

ASSESSMENT PROCEDURE

1 PURPOSE

- 1.1 This procedure presents how AHETI fulfils its commitments to the principles of assessment, the rules of evidence, and the Training Package stipulations during the assessment process.
- 1.2 This procedure also expounds on how AHETI performs assessment validation to guarantee quality regarding assessment tools and procedures.

2 SCOPE

- 2.1 The Assessment Procedure, encompassing Validation, is applicable to all personnel, including staff, Trainers/Assessors, contractors, and consultants engaged in assessment-related tasks at AHETI.

3 ASSESSMENT CONTEXT

- 3.1 AHETI ensures that candidates have the appropriate setting for their assessments. To achieve this, AHETI may employ the following approaches:
 - i. Integration of the candidate's workplace policies and procedures into the assessment scenario or task.
 - ii. Conducting assessments in the candidate's actual workplace, engaging in real workplace tasks whenever feasible, and offering alternatives when infeasible.
 - iii. Embedding relevant industry codes of practice and other pertinent information into the assessment activity.



- iv. Aligning industry job descriptions with realistic workplace scenarios and case studies.
 - v. Including regulatory information related to licensing (where applicable to the unit of competency).
 - vi. Customising the assessment to align with an organisation's objectives without compromising the Training Package requirements.
 - vii. Developing assessment tasks that necessitate students to conduct specific research relevant to industry situations and events, when applicable.
 - viii. Offering a simulated workplace environment within AHETI's facilities if conducting assessments in a real environment is not possible.
- 3.2 While establishing the assessment context, the ability to transfer skills from one workplace or context to another should not be impeded when a candidate is assessed as competent.

4 REASONABLE ADJUSTMENT

- 4.1 AHETI ensures that all candidates attempting their assessments have equal opportunities and promotes inclusive practices that integrate the principles of access and equity into all assessment strategies.
- 4.2 Strategies for reasonable adjustments are in place to enable all students to participate in assessment activities on an equitable basis. It's important to note that reasonable adjustments do not confer advantages on some students over others, alter course standards or outcomes, or guarantee success. Any reasonable adjustment made in the context of assessment activities must be justifiable and maintain the integrity of the unit of competency/qualification.



AHETI

Transforming Aspirations into
Australian Health Careers

- i. Examples of reasonable adjustments in assessment comprise:
 - a. Extending or modifying assessment timeframes.
 - b. Providing additional time for reading/writing/performance to complete assessments. In cases where speed is a critical component of the learning outcome, permission for extra time should be obtained from the Lead Trainer/Assessor.
 - c. Extending break times during an assessment task or workplace assessment.
 - d. Utilising a scribe for individuals requiring assistance when they encounter difficulties with writing.
 - e. Engaging an interpreter for students who are deaf or have hearing impairments.
 - f. Allowing the use of adaptive technology equipment (e.g., digital audio and video recordings or files, speech recognition software, ergonomic furniture, etc.).
 - g. Reviewing video evidence of a student performing a task.
 - h. Seeking evidence from an independent party to demonstrate competence (Note: independent evidence is supplementary and should be used to support the direct evidence gathered by the assessor).
 - i. Ensuring that the language used in the development of assessment instruments does not create barriers (e.g., using clear and comprehensible English, appropriately matched to the learners' level).
 - j. Providing questions in electronic formats such as USB flash drives (in cases where a candidate's internet connection is unreliable).



AHETI

Transforming Aspirations into
Australian Health Careers

- k. Employing enlarged text for individuals with visual impairments.
- l. Adjusting fonts on learning and assessment materials (e.g., using easier-to-read fonts for people with dyslexia).

5 RULES OF EVIDENCE

- 5.1 The Rules of Evidence serve as the foundation for all assessment-related decision-making. Assessors take these Rules of Evidence into account when they are identifying, collecting, and analysing evidence.
- 5.2 These Rules delineate what constitutes 'high-quality' assessment evidence in the following ways:
 - i. Valid – indicating that the learner possesses the skills, knowledge, and attributes as stipulated in the module or unit of competency and the related assessment criteria.
 - ii. Sufficient – meaning that the quality, quantity, and pertinence of the assessment evidence enable an assessment of the learner's competency.
 - iii. Authentic – implying that the evidence submitted for assessment is genuinely the work of the learner.
 - iv. Current – suggesting that the assessment evidence reflects the learner's current competency. This necessitates that the assessment evidence is from the present or a very recent period.
- 5.3 The objective is to accumulate evidence that satisfies all four of the above Rules.

6 TYPES OF ASSESSMENT EVIDENCE

- 6.1 The Training and Assessment Strategies (TAS) specify the types of assessment evidence needed to evaluate each unit of competency. These types of assessment evidence include:
- i. Direct evidence – This pertains to instances where an assessor can directly witness or hear the candidate performing the required tasks. It encompasses observations of workplace performance, oral questioning, practical demonstrations, and challenge tests.
 - ii. Indirect evidence – In this case, an assessor reviews work that the candidate has produced or completed. Examples of this evidence category consist of finished products, written assessments or tests, and portfolios showcasing prior work.
 - iii. Supplementary evidence – This refers to additional evidence that candidates present to assessors to substantiate their claims of competence. It may involve reports from supervisors, colleagues, clients, testimonials from employers, work diaries, and evidence of training.
 - iv. Employers and Other Contributing Parties for Assessment Evidence - Evidence gathered from a candidate's workplace supervisor or employer serves as a complement and verification of other direct/indirect forms of assessment evidence but should not serve as the primary evidence of a candidate's competence.
 - v. Collaboration with Industry - Engagement with enterprises or industry entities offer insights into the assessment requirements pertinent to workplace settings. The AHETI Course Advisory Committee, composed of industry representatives, provides a reliable and impartial platform for industry consultations. Regulatory requirements that pertain to specific units of competency are integrated to ensure that students are assessed within the context of workplace responsibilities.

7 DETERMINING AND RECORDING ASSESSMENT OUTCOMES

- 7.1 Qualified Assessors employ approved marking guides and benchmarks for assessing assignments.
- 7.2 Students are granted up to two (2) attempts for each assignment within the designated submission deadlines.
- 7.3 When a student fulfils the requirements of an assignment and meets the relevant criteria from the unit of competency, a grade of Satisfactory (S) is recorded.
- 7.4 Obtaining a Satisfactory (S) grade in all assignment tasks linked to a unit of competency results in a final grade of Competent (C) for the unit.
- 7.5 If a student's result does not align with the assignment requirements and related criteria, a grade of Not Yet Satisfactory (NYS) is recorded, along with feedback. When appropriate, the student is provided with a second opportunity to achieve a Satisfactory (S) grade for the assignment.
- 7.6 If the resubmitted assignment remains assessed as NYS, the student is awarded a final grade of NYS for the assignment task and a final grade of Not Yet Competent (NYC) for the unit.
- 7.7 Any additional assessment opportunities beyond this two-attempt framework necessitate approval from the AHETI Director.

8 RECOGNITION OF PRIOR LEARNING (RPL)

- 8.1 AHETI offers all students the chance to apply for recognition of their prior learning. Recognition serves as an alternative assessment method and is thus carried out following AHETI's Assessment Policy and Procedure.



AHETI

Transforming Aspirations into
Australian Health Careers

- 8.2 Results from assessments conducted through RPL are documented appropriately for the relevant unit of competency, specifically when it is applicable. RPL can only be granted for complete units of competency.
- 8.3 Additional details can be accessed in AHETI's Recognition of Prior Learning and Credit Transfer Procedure.

9 ASSESSMENT ONLY

- 9.1 AHETI provides an option called Assessment Only (AO) for students who cannot obtain enough evidence to support an RPL application for a unit of competency. AO enables students to skip the learning content and class attendance and focus solely on the assessment tasks for the unit. The suitability of a student for AO is assessed by demonstrating their prior knowledge and workplace experience through a verbal discussion with an Assessor. This information is documented in the Assessment Only Application in consultation with the Lead Trainer/Assessor.
- 9.2 Assessment outcomes are documented as either Satisfactory or Not Yet Satisfactory, leading to final results of Competent or Not Yet Competent for the unit. AO can only be granted for complete units.
- 9.3 More detailed information can be found in AHETI's Recognition of Prior Learning and Credit Transfer Procedure.

10 CREDIT TRANSFER

- 10.1 AHETI acknowledges and approves credit transfer/s under the following conditions:
 - i. An enrolled student provides a Statement of Attainment as evidence of successful completion of a unit of competence.
 - ii. The RTO that issued the unit of competency confirms the student's completion and provision of the unit to the student.

**AHETI**Transforming Aspirations into
Australian Health Careers

- 10.2 Credit transfer is not an assessment but rather an administrative process that assesses whether a previously earned unit of competency is equivalent to the unit of competency included in AHETI's course offerings.
- 10.3 When the unit is the same or equivalent, it can be recognised as a credit transfer.
- 10.4 Results from credit transfer are documented for the relevant unit. Credit transfer is only granted for entire units.
- 10.5 For more detailed information, please refer to AHETI's Recognition of Prior Learning and Credit Transfer Procedure.

11 TRAINER AND ASSESSOR COMPETENCE

- 11.1 In AHETI, Trainers and Assessors are mandated to have, at a minimum:
 - i. The necessary Training and Education (TAE) qualifications in accordance with [the Standards for RTOs 2015](#). If this requirement is not met, they must operate under the direct guidance of a qualified trainer.
 - ii. Vocational competencies that align with the Australian Qualifications Framework (AQF) level relevant to the assessment they are conducting.
- 11.2 AHETI maintains structured processes to ensure that all team members have the appropriate qualifications to fulfil our obligations under the Standards for Registered Training Organisations (2015). Additional details are available in AHETI's Trainer Management Policy and Procedure.
- 11.3 In cases where an assessor lacks the necessary training and assessment expertise but possesses specialised subject knowledge, AHETI establishes suitable supervision arrangements to assist in gathering and evaluating assessment evidence. Further guidance on supporting these assessors can be found in AHETI's Training Management Policy and Procedure.

12 ASSESSMENT TOOLS AND INSTRUMENTS

- 12.1 Assessment tools serve as instruments for gathering evidence concerning a candidate's competency. AHETI employs assessment tools designed to facilitate the assessment of relevant units of competency in alignment with the criteria outlined in industry Training Packages.
- 12.2 The assessment tools used by AHETI must be tailored to address the requirements of our clients or the specific industry group we target. We employ assessment tools that align with the stipulations of the industry and enterprise needs.
- 12.3 While not always explicitly stated in the unit, some units of competency are associated with licensing prerequisites. AHETI integrates these additional requirements into our assessments.
- 12.4 The following are examples of Assessment Instruments that may be incorporated into an assessment strategy to meet the Training Package and industry requirements, the Rules of Evidence, and the Principles of Assessment:
- a. Direct observation checklists, accompanied by instructions for demonstration;
 - b. Simulation exercises or role-plays;
 - c. Projects;
 - d. Case studies;
 - e. Written and/or verbal questions;
 - f. Presentations;
 - g. Portfolios, such as collections of work samples by the candidate;
 - h. Products with supporting documentation;



AHETI

Transforming Aspirations into
Australian Health Careers

- i. Journal/log book entries documenting the development process;
 - j. Workplace samples/products;
 - k. Industry/workplace evidence reports.
- 12.5 Completed assessment tools must be stored within the student records in accordance with AHETI's Records Policy.

13 ASSESSMENT INFORMATION

- 13.1 AHETI provides comprehensive assessment guidance to both candidates and assessors to assist them in conducting assessments and successfully completing assessment activities.
- 13.2 Examples of assessment information encompass:
- i. Precise and thorough instructions for each assessment activity.
 - ii. The anticipated outcomes of the assessment.
 - iii. Scenarios designed for role-plays and simulated assessment tasks. It's worth noting that for higher AQF levels, there's a greater emphasis on analysing and applying cognitive skills to generate workplace results. Scenario details utilised to support assessments at, for instance, the Diploma level, should be suitably intricate and multifaceted, allowing candidates to engage their analytical abilities and create meaningful workplace products and outcomes.
 - iv. Industry-related materials, which may comprise documents like codes of practice, policies and procedures, legislation, and regulations. Although hard copies of these materials may not be provided to every candidate, they should be supplied with contact information, website addresses, or hyperlinks to access this information.

**AHETI**

Transforming Aspirations into
Australian Health Careers

- 13.3 AHETI administers assessments with clear assessment information to ensure the reliability of the assessment process.

14 RE-ASSESSMENT

- 14.1 Students at AHETI who do not achieve competency receive detailed written feedback, helping them identify the areas in which they need further knowledge and skills development. These gaps can be addressed through additional training and learning support, preparing students for further assessments.
- 14.2 AHETI's policy allows students two (2) opportunities to submit assessments for each unit or cluster.
- 14.3 If students exhaust their two (2) assessment submission opportunities and require additional training and re-assessment, they must re-enrol in the unit for further training and assessment.
- 14.4 Students in need of extra learning support are flagged for the attention of AHETI's Director and/or Lead Trainer/Assessor. This allows close monitoring of the student's progress and the provision of additional support. In cases where students consistently do not demonstrate competence despite receiving significant learning and assessment support, their enrollment may be withdrawn.
- 14.5 AHETI provides assessment due dates in advance, typically in a schedule of assessments for each unit or unit cluster. These due dates are specific to each course delivery and align with dates set in the Student Management System and the Learner Management System.
- 14.6 Assessors are required to complete the assessment of written assessments within 14 days of the assessment due date. If an Assessor anticipates they cannot meet this timeframe, they must formally request an extension from AHETI's Director. Only after such approval is granted (documented, e.g., through email correspondence) can students be notified by email of the delay and the revised assessment turnaround date.



AHETI

Transforming Aspirations into
Australian Health Careers

- 14.7 Failure to submit an assessment by the due date may result in the following consequences for students:
- i. The first attempt defaults to a "Not Yet Satisfactory (NYS)" outcome, automatically triggering a second attempt.
 - ii. A second attempt is provided to the student.
 - iii. A third and final attempt may be offered only if a discretionary decision is made by the Director of AHETI to facilitate reasonable adjustment (such decisions should be documented, e.g., through email correspondence between the Lead Assessor and the Director of AHETI).

15 ASSESSMENT PROCEDURE

- 15.1 AHETI follows this procedure for conducting assessments:
- i. Step 1: Assessment Preparation
 - a. Define the context and purpose of evidence collection.
 - b. Identify and analyse the units, Training Package, and assessment strategy to determine evidence requirements.
 - c. Review assessment tools for their currency and adequacy, ensuring they align with the Principles of Assessment and the Rules of Evidence.
 - ii. Step 2: Candidate Preparation
 - a. Inform the candidate about the assessment context, purpose, and process.
 - b. Explain the unit to be assessed and the evidence to be collected.
 - c. Provide guidance on the assessment procedure and the candidate's preparation.



- d. Assess the candidate's needs and negotiate reasonable adjustments as needed without compromising competency.
 - e. Seek feedback from the candidate on their understanding of the units, evidence requirements, and assessment process.
 - f. Determine the candidate's readiness for assessment and agree on the time and place for assessment.
- iii. Step 3: Evidence-Gathering Process Planning
 - a. Plan for gathering sufficient and high-quality evidence of the student's performance to make an assessment decision.
 - b. Obtain or develop assessment materials to support the evidence-gathering process.
 - c. Arrange necessary equipment or resources.
 - d. Coordinate and brief other personnel involved in the evidence-gathering process.
- iv. Step 4: Evidence Collection and Assessment Decision
 - a. Oversee the evidence-gathering process to ensure its validity, reliability, fairness, and flexibility.
 - b. Collect appropriate evidence and ensure it aligns with the elements, performance criteria, and assessment requirements for the relevant unit.
 - c. Evaluate evidence based on the four dimensions of competency.
 - d. Apply reasonable adjustments to the assessment procedure when necessary, ensuring competency integrity.



- e. Collaborate with other staff, assessment panel members, or technical experts involved in the assessment process (as applicable).
 - f. Document details of the evidence collected.
 - g. Make an assessment decision based on the evidence and the relevant unit(s).
- v. Step 5: Assessment Feedback
 - a. Provide the student with clear and constructive feedback on the assessment decision.
 - b. Offer guidance on addressing identified competency gaps revealed by the assessment.
 - c. Allow the student to discuss the assessment process and outcome.
 - d. Explain the reassessment and appeals process if applicable.
- vi. Step 6: Recording and Reporting
 - a. Record the assessment outcome following AHETI policies and procedures.
 - b. Maintain records of the assessment procedure, evidence, and outcomes.
 - c. Safeguard the confidentiality of the assessment outcome.
 - d. Return all completed assessments to AHETI's office within five (5) working days of assessment completion. This allows sufficient time for result recording in the Student Management System and the issuance of certificates to students.



- e. Certificates must be issued within 30 calendar days of students meeting the training product requirements, complying with regulatory requirements.
 - f. Enter all unit results into the Student Management System within 10 working days of the final assessment determination.
 - g. For additional guidance, refer to AHETI's Records and Qualifications and Statements Issuance Policies.
- vii. **Step 7: Management of Written Assessment Documents**
Protecting assessment evidence security is vital. After marking written assessments submitted in hard copy, Trainers/Assessors must return them to AHETI's office for secure storage. If Trainers/Assessors operate from a location other than AHETI's office:
- a. Scan and email marked assessments to the Course Coordinator within 14 business days, or as required by regulatory bodies.
 - b. Send marked assessments via regular Australian Post service to the following address:

AHETI
52 Atchison St., Suite 203, level 2, St Leonards
Sydney, NSW 2065
- viii. **Step 8: Assessment Process Review**
Upon completing the assessment process, the Assessor should:
- a. Review the assessment process.
 - b. Report assessment features to those responsible for the assessment procedures.

**AHETI**

Transforming Aspirations into
Australian Health Careers

- c. Suggest improvements to AHETI's assessment procedures through Continuous Improvement Reports or by contributing to the next scheduled assessment validation.
- ix. Step 9: Participation in Reassessment and Appeals
The Assessor must:
 - a. Provide feedback and counselling to the candidate if necessary, offering guidance on further options.
 - b. Inform the candidate about the reassessment and appeals process.
 - c. Report any disputed assessment decisions to the Lead Trainer/Assessor and/or AHETI's Director.
 - d. Participate in the reassessment or appeal following AHETI's policies and procedures.

16 DECISIONS, NOTIFICATION AND RECORD KEEPING

- 16.1 All assessment-related records should be stored in the student's file within the Student Management System. In cases where it is suitable, students can submit their assessments through the Learner Management System, and these submissions will be assessed in the regular way by the course assessor.



AHETI

Transforming Aspirations into
Australian Health Careers

For more information

	Website	www.aheti.com.au
	Email	support@aheti.com.au