

# REGISTERED NATIONAL STANDARD



## UNIT OF COMPETENCY

<b>Title:</b>	<b>Work with information about the human body</b> <i>Note:</i> <i>This unit has been adapted from the Commonwealth of Australia (2021) approved Unit of competency encoded HLTAAP001, but contextualised for the purposes of aged care in Tonga. The adapted Tonga unit of competency is not a full version of HLTAAP001</i>				
<b>TQF Level:</b>	3	<b>Credits:</b>	6	<b>Version:</b>	1
<b>National standard code:</b>	NS062-03				
<b>Associated qualification (and code):</b>	National Certificate in Aged Care Level 3 (QR-03-NQ-014-02-0915-22-01)				
<b>Approval date:</b>	10 June 2022		<b>Review date:</b>	10 June 2027	
<b>Purpose:</b>	<p>This unit describes the skills and knowledge required for a support worker to work with basic information about the human body and to recognise ways to maintain healthy functioning of the body.</p> <p>People credited with this unit will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify information about the human body systems  <i>[Range must include; 1. Cardiovascular system, 2. Respiratory system 3. Musculo-skeletal system, 4. Endocrine system, 5. Digestive system, 6. Urinary system, 7. Reproductive system, 8. Integumentary system, 9. Lymphatic system, 10. Nervous system, 11. Immune system]</i> </li> <li>2. Identify the characteristics of common diseases/illnesses for each of the body systems  <i>[Range may include: Cardiovascular-heart disease, angina; Digestive-constipation, stomach ulcers; Respiratory-pneumonia, asthma; Musculo-skeletal-osteoporosis, arthritis; Integumentary-pressure sores, eczema; Urinary-urinary tract infection, urinary retention; Reproductive-cancers, ovarian cysts; Nervous-Alzheimer's disease, shingles; Endocrine-diabetes, hyperthyroidism; Lymphatic-immune-oedema, tonsillitis;]</i> </li> <li>3. Identify ways to support healthy functioning of the body</li> </ol>				

<b>Learning Outcome 1 (LO1)</b>	Identify information about the human body systems
<b>Performance standards</b>	<p>1.1 Identify the 11 systems of the human body</p> <p>1.2 Describe (orally or/and in writing) the basic structure of each body system</p> <p>1.3 Describe (orally or/and in writing) the functions of each of the 11 body systems</p> <p>1.4 Describe how different body systems work together and support each other;</p> <p>1.5 Identify the directional terms used in anatomy to describe the position of one body system to another; [Range include but not limited to <i>superior, inferior, anterior, posterior, medial, lateral, proximal and distal</i>]</p>
<b>Learning Outcome 2 (LO2)</b>	<p>Identify the basic structure and function of the special senses</p> <p>[Range must include: <i>smell, taste, vision, equilibrium and hearing</i>]</p>
	<p>2.1 Describe (orally or/and in writing) the five basic senses;</p> <p>2.2 Describe (orally or/and in writing) the sense organs which are directly associated with each basic sense;</p> <p>2.3 Identify common illnesses/diseases that may affect the special senses</p> <p>2.4 Describe ways to support healthy functioning of the special senses</p>
<b>Learning outcome 3 (LO3)</b>	Identify the characteristics of common diseases/illnesses of each of the body systems
<b>Performance Standards</b>	<p>3.1 Describe (orally and/or in writing) the common disorders/diseases for each body system</p> <p>3.2 Describe the prevention strategies that support workers can use to assist a client with/or prevent pressure sores</p> <p>3.3 Identify the risk factors for elderly clients developing the following two conditions; constipation and urinary tract infection (UTI)</p> <p>3.4 Identify the difference between Type 1 and Type 2 diabetes</p> <p>3.5 Describe the risk factors for developing Type 2 diabetes</p>

<b>Learning Outcome 4 (LO4)</b>	Identify ways to support healthy functioning of the body
<b>Performance Standards</b>	<p>4.1 Describe the meaning of homeostasis;</p> <p>4.2 Identify the mechanisms which help to ‘<i>regulate the body</i>’ to maintain a healthy state of being  <i>[Range may include but not limited to; Maintenance of body temperature; Fluid and electrolyte (including PH) balance; Elimination of wastes from the body; Maintenance of blood pressure]</i></p> <p>4.3 Identify factors that contribute to the maintenance of a healthy body  <i>[Range may include but not limited to; encouraging healthy diet – nutrition, regular exercise, hydration, skin care routine, attention to emotional and psychological needs, regular check-ups, good oral-care and hygiene;]</i></p> <p>4.4 Describe factors for each of the eleven body systems that will assist your clients to maintain that particular body systems</p>
<b>Pre-requisites</b>	N/A
<b>Co-requisites</b>	N/A
<b>Underpinning skill and knowledge</b>	<p>The following skills and knowledge underpin this unit standard:</p> <ol style="list-style-type: none"> <li>1. Body systems include the following: <ol style="list-style-type: none"> <li>a. Cardiovascular system</li> <li>b. Respiratory system</li> <li>c. Musculo-skeletal system</li> <li>d. Endocrine system</li> <li>e. Digestive system</li> <li>f. Urinary system</li> <li>g. Reproductive system</li> <li>h. Integumentary system</li> <li>i. Lymphatic system</li> <li>j. Nervous system, including sensory systems – eye and ear</li> <li>k. Immune system</li> </ol> </li> <li>2. The special senses – smell, taste, vision, equilibrium and hearing</li> <li>3. Structure of body systems, example: <ol style="list-style-type: none"> <li>a. <i>The Muscular System</i> - The muscular and skeletal systems are commonly referred to together as the musculoskeletal system,</li> </ol> </li> </ol>

which consists of; bones, tendons, ligaments, skeletal muscles, nerves and cartilage.

- b. *The integumentary system* consists of; skin, hair, nails, glands, nerves.
- c. *The endocrine system* includes:
  - i. (in the brain): pituitary gland, pineal gland, hypothalamus
  - ii. thyroid gland and parathyroid glands
  - iii. adrenal glands
  - iv. thymus

4. *Directional terms*; superior, inferior, anterior, posterior, medial, lateral, proximal and distal

5. *Strategies that can support healthy body systems*

- a. Good nutrition
- b. Regular physical exercise
- c. Attention to emotional and psychological needs
- d. Regular health check-ups
- e. Avoiding cross infection
- f. Good oral care and hygiene
- g. Following good hygiene habits
- h. Staying hydrated and maintaining fluid levels
- i. Appropriate skin care
- j. Avoiding prolonged periods of high stress
- k. Regular periods of relaxation

6. *Body regulation including maintenance of:*

- a. Body temperature,
- b. Fluid and electrolyte (including PH) balance
- c. Elimination of wastes from the body
- d. Blood pressure

<p><b>Assessment requirements</b></p>	<p><b><u>Methods of assessment:</u></b></p> <ol style="list-style-type: none"> <li>1. A range of assessment methods should be used to assess students' knowledge and application of skills, include but not restricted to the following: <ul style="list-style-type: none"> <li>• Direct observation of students – may include role play, work placement, demonstrations</li> <li>• Written questions;</li> <li>• One-on-one verbal questions;</li> <li>• Written report;</li> <li>• Review of work placement reports – signed off by assessor/workplace supervisor; and</li> <li>• Portfolio.</li> </ul> </li> </ol> <p><b><u>Context of assessment:</u></b></p> <ol style="list-style-type: none"> <li>1. It is recommended that written assessment is used to assess this unit</li> <li>2. To demonstrate competence in this unit, a candidate of assessment: <ol style="list-style-type: none"> <li>i. Must achieve all learning outcomes to fulfill the requirements of the unit standard;</li> <li>ii. Is eligible up to 3 attempts on their assessments. Should the first attempt be unsatisfactory, re-assessments must be completed within 14 days of the completion of the first assessment.</li> </ol> </li> </ol>
<p><b>Resource requirements</b></p>	<ol style="list-style-type: none"> <li>1) Classroom and standard classroom furniture such as: a white/blackboard; tables or benches and chairs for students; student notice boards; whiteboard markers; butchers paper / coloured cards or spare paper and pens for group activities;</li> <li>2) Relevant printed resources on Aged care;</li> <li>3) Access to internet for further research and reading.</li> <li>4) Access to the following link; <a href="https://www.betterhealth.vic.gov.au/">https://www.betterhealth.vic.gov.au/</a></li> </ol>
<p><b>Moderation arrangements</b></p>	<p>Provider Institutions are responsible for moderation arrangements to ensure consistency in assessments. Moderation process must be approved by TNQAB</p>
<p><b>Requirements to complete this unit</b></p>	<p>Demonstrate achievement of all learning outcomes.</p>

## Important notes and definitions

### Notes:

Reasonable adjustment can be made to the assessment tasks to ensure equity in assessment. If a student is identified to have, a particular need reasonable adjustment may be considered.

### Definitions:

1. *Cardiovascular system* – blood transports oxygen and wastes to and from the cells via the blood vessels, the arteries, veins and capillaries.
2. *Directional terms*; are commonly used to describe the description of one body structure in relation to another. These terms can pinpoint the position of someone's pain, describe the correct position for an injured limb, or indicate the position of a wound:
  - a. Superior - uppermost or above
  - b. Inferior - lowermost or below
  - c. Anterior - toward the front, ventral
  - d. Posterior - toward the back, dorsal
  - e. Medial - nearest the mid-line of the body
  - f. Lateral - toward the side of the body
  - g. Proximal - nearest point of attachment or origin
  - h. Distal - away from point of attachment origin
3. *Endocrine system* – specific glands secrete specific hormones that control complex body functions.
4. *Gastrointestinal system* – is to ingest and digest food and to excrete waste.
5. *Homeostasis*: refers to the body's ability to maintain a state of balance by making continual adjustments. None of the body systems is capable of functioning alone. All body systems are dependent on each other and work together as one unit to maintain the body in a healthy and well- balanced condition. Some examples of homeostasis are body temperature, heart rate and blood sugar levels. When homeostasis is maintained, the body is healthy.
6. *Integumentary system* – functions include skin for protection and regulation of body temperature. The hair and nail are accessory organs of the skin.
7. *Lymphatic system* – is a series of structures that drain excess fluid from tissues, assist with fat absorption and help defend against disease.

	<ol style="list-style-type: none"> <li>8. <i>Nervous system</i> – is the reception, integration and relaying of messages from the environment to glands, organs and muscles.</li> <li>9. <i>Organs</i> – are structures that are composed of one or more tissue types that perform a specific function for the body. Examples of organs include the heart, liver, brain and lungs.</li> <li>10. <i>Reproduction system</i> – consists of organs of reproduction in both male and female.</li> <li>11. <i>Respiratory system</i> – is to transport oxygen and wastes to and from the lungs.</li> <li>12. <i>Skeletal system</i> – are essential for movement, production of red blood cells and calcium storage.</li> <li>13. <i>Special senses</i> - smell, taste, vision, equilibrium and hearing</li> <li>14. <i>Systems</i>; are formed by groups of organs that work together to perform specific functions.</li> <li>15. <i>Urinary system</i> – excretes wastes from the blood, in the form of urine.</li> </ol>
<p><b>Public comments on unit</b></p>	<p>Please contact TNQAB National Qualifications Unit (email <a href="mailto:EnquireNQ@tnqab.to">EnquireNQ@tnqab.to</a> or Telephone 28136) if you like to discuss or suggest changes to the details of this unit.</p>