



Australian Government

CHCECE004 Promote and provide healthy food and drinks

Release: 2

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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 <i>CHC Community Services Training Package release 1.0</i> 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.

Application

This unit describes the skills and knowledge required to promote healthy eating and ensure that food and drinks provided are nutritious, appropriate for each child and prepared in a safe and hygienic manner.

This unit applies to educators working in a range of education and care services.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Promote healthy eating

1.1 Engage children in experiences, conversations and routines that promote relaxed and enjoyable mealtimes and promote healthy lifestyles and good nutrition

1.2 Model, reinforce and implement healthy eating

ELEMENT**PERFORMANCE CRITERIA**

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Performance criteria specify the level of performance needed to demonstrate achievement of the element.

and nutrition practices with children during mealtimes

1.3 Support and guide children to eat healthy food

1.4 Check that children have ready access to water and are offered healthy food and drinks regularly throughout the day

1.5 Assist in ensuring that furniture and utensils are suitable to encourage children to be positively involved in and enjoy mealtimes

2. Plan food and drinks that are nutritious and appropriate for each child

2.1 Within scope of own work, ensure children are provided with food and drink consistent with the guidelines for healthy eating

2.2 Assist in ensuring children's individual needs are consistent with advice provided by families about their child's dietary requirements, likes, dislikes and any cultural or other requirements families have regarding their child's nutrition

2.3 Read and interpret food labels and other information about food contents

2.4 Assist in providing education and support to families around healthy eating

2.5 Assist to develop and display a cycle of written menus detailing the food that is provided to children

3. Maintain food safety while carrying out food-handling activities

3.1 Assist in developing and maintaining food safety procedures according to relevant guidelines

3.2 Within scope of own work role, carry out food-handling, preparation and storage according to service policies and procedures and regulatory requirements.

3.3 Follow food safety procedures when preparing food

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

- Reading – in order to accurately read and interpret food labels and dietary requirements.

The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Guidelines for healthy eating must include:

- Australian Dietary Guidelines and Infant Feeding Guidelines.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>

Assessment Requirements for CHCECE004 Promote and provide healthy food and drinks

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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

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