



enablelearning

Assessment Guides



UNIT OF COMPETENCY

HLTAP301A

Recognise healthy body systems in a health care context

CHECKED 10/2/10
FINAL CHECKED



**Confidential and controlled
document**

For Assessors Only

CONDITIONS OF USE

©2009 this is a controlled document. Do not copy. Persons copying licensed copies or in possession of unlicensed copies of this document will be subject to prosecution. Licensed copies of this document have a valid registration number and user name displayed in **red** on the first page of this document.

The copy produced under this licence must have recorded on this page (in red ink) a valid registration number and user name.

No person should rely on the contents of this publication without first obtaining advice from a suitably qualified professional person. This publication is provided on the terms and understanding that the authors are not responsible for any actions taken on the basis of information neither in this publication nor for any error in or omission from this publication. Information provided in this document is provided as information only and should not be considered as being professional advice or replacing the need to seek professional advice. Where professional advice is required a suitably qualified professional person should be consulted.

This resource has been compiled from information from numerous sources and years of experience on the part of the author and I thank the many people who have supported the compilation of this programme.

The information from or through this text is provided 'as-is,' 'as available' and all warranties, express or implied, are disclaimed (including but not limited to the disclaimer of any implied warranties of merchantability and fitness for a particular purpose). The information may contain errors, problems or other limitations. Our sole and entire maximum liability for any inaccurate information, for any reason, and user's sole and exclusive remedy for any cause whatsoever, shall be limited to the amount paid by the customer for the information received (if any). We are not liable for any indirect, special, incidental, or consequential damages (including damages for loss of business, loss of profits, litigation, or the like), whether based on breach of contract, breach of warranty, tort (including negligence), product liability or otherwise, even if advised of the possibility of such damage. The limitations of damages set forth above are fundamental elements of the basis of the bargain between you and us. We would not provide this text and information without such limitations. No representations, warranties or guarantees whatsoever are made as to the accuracy, adequacy, reliability, currency, completeness, suitability, or applicability of the information to a particular situation.

These resources are continually being upgraded and we are continuing to respond to the demand of the sector for more resources by writing them quickly. Some of these books are pre release so they are provided 'as is', and will be updated as part of our continuous improvement programme. Please feel free to email the author direct on enable@three.com.au with editing enquiries, or suggestions for new publications.

Published by ENABLE Learning Guides Publishing Unit

Edited by **Kerry Sampson**

First Published 2009, Reviewed and reproduced, 2009.

© A. De Maria 2009 Adelaide, South Australia

Enable Learning Guides ABN 80 417 455 414

<http://enable.synthasite.com>



ENABLE Learning Guides

IP RESOURCE TRAINING AND DEVELOPMENT

Australian Owned & Operated

P.O. BOX 97

SEMAPHORE S.A. 5019

Email enable@three.com.au

Fax: **08 8447 4266**

Distributed under licence by;

Registration number

--	--	--	--	--	--	--	--	--	--

You have legal copies

Dear user of Enable Learner Guides

Thank you for choosing Enable Learner Guides. We are an Australian owned community based service organization committed to the improvement of the quality of life of people who are served by community services. We do this by providing skills and competency enhancement of community services workers.

You have been sent a licensed and legal version of our resources. Please read the **Conditions of Use** on the first page of each book, and check that you have a valid license number. It is identified in **red** and the cover of the book will be colored.

If you have come across a counterfeit copy of this please take it out of circulation and notify us. You will be able to order these resources to replace the illegal copy.

Illegal Copies

Reporting an illegal reproduction.

If you are aware that there is an illegal reproduction of these resources please notify us.

We will provide for you a license to reproduce these to the value of \$3,000 for any information leading to the successful prosecution of any person or organization illegally reproducing these resources.

By using legal versions of these resources you are protecting Australian jobs, ensuring that you have the latest research and funding continuous research and development.

Thank you for your interest from the IP division.

Introduction

Welcome to the assessment support materials from Enable. These are designed to assist the trainer and assessor in providing a framework for the assessment responses for each unit of competency. They are not and should not be seen as a definitive guide to the model answers. These are NOT model answers.

Each RTO needs to develop specific rules about assessment collection and validation consistent with the AQTF standards [this is a requirement under the standards

Each RTO should agree on and have their own expectations of the answers. This is of course achieved by following the important **principles of assessment** and ensuring that the assessors are;

- **Industry practitioners**, with broad experience in the sector and are themselves competent,
- Are **competent assessors**.

General rules of assessment

Method of assessment:

Assessment may include:

- Observation of work performance
- Written tasks
- Interview and questioning
- Authenticated portfolio/log book
- Supporting statement of supervisor(s)
 - Authenticated evidence of relevant work experience and/or formal/informal learning

Context of assessment:

- Some units are most appropriately assessed in the workplace or a simulated workplace environment under the normal range of work conditions.
- Assessment of some units should be conducted on more than one occasion to cover a variety of circumstances to establish consistency.
- A diversity of assessment tasks is essential for holistic assessment.

Resource implications:

Use of Validated materials such as the Enable Learning Guides.

Access to a relevant workplace or an appropriately simulated environment where assessment may take place

Appropriately trained trainers and assessors with relevant and current experience of that qualification or better.

See your HR consultant

Consistency in performance:

Consistency in performance should consider the particular workplace context

Context of assessment:

Units are best assessed in the workplace or in a simulated workplace under the normal range of conditions

Using validated materials; the Enable Learning Guides.

The aim of this assessment is to guide trainers, assessors/supervisors to obtain evidence from the learner by using the Enable Learning Guides, the worksite, and the training situation [skills centre, room, simulator etc] in deeming competence in the area of work they are training in.

The assessment instrument tests the competency standards integrated in the **Enable Learning Guides**. The assessment requires evidence collection by the learner, and the assessor or supervisor facilitates this, either as prior knowledge, pen and paper responses or by observation.

Key Principles For Trainers And Assessors.

1. Ensure that as many of the activities have been completed as possible.
2. Ensure that you are familiar with the material so you may deliver the parts you want to deliver.
Hint prepare your own model answers which are found in the books generally or in the workplace so you are clear on what you expect (as per ASF level)
3. Decide on the assessment protocols [verbal or written] you will be using to comply with the concepts of fairness, validity, equity etc.
4. The **3 levels of mandatory assessment**. We consider the FINAL ASSESSMENT section as the critical part of your assessment. You have however, the option of including in your assessment, the choice of 4 assessments;
 1. the activities
 2. the short answer questions [FINAL ASSESSMENT section]
 3. the /a project [FINAL ASSESSMENT section]
 4. the workplace supervisors validation sheet. [FINAL ASSESSMENT section]

The assessment may be administered in more than one session, [and is best administered over many sessions] using ;

- the workplace supervisors validation sheet
- the activities
- the short answer questions
- the /a project


The final section of each unit is called **FINAL ASSESSMENT** section, and is made up of 4 types of assessment generally;

- the workplace supervisors validation sheet
- the activities
- the short answer questions
- the /a project

The workplace supervisors validation sheet

The workplace supervisors validation sheet checklist called the **Statement of validation** provided seeks the response of **C** which may be ticked off on the

Statement of validation

	This states that..... has successfully demonstrated the skills and knowledge required for this unit.
Element Identify the service needs of the older person	Performance Criteria <ul style="list-style-type: none">• Assessment tools approved for use in the workplace are selected and utilised appropriately. C <input type="checkbox"/>

Evidence of competence is established on completion of **all the** boxes being marked with a for performance achieved, or **left blank until it is achieved.**

Instructions for Assessors/Supervisors

Provide an explanation of the process to the candidate.

Clearly explain what they are required to do.

Check that the candidate is familiar with the worksite.

Ensure that you the supervisor conducting the probe are familiar with both the candidate and the worksite.

Preparing for the assessment

Study the assessment instrument carefully to ensure that you are familiar with the content.

Ensure that all relevant appointments have been made and those participating are aware of their role.

To ensure validity, the candidate should be working on their regular or a familiar worksite. Ensure that you familiarize yourself with the intended worksite.

Conducting the assessment

The candidate is required to respond to all the questions and assessments your organization has deemed it necessary, based on the rules of each unit as outlined in Training Package Unit assessment guide and as instructed by your senior assessor. In particular take note of the;

- Method of assessment,
- Critical aspects of assessment must be included,

for the candidate to be deemed competent in this assessment.

Then make sure you complete the following

Knowledge Assessment Completed	CNA	CA
Practical Assessment Completed	CNA	CA
On the Job Performance Completed		

and ensure you obtain the relevant signatures.

Name and signature of supervisor	_____	Date: _____
Name and signature of participant	_____	Date: _____
Registered Training Organisation	_____	
Name and signature of RTO representative	_____	Date: _____

In summary the simple guide to Enable Learning Guides usage

Step 1

Ensure that as many of the activities have been completed as possible.

Step 2

Ensure that you are familiar with the material so you may deliver the parts you want to deliver.

- *Hint prepare your own model answers which are found in the books generally or in the workplace so you are clear on what you expect (as per ASF level)*

Step 3

Decide on the assessment protocols [verbal or written] you will be using to comply with the concepts of fairness, validity, equity etc.

Step 4

Implement the 3 levels of mandatory assessment. We consider the FINAL ASSESSMENT section as the critical part of your assessment. You have however the option of including in your assessment a choice of 4 assessments;

1. the short answer questions [FINAL ASSESSMENT section]
2. the /a project [FINAL ASSESSMENT section]
3. the workplace supervisors validation sheet. [FINAL ASSESSMENT section]

Assessment analysis CERTIFICATE 3 etc

Organizations should undertake moderation of assessments to ensure it reflects what you are trying to assess.

RTO's to add their own section here.



Activity 1

Assessor notes



Activity 2

Assessor notes



Activity 3

Assessor notes



Activity 4

Assessor notes



Activity 5

Assessor notes

Competency Assessment Map

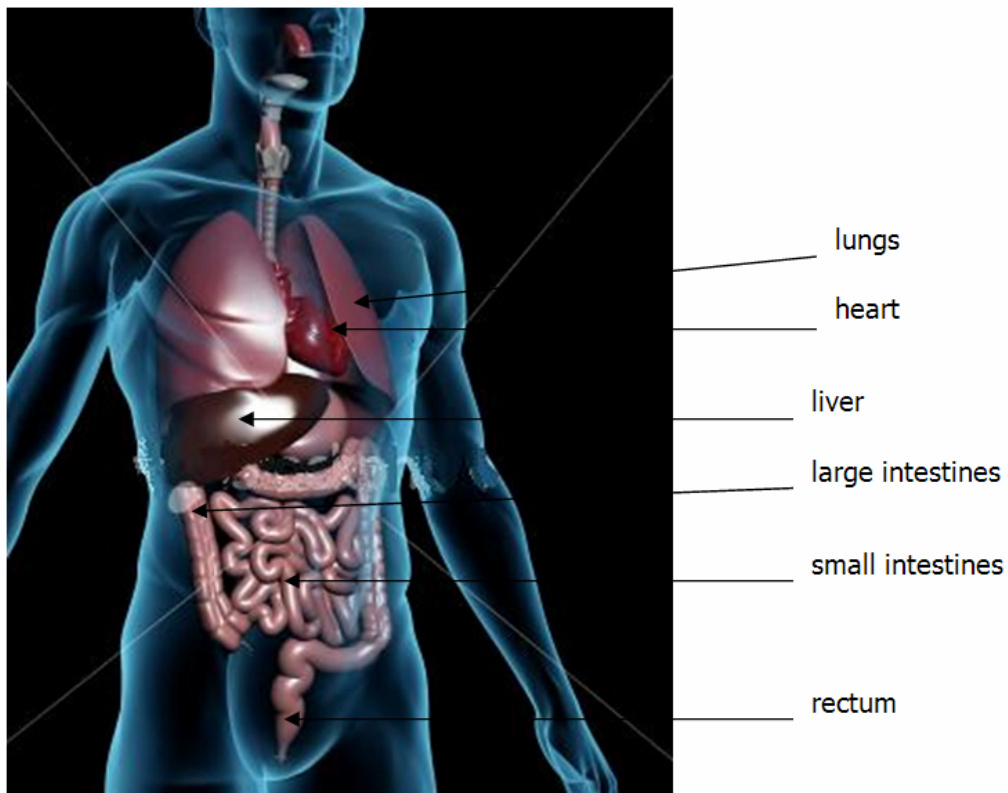
Element	Performance Criteria	Assessed by:	Assessment Question
Apply knowledge of the basic structure of the healthy human body	Use accepted health terminology to describe the normal structure, function and location of the major body systems	Activity Question Work Project	List the major body systems and on the diagram below identify them. Ans.-
	Apply a basic understanding of the fundamental principles of maintaining a healthy body	Activity Question Work Project	The 4 key areas for maintaining a healthy body are: <ul style="list-style-type: none"> • • • •
	Work with knowledge of the major components of each body system and their location in relation to other structures	Activity Question Work Project	Pick a health care condition and describe how it relates to the specific body system, and organ.
Apply basic knowledge of factors that support healthy functioning of the body	Work with a basic understanding of how to maintain the whole body in an overall state of health	Activity Question Work Project	How do the following factors contribute to healthy functioning of the body: <ul style="list-style-type: none"> • water in the diet • healthy eating habits • the balance between work, rest and recreation • mental functions • smoking • weight fluctuations
	Work with a basic understanding of the relationships between body systems required to support healthy functioning	Activity Question Work Project	What 4 body regulation mechanisms should you know about? Why?

Assessment Task 1

List the major body systems.

- Cells, tissues and organs,
- Cardiovascular system,
- Digestive system,
- Respiratory system,
- Musculo – skeletal system,
- Integumentary system,
- Urinary system,
- Reproductive system,
- Nervous system,
- Endocrine system,
- Lymphatic system,
- The special – smell, taste, vision, equilibrium and hearing

On the diagram below identify the organ and in brackets (e.g. nervous system) state which system it belongs to.



The 4 key areas for maintaining a healthy body are:

- Ensure access to a non polluted and clean air supply.
- Ensure a healthy balance between work, leisure and rest.
- Ensure proper nutrition and hydration.
- Promote a healthy lifestyle ensuring physical activities to maximise bodily functions.

Assessor notes/variatio

Pick a health care condition and describe how it relates to the specific body system, and organ.

EG;

Glaucoma is a main health care condition which affecting the eye.

Glaucoma is a disease of the optic nerve. Untreated Glaucoma leads to permanent damage to optic nerve and resultant field loss, which can progress to blindness. It has been nicknamed the "sneak thief of sight" because the loss of visual often gradually over the long time and May only be recognised when it is already quite advanced, once lost, this damaged visual field can never be covered.

Assessor notes/variatio

How do the following factors contribute to healthy functioning of the body:

CAN INCLUDE

- water in the diet

The human body consists of 60 – 70% water and without adequate water intake many of our bodily processes take place.

Water is important in following processes:

- Essential for breathing as our lungs need to be moist to take in oxygen and expel carbon dioxide.
- Waste products such as our acids and urea are diluted by water and eliminated from the body.
- Helps maintains body temperature.
- Acts as a medium for the many chemical reactions that occur in our body.

- Transport oxygen and nutrients around the body.
- Keeps our joints moist and lubricated.
- Helps to create a soft bulk when combined with fibrous food to assist in the elimination of waste.

– healthy eating habits

There are a number and types of food's recommendations in order to keep all our bodily functions in all areas eg, circulation, skin integrity, bowel health etc.

– the balance between work, rest and recreation

There should be proper balance between work, rest and recreation and to do that exercise can help prevent many conditions such as heart disease , high blood pressure, diabetes, osteoporosis, depression and , possibly ,colon cancer , stroke , back injury .

An exercise regime for 30 to 60 minutes , 4 to 6 times a weak is recommended but any amount is better than one. For people who are confined to bed , you will need to support them with passive exercise.

Sleep patterns 5-8 hours in 24 hours , usually at night.

– mental functions

Mental health involves good about yourself, having a positive attitude to life and being able to cope with everyday stresses and strains.

– smoking

Cigarette smoking is the single largest preventable cause of death and disease in Australia. It is major risk factor for cardiovascular disease, as well as a range of cancers and other diseases and conditions.

The single most important thing a smoker can do for their cardiovascular health is to quit smoking. One of the first steps in the quitting process is to decide that you want to quit.

– weight fluctuations

People come in all shapes and sizes and what might be a healthy weight for one person isn't necessarily healthy for another. It's not healthy to be too thin or to carry too much body fat.

What 4 body regulation mechanisms should you know about?

- Maintenance of body temperature
- Body fluids (including absorption of water from digestive system, loss of water through skin, distribution of water by cardiovascular system)
- Elimination of wastes from the body
- Maintenance of blood pressure.

- Why?

CAN INCLUDE

- You must know about protection from infection which is another important aspect of insuring that , we support the functioning of healthy body.
- You must know about the role of physical activity be in active or passive is another key contributed of the provision of support of functioning of the healthy body.
- You need to demonstrate the ability to apply your knowledge within the requirements of your work or field.

Assessor notes/variations

Assessment Task 2

Work Case Study

1. Identify a common condition or disease encountered by the clients you are working with. State its name.

Can be as per the example of Glaucoma

Eg;

Glaucoma is a main health care condition which affecting the eye.

Assessor notes/variations

2. What part of the body does it affect? (organ and system)

Affects the eye.

Assessor notes/variations

3. What signs and symptoms result form this?

As per research conducted by the individual.

Assessor notes/variations

4. Are there any secondary problems that may result in this condition? List and describe.

As per research conducted by the individual.

Assessor notes/variations

5. List the possible reasons why these individuals may have been susceptible to this condition (i.e. if any known causes).

As per research conducted by the individual.

Assessor notes/variations

6. What lifestyle change or modifications would the person benefit from?

As per research conducted by the individual.

Assessor notes/variations

7. What is your role in supporting the individual with these changes?

As per research conducted by the individual.

Assessor notes/variations
