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| **L4 Pâtisserie** | **Apply technical knowledge and skill to prepare, produce and present pâtisserie products in a culinary environment** |

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| **Kaupae |** Level | 4 |
| **Whiwhinga |** Credit | 20 |
| **Whāinga |** Purpose | This skill standard is for people preparing to work as chefs in the culinary sector. They will be able to prepare, produce, and present a range of pâtisserie items in culinary environment.This skill standard has been developed primarily for assessment within programmes leading to the New Zealand Certificate in Cookery (Level 4) [Ref: 2101]. |

**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. Apply technical knowledge and skill to prepare, produce and present pâtisserie products in a culinary environment.
 | 1. Apply pâtisserie techniques to prepare food products for service in a culinary environment.
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| 1. Produce, finish and present pâtisserie products for service in accordance with industry expectations
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| 1. Apply food safety practices in pâtisserie.
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| 1. Evaluate prepared pâtisserie products against industry standards and specifications to identify opportunities for improvement.
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**Pārongo aromatawai me te taumata paearu |** Assessment information and grade criteria

*Assessment specifications:*

Assessment must be conducted in a culinary workplace or training kitchen environment that realistically matches the conditions of a culinary workplace.

Assessment activities must be carried out in accordance with Health and Safety at Work Act 2015, Food Safety requirements, and following workplace procedures.

All food products must meet specified criteria for flavour, texture, temperature, and presentation.

Assessment must include evidence of planning, organisation, preparation and presentation of food products.

Evidence is required of six different pâtisserie products from at least four categories of dough-based, pastry, custards, tarts & pies, biscuits, confectionary and sugar work, meringues and aerated products, chocolate work demonstrating consistency in quality, technique, and timing.

Definition

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

*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.

*Service* refers to the presentation and delivery of food products that meet industry standards for quality, hygiene, and sensory expectations.

*Sustainabl*e refers to applying sustainable practices within the culinary sector which lower the carbon footprint such as food wastage, sourcing of local products, economic use of resources (power, water), recycling, composting.

*Technical knowledge* in this context refers to the ingredients, techniques, and processes used in preparing and presenting pâtisserie products, including safe handling and storage.

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

Achieved

**Ihirangi waitohu |** Indicative content

Categories:

* Dough preparation (no-time, enriched, lean, artisan or sour)
* Pastry (sweet, savoury, choux)
* Custards (thickened and set custards)
* Meringues aerated products
* Confectionery and sugar work (e.g., caramel, nougatine, toffee, pulled sugar, spun sugar)
* Cake (sponge, brownie, frangipane)
* Chocolate work (e.g., tempering, ganache, moulding, decorations)
* Baking methods and temperature control.

Finishing techniques

* Filling techniques.
* Decorative skills (piping, chocolate tempering, garnishing).

Hygiene and Safety

* Sanitation practices for pâtisserie production including storage.
* Temperature control for perishables and baked goods.

Following food safety practices, as per food control plan.Reflective Practice

Engaging in critical self-assessment to evaluate application of cooking methods and finishing food products, fostering continuous improvement and professional growth.

**Rauemi |** Resources

* Food Act 2014
* Health and Safety at Work Act 2015.

References

Gisslen, W. (2016) *Professional baking*. 7th ed. Wiley, or latest ed.

Rinsky, G. and Rinsky, L. P. (2016)

*The pastry chef’s companion: a comprehensive resource guide for the baking and pastry Professiona*l, Barnes and Noble, or latest ed.

Felder, Christophe (2019) *Pâtisserie: mastering the fundamentals of French pastry*. Updated ed. Rizzoli, or latest ed.

New Zealand. Ministry for Primary Industries. New Zealand Food Safety (2024) [*A guide to allergen labelling: knowing what’s in your food and how to label it*](https://www.mpi.govt.nz/dmsdocument/50725-Allergen-labelling-Knowing-whats-in-your-food-and-how-to-label-it). Wellington: the Ministry or latest ed.

Pfeiffer, J and Shulman, M. R. (2013) *The Art of French Pastry: a cookbook*. Knopf Doubleday, or latest ed.

**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  | <type here> | [dd mm yyyy] | [dd mm yyyy] |
| **Arotakenga |** Review | <type here> | [dd mm yyyy] | [dd mm yyyy] |
| **Kōrero whakakapinga |** Replacement information | This skill standard replaced unit standards 13311, 13327, 13323. |
| **Rā arotake |** Planned review date | [dd mm yyyy] |

Please contact Ringa Hora Services Workforce Development Council at qualifications@ringahora.nz to suggest changes to the content of this skill standard.