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| **Entry Lvl 4 Dry** | **Fundamental techniques of dry cookery** |

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| **Kaupae |** Level | 4 |
| **Whiwhinga |** Credit | 10 |
| **Whāinga |** Purpose | To provide ākonga with the ability to master fundamental techniques of dry cookery in a variety of culinary settings. |

**Hua o te ako me Paearu aromatawai |** Learning outcomes and assessment criteria

| **Hua o te ako |** Learning outcomes | **Paearu aromatawai |** Assessment criteria |
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| 1. Prepare food products by applying dry based cookery techniques for service to manuhiri. | 1. Prepare and cook food items safely by applying the techniques of dry based cookery. |
| 1. Control Seasoning, texture, and degree of cookery to meet sensory expectations. |

**Pārongo aromatawai me te taumata paearu |** Assessment information and grade criteria

*Assessment specifications:*

Assessment against the learning outcomes will be in a culinary workplace or in training facilities that realistically reproduce the conditions of a workplace.

Activities are to be carried out in accordance with Health and Safety at Work Act 2015 and Food Safety requirements.

Assessment methods may include:

* Observation of practical skills in preparing and producing food products using dry cookery techniques.
* Verbal questioning to assess knowledge and understanding of dry cookery, as well as food safety and hygiene principles.
* Peer and self-assessment to promote reflection and self-improvement.
* Portfolio assessment to demonstrate evidence of learning, such as recipes, photographs, and reflections on the learning process.

The following scenarios are suggested assessment settings:

* Given a setup of cooking stations representing various dry-based cookery techniques such as baking, roasting, grilling, etc. Rotate through the stations, preparing and cooking dishes while adhering to safety and hygiene practices. Assessment will be based on observation of techniques and sensory aspects of the final products.
* Given specific ingredients and asked to create a new recipe using one or more dry-based cookery techniques. Demonstrate knowledge of ingredient selection, cooking methods, and presentation to meet sensory expectations.
* Plan and execute a complete menu using a combination of dry-based cookery techniques. Present the dishes to assessors, explaining choices and demonstrating control over seasoning, texture, and degree of cookery.
* Engage in peer assessment and self-assessment exercises, reviewing own performance and that of peers.
* Provide constructive feedback on each other's dishes and techniques. Compile a portfolio showcasing learning journey, including recipes, photographs of dishes prepared, reflections on their experiences, and improvements made during the learning process.

***Ngā momo whiwhinga |*** *Grades available*

Achieved

**Ihirangi waitohu |** Indicative content

Learners should have an awareness of the theory of deliberate practice/reflection to support their acquisition of mastery skill.

The principles of kaitiakitanga, manaakitanga, whanaungatanga and kotahitanga are under the rangatiratanga of mana whenua and must underpin all learning in this skill standard.

The following are examples of the knowledge and skills:

* Knowledge of basic culinary principles and techniques, including ingredient selection, food preparation, cooking methods, and presentation in a dry based cookery context.
* Skills: Your ability to apply the fundamental techniques of dry cookery, such as bake, roast, grill, dehydrate, smoke, open flame, air-fryer.
* Attitude: Your professionalism, reliability, and ability to work well in a team environment.

Learners should have an awareness of the theory of deliberate practice/reflection to support their acquisition of mastery skill.

**Rauemi |** Resources

Legislation relevant to this skill standard may include but is not limited to:

* Food Act 2014
* Health and Safety in Employment Act 2015.

Applicable procedures found in the following:

* establishment performance guidelines and standards.
* equipment manufacturer’s procedures and specifications.
* Government and local body legislation.

Definition

* *Sensory expectations* refer to the anticipated experiences and perceptions that individuals have about the sensory aspects of food. These expectations involve the senses of sight, smell, taste, touch, and even hearing.

**Pārongo Whakaū Kounga |** Quality assurance information

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| **Ngā rōpū whakatau-paerewa |** Standard Setting Body | Ringa Hora Services Workforce Development Council |
| **Whakaritenga Rārangi Paetae Aromatawai |** DASS classification | Service Sector > Hospitality > Cookery |
| **Ko te tohutoro ki ngā Whakaritenga i te Whakamanatanga me te Whakaōritenga |** CMR | 0112 |

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| **Hātepe |** Process | **Putanga |** Version | **Rā whakaputa |** ReviewDate | **Rā whakamutunga mō te aromatawai |** Last date for assessment |
| **Rēhitatanga |** Registration | 1 | [dd mm yyyy] | [dd mm yyyy] |
| **Arotakenga |** Review | <type here> | [dd mm yyyy] | [dd mm yyyy] |
| **Kōrero whakakapinga |** Replacement information | N/A | | |
| **Rā arotake |** Planned review date | [dd mm yyyy] | | |

Please contact Ringa Hora Services Workforce Development Council [qualifications@ringahora.nz](mailto:qualifications@ringahora.nz) to suggest changes to the content of this skill standard.