
Qualification Specification

TQTA Level 2 Award in Cookery Skills

JANUARY 2025

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 TQTA Level 2 Award in Cookery Skills, developed in collaboration with CTH (Confederation of Tourism and Hospitality).

This document outlines the learning outcomes and assessment criteria for each unit, together with guidance on the two 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.

As a proud partner of CTH, TQTA is committed to maintaining the high standards and industry relevance that CTH qualifications are known for, while tailoring the delivery to meet the specific needs of our students and industry partners.

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' ability to evaluate their own cooking.
- Provides students with some skills required to work in a professional kitchen at a junior level.
- Introduces students to time management, hygiene, safety and personal appearance skills required of a professional chef.

Access and Entry Requirements

The selection of appropriate students for admission to the TQTA Level 2 Award in Cookery Skills, delivered in partnership with CTH, is the responsibility of TQTA approved centers. Students should:

- Have a minimum age of 16 on enrolment.
- Have completed secondary education.
- Have a strong desire and motivation to become a professional chef.
- Have a level of English sufficient to enable students to complete some written work and produce recipe logs with recipes in English.

TQTA may establish additional admission criteria based on industry needs or grant exceptions in specific circumstances. For detailed information, please contact TQTA education advisors.

2. Centre Approval Requirements

Centre Approval

Prospective Centres should apply to become an approved TQTA Centre in order to deliver this qualification. TQTA works in partnership with CTH to ensure all centers meet the required standards. For advice on the approval process or to discuss your curriculum requirements, please contact the TQTA Qualifications Team

The TQTA Approval Panel, in coordination with CTH, will assess applications for this qualification against a set of criteria, including the availability of suitable teaching accommodation, resources, staffing, and experience of delivering qualifications at a similar level. A virtual meeting with TQTA representatives 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 TQTA.

TQTA supports centers by providing examples of recipes and combinations of dishes that meet the grading criteria at each level, as it is important that centers delivering TQTA 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 Cookery 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.

TQTA offers professional development support for instructors to ensure they are fully prepared to deliver this qualification to the highest standards. Regular training and updates are provided to keep instructors current with industry trends and teaching methodologies. Through our partnerships with prestigious Turkish universities and CTH, instructors also benefit from international best practices and academic resources, allowing them to provide education that meets both global industry standards and local culinary traditions.

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. As part of our quality assurance process conducted in collaboration with CTH and partnering Turkish universities, TQTA will require the CVs 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

The qualification we offer at TQTA is primarily practical in structure, and it is important that our teaching methodology reflects this. We provide quality education to our students in learning environments equipped with modern kitchen equipment. This program is designed with a complete focus on hands-on training.

Our students will have the opportunity to explore cuisine through the preparation and cooking of various dishes that cover the entire curriculum and menu structures; this enables students to develop the skills needed for their assessments. They will also have the opportunity to learn by working in internship restaurants. Students will experience all the key cooking elements for which they are being assessed through demonstration and practical work. At TQTA, we ensure that our students always follow professional, safe, and hygienic practices.

Through valuable collaborations with leading Turkish universities and CTH, TQTA ensures that our graduates master both international culinary arts standards and rich Turkish culinary traditions.

At TQTA, the comprehensive Teaching and Assessment Handbook we provide to our instructors presents indicative content for each Learning Outcome and Assessment Criterion. This shows the minimum requirements to be met by the time the unit is completed. Our instructors ensure that practical work carried out by students fully reflects the purpose of the unit being assessed and meets the curriculum requirements.

Students at TQTA develop an electronic portfolio of evidence to demonstrate their skill level. This portfolio consists of recipes they have produced throughout the course. Each recipe should include: ingredients, methods, a photograph of the completed dish held by the student, student notes, instructor feedback, and content covered when making the dish.

TQTA has demonstrated which unit content is covered in each recipe making up the portfolio and on each exam marking sheet. This professional approach provides our students with a significant advantage both during their educational process and in their post-graduation career journey.

TQTA offers specialized training to its instructors on how to effectively guide students in developing professional portfolios. These portfolios serve not only as assessment evidence but also as valuable professional resources when our students enter the industry.

3. Resources Required

Centre Kitchens

TQTA's central kitchen and equipment have been prepared through the Turkish TİKA agency and delivered to us in fully operational condition. Our kitchen is equipped for a comprehensive range of culinary training, including specialized equipment for pizza, döner, pide, and lahmacun preparation, providing students with experience in both international and regional cuisines.

Student Equipment

Students are required to wear appropriate protective clothing (PPE) during all practical sessions throughout the course to comply with Azerbaijan food safety laws. Chef's uniform, head covering or bonnet, and safety shoes are preferred. Knives will be an essential requirement of the course, and provision of a personal set will be necessary. These sets can be provided by TQTA or students may use their own equipment if approved for suitability.

Teaching Staff

Staff delivering this qualification at TQTA have demonstrated that they meet the following requirements:

- They possess occupational competence and technical knowledge in their teaching area and are certified by the State Employment Agency.
- They have been selected from among those with recent relevant experience in the specific area in which they will be conducting assessment or verification.
- They hold a recognized culinary qualification and experience at this qualification level (Level 2 in England or equivalent professional qualification).
- Teaching and/or assessment qualifications are considered an advantage.
- Subject instructors maintain current subject knowledge through continuous professional development.

TQTA reports any staff changes to CTH and relevant institutions after initial approval to deliver this qualification. We conduct very strict controls as payments will not be made in case of non-compliance detection during inspections by DMA. For any changes, all documents for new instructors will be prepared and submitted to the relevant institutions.

Textbooks

TQTA maintains a library where students 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 center staff, and for students after qualification registration. Any issues with access should be reported to us directly.

Computer Facilities with Internet Access, Printers

Access to educational resources from Turkish universities and CTH is very important for our academy's educational mission, and both staff and students require these facilities for learning, teaching, assessment and course administration.

4. TQTA Support

TQTA employs expert personnel who possess both significant culinary experience and assessment expertise. These staff members are employed in our academy and work in collaboration with other CTH partners and universities. Continuous online meetings are held with our partners; this is done to ensure full understanding of qualification requirements and to assist with planning activities.

CTH Delivery and Assessment Handbook

We conduct our activities in accordance with the education plan prepared by DMA in compliance with Azerbaijani laws. At the same time, we have integrated the qualifications required by our international partners (CTH and the universities we collaborate with) into our education system. The "CTH Delivery and Assessment Handbook" is one of our reference sources that supports this integration.

Recommended Resources

1. Professional Chef – Level 2 Diploma (2nd 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 Ben Foskett, Gary Farrelly, Ketharanathan Vasanthan, Neil Rippington, Christopherson, Patricia Paskins, Steve Thorpe
Publisher: Hodder Education; 3 edition (30 April 2015)
ISBN-10: 9781471839610
ISBN-13: 978-1471839610
3. Azerbaijan Vocational Education Center Culinary Curriculum * Turkish Ministry of National Education **Culinary and Service Workshop Textbook
4. Education ***Culinary and Service Workshop Textbook

Assessment Responsibilities

TQTA

- An examination committee is formed with the participation of the State Employment Agency and the committee conducts examinations according to the curriculum.
- The content of examinations varies according to the online examination or other requirements of our partners.
- Students are fully informed about this during orientation.
- All practical exams and assignments should be evaluated. They are archived and stored in accordance with the laws.

Examination Planning and Assessment

TQTA prepares its practical examinations, which are submitted to partner institutions for approval at least 6 weeks before the proposed examination date. All practical examinations and assignments are evaluated by the partner institution. As specified in the "Quality Assurance Responsible Person's Duty Procedures", the Quality Assurance Responsible coordinates this process.

Internal Quality Assurance

Internal verification of practical examinations, recipe logs, and assignments using a sampling approach in accordance with the "Internal and External Audit Procedure". When different assessments occur between the Partner Assessor and Internal Verifier, agreement on scores is reached in line with the "Corrective and Preventive Actions Procedure". Agreed internal scores and supporting evidence are submitted for a specified sample of students as required by partner institutions, following the "Information Analysis and Reporting Procedure."

Internal Verifier's Appointment and Function

Internal Verifier (IV) Competencies and Key Responsibilities:

- Conduct comprehensive assessment of internal verification processes
- Verify and validate assessment outcomes
- Ensure compliance with the International Standards Procedure
- Maintain in-depth understanding of assessed units/qualifications
- Implement quality assurance within the internal verification framework
- Develop and maintain detailed documentation of verification activities

Sampling of Assessment Decisions

Internal Verifiers' Key Responsibilities:

- Develop and implement sampling plans based on risk assessment
- Observe and provide constructive feedback during practical assessments
- Support new assessors through targeted guidance
- Ensure consistency in assessment decisions
- Maintain comprehensive records of verification processes

DOCUMENTATION AND REPORTING

Documentation of Internal Quality Assurance

All assessment decisions and internal approvals must be documented in accordance with the "Information Analysis and Reporting Procedure". Deviations identified during the internal verification process shall be recorded and corrected according to the "Corrective and Preventive Actions Procedure". The effectiveness of the internal quality assurance process will be regularly evaluated within the framework of the "Internal and External Audit Procedure".

Communication with Partner Institutions

TQTA shares the results of the quality assurance process with partner institutions in accordance with the "International Standards Procedure". Reports are prepared for the State Employment Agency (DMA) and other stakeholders as per the "Information Analysis and Reporting Procedure"

5. Qualification Level, Size and Structure

Regulatory and Standard Requirements

Qualification Regulations

- Regulated and approved by the State Employment Agency (DMA)
- Full compliance with national occupational standards
- Meeting professional education requirements

Legal Standards and Requirements

- Theoretical training ratio: Between 10% and 50% (Mandatory legal limits)
- Practical training ratio: Between 50% and 90%

Current training distribution:

- Theoretical Training: 12.50% (10 hours)
- Practical Training: 87.50% (70 hours)
- Total Duration: 80 hours (27 days)

Certification Criteria

- Candidates who do not pass the examination cannot receive a certificate
- Assessment criteria:
 - Theoretical exam success rate: Minimum 60%
 - Practical exam success rate: Minimum 70%
 - Overall success threshold: Minimum 65%

Assessment Method

- Integrated assessment of theoretical and practical exams
- Objective and standard measurement criteria
- Examination conducted by independent assessors

Qualification Size

- Development of professional culinary skills
- Training qualified personnel meeting sector requirements
- Professional qualification in line with national and international standards

Certification

- DMA approved official certificate
- Qualification certificate in accordance with national occupational standards
- Professionally recognized qualification at international level

- **Total Qualification Time** – TQT TQT comprises Guided Learning Hours plus all additional time spent in preparation, study, or educational participation, not under direct supervision. TQT Activities Include:

The following activities are indicative of those included in TQT:

- Guided Learning with instructor present (practical demonstrations, formal classes, lectures)
- Independent and unsupervised learning
- Unsupervised coursework or directed activities
- Self-study, professional visits, revision
- Time spent on written assignments
- Portfolio development
- Watching professional training materials

Qualification Time Breakdown:

- Total Training Hours: 80 hours
- Training Duration: 27 days
- Theoretical Training: 10 hours (12.50%)
- Practical Training: 70 hours (87.50%)

Qualification Level

This qualification is recognized as Level 2 according to the State

Employment Agency (DMA) and Azerbaijan Vocational Education Standards.

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...

- Possesses fundamental knowledge and understanding of culinary procedures and professional ideas
- Can complete well-defined culinary tasks and address straightforward professional challenges
- Interprets relevant gastronomic information and ideas
- Demonstrates awareness of professional culinary information

Level 2 Skills descriptor:

The holder can...

- Select and use relevant cognitive and practical culinary skills
- Complete routine professional tasks in food preparation
- Identify and gather relevant culinary information
- Make informed actions in professional kitchen environments
- Evaluate the effectiveness of professional cooking actions

Qualification Structure

The qualification, units, and Total Qualification Time (TQT) for this certification are outlined in the table below. The program has been designed in accordance with the standards set by international organizations and the State Employment Agency (DMA). Further details on each unit are provided in the certification specification.

TQTA Level 2 Award in Cookery Skills						
Students must achieve:						
Credit Value (CV): 8 credits						
Guided Learning Hours (GLH) for Qualification: 80 hours				Total Qualification Time (TQT) for Qualification: 80 hours		
Mandatory Units						
Unit Code	Unit Title	L	CV	GLH	URN.	Assessment Method
BVSD	Producing basic vegetable and soup dishes	2	2	20	F/618/5275	Recipe log plus practical examination
PKP	kitchen practices	2	2	20	J/618/5276	Practical examination
BCPBB	Producing basic cakes, pastries, biscuits and breads	2	2	20	L/618/5277	Recipe log plus practical examination
BMPFD	Producing basic meat, poultry and fish dishes	2	2	20	R/618/5278	Recipe log plus practical examination
Award Total (4 units)			8	80		

6. Qualification Grading Criteria

Unit Grades

Recipe Log Requirement

A recipe log must be completed for three practical units to demonstrate full coverage of the minimum unit content. Each student is provided with a recipe log that clearly outlines the requirements for these units.

Practical Examinations

The practical units of this qualification are assessed through two practical examinations. All units are graded as Fail, Pass, Merit, or Distinction.

Assessment protocols are prepared and approved by TQTA. Evaluations are conducted by assessment centers and monitored and approved by DMA.

When assessing these units, center markers must ensure that students successfully prepare, cook, and present all components of the dishes/products required for each unit before awarding a Pass, Merit, or Distinction grade.

Qualification Grading

Although individual units are graded as Fail, Pass, Merit, or Distinction, the overall qualification is not subject to grading and is simply recorded as "Achieved" or "Not Achieved."

This means that students will receive a "Transcript of Achievement" reflecting their results for each unit, along with a final qualification certificate.

7. Assessment Methodology

The TQTA Level 2 Award in Cookery Skills Certification is assessed through two practical examinations.

- Practical examinations are prepared according to the program and requirements set by TQTA.
- Examination materials must be approved at least six weeks before the exam date by DMA and in accordance with the requirements of international partners.

Assessment and Monitoring:

- Teaching staff will assess students' practical and theoretical knowledge.
- The State Employment Agency (DMA) participates in all examinations and conducts at least three unannounced monitoring sessions for both theoretical and practical lessons.
- The assessment process will be conducted in compliance with the requirements of international partners.

Requirements for Qualification Achievement:

- Students must pass all units to receive certification.
- A completed recipe log is mandatory for three out of the four units.

Assessment Monitoring and Validation:

- TQTA and DMA review student assessment documents and validate the results.
- The examination and assessment process will be carried out in accordance with the requirements of international partners.

8. Qualification Units

Producing Basic Vegetable and Soup Dishes								
Ofqual Unit Ref No.	F/618/5275	CTH / DMA Unit Ref:	BVSD / DMA Culinary Program					
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 preparing, cooking and serving vegetables and soups.							
Unit Level	2							
Unit Size	Guided Learning Hours (GLH)	20 Hours	Credit Value: (1 credit is 10 hours total study/TQT)	2 Credits				
Unit Assessment is by:	Recipe log and practical examination.							
Learning Outcome 1	Prepare vegetables and soup dishes using a variety of methods and skills. (Dovga, Düşbərə, Lentil Soup, Bozbash)							
Assessment Criteria								
1.1 Select preparation methods that meet the needs of the dish. 1.2 Select correct tools and equipment for cooking and preparation methods. 1.3 Ensure tools and equipment are hygienic and ready for use. 1.4 Use preparation methods to meet the requirements of the dish.								
Learning Outcome 2	Cook vegetable and soup dishes using a variety of cooking methods.							
Assessment Criteria								
2.1 Select cooking methods to meet the requirements of the dish. 2.2 Use cooking methods to meet the requirements of the dish.								
Learning Outcome 3	Serve vegetable and soup dishes using a range of finishing methods.							
Assessment Criteria								
3.1 Serve vegetables and soup with correct accompaniments. 3.2 Store the finished product in a safe, hygienic manner. 3.3 Clean and store preparation, cooking areas and utensils after use.								

Kitchen Practices						
Ofqual Unit Ref No.	J/618/5276	CTH/DMA Unit Ref:	PKP/ DMA Culinary Program			
Unit Purpose and Aim(s)	The aim of this provide students with an understanding of professional kitchen practices. It is intended that the skills that are required should be taught and their application in the kitchen should be assessed. The students will need to understand how to set up and close a kitchen, demonstrate safe food standards and how to work in a professional and efficient manner within the kitchen environment.					
Unit Level	2					
Unit Size	Guided Learning Hours (GLH):	20 Hours	Credit Value: (1 credit is 10 hours total study/TQT) 2 Credits			
Unit Assessment is by:	Practical examination.					
Learning Outcome 1	Set up and close a working area within a professional kitchen. (Baklava, Şəkərbura, Qoğal, National Pastries)					
Assessment Criteria						
1.1 Ensure food preparation area meets food safety standards before commencing work. 1.2 Select and organise tools and equipment for preparing a given recipe. 1.3 Clean tools and equipment after use to the standard required by food safety legislation. 1.4 Store tools, equipment and ingredients so that they are ready for use.						
Learning Outcome 2	Put into practice food safety standards whilst working within a kitchen.					
Assessment Criteria						
2.1 Adhere to food safety requirements when preparing foods. 2.2 Adhere to food safety standards during the cooking process. 2.3 Serve, hold or store food in accordance with food safety standards.						
Learning Outcome 3	Conduct themselves in a manner appropriate for a professional kitchen.					
Assessment Criteria						
3.1 Ensure the standard of their personal appearance is hygienic and well groomed. 3.2 Carry out tasks whilst displaying good levels of personal hygiene. 3.3 Carry out tasks in accordance with health and safety requirements. 3.4 Follow established work-place procedures.						
Learning Outcome 4	Display core skills required within a kitchen environment.					
Assessment Criteria						
4.1 Use basic knife skills to prepare ingredients for cooking. 4.2 Ensure the presentation of a dish is to the standard required within a professional kitchen. 4.3 Serve a dish in a manner that meets the requirements of a professional kitchen.						

Producing Basic Cakes, Pastries, Biscuits and Breads						
Ofqual Unit Ref No.	L/618/5277	CTH/DMA Unit Ref:	BCPBB / DMA Culinary Program			
Unit Purpose and Aim(s)	The aim of this unit is to provide students with the skills and understanding to be able to prepare, cook and finish basic cakes, pastries, biscuits and breads using a range of ingredients, methods of preparation, cooking and finishing using a large range of tools and equipment.					
Unit Level	2					
Unit Size	Guided Learning Hours (GLH)	20 Hours	Credit Value: (1 credit is 10 hours total study/TQT) 2 Credits			
Unit Assessment is by:	Recipe log and practical examination.					
Learning Outcome 1	Prepare ingredients and mixture ready for baking cakes, pastries, biscuits and breads. (Baklava, Şəkərbura, Qoğal, National Pastries)					
Assessment Criteria						
1.1 Select the correct ingredients for the chosen recipe. 1.2 Select correct tools and equipment for a given preparation method. 1.3 Ensure tools and equipment are hygienic and ready for use. 1.4 Combine ingredients to meet the requirements of the recipe in terms of colour, texture, taste and consistency. 1.5 Make adjustments during preparation to ensure they meet the requirements of the dish in terms of colour, texture, taste or consistency.						
Learning Outcome 2	Cook basic cakes, pastries and yeast-based dishes.					
Assessment Criteria						
2.1 Cook a cake, pastry, biscuit or bread to meet the requirements of the dish in terms of colour and texture. 2.2 Select the correct cooking temperature for the dish.						
Learning Outcome 3	Finish cakes, pastries, biscuits and breads.					
Assessment Criteria						
3.1 Serve or hold cakes, pastries, biscuits and breads at correct temperature. 3.2 Store the finished product in a hygienic manner. 3.3 Store the finished product to ensure the dish remains fresh. 3.4 Clean preparation and cooling areas so that they are ready for use.						

Producing Basic Meat, Poultry and Fish Dishes						
Ofqual Unit Ref No.	R/618/5278	CTH / DMA Unit Ref:	BMPFD /DMA Culinary Program			
Unit Purpose and Aim(s)	The aim of this unit is to provide students with the skills and understanding to be able to prepare, cook and finish basic meat, poultry and fish dishes using a range of ingredients, methods of preparation, cooking and finishing appropriate for Azerbaijani and Turkish cuisine, using a range of tools and equipment					
Unit Level	2					
Unit Size	Guided Learning Hours (GLH)	20 Hours	Credit Value: (1 credit is 10 hours total study/TQT) 2 Credits			
Unit Assessment is by:	Recipe log and practical examination.					
Learning Outcome 1	Prepare meat and fish for cooking and serving using a variety of methods and skills.					
Assessment Criteria						
1.1 Select preparation methods that meet the needs of the dish. 1.2 Select correct tools and equipment for cooking and preparation methods. 1.3 Ensure the tools and equipment are hygienic and ready for use. 1.4 Use preparation methods that meet the requirements of the dish.						
Learning Outcome 2	Cook meat and fish dishes using a variety of cooking methods.					
Assessment Criteria						
2.1 Select cooking methods that meet the requirements of the dish. 2.2 Use cooking methods that meet the requirements of the dish.						
Learning Outcome 3	Serve meat and fish dishes using a range of finishing methods.					
Assessment Criteria						
3.1 Serve meat and fish with correct accompaniments. 3.2 Store the finished product in a safe, hygienic manner. 3.3 Clean and store preparation, cooking areas and utensils after use.						

9. Sample Assessments

Assessment Example 1	
Unit	Kitchen Practices
Unit Ref. No.	J/618/5276
Assessment type	Practical examination
Time allowed	180 minutes for the examination, additional ten before to read through

Sample Instructions

The Level 2 Award in Cookery Skills has a practical examination assessment methodology. The four units are each assessed via a practical examination; the units can be assessed individually, however it is recommended that units are assessed together in the form of menu planning followed by preparation, cooking and service of the meal. All units must be passed to achieve the qualification.

Students need to produce dishes for 2 practical exams that covers all the learning outcomes and assessment criteria for the four units in the qualification.

1. The first examination must include dishes from the following units:

Units		Dishes and Tasks Expected
BVSD	Producing Basic Vegetable and Soup Dishes	<ul style="list-style-type: none">• 1 soup x 2 portions• 1 vegetable dish x 2 portions• 1 meat, poultry or fish dish x 2 portions
PKP	Kitchen Practices	
BMPFD	Producing meat, poultry and fish dishes	

TQTA must select the dishes and exam timing. This must be approved by DMA before any exam can proceed. Exam content must be submitted to DMA at least 6 weeks before the exam date.

The examination process is conducted in accordance with TQTA's Examination and Assessment Procedure and fully complies with the examination standards and procedures required for certification by our partner institutions (CTH, Çanakkale Onsekiz Mart University, Selçuk University, and Azerbaijan State Employment Agency).

The exam is internally assessed and verified by TQTA and externally moderated by DMA. External moderation is carried out by DMA-approved evaluators who participate in the assessment of practical exams as specified in TQTA's procedure document. Assessment documents must be prepared according to official DMA assessment protocols and confirmed by exam supervisors.

Assessment Instructions

The following practical advice on how to conduct assessments for your Level 2 Cookery students may be helpful. This advice is offered as an example of good practice – you may add your own approaches.

Your role

- Ensure students understand what is to be assessed and how it is to be assessed.
- Ensure the conditions and resources required for assessment are available.
- Observe and record students carrying out the activities in order to achieve learning outcomes and assessment criteria - records should say what has been observed, how it was carried out, and what it demonstrates.
- Assess products of the student's own work.
- Question students and record results.
- Help students to present evidence.
- Check the evidence students provide.
- Judge evidence and make assessment decisions.
- Identify gaps or shortfalls in students' competence.
- Provide feedback to students throughout the assessment process.
- Record achievement.

Students' role

- Prepare for assessment — become familiar with each of the units, what is to be assessed and how it is to be assessed.
- Produce products of own work, and be able to answer questions.
- Receive and act on feedback from the assessor.

Planning

In planning for assessment, you will find it helpful to meet with your student and plan what is to be assessed, in what way, and when and where the assessment is to take place. This discussion can be confirmed in the form of an agreed assessment workplan between you and your student.

You should treat these workplans as working documents — they can be updated and changed as you review progress with your student. TQTA may also want to run mock practical exams to prepare students for the final assessment.

Methods of Assessment

Assessment may involve a range of assessment methods such as observation, product evidence, and questioning.

Observation

Observation by an assessor is considered to be the most valid and reliable method of assessment. It can be organised in a variety of ways:

- Working alongside the student.
- Arranging to visit when naturally occurring activities are carried out by the student.
- Arranging for activities to take place.

Observation by the assessor can often be supplemented by other types of assessment methods such as questioning. For example, asking oral questions of students at an appropriate time as they carry out naturally occurring activities. For example:

- Observation of a student preparing traditional French cuts of vegetables as evidence for 'Prepare, Cook and Finish Basic Vegetable and Soup Dishes. The product evidence would be the prepared vegetables. Observation could be supplemented with questions regarding terminology and correct use of tools and equipment.

Observation by the assessor can be used to generate evidence for several Units and can provide excellent opportunities to integrate evidence.

Product evaluation

As students are assessed, they will produce evidence in the form of products of their work. Examples of product evidence include:

- A completed product, such as a dish devised from a recipe the student has chosen or been given.
- Photographic or video evidence of a task, which will usually require authentication; such as a dish prepared for service, additional evidence can also be generated through questioning.

Please note that all students are required to produce evidence of the dishes they have prepared and cooked during the length of their course. This evidence should take the format of recipes which need to include ingredients, method, students written or typed notes/comments and assessor's comments.

This evidence must be submitted in an electronic portfolio format and, when required, shared with relevant authorities, including DMA (State Employment Agency) and international organizations, in accordance with the requirements outlined in TQTA's Examination and Assessment Procedure.

 NOTE: The assessment process and required documentation are conducted in compliance with TQTA's Examination and Assessment Procedure. For further details, please refer to the relevant procedural document.

Submission of Evidence: Requirements

When submitting student results, centers must provide the following for each learner sampled, in order to meet TQTA's Examination and Assessment Procedure and comply with DMA and international standards:

A portfolio of evidence showcasing the student's dishes and their progress throughout the course. (See example further down in this document.)

- Completed marking sheets for each final exam, including both the assessor's and student's comments.
- Video recordings of key preparation and cooking steps for each final exam. (Ensure clarity and visibility in the recording for verification purposes.)
- Photographs of the completed dishes, demonstrating presentation and technique.
- Evidence of Internal Verification, ensuring fairness and consistency in grading, following TQTA's internal moderation and assessment policies.

 **NOTE:**

All assessment materials, including portfolios, marking sheets, and verification reports, must be submitted following TQTA's Examination and Assessment Procedure.

- This process is monitored internally by TQTA's Quality Assurance team.
- Compliance with DMA (State Employment Agency) and international accreditation bodies must be ensured.
- Any discrepancies in assessment must be internally reviewed before external moderation.

As part of the assessment process, students must demonstrate knowledge and understanding of the qualification standards. While much of this will be reflected in their practical work, questioning may be used to further validate their comprehension of core concepts.

 **Important Considerations:**

- Each learning outcome within a Unit must have supporting evidence.
- Questioning should not exceed the required competency level, ensuring a fair and objective assessment process.
- Assessors must avoid creating unnecessary barriers to assessment by keeping questions relevant and structured.
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 **Examples of Standardized Questions for TQTA Assessments:**
 Why is it important to implement food safety standards in the kitchen?
 What are the potential risks of not following health and safety regulations in a professional kitchen?

-  Why should kitchen equipment and ingredients be properly cleaned and stored after service?
 How does cross-contamination occur, and what are the best practices to prevent it?

During assessment, students must demonstrate:

- A clear understanding of the unit objectives.
- Competency in meeting all Learning Outcomes and Assessment Criteria

10. 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.