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| **L3 SOPs** | **Comply with standard operating procedures in a culinary environment** |

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| **Kaupae |** Level | 3 |
| **Whiwhinga |** Credit | 10 |
| **Whāinga |** Purpose | This skill standard is for people to have the skills and knowledge required to comply with standard operating procedures in a culinary environment.  This skill standard has been developed primarily for use in programmes leading to the New Zealand Certificate in Cookery (Level 3) [Ref: 2100]. |

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

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| **Hua o te ako |** Learning outcomes | **Paearu aromatawai |** Assessment criteria |
| 1. Identify and interpret relevant standard operating procedures applicable to the role. | 1. Identify key standard operating procedures relevant to specific tasks in the culinary environment. |
| 1. Interpret the steps and requirements outlined in the standard operating procedures. |
| 1. Identify and describe levels of delegation. |
| 1. Identify and describe reporting requirements. |
| 1. Demonstrate compliance with standard operating procedures in daily culinary operations. | 1. Follow standard operating procedures accurately while performing culinary tasks. |
| 1. Use appropriate tools and equipment as specified in the standard operating procedures |
| 1. Maintain personal hygiene and workspace cleanliness. |
| 1. Adhere to environmental sustainability requirements. |

**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 carried out in accordance with Health and Safety at Work Act 2015, Food Safety requirements, and following workplace procedures.

Assessment must include evidence in a reflective journal (which may include images) documenting the learner’s experience in complying with at least three standard operating procedures and any challenges they faced.

Definition:

*Culinary environment* refers to the wide variety of traditional and non-traditional hospitality workplaces environments, such as canteens, food trucks, marae wharekai, hotels and restaurants, and artisan cafés.

*Food control plan* – as defined in the Food Act 2014.

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

Achieved

**Ihirangi waitohu |** Indicative content

Introduction to Standard operating procedures

* Definition, purpose and benefits of standard operating procedures in the culinary industry.

Regulatory Requirements:

* Overview of health and safety regulations that mandate the use of standard operating procedures.

Key standard operating procedures in Culinary Operations:

* Examples of SOPs for food preparation, cooking, cleaning, and equipment maintenance.
* Temperature control: cooking, cooling, and storing food at safe temperatures.
* Personal hygiene: handwashing, wearing clean uniforms, hair restraints, body piercings.
* Food storage: proper labelling, rotation and storage of food items.
* Guidelines for food preparation including knife handling skills, cooking techniques, and equipment usage, and for preventing cross-contamination.
* Awareness of allergens and special dietary needs.
* Cleaning schedules, waste management, and pest control measures.

Interpreting standard operating procedures:

* Techniques for reading and understanding SOP documents.
* The purpose and benefits of standard operating procedures in maintaining safety, hygiene and efficiency.
* The potential consequences of non-compliance with standard operating procedures.

Practical Application:

* Hands-on practice in following SOPs for various culinary tasks.
* Use of personal protective equipment.
* Safe handling and storage of hazardous materials.

Monitoring and Reporting:

* Methods for monitoring compliance and reporting deviations.
* Risk assessment and management.

**Rauemi |** Resources

Legislation relevant to this skill standard includes but is not limited to:

* Health and Safety at Work Act 2015
* Food Act 2014.
* MPI , A Guide to allergen labelling, available from [A guide to allergen labelling](https://www.mpi.govt.nz/dmsdocument/50725-Allergen-labelling-Knowing-whats-in-your-food-and-how-to-label-it)

References

Christensen Yule, L. (2019), *Food Safety- Whakamaru Kai.* Auckland, NZ: Edify

Christensen-Yule. And Neill, L. (2023), *The New Zealand Chef. 5th ed* Auckland, NZ: Edify, or latest ed.

Foskett, D. et al. (2019), *Practical Cookery 14th ed.* London: Hodder Education

Websites to support this skill standard:

*Documents for Good Operating Practice,* Ministry of Primary Industries, available at <https://www.mpi.govt.nz/food-business/food-safety-codes-standards/good-operating-practice/documents/>

*Food safety resources,* Ministry for Primary Industries, available at <https://www.mpi.govt.nz/food-safety-home/food-safety-resources/>

*Guidelines for fresh produce food safety,* Fresh Produce Safety Centre, available at <https://www.hortnz.co.nz/assets/Compliance/2019-07-24-Guidelines-for-Fresh-Produce-Food-Safety-2019-WEB.pdf>

**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] | N/A |
| **Arotakenga |** Review | <type here> | [dd mm yyyy] | [dd mm yyyy] |
| **Kōrero whakakapinga |** Replacement information |  | | |
| **Rā arotake |** Planned review date | 31 December 2030 | | |

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