

School 1 **Basic knowledge of nutrition for culinary purposes**

Kaupae Level	2
Whiwhinga Credit	4
Whāinga Purpose	This unit standard is designed to develop the basic knowledge of people studying in this area and those working in a hospitality workplace. They will be able to apply knowledge of basic nutrition in commercial food production processes.
Whakaakoranga me mātua oti Pre-requisites	N/A

Hua o te ako me Paearu aromatawai | Learning outcomes and assessment criteria

Hua o te ako Learning outcomes	Paearu aromatawai Assessment criteria
1. Apply knowledge of basic nutrition in commercial food production processes	a. Identify and describe different nutrient types, including but not limited to carbohydrates, fats, fibre, minerals, proteins, vitamins, and water
	b. Explain the characteristics and functions of each nutrient type
	c. Identify the nutrient types found in common food groups
	d. Explain the role of each nutrient type in the human body
	e. Describe the dietary requirements of individuals with special diets based on nutritional guidelines
	f. Discuss the importance and benefits of a balanced diet and healthy eating habits
	g. Outline the potential effects of food preparation, handling, storage, and cooking on nutrient types
	h. Explain the reasons for the use of additives in food
	i. Identify possible sources of information on nutritional requirements

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

Assessment specifications:

- The following learning outcomes are established within the kaupapa of seeking clarification and learning - actively receiving and responding to instruction. The principles of kaitiakitanga, manaakitanga, whanaungatanga and kotahitanga must support all learning in this skill standard. Kaitiakitanga, manaakitanga, whanaungatanga and kotahitanga are under the rangatiratanga of mana whenua.
- You will be assessed against the outcomes of your learning in conditions in a culinary workplace or in training facilities that realistically reproduce the conditions of a workplace.

Examples may include:

- Create a presentation highlighting the characteristics, functions, and sources of different nutrient types.
- Develop a menu plan for individuals with specific dietary needs (e.g., gluten-free, vegetarian, diabetic) based on nutritional guidelines.
- Conduct a cooking demonstration and explain the impact of different cooking methods on the nutritional content of food.
- Research and present information on the role of additives in food and their potential effects on health.
- Create a resource guide listing reliable sources of information on nutritional requirements.

Ngā momo whiwhinga | Grades available

Achieved

Ihirangi waitohu | Indicative content

Learning in the context of basic nutrition for culinary purposes could involve a comprehensive understanding of the following aspects:

- **Nutritional Concepts:** Exploring in greater detail the functions and interactions of different nutrients within the body, including their roles in metabolism, energy production, and overall health.
- **Nutritional Analysis and Menu Planning:** Developing skills to analyse the nutritional content of recipes and meals, considering factors such as portion sizes, ingredient substitutions, and nutrient density. This deeper learning may also involve designing well-balanced menus for specific dietary needs or preferences, considering factors like allergens, cultural considerations, and special populations.
- **Food Labelling and Regulations:** Understanding food labelling requirements, including nutrient labelling, allergen declarations, and health claims. Exploring the regulations and guidelines set by regulatory bodies to ensure accurate and informative food labelling.
- **Nutritional Counselling and Education:** Gaining knowledge and skills to provide basic nutrition counselling and education to individuals or groups, considering dietary guidelines, health goals, and lifestyle factors. This may involve understanding different cultural and socioeconomic influences on food choices and adapting nutritional advice accordingly.
- **Food Science and Technology:** Delving into the scientific principles behind food processing, preservation techniques, and culinary innovations that impact the nutritional quality of food. This knowledge can help in understanding the effects of various cooking methods, storage techniques, and food additives on nutrient content.

- **Research and Critical Evaluation:** Developing skills to critically evaluate scientific studies, nutrition research, and dietary trends. Understanding the limitations and strengths of different research methods and applying evidence-based practices in the culinary and nutrition fields.
- These areas of deeper learning can provide a more comprehensive understanding of nutrition for culinary purposes and equip individuals with skills to apply in their culinary careers or further studies related to nutrition and food science.

Rauemi | Resources

Legislation relevant to this skill standard includes but is not limited to: Health and Safety at Work Act 2015, Food Act 2014.

Any instructions, policies or standards whether written or unwritten that are standard and applied in the workplace.

Pārongo Whakaū Kounga | Quality assurance information

Ngā rōpū whakatau-paerewa Standard Setting Body	Ringa Hora Services WDC
Whakaritenga Rārangi Paetae Aromatawai DASS classification	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 Review Date	Rā whakamutunga mō te aromatawai Last date for assessment
Rēhitatanga Registration	1	[dd mm yyyy]	[dd mm yyyy]
Arotakenga Review	<type here>	[dd mm yyyy]	[dd mm yyyy]

Kōrero whakakapinga Replacement information	This skill standard replaced Unit standard 30895 <i>Demonstrate knowledge of basic nutrition in commercial catering.</i>
Rā arotake Planned review date	[dd mm yyyy]

Please contact Ringa Hora Services WDC at qualifications@ringahora.nz if you wish to suggest changes to the content of this skill standard.