

Assessment support pack

BSBMED301

Interpret and apply medical terminology appropriately

Release 1

Aspire Version 1.1



About this resource

This resource is for trainers and assessors of the unit *BSBMED301 Interpret and apply medical terminology appropriately*, Release 1. It complements the corresponding *Aspire Learner guide*.

The *Assessment support pack* provides you with ideas and guidance on encouraging and supporting students through the training and assessment process using Aspire resources. It is designed to help you optimise the student's experience and record details of their competency.

This resource is comprised of several folders with the following editable documents to assist trainers and assessors.

Folders	Documents
Introduction	Introduction
Formative assessment	Formative assessment guide
Summative assessment	Final assessment marking guide Student assessment Third-party report
Supporting documents*	Sample documents and templates
Mapping	Contains formative and summative mapping

*The supporting documents folder is inside the summative assessment folder.

Key features

- The *Assessment support pack* complements the *Aspire Learner guide*.
- It includes weblinks to the relevant unit of competency and other support resources.
- Provides guidelines for trainers and assessors on their responsibilities for formative and summative assessment to meet VET requirements.

Formative assessment

- Includes activity questions with a marking guide.
- Discussion topics provide trainers with a guide to engage with students about the learning content.
- Clearly maps the learning content to the unit of competency requirements in a customisable Excel spreadsheet.

Final assessment

- Includes detailed instructions to assessors on each assessment task.
- Includes a marking guide for each final assessment task.
- Clearly maps the final assessments to the unit of competency requirements.
- Mapping is provided in an Excel spreadsheet that allows you to customise and adjust as necessary.

Formative assessment overview

This resource complements the corresponding *Aspire Learner guide*. Formative assessment helps students to consolidate their learning and trainers to determine how students are progressing.

How to use formative assessment

Formative assessment tasks can be used by students in a variety of settings. Trainers can adapt these resources in a variety of ways, such as for small groups, verbal questioning, online forums or individual tasks. Trainers may choose to add to, change or substitute the questions provided by Aspire. This should be done according to the experience of students and the specific learning situation.

Practice tasks and learning checkpoints

Aspire learner guides include practice tasks and learning checkpoints with questions about the learning content. These formative learning tasks are mapped to the unit of competency and include a range of question styles to suit most students. They allow the student to review their understanding of the content.

The question styles and content are designed to complement the final assessment questions. This provides students with an opportunity to practise before completing the final assessment. Students can access online versions of the practice tasks via links in the eBook, which provide immediate solutions and suggested responses.

The *Formative assessment guide* provides questions, along with solutions or suggested responses. It also provides discussion topics with suggested responses.

Solutions should serve as a reliable guide to the information a trainer would expect to see in a student's response. The nature and variety of the questions means that, in some cases, there will be numerous correct responses, and the solutions provided cannot cater for all contexts and all possible outcomes.

The answers provided by the student will vary due to a number of factors, including:

- the student's personal and work-related experiences
- the situations and strategies presented by the trainer
- the student's or trainer's interpretation of the activity
- the type of organisation, work practices, processes and systems encountered by the student.

Final assessment overview

Assessment approach

Assessment is about collecting evidence and making decisions as to whether or not a student has achieved competency in the unit. Assessment confirms that the student can perform to the expected workplace standard, as outlined in the unit of competency.

All assessment tasks should be undertaken in conjunction with the RTO's training and assessment strategy, policies and procedures.

Contextualisation

Final assessment tasks provided to students may need to be contextualised. Assessors may need to:

- re-map the tasks into the mapping documentation provided to ensure its integrity
- forward contextualised resources to the RTO's assessment manager for approval
- ensure that the performance and knowledge evidence can be demonstrated in the workplace
- review the solutions provided so they match the assessment tasks.

Following the assessment rules

All of the RTO's assessment processes, including instructions to students on what evidence to provide, must adhere to the following:

- principles of assessment
- dimensions of competency
- rules of evidence.

Plagiarism, cheating and collusion

Students should be provided with information about these misconduct items before they attempt any assessment.

Assessors should refer to their RTO's policies and procedures regarding training and assessment for information on what to do under these circumstances. Usually there will be a process including a report with reasons and circumstances surrounding the misconduct claim.

Reasonable adjustment

It is important that assessors take meaningful and transparent steps to consult, consider and implement reasonable adjustments for candidates with disabilities or other individual needs. Reasonable adjustments can be made to the learning environment, training delivery, learning resources and/or assessment tasks to accommodate the student's particular needs.

Where students have disabilities, time should be spent with them learning about what modifications could be made to assessment to make it more accessible for their individual needs. For example, the student may be offered to complete a verbal interview with their assessor instead of a written assessment.

Any reasonable adjustments made to assessment must be recorded. The *Aspire Student assessment* document provides a space to record this in the cover sheet for each assessment task.

Assessment attempts and outcomes

Assessors should refer to their RTO's policies and procedures for specific information regarding training and assessment. Students must be provided with this information as part of their assessment instructions before they begin the final assessment.

Each assessment task will be given an outcome of either Satisfactory (S) or Unsatisfactory (U). Students must satisfactorily complete all tasks to achieve an overall outcome of Competent (C) for a unit. If one or more tasks are assessed as unsatisfactory, students will be given an overall outcome for the unit of Not Competent (NC).

Students must be provided with feedback about the outcome of their assessments in a timely period. This is to give them an opportunity to prepare for another attempt at an assessment, and to ensure they understand what they need to resubmit and why. Feedback may be provided on the assessment cover sheet and followed up with verbal explanation. Students need to be given a suitable time frame for resubmission.

Students can be given two further attempts (total of three attempts) to complete the task and achieve a satisfactory outcome. Resubmission of unsatisfactory assessments may include completing missed items or incorrect responses, or having to demonstrate a particular skill to a particular level of competency.

Where an assessment involves a manager or supervisor providing third-party information about the student, arrangements will need to be made and agreed on for the time and date of reassessment.

Resources and equipment required for assessment

Aspire has provided an outline of equipment and resources (where applicable) for each assessment task. Always refer to the assessment conditions outlined in the unit of competency and available at training.gov.au.

As a general rule, assessors need to make sure the student has access to:

- a learner guide (if they are completing an open-book assessment)
- a copy of the assessment tasks
- a computer or device for recording responses
- a workplace or simulated workplace for observations and demonstrations.

Students must complete each assessment task and submit it by the due date. Assessments may be completed in the classroom, online, in a real or simulated workplace, or by another arrangement agreed on by the assessor and the student. The assessor can instruct students to finish tasks as homework where time permits.

Other resources by Aspire

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

Resource	General overview
Learner guide	<ul style="list-style-type: none">• Presented in plain English.• Uses current industry practice, workplace examples and links to industry documents.• Engages students and promotes learning through images, videos and diagrams.• Provides workplace examples and topic summaries to sum up the content and consolidate learning.• Formative assessment questions are provided, allowing the student to review and improve their understanding of the content. These help to prepare students for their summative assessment.
eBook	<ul style="list-style-type: none">• Incorporates all features of the learning content in an interactive learner guide.• Includes links to video content and activities.• Allows students to complete online activities with immediate feedback.

Formative assessment guide

BSBMED301 Interpret and apply medical terminology appropriately

Release 1

This resource is for assessors. It complements the corresponding Aspire *Learner guide* for this unit.

Aspire provides questions in its learner guides. Questions are divided into practice tasks, which appear throughout the learning content, and learning checkpoints, which appear at the end of each topic.

This *Formative assessment guide* replicates these questions, and provides solutions and suggested responses.

Final assessment marking guide

BSBMED301 Interpret and apply medical terminology appropriately

Release 1

This resource is for assessors. It complements the corresponding Aspire *Learner guide* and *Student assessment* for this unit.

This *Final assessment marking guide* provides task instructions, along with suggested answers.

The assessment process must be conducted in accordance with the RTO's policies and procedures.

Assessment task 1: Questions

Students' correct responses to the questions show that they have the required knowledge to interpret and apply medical terminology appropriately.

Students need access to the assessment questions or learning management system to complete this task. As this is an open-book task, students may access a learner guide, the internet and/or other resources to complete the questions.

Students should respond to the questions in the spaces provided. They must answer all questions correctly for this task to be completed satisfactorily.

Evidence

An assessment task cover sheet must be completed and submitted with this task.

The student will need to submit an answer to each question. You should advise students on how to submit their responses by handing in written responses, or by sending in typed responses via email or online submission. For online submission, you will need to provide information on file sizes for uploads and log-in details to verify authenticity. Students must be advised to keep a copy of their submitted work.

When and where will this assessment take place?

Advise students if the assessment is to be done in the classroom or at home. Alternatively, assessment may take place at the student's workplace, in consultation with their employer.

You must provide students with the due date for the assessment, which can be recorded in the assessment plan. You must also specify the length of time allowed and the expected word count for each question, if applicable.

What if the assessment is not suitable?

You may choose to modify this assessment to suit a student's needs. For example, you may offer the student the option of large print documents.

You must record the reasonable adjustment and evidence collected in the assessment task cover sheet. Any adjustments to this assessment must comply with the unit requirements and the RTO's policies and procedures.

What if answers are not satisfactory?

If any student is unable to satisfactorily complete any of the questions, you must give the student feedback and record this feedback on the assessment task cover sheet.

Students must be provided with an opportunity for reassessment. Each student is allowed three attempts at this assessment.

Students have the right to appeal their assessment result. They need to be referred to the RTO policies and procedures.

Assessment task 2: Observation

By correctly completing the observation, the student will demonstrate that they have the required skills and knowledge to interpret and apply medical terminology appropriately.

Students need access to the *Student assessment* or learning management system to complete the observation as well as a learner guide, the internet and/or other resources.

You must provide students with the date for the assessment task, which can be recorded in the assessment plan. You must specify how long students have to complete each task. This will depend on the arrangements for work placement and the time allocated, such as a block placement or other schedule.

Where will this assessment take place?

If you are using a simulated environment, make sure it is safe, realistic, and reflects workplace practices and the assessment conditions of the unit. This will ensure reliability and validity of the assessment.

A third-party report may need to be completed by a workplace supervisor for components of this assessment task. If you are using a third party for this assessment, you should provide them with a copy of the observation marking guide and discuss this with the student's employer/supervisor, if relevant. Their comments do not constitute an assessment of the student but provide evidence for the assessor to make their judgment.

Required resources

You must ensure the student has access to:

- office equipment and resources
- examples of documentation
- case studies and, where possible, real situations.

Supporting documents

Aspire has provided the following supporting documents that students can refer to and/or use as evidence:

- Sample health assessment plan

Student assessment

BSBMED301

Interpret and apply medical terminology appropriately



Section 2: Use medical terms to perform your work

Question 5

Which of the following statements are correct? Select yes or no for each one.

a. A supervisor will confirm the abbreviations used for recording patient information.	Yes / No
b. Abbreviations save time by avoiding the use of irrelevant or unnecessary information.	Yes / No
c. Checklists often use abbreviations to identify tasks that can be ticked off as they are completed.	Yes / No
d. Instructions for the correct use of abbreviations can be found in procedures or policy documents.	Yes / No
e. Abbreviations are often used when allied health workers communicate with each other.	Yes / No

Result

S ☐U ☐

Question 6

Which of the following statements are correct? Select yes or no for each one.

a. Policy documents describe the steps required to perform tasks in your daily routines.	Yes / No
b. Instructions on how to correctly wash your hands is a procedure that can help protect your health and the health of others.	Yes / No
c. Policies and procedures may refer to medical terms and abbreviations, and may require specific formatting styles.	Yes / No
d. Health and safety policies direct the actions of workers, such as when an incident must be reported.	Yes / No
e. Instructions for correctly lifting patients may require interpretation of medical terms and abbreviations.	Yes / No

Result

S ☐U ☐

Observation record sheet

Assessor to complete

During the observation, the student has consistently and repeatedly demonstrating these skills to the required work standard:	Observation date/s:	
	S	U
1. Reading through a document containing medical terminology and clarifying that pronunciation is correct with a supervisor or experienced staff member Comments:	<input type="checkbox"/>	<input type="checkbox"/>
2. Verbally communicating the information in a document containing medical terminology		
a. Explaining information to patients Comments:	<input type="checkbox"/>	<input type="checkbox"/>
b. Sharing information with co-workers Comments:	<input type="checkbox"/>	<input type="checkbox"/>
c. Exchanging information with health professionals Comments:	<input type="checkbox"/>	<input type="checkbox"/>
3. Recording the medical terms used in a document containing medical terminology and clarifying the correct spelling with a supervisor or experienced staff member	<input type="checkbox"/>	<input type="checkbox"/>
Additional questions:* Student responses:		
Feedback:		

S=Satisfactory U=Unsatisfactory

*Record additional questions to address contingencies and further clarify student understanding of why they are doing something.

Record of outcome

Unit code	Title
BSBMED301	Interpret and apply medical terminology appropriately

Assessor to complete

Student name:

Please record the assessment decision for the required assessment tasks for this unit in the summary table below. Task cover sheets should accompany any other assessment evidence and be kept with this record of outcome.

Assessment task	Attempt 1 result	Attempt 2 result	Attempt 3 result	Evidence submitted
Task 1: Questions	<input type="checkbox"/> S <input type="checkbox"/> U Date:	<input type="checkbox"/> S <input type="checkbox"/> U Date:	<input type="checkbox"/> S <input type="checkbox"/> U Date:	<input type="checkbox"/> Yes <input type="checkbox"/> No
Task 2: Observation	<input type="checkbox"/> S <input type="checkbox"/> U Date:	<input type="checkbox"/> S <input type="checkbox"/> U Date:	<input type="checkbox"/> S <input type="checkbox"/> U Date:	<input type="checkbox"/> Yes <input type="checkbox"/> No
Third-party report	<input type="checkbox"/> S <input type="checkbox"/> U Date:	<input type="checkbox"/> S <input type="checkbox"/> U Date:	<input type="checkbox"/> S <input type="checkbox"/> U Date:	<input type="checkbox"/> Yes <input type="checkbox"/> No

S = Satisfactory U = Unsatisfactory

Note: The student is allowed a maximum of three attempts of each assessment task. A satisfactory result must be recorded at least once for each task for a competent result to be recorded below.

Assessor declaration

I confirm that the student 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.

FINAL RESULT
<input type="checkbox"/> Competent <input type="checkbox"/> Not competent

Assessor name:

Assessor signature:

Date: