



REGISTERED NATIONAL STANDARD

UNIT OF COMPETENCY

Title:	Prepare and produce complex hot and cold desserts in a commercial kitchen				
TQF Level:	4	Credits:	10	Release:	2
National standard code:		NS038-04			
Associated qualification (and code):		National Certificate in Commercial Cookery Level 4 (QR-04-NQ-001-07-0903-25-02)			
Modification history	Release 1 (R1)	R1 is now out of date, and is only available for reference purposes			
	Release 2 (R2)	R2 replaces R1. R2 is the product of review exercise conducted in April – May 2025			
Approval date:		19 March 2025	Review date:	19 March 2030	
Purpose:	This unit is for people who already have some experience in food preparation establishments with some understanding of different food preparation techniques and processes. People credited with this unit are able to prepare, cook and present complex hot and cold <i>desserts</i> in a commercial kitchen or catering operation, including a range of traditional dishes and Tongan cuisines, both classical and temporary, making use of local fruits, produce and <i>traditional cooking techniques</i>.				

Learning Outcome 1 (LO1)	Prepare to cook a variety of complex hot and cold desserts in a commercial kitchen. <i>[Range includes but is not limited to: <u>Hot dessert</u>– puddings, slices, cakes, splits, vailesi, veihalo, etc; <u>Cold dessert</u> – ice cream, cheese cake, fruit salads, fakaovaka (vailesi), veihalo.]</i>
Performance standards	1.1 Recipes for the required types of dessert are established; 1.2 Ingredients of the required type, quality, and quantity are selected in accordance with dish requirements. <i>Range quality includes but is not limited to – appearance, aroma, within expiry date, freshness.</i> 1.3 Hot and cold dessert ingredients are prepared using procedures that meet selected dish and establishment requirements in accordance with standard industry texts. 1.4 Food safety issues and safe food handling practices for preparation and production of deserts are identified and explained in accordance with standard industry texts and legislative requirements.
Learning Outcome 2 (LO2)	Cook complex desserts in a commercial kitchen.
Performance Standards	2.1 Suitable cooking methods and processes for hot desserts are identified based on dish requirements <i>[Range processes include but are not limited to – time or degree of cooking, temperature, change in condition, identification and correction of faults.]</i> 2.2 The suitability of cooking methods for hot desserts are clearly described; 2.3 Hot dessert is cooked in accordance with dish and establishment requirements. 2.4 Dessert is arranged in accordance with dish and establishment requirements or standard industry texts.
Learning Outcome 3 (LO3)	Present complex hot and cold desserts in accordance with establishment requirements
Performance Standards	3.1 Appropriate utensils and/or cutlery for the required desserts are identified and made ready for service; 3.2 Suitable <i>finishing techniques</i> are used to finish complex desserts to meet the required visual appeal and texture, flavour and required temperature, and ready for presentation. <i>[Range techniques include but not restricted to: Garnishing; Checking that dessert has required taste and appropriate texture;; Checking presentation to ensure it is aesthetically pleasing and appetizing; Maintaining of the appropriate temperature of dish, and checking that the dish is portioned correctly to meet the customer’s need]</i> 3.3 Complex desserts are visually evaluated and necessary quality adjustments made 3.4 Complex desserts are presented in accordance with customer needs and establishment requirements.

Pre-requisites	N/A	
Co-requisites	N/A	
Underpinning knowledge and skills	<u>Knowledge:</u> 1. Desserts 2. Hot and cold desserts 3. Knowledge of local Tongan produce and food; 4. Knowledge of Human health, foods and nutrition; 5. Knowledge of meats and meat cuts (beef, mutton, pork, poultry) 6. Food hazards and safety; 7. Knowledge of relevant parts of the <i>Tonga Food Act</i> and <i>Tonga Public Health Act</i> 8. Knowledge of Tongan culture and language 9. General human health and diseases;	<u>Skills:</u> 1. <i>Advanced preparation</i> (food) skills 2. Safe food handling skills – hygiene (hand-washing, etc.), separation and storage of different kinds of foods); 3. Identifying and selecting types of ingredients based on appearance, and freshness. 4. Food preparation skills 5. Cooking skills 6. Dish finishing and presentation skills: 7. Problem-solving skills; 8. Writing and Reading skills (both Tongan and English); 9. Planning skills; 10. Technology skills (use of computers, internet, and mobile devices) 11. Effective time management; 12. Interpersonal communication skills; 13. Personal grooming and presentation;
Assessment requirements	<u>Assessment methods:</u> A range of assessment methods should be used to assess students' knowledge and application of skills. These shall include but not restricted to the following 1) Direct observation of students selecting, preparing, or cooking and serving desserts; 2) Sampling of dishes prepared by students; 3) Written or oral questions to test theoretical and conceptual understanding. 4) Review of portfolios of evidence and third-party reports (e.g. from workplace for on-the-job performance). 5) A combination of methods <u>Context of assessment:</u> Assessment (especially of practical skills) is to be conducted within a adequately equipped commercial kitchen or training kitchen, utilizing <i>authentic ingredients</i>. <u>Evidence requirements</u> 1) As mentioned above, assessment evidence must be collected either in a commercial kitchen or in a realistic (simulated) food preparation environment where the students are required to produce the food product for customers who have the same expectations for quality and timeliness as a paying customer. 2) For evidence of competency in:	

	a. Preparing complex desserts (LO1) – requires evidence of a minimum of six (6) types of desserts (at least 3 hot desserts + and at least 3 cold desserts); b. Cooking complex desserts (LO2) – requires evidence of a minimum of six (6) types of desserts (at least 3 hot desserts + and at least 3 cold desserts); c. Finishing and presenting hot and cold desserts – requires evidence of a minimum of six (6) types of desserts (at least 3 hot desserts + and at least 3 hot desserts)
Moderation requirements	A training provider is required to: 1) Use its existing approved moderation system to moderate the assessment in this unit; 2) Plan its assessment and moderation and submit such a plan to TNQAB for approval before they are implemented. Training providers are encouraged to use their own forms or templates to plan their assessment and moderation. However, standard assessment and moderation plan forms are available on request from TNQAB.
Resource requirements	1) Commercial kitchen or training kitchen (refer to <i>Minimum requirements for a kitchen</i>). 2) Relevant readings such as Tonga Food Act, 3) Tonga Public Health Act, 4) Relevant Codes, and Standards such as Australian NZ Food standards code Standard 3.2.2 Food safety practices and general requirements 5) Unit outline <u>N.B:</u> The following sections also provide important information regarding resources: (I) Important notes and definitions – provides the definitions of key terms that are learned in the unit; an important teaching resource. (II) Underpinning skills and knowledge – provides important course information (concepts, knowledge and skills) that training providers can use to develop their own teaching curriculum and resources
Requirements to complete this unit	1) This is a competency-based unit. A person studying this unit is: (i) Required to demonstrate all Learning outcomes to the expected standards of performance; (ii) Required to attain a 'Competent' grade to fulfil the requirements of the Unit Standard; (iii) Eligible to three (3) attempts to achieve the required competency within 14 days of the first attempt; 2) Failure to achieve the required competency level after three (3) attempts will require the person studying this unit to re-enrol for the same unit.

**Important
notes and
definitions**

Notes:

1. This unit is adapted from the NZQA registered standard 13311 version 6 (2015).
2. The lists provided in the *Underpinning skills and knowledge* section are a guideline to teaching curriculum and resources
3. The first release (R1) of this unit is now out of date. R1 is NOT equivalent to R2
4. R2 is the product of a review conducted by the following industry training advisors:
 - (i) Ms Moala Vainikolo,
Cookery Coordinator
Tupou Tertiary Institute (TTI) – Pouono Campus
Neiafu, Vava'u
 - (ii) Mr. William Tovehi
Manager, Niu Lodge
Nuku'alofa
 - (iii) Mr. Tuituiohu Mafi
Cookery instructor
Tonga Maritime Polytechnic
Tonga National University
 - (iv) Mr. Lopeti Filo
Private cookery consultant
Nuku'alofa
5. The review mentioned above was made possible through support from *Tonga Australia Support Programme (TASP)* and *Tupou Tertiary Institute*.
6. All activities associated with this unit standard must comply with relevant codes of practice, regulations and legislation for workplace health, safety, and environmental protection and any subsequent amendments.
7. In the event that relevant national legislations are not available, those of New Zealand and Australia are to be used for training purposes.
8. Assessors must comply with TNQAB assessment and moderation requirements.

Definitions

1. *Advanced preparation* means preparing in advance rather than leaving things to the last minute. This usually requires making plans and taking action to ensure something is ready well in advance of the time when it needs to happen. Advanced preparations involve multistep handling of raw or pre-cooked ingredients. Examples may include preparing masala mix for curry dish.
2. *Authentic ingredients* refer to the real, genuine, and traditional ingredients that are characteristic of a specific cuisine or region. It emphasizes using ingredients that are in line with the traditional way of cooking and preparing a dish in its country of origin. *Example:* Ingredients for *Veihalo* and *Vailesi* – are all fresh and obtained locally.
3. *Cocktail food* refers to a small dish consisting of small pieces of food, often served as an appetizer or first course. The term also refers to "finger food" or "bite-size" meaning small portions that can be eaten without cutlery

4. *Complex dish*: a dish is considered complex by the use of advanced preparation techniques, diversity of flavours, authentic and fresh ingredients, as well as creative finishing and presentation techniques;
5. *Dessert* is a sweet dish which is typically served at the end of a meal. Deserts are either cold or hot, and served in the form of cakes, pastries, puddings, or ice creams, and feature ingredients such as sugar, fruits, chocolate and spices.
6. *Dish requirements* in this unit, this term can refer to the recipe and specific equipment and tools needed for cooking and serving food.
7. *Dry methods (of cooking)* refers to cooking methods that does not use water or steam. In these methods, the food is in direct contact with either a hot surface or hot air. Common examples include Roasting, baking, grilling, broiling, sautéing, and frying
8. *Faka-ovaka* (or *Vailesi*) is a traditional Tongan sweet dish made from diced half-ripe papaw, baked in coconut cream.
9. *Finishing techniques* refer to different ways of adding the extra final touches of flavour, freshness, or texture to complement and enhance the overall quality of a dish.
10. *Garnishing* is a finishing technique which involves adding edible decorations to improve the visual appeal of a dish, often using herbs, vegetables, or other ingredients, before the dish is served.
11. *Recipe* is a set of written instructions used to prepare a known quantity and quality of food
12. *Standard recipe* is a recipe used to consistently prepare a known quantity and quality of food
13. *Traditional dishes* refer to foods that are deeply rooted in a specific culture, place and time, often reflecting the history, geography, and local ingredients of a region.
14. *Vailesi* is a traditional Tongan sweet dish made from diced half-ripe pawpaw, baked in coconut cream.
15. *Veihalo* is a traditional Tonga sweet dish made from the flesh and juice of a fresh green coconut. Making veihalo involves advanced preparation and traditional cooking techniques.
16. *Wet methods (of cooking)* refers to using water, liquid, or steam to cook food. Common examples include braising, stewing, steaming, simmering, and poaching.

Public comments on unit

Please contact TNQAB National Qualifications Unit (email EnquireNQ@tnqab.to or Telephone 28136) if you like to discuss or suggest changes to the details of this unit.

MINIMUM REQUIREMENTS FOR A COMMERCIAL KITCHEN

	SMALL EQUIPMENT	DESCRIPTIONS	MINIMUM REQUIREMENT (for 15 - 20 students)
1	Baking tins	Stainless small, medium and large, Assorted depth and shapes	6 for each size
2	Baking trays	Stainless small, medium and large	3 for each size
3	Can/bottle opener	Stainless	3 sets
4	Chef Knives	Stainless, Set (Paring, All purpose, Fillet, Serrated Clever, Scissors)	12 Sets
5	Chinois	Stainless small or medium	3 pieces
6	Colander	Stainless or plastic	3 pieces
7	Cutting Boards	Plastic and Wooden, medium and large with colours	6 for each size and type
8	Food Posters	Meat, Fish, Shellfish, Herbs and Spices, Vegetables, Food commodities etc.	2 of each kind
9	Frying pans	for; Omelette and shallow frying (non-stick)	3 for each purpose
10	Grater	Manual, box or 4-sided or flat, stainless or plastics	3 sets either type
11	Ladles	Stainless in multiple sizes; small, medium and large	2 of each size
12	Lifter	Plastic or stainless	3 each type
13	Masher	Stainless (small or Large)	3 sets either size
14	Measuring Cups	Stainless or plastics (minimum of 4 sizes cups)	3 sets either type
15	Measuring Jugs	Stainless, plastics or Glass (minimum of 1000 milliliters)	3 either type
16	Measuring spoons	Stainless or plastics (minimum of 4 sizes spoons)	3 sets either type
17	Mixing bowls	Stainless and Plastic, small, medium and large	6 for each size
18	Moulds	Ceramic or stainless, small and medium	6 each size
19	Oven mitts	Assorted sizes, shapes and colour with minimum of 3 layers of thickness	6 pairs
20	Peeler	Plastic or stainless	6 sets
21	Plates	Ceramic, small, medium and large (any design and colour)	12 for each size
22	Pot holders	Assorted sizes, shapes and colour with minimum of 3 layers of thickness	6 pairs
23	Pots	for; stock, soup, and boiling, preferably stainless	3 for each purpose
24	Rolling Pin	Wooden or Plastic (small and large)	3 each size (6 in total)
25	Sanitizer	Plastic bottle sprayers	3 containers refilled
26	Saucepans	Small to medium sizes, preferably stainless	6 of each size
27	Serving bowls	Ceramic, for Soup and pasta, small and medium (any design and colour)	12 of each size
28	Sieve	Stainless or plastic (4 sizes in 1 set)	3 sets either type

29	Sifter	Stainless or plastic	3 either type
30	Spatulas	Wooden or Silicone	3 either type
31	Stirring spoons	Stainless and wooden, medium and large	6 stainless medium, 6 stainless large, 6 wooden medium, 6 wooden large)
32	Tea Towels	Cloth, any colour, sizes and designs	24 towels
33	Thermometer	Waterproof pocket Digital probe or Gun thermometer	2 pieces
34	Tongs	Stainless in multiple sizes; small, medium and large	3 of each size
35	Whisks	Stainless, sizes: medium and large	3 of each size
36	Wok	for; Saute and Stir-frying, either household or commercial brand	2 pieces

	LARGE EQUIPMENT	DESCRIPTIONS	MINIMUM REQUIREMENT (for 15 - 20 students)
1	Deep-Fryer	Gas burners or Electric heating element, either household or commercial brand	2 Fryers with minimum of 2 liters capacity each
2	Fire Extinguishers	Approved and valid to be used in the kitchen (OHS & SOP standards)	2 up to date extinguishers either sizes
3	Freezer	Chest or upright freezer or Walk-in freezer, either household or commercial brand	1 set
4	Handbasin	Single Stainless or Ceramic with or without hot water	1 set
5	Oven	Gas burners or Electric heating element, either household or commercial brand	3 Ovens with or without fan
6	Oven Griller or Salamander	Gas burners or Electric heating element, either household or commercial brand	3 Grillers or 1 Salamander
7	Pantry	Good air ventilation set up and well accessible (fixed or removable)	1 set
8	Range or Stovetop burners	Gas burners or Electric hot plates, either household or commercial brand	12 burners or 3 Range with 4 burners each
9	Refrigerator	Reach-in fridge or walk-in cooler, either household or commercial brand	1 set
10	Rubber Floor Mats	Cover the length of the work stations (above)	Enough to cover all Workstations
11	Sinks	Single or Double stainless installed with running water faucet (Hot water optional)	4 set singles or 2 sets double
12	Steamer	Layered Steaming pot	1 set
13	Umu Shed	Shed with well constructed Umu pit (including Huokauvao, Hakalo, Umu stones and Firewoods)	1 set
14	Work	Stainless steel double benches and tops with or without	2 sets

	Benches and Tops	drawers	
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	MECHANICAL EQUIPMENT	DESCRIPTIONS	MINIMUM REQUIREMENT (for 15 - 20 students)
1	Air Ventilation System	Electrical Air Suction or Fixed Air-Vent Ventilator	Designated to ventilate heat and smokes
2	Blender	Any Quality and brand (minimum of 500 milliliters capacity)	1 machine
3	Food Mixer	Any Quality and brand (minimum of 500 milliliters capacity)	1 machine
4	Food Processor	Any Quality and brand (minimum of 500 milliliters capacity)	1 machine
5	Meat Slicer	Stainless and can be any size and brand	1 machine
6	Pasta Machine	Stainless with processing cutters (Manual or electric)	2 sets
7	Kitchen Scale	Digital or mechanical	2 either qualities
8	Toaster	Industrial or household brands, minimum of two bread racks	1 set
9	Vegetable Slicer	Any Quality and brand	1 machine