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| **Emerg Lvl 5****Gluten** | **Gluten 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 use of gluten in preparing food products 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 by applying technical knowledge of gluten | 1. Control the development of gluten in food products by applying technical knowledge and theory to achieve sensory balance. |

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

*Assessment specifications:*

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

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

Possible scenarios for assessment:

* Demonstrating ability to control gluten in food preparation by creating different gluten-containing food products, such as bread, pasta, or pastries. Assessment based on ability to properly handle gluten-containing ingredients and create a high-quality final product.
* Participation in a blind taste test of different food products, some produced with correct technique (e.g., appropriate amount of kneading for type of dough) and some incorrect. Assessment would be based on ability to identify fault and the cause and to recognise well made product.

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

Assessment should be based on the learner's ability to apply technical knowledge and theory of gluten 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 using gluten development and restriction.
* Verbal questioning to assess knowledge and understanding of gluten development and restriction 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.

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

Achieved

**Ihirangi waitohu |** Indicative content

The learning outcomes of this skills 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 in the processes of developing and restricting the development of gluten from a food science perspective) to transform ingredients 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.
* Chemical and physical properties of gluten, including its unique ability to form a network of proteins that gives structure and elasticity to dough.
* Different uses of gluten in food preparation, including its role in breadmaking, pasta production, and pastry doughs, as well as when gluten should be fully developed and when its development should be limited.
* Proper handling and preparation of gluten-containing ingredients, including the importance of kneading dough to develop gluten structure and the use of gluten development techniques in creating high-quality food products.
* How gluten affects the texture and flavour of different food products, such as the chewiness of bread, the tenderness of pasta, and the flakiness of pastry dough, the lightness of scones, the shortness of sweet pastry.
* Alternative flours and gluten-free options for the gluten intolerant, including the use of gluten-free flours and substitutes in food preparation.

**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:

* + establishment performance guidelines and standards
  + equipment manufacturer’s procedures and specifications
  + Government and local body legislation

Definitions

* *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 the practice of controlling the development of gluten to achieve sensory balance.
* *Theory* in this context means an ability to explain the effect of gluten on food products that meet sensory expectations.
* *Control of development of gluten* may include limiting its development.

**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.