**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

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 HLTAYV009 Provide therapeutic Ayurvedic nutritional advice

**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 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.

# Application

This unit describes the skills and knowledge required to determine an Ayurvedic nutritional treatment strategy based on an existing diagnosis, provide relevant advice to the client and complete treatment documentation.

#

# Performance Evidence Checklist

Performance Evidence

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:

* •  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 at least **40 different nutritional plans**. Clients must include males and females from different stages of life with varied presentations, including:
	+ •  dosha imbalances
	+ •  ama
	+ •  deficiency or excess in the dhatus, agni, malas, doshas and ojas
* •  followed Ayurvedic principles by determining appropriate strategies based on the diagnosis and evaluation of:
	+ •  nutritional status
	+ •  physical, mental and emotional status
	+ •  available medical data
	+ •  particular client issues, addictions or preferences
	+ •  contraindications
* •  planned strategies to balance rajasic and tamasic gunnas, to reduce ama generation, to eliminate the excessive build up of doshas, to open all srotamsi, to maintain optimum agni, to restore balanace and ojas and to sustain health at all the four levels
* •  interacted effectively with clients:
* provided clear advice with rationale, expectations and affecting factors
* explained and agreed treatment monitoring and evaluation

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

| ELEMENT | PERFORMANCE CRITERIA | Yes | No |
| --- | --- | --- | --- |
| **1. Establish dietary and nutritional plans**  | 1.1 Identify potential dietary modifications or nutritional supplements based on identified vrikruti and virudha ahara (lifestyle) from within the Ayurvedic framework  |  |  |
| 1.2 Assess inherited, congenital, acquired and seasonal factors that may be affecting nutritional status  |  |  |
| 1.3 Consider treatment and advice provided by other health care professionals  |  |  |
|  | 1.4 Determine any contraindications to dietary changes and supplement provisions and adjust plan accordingly  |  |  |
|  | 1.5 Take into consideration cultural factors and other possible client compliance issues  |  |  |
|  | 1.6 Establish timeframe, therapeutic expectations and evaluation mechanisms  |  |  |
|  | 1.7 Clearly document plan and its component parts using language to assist client interpretation  |  |  |
| 2. Provide advice and resources to the client  | 2.1 Clearly explain proposed dietary plan to client with rationale and expectations  |  |  |
| 2.2 Provide clear instructions, and negotiate if required  |  |  |
| 2.3 Explain factors which may interfere with the effectiveness of the treatment  |  |  |
|  | 2.4 Negotiate the management of dietary modifications in relation to other current medicines  |  |  |
|  | 2.5 Request client to monitor responses to the supplements and to contact practitioner as required  |  |  |
|  | 2.6 Clarify and agree responsibilities of practitioner and client within the treatment plan  |  |  |
|  | 2.7 Explain and agree evaluation strategies  |  |  |
| 3. Complete treatment documentation  | 3.1 Accurately record details of dietary plans and recommendations in client file  |  |  |
| 3.2 Record arrangements for treatment review according to clinic guidelines  |  |  |

# Knowledge Evidence Checklist

The learner 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:

|  |  |  |
| --- | --- | --- |
|  | YES | NO |
| **legal and ethical considerations (national and state/territory) for provision of nutritional advice:**  |  |  |
| * •  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  |  |  |
| **principles of Ayurvedic nutrition and diet:**  |  |  |
| * •  ahara, vihara aushadhi principle
 |  |  |
| * •  prakruti and vikruti specific
 |  |  |
| * •  variations necessary with the changing seasons
 |  |  |
| •  digestive processes  |  |  |
| * •  rasa, virya and vipaka, prabhawa and gunnas
 |  |  |
| * •  agnis and their functions
 |  |  |
| * •  shath rasa - the six tastes
 |  |  |
| •  tridosha theory  |  |  |
| * •  triguna theory and its relationship to food
 |  |  |
| * •  virudha ahar
 |  |  |
| **Ayurvedic food classifications, categories, composition and therapeutic uses:**  |  |  |
| •  fruit  |  |  |
| * •  vegetables
 |  |  |
| •  dairy  |  |  |
| •  animal foods  |  |  |
| * •  oils
 |  |  |
| * •  sweeteners
 |  |  |
| •  nuts and seeds  |  |  |
| •  grains  |  |  |
| * •  beans and legumes
 |  |  |
| * •  herbs and spices
 |  |  |
| * •  best utility of ahara
 |  |  |
| * •  gruels
 |  |  |
| * •  virudha ahara
 |  |  |
| * •  pratinidhi ahara
 |  |  |
| * •  ahara to suit various prakruti and vikruti
 |  |  |
| * •  types and features of culinary herbs and spices in Ayurveda
 |  |  |
| * •  rasayana, vajikarana & chikitsa preparations
 |  |  |
| * •  types and features of foods containing macronutrients and micronutrients, vitamins and minerals, carbohydrates, fats and proteins
 |  |  |
| •  function of fibre in the body  |  |  |
| •  types and features of foods that affect the mind and moods, and the body:  |  |  |
| •  food additives  |  |  |
| •  preservatives  |  |  |
| •  colouring  |  |  |
| •  alcohol/drug consumption  |  |  |
| virudha ahar  |  |  |
| •  fast food dependence  |  |  |
| •  wrong diet choices for prakruti  |  |  |
| •  Ayurvedic cooking and food preparation techniques for major food classifications  |  |  |
| •  features of ama, its causes signs and symptoms (emotional, mental and physical)  |  |  |
| **nutritional supplements in the Ayurvedic framework:**  |  |  |
| •  main Ayurvedic nutritional supplements used for each system/condition/mind state  |  |  |
| •  appropriate safe dosage levels for different groups  |  |  |
| •  potential adverse effects  |  |  |
| •  principles of formulation - including dosage, dosage form, and duration of treatment  |  |  |
| according to reference texts  |  |  |
| •  drug-nutrient and nutrient-nutrient interactions  |  |  |
| •  amino acids (essential and non-essential)  |  |  |
| •  potential impact of supplementation on the condition or disease state, including  |  |  |
| preventative action  |  |  |
| **types of dietary modifications and their indications for use:**  |  |  |
| •  exclusions  |  |  |
| •  inclusions  |  |  |
| •  increased consumption  |  |  |
| •  decreased consumption  |  |  |
| **environmental factors and their relationship to nutritional status, including:**  |  |  |
| •  pollution  |  |  |
| •  demographic  |  |  |
| •  rtucharya and sandhis  |  |  |
| •  main types and culinary characteristics of diets that are part of contemporary Australian society  |  |  |
| **meaning of:**  |  |  |
| •  drug–food interactions  |  |  |
| •  food allergy  |  |  |
| •  food intolerance  |  |  |
| **key health and legal consequences of failing to address special requirements:**  |  |  |
| •  allergic reactions  |  |  |
| •  anaphylaxis  |  |  |
| •  food sensitivity or intolerance reactions  |  |  |
| •  basic biochemistry as it relates to diet and nutrition – make up of carbohydrates, proteins, fats  |  |  |
| •  contra-indications of treatment - in vikruti, particular seasons, diseases and age groups  |  |  |
| •  principles and techniques for preparing nutritional plans to suit vikruti, with duration and costs  |  |  |
| •  cultural restrictions on diet and nutritional supplementation  |  |  |
| **pathya kalpana (therapeutic nutrition) and preparation for:**  |  |  |
| •  manda (clear rice water)  |  |  |
| •  peya (light rice soup)  |  |  |
| •  yavagu (concentrated rice soup )  |  |  |
| •  krsara (cooked wet rice with cereals)  |  |  |
| •  yusha (mung dhal soup)  |  |  |
| •  **avaleha**  |  |  |
| •  brahma rasayana  |  |  |
| •  ashwagandhadi lehyam  |  |  |
| •  haritakyadi rasayana  |  |  |
| •  chyawanprash  |  |  |
| •  triphala rasayana  |  |  |
| •  vilvadi lehyam  |  |  |
| •  drakshavelha  |  |  |
| •  bilvadilehyam  |  |  |
| •  madhu  |  |  |
| •  shilajatu rasayana  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Code** | **Unit Title** | **This unit assessed holistically with other units? Listed below.**  | ☒Yes ☐No |
| **HLTAYV009**  | **Provide therapeutic Ayurvedic nutritional advice**  | 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 AustralasiaSouthport / Nirvana campusObservations required during the course | Computer & internet accessComputer & internet accessObservation checklist  |
| **Target Learner(s)**(Describe the learner cohort generally and identify special needs) | No special needs  |
| **Assessment Conditions** (from Unit of Competency) | 1. 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
		+ 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 RTOTrainer 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 itemsProvide feedbackRecord the resultIssue certificate of attainment Archive recordsUse relevant software to maintain records |

**Practicum – Observation**

|  |  |
| --- | --- |
| **Unit** | **HLTAYV009 Provide therapeutic Ayurvedic nutritional advice**  |

**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 | **HLTAYV009 Provide therapeutic Ayurvedic nutritional advice**  |
| **Assessment dates** | 1.2.3. |
| Task/procedure observed | Provide **therapeutic Ayurvedic nutritional advice** |
| Observation checklist |
| **Did the learner:**  | **1.Yes** | **No** | **2.Yes** | **No** | **3.Yes** | **No** |
| 1. Establish dietary and nutritional plans  |  |  |  |  |  |  |
| 2. Provide advice and resources to the client  |  |  |  |  |  |  |
| 3. Complete treatment documentation  |  |  |  |  |  |  |

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