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| **L4 Skills** | | | **Perform essential food preparation skills in a culinary environment** | |
| **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 perform essential culinary skills, and core physical techniques and culinary processes for effective and efficient food preparation 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. Perform essential food preparation skills in a culinary environment. | 1. Apply essential knife skills in a culinary environment. |
| 1. Operate and maintain kitchen tools and equipment essential to culinary practices by time management and *mise en place* to support efficient food preparation in a culinary environment. |
| 1. Collaborate effectively with colleagues to promote teamwork and productivity in a culinary environment. |
| 1. Apply principles of flavour balance, seasoning, presentation methods, and precise heat control to produce high-quality food products in a culinary environment. |
| 1. Integrate sustainable practices into culinary operations to reduce environmental impact and optimise business sustainability in a culinary environment. |
| 1. Evaluate the quality of work processes and skills performance prepared for service in a culinary environment, to identify opportunities for improvement. |

**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 produced must meet specified criteria appropriate to the food product from the range: flavour, texture, temperature, and presentation.

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

Trainees must complete a minimum of three food production activities under real or simulated kitchen conditions. Assessment overall must cover:

* Knife skills, with evidence of proficiency in at least three different cutting techniques (e.g., dicing, julienning, chiffonading).
* Ingredient preparation skills demonstrated through the handling of at least five different ingredients requiring varied preparation methods (e.g., peeling, slicing, deseeding).
* Mise en place setup for a specified dish or set of dishes, showing efficient organisation and sequencing.

Evidence can be gathered as it naturally occurs in the workplace or training kitchen.

To achieve this standard the learner must be capable of consistently performing the requirements:

* to current and relevant legislation, standards and codes (including in accordance with Health and Safety at Work Act 2015, Food Safety requirements, and following workplace procedures)
* in an effective and sustainable manner.

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.

*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.

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

Achieved

**Ihirangi waitohu |** Indicative content

Knife Skills & Ingredient Prep

* Knife types, safe handling, sharpening, precision cutting techniques (e.g., dicing, julienne, chiffonading, filleting), and ingredient basics (flavour, texture, seasonality).
* Ingredient preparation techniques.
* Portioning and use of measuring tools, kitchen scales, estimating techniques; calculating quantities and yields.

Kitchen Tools & Mise en Place:

* Executing food preparation tasks in a logical sequence to manage time effectively.
* Using and maintaining tools, station setup, organisation, time management, and portion control to reduce waste.
* Handling and maintaining equipment for safety and hygiene.

Teamwork and productivity

* Coordination of tasks and sharing workload during food preparation, demonstrating adaptability to changing priorities.
* Clear communication, and collaboration to enhance productivity and ensure smooth workflow.
* Before and after shift procedures; dealing with issues/problems and complaints

Flavour, Heat & Presentation

* Seasoning techniques to enhance dish flavour profiles
* heat control (searing, simmering) to achieve appropriate level of cooking and consistency in food products
* plating and sensory evaluation for balance and appeal.

Sustainable Practices

* Identifying and applying sustainable practices in ingredient selection, food preparation, and waste management.
* Minimising food waste by applying effective portioning, use of by-products, and composting practices to reduce costs.
* Responsible use of resources such as water, energy, and packaging materials to improve cost efficiency.

Reflective practice

* Engaging in critical self-assessment to evaluate work processes and skill performance, fostering continuous improvement and professional growth.
* Reflecting on using local, ethical ingredients, conserving resources, and integrating cost-effective, eco-friendly methods into kitchen operations, and the importance of balancing environmental, social, and business sustainability in a culinary workplace.

**Rauemi |** Resources

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

### References

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Cracknell, H.L. & Kaufmann, J. (1999)

*Practical professional cookery*. Rev 3rd ed. Cengage Learning EMEA, or latest edition.

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*The professional chef*. 9th ed. J. Wiley & Sons, or latest edition.

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 of Health (2020)

*Eating and Activity Guidelines for New Zealand Adults*. Updated ed. Wellington: the Ministry, 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*](https://www.mpi.govt.nz/dmsdocument/50725-Allergen-labelling-Knowing-whats-in-your-food-and-how-to-label-it) *it*. Wellington: the Ministry or latest ed.

Online Resources

* MPI (Ministry for Primary Industries) - Food Safety for Professionals. Website: [www.mpi.govt.nz](https://www.mpi.govt.nz)
* Hospitality New Zealand - Website: [www.hospitality.org.nz](https://www.hospitality.org.nz/) videos and Tutorials

**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 |
| **Kōrero whakakapinga |** Replacement information | This skill standard replaced unit standard 25514 | | |
| **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.