
Qualification Specification

TQTA

Restaurant Front of House Service

JANUARY 2025

1. Introduction

Overview

TURAN QASTRO TOURISM ACADEMY is a prestigious institution providing professional training for the tourism and hospitality sector. The Level 2 Certificate in Professional Restaurant Front of House Service aims to provide basic skills and knowledge in front of house services in the restaurant industry. This document covers the objectives, qualification level, size, structure and content including learning outcomes and assessment criteria for each unit, as well as sample assessment materials.

FOR INFORMATION regarding qualification approval requirements, delivery and assessment of this qualification, grading criteria and the grading of units and the qualification, PLEASE CONTACT US.

Purpose of the Qualification

The purpose is to provide a qualification that:

- enables students to understand the front of house operation and key functions within a restaurant.
- allows students to gain credits towards higher education.
- enables students to develop practical skills that can be applied in a vocational context.
- provides an introduction to the basic skills for entry-level students entering the hospitality industry.

Progression Opportunities

The Professional Restaurant Front of House Service qualification provides an ideal starting point for students beginning in the hospitality sector either after leaving school, as a returner to work or when switching careers. Upon successful completion, students can progress to Level 3 qualifications, including CTH Level 3 Foundation Diploma qualifications in Hospitality and Tourism or Hospitality Business.

2. Admission & Entry Requirements

TQTA is responsible for checking applications according to the following admission conditions in line with the requirements of DMA and International Partners, and ensuring that students can fulfill the requirements of the qualifications and complete them successfully before admission and enrollment. TQTA also conducts an initial assessment of each student before they start their programs in order to provide additional support to students who apply or are sent by DMA. This assessment will comply with the criteria of the partners.

| Requirements | | Recommended Admission Requirements |
|--------------|--------------------|--|
| All Learners | ✓ Minimum Age | 16 at enrolment. |
| | ✓ English Language | All learners without English as a first language must hold at least IELTS 4.5 or other evidence of competence in English at this level. The course is taught in English and assessed by practical and written examinations in the English language; intermediate level language skills are essential. |
| | ✓ Education | These are open access qualifications with admission at the discretion of approved CTH Centres for learners they consider able to successfully complete the qualification. However, all learners should have completed full time secondary education up to age 16. |

There is no language requirement for students participating from DMA and other institutions.

CTH Membership Registration

TQTA registers students for the applied certificate program within two weeks of starting the course in accordance with the requirements of International Partners.

3. Teaching Facilities

Teaching Facilities

Our center has a fully equipped kitchen opened with TiKA support, training rooms, and 2 practice rooms for providing Professional Restaurant Front of House Service qualifications. These rooms are used for order taking, serving, and role-playing activities. Practical training opportunities are available in a working restaurant; these facilities are made available to students during scheduled hours for demonstrations, practice, assessment measurement, and final observed evaluations. We have partnered businesses that offer internship opportunities for delivering Restaurant Front of House qualifications.

| Units | Facilities Summary |
|---|---|
| Customer Service Skills | Classroom and facilities below for observations with feedback throughout the course. |
| Restaurant and Bar Service 1 & 2 | A mock restaurant with 5 dining tables plus a separate bar, both fully equipped with 20 sets of crockery, cutlery and a several sets of glassware for different drinks. |
| Wines Knowledge Service | A mock restaurant or bar with a selection of glassware and different types of wines. |

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| Knowledge and Service of Non-Alcoholic drinks. | We have a real coffee bar equipped with glasses, porcelain products, barista equipment along with various types of coffee, tea, healthy drinks, and accompanying products. |
| Knowledge & Service of Cocktails & Craft Beers | We have a mock bar with various glasses and different types of alcoholic beverages, craft beers, mixers, fruit juices, and garnishes. |
| Enhanced Food and Beverage Service Knowledge and Skills | We have 2 fully equipped practice rooms and a working restaurant for advanced food service training. |

Our teaching staff provides students with documented standards demonstrating facilities and service levels for each unit in various types of establishments (e.g., fine dining restaurants, 5* hotel restaurants or bars, neighborhood cafes, etc.).

Our academy offers students suitable teaching rooms equipped with projectors, IT facilities, and an appropriate examination room. All accommodation and equipment used for qualification delivery comply with Health and Safety legislation.

Our academy has a suitable space for students to relax.

Visits

Our academy is responsible for arranging visits and internships for our students at various categories of hotels, bars, and/or restaurants with which we have partnerships, enabling them to observe and understand the differences in facility types and service levels in each department. In accordance with the requirements of DMA and other international partners, staff practicing in these locations are monitored, and their training is supervised according to established criteria.

Academy

Staff Our staff, whose qualifications are approved by DMA and international organizations, meet the following requirements:

Professional competence or technical knowledge in their teaching area

Recent relevant experience in the specific area they will assess or verify

A teaching qualification at Level 3 (A-level equivalent) or above, as well as a relevant qualification

Ideally, possession of an assessor and/or internal verifier qualification

4. Curriculum Support

TQTA Delivery and Assessment Handbook

Our academy, approved by DMA and our international partners to deliver one or more qualifications in Professional Restaurant Front of House Services, provides a comprehensive Delivery and Assessment Handbook designed for teaching staff, quality assurance staff, and administrators.

TQTA Workshops

Our academy invites our international partners to deliver our courses and places importance on training the trainers. Additionally, all our faculty members (IV) have participated in online training sessions with our international partners and CTH before conducting their first assessment sets for the Professional Restaurant Front of House Services qualification.

CTH Members Website and Resources

The CTH website, one of our important partner institutions, is available to both our academy's teaching staff and CTH students. Staff and students can access online resources, including relevant e-books and journals from EBSCO. Teaching staff can download past exam papers, assessments, and examiner reports.

5. Qualification Size and Level

The Office of Qualifications and Examinations Regulation (Ofqual) regulates qualifications, examinations, and assessments in England. The CTH Level 2 Certificate in Professional Restaurant Front of House Service is a vocational qualification on the Ofqual Regulated Qualifications Framework (RQF) and complies with the regulations set out in the Ofqual Handbook. Ofqual regulated qualifications are recognized and trusted by parents, employers, and educational institutions worldwide due to the stringent controls and quality assurance requirements applied to these qualifications. Similarly, DMA fulfills this role in Azerbaijan. It conducts strict supervision on curriculum training control and participation in examination committees. TQTA continuously updates the regulations of other partner institutions regarding training and adapts them to Azerbaijan.

Qualification Size

The qualification is designed to be delivered in 220 hours of TQT (Total Qualification Time), of which 155 are Guided Learning Hours (GLH). TQT represents the total amount of time a student is expected to spend to achieve a qualification.

Definitions

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

Total Qualification Time – TQT TQT comprises 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 tutor.

The following activities are indicative of those included in TQT:

Guided Learning (GLH) when the teacher is present, e.g. formal classes, lectures, seminars, 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, self-study, workplace visits, revision, and time spent on written assignments.

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

Qualification Level

The CTH Professional Restaurant Front of House Service Certificate qualification is at level 2 in the Regulated Qualification Framework established by Ofqual, DMA, and international partners.

It is equivalent to Level 3 on the European Qualifications Framework.

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 2 Knowledge descriptor: | Level 2 Skills descriptor: |
|---|--|
| The holder... | The holder can... |
| <ul style="list-style-type: none">• 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. | <ul style="list-style-type: none">• 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. |

6. Qualification Structure

| CTH Level 2 Certificate in Professional Restaurant Front of House Service | | | | | | |
|---|--|--|------------|------------|---|--|
| Students must achieve all 7 mandatory units, providing 18 credits at level 2, and 5 credits at level 3. | | | | | | |
| Credit Value (CV): 22 | | QAN: 610/2218/4 | | | | |
| Guided Learning Hours (GLH): 155 | | Total Qualification Time (TQT): 220 | | | | |
| Unit | Unit Title | L | CV | GLH | Assessment Method | |
| CSS | Customer Service Skills | 2 | 3 | 25 | <ul style="list-style-type: none"> • Three observed practical examinations • One single on demand synoptic examination covering all 7 units | |
| RBS1 | Restaurant & Bar Service 1 | 2 | 3 | 25 | | |
| RBS2 | Restaurant & Bar Service 2 | 2 | 2 | 15 | | |
| 2WKS | Wine Knowledge & Service Skills | 2 | 3 | 20 | | |
| 2KSNAD | Knowledge & Service of Non-Alcoholic Drinks | 2 | 4 | 25 | | |
| 2KSCC | Knowledge & Service of Cocktails & Craft Beers | 2 | 2 | 15 | | |
| 2EFBS | Enhanced Food & Beverage Service | 3 | 5 | 30 | | |
| CTH Certificate Total (7 units) | | 22 | 155 | | | |

7. Qualification Grading Criteria

The qualification is graded as Pass, Merit, or Distinction. The table below shows the general Ofqual grading criteria. These are used by assessors and internal verifiers in conjunction with the grading scheme specified in the TQTA Quality Handbook, in accordance with the rules set by DMA and our international partners. TQTA's measurement and evaluation system guarantees transparency, fairness, and compliance with international standards in all certification processes.

Grading Criteria:

| Level 2 | | |
|---|--|---|
| PASS 40% to 59% | MERIT 60% to 69% | DISTINCTION 70%+ |
| <p>To achieve a Pass grade, learners must:</p> <ul style="list-style-type: none">• meet the requirements of the assessment criteria and learning outcomes. | <p>To achieve a Merit grade, learners must:</p> <ul style="list-style-type: none">• meet the requirements of the assessment criteria and learning outcomes.• identify the key issues in the area of study.• interpret information and ideas in a rational way.• substantiate judgments and support views with examples.• address problems logically.• produce work that is well presented, clear and well structured, with sources clearly referenced. | <p>To achieve a Distinction grade, learners must:</p> <ul style="list-style-type: none">• meet the requirements of the assessment criteria and learning outcomes.• synthesize information and ideas from different sources.• apply ideas and conclusions validly in different contexts.• identify strengths, weaknesses and illogicalities in situations, ideas and theories.• demonstrate in depth understanding and knowledge of relevant issues in the area of study.• use relevant and valid 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. |

8. Qualifications Assessments

TQTA, in collaboration with the Confederation of Tourism & Hospitality (CTH), submits all assessment tools for qualifications to CTH for external verification and evaluation. Additionally, TQTA meticulously implements the measurement and evaluation system specified in our Quality Handbook, in accordance with the standards of DMA and other international partners. This system is designed to ensure transparency, fairness, and objectivity in assessment processes.

The Quality Assurance Officer at TQTA is responsible for ensuring that all assessment processes comply with both internal standards and the requirements of international accreditation organizations. In this context, the development, implementation, and verification of assessment tools are carried out systematically.

Our assessment system, as detailed in our quality handbook, is built on the principles of performance monitoring, root cause analysis, and continuous improvement. All assessment processes maintain a balance between international standards and local requirements.

Our Turan Qastro Tourism Academy:

- Conducts internal assessments in accordance with the "Quality Assurance" standards specified in the TQTA Quality Handbook.
- Follows internal verification procedures and maintains records as described in the "Internal Verification and Monitoring Process" section of TQTA.
- Records results using both the CTH web portal and the documentation system required for DMA.
- Stores all assessment documents in accordance with the "Documentation and Records" standards specified in the TQTA Quality Handbook.
- Prepares and checks that assessor and internal verifier notes are complete before sending assessment samples.
- Complies with TQTA's "Detection and Registration of Non-Conformities" procedures.

Assessment Format and Presentation

TQTA, as stated in the "Measurement and Evaluation System" section of the Quality Handbook, verifies that the assessment methodology presented is:

- Relevant and appropriate to industry needs
- Valid (assesses the learning outcomes and content of the relevant qualification)
- Reliable (produces consistent results)
- Transparent (assessment criteria are known and understood by students)
- Fair and inclusive (provides equal opportunities for all student groups)
- Balanced and diverse (measures both theoretical and practical skills)

Assessment methods specified in TQTA's Quality Handbook "Assessment Methods and Tools" section and recognized by DMA, CTH, and our other international partners:

- Written exams - multiple choice, matching, short answer, and structured questions
- Portfolio assessments (systematic documentation of all student work)
- Case studies - analysis based on real business scenarios
- Structured observations (in accordance with TQTA's "Observation-Based Assessment" standards)
- Practical demonstrations and skills exams
- Research projects and independent studies
- Work-based assessments and internship performance reports
- 360-degree assessment system (in accordance with TQTA's "Internship and Job Placement" assessment system)

9. Qualification Units

| Customer Service Skills | | CSS | | |
|--|--|--|--|--|
| Unit Purpose and Aim(s) | | This unit aims to introduce learners to the importance of hospitality behaviours such as personal conduct, being adaptable and communicating with a diverse range of people, to understand different customer types, needs and expectations, the benefits, and consequences to the organisation of good and bad customer service, how to deal with customer requests effectively and how to deal with complaints from customers. | | |
| Unit Level: 2 | Guided Learning Hours (GLH): 25 Hours | Credit Value: 3 Credits (1 credit is 10 hours total study/TQT) | | |
| Unit Assessment is by: | | Observed practical examination(s) and one synoptic exam. | | |
| Learning Outcome 1 | | Understand the importance of hospitality behaviours such as personal conduct, being adaptable and communicating with a diverse range of people. | | |
| Assessment Criteria | | | | |
| 1.1 Identify the behaviours required within a customer service department. 1.2 Explain why timekeeping attendance, personal appearance, personal presentation, and contact can impact on the business and brand reputation. 1.3 Demonstrate how to communicate clearly to establish a good rapport with customers and ask relevant questions to determine their needs. 1.4 Demonstrate how to give customers a positive impression of yourself. | | | | |
| Learning Outcome 2 | Understand different customer types, needs and expectations within a hospitality organisation. | | | |
| Assessment Criteria | | | | |
| 2.1 Describe customer types. 2.2 Deliver excellent customer service in line with the business / brand standards with the aim of exceeding customer expectations. 2.3 Provide service correctly and check that the customer is satisfied. | | | | |

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| Learning Outcome 3 | Understand the benefits and consequences to the organisation of good and bad customer service. |
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Assessment Criteria

- 3.1 Explain the benefits of good customer service.
- 3.2 Explain the consequences of bad customer service.
- 3.3 Demonstrate how to provide good customer service in a range of hospitality departments.

Learning Outcome 4

Understand how to deal with customer requests effectively.

Assessment Criteria

- 4.1 Describe routine and special requests that customers may have and how to answer these.
- 4.2 Provide answers to routine and special requests.

Learning Outcome 5

Understand how to deal with complaints from customers.

Assessment Criteria

- 5.1 Explain how to identify a customer has a problem.
- 5.2 Explain how to show concern to a customer.
- 5.3 Describe a variety of problems a customer may have.
- 5.4 Demonstrate how to deal with customers who have a problem.
- 5.5 Demonstrate how to deal with customers who are angry and are upset.

| Restaurant and Bar Service 1 | | RBS1 | | |
|--|--|--|--|--|
| Unit Purpose and Aim(s) | This unit aims to introduce learners to a range of food and beverage service styles and standards within different types of hospitality operations, how to prepare a restaurant for service, how to serve customers in line with service style, how to clear dining and service areas after service. | | | |
| Unit Level: 2 | Guided Learning Hours (GLH): 25 Hours | Credit Value: 3 Credits (1 credit is 10 hours total study/TQT) | | |
| Unit Assessment is by: | One observed practical examination and one synoptic exam. | | | |
| Learning Outcome 1 | Understand the range of food service styles and standards within different types of hospitality operations. | | | |
| Assessment Criteria | | | | |
| 1.1 Describe the range of food operations in a hospitality organisation. 1.2 Describe the different methods of food service and their requirements. 1.3 Explain the legal requirements of food hygiene, health, safety, and personal presentation when working with food and beverages. | | | | |
| Learning Outcome 2 | Understand how to prepare a restaurant for service | | | |
| Assessment Criteria | | | | |
| 2.1 Clean and store crockery and cutlery. 2.2 Prepare and clean areas for table and tray service. 2.3 Describe safe and hygienic working practices for preparing service areas and equipment for table and tray service. 2.4 Lay tables and trays in line with service styles. 2.5 Check menus and ensure they are available for customer use. | | | | |
| Learning Outcome 3 | Understand how to serve customers in line with service style. | | | |
| Assessment Criteria | | | | |
| 3.1 Demonstrate how to greet and seat customers and take orders in a restaurant. 3.2 Process customer orders. 3.3 Serve customers in line with service style. | | | | |

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| Learning Outcome 4 | Understand how to clear dining and service areas after service. |
| Assessment Criteria 4.1 Explain how food service areas should be left clean after service. 4.2 Explain and demonstrate how to store food items, condiments and accompaniments which will be used in the future as required. 4.3 Demonstrate how to dispose of rubbish and waste food following recommended procedures. 4.4 Demonstrate how customer and service areas are to be kept tidy, free from rubbish and ready for cleaning. | |

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| Unit Purpose and Aim(s) | This unit aims to introduce learners to a range of beverage service styles and standards within different types of hospitality operations, to introduce learners to the variety of hot and cold and alcoholic and non-alcoholic beverages and their basic characteristics, how to prepare a bar for service, how to serve customers in line with service style and how to clear bar and service areas after service. As well as the legal requirements of food hygiene, health and safety with a hospitality environment. | |
| Unit Level: 2 | Guided Learning Hours (GLH): 15 Hours | Credit Value: 2 Credits (1 credit is 10 hours total study/TQT) |
| Unit Assessment is by: | One observed practical examination and one synoptic exam. | |
| Learning Outcome 1 | Understand the range of beverage service styles and standards within different types of hospitality operations | |

Assessment Criteria

- 1.1 Describe the range of beverage operations in a hospitality organisation.
- 1.2 Explain the legal requirements of working with alcoholic beverages.
- 1.3 Describe the different methods of beverage service and their requirements.

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| Learning Outcome 2 | Understand the variety of hot and cold and alcoholic and non-alcoholic beverages and their basic characteristics. |
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Assessment Criteria

- 2.1 Describe the range of alcoholic beverages available in a hospitality organisation.
- 2.2 Describe the different types of non-alcoholic hot and cold beverages, in particular coffee and tea, and the methods of preparing and serving them.
- 2.3 Describe and demonstrate the different methods of hot and cold beverage service and their requirements.

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| Learning Outcome 3 | Understand how to prepare a bar for service. |
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Assessment Criteria

- 3.1 Clean and store glassware.
- 3.2 Prepare and clean areas for table and tray service.
- 3.3 Describe safe and hygienic working practices for preparing service areas and equipment for table and tray service.
- 3.4 Lay bar and tables in line with service styles.

Learning Outcome 4

Understand how to serve customers in line with service style.

Assessment Criteria

- 4.1 Greet and deal with customers promptly.
- 4.2 Provide customers with accurate information about drinks and identify their requirements.
- 4.3 Dispense and serve drinks in the correct measures and at the recommended temperature.
- 4.4 Promote additional products as appropriate.
- 4.5 Serve drinks in line with the appropriate service style and legal requirements

Learning Outcome 5

Understand how to clear bar and service areas after service.

Assessment Criteria

- 5.1 Store drinks, drink accompaniments and additional products for service correctly and maintain them at the required level.
- 5.2 Keep service areas equipment clean hygienic, tidy, and ready to use.
- 5.3 Keep customer and service areas clean, tidy, and free from rubbish.
- 5.4 Empty waste bins and bottle containers as necessary.

| Wine Knowledge and Service | | 2WKS |
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| Unit Purpose and Aim(s) | This unit aims to introduce learners to the history of wine, new and old-world regions, parts of the vine and wine production, wine labels, how to serve customers and provide accurate information, and demonstrate opening wine, tasting techniques, and the etiquette of wine service. | |
| Unit Level: 2 | Guided Learning Hours (GLH): 20 Hours | Credit Value: 3 Credits (1 credit is 10 hours total study/TQT) |
| Unit Assessment is by: | One observed practical examination and one synoptic exam. | |
| Learning Outcome 1 | Understand the history of wine, new world and old-world wine regions, about the parts of the vine and wine production for different wines. | |
| Assessment Criteria <ul style="list-style-type: none"> 1.1 Identify the old world and new world countries that produce wine. 1.2 Explain the parts of the grape and how they affect the wine making process. 1.3 Describe the growing conditions required by wine and their impact on the wine produced. 1.4 List and briefly describe the different types of wine available. 1.5 Describe the wine production methods for different types of wine. 1.6 List and explain the main grape varieties. 1.7 Identify the key tasting notes/flavour profiles of the main grape varieties. | | |
| Learning Outcome 2 | Understand how to read a wine label, provide accurate information and how to serve customers. | |
| Assessment Criteria <ul style="list-style-type: none"> 2.1 Explain the importance of key information on wine labels. 2.2 Explain the key information about wine to be provided to customers. 2.3 Describe wine tasting terms used to explain the taste of wine, and its characteristics. 2.4 Explain how wine can complement food. 2.5 Explain common faults in wine. | | |
| Learning Outcome 3 | Be able to demonstrate how to open a bottle of wine, wine tasting techniques and the etiquette of wine service. | |
| Assessment Criteria <ul style="list-style-type: none"> 3.1 Prepare service items for the correct service of different types of wine. 3.2 Demonstrate how to open wine correctly. 3.3 Demonstrate the correct service of different types of wine within legal requirements. 3.4 Demonstrate the correct process for wine tasting techniques for different types of wines. 3.5 Demonstrate how to suggest food and wine pairing. | | |

| Knowledge and Service of Non-Alcoholic Drinks | | 2KSNAD |
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| Unit Purpose and Aim(s) | This unit aims to introduce learners to popular coffees and teas, their countries of origin, how they are made, and the food they may complement. Learners will demonstrate the correct methods to produce, present and serve drinks using equipment safely and understand the benefits and disadvantages of healthier drinks, their ingredients and quality check points. | |
| Unit Level: 2 | Guided Learning Hours (GLH): 25 Hours | Credit Value: 4 Credits (1 credit is 10 hours total study/TQT) |
| Unit Assessment is by: | One observed practical examination and one synoptic exam. | |
| Learning Outcome 1 | Understand popular coffees and teas, country of origin, how they are made, and the food they may complement. | |
| Assessment Criteria <ul style="list-style-type: none"> 1.1. Describe the types of popular coffee available and countries of origin. 1.2. Describe the types of popular tea available and countries of origin. 1.3. List common descriptions that can be used with coffee and tea. 1.4. List foods items that complement tea and coffee and factors that influence taste. 1.5. State the main brewing processes for coffee. 1.6. Identify the features of an espresso machine and how it is used to make different types of coffee. | | |
| Learning Outcome 2 | Demonstrate the correct methods to produce, present and serve drinks using equipment safely. | |
| Assessment Criteria <ul style="list-style-type: none"> 2.1 Demonstrate the correct use of preparation equipment and service equipment to make different types of tea, coffee, and smoothies safely. 2.2 Prepare service equipment and ingredients ready to present tea, coffee, and smoothies in the correct way. 2.3 Demonstrate how to operate the equipment and the correct brewing process to produce different coffees. 2.4 Demonstrate how to correctly texture milk for coffee. 2.5 Present different types of tea, coffee and smoothies to the expected standard using the correct service equipment. 2.6 State the cleaning process for espresso coffee machines. | | |

Learning Outcome 3

Understand the benefits and disadvantages of healthier drinks, their ingredients and quality check points.

Assessment Criteria

- 3.1 State the potential health benefits and potential disadvantages of healthy drinks.
- 3.2 List the different types of popular health drinks.
- 3.3 State the different methods used to make health drinks.
- 3.4 List the ingredients used to make healthy drinks.
- 3.5 Explain the quality points that need to be checked prior to service of healthy drinks.

Knowledge and Service of Cocktails and Craft Beers

2KSCC

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| Unit Purpose and Aim(s) | This unit aims to introduce the learners to a range of ingredients to make classic cocktails and their variations, to use equipment, accompaniments, garnishes, and drink build techniques to make a range of cocktails. To understand how beers are made, the styles, characteristics, flavours of different beers and how to serve them correctly. | |
| Unit Level: 2 | Guided Learning Hours (GLH): 15 Hours | Credit Value: 2 Credits (1 credit is 10 hours total study/TQT) |
| Unit Assessment is by: | One observed practical examination and one synoptic exam. | |
| Learning Outcome 1 | Understand the range of ingredients required to make classic cocktails and their variations. | |

Assessment Criteria

- 1.1 Identify the most popular spirits, the process of production and the main ingredients.
- 1.2 List and describe other alcoholic drinks.
- 1.3 State the main types of classic cocktails and variations.
- 1.4 Describe the characteristics of sour based cocktails.
- 1.5 List additional ingredients used in making classic cocktails.
- 1.6 State the correct drink build techniques.

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| Learning Outcome 2 | Demonstrate how to use equipment, accompaniments, garnishes, and drink build techniques to make a range of cocktails. |
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Assessment Criteria

- 2.1. Identify the specialist equipment used to make a range of cocktails.
- 2.2. Identify the accompaniments and garnishes required when making cocktails.
- 2.3. Demonstrate the correct drink build techniques used to make a range of classic cocktails.
- 2.4. Check that the drinks meet quality requirements for each cocktail produced.
- 2.5. Identify and describe the key information about cocktails that a customer may expect.

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| Learning Outcome 3 | Understand how beers are made the styles, characteristics, flavours of different beers and how to serve them correctly. |
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Assessment Criteria

- 3.1 Explain beer production methods.
- 3.2 Describe the characteristics of different beers.
- 3.3 Explain terms used to describe beer.
- 3.4 Demonstrate the correct service of beer.
- 3.5 Describe different faults that occur in beer.

Enhanced Food and Beverage Service Knowledge and Skills

2EFBS

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| Unit Purpose and Aim(s) | The aim of this unit is to introduce learners to the factors that contribute to enhancing the dining experience, including demonstrating the importance of menu knowledge as well as understanding and demonstrating enhanced service skills. | |
| Unit Level: 3 | Guided Learning Hours (GLH): 30 Hours | Credit Value: 5 Credits (1 credit is 10 hours total study/TQT) |
| Unit Assessment is by: | One observed practical examination and one synoptic exam. | |
| Learning Outcome 1 | Understanding the factors that contribute to enhancing the dining experience. | |

Assessment Criteria

- 1.1 Describe the factors that contribute to an excellent customer service experience.
- 1.2 Describe the benefits of enhanced customer service for the customers and the business.
- 1.3 Explain the key external influences on the food and beverage industry.
- 1.4 Explain the influence that changes in lifestyles have had on eating and drinking.
- 1.5 State the meaning of gastronomy in relation to food.
- 1.6 Explain how the use of senses enhances the appreciation of the taste and texture of food, and how when combined they create new flavours.
- 1.7 Explain how food and drink can enrich and complement each other.

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| Learning Outcome 2 | Understand and demonstrate the importance of menu knowledge. |
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Assessment Criteria

- 2.1 Describe accurately dishes on the menu to customers.
- 2.2 Explain and demonstrate how dishes should be served correctly to customers.
- 2.3 Provide recommendations for alternative dishes to customers.
- 2.4 Explain the place of origin of ingredients and dishes to customers.
- 2.5 Identify and explain the main food allergens that cause allergic reactions.
- 2.6 Explain why it is important to inform customers of any menu items containing allergens to prevent allergic reactions.

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| Learning Outcome 3 | Understand and demonstrate enhanced service skills. |
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Assessment Criteria

- 3.1 Describe a range of culinary skills used by service staff in the restaurant.
- 3.2 Prepare equipment and ingredients for enhanced food service.
- 3.3 Demonstrate hygienic working practices whilst demonstrating culinary skills.
- 3.4 Demonstrate culinary skills in the restaurant.
- 3.5 Demonstrate attentive customer service at all times.

10. Assessment Samples

Observed Practical Examination(s)

The following are examples of activities in the practical exams for each unit:

| Unit | Activity (Numbering refers to Learning outcome/assessment criteria, e.g., 1.3) |
|---|--|
| Customer Service Skills | 1.3 Demonstrate how to communicate clearly to establish a good rapport with customers and ask relevant questions to determine their needs. 2.3 Provide service correctly and check that the customer is satisfied. 5.4 Demonstrate how to deal with customers who have a problem. |
| Restaurant and Bar Service 1 | 2.2 Prepare and clean areas for table and tray service. 3.1 Demonstrate how to greet and seat customers and take orders in a restaurant. 3.3 Serve customers in line with service style. |
| Restaurant and Bar Service 2 | 4.2 Provide customers with accurate information about drinks and identify their requirements. 4.3 Dispense and serve drinks in the correct measures and at the recommended temperature. 4.4 Promote additional products as appropriate. |
| Wine Knowledge and Service | 3.1 Prepare service items for the correct service of different types of wine. 3.2 Demonstrate how to open wine correctly. 3.3 Demonstrate the correct service of different types of wine within legal requirements. 3.4 Demonstrate the correct process for wine tasting techniques for different types of wines. 3.5 Demonstrate wine and food selection suggestions. |
| Knowledge and Service Non-Alcoholic Drinks | 2.1 Demonstrate the correct use of preparation equipment and service equipment to make different types of tea, coffee and smoothies safely. 2.2 Prepare service equipment and ingredients ready to present tea, coffee and smoothies in the correct way. 2.3 Demonstrate how to operate the equipment and the correct brewing process to produce different coffees. 2.4 Demonstrate how to correctly texture milk for coffee. 2.5 Present different types of tea, coffee and smoothies to the expected standard using the correct service equipment. 2.6 State the cleaning process for espresso coffee machines. |

| | |
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| Knowledge and Service of Cocktails and Craft Beers | <p>2.3 Demonstrate the correct drink build techniques used to make a range of classic cocktails.</p> <p>2.4 Check that the drinks meet quality requirements for each cocktail produced.</p> <p>3.4 Demonstrate the correct service of beer</p> |
| Enhanced Food and Beverage Service Knowledge and Skills | <p>2.3 Provide recommendations for alternative dishes to customers.</p> <p>2.4 Explain the place of origin of ingredients and dishes to customers.</p> <p>3.2 Prepare equipment and ingredients for enhanced food service.</p> <p>3.3 Demonstrate hygienic working practices whilst demonstrating culinary skills.</p> <p>3.4 Demonstrate culinary skills in the restaurant.</p> <p>3.5 Demonstrate attentive customer service to customers at all times.</p> |

Synoptic Examination

Sample questions (mixture of short answer and multiple choice)

| | | |
|-------------|--|---------|
| Question 1a | Marina has been appointed as a Restaurant Manager at a fine dining restaurant, what is the purpose of the role? | 2 marks |
| Question 1b | List two responsibilities of the role. a) _____ b) _____ | 2 marks |
| Question 2 | List the steps required to open a bottle of wine correctly: _____ _____ _____ | 4 marks |
| Question 3 | Which of the following ingredients are added to a Virgin Mojito: a) Peppermint. b) Mint. c) Green colouring. d) Basil. | 1 mark |
| Question 4 | Write down three ways a waiter/waitress could promote a positive impression through appearance and hygiene. 1. _____ 2. _____ 3. _____ | 6 marks |

11. Resources and/or Equipment Required to Deliver the Qualification

TQTA Service and Training Standards

Within the TQTA, facilities have been provided to enable students to deliver excellent customer service in line with business/brand standards.

In our Academy, in accordance with the "Organization of Education and Teaching Process" section of our Quality Handbook, the following units have been established with standards that meet the demands of our DMA and international partners:

Restaurant and Bar Service 1 & 2

Wine, coffee, tea, healthy beverages, cocktails, and craft beer service

Advanced food and beverage service

Our employees are documented to adhere to standard uniforms and personal presentation standards, which are detailed in the "Professional Standards and Clothing Requirements" section of our Quality Handbook.

Our Academy has a customer complaint policy in line with the "Customer Satisfaction and Complaint Management" procedures in our Quality Handbook.

A booklet has been prepared by the center, which references the "Sanitation-Hygiene, Health and Safety" section of our Quality Handbook. This booklet contains country legislation related to food hygiene, health and safety, and personal presentation.

Note on References

Throughout this document, multiple references are made to different sections of the TQTA Quality Handbook:

"Organization of Education and Teaching Process"

"Professional Standards and Clothing Requirements"

"Customer Satisfaction and Complaint Management"

"Sanitation-Hygiene, Health and Safety"

These references suggest a comprehensive approach to training, service standards, and professional development within the academy.

| | Equipment Summary |
|--|---|
| Restaurant and Bar Service 1 & 2 | Tables and chairs for restaurant service at the correct height Tablecloths and linen or paper napkins Tray-liners for room service trays Menu holders Selection of drinks menus Selection of different menus (breakfast, lunch, afternoon tea and dinner) Cleaning cloths and cleaning fluid Storage unit/dumb waiter for storage of crockery & cutlery Salt and pepper set & condiment holders Food waste bins and liners, bottle bin Flower vases Optics (for wall- mounting) Cocktail shakers Wine rack, wine fridge, ice buckets & stand An electronic system or manual system for taking for food and drink orders. Order pads – if manual system. Gueridon service equipment. |
| Enhanced Food and Beverage Service | |
| Knowledge and Service of Wines, Cocktails and Craft Beers | |

| Equipment Summary | |
|-------------------------|---|
| Equipment List 2 | Plates, bowls, sauce boats Cutlery and service cutlery Soup ladles, napkins Service dishes and stainless steel flats, cloches Tea pots, coffee pots, milk jugs, sugar bowls, cups, saucers, mugs Cake stands Glasses - red & white wine, champagne, water, beer, cocktail Glass cloths Trays Bread baskets Wine decanter/aerator Wine menu Selection of different wines, spirits, mixers, fruit juices Bottle bin Wine opener/corkscrew, foil cutter, wine preserver, wine collar |

| Equipment Summary | |
|-------------------------|---|
| Equipment List 3 | Bottle opener Champagne stopper Polishing cloth Tasting notebook Cocktail sticks, straws, napkins Thimble measures Boston Shaker can stainless steel Bar cocktail spoon, muddlers, knife Chopping board, zester Stainless steel pourer medium free flow Chopping board Condiment dispenser |

| Equipment Summary | |
|--|--|
| Knowledge & Service of Non-Alcoholic Drinks Equipment | <ul style="list-style-type: none"> • Espresso Machine • Grinder • Filter Machine • Aeropress, Moka Pot • Percolator • Cafetiere • Whipped Cream Dispenser • Thermometers • Fridge • Freezer • Cerve (ibrik) |

| Equipment Summary | |
|--|---|
| Service Equipment for Serving a Range of Hot Drinks | <ul style="list-style-type: none"> • Coffee cups • Demi-tasse cups • Glass-Cappuccino • Conic • Oslo Geo Tall coffee • Tazzino Oslo • Irish coffee • Shot glasses • Double walled • Spoons, saucers, milk jugs, sugar bowls |

12. About TQTA & Our Certification Partners

About Turan Gastro Tourism Academy (TQTA)

Turan Gastro Tourism Academy (TQTA) is a leading professional training institution specializing in culinary arts, gastronomy, hospitality, and tourism education. Established to elevate the standards of vocational training in Azerbaijan, TQTA collaborates with industry professionals, international partners, and governmental agencies to provide students with globally recognized certifications. At TQTA, our curriculum is designed to meet both national and international industry requirements, ensuring that graduates are well-prepared for careers in hospitality, culinary arts, and tourism management. Our training programs integrate practical experience, theoretical knowledge, and industry partnerships, making our graduates highly competitive in the job market. As part of our commitment to excellence, we work closely with renowned awarding organizations and accreditation bodies to provide globally recognized qualifications for our students.

Our Certification Partners

Confederation of Tourism & Hospitality (CTH)

CTH, the Confederation of Tourism & Hospitality, is a UK-based awarding organization that has been setting the gold standard in hospitality, culinary, travel, and tourism qualifications since 1982. Recognized by Ofqual (UK's official regulatory body), CTH collaborates with education providers and industry professionals worldwide to ensure high-quality vocational training. CTH offers a range of regulated qualifications listed in Ofqual's Register of Regulated Qualifications. In addition, they support customized unit qualifications to meet the specific needs of different regions and training institutions.

 Location: CTH headquarters is located in central London, United Kingdom, and maintains strong ties with hospitality and tourism professionals worldwide.

Other International Certification Provider

TQTA also collaborates with various recognized certification bodies to ensure our students receive reputable certifications in the fields of gastronomy, hospitality, and tourism. Our partnering organizations include:

- Çanakkale Onsekiz Mart University - Culinary Certificate Program
- Selçuk University - Academic consultancy, curriculum and educational support
- Azerbaijan State Employment Agency (DMA) - Azerbaijan Vocational Certification Program

Our collaboration with the State Employment Agency is conducted in accordance with the laws of the Republic of Azerbaijan "On Education" and "On Vocational Education." Under this legislation, vocational training is provided to job seekers and unemployed individuals in courses lasting up to six months. Students who complete vocational training and successfully pass their examinations are awarded sealed diplomas, certificates, or other documents appropriate to the educational content.

Policies & Accreditation Standards

All certification providers working with TQTA adhere to quality assurance policies that comply with DMA regulations, HACCP food safety standards, and international accreditation frameworks. These policies govern:

- The administration and delivery of training programs.
- Assessment and examination procedures to ensure fair and transparent evaluation.
- Recognition of prior learning (RPL) for experienced professionals seeking formal qualifications.