Assessment Requirements for CHCECE004 Promote and provide healthy food and drinks

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Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements.

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks:

• planned and provided food and drink for children on at least three occasions, including:
  • identifying and responding to requirements related to food allergies, medical conditions and cultural and religious requirements
  • role-modelling healthy eating habits for children
  • ensuring safe handling, preparation and storage of food and drinks
  • creating a positive, relaxed environment during mealtimes
• engaged children by involving them in menu planning and assisting in meal preparation
• read and interpreted food labels to identify ingredients of concern and nutrition content.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. These include knowledge of:

- how to access:
    - the National Quality Framework
    - the National Quality Standards
    - the relevant approved learning framework
- how to navigate through framework and standards documents to find areas relevant to this unit of competency
- United Nations Convention on the Rights of the Child
- code of ethics
- food allergies, food intolerances, contamination and/or allergic reactions in meal preparation and possible reactions, including anaphylaxis
- infant feeding requirements and guidelines
- recommendations for healthy eating – Dietary Guidelines for Children and Adolescents in Australia and the *Australian Guide to Healthy Eating*, including Get Up and Grow: Healthy Eating and Physical Activity for Early Childhood resources
- implications of poor diet including tooth decay, deficiencies, poor concentration, out of character behaviour
- food-handling requirements, preventing microorganism contamination and/or allergic reactions
- importance of addressing individual dietary needs and preferences with particular reference to specific cultural, religious or health requirements
- organisational standards, policies and procedures.

Assessment Conditions

Skills must be demonstrated in a regulated education and care service.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessment must ensure use of:

- National Quality Framework for Early Childhood Education and Care
- the relevant approved learning framework under the National Quality Framework for Early Childhood Education and Care.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53