|  |  |
| --- | --- |
| **Emerg Lvl 5****Forcemeat** | **Forcemeat technical skills and theory – elective** |

|  |  |
| --- | --- |
| **Kaupae |** Level | 5 |
| **Whiwhinga |** Credit | 15 |
| **Whāinga |** Purpose | To provide ākonga with the ability to apply technical knowledge and theory to forcemeat under observation in a culinary context |

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

| **Hua o te ako |** Learning outcomes | **Paearu aromatawai |** Assessment criteria |
| --- | --- |
| 1. Prepare forcemeat food products. | 1. Apply technical knowledge of forcemeat methods to achieve sensory expectations. |
| 1. Apply technical knowledge and theory of forcemeat to produce: forcemeat; sausage; pâté, terrine, galantine or roulade.   Evidence may include cured or fermented products. |

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

*Assessment specifications:*

Performance of all assessment activities must comply with Health and Safety at Work and Food Safety requirements, while maintaining food quality.

Suggested assessment scenarios.

* Preparing a range of forcemeat products, such as sausages, terrines, patés, dumpling fillings, pie fillings (Cornish pasties and mutton pies), meat patties (including gourmet burger and keema mutti), meatloaf, haggis, and black or white puddings. This could involve researching traditional recipes and techniques, sourcing high-quality ingredients, and developing their own unique recipes.
* Conducting an analysis of a range of forcemeat products, including evaluating the texture, flavour, and aroma of each product and reflecting how the production methods and ingredients used contributed to that sensory effect. This would require a good understanding of the principles of sensory analysis and the ability to communicate findings effectively.

Assessment methods may include:

* Observation of practical skills in preparing and producing food products using forcemeat methods.
* Verbal questioning to assess knowledge and understanding of forcemeat, 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.

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

Achieved

**Ihirangi waitohu |** Indicative content

The learning outcomes of this skill standard are established with the kaupapa of engaging with technical knowledge and theory to progress development of professional practice.

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

Learning may cover but is not limited to the following content:

* Applying the theory of temperature and medium control (a deep understanding of the methods of cookery and what is happening from a food science perspective) to transform ingredients into forcemeat products.
* Applying the theory of sensory analysis to allow for the development of food items that meet sensory expectations.
* Methods of forcemeat production, including grinding, salting, curing, smoking, and fermentation.
* Properties of different cuts of meat and how they can be used in Forcemeat production.
* Equipment and ingredients used in Forcemeat production, including casings, moulds, and seasonings.

**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.
  + Code of Hygienic Practice for Meat [CAC/RCP 58-2005](https://www.mpi.govt.nz/dmsdocument/185-Code-of-Hygienic-Practice-for-Meat)
  + [General Export Requirements for Halal Animal Material and Halal Animal Products](https://www.mpi.govt.nz/dmsdocument/12867-Animal-Products-Notice-General-Export-Requirements-for-Halal-Animal-Material-and-Halal-Animal-Products)

Applicable procedures found in the following:

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

Definitions

* *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.
* *Technical knowledge* in this context covers the practice of controlling the application of Forcemeat methods to achieve sensory balance*.*
* *Theory* in this context means an ability to explain the effect of Forcemeat on food products to create a balanced sensory experience.

**Pārongo Whakaū Kounga |** Quality assurance information

|  |  |
| --- | --- |
| **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 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Hātepe |** Process | **Putanga |** Version | **Rā whakaputa |** ReviewDate | **Rā whakamutunga mō te aromatawai |** Last date for assessment |
| **Rēhitatanga |** Registration | <type here> | [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.