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| **L4 Sauce** | **Apply technical knowledge and skills to create sauces in a culinary environment** |
| **Kaupae |** Level | 4 |
| **Whiwhinga |** Credit | 10 |
| **Whāinga |** Purpose | This skill standard is for people preparing to work as chefs in the culinary sector. They will be able to prepare sauces and apply emulsification techniques in a 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 skills to create sauces in a culinary environment.
 | 1. Prepare food products using appropriate methods and techniques to achieve optimal texture, stability, and sensory expectations.
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| 1. Evaluate the quality of food products prepared for service 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.

Evidence is required of hot and cold sauces, three of each.

Definitions

*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.*

*Emulsification techniques* refer to practical methods used to combine two normally unmixable liquids, often involving whisking, blending, or stabilisers.

*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 aesthetic appeal.

*Sustainable* 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 covers the practice of controlling the development of emulsification and its implications for sensory balance.

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

Achieved

**Ihirangi waitohu |** Indicative content

Knowledge & Techniques

* Sauce families and derivatives (e.g. mother sauces and their variations)
* Reduction techniques for intensifying flavour and adjusting consistency
* Deglazing and pan sauce preparation using fond and alcohols
* Incorporating stocks and broths into sauce bases for depth and complexity

Ingredient Functionality & Science

* Role of acidity and pH in sauce stability and flavour balance
* Impact of fat types (e.g. butter vs. oils) on consistency and emulsification
* Thickening agents: starches (cornflour, arrowroot), roux, beurre manié, xanthan gum

Cultural & Regional Variations

* Sauce traditions from global cuisines: mole (Mexico), chimichurri (Argentina), curry sauces (India), soy-based sauces (Asia)
* Fusion sauce development: combining techniques and ingredients from different culinary traditions

Professional Practice & Presentation

* Plating and sauce application techniques: nappé, drizzling, pooling
* Timing and holding sauces for service without compromising quality
* Troubleshooting common faults: curdling, separation, over-thickening

Innovation & Sustainability

* Low-waste sauce production: using trimmings, vegetable peels, or leftover stock
* Fermented sauces: miso-based dressings, soy fermentations, hot sauces
* Plant-based emulsions and thickeners: agar, flaxseed gel, cashew cream

Reflective practice

* Engaging in critical self-assessment to evaluate work processes and skill performance, fostering continuous improvement and professional growth.

**Rauemi |** Resources

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

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

Applicable procedures found in the following:

* + equipment manufacturer’s procedures and specifications.

References

Christensen-Yule, L. & Neill, L. (2023) The New Zealand chef. 5th ed. Edify, or latest ed.

Foskett, D. & al. (2019) Pratical cookery: for level 2 commis chef apprentices and NVQS. 14th ed. Hodder Education, or latest edition.

Librairie Larousse Gastronomic Committee (2009) New Larousse gastronomique. Completely rev. and updated. Random House, or latest edition.

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.

**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 | This skill standard replaced unit standards 13329, 13301. |
| **Rā arotake |** Planned review date | [dd mm yyyy] |

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