

Pre-Enrolment Information for Learners

Nutrition & Menu Planning for Children 0 to 5

Have you read our [Student Information Handbook?](#)

COURSE DESCRIPTION

This course is designed to develop the skills and knowledge required to assist with the planning and evaluation of appropriate meals and menus based on the Australian Dietary Guidelines in consultation with a dietician to ensure babies and young children are provided nutritionally balanced, safe and hygienically prepared food. This training and assessment strategy has been contextualised for food handlers and cooks in the childcare industry.

CO-REQUISITE:

Students must have a current nationally recognised food safety qualification before we can issue unit CHCCN303A ¹. [see footnote]

QUALIFICATIONS AND RECOGNITION

Upon successful completion of this course and the co-requisite (above) students will be eligible to receive a nationally recognised Statement of Attainment for the following units:

- CHCCN303A *Contribute to provision of nutritionally balanced food in a safe and hygienic manner*, and
- HLTNA302B *Plan and evaluate meals and menus to meet recommended dietary guidelines*.

ENROLMENT – FEES AND CHARGES

- \$195.00 GST free. This fee covers all training and assessment.

DURATION

- Two days. Plus self-paced learning.

LEGISLATION

Children's Services Regulation (NSW) 2004 requires Cooks in Children's Services to have qualifications in three areas:

1. **Nutrition.** Unit CHCCN303A fulfils the Nutrition requirement. It consists of two elements. This course covers CHCCN303A/Element 1 only. Students must achieve both elements² [see footnote] to be awarded unit CHCCN303A.
2. **Menu Planning.** This course covers the Menu Planning requirement - unit HLTNA302B.
3. **Food Safety.** This course does not cover the Food safety requirement. This is a separate training course.

ASSESSMENT

Assessment for training course comprises two parts. Part One includes Activities, Reviews and a Written Test. Part Two is a self-paced assignment including Menu Planning Tasks, a Third Party Report (see below) and a requirement to consult with a Dietician.

Dietician consultation

The cost for the Dietician consultation is included in the cost for this course.

Third Party Report

Students are required to ask their workplace supervisor or other 'suitably qualified person' to complete the Third Party Report (included in Assessment part 2). A 'suitably qualified person' is defined as either a Director of a Childcare Centre or a Qualified Childcare Cook (see Legislation, above). The Third Party Report has been developed as a means for you to demonstrate that you have consistently demonstrated skills and knowledge in nutrition, menu planning and hygienic food handling as detailed in the report whilst at work in a childcare centre. The Third Party is required to complete the report and sign the Declaration at the back of the report.

When you have successfully completed your assessment, you will receive a Statement of Attainment to show you have achieved competence in the units.

¹ **Food Safety.** Students must have a current nationally recognised food safety qualification equivalent to *Element 2* of unit CHCCN303A eg. Food Safety Level 1 (i.e. Statement of Attainment for unit THHGHSO1B or SITXOHS002A - *Follow Workplace Hygiene Procedures or HLTFA7A or HLTFS207B - Follow Basic Food Safety Practices*). Call Centre for Training on (02) 9499 3737 for more information.

² **Unit CHCCN303A** comprises two elements:

1. CHCCN303A/01 - Plan food and drink provision – covered in our Nutrition & Menu Planning for Children training, and
2. CHCCN303A/02 - Maintain food safety while carrying out food handling activities – not included in Nutrition & Menu Planning for Children training. This element is covered in our Food Safety Level One training (or equivalent [see above]).

We can only issue unit CHCCN303A to students who have completed Food Safety Level 1 or other nationally recognized food safety training equivalent to CHCCN303A/Element 2 - *Maintain Food Safety while carrying out Food Handling Activities*.

CRITICAL ASPECTS OF ASSESSMENT

To achieve these units, you must demonstrate skills & knowledge as set out below.

COMPETENCY CHECKLIST

Skills:

- Demonstrate that the provision of food (by parents/carers or service) is consistent with the current Dietary Guidelines for Children and Adolescents in Australia and the services nutrition policy;
- Explain and address dietary requirements for different ages and developmental stages;
- Contribute to menu planning and implementing healthy food and drink choices appropriate to the service type and that is consistent with the current Dietary Guidelines for Children and Adolescents in Australia and the services nutrition policy;
- Demonstrate application of skills in menu planning, cooking and preparation of appropriate food;
- Safe food handling including the handling and storage of food and drink;
- label reading to identify nutritional value of foods and selection of healthier choices;
- Contribute to policy development on healthy eating and nutrition.

In addition, the candidate must be able to demonstrate relevant task skills; task management skills; contingency management skills and job/role environment skills.

Knowledge:

- The importance of healthy eating and physical activity for the promotion of healthy growth, development and weight and reduced risk of lifestyle related diseases such as cardiovascular disease and diabetes;
- Recommendations for healthy eating – Dietary Guidelines for Children and Adolescents, Infant Feeding Guidelines (NHMRC) and the Australian Guide to Healthy Eating;
- Relationship between food and nutrition and oral health and hygiene;
- Infant feeding requirements;
- Anaphylaxis and related food allergies;
- Specific risks to Aboriginal and Torres Strait Islander and other children who are at risk of underweight and nutrition deficiencies;
- Importance of addressing individual dietary needs (e.g. cultural and religious practices/ beliefs, allergies etc);
- Recognised state/territory food preparation, cooking, handling and storage requirements;
- Understanding the importance of individual needs in provision of food.

ABOUT THE TRAINING

Competence means that you have the required knowledge and skills to do your job. These are described in 'competency standards'. Your training will be based on these competency standards to make sure that it is relevant to the needs of your job and yourself. After your training, your competence will be assessed against the standards. The competency checklist and knowledge summary in this Training Resource are from the competency standards.

Your training may take place in the workplace on the job, or in a classroom as part of a training program or course, or a combination. The purpose of the training is to develop your workplace competence, so you will be expected to practise your skills whenever you can. This can be done through work experience, practical sessions in a training organisation or through your full time or part-time job. It is important that you have both theoretical and practical knowledge and skills.

Make sure you do all the exercises and reading you are directed to. Use your work experience to practise and expand your skills.

Your training may consist of on-the-job coaching and/or formal training sessions. Make sure you ask lots of questions, complete the exercises, and do additional research to ensure you know everything listed in the competency checklists and knowledge summary.

RECOGNISING SKILLS ALREADY LEARNT

You may already have some or all of the skills and knowledge covered in the units that make up this qualification.

Perhaps you have:

- been in this or other related industries for some time, and/or
- already completed training in this area, and/or
- acquired skills through life or community activities.

If you have already learnt a skill and have the required knowledge, you don't have to learn it again.

You will need to successfully demonstrate your skills and knowledge to your trainer who will assess you as competent. This is called RPL which stands for *Recognition of Prior Learning*.

Look at the *Competency Checklist* and see if you feel confident about doing and knowing some or all of these things already. Also check yourself by reading through the fact sheets and test yourself by completing the activities.

If you feel that you have some or all of the skills and knowledge, talk to your trainer about having them formally recognised. Your trainer or assessor will then assess you against the unit of competence.

If you have a relevant qualification, Statement of Attainment or any documentation from previous related training, then you can show this to your trainer as proof of your competence. You may also have documentation of your past work experience. All of these documents can be presented as evidence for your RPL assessment.

TIPS FOR LEARNERS

- Discuss your training with your trainer and make sure you understand what is required and how the training will be organised.
- Ask for feedback on your progress as you work through the activities.
- Ask for help when you need it. Talk to more experienced colleagues or your trainer and ask for their guidance.
- Listen, take notes, ask questions and practise your new skills as often as possible. This way you will improve your speed, your memory, and also your confidence.
- During your training, you should seek other sources of information as well, e.g. text books, the Internet.
- When you have successfully completed the requirements, check yourself against the Competency Checklist to see if you are ready for assessment.
- Once you have completed training and have practised your skills, ask your trainer to arrange an assessment by a qualified assessor. (Your trainer might also be your assessor).

COURSE OVERVIEW

Menu Planning:

- How to plan meals and menus based on the Australian Dietary Guidelines
- Evaluating menus using the NSW Health Nutrition Checklist for Long Day Care Menu Planning
- Seeking advice from health care professionals

Special Dietary Needs:

- Allergies, intolerances and specific health & dietary needs
- Cultural and religious preferences in relation to food
- Conditions that may impact on food and drink preferences

Understanding about Nutrition:

- Nutritional needs of children at different ages
- Nutritional value of different foods – Macro & Micro nutrients
- Recommended Serving Sizes and the food Groups
- How to read and interpret food labels

Practical Cookery Tips:

- Ways to make healthy meals and snacks appetising & attractive for young children

HOW TO APPLY

To enrol in this course, simply call **Centre for Training** on **1300 661 205**.