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| **Emergent Lvl 5 Core** | **Fundamental culinary technical skills and theory – core** |

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| **Kaupae |** Level | 5 |
| **Whiwhinga |** Credit | 30 |
| **Whāinga |** Purpose | To provide ākonga with the ability to apply core technical knowledge and theory to food ingredients 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. Create food products with sensory balance for service by applying technical knowledge and theory. | 1. Cook protein, starch, and vegetables by applying technical knowledge and theory by controlling the degree of cookery to meet sensory expectations. |
| 1. Apply different cookery and flavouring methods to protein, starch, and vegetables to create a balanced sensory experience. |

**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.

Assessment should be based on the learner's ability to apply technical knowledge and theory of transforming protein, starch, and fruit and vegetables 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 transforming protein, starch, and fruit and vegetables into food products.
* Verbal questioning to assess knowledge and understanding of transforming protein, starch, and fruit and vegetables into food products, 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 covers 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 dishes.
  + 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.
  + Makeup of proteins, carbohydrates, fats, acids, and enzymes
  + The attributes of proteins, carbohydrates, fats, acids, and enzymes.
  + The properties and interactions of food ingredients in food preparations processes.
  + Effect of heat and time on food, and ability to control texture and flavour by adjusting cooking methods.
  + How different ingredients interact with each other to create a specific sensory experience.

**Rauemi |** Resources

Applicable procedures found in the following:

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

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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.
* 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.