

<b>UNIT CODE</b>	<b>CHCCCS043</b>
<b>UNIT TITLE</b>	<b>Support positive mealtime experiences</b>
<b>APPLICATION</b>	<p>This unit describes the performance outcomes, skills and knowledge required to support positive eating experiences for people receiving care or support. It includes using a person-centred approach to mealtime management and meal consumption to support the person's wellbeing and quality of life.</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>
<b>PREREQUISITE UNIT</b>	Nil
<b>COMPETENCY FIELD</b>	Nil
<b>UNIT SECTOR</b>	Nil

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b>
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Provide positive mealtime experience.	1.1 Consult and collaborate with person to determine their needs and preferences in regard to the mealtime experience. 1.2 Prepare dining environment to support a positive mealtime experience. 1.3 Select utensils and equipment according to individualised plan and place in required position. 1.4 Position person for meal consumption. 1.5 Present food to enhance mealtime experiences. 1.6 Support people to eat and drink according to their needs and preferences and the individualised plan. 1.7 Identify and report changes in person's mealtime behaviour according to organisational policies and procedures. 1.8 Recognise mealtime issues outside scope of job role and refer to supervisor.

2. Improve mealtime experience.	<p>2.1 Observe and communicate with people to gather information about mealtime experience satisfaction.</p> <p>2.2 Identify and report mealtime issues and opportunities for improvement according to organisational reporting policies and procedures</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**

*Foundation skills essential to performance are explicit in the Performance Criteria of this unit of competency.*

**UNIT MAPPING INFORMATION**

No equivalent unit.

**LINKS**

Companion Volume Implementation Guide

**TITLE**

**Assessment Requirements for CHCCCS043 Support positive mealtime experiences**

**PERFORMANCE EVIDENCE**

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- support three positive mealtime experiences that involve:
  - meeting individual needs and preferences
  - maintaining infection control and food safety principles
  - reflecting and reporting on mealtime experiences.

**KNOWLEDGE EVIDENCE**

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- person-centred care approaches that support individual dignity and choice relevant to supporting positive mealtime experiences:

- cultural relevance
- social experience:
  - social connection
  - seating arrangements
- dementia friendly design
- dining environment:
  - location
  - table setting
  - type of seating
  - ambience
  - accessibility
- food presentation:
  - appealing presentation
  - colour
  - temperature
  - variety
- positioning of person for meal consumption
  - safety
  - comfort
- common individual needs and preferences:
  - meal timing
  - meal location
  - meal companions
  - seating arrangement
  - meal size
  - meal routines
  - meal, snack and beverage preferences
  - health condition
  - swallowing ability
  - chewing ability
  - condition of teeth and oral health, including dental prothesis
  - use of utensils, including modified utensils
  - appetite
  - nutrition
  - hydration
  - cultural requirements around food, meal preparation and service
  - taste, texture and presentation
- practical mealtime support types and methods:
  - serving etiquette
  - prompting
  - purpose, types and safe use of assisted crockery and cutlery
  - maintaining safety
  - maintaining comfort
  - sitting position
  - access to food
  - access to utensils
  - size and pace of mouthfuls
  - assistance with eating
  - fluid intake
  - clothes protector
  - set trays
  - cleaning
- common issues with mealtime management and consumption
- organisational policies and procedures for:
  - reporting
  - mealtime management and consumption
  - safe meal consumption

	<ul style="list-style-type: none"> <li>◦ recognising and reporting signs of deterioration</li> <li>■ industry context relevant to mealtimes: <ul style="list-style-type: none"> <li>◦ job role scope and functions</li> <li>◦ supervision requirements and limitations to job role</li> <li>◦ roles of inter-disciplinary team members</li> </ul> </li> <li>■ individualised plan content relevant to mealtime management and consumption</li> <li>■ industry standards and frameworks relevant to mealtime management and consumption</li> <li>■ common feedback, observations and reporting process: <ul style="list-style-type: none"> <li>◦ food refusal</li> <li>◦ food requests</li> </ul> </li> <li>■ food safety principles.</li> </ul>
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<b>ASSESSMENT CONDITIONS</b>	<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"> <li>■ facilities, equipment and resources that reflect real working conditions and model industry operating conditions and contingencies.</li> </ul> <p>Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.</p>
<b>LINKS</b>	Companion Volume Implementation Guide