



REGISTERED NATIONAL STANDARD

UNIT OF COMPETENCY

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| Title: | Knowledge of nutrition in commercial catering NS032-03 <i>Note: This unit has been adapted from NZQA registered standard 13343 version 6 (2018)</i> | | |
| TQF Level: | 3 | Credits: | 10 |
| Version: | 1 | | |
| National standard code: | NS032-03 | | |
| Associated qualification (and code): | National Certificate in Cookery Level 3 (QR-03-NQ-001-06-0903-20-01) | | |
| Approval date: | 19 March 2020 | Review date: | 19 March 2025 |
| Purpose: | People credited with this unit standard are able to demonstrate knowledge of nutrition principles; and nutritional applications, in commercial catering. | | |
| Learning Outcome 1 (LO1) | Demonstrate understanding of nutrition principles in commercial catering. | | |
| Performance standards | <p>1.1 Essential nutrients are identified and explained. <i>[Range nutrient types include proteins, vitamins, fats, carbohydrates, roughage, minerals, water]</i></p> <p>1.2 Nutrient characteristics and composition are identified and explained.</p> <p>1.3 Common food groups as good sources of each nutrient type are identified and described.</p> | | |

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| | <p>1.4 The importance of each nutrient type to the body is identified and described.</p> <p><i>[Range evidence of six nutrient types.]</i></p> <p>1.5 Requirements for the kinds of food that individuals with special diets or dietary restrictions are identified and explained.</p> <p><i>[Range requirements include but are not limited to – essential nutrients; special diets include but are not limited to – vegetarian, gluten free, diabetic, low fat, faith-based diets e.g. no-pork/shellfish; people include but are not limited to – infants and toddlers, children and young people, adults, pregnant and breastfeeding women, older people, SDAs].</i></p> <p>1.6 The health benefits of a balanced diet and healthy eating habits are identified and explained.</p> <p>1.7 The effects of food preparation methods, handling, storage, and cooking on the nutritional value of each nutrient type are explained.</p> <p>1.8 Major food additives are identified and explained in terms of the roles that they play in the food industry.</p> <p><i>[Range additives include but are not limited to – flavourings, colourings, preservatives.]</i></p> <p>1.9 Sources of nutritional information are identified and described.</p> |
| <p>Learning Outcome 2 (LO2)</p> <p>Performance Standards</p> | <p>Demonstrate understanding of nutritional applications in commercial catering.</p> <p>2.1 A day’s menu is developed and explained in terms of the composition and nutritional value of each listed item.</p> <p>2.2 Menus for individuals with special diets or diet restrictions are developed and explained in terms of the composition and nutritional value of each listed item.</p> <p><i>[Range special food needs may include but are not limited to – vegetarian, gluten intolerant, diabetic, low fat; no-pork/shellfish diets; evidence is required of two menus].</i></p> <p>2.3 Modify menu items to meet different dietary requirements while maintaining the nutritional value of the items - by excluding certain ingredients or replacing them with alternatives.</p> |

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| Pre-requisites | N/A |
| Co-requisites | N/A |
| Underpinning skill and knowledge | Local Tongan produce and food knowledge, General human health and diseases; Human foods and nutrition; Hazards and safety; Personal grooming and presentation; Effective time management; Interpersonal communication skills); Writing and Reading skills (both Tongan and English) to research and interpret relevant documents and information; Planning skills; Technology skills (to use computers and relevant desktop software). |
| Suggested assessment methods | <p>Context of assessment: This unit can be assessed entirely in the classroom or training venue. However, assessment should, as much as possible, replicate workplace conditions (e.g. using simulations and role-plays).</p> <p>Method of assessments:</p> <ol style="list-style-type: none"> 1. Written theory exam 2. Seminar presentation; 3. Observation in the workplace (or training kitchen); 4. Oral questioning. <p>Note: This is a competency-based unit (Refer to section on <i>Requirements to complete unit</i> for more information]</p> |
| Resource requirements | <ol style="list-style-type: none"> 1. Classroom or training kitchen. 2. Computers for students and staff 3. Internet access for students and staff 4. Relevant readings at the discretion of the unit coordinator/trainer. 5. Unit outline. |
| Moderation arrangements | Use provider's approved moderation process, OR TNQAB moderation processes |
| Requirements to complete this unit | Learners must be at least 80% "Competent" after a maximum of 3 attempts. Those who fail to meet this requirement will be asked to reenrol in the unit. |
| Public comments on unit | Please contact TNQAB National Qualifications Unit (email EnquireNQ@tnqab.to or Telephone 28136) if you like to discuss or suggest changes to the details of this unit. |