|  |  |
| --- | --- |
| **Emerg Lvl 5****Viscosity** | **Viscosity technical skills and theory – elective** |

|  |  |
| --- | --- |
| **Kaupae |** Level | 5 |
| **Whiwhinga |** Credit | 10 |
| **Whāinga |** Purpose | To provide ākonga with the ability to apply technical knowledge and theory to applying use of viscosity to production of food items 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 |
| --- | --- |
| 1. Select and apply applicable technical knowledge and theory of viscosity to the production of food products. | 1. Prepare food products by applying and controlling the method and degree of viscosity by the application of technical knowledge and theory to meet sensory expectations. |

**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.

Example activities may include:

* Producing a variety of sauces using different ingredients and thicknesses.
* Producing different types of soups, such as cream-based soups or broths, and adjust the viscosity of the soup to achieve the desired texture.
* Being given a recipe for a food item that requires a specific viscosity and being asked to modify the recipe to suit different dietary needs or preferences while maintaining the desired viscosity.

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 viscosity 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 viscosity methods
* Verbal questioning to assess knowledge and understanding of viscosity, 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 using viscosity in food preparation 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.
* The use of viscosity in culinary products, including the measurement and control of viscosity, the factors that affect viscosity, and the relationship between viscosity and texture.
* The different types of thickening agents used in food production, such as starches, gums, hydrocolloids and proteins, and their effects on viscosity.
* The principles of quality control in food production, including the importance of viscosity control in ensuring a high-quality final 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 viscosity to achieve sensory balance.
* *Theory* in this context means an ability to explain the effect of viscosity methods to create a balanced sensory experience.
* *Viscosity* of food products may be achieved by any of ‒ control of temperature; addition of a variety of thickening agents or thinning agents; as well as any combination of these, applicable to production of a particular food type.

**Pārongo Whakaū Kounga |** Quality assurance information

|  |  |
| --- | --- |
| **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  This CMR can be accessed at: <https://www.nzqa.govt.nz/nqfdocs/maps/pdf/0112.pdf> |

|  |  |  |  |
| --- | --- | --- | --- |
| **Hātepe |** Process | **Putanga |** Version | **Rā whakaputa |** ReviewDate | **Rā whakamutunga mō te aromatawai |** Last date for assessment |
| **Rēhitatanga |** Registration | 1 | [dd mm yyyy] | [dd mm yyyy] |
| **Arotakenga |** Review | 2 | [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.