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Section 1: Meeting VET sector requirements

Training organisations have a range of requirements that they must meet in developing and implementing quality training and assessment strategies and practices for course programs. As a trainer, you also have a range of requirements that must be considered when implementing programs for your specific group of learners.

1.1 How Aspire's resources assist in meeting requirements

The following section outlines a range of VET sector requirements and how Aspire's resources may assist you and your training organisation in implementing a quality learning experience.

VET sector requirement	Aspire's approach
<p>Australian Qualifications Framework</p> <p>The Australian Qualifications Framework is the national policy for regulated qualifications in the Australian education and training system. The AQF incorporates the quality assured qualifications from each education and training sector into a single comprehensive national qualifications framework.</p> <p>You and your training organisation must be aware of the requirements of the relevant AQF qualification or course requirements, from the endorsed training package, as you implement course delivery.</p>	<p>Aspire's learning resources, practice tasks and learning checkpoints have been pitched at a level suitable for the unit of competency and the qualifications for which it is relevant, based on the specifications in the Australian Qualifications Framework (AQF) (Second edition, January 2013). For more information regarding these specifications, and to download the Australian Qualifications Framework, visit the AQF website at: www.aqf.edu.au.</p>
<p>Volume of learning</p> <p>When developing training and assessment strategies for this unit and the qualification for which it is relevant, you and your training organisation must take into account the volume of learning requirements as defined by the Australian Qualifications Framework. An explanation of volume of learning can be accessed at: www.aqf.edu.au/wp-content/uploads/2013/06/Volume-of-Learning-Explanation.pdf</p>	<p>Aspire ensures that each unit of competency is covered completely and in depth in both the learning content and the assessment. This approach will help you meet volume of learning requirements as you develop your training and assessment strategies.</p>

Section 2: Unit of competency information

2.1 Unit of competency

HLTAAP002 Confirm physical health status

Modification history

Release	Comments
Release 1	This version was released in HLT Health Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency.

Application

This unit describes the skills and knowledge required to obtain and interpret information about client health status and to check a client's physical health. It requires a detailed knowledge of anatomy and physiology.

This unit applies to individuals working directly with clients and who assist in the provision of health care services. Some disciplines may be subject to state/territory regulatory determination regarding delegation and supervision.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>

2.2 Unit of competency assessment requirements

Assessment Requirements for HLTAAP002 Confirm physical health status

Modification History

Release	Comments
Release 1	<p>This version was released in <i>HLT Health Training Package release 2.0</i> and meets the requirements of the 2012 Standards for Training Packages.</p> <p>Minimal changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency</p>
Performance Evidence	<p>The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:</p> <ul style="list-style-type: none"> obtained, correctly interpreted and used anatomical and physiological client information to check the physical health status of at least 3 different people presenting with different conditions.
Knowledge Evidence	<p>The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:</p> <ul style="list-style-type: none"> role responsibilities and limitations for different members of the care team in relation to checking client health status concepts underpinning human anatomy and physiology, including: <ul style="list-style-type: none"> levels of structural organisation of body systems human life processes homeostasis and the relationship between homeostatic imbalance and disease structure and function of human body systems and their interactions: <ul style="list-style-type: none"> cells, tissues and organs cardiovascular system respiratory system musculo-skeletal system endocrine system digestive system

2.3 Aspire resources available for this unit

Aspire's resources are structured to meet the requirements of the unit of competency. They are designed to **complement**, not replace, the learning and assessment strategies you or your training organisation have put in place.

As the trainer, **you are in the best position to judge** the full training and assessment requirements of a unit of competency. The judgments that you make in this regard should form part of your training organisation's broader training and assessment strategy.

The following Aspire resources are available to support delivery in this unit.

Resource	General overview/how to use
Learner guide	<p>The learner guide's preliminary pages include information on:</p> <ul style="list-style-type: none"> • how to work through the learner guide • foundation skills. <p>The preliminary pages also include a checklist the learner can use to identify the topics they may already know.</p> <p>Each topic matches an element in the unit of competency.</p> <p>The learner guide content is presented in plain English so it is easy for the learner to understand. It describes procedures and current industry practice, and includes examples, checklists, documents, images and case studies. There are also illustrations or diagrams to add interest and aid learning.</p> <p>The topic summaries provide an opportunity to review the topic content.</p> <p>The learner guide practice tasks and learning checkpoints can be used to consolidate and evaluate learning. It is up to you and the learner to decide which ones are necessary. Remember, these tasks and activities are not finite. You can add to them, change them or substitute your own tasks according to the interest level, the experience of the learners and the specific situation. Encourage learners to keep their answers to activities as these will build towards their evidence and demonstration of competency.</p> <p>A final assessment is included in the learner guide, which is designed to assess the learner's competency across the whole unit. Features of the final assessment include:</p> <ul style="list-style-type: none"> • information about the assessment and its scope • an 'Are you ready for assessment?' checklist that the candidate can use to confirm they hold the skills and knowledge required to undertake the final assessment • an overview of the final assessment tasks, outlining task options • an assessment plan that the assessor and candidate can use to determine the tasks to be undertaken • the final assessment tasks themselves, which cover questioning, project/report and observation methods of assessment • a record of outcome for the assessor to use to confirm competency.
eBook	An eBook version of the learner guide is also available from Aspire.

3.2 Learning mapping

HLTAAP002 Confirm physical health status, Release 1

Unit of competency	Content	Practice tasks	Learning checkpoint
Element 1: Obtain information about physical health status	Topic 1: Obtain information about physical health status	n/a	n/a
1.1 Obtain accurate information about physical health status through observation, questioning or review of documentation	1A Obtain accurate information about physical health status	1	LC1: Part A 1, 2
1.2 Interpret information based on understanding of the structure and functioning of body systems	1B Work with a detailed understanding of the structure and functioning of body systems	2	LC1: Part A 3–14, 17–20
1.3 Use information to identify any actual or potential problems regarding health status	1C Use information to identify any actual or potential problems regarding health status	3	LC1: Part A 15 Part B 1–4
1.4 Take into account factors that may have impacted on an identified physical condition	1D Take into account factors that may have impacted on an identified physical condition	4	LC1: Part A 16 Part B 1–4
Element 2: Check physical health status	Topic 2: Check physical health status	n/a	n/a
2.1 Make checks of client health status prior to delivery of health intervention using knowledge of body systems	2A Make checks of client health status before delivery of health intervention	5	LC2: Part A 1 Part B
2.2 Clarify significance of physical health status in relation to a particular intervention in line with job role and organisation requirements	2B Clarify significance of physical health status in relation to a particular intervention	6	LC2: Part A 1, 2 Part B
2.3 Clarify implications and significance of physical health status with appropriate people in the case of uncertainty or limits on own capability or authority	2C Consult appropriate people	7	LC2: Part A 1, 3 Part B

Final assessment tasks

The final assessment provided in Aspire's print learner guide or online resource includes an overview that is laid out as follows (or similar):

To demonstrate your competency using this final assessment you must successfully complete four assessment tasks.

Complete the following task	<ul style="list-style-type: none">• Part A – Questioning You will demonstrate a sound knowledge of the unit requirements in your responses.• Part B – Case study questions You will demonstrate a sound knowledge of the unit requirements in your responses.• Part C – Observation You will demonstrate your skills and knowledge in a simulated workplace environment.
Refer to the Aspire <i>Practical placement logbook</i> for this unit	<ul style="list-style-type: none">• Practical placement Your performance will be assessed in the workplace.

Please note that Part C is only included where the Assessment requirements for the unit of competency specify aspects of performance evidence that must be demonstrated in a simulated environment before practical placement. In all other cases, observation tasks have been incorporated into the practical placement assessment. Please refer to Aspire's *Practical placement logbook – User guide* for further information.

How to use the assessment plan

Once assessment tasks and options have been discussed with the candidate, required and preferred tasks should be selected and documented in the assessment plan. An example of the assessment plan is provided here.

Assessment plan	
Training organisation name:	
Candidate name:	
Phone number:	
Date:	
Email:	
Assessor name:	
Unit of competency:	HLTAAP002 Confirm physical health status, Release 1
Assessment tasks to be undertaken:	<input type="checkbox"/> Part A – Questions <input type="checkbox"/> Part B – Case study questions <input type="checkbox"/> Practical placement
Ready for assessment declaration:	<p>I confirm that the purpose and procedures of this assessment have been clearly explained to me. I have been consulted about any special needs I might have in relation to the assessment process. The criteria to be used for this assessment have been discussed with me, as have the consequences and possible outcomes of the assessment.</p> <p>I have accessed and understand general assessment information as provided by my training organisation.</p> <p>I have been given fair notice of the date, time, venue and other arrangements for this assessment. I have completed a self-assessment of my performance of the skills and knowledge for this unit and confirm that I am ready for assessment.</p>

4.3 Assessment mapping

HLTAAP002 *Confirm physical health status*, Release 1

Unit of competency	Part A – Questions	Part B – Case study questions	Practical placement
Element 1: Obtain information about physical health status			
1.1 Obtain accurate information about physical health status through observation, questioning or review of documentation		CS1, CS2, CS3	
1.2 Interpret information based on understanding of the structure and functioning of body systems	Q1–5, Q12, Q13, Q14, Q17, Q18, Q22, Q26, Q28–31, Q40–44		O5
1.3 Use information to identify any actual or potential problems regarding health status		CS5,6	O7
1.4 Take into account factors that may have impacted on an identified physical condition	Q36–47, Q53	CS2, CS4, CS7, CS9–17	
Element 2: Check physical health status			
2.1 Make checks of client health status prior to delivery of health intervention using knowledge of body systems	Q7, Q8, Q10, Q11, Q12, Q15, Q16, Q17, Q20, Q21, Q24, Q25, Q27, Q28, Q34, Q35, Q36, Q54, Q55, Q56, Q59, Q60, Q62, Q63		O10
2.2 Clarify significance of physical health status in relation to a particular intervention in line with job role and organisation requirements		CS18, CS19, CS20	O12

4.4 Assessment solutions and marking guidance

General guidance

Assessors should review the solutions provided and adapt and/or contextualise them (and the final assessment tasks themselves where necessary) to suit the training and assessment context as part of their assessment planning activities.

The solutions to final assessment tasks presented in this section should serve as a reliable guide to the type of information that should be included in the assessment candidate's response. The answers provided by the assessment candidate will vary due to a number of factors, including the:

- candidate's own experiences
- candidate's workplace experiences
- interpretation of the assessment task by the assessment candidate/assessor
- type of organisation, work practices, processes and systems encountered by the candidate.

The nature and variety of the tasks presented means that, in some cases, there will be numerous correct responses and the solutions provided cannot cater for all contexts and eventualities.

In general terms:

- For questions with a single answer, Aspire has provided the correct answer.
- For questions that do not have a single answer, it is understood that answers will vary within certain parameters.
- For questions where the candidate has to list a certain number of items, Aspire has provided a more comprehensive listing from which candidate responses may be drawn. However, this list may not in all cases be definitive, and assessors should account for other possible correct responses.
- For activities that involve responding to a scenario, Aspire has provided an example of how the candidate may respond. Depending on the question, the terminology used will indicate either what the candidate should have included in their response, or may have included. However, assessors should take into account different phrasing used by the candidate, or different responses that may be equally correct.
- For activities that take place in the workplace or involve workplace documentation, assessors should consider whether the candidate has achieved the intent of the activity, taking into account the candidate's workplace context.
- For activities that involve writing reports or completing documentation provided, Aspire can only provide an example response. Assessors should again consider whether the candidate's response is appropriate to the task within the context of the candidate's training and/or workplace.

4.5 Completing the record of outcome

Once all required assessment tasks and options have been completed satisfactorily by the candidate, the final assessment record of outcome form must be completed.

This must be submitted to your training organisation's records administration as soon as possible after the final assessment tasks are completed and marked. An example is provided here.

Record of outcome

Training organisation name:		
Candidate name:		
Unit code and title:	HLTAAP002 Confirm physical health status, Release 1	
Assessor name:		
Assessor email:		
Assessor phone number:		
Assessment tasks:		Satisfactorily completed
	Part A – Questions	<input type="checkbox"/>
	Part B – Case study questions	<input type="checkbox"/>
	Practical placement	<input type="checkbox"/>
Declaration:	<p>In completing this assessment, I confirm that the candidate has demonstrated all unit outcomes through consistent and repeated application of skills and knowledge with competent performance demonstrated in multiple instances over a period of time.</p> <p>Evidence collected has been confirmed as:</p>	
	<input type="checkbox"/> Valid <input type="checkbox"/> Sufficient <input type="checkbox"/> Current <input type="checkbox"/> Authentic	