



Student Assessment Policy and Procedures

Policy Philosophy

The purpose of this policy is to outline Absolute Medical Response assessment framework and the general principles that guide our assessment practices for Vocational Education and Training (VET) courses. The policy aims to promote transparent, equitable and accountable assessment practices and justifiable quality outcomes.

Scope

This policy is designed to accommodate all students currently studying with Absolute Medical Response, prospective students wishing to study with Absolute Medical Response, individuals engaging with Absolute Medical Response for professional development, such as work experience and/or on the job training and industry representatives. It is also a valuable tool for Absolute Medical Response Trainers and Assessors and Administrative Staff.

Policy Statement

This policy provides a framework to support effective assessment processes that adhere to the current Standards for Registered Training Organisations (RTOs) 2015 and are in accordance with the Rules of Evidence and the Principles of Assessment. It ensures all students, trainers and assessors are kept informed of the expected standards whilst undertaking assessments. An effective assessment process allows us to:

- Gather sufficient evidence of the students abilities whilst undertaking training
- Analyse the evidence gathered to make a decision on whether the student is considered competent in relation to the learning goals
- Ensure the learning and assessment experience is a positive one for the students undertaking training
- Be a guide for the trainer and assessor, in regards to their responsibilities to the students and to Absolute Medical Response when conducting or being involved in assessments.

Absolute Medical Response is committed to providing a high standard of quality assessments that ensure students are both confident and work ready when they complete their training course and receive their qualification or certificate.

This policy focuses specifically on the day to day assessment processes that are delivered by Absolute Medical Response as part of the students training program. It does not incorporate the alternate pathway of assessment, Recognition of Prior Learning. For further information on this option, students and trainers/assessors should refer to the Recognition of Prior Learning Policy and Procedure Documentation.



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Principles of Assessment

Principles of Assessment are required to ensure quality outcomes before, during and after the assessment process. They are defined in the Standards for Registered Training Organisations (RTOs) 2015 as being **fair, flexible, valid and reliable** as below:

- 1. Fair:** Fairness requires consideration of the individual student's needs and characteristics, and any reasonable adjustments that needs to be applied to take account of these needs and characteristics. It requires clear communication between the assessor and the student to ensure that the student is fully informed about the assessment; understands what the assessment requires; is able to participate in the assessment process; and agrees that the process is appropriate. It also includes an opportunity for the student being assessed to challenge the result of the assessment and be reassessed if necessary.
- 2. Flexible:** To be flexible assessments should reflect the student's needs; provide for recognition of competencies no matter how, where or when they have been acquired; and draw on a range of appropriate assessment methods for the student, unit of competency and it's assessment requirements.
- 3. Valid:** Assessments are considered valid when a student's evidence is assessed against the broad range of skills and knowledge that are essential to competent performance, and any other associated assessment requirements of a specific unit of competency. Assessing must also include evidence that a student could demonstrate these skills and knowledge in other similar circumstances and skills and knowledge can be practically applied.
- 4. Reliable:** Reliability is when the assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment item.



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Rules of Evidence

Rules of evidence are closely related to the Principles of Assessment and are also defined in the Standards. The rules provide guidance on the collection of evidence to ensure that it is **valid, sufficient, authentic and current**.

1. Valid: see Principles of assessment.

2. Sufficient: Sufficiency relates to the quality and quantity of evidence assessed. It requires collection of enough appropriate evidence to ensure that all aspects of competency have been satisfied and that competency can be demonstrated repeatedly. Supplementary sources of evidence may be necessary. The specific evidence requirements of each unit of competency provide advice on sufficiency.

3. Authentic: To accept evidence as authentic, an assessor must be assured that the evidence presented for assessment is the students own work.

4. Current: Currency relates to the age of the evidence presented by students to demonstrate that they are still competent. Competency requires demonstration of current performance, so the evidence must be from either the present or the very recent past.

Qualified Assessors

In accordance with the Standards for RTO's 2015, Absolute Medical Response only employe'e's trainers who hold current qualifications, relevant vocational skills and verified industrial experience.

Prior to commencing training for Absolute Medical Response , Trainers and Assessors, are required to submit the following current and valid documentation:

- TAE40110 Certificate IV in Training and Assessing or equivalent qualification
- Formal vocational qualifications in pre hospital care, ambulance, medical or specialized first aid to the level of training that they will be involved in whilst delivering training for Absolute Medical Response
- Current Certificate to Practice within the pre hospital environment
- Evidence of continued industry experience and practice within the pre hospital environment, a minimum of three (3) years' experience working in industry, gained no longer than five (5) years earlier
- continuous development of their VET knowledge and skills as well as their industry currency and competence as an assessor.
- Working with children's check
- Police Check
- Driver's License



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Results

The recognised training and assessment approach in the VET sector is competency-based. This means there is an emphasis on what a person can do in the workplace as a result of completing a course of training.

The following table identifies the results awarded for VET students at Absolute Medical Response

Satisfactory	S	Awarded to a student who has demonstrated that they are competent to the specified standard against each of the elements being assessed.
Not Yet Satisfactory	NYS	Awarded to a student who has failed to demonstrate that they are competent to the specified standard against each of the elements being assessed.
Competent	C	Awarded to a student who has achieved all of the elements specified for a unit of competency to the specified standard
Not Yet Competent	NYC	Awarded to a student who has failed to achieve all of the elements specified for that unit of competency to the specified standard
Withdrawn	W	Relates to when a student withdraws from a unit of competency/unit of study
Credit Transfer	CT	Relates to the credit received by a student for a unit of competency through recognition of their formal learning
Recognition of Prior Learning	RPL	Relates to the credit received by a student for a unit of competency through recognition of their informal learning

Where a student is enrolled into a course that contains multiple Units of Competencies, upon completion of the course, they will receive a result for each individual unit. Results will be printed on the back of the student certificate/qualification for the complete course.



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Assessment of Elements, Performance and Knowledge

Effective workplace performance requires more than an isolated instance of applying technical skills, knowledge and attitudes to a particular situation. Students are therefore considered to be competent when they are able to apply their knowledge and skills to successfully complete activities in a range of situations and environments. As such, it is likely that a unit of competency will assess some elements more than once across multiple assessment items.

In order to achieve a result for an assessment item of Satisfactory, a student must demonstrate competence for every component addressed. Similarly, to achieve an overall result of Competent for a unit of competency, a student must receive a result of Satisfactory for each assessable item.

Assessing Competence

Each assessment item will outline the specified standard that a student must achieve to receive a result of Satisfactory. This will vary between assessment items dependent on the most appropriate method of assessing skills and knowledge. For instance, a theory assessment may require a student to achieve an overall mark of 85% where as a practical assessment may require demonstration of a technique that the assessor will judge against a set of steps/outcomes where the student is required to complete ALL the steps according to the checklist.

Additional Assessment Criteria

In addition to each element being assessed as competent, some units of competency may require additional criteria to be met for a student to achieve a result of Competent. This additional criteria will be outlined in the Unit of Study Outline, On the Job Guidance Manual or Student Handbook and may include requirements for attendance, participation, dress code, submission of all assessment items and any other criteria documented.

Notification of Results

Notification timeframes for individual assessment items will vary, however will be generally be no longer than 30 days from the submission of the assessment item. Results of assessment items will be uploaded onto the student's online portal and students will be notified via an automated email that they have a new item pending opening on their dashboard.

In regards to practical assessments, students will normally receive the results immediately upon completion via a debriefing feedback session with the assessor. Should there be a discrepancy/appeal in regards to a decision made by an assessor, a copy of the video that was taken whilst the assessment was being undertaken will be sent to an external clinical assessor for review. In this instance the final decision may take 2-3 weeks and will be accompanied by a feedback report that will be uploaded onto the student's online dashboard for review. Once again the student will receive an automated email notifying them that the results have been posted.

Student Certificates/Qualifications will normally be issued immediately upon successful completion, however where there are still outstanding fees certificates will be held pending any overdue payments being finalised.



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Submission of Assessment Items

It is the responsibility of all students to submit the required assessment items and keep a copy of all submitted assessment items until they are marked and returned by the trainer/assessor for review.

Students will have access to all assessment items on the student dashboard under the documents and uploaded student assignment tab. In addition to the assessment items, students will also have access to the online resource library and online educational you tube platform that will assist with completing the theory assessment items.

In regards to all assessment items completed in class or whilst participating in the on the job work placement program, it is the students responsibility to make sure that they submit ALL of the assessment components at the completion of the training, including supervisor signatures and completed checklists. To assist in this process a checklist has been designed for student submissions whilst partaking in the face to face training and on the job work placement program. This checklist list all assessable components and students are responsible for ensuring that the checklist is completed and submitted along with ALL the assessment items that have formed part of that training component of their course.

All theory assessments should also include a reference page and where material is a direct quote the reference should be embedded into the students answer.

All assessments must be submitted on or before the due date as stated by the trainer. If for extenuating circumstances a student cannot submit an assessment by the due date an extension may be considered. All extensions are determined by management on a case by case basis. If you require an extension it must be requested at least a week before the due date so that the case can be considered. Any extensions requested after the due date has past will not be accepted.



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Electronic Submission

Absolute Medical Response encourages students to submit all assessment items electronically through our Learning Management System (LMS). All electronic based submissions must be in WORD format to allow for our assessor to make comments and grade the assessment.

Prior to submitting the assessment, students should ensure that ALL components of the assessment are completed. This includes the ASSESSMENT COVER SHEET. In addition to the students personal details the assessment cover sheet incorporates a declaration of own work that the student must acknowledge with a signature and date. **If an assessment is submitted without the assessment cover sheet completed in its entirety it will NOT BE MARKED and will be returned to the student to complete.**

Marked assessments will be returned to the student via the Learning Management System (LMS). Students will be able to access the marked assessments, with embedded feedback and results via the 'uploaded assignments' tab on their dashboards.

All student assessments, both theory and practical will be retained in the students file within the Learning Management System.

Paper-based Submission

While Absolute Medical Response encourages students to utilise their online student portal for all assessment submissions, we do recognise that some students will require paper based assignments. All paper-based assessment items must include a completed and signed Assignment Cover Sheet and can be handed or posted to the Training and Education Manager.

Submitted hand written copies of assessment items must be in a LEGIBLE handwriting style. If the assessor cannot read the assessment submitted it will be returned to the student to rectify.

For all paper based assessments completed in class, students must ensure that ALL components of the assessment are completed before final submission, this includes the complete the Assignment Cover Sheet and ALL dates and signatures that are required by the trainer/assessor.

Whilst partaking in the on the job work placement program, students will have a paper based log book that they are expected to complete on every shift. In addition to student completion the supervisor will also be required to sign and complete a checklist based on the student's activities for the day. Students should ensure that the log book is completed for every shift. Submission of the log book will only be accepted when ALL components are completed.

At the completion of the students course and when they are considered Competent, all paper based assessment items will be uploaded into the students file on the Learning Management System.



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Number of Assessment Attempts

Students will be permitted a total of two (2) attempts for all assessments items. If a student does not achieve the satisfactory pass mark on an examination, assignment or practical assessment they will receive one (1) opportunity per assessment to 're-sit' free of charge. There after any examination, assignment or practical assessment that needs a subsequent attempt will incur a 're-sit' fee for each following 're-sit'.

Some assessment items are broken down into distinct activities and therefore if a student is unable to achieve a Satisfactory result for one activity or more, it is at the discretion of the Trainer/Assessor as to whether the student must resubmit the entire assessment item or only the activities where a Satisfactory result was not achieved.

The Training and Education Manager will work with the student throughout this process to assist with extra training and support a needed.

The associated fees will depend on the course the student is undertaking. For more information about the re-sit fees, students should refer to The Schedule of Fees.

Timeliness

It is the student's responsibility to manage their individual study and assessment workload to ensure they are able to attend all face to face training blocks, work placement dates (i.e. lectures and practical examinations) and meet all relevant submission due dates.

While Absolute Medical Response Certificate III, Certificate IV and Diploma Courses all comprise of a Self-Study Component, students will still be encouraged to work to a timeframe that will ensure the student finishes the course within the required time. To assist with engaging and motivating students, an auto generated email will go out to the student every six (6) weeks outlining where they should be and what they should have completed and encourage them to continue on with their studies.

Where due dates exist for assessment tasks, they must be submitted within the timeframes specified unless there is an extraordinary circumstance that prevents the student from meeting the deadline. The timeframes for all assessment items are advised to students upfront on commencement of their studies.



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Practical Assessments

In cases where a student is unable to attend a practical examination at the scheduled time, they must advise their Trainer/Assessor as soon as they are aware of this so that an alternate time can be scheduled. Any missed practical examination time (where the Trainer/Assessor was NOT advised) will count as an attempt and will result in a grade of NYS for that attempt. Any rescheduled practical examination time will then count as the students resit. If the students then achieves a result of NYS for this resit attempt they will be required to pay a fee thereafter.

In regards to the rescheduled time, it is the responsibility of the student to make themselves available at the time that the trainer/assessor reschedules their practical examination – rescheduling is not a negotiation process between trainer/assessor and student.

'At Risk' Students

If a student fails to submit the same assessment item more than once in the required time frame, this is an early warning signal to their trainer/assessor that they may be at risk of non-progression and non-completion.

It is the responsibility of the trainer/assessor to make every attempt to contact the student to determine their reasons for non-submission. It may then be necessary to provide support to the student to aid in their progression. Any support mechanisms should be instigated on the advice of the Training and Education Manager and be made in accordance with Company's Policies and Procedures.



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Student Integrity (e.g. cheating and plagiarism)

Absolute Medical Response is committed to ensuring a great learning experience for its students. It aims to provide a learning environment that fosters the qualities of independent learning and academic integrity.

Students have a responsibility to maintain the highest standards of academic integrity in their work and are accountable to standards of professionalism and ethics throughout their course of study.

Absolute Medical Response takes a strong position on plagiarism and other instances of academic dishonesty. All students should ensure that their assessment work is their own and that they have not obtained academic advantage for themselves or another student by dishonest or unfair means.

Plagiarism is the act of misrepresenting as one's own original work the ideas, interpretations, words or creative works of another. These include published and unpublished documents, designs, music, sounds, images, photographs, computer codes and ideas gained through working in a group. These ideas, interpretations, words or works may be found in print and/or electronic media. Absolute Medical Response does not tolerate plagiarism. All assessment tasks are checked for plagiarism and if a student is found to have plagiarised they will be asked to resubmit or may be asked to leave the course with NO reimbursement of course fees.

Cheating is defined as “a form of deceit with a view to gaining an advantage for the cheat.” Absolute Medical Response Trainers’ have a responsibility to explain clearly expectations related to any assessment, what constitutes cheating, and to promote a climate of honesty in students. Cheating is considered a serious breach of misconduct and if caught a student’s enrolment may be terminated.

Feedback for Students

Students receive specific, timely, supportive, constructive and developmental feedback on their learning and performance for all assessable tasks. Depending on the assessment, feedback is provided to students in a written and/or verbal manner.

Students are entitled to see their results and related feedback for all assessment items within 30 days from the date that the assessment item was due/submitted. For practical assessment tasks feedback will normally be provided immediately upon completion of the skill/scenario in the form of a debriefing session.



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Additional Assessor Requirements

Where indicated in the Training Plan, final practical assessments will be undertaken with two assessors and final theory examinations will be sent to a clinical educator who is independent to the teachings of the classroom. The purpose of this is to ensure that decisions are not based on any bias, be it against or in the favour of the student. This procedure has also been created to protect the assessor's judgements at the time the assessment is being undertaken.

In addition to the above process, final practical assessments will be videotaped for the purpose of retaining evidence of the student's assessment. These additional processes will be, for the most part be a component of the Training and Assessment Plan for the Diploma Courses that are run through Absolute Medical Response to ensure a high quality of training is being maintained and there is continuity across all students with regards to their final assessments.

Where a student does not agree with the decision of the two assessors, the video tape will be sent to an external clinical assessor for viewing. At the time of viewing, the assessor will utilise the same checklist to assess the student and will then issue a feedback report stating the decision along with remarks to justify their decision. Once the third assessor has issued their decision on the students assessment this will be final.



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Appealing a Result

Absolute Medical Response acknowledges that students have the right to appeal an assessment decision, based on valid grounds for appeal. The Organisation has provision for students to appeal against assessment decisions. The Organisation ensures that students have access to a fair and equitable process for lodging an appeal against an assessment decision.

Valid grounds for an appeal against an assessment decision (where the student feels the assessment decision is incorrect) could include the following:

- a) The judgement as to whether competency has been achieved and demonstrated was made incorrectly;
- b) The judgement was not made in accordance with the Assessment Plan;
- c) Alleged bias of the assessor;
- d) Alleged lack of competence of the assessor;
- e) Alleged wrong information from the assessor regarding the assessment process;
- f) Alleged inappropriate assessment process for the particular competency;
- g) Faulty or inappropriate equipment; and/or
- h) Inappropriate conditions.

Students wishing to appeal a decision need to meet with the Training and Education Manager in the first instance as outlined within the Complaints and Appeals Policy

Once the appeal has been lodged the Training and Education Manager will collect all the required evidence from both the student and the assessor/s and will work with the student to decide on the best pathway forward. This could be simply another attempt at the assessment or might consist of further gap training or bringing in external assistance such as an interpreter.

For all Diploma and above courses, Absolute Medical Response has put in place a protection process for both the students and the assessors in regards to the student's final practical simulation assessments. This consists of all final video assessments being videotaped at the time of the assessment. Where a student does not agree with the decision of the two assessors, the video tape will be sent to an external clinical assessor for viewing. At the time of viewing, the assessor will utilise the same checklist to assess the student and will then issue a feedback report stating the decision along with remarks to justify their decision. Once the third assessor has issued their decision on the students assessment this will be final.

On a scheduled basis and in line with the Validation and Moderation Policy, the Training and Education Manager will conduct an audit on completed assessments against the marking guide,



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to ensure consistency in marking by all Assessors. Assessors must achieve a stated, minimum standard in all assessments.

Counseling, annual refresher training and ad hoc peer reviews will be provided to all Trainers and Assessors working with Absolute Medical Response to ensure continuity across all training programs being delivered and compliance with the assessment standards.

Reasonable Adjustment

Assessment tasks may be subject to reasonable adjustment where a student has a specific disability or special need as per the Organisations Access and Equity Policy. Any student who has special needs may be eligible for reasonable adjustment and should speak with the Training and Education Manager at the time of enrolment to receive advice on available services and to complete the required documentation. Reasonable adjustments will only be considered if advised at the time of enrolment and/or if a student's situation changes mid-enrolment and they advise the Training and Education Manager prior to the assessment item due date.

While reasonable adjustments can be made to certain aspects of the Organisations courses, all students must demonstrate the required skills and knowledge to be considered competent for the qualification/unit of competency they are undertaking. Meaning that in several aspects of the courses that are run through Absolute Medical Response, reasonable adjustment will not be possible and if the student is unable to demonstrate particular competencies they will not qualify (for example, the student MUST be able to get down on the ground to perform CPR, if the student cannot get to the ground reasonable adjustment cannot be undertaken to perform this task and the student will be considered NYS).

Assessment Retention

The Australian Skills Quality Authority (ASQA) as the National VET Regulator requires all registered training organisations (RTO's) to securely retain all completed student assessment items for each student for a period of six months from the date on which the judgement of competence for the student was made. Where it is not possible to retain the student's actual work (i.e. practical assessments), an assessor's completed marking guide, criteria and observation checklist for each student should be retained as evidence.

In addition to the above requirement, the Organisation retains all completed assessment items for a period of 12 months to allow time for internal moderation processes to run their course. They also store all assessment items online within the students file on the Learning Management System indefinitely.



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Validation and Moderation

Assessment validation is the process of ensuring that the way in which a unit of competency is assessed and the evidence that is collected are consistent with requirements and industry. Absolute Medical Response will validate its assessment strategies through reviewing, comparing and evaluating the assessment process, tools, examinations and evidence guides and documenting all action taken to improve the quality and consistency of assessment.

As per ASQA Standards, Absolute Medical Response under the instruction of the Training and Education Manager will enlist a five (5) year validation process that ensures the review of all examinations, marking guides, scales and assessment tools.

All trainers will be expected to be involved in the validation process as a means of continually improving training courses and ensuring validation of all assessment procedures.