**Assessment STRATEGY for** HLT62615 Advanced Diploma of Ayurveda

***Assessment Strategy***Assessment tasks to establish competency in this unit may include written assignments, oral question and answer quizzes, observation, clinic, practicum, and participation in group discussions at retreats.

***Competence***To demonstrate competence you must complete all assessment tasks for all units. A check list of all assessment requirements is available online.

***Assignments***

Each of the Ayurvedic units has written assignments and exams to be completed on the conclusion of the unit.  
Name and date all Word documents and upload or send via email to [admin@healthinstitute.edu.au](mailto:admin@healthinstitute.edu.au)

References (if required) only from the prescribed text. (internet searches will not be accepted, unless from credible sources, for eample; .org .edu .gov  
All assessment will be retained for audit purposes. It is also important to keep a copy of your assignments, client cases, treatments, and assessments.  
Plagiarism may result in exclusion from the course.

***Theoretical Exams***Each of the Ayurvedic units have exams to be completed on the conclusion of each unit. 100% competency is required, however any incorrect answers will be revised with the learner to achieve 100% competency.

On successful completion of all the units in **Advanced** **Diploma of Ayurvedic Lifestyle Consultation**, there will be four final written examinations that will cover the theoretical content from all the Ayurvedic core units of competency. This exam will consist of short answer sand case studies. The exam duration is one hour for each of the four exams, which covers; 1. Diseases, 2. Formulations, 3. Treatments, 4. Herbs.  
100% competency is required. (Learners are able to re-sit their final exams)

***Observational Examination***There are also Observational Examinations and Assessment to demonstrate skills and knowledge in:

1. Conducting Ayurvedic Lifestyle Consultations
2. Conducting Ayurvedic treatments
3. Prepare and dispense Ayurvedic medicine
4. Diagnosing within an Ayurvedic framework

***Health Institute Australasia’s Principles of Assessment***

**Fairness** The individual learner’s needs are considered in the assessment process.  
• Where appropriate, reasonable adjustments are applied to take into account the individual learner’s needs.

**Flexibility** Assessment is flexible to the individual learner by: reflecting the learner’s needs

**Validity** Any assessment decision is justified, based on the evidence of performance of the individual learner. • assessment against the unit/s of competency and the associated assessment requirements covers the broad range of skills and knowledge that are essential to competent performance

**Reliability** Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.

Assessment plan for HLTAYV007 Diagnose conditions within an Ayurvedic framework

**Task 1 (knowledge)**

* Complete all 13 Common Units
* Complete the 12 Core Ayurvedic units (covered in manuals - Courses 1 through to 16)
* Complete theoretical assignments, research, homework and exams as prescribed for each unit, which is available online.
* Attend lectures and tutorials (fill in Contact diary, for international students only)
* Phone tutorials conducted, streaming, will be advised by email prior to date

**Task 2 (practical)**

* Conduct Ayurvedic lifestyle consultations
* Conduct Ayurvedic treatments
* Complete allocated weekend training, retreats, clinic, practicum
* Specific information on each assessment will be explained to learners prior to each assessment date, outlining clear instructions on what is expected in the performance assessment.
* Performance Tasks for the Common Units are to be completed online and during Practicum.

# Application

This unit describes the skills and knowledge required to complete a critical analysis of case information and make the diagnosis according to Ayurvedic principles. It includes the requirement for the practitioner to assess whether the case falls within their scope of practice.

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# Performance Evidence Checklist

The learner 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:

* performed the activities outlined in the performance criteria of this unit during a period of at least 400 hours of Ayurvedic client consultation work
* prepared for and managed at least **40 client sessions**. Clients must include males and females from different stages of life with varied presentations
* •  analysed all cases following Ayurvedic principle of panch nidan:
  + •  prioritised information appropriately
  + •  assessed mental, emotional and physical health and vikruti
  + •  completed sound critical analysis of cases based on Ayurvedic principles and correct interpretation of medical information
  + •  developed evidence based diagnosis according to Ayurvedic principles
  + •  used all 21 health assessments to conclude diagnosis
  + •  clearly and sensitively communicated diagnosis to the client

# Unit Outcomes – on completion of this unit you should be able to:

| ELEMENT | PERFORMANCE CRITERIA | Yes | No |
| --- | --- | --- | --- |
| **1. Analyse case information** | 1.1 Prioritise different aspects of case information based on vikruti, agni, ama, srotarodha and principles of shat kriyakala |  |  |
| 1.2 Analyse signs and symptoms using established Ayurvedic methodology |  |  |
| 1.3 Avoid prejudiced or premature conclusions through use of thorough and objective analysis |  |  |
|  | 1.4 Correlate Ayurvedic physical, mental and emotional health assessment findings with case history |  |  |
|  | 1.5 Assess clinical disease according to signs and symptoms of condition, and results of investigations |  |  |
|  | 1.6 Seek further information where analysis indicates need for further information |  |  |
|  | 1.7 Recognise situations where analysis indicates the case falls outside the practitioner’s capability and make appropriate recommendations and referrals |  |  |
| **2. Make diagnosis** | 2.1 Use professional judgment to draw sound conclusions and make a diagnosis and prognosis from the case taken and data collected |  |  |
| 2.2 Determine causative factors of diseases at physical, mental, emotional and spiritual levels |  |  |
| 2.3 Determine the samprapti (pathogenesis in Ayurveda) |  |  |
|  | 2.4 Determine the different stages of progression of disease |  |  |
|  | 2.5 Confirm the condition according to Ayurvedic stage and related implications |  |  |
| **3. Confirm diagnosis with client** | 3.1 Discuss assessment and rationale with client |  |  |
| 3.2 Communicate relevant information from medical or diagnostic reports where appropriate |  |  |
| 3.3 Clarify any discrepancies between the practitioner’s and client’s perception of the condition |  |  |
|  | 3.4 Assign and agree priorities in consultation with the client |  |  |
| 3.5 Discuss referral options with the client according to individual needs |  |  |

# Knowledge Evidence Checklist

The student 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:

|  |  |  |
| --- | --- | --- |
| **legal and ethical considerations (national and state/territory) for Ayurvedic assessment/diagnosis:** | YES | NO |
| * •  codes of conduct |  |  |
| * •  duty of care |  |  |
| * •  informed consent |  |  |
| * •  mandatory reporting |  |  |
| * •  practitioner/client boundaries |  |  |
| * •  privacy, confidentiality and disclosure |  |  |
| * •  records management |  |  |
| * •  work role boundaries |  |  |
| * •  working within scope of practice |  |  |
| * •  presenting symptoms that require referral to a medical practitioner |  |  |
| * •  work health and safety |  |  |
| **•  scope of Ayurvedic practice:** |  |  |
| * •  when treatment is not appropriate and needs to be referred |  |  |
| * •  when Ayurvedic treatments may be combined with other treatments |  |  |
| * •  presenting phase of disease and whether Ayurveda treatment is acceptable by client |  |  |
| * (with all its cleanses, diets, regimens, medicines, therapies, yoga, meditations) |  |  |
| * **•  established Ayurvedic methodology, including panch nidan** |  |  |
| * •  nidan (etiology) |  |  |
| •  purva rupa (pre-symptoms) |  |  |
| * •  rupa (cardinal symptoms) |  |  |
| * •  samprapti (pathogenesis) |  |  |
| * •  upashya (therapeutic guidelines and solutions) |  |  |
| **Ayurvedic disease process:** |  |  |
| * •  sanchaya (accumulation) |  |  |
| * •  prakopa (aggravation) |  |  |
| * •  prasara (overflow) |  |  |
| * •  sthan sanshreya (localisation) |  |  |
| * •  vyakti (re-location) |  |  |
| •  bheda (differential diagnosis) |  |  |
| **Ayurvedic anatomy and physiology including:** |  |  |
| * •  agni |  |  |
| * •  ama |  |  |
| •  dhatus (Ayurvedic tissues) |  |  |
| * •  prakruti (constitutions) |  |  |
| * •  malas |  |  |
| * •  srotas |  |  |
| * •  prana, ojas, tejas (subtle life force) |  |  |
| * •  pancha niahabhutas (the five prime elements) |  |  |
| * •  tridosha |  |  |
| * • triguna |  |  |
| * •  srotarodha |  |  |
| **disease states in the channel system:** |  |  |
| * •  pranavaha - including respiratory but not limited to asthma, cough, hay fever and sinusitis |  |  |
| * •  annavaha - including digestive but not limited to anorexia, hyperacidity, indigestion, dyspepsia and vomiting |  |  |
| * •  ambuvaha - including fluids but not limited to thirst, oedema and ascites |  |  |
| * •  rasavaha - including lymphatic but not limited to fever, fatigue, chronic fatigue syndrome |  |  |
| * •  raktavaha - including circulatory but not limited to hypertension, gout, anaemia and piles |  |  |
| * •  mamsavaha - including muscular but not limited to myomas, muscle atrophy, emaciation |  |  |
| * •  medovaha - including adipose but not limited to obesity and lipomas |  |  |
| * •  asthivaha - including skeletal but not limited to scoliosis, rheumatoid arthritis, osteoarthritis and cervical spondylitis |  |  |
| * •  majjavaha - including nervous but not limited to attention deficit disorder |  |  |
| * (ADD)/attention deficit hyperactivity disorder (ADHD), stress, anxiety and depression |  |  |
| * •  sukravaha & arthavaha & stanyavaha - reproductive, including but not limited to impotency, menstruation, premenstrual syndrome (PMS), leucorrhoea, lactation but not limited to mastitis, excessive and insufficient lactation |  |  |
| * •  mutravaha - including urinary but not limited to polyuria, diabetes and dysuria |  |  |
| •  purushivaha - including excretory/stool but not limited to constipation irritable bowel, dysentery and diarrhoea |  |  |
| •  swedovaha - including integumentary but not limited to psoriasis, eczema and acne |  |  |
| •  manovaha - including mental but not limited to poor concentration, negative thinking and memory loss |  |  |
| •  symptomology and pathology according to Ayurvedic practice |  |  |
| •  the state and quality of the tridoshas and trigunas |  |  |
| •  physical signs and symptoms of disease |  |  |
| •  various stages of disease, the clients strength and ability to go through cleansing, remedial and yoga therapies, diet and nutrition supplementation and regular health assessments. |  |  |
| •  further testing and assessment options and procedures for different types of condition |  |  |
| •  charaka samhita, with particular reference to sutra sthana, nidana sthana, vimana sthana and indriya sthana |  |  |

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| **Unit Code** | **Unit Title** | | | **This unit assessed holistically with other units?  Listed below.** | | ☒Yes ☐No |
| **HLTAYV007** | **Diagnose conditions within an Ayurvedic framework** | | | HLTAYV001  HLTAYV002  HLTAYV003  HLTAYV004  HLTAYV005  HLTAYV006  HLTAYV007  HLTAYV008  HLTAYV009  HLTAYV010  HLTAYV011  HLTAYV012    HLTWHS004  HLTINF004  CHCDIV001  CHCCOM006  CHCLEG003  CHCPRP003    CHCAGE001  CHCCCS001  CHCDIS007  CHCMHS001    BSBSMB404  HLTAID011  HLTAAP003  CHCPRP005 | | |
| **Assessor/s** |  | | |
| **Assessment Methods** | | | | | | |
| ☒ Observation in the workplace  ☒ Observation in a simulated environment  ☒ Fault finding/Problem solving | | ☒ Verbal Questioning/ Interview  ☒ Presentation  ☒ Class Discussion  ☒ Formal Exam/Test | | ☒ Written questions  ☒ Essay  ☒ Project  ☒ Role play  ☒ Case Study | ☒ Ayurvedic consultation feedback documents  ☒ Self-Assessment | |
| **Assessment Instruments**  **(please list)** | | | **Venue and Schedule**  **(Location, due date, time allowed)** | **Resources and equipment required to conduct the assessment** | | |
| Written questions and assignments  Exams  **Observation checklist** | | | Online. Due date set by assessor.  Online. Due date set by assessor  Due date set by assessor  Venue: Health Institute Australasia  Southport / Nirvana campus  Observations required during the course | Computer & internet access  Computer & internet access  Observation checklist | | |
| **Target Learner(s)**  (Describe the learner cohort generally and identify special needs) | | | No special needs | | | |
| **Assessment Conditions**  (from Unit of Competency) | | | Skills must have been demonstrated in the workplace or in a simulated clinical environment that reflects workplace conditions. The following conditions must be met for this unit:   * •  use of suitable facilities, equipment and resources, including:   + •  client information – case notes, health record   + •  private consultation area * •  modelling of industry operating conditions, including provision of services to the general public * •  clinic supervision by a person who meets the assessor requirements outlined below   Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors. In addition, assessors must:   * + •  have at least 5 years current clinical experience working as an Ayurvedic practitioner providing services to the general public   + •  hold practising membership of an Australian professional body that represents Ayurvedic practitioners   + •  fulfil the continuing professional development requirements of the professional body to which they belong | | | |
| **Applicable industry or workplace standards , and Training Package advice** (if any) | | |  | | | |
| **Stakeholders that any of the assessment arrangements need to be confirmed with** | | | Students  RTO  Trainer and Assessor | | | |
| **Special arrangements and allowable adjustments that may be made** | | | Flexible time frame for delivery.  Flexible learning environment.  Support person for diverse learner needs.  Special considerations | | | |
| **Recording and Reporting Procedures** | | | Mark the assessment items  Provide feedback  Record the result  Issue certificate of attainment  Archive records  Use relevant software to maintain records | | | |

**Practicum – Observation**

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| **Unit** | **HLTAYV007 Diagnose conditions within an Ayurvedic framework** |

**The learner will be observed on at least 3 occasions over the course.**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Details of observation | | | | | | | |
| RTO | Health Institute Australasia | | | | | | |
| Learner name |  | | | | | | |
| Assessor name |  | | | | | | |
| Competency standard | **HLTAYV007 Diagnose conditions within an Ayurvedic framework** | | | | | | |
| **Assessment dates** | 1.  2.  3. | | | | | | |
| Task/procedure observed | Provide Ayurvedic lifestyle consultations and diagnose conditions | | | | | | |
| Observation checklist | | | | | | | |
| **Did the learner:** | | **1.Yes** | **No** | **2.Yes** | **No** | **3.Yes** | **No** |
| 1. Analyse case information | |  |  |  |  |  |  |
| 2. Make diagnosis | |  |  |  |  |  |  |
| 3. Confirm diagnosis with client | |  |  |  |  |  |  |

|  |  |  |
| --- | --- | --- |
| Overall results | | |
| Overall performance | ❒ Competent ❒ Not Yet Competent | |
| Feedback to learner |  | |
| Learner’s signature |  | Date: |
| Assessor’s signature |  | Date: |