

<b>Title</b>	<b>Demonstrate awareness of body parts and functions, in a supported learning context</b>		
<b>Level</b>	<b>1</b>	<b>Credits</b>	<b>2</b>

<b>Purpose</b>	People credited with this unit standard are able to identify body parts, and identify the function of body parts, in a supported learning context.
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<b>Classification</b>	Supported Learning > Supported Learning - Perceptual Awareness Skills
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<b>Available grade</b>	Achieved
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### Explanatory notes

- 1 This unit standard is designed for people who require some form of support with their learning, either through additional resources, specialised equipment, or adapted teaching programmes.
- 2 An assessment resource to support this unit standard can be found on the NZQA website at [www.nzqa.govt.nz/asm](http://www.nzqa.govt.nz/asm).
- 3 It is recommended that this unit standard is assessed against in conjunction with other Supported Learning unit standards to allow for integrated assessment.

### Outcomes and evidence requirements

#### Outcome 1

Identify body parts.

Range responses may include but are not limited to – head turning, looking in direction, gesture, vocalisation, movement of the named part, signing.

#### Evidence requirements

- 1.1 Response indicates the mouth is identified.
- 1.2 Response indicates hands are identified.
- 1.3 Response indicates the head is identified.
- 1.4 Response indicates the limbs are identified.

- 1.5 Response indicates toilet areas of body are identified.
- 1.6 Response indicates the back is identified.
- 1.7 Response indicates the stomach is identified.
- 1.8 Response indicates the chest is identified.

## Outcome 2

Identify the function of body parts.

### Evidence requirements

- 2.1 Response indicates the functions of a mouth are identified.
- Range functions may include but are not limited to – eating, drinking, sucking, producing sound.
- 2.2 Response indicates the functions of hands are identified.
- Range functions may include but are not limited to – touching, grasping, reaching, feeling, signing.
- 2.3 Response indicates the functions of a head are identified.
- Range functions of head may include but are not limited to – movement, thinking, sending non-verbal messages, vision, hearing, turning to a stimulus.
- 2.4 Response indicates the functions of limbs are identified.
- Range reaching, kicking, grasping.
- 2.5 Response indicates the function of toilet areas of body is identified.
- Range signing, gesture.

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**This unit standard is expiring. Assessment against the standard must take place by the last date for assessment set out below.**

**Status information and last date for assessment for superseded versions**

Process	Version	Date	Last Date for Assessment
Registration	1	30 September 1997	31 December 2017
Revision	2	16 January 2001	31 December 2017
Review	3	28 August 2003	31 December 2017
Rollover and Revision	4	20 November 2009	31 December 2017
Rollover and Revision	5	22 August 2014	31 December 2017
Review	6	19 November 2015	31 December 2017
Rollover	7	19 May 2016	31 December 2019

<b>Consent and Moderation Requirements (CMR) reference</b>	0142
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This CMR can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

**Please note**

Providers must be granted consent to assess against standards (accredited) by NZQA, before they can report credits from assessment against unit standards or deliver courses of study leading to that assessment.

Industry Training Organisations must be granted consent to assess against standards by NZQA before they can register credits from assessment against unit standards.

Providers and Industry Training Organisations, which have been granted consent and which are assessing against unit standards must engage with the moderation system that applies to those standards.

Requirements for consent to assess and an outline of the moderation system that applies to this standard are outlined in the Consent and Moderation Requirements (CMR). The CMR also includes useful information about special requirements for organisations wishing to develop education and training programmes, such as minimum qualifications for tutors and assessors, and special resource requirements.