

ASSESSMENT POLICY

1 PURPOSE AND SCOPE

- 1.1 The purpose of the Assessment Policy is to establish assessment as an integral component of teaching and the students' learning experience at AHETI. It outlines the fundamental principles guiding AHETI's approach to assessment.
- 1.2 The policy acknowledges that assessment serves various valid purposes and recognises the diverse range of assessment methods.
- 1.3 This policy offers a structure for the implementation and administration of effective assessment practices at AHETI. Within the Vocational Education and Training (VET) Quality Framework, assessments are designed to be competency-based, aiming to determine whether a student can proficiently demonstrate the specified competencies, resulting in a judgement of competence.
- 1.4 This policy provides a framework for assessing the assessment process and ensuring the appropriateness and effectiveness of assessment tools.
- 1.5 This policy provides a framework for evaluating the quality and reliability of assessment decisions through statistically calculated samples.
- 1.6 The Policy is applicable to all students enrolled in VET accredited qualifications and units, as well as all staff members participating in the delivery of these programs at AHETI.

2 DEFINITIONS

- 2.1 In the context of this Policy and its associated Procedures, the following definitions apply:



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- i. AHETI - Australia Health Education and Training Institute
- ii. AQF - referring to the Australian Qualifications Framework.
- iii. ASQA - representing the Australian Skills Quality Authority, which serves as the national VET regulator for AHETI.
- iv. Services - encompassing training, assessment, relevant educational and support services, as well as any activities related to marketing to or recruiting potential students.
- v. Unit - denoting a unit of competency.
- vi. VET - standing for Vocational Education and Training.
- vii. TAS - representing Training and Assessment Strategies.

3 POLICY STATEMENT

- 3.1 The AHETI assessment methodology is grounded in a range of fundamental assessment principles. These principles form the foundation for a systematic approach to crafting, executing, assessing, and enhancing the assessment process.
- 3.2 Assessment is a pivotal component of the certification process at AHETI, aiming to enable students to track and manage their academic advancement.

4 PRINCIPLES

- 4.1 AHETI recognises that assessment is a fundamental activity that it offers to students, serving as the core of the institution's educational model.



- i. Assessment is a deliberate process that affords students the opportunity to present evidence of their skills and knowledge. The assessment decision is made by comparing the collected evidence with the specific requirements of a qualification or unit, derived from nationally endorsed Training Packages or accredited qualifications or units.
 - ii. Assessments are exclusively conducted for qualifications or units that appear on AHETI's Scope of Registration.
 - iii. Assessments are performed using tools and practices that have been developed and approved in accordance with AHETI's Curriculum Development and Management Policy.
 - iv. Assessment is tailored to align with industry requirements while adhering to the prescribed assessment conditions within the qualification or unit. Mapping documents outline the necessary evidence for assessment tasks and ensure that students are evaluated based on the complete qualification and/or unit requirements.
 - v. AHETI acknowledges and adheres to the Principles of Assessment and Rules of Evidence as outlined in [The Standards for RTOs \(2015\)](#). The institution is dedicated to providing students and assessors with a reliable, valid, equitable, and flexible assessment system.
 - vi. Students must be enrolled in a qualification or unit to access assessments through a training and assessment process or through recognition. To ensure that assessment tasks and processes support each student's success, high-quality assessment materials, resources, staff, and equipment (as applicable) are provided.
- 4.2 In the administration of assessment activities, AHETI applies the Principles of Assessment to all Training and Assessment Strategies (TAS) to guarantee:



- i. **Validity:** All assessment, including Recognition of Prior Learning (RPL), is conducted by considering the Elements, Performance Criteria, Foundation Skills, Knowledge Evidence, Performance Evidence, and Assessment Conditions of any given unit. Assessment tools incorporate the performance of workplace tasks, ensuring the assessment's transferability to diverse contexts and situations. All components of the unit are assessed, and evidence is collected to support a judgement of competency.
- ii. **Reliability:** AHETI consistently collects and interprets evidence to provide reliable assessments for both students and assessors. This is achieved by engaging assessors with the requisite discipline, subject matter, and vocational competencies. Assessment resources also aim to yield standardised outcomes, reinforced by model answers to guide assessors in their judgements. Reliability is further supported through assessment moderation.
- iii. **Flexibility:** AHETI endeavours to provide assessment opportunities that accommodate a student's unique needs. The chosen assessment strategies are designed to recognise a student's current competency and employ a range of methods suited to the industry context, unit of competency, and the student's individual requirements.
- iv. **Fairness:** The assessment approach promotes fairness and inclusivity by considering the student's needs and characteristics and making reasonable adjustments as necessary. Assessors achieve this by maintaining clear communication with students to ensure they fully understand and can participate in the assessment process while agreeing that the process is appropriate.

- 4.3 In gathering assessment evidence from students, AHETI follows the Rules of Evidence as a foundation for all decisions regarding a student's competence:



- i. Sufficiency: AHETI ensures the collection of valid assessment evidence in sufficient quantity to confirm that all aspects of competency have been met and can be repeatedly demonstrated. This involves using a variety of assessment methods that result in evidence being collected over time, based on diverse performances.
- ii. Validity: AHETI collects evidence that directly aligns with all components of a unit of competency. This evidence must mirror tasks as they would be performed in an actual workplace. Assessment is rooted in realistic or simulated work environments, utilising typical workplace conditions, practices, and documentation. Various assessment methods are employed across different contexts to ensure a valid competency judgement can be made.
- iii. Authenticity: AHETI seeks to establish the authenticity of evidence. To support this, assessors must ensure that the evidence presented is the student's original work. When relying on documentary evidence, it must be certified or corroborated by other forms of evidence demonstrating the same skills or knowledge. In all cases where assessment tasks are submitted externally to AHETI (e.g., electronically, remotely, online), a signed authenticity statement by the student is required, certifying that the work is their own.
- iv. Currency: AHETI must be confident that the student currently possesses the skills and knowledge related to a specific unit of competency. Assessment evidence is based on the student's performance either at the time of the assessment decision or in the recent past.



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- 4.4 Assessment validation is a quality assurance process designed to verify that assessments are conducted in accordance with the Rules of Evidence, the Principles of Assessment, and are aligned with the requirements of the training package. The Assessment Validation model employed at AHETI relies on the examination of quantitative data and qualitative questions, framed around the Principles of Assessment and the Rules of Evidence, to evaluate the assessment process for a specific unit.
- i. In accordance with [The Standards for RTOs \(2015\)](#), assessment validation includes reviewing a statistically valid sample of completed assessments.

5 ROLES AND RESPONSIBILITIES

- 5.1 The AHETI Director is responsible for the implementation of this policy and has the authority to assign some or all of their responsibilities to an AHETI staff member.
- 5.2 The AHETI Director, or their designee, is accountable for:
- i. Evaluating and endorsing the assessment methods employed for qualifications and units.
- ii. Reviewing and endorsing the final outcomes in the qualification or unit for each student.
- iii. Ensuring the overall quality of assessment practices within AHETI.
- 5.3 The Lead Trainer/Course Coordinator is tasked with:
- i. Promoting consistency and continuity in assessment design and execution throughout qualifications and units.
- ii. Providing opportunities for assessors to contribute effectively to the design of assessments.



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- iii. Overseeing the assessment workload for students and trainers across various qualifications and units.
- iv. Implementing assessments in the subject area in accordance with AHETI's assessment principles and procedures.
- v. Developing or revising assessments in qualifications or units as necessary.





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For more information

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