



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **HLTNA302D Plan and evaluate meals and menus to meet recommended dietary guidelines**

**Release: 1**

## **HLTNA302D Plan and evaluate meals and menus to meet recommended dietary guidelines**

### **Modification History**

HLT07 Version 4	HLT07 Version 5	Comments
HLTNA302C Plan and evaluate meals and menus to meet recommended dietary guidelines	HLTNA302D Plan and evaluate meals and menus to meet recommended dietary guidelines	ISC upgrade changes to re legislation and replace with new legislation. No change to content

### **Unit Descriptor**

#### **Descriptor**

This unit of competency describes the skills and knowledge required to assist with the planning and evaluation of appropriate meals and menus based on the Australian Dietary Guidelines, and other dietary guidelines, in consultation with a dietitian to meet the nutritional needs of client groups  
It involves the selection and planning of balanced meals, general menu planning principles and the development and evaluation of menus

### **Application of the Unit**

#### **Application**

This work is performed under the direction of a dietitian and requires a range of well developed skills where some discretion and judgement is required  
Individuals will take responsibility for their own outputs and may participate in work teams

### **Licensing/Regulatory Information**

Not Applicable

## Pre-Requisites

Not Applicable

## Employability Skills Information

**Employability Skills** This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

- |  |   |
|--|---|
| 1. Identify the nutrients and <i>food group serves</i> recommended for good health for client groups | 1.1 Categorise foods according to food groups, identifying key nutrients by each food group and individual foods within that group, where relevant<br>1.2 Identify recommended serves of various food groups for <i>client group</i> , in consultation with a dietitian |
| 2. <i>Plan and develop menus</i>   | 2.1 Plan menus according to <i>menu planning principles</i><br>2.2 Select food preparation and cooking methods in consultation with food production personnel to maintain maximum nutritional value of foods<br>2.3 Discuss menu plans with the dietitian               |
| 3. Plan and develop menus in accordance with <i>relevant dietary guidelines</i>                      | 3.1 Plan meals and menus to minimise <i>nutrient imbalance</i> , incorporating relevant dietary guidelines<br>3.2 Plan meals and food group serves to meet the nutritional needs of client groups<br>3.3 Discuss menu plans with the dietitian                          |

## **ELEMENT**

## **PERFORMANCE CRITERIA**

4. Identify the most common lifestyle related diseases and disorders and dietary links

- 4.1 Identify nutrient imbalance contributing to lifestyle related diseases and disorders
- 4.2 Identify food groups and food preparation methods to address imbalance
- 4.3 Present findings and recommendations to dietitian before taking any action
- 4.4 Make adjustments to menu according to dietitian's directions

## ELEMENT

## PERFORMANCE CRITERIA

### 5. Evaluate meals and menus

- 5.1 Evaluate meals and menus to ensure they meet nutritional requirements of client groups, according to processes defined by the dietitian
- 5.2 Evaluate meals and menus to ensure client satisfaction, according to directions and processes defined by the dietitian
- 5.3 Evaluate meals and menus to ensure feasibility of production (equipment, time, skills) and budgetary restraints

## Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

### *Essential knowledge:*

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 identified work role

This includes knowledge of:

- Australian Dietary Guidelines
- Basic cooking methods and equipment
- Basic knowledge of food preparation and food service systems
- Basic principles of nutrition
- Basic principles of nutrition, diet therapy, nutrition supplements and factors that place clients at risk of malnutrition and inadequate hydration
- Common fluid and food restrictions
- Costing (portion size, mathematics) procedures
- How to recognise malnutrition
- Infection control policy and procedures relevant to food service provision
- Work health and safety (WHS) work practices relevant to the specific workplace and in accordance with relevant state/territory/national legislation
- Other dietary guidelines specific to client groups, eg aged
- Range of menus and menu items
- Requirements of certain menus
- Standardised recipes
- Various cultural requirements in relation to food, relevant to the profile of the community served by the organisation
- Work organisation methods

*Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Communicate constructively with clients and other staff to ensure best service
- Correctly identify the provision of appropriate foods for the client group
- Incorporate Australian dietary guidelines into menu planning and evaluation

In addition, the candidate must be able 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 identified work role

This includes the ability to:

- Demonstrate safe food handling practices
- Plan and evaluate meals and menus
- Use literacy, numeracy and oral communication skills required to fulfil the position in a safe manner as specified by the health care facility
- Use numeracy skills ranging from the ability to complete basic arithmetic calculations to the collating to recording of numbers and dietary information

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this competency unit:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Consistency of performance should be demonstrated over the required range of workplace situations

*Concurrent assessment and relationship with other competency units:*

This unit can be assessed independently, however it may be assessed in conjunction with:

- HLTNA303D Plan and/or modify meals and menus according to nutrition care plan
- HLTNA304D Plan meals and menus to meet cultural and religious needs

*Context of and specific resources for assessment:*

- Assessment should replicate workplace conditions as far as possible
- Simulations may be used to represent workplace conditions as closely as possible
- Where, for reasons of safety, access to equipment and resources and space, assessment takes place away from the workplace, simulations should be used to represent workplace conditions as closely as possible
- Resources essential for assessment include:
  - food safety and HACCP procedure manuals
  - manufacturers' manuals and recommendations for equipment
  - food packaging and storage requirements
  - WHS, cultural diversity and other relevant legislation
  - work plan
  - enterprise policy, mission statements, procedures and performance management systems

*Method of assessment*

- Observation in the work place (if possible)
- Written assignments/projects
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice
- Questioning

*Access and equity considerations:*

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

## Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Client groups may include:*

- Infants
- Young children
- Adolescents
- Adults
- Older people

*Food group serves are based on the Australian Dietary Guide to Healthy Eating and other relevant and recognised guidelines and include serves form the following groups:*

- Breads and cereals
- Fruit
- Vegetables
- Meat and meat alternatives
- Milk and milk alternatives



*Menu planning principles include:*

- Basic cooking methods and equipment
- Nutritional considerations of the client group
- Client preferences
- Menu types (including cyclic menus, a la carte or cafeteria)
- Quantity
- Variety and repetition
- Method of preparation
- Colour, eye appeal, taste and texture
- Presentation
- Staff resources
- Equipment resources
- Budget
- Infection control risk management
- Food safety
- Nutritional adequacy for client group
- Seasonal food availability
- Local procurement (including food available locally)

*Menu planning tools may include:*

- Australian Guide to Healthy Eating
- Menu frameworks and checklists

*Types of menus include:*

- Set
- Special function
- Cyclical
- Canteen
- Cafeteria

*Basic nutrients include:*

- Energy
- Protein
- Carbohydrate
- Fats
- Vitamins
- Minerals
- Macro and micro- nutrients and other food constituents such as fibre and water

*Nutrient imbalance may include but is not limited to:*

- Food intake patterns
- High fat and/or cholesterol
- Low fibre
- High salt, high sugar
- Excess kilojoules
- Too low Kjs
- Too little protein
- Fluid intake
- Too little zinc

*Dietary guidelines may include:*

- Dietary guidelines for Australian adults (including older Australians)
- Dietary guidelines for children and adolescents

## **Unit Sector(s)**

Not Applicable