipment.
- 2.3 Select required ingredients.
- 2.4 Demonstrate safe and hygienic practices.

<b>Learning Outcome 3</b>	Be able to cook breads and dough products.
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**Assessment Criteria**

- 3.1 Use suitable cooking methods.
- 3.2 Select and use suitable tools and equipment.
- 3.3 Meet products requirements.
- 3.4 Demonstrate safe and hygienic working practices.
- 3.5 Finish and serve products to meet requirements.
- 3.6 Store ingredients, pastry and dough products.

**Chocolate work****Ofqual Unit Ref No.**

D/618/2965

**CTH Unit Ref:**

2CW

**Unit Purpose and Aim(s)**

The aim of this unit is to enable students to develop the necessary skills and understanding of the principles involved in using ingredients to prepare and cook patisserie items.

**Unit Level**

2

**Unit Size****Guided Learning Hours (GLH)**

40 Hours

**Credit Value:**  
(1 credit is 10 hours total study/TQT)

4 Credits

**Unit Assessment is by:**

Recipe log, theory test and practical examination.

**Learning Outcome 1**

Know different types of chocolates, their making, composition and related techniques.

**Assessment Criteria**

- 1.1 Explain the making of chocolate.
- 1.2 Identify types of chocolates.
- 1.3 List the composition of different types of chocolates.
- 1.4 Describe the techniques related to the use of chocolate when producing different items.

**Learning Outcome 2**

Be able to prepare and produce chocolate items.

**Assessment Criteria**

- 2.1 Follow appropriate preparation techniques.
- 2.2 Use different types of chocolate.
- 2.3 Produce a variety of chocolate items.
- 2.4 Store chocolate products.



**Finishing and Presentation Skills**

<b>Ofqual Unit Ref No.</b>	H/618/2966	<b>CTH Unit Ref:</b>	2FPS	
<b>Unit Purpose and Aim(s)</b>	The aim of this unit is to develop learners' knowledge, understanding and practical skills in finishing and presenting patisserie items.			
<b>Unit Level</b>	2			
<b>Unit Size</b>	<b>Guided Learning Hours (GLH)</b>	50 Hours	<b>Credit Value:</b> (1 credit is 10 hours total study/TQT)	5 Credits
<b>Unit Assessment is by:</b>	Recipe log, theory test and practical examination.			
<b>Learning Outcome 1</b>	Know how to finish and present patisserie items.			
<b>Assessment Criteria</b>				
1.1 Identify different ingredients used to finish patisserie items.				
1.2 Identify different types of finishing items.				
1.3 Identify different finishing techniques.				
<b>Learning Outcome 2</b>	Be able to finish and present patisserie items.			
<b>Assessment Criteria</b>				
2.1 Use tools and equipment to finish and present patisserie items.				
2.2 Produce different types of finishing items.				
2.3 Use finishing techniques.				

# 9. Sample Assessments

Assessment Example 1		Dishes and Tasks Expected
2FSPK	Food Safety in the Professional Kitchen.	<ul style="list-style-type: none"> <li>• 1 production of a menu, a time plan and costings (2MPCTW).</li> <li>• 1 pastry-based item x 4 portions</li> <li>• 1 hot dessert x 4 portions</li> <li>• 1 type of bread or dough product x 4 portions</li> </ul>
2MPCTW	Introduction to Menu Planning, Costings and Teamwork.	
2INGR	Ingredients for Patisserie.	
2PAS	Pastries.	
2CHD	Cold and Hot Desserts.	
2BDP	Bread and Dough Products.	

## Practical Examination Guidance

All practical units are assessed via two separate final practical examinations where students will be required to produce dishes in a real kitchen environment to demonstrate they have met the requirements of the Assessment Criteria.

The practical examinations are internally written, internally assessed and externally verified by a CTH External Verifier who will either visit the centre to observe the practical examination or assess remotely through Skype, and analyse the assessment and internal verifiers mark schemes for consistency of application of marks in applying CTH standards.

Centres need to inform CTH of the dates of the exams, at least 2 months in advance, in order to receive the brief for the exams on time. Learners will have to create a time plan and costings for the dishes to be produced. The 2 practical examinations will cover the following units (please refer to the Qualification Structure table for full unit names):

**Exam 1:** Covers units 2FSPK, 2MPCTW, 2INGR, 2PAS, 2CHD, 2BDP

**Exam 2:** Covers units 2FSPK, 2INGR, 2BPCS, 2CW, 2FPS

**Assessment Example 2**

Unit	Food Safety in the Professional Kitchen.
Unit Ref. No.	2FSPK
Assessment type	Online theory test.
Time allowed	40 minutes.

**Sample Test Questions**

<b>Question 1</b>	Q. Which is an example of a physical hazard?	<b>1 mark</b>
	a. Washing up liquid.	
	b. A hair.	
	c. Salmonella.	
	d. Walnuts.	

<b>Question 2</b>	Q. Which meringue is not cooked?	<b>1 mark</b>
	a. Italian meringue.	
	b. Swiss meringue.	
	c. Spanish meringue.	
	d. French meringue.	

# 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)

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