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| **Emerg Lvl 5****Technical** | **Technical investigation of a culinary topic** |

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| **Kaupae |** Level | 5 |
| **Whiwhinga |** Credit | 10 |
| **Whāinga |** Purpose | The purpose of this skill standard is to provide ākonga with the ability to apply technical knowledge and theory to develop a special or innovative culinary topic and apply that knowledge to develop a culinary product. |

**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. Undertake inquiry and choose a special or innovative culinary topic | 1. Conduct research systematically in accordance with establishment expectations. |
| 1. Develop a proposal outlining the allocated topic and its potential application. |
| 1. Apply technical knowledge and theory to the chosen culinary topic | 1. Present the technical knowledge and theory required for the allocated topic. |
| 1. Apply technical knowledge and theory to developing a product that showcases the chosen topic. |
| 1. Explain the characteristics of the special topic in creating a balanced sensory experience in accordance with culinary theory. |
| 1. Develop a culinary product demonstrating the chosen topic | 1. Apply technical knowledge and theory to ensure product shows an appropriate appearance and meets sensory expectations. |
| 1. Reflect on the development process and the effectiveness of the culinary product | 1. Evaluate the final culinary product and identify areas for improvement in the product and the development process. |

**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.

Assessment should be based on the learner's ability to apply technical knowledge and theory to develop a special or innovative culinary topic allocated by their supervisor and apply that knowledge to develop a culinary product. The assessment should include observation, questioning, and review of physical evidence developed during the process.

***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.

The range of topics for the special or innovative culinary topic may include, but are not limited to:

* Sustainable cooking techniques
* A food product for a festive occasion (e.g., Matariki)
* Plant-based cooking
* Molecular gastronomy
* Regional or cultural cuisine
* Menus for restricted diets
* Food fusion
* Vegan cuisine

Learning for this skill standard may include but is not limited to:

* In-depth knowledge of a special or innovative culinary topic, such as molecular gastronomy, vegan cuisine, or fusion cuisine.
* Knowledge of and ability to apply the scientific principles behind the culinary topic, including how ingredients and techniques can be manipulated to achieve desired outcomes.
* Knowledge of culinary trends and the ability to incorporate these trends into the culinary product.

**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 degree of cookery and sensory balance. Application of technical knowledge includes the practice of controlling the method required by the special topic to produce a food item to meet sensory expectations.
* *Theory* in this context means an ability to explain the effect of different cookery and flavouring methods 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.