Contents

Section 1:
Unit of competency

The CHC Community Services Training Package was developed by the Community Services and Health Industry Skills Council in consultation with industry stakeholders including employers, unions, peak bodies, professional associations, regulatory bodies, registered training organisations (RTOs) and other relevant parties. The training package specifies the skills and knowledge required to perform effectively in the workplace.

Individual units of competency are nationally agreed statements that describe work outcomes and can stand alone when applied in the workplace.

This section outlines the requirements of the unit of competency *CHCECE004 Promote and provide healthy food and drinks* and other information relevant to it.

It contains the following information:

1.1 Elements of competency and performance criteria

1.2 Assessment requirements

1.3 Dimensions of competency

1.4 Foundation skills

1.5 Skill sets

1.6 Recognition of prior learning (RPL)

1.7 Glossary of terms

1.1 Elements of competency and performance criteria

The elements of competency define the skills required to perform a work activity. They describe the required outcomes that need to be assessed.

The performance criteria define the level of skill necessary to achieve the requirements of the element.

The following table maps the content in the Aspire learner guide *CHCECE004 Promote and provide healthy food and drinks* to the unit of competency.

CHCECE004 Promote and provide healthy food and drinks	Where covered in the learner guide
Element 1: Promote healthy eating	Chapter 1: Promoting healthy eating
1.1 Engage children in experiences, conversations and routines that promote relaxed and enjoyable mealtimes and promote healthy lifestyles and good nutrition	1A Meeting children's eating needs 1B Involving children in healthy eating activities
1.2 Model, reinforce and implement healthy eating and nutrition practices with children during mealtimes	1A Meeting children's eating needs 1B Involving children in healthy eating activities
1.3 Support and guide children to eat healthy food	1B Involving children in healthy eating activities
1.4 Check that children have ready access to water and are offered healthy food and drinks regularly throughout the day	1A Meeting children's eating needs
1.5 Assist in ensuring that furniture and utensils are suitable to encourage children to be positively involved in and enjoy mealtimes	1A Meeting children's eating needs
Element 2: Plan food and drinks that are nutritious and appropriate for each child	Chapter 2: Planning nutritious food and drinks
2.1 Within scope of own work, ensure children are provided with food and drink consistent with the guidelines for healthy eating	2A Understanding food choices 2B Providing for individual needs
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	2A Understanding food choices 2B Providing for individual needs
2.3 Read and interpret food labels and other information about food contents	2A Understanding food choices

2.1 Training and assessment strategy

Training organisations must develop a training and assessment strategy for each training program they deliver. The training and assessment strategies developed and implemented by an RTO must take into account and be contextualised to:

- the needs of the learner or learner group
- the learning context
- the requirements of the training package.

RTOs must:

- meet the requirements of the training package including language, literacy and numeracy requirements
- document information according to AQTF or VET Quality Framework audit requirements
- meet the needs of particular target groups
- provide learning pathways
- seek input from industry and other relevant stakeholders.

Structuring a training program

The following checklist outlines the type of information you may wish to include in your training and assessment strategy:

- ❑ Details of the training organisation, including the contact person
- ❑ The unit/s of competency to be delivered in the program of study
- ❑ Pathways
- ❑ The learner or target group
- ❑ Delivery mode/s
- ❑ Training resources including facilities required for delivery and assessment, and other infrastructure requirements
- ❑ Methods of assessment and evidence gathering
- ❑ Program duration and delivery schedule
- ❑ Session locations including workplace assessment information
- ❑ Delivery and assessment staff
- ❑ Assessment validation process

2.2 Training strategies

The following training strategies can be used to deliver *CHCECE004 Promote and provide healthy food and drinks*. These strategies, including the time allocations, are suggestions only. You may need to add to them, change them or substitute your own activities according to the interest level, experience of the learners and the specific situation. Remember; it is your responsibility as the trainer to use the most appropriate strategies for your learners.

Topic: Promoting healthy eating	
Suggested time allocation: 8 hours **Suggested resources**: ▪ Recommended reading ▪ Slide presentation software	**Slide nos**: 2–11
Recommended reading	**Terminology checklist**
Aspire learner guide *CHCECE004 Promote and provide healthy food and drinks* Chapter 1: Promoting healthy eating	▪ Progressive mealtime

Suggested training strategies
▪ Commence facilitation of this unit of competency by introducing learners to the Aspire learner guide for *CHCECE004 Promote and provide healthy food and drinks*. Appendix 1 of the learner guide describes the elements, performance criteria and performance and knowledge evidence that are required to demonstrate competence in this unit. You may wish to discuss recognition of prior learning processes with learners at this stage.
▪ Discuss with learners the importance of identifying the foundation skills that they develop as they progress through this unit. Appendix 2 of the learner guide provides useful advice regarding foundation skills. The learner guide includes a template where learners may record the activities they have performed that relate to specific foundation skills; this template can be found following the final assessment.
▪ Encourage learners to develop a personal glossary to record any terms that are new to them. They should record a definition and use the term in the correct context. The personal glossary could be included in a portfolio of evidence for assessment.
▪ Encourage learners to maintain a learning journal as they undertake this unit of study. They should use the learning journal to record their workplace experience, their reflections on their learning, feedback they receive from trainers, supervisors, clients and their more experienced colleagues and their self-assessment of their performance in the workplace. Advise learners whether their learning journal could form a component of their assessment in this unit. The journal could be used when undertaking practical workplace activities, but may also be used for all knowledge and skill development activities such as class assignments, tests and research tasks set by the trainer. The journal can also record trainer and assessor feedback of formative and summative assessments; that is, the learner's progress towards achievement of the unit of competency.
▪ The journal provides an opportunity for learners to demonstrate critical thinking, problem solving and higher cognitive skills as well as providing evidence of the achievement of required knowledge and skill. Learning journal activities can encourage collaborative learning within a group and encourage learners to take responsibility for their own learning.

3.1 Alternative final assessment

Your trainer or assessor may require you to complete this assessment activity and will provide you with instructions as to how to present your responses. They may adjust the assessment activity depending on the circumstances of your training program.

The following activity forms part of your assessment of competence. You may also be required to demonstrate your skills and/or provide various workplace documents or third-party reports. Your trainer will give you guidance in this area.

The following table maps this final assessment activity against the elements and performance criteria of *CHCECE004 Promote and provide healthy food and drinks*.

Part	Element	Performance criteria
A	1	1.1, 1.2, 1.3, 1.4. 1.5
B	1, 2	1.3, 2.1, 2.2, 2.3, 2.4
C	1, 2	1.4, 2.2, 2.3, 2.4, 2.5
D	3	3.1, 3.2, 3.3

Purpose

This assessment activity is designed to assess your skills and knowledge across the whole unit *CHCECE004 Promote and provide healthy food and drinks*.

Requirements

To complete this assessment activity, you will need:

- access to a children's services environment
- to complete the tasks as outlined in Part A and Part B and submit responses as directed by your trainer/assessor/training organisation
- to ensure you maintain confidentiality as required.

Part A

Devise an activity you can do with preschoolers that promotes relaxed and enjoyable mealtimes, a healthy lifestyle and good nutrition.

7. Explain what the activity is, including how you would run it and what equipment, furniture and utensils you need.

8. Explain how you will engage preschool-aged children in the activity.

3.2 Assessment mapping

Methods of assessment mapped to the learner guide

Assessment methods are the particular techniques used to gather different types of evidence. The mix of evidence gathered to demonstrate competency is dependent on the context of the assessment and the background of the candidate.

The following table outlines the different methods of assessment used in the Aspire learner guide *CHCECE004 Promote and provide healthy food and drinks.*

Methods of assessment				
Assessment method	**Practice task**	**Assessment activity**	**Final assessment**	**Alternative final assessment**
Question/answer	1, 2, 3, 4, 5, 6, 7, 9, 10, 12, 13	Activity 1: 1, 2, 3 Activity 2: Part A 1–3 Part B 1, 3, 4 Part C 2 Activity 3: 1–4	Part B 1, 2, 4, 5	Part A 1–4 Part B 1–9 Part C 1–3 Part D 1–2
Observation/demonstration	2, 11		Part B 5	Part C 4
Case study	8	Activity 3: 1		
Role-play				
Training log, diary or journal				
Portfolio, reports, work samples	7	Activity 2: Part B 2 Part C 1	Part B 3	
Third-party reports				

Self-assessment record

Institution: Candidate's name: Unit of competency: *CHCECE004 Promote and provide healthy food and drinks* Trainer/assessor: Date:		
I can: ▪ plan and provide 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.	❑ Confident ❑ Basic understanding ❑ Not confident	Comments
I can: ▪ engage children by involving them in menu planning and assisting in meal preparation.	❑ Confident ❑ Basic understanding ❑ Not confident	
I can: ▪ read and interpret food labels to identify ingredients of concern and nutrition content.	❑ Confident ❑ Basic understanding ❑ Not confident	
I understand: ▪ how to access: – the National Quality Framework – the National Quality Standards – the relevant approved learning framework.	❑ Confident ❑ Basic understanding ❑ Not confident	
I understand: ▪ how to navigate through framework and standards documents to find areas relevant to this unit of competency.	❑ Confident ❑ Basic understanding ❑ Not confident	
I understand: ▪ United Nations Convention on the Rights of the Child.	❑ Confident ❑ Basic understanding ❑ Not confident	