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| **Emerg Lvl 5 Allergens** | **Allergens and restricted diets technical skills and theory – elective** |

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| **Kaupae |** Level | 5 |
| **Whiwhinga |** Credit | 10 |
| **Whāinga |** Purpose | To provide ākonga with the ability to apply technical knowledge and theory to prepare food items safe for use by people with allergies or intolerances or restricted dietary requirements under observation in a culinary context. |

**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. Prepare food products, safe for people with common food allergies or intolerances. | 1. Select non-allergenic alternative ingredients by applying technical knowledge of allergens in food ingredients to meet sensory expectations. |
| 1. Prepare a variety of food products for use by people with different allergies. Evidence of preparing food for different people who have one of these allergies is required. |
| 1. Prepare food products, safe for people with restricted dietary requirements. | a. Select ingredient suitable for restricted dietary requirements by applying technical knowledge of replacement ingredients to meet sensory expectations. |
| 1. Prepare a variety of food products for use by people with restricted dietary requirements |

**Pārongo aromatawai me te taumata paearu |** Assessment information and grade criteria

*Assessment specifications:*

The assessment of this skill standard should be conducted in a real or simulated workplace setting.

Performance of all assessment activities must comply with Health and Safety at Work Act 2015 and Food Safety requirements, while maintaining food quality.

Assessment should be based on the learner's ability to apply technical knowledge and theory to produce food products. The assessment should include observation, questioning, and review of physical evidence developed during the process.

Assessment methods may include:

* Observation of practical skills in preparing and producing food products.
* Verbal questioning to assess knowledge and understanding of allergens, as well as food safety and hygiene principles.
* Peer and self-assessment to promote reflection and self-improvement.
* Portfolio assessment to demonstrate evidence of learning, such as recipes, photographs, and reflections on the learning process.

Suggested assessment scenarios.

* Researching and developing a range of recipes that are free from common allergens, such as gluten, dairy, and nuts. This could involve adapting existing recipes or developing new recipes and would require a good understanding of the properties of different ingredients and their role in recipe development.
* Planning and preparing a menu for a specific event or customer group that is free from common allergens. This would require a good understanding of the dietary requirements of the target group and the ingredients and techniques that can be used to create safe and tasty dishes.
* Researching and developing a range of recipes that are suitable for restricted dietary requirements, such as vegetarian, vegan, religious restrictions. This could involve adapting existing recipes or developing new recipes and would require a good understanding of the properties of different ingredients and their role in recipe development.
* Planning and preparing a menu for a specific event or customer group that follows a restricted diet. This would require a good understanding of the dietary requirements of the target group and the ingredients and techniques that can be used to create safe and tasty dishes.
* Conducting a risk assessment of a kitchen or food production facility to identify potential allergen hazards and develop strategies for managing these risks. This could involve reviewing existing procedures and policies, identifying potential sources of cross-contamination, and developing protocols for managing allergens in the kitchen.

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

Achieved

**Ihirangi waitohu |** Indicative content

The learning outcomes of this skill standard are established with the kaupapa of engaging with technical knowledge and theory to progress development of professional practice.

The principles of kaitiakitanga, manaakitanga, whanaungatanga and kotahitanga are under the rangatiratanga of mana whenua and must underpin all learning in this skill standard.

Learning may cover but is not limited to the following content:

* Applying the theory of temperature and medium control (a deep understanding of the methods of cookery and what is happening from a food science perspective) to transform protein, starch, fruit, and vegetables into food products.
* Applying the theory of sensory analysis to allow for the development of sensory balanced food items.
* Applying the theory of nutrition and dietary restrictions for the development of safe to eat dishes.
* Common allergens that affect people, including gluten, dairy, nuts, and shellfish.
* Properties of different ingredients, including their allergenic potential, and their role in recipe development.
* Relevant legislation and guidelines relating to allergen management in the culinary industry, (See Rauemi below).
* Techniques and ingredients that can be used to replace allergenic ingredients without compromising flavor and texture.
* Conducting a risk assessment of a kitchen or food production facility to identify potential allergen hazards and develop strategies for managing these risks.

**Rauemi |** Resources

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

* + Food Act 2014
  + Health and Safety in Employment Act 2015.

Applicable procedures found in the following:

* + General Principles of Food Hygiene ([CAC/RCP 1-1969](https://www.mpi.govt.nz/dmsdocument/44455-General-principals-of-food-hygiene))
  + establishment performance guidelines and standards
  + equipment manufacturer’s procedures and specifications
  + Government and local body legislation

Definitions

* *Common food allergies* refer to allergy to: milk, soy, eggs, wheat peanuts, tree nuts, fish, shellfish.
* *Restricted dietary requirements* refer to dietary choices made for other than health reasons and may include, vegetarian, vegan, or dietary choices based on religious beliefs.
* *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.
* *Technical knowledge* in this context covers allergens in food ingredients and use of non-allergenic alternatives to achieve sensory balance. Technical knowledge includes application of theory.
* *Theory* in this context means an ability to explain the effect of allergens and of methods to use non-allergenic alternatives to create a balanced sensory experience.

**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 | N/A | | |
| **Rā arotake |** Planned review date | [dd mm yyyy] | | |

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