

UNIT CODE	CHCCCS042
UNIT TITLE	Prepare meals
APPLICATION	<p>This unit describes the performance outcomes, skills and knowledge required to prepare nutritious meals that meet individual needs and preferences in residential and home care settings.</p> <p>This unit applies to individuals who work with people in a range of community services and health contexts. Work performed requires some discretion and judgement and may be carried out under direct or indirect supervision.</p> <p>The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.</p> <p>No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.</p>
PREREQUISITE UNIT	Nil
COMPETENCY FIELD	Nil
UNIT SECTOR	Nil

ELEMENTS	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Plan meals.	<p>1.1 Read individualised plan to identify needs and preferences relevant to meal preparation.</p> <p>1.2 Suggest, source and adjust simple recipes to meet individual needs and preferences.</p> <p>1.3 Review recipe and determine ingredient types and amounts.</p> <p>1.4 Check ingredient stock level and quality to identify type and amount of ingredients to be purchased.</p> <p>1.5 Purchase required ingredients within budget constraints.</p>

2. Prepare meals.	<p>2.1 Provide opportunities for the person to engage throughout the meal preparation process.</p> <p>2.2 Prepare cooking area and those engaging in meal preparation for safe meal preparation.</p> <p>2.3 Measure and prepare ingredients according to recipe requirements.</p> <p>2.4 Cook ingredients according to recipe requirements.</p> <p>2.5 Present prepared meal according to individual needs and preferences.</p> <p>2.6 Clean and tidy cooking area, utensils and equipment.</p>
3. Implement food safety processes when preparing food.	<p>3.1 Ensure personal hygiene and protective equipment meet infection control requirements.</p> <p>3.2 Report personal health conditions that impact on food preparation and take action according to organisational policies and procedures.</p> <p>3.3 Identify and report hygiene and food hazards that may negatively affect health and safety of self or others, according to organisational policies and procedures.</p> <p>3.4 Maintain the food preparation area in a hygienic condition and report cleaning, sanitising and maintenance requirements according to organisational policies and procedures.</p> <p>3.5 Maintain hygienic storage and select environmental conditions that avoid contamination of food.</p> <p>3.6 Handle food hygienically and in accordance with organisational and regulated food safety procedures.</p>

FOUNDATION SKILLS	
<i>Foundation skills essential to performance are explicit in the Performance Criteria of this unit of competency.</i>	
UNIT MAPPING INFORMATION	No equivalent unit.
LINKS	Companion Volume Implementation Guide

TITLE	Assessment Requirements for CHCCCS042 Prepare meals
PERFORMANCE EVIDENCE	<p>Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:</p> <ul style="list-style-type: none"> ■ plan and prepare two meals: <ul style="list-style-type: none"> ○ that meet the needs and preferences of the client ○ providing opportunities for client involvement.

KNOWLEDGE EVIDENCE	Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:
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- dysphagia:
 - the swallowing process
 - pathologies relevant to swallowing difficulties
 - aspiration risks
 - choking risks
 - impact on quality of life
 - safe eating and drinking:
 - thickened fluids
 - texture-modified meals
 - upright position
- common food requirements:
 - allergies
 - intolerances
 - nutritional needs
- nutrition:
 - major food groups
 - nutritional value of food and its impact on menu planning and purchasing decisions
 - nutritional food labels
 - nutritional needs at different stages of life
 - impact of nutrition on wellbeing:
 - physical
 - emotional
 - social
- individual needs and preferences relevant to meal planning and preparation:
 - dignity of risk
 - informed decision making
 - food requirements
 - meal preferences
 - meal routines
 - participation in food preparation
 - swallowing ability
 - chewing ability
 - condition of teeth and oral health, including dental prosthesis
 - nutritional needs
 - cultural requirements of food, meal preparation and service
 - taste, texture and presentation
- approaches to engaging and supporting the person in meal preparation:
 - in home care
 - in residential aged care
 - in supported living environments
 - in community settings and public environments
- organisational policies and procedures:
 - reporting
 - meal preparation
 - food safety
- industry context relevant to meal preparation:
 - job role scope and functions
 - supervision requirements and limitations to job role
 - roles of inter-disciplinary team members
- individualised plan content relevant to meal preparation
- industry standards and frameworks relevant to meal preparation:
 - key aspects of the International Dysphagia Diet Standardisation Initiative (IDDSI)

	<ul style="list-style-type: none"> ■ meal preparation risk identification, monitoring and responses ■ types and safe use of cooking equipment and utensils ■ methods for estimating, calculating and measuring ingredients ■ methods of keeping cooking area clean and tidy ■ basic food preparation and cooking methods.
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ASSESSMENT CONDITIONS	<p>Skills must be demonstrated in the workplace or a simulated environment that reflects workplace conditions.</p> <p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> ■ facilities, equipment and resources that reflect real working conditions and model industry operating conditions and contingencies ■ individualised plans ■ simple recipes ■ ingredients ■ cooking equipment and utensils. <p>Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.</p>
LINKS	Companion Volume Implementation Guide