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| **L3 Nutrition** | **Prepare and present balanced meals that meet nutritional guidelines in a culinary environment** |

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| **Kaupae |** Level | 3 |
| **Whiwhinga |** Credit | 5 |
| **Whāinga |** Purpose | This skill standard is for people to have the skills and knowledge necessary to prepare and present balanced meals that meet nutritional guidelines in a culinary environment.  This skill standard has been developed primarily for use in programmes leading to the New Zealand Certificate in Cookery (Level 3) [Ref: 2100]. |

**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 and present balanced meals that meets nutritional guidelines in a culinary environment. | 1. Identify the nutritional content of the ingredients to create balanced meals. |
| 1. Utilise cooking techniques that preserve or enhance nutritional value to prepare and present balanced meals. |
| 1. Comply with health and safety requirements of the workplace. |

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

*Assessment specifications:*

Assessment against the learning outcomes will be in a culinary workplace or in training facilities that realistically reproduce the conditions of a workplace.

Activities are carried out in accordance with Health and Safety at Work Act 2015, Food Safety requirements, and following workplace procedures.

Evidence of three balanced meals utlising cooking techniques that preserve or enhance nutritional value. is required.

All food products must meet industry standards flavour, texture, temperature and appearance.

Definitions:

A *balanced meal* refers to one that provides the right proportions of nutrients your body needs to function properly.

*Culinary environment* refers to the wide variety of traditional and non-traditional hospitality workplaces, such as canteens, food trucks, marae wharekai, hotels and restaurants, and artisan cafés.

*Food control plan* – as defined in the Food Act 2014.

*Industry standards* in relation to texture, flavour, and visual appeal of food refer to established benchmarks or guidelines that define the expected quality and characteristics of food products. These standardsestablish consistency, safety, and consumer satisfaction.

*Nutrients* refer to carbohydrates, fats, fibre, minerals, proteins, vitamins, water

*Nutrition* is the process by which living organisms obtain and utilise the food necessary for health, growth, and maintenance. It involves the intake of nutrients, which are substances in food that provide energy, build and repair tissues, and regulate bodily functions.

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

Achieved

**Ihirangi waitohu |** Indicative content

Introduction to Nutrition:

* Definition and importance of nutrition
* Overview of macronutrients (carbohydrates, proteins, fats) and micronutrients (vitamins, minerals)
* Dietary guidelines and recommended daily allowances

Nutritional Value of Foods:

* Nutrient content of common ingredients (fruits, vegetables, grains, proteins)
* Factors affecting nutrient levels (freshness, storage, processing)
* Identifying nutrient-dense foods
* Seasonal foods are more nutrient dense

Cooking Techniques for Nutritional Preservation:

* Methods to preserve nutrients during cooking (steaming, grilling, baking)
* Minimising nutrient loss (avoiding overcooking, using minimal water)
* Enhancing nutrient availability (pairing foods for better absorption)

Meal Planning and Preparation:

* Principles of balanced meal planning
* Practical tips for preparing nutritious meals
* Understanding portion sizes and food groups
* Awareness of allergens and special dietary requests
* Nutritional requirements of people with special diets (e.g.,vegetarian,gluten free,lactose free, coeliac, diabetic, low fat, vegan, halal

Reading and Understanding Food Labels:

* Components of food labels (ingredients, nutritional information)
* Interpreting serving sizes and daily values
* Identifying healthy and unhealthy food choices

Promoting Healthy Eating Habits:

* Techniques for behaviour change and habit formation
* Encouraging nutritious food choices in different settings (home, school, workplace)
* Resources and support for maintaining a healthy diet

**Rauemi |** Resources

Legislation relevant to this skill standard includes but is not limited to:

* Health and Safety at Work Act 2015
* Food Act 2014
* MPI , A Guide to allergen labelling, available from [A guide to allergen labelling](https://www.mpi.govt.nz/dmsdocument/50725-Allergen-labelling-Knowing-whats-in-your-food-and-how-to-label-it)

References:

Health New Zealand, Eating and activity guidelines, available from [Eating and activity guidelines – Health New Zealand | Te Whatu Ora](https://www.tewhatuora.govt.nz/health-services-and-programmes/nutrition/eating-and-activity-guidelines).

Sizer, Frances & Whitney, Ellie (2022), *Nutrition: Concepts & Controversies,* Cengage Learning, Inc

Whitney, Eleanor et al (2022), *Understanding Nutrition,* Cengage Learning Australia

**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 | 1 | [dd mm yyyy] | N/A |
| **Kōrero whakakapinga |** Replacement information | <type here> | | |
| **Rā arotake |** Planned review date | 31 December 2030 | | |

Please contact Ringa Hora Services Workforce Development Council at [qualifications@ringahora.nz](mailto:qualifications@ringahora.nz) to suggest changes to the content of this skill standard.