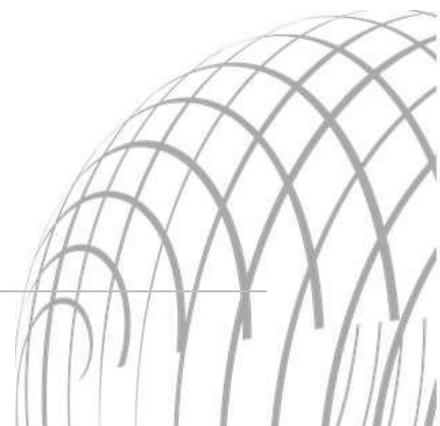




Training and Assessment Strategy
HLT33015 Certificate III Allied Health
Assistance

Document History

VERSION	DATE	WRITTEN BY	AQF ALIGNMENT	APPROVAL
1.2	21.9.17	Cathy Wagner	Sn1.2	CEO
1.3	11.4.18	Luke Fay		



Contents

Introduction	5
Modification History	5
Qualification Description	5
Units of Competency	5
ASQA requirements	6
RTO Target Groups	7
Recognition of Prior Learning (RPL).....	7
RPL.....	7
Essential entry requirements	7
Industry Consultation	8
Physical resources and equipment.....	9
Duration	9
Date of Application.....	9
Description of Qualification	9
Work place Requirements.....	9
Pathways	10
Legislative Requirements	10
Transition	10
Arrangements.....	10
Delivery Strategy.....	11
General.....	11
Requirements.....	11
Documents	11
Volume of Learning	12
Volume of Learning	12
Delivery	14
Delivery Strategy	14
Locations for delivery	14
LLN Needs.....	15
Customisation of learning materials and course electives.....	16
Course timetable.....	17
Assessment Strategy	18

Variety of Assessment	18
Consistency	18
Reasonable Adjustment	18
Evidence	19
Rules of assessment	20
Assessment types	21
2. Research & discussion	21
4. Case Studies	21
Assessment schedule	22
Failure to submit an assessment	22
Request for special consideration	22
Supplementary assessments	23
Assessment appeals	23
Awarding of Competency	23
Certificate	23
Validation of Assessments	24
Professional requirements for AIHE assessors	25
Assessors qualifications and experience for each unit	25

Introduction

This document outlines the Australian Institute of Healthcare Education's (AIHE) teaching and assessment strategy for the:

HLT33015 Certificate III in Allied Health Assistance

The appendix contains teaching and assessment items for the course and further information.

Modification History

Release	Comments
Release 2	Units of competency updated (see mapping at www.cshisc.com.au). Equivalent outcome.
Release 1	This version was released in HLT Health Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Change in packaging rules. Significant changes to core. Minimum work requirement of 80 hours.

Qualification Description

This qualification reflects the role of allied health assistants who provide assistance to allied health professionals under predetermined guidelines. Depending on the setting, work may include following treatment plans for therapeutic interventions and/or conducting programs under the regular direct, indirect or remote supervision of an allied health professional.

To achieve this qualification, the candidate must have completed at least 80 hours of work as detailed in the Assessment Requirements of the units of competency.

No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of publication.

Units of Competency

Total number of units = 11

8 core units

3 elective units, consisting of:

at least 2 units from the electives listed

up to 1 unit from any endorsed Training Package or accredited course – the unit must be relevant to the work outcome

ASQA requirements

Requirements outlined on ASQANET are as follows. See each number as appropriate in the table following.

The table outlines the strategy/ies for training and assessment which:

1. define the **RTO's target client group/s** and describe how it will deliver the training product/s to meet client needs
2. demonstrate how each strategy has been developed through effective **consultation with industry**
3. demonstrate how each proposed **trainer/assessor** possesses (equivalence to) all relevant vocational competencies at least to the level of the training or assessment to be delivered
4. list all **physical resources and equipment** that are accessible at each proposed delivery venue
5. identify the range and format of **all delivery and assessment** methodologies and resources/tools to be used
6. Describe how assessment processes, tools and judgements have been and will continue to be systematically **validated**.

Learning / Training and Assessment Strategy	
RTO Target Groups	<p>AIHE's target group for this course is :</p> <ul style="list-style-type: none"> • Students looking to attain the Graduate Diploma of Diagnostic Medical Ultrasound of Sonography. This course (Cert III) is a requirement for the Graduate Diploma qualification for applicants without prior clinical experience. • Students who are already working in a health or Allied Health working environment and wish to support their professional development. <p>This course applies to the following industry groups:</p> <p>2512 MEDICAL IMAGING PROFESSIONALS</p> <p>25 HEALTH PROFESSIONALS</p> <p>251 HEALTH DIAGNOSTIC AND PROMOTION PROFESSIONALS</p> <p>2519 OTHER HEALTH DIAGNOSTIC AND PROMOTION PROFESSIONALS</p> <p>251999 Health Diagnostic and Promotion Professionals</p>
Recognition of Prior Learning (RPL) RPL	<p>All students will be assessed for their knowledge, skills and experience via an RPL process to begin with before starting the course via general discussion. Where it is felt that the student has sufficient experience, they will be given the Certificate III Application Form for RPL to complete according to the AIHE RPL Policy.</p> <p>Depending on their performance or evidence as to currency of knowledge and skills these students may be required to undertake all or part of the program.</p> <p>Recognition will be given only where students have completed all requirements in terms of qualifications, workplace supervisor reports and questioning by the AIHE trainers and assessors</p>
	<p>All students who wish to apply to complete this course or receive RPL for this course through AIHE will be required to undergo a review which includes:</p> <ul style="list-style-type: none"> • Relevant work experience • Qualifications they may currently hold • Other documentation to support their application.
Essential entry requirements	<ol style="list-style-type: none"> 1. Minimum age is 18 years and over; i.e.: have completed their HSC. 2. Valid police check obtained within the last 3 months: (certified copy) 3. Ability to complete work place experience working within an Allied Health Clinic. <p>Only students who are living or working in Australia and New Zealand will be eligible to apply under AIHE guidelines.</p> <p>Entry into the proposed Certificate III program will through one of the following:</p> <ol style="list-style-type: none"> 1. The AIHE Certificate in Clinical Supervision short course 2. Students who are looking to complete this part of the program as entry into the Graduate Diploma of Diagnostic Medical Ultrasound in Sonography 3. Students who are currently working or wish to work within a Clinical or Allied Health environment.

<h2>Industry Consultation</h2>	<p>AIHE aims for excellence in education. The VET courses offered at AIHE provides students with the necessary skills and knowledge to work successfully within their chosen field. In order to ensure that our courses have up-to-date industry relevance, we seek the valued suggestions and input of professional people within our own Working Party under the guidelines of our Industry Consultation Policy v 1.3 (2016) and the terms of reference for Industry Reference Committees (AISC May 2016)¹</p> <p>This includes personnel within a number of Clinical Health Services working environments who are part of our reference committee as outlined below for courses we review and would like to add to scope.</p> <p>Process</p> <p>In 2016, industry personnel from Allied Health practices approached AIHE trainers (who supervise students for their Graduate Diploma courses) to see what courses were available for other staff for professional development</p> <p>In early 2017, discussions were held with industry as well as members of the AIHE working and compliance committees to review what courses were available in the standard training packages.</p> <p>Courses which would support industry members who work in allied and other health clinics and discussions regarding units of competency and skillsets were pursued with all personnel as above. This resulted in this course being chosen as the core skills suited the needs of the industry request.</p> <p>Skillsets which would support health professionals within medical administrative and health professional areas were also discussed to ensure currency and validity of the skills required. The elective units below were chosen as a result:</p> <table border="0"> <tr> <td>HLTADM004</td> <td>Manage health billing and accounting system</td> </tr> <tr> <td>BSBMED301</td> <td>Interpret and apply medical terminology appropriately</td> </tr> <tr> <td>HLTAHA025</td> <td>Contribute to client flow and client information management in medical imaging</td> </tr> </table> <p>OTHER POSSIBILITIES</p> <table border="0"> <tr> <td>BSBMED303</td> <td>Maintain patient records</td> </tr> <tr> <td>HLTAHA026</td> <td>Support the medical imaging professional</td> </tr> <tr> <td>HLTAID003</td> <td>Provide First Aid</td> </tr> </table> <p>Evidence of Industry Consultation</p> <p>Evidence of industry consultation and activity for this qualification includes the following:</p>	HLTADM004	Manage health billing and accounting system	BSBMED301	Interpret and apply medical terminology appropriately	HLTAHA025	Contribute to client flow and client information management in medical imaging	BSBMED303	Maintain patient records	HLTAHA026	Support the medical imaging professional	HLTAID003	Provide First Aid
HLTADM004	Manage health billing and accounting system												
BSBMED301	Interpret and apply medical terminology appropriately												
HLTAHA025	Contribute to client flow and client information management in medical imaging												
BSBMED303	Maintain patient records												
HLTAHA026	Support the medical imaging professional												
HLTAID003	Provide First Aid												

(Australian Industry and Skills Committee, 2016)¹

	<ul style="list-style-type: none"> • Emails • Meeting notes • Actions arising from discussions. • Terms of Reference (TOR) for Industry Reference Group
Physical resources and equipment	<p>AIHE will deliver this qualification online with face to face tutor support where required.</p> <p>Materials will include:</p> <ul style="list-style-type: none"> • Learner workbooks (hard or soft copy) • Handouts (specifically designed to support the student) • Case Studies (specifically designed to support the student) • Papers or articles • References to textbooks or websites to support the learner. • The workplace resources. (where necessary, additional resources may be sought to support the student if they don't have access within their own workplace) <p>All learning materials, support materials, handouts and assessments will be added online for students to access support.</p> <p>There are no physical resources required apart from those in the workplace for this qualification however students may access the AIHE training rooms which have student learning resource materials in hard copy as well as access to computers and tutors if needed. These are located at L3, 33 Chandos St Leonards.</p> <p>AIHE working committee also support work placement within their own organisational workplace where needed across Australia.</p>
Duration	The HLT33015 Certificate III in Allied health assistance will be completed over a maximum twelve month period of learning and assessment plus workplace activities.
Date of Application	April 2018
Description of Qualification	<p>This qualification reflects the role of allied health assistants who provide assistance to allied health professionals under predetermined guidelines. Depending on the setting, work may include following treatment plans for therapeutic interventions and/or conducting programs under the regular direct, indirect or remote supervision of an allied health professional.</p> <p>At this level, workers have specialised skills in clinical health services and work autonomously under broad directions from senior management in a large organisation or be managing and building their own practice. Workers are usually providing direct support to individuals or groups of individuals within this clinical environment.</p>
Work place Requirements	To achieve this qualification, the candidate must have completed at least 80 hours of work as detailed in the Assessment Requirements of the units of competency.

<p>Pathways</p>	<p>Pathways into this course may include a Certificate II from a health-related area.</p> <p>Pathways from this unit include qualifications in health-related setting including Certificate IV qualifications and as a pre-requisite to the Graduate Diploma of Diagnostic Medical Ultrasound of Sonography</p>
<p>Legislative Requirements</p>	<p><i>No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of publication.</i></p>
<p>Transition Arrangements</p>	<p>In addition to ensuring currency with respect to the Community Services, Health Services and Business Services Training Package from which these units are derived, the CEO and compliance manager have ensured that they are subscribed to the email updates from ASQA. These email updates advise of changes to the industry, to courses or to units of competency that effect our business or the qualifications that we deliver.</p> <p>In the event that there is a change in a course or unit of competency that is contained on our scope of registration, the compliance manager will investigate the changes that have been made and present these changes to all effected staff at the next management review meeting, outlining all the changes that have been made.</p> <p>The attendees of the management review meeting will discuss the changes made and formulate an action plan on the implementation of the new training package requirements.</p> <p>The action plan and its implementation of the new training package will be reviewed at each management review meeting until the new changes have been implemented successfully.</p> <p>This transition must be complete within 12 months of the change being notified. (It has been noted that at the time of writing there was 18 months transition. This will be reviewed at the time).</p>

Delivery Strategy	
General	<p>The units of competency of this qualification have been organised to ensure units that complement each other are kept together to enable a rounded delivery of skills and knowledge and to further ensure better application of those skills through practical activities and assessments.</p> <p>Students who already have significant experience will be offered RPL and a short course pathway.</p> <p>Students who do not have any experience will be asked to complete the full number of hours in the Volume of Learning (ie 1200+).</p>
Requirements	<p>There are 8 core units and 3x electives.</p> <p>Regulations for this qualification suggest that the electives must be chosen from at least 2 units from the electives listed on training.gov site and up to 1 unit from any endorsed Training Package or accredited course – the unit must be relevant to the work outcome.</p> <p>AIHE have chosen the following units as electives:</p> <p>CHCLEG001 Work legally and ethically</p> <p>HLTAH025 Contribute to client flow and client information management in medical imaging- as it relates to the medical and health related working environment and supports the outcomes of the Graduate Diploma in Medical Ultrasound course which AIHE deliver of which this course is a pre-requisite.</p> <p>HLTAID003 Support First Aid -This unit supports a medical or health related clinical environment. It is also a pre-requisite for our Grad Dip students.</p>
Documents	<p>A complete review of the following documents was done in considering and review the time factor for the hours for:</p> <ul style="list-style-type: none"> • Guided Learning (online materials and supported workbooks) • Self-Study (Research and study within the workplace) • Work place activity and supervised work placement. <ol style="list-style-type: none"> 1. www.training.gov.au Each Unit of Competency and their Assessment documents were reviewed 2. IMPLEMENTATION GUIDE FOR CHC COMMUNITY SERVICES TRAINING PACKAGE Release 3.0 December 2015 3. IMPLEMENTATION GUIDE FOR HLT HEALTH SERVICES TRAINING PACKAGE Release 3.0 December 2015 4. IMPLEMENTATION GUIDE FOR BSB BUSINESS SERVICES TRAINING PACKAGE Release 3.0 December 2015 5. Victorian purchasing Guide(s) (Release 2 April 2016) for: <ol style="list-style-type: none"> a. Health Services b. Business Services

	c. Community Services
Volume of Learning	<p>Number of Hours Calculations</p> <p>As per the ASQA website, a Certificate III qualification are often the basis for trade outcomes and undertaken as part of a traineeship or apprenticeship. In these cases, up to four years may be required to achieve the learning outcomes.</p> <p>The suggested Volume of Learning is 1200 to 2400 hours for these students.</p> <p>The nominal hours for each unit were reviewed from each Training Package as per the Victorian Guide lines.</p> <p>NOMINAL hours as per VC guidelines for this qualification = 504</p> <p>AIHE HOURS-</p> <ol style="list-style-type: none"> 1. Group 1: For students who are undertaking this course, with significant prior qualifications and experience, for the Grad Dip in Medical Ultrasound, the number of hours will be 504 as follows, after a process of discussion and RPL. <ul style="list-style-type: none"> Supervised = 448 Unsupervised = 105 hours. Total = 553 hours 2. Group 2: For those students undertaking this course, <i>who do not</i> qualify as per (1), the number of hours will be 1200 as follows: <ul style="list-style-type: none"> Supervised = 448 Unsupervised = 789 Total = 1228 hours <p>See below for a breakdown of each of these.</p> <p><u>Volume of Learning</u></p> <p>In addition to the contact hours, the student is expected to complete a variety of learning tasks and personal study to be able to progress from being a novice student to a competent graduate.</p> <p>Students are required to complete work placement in a medical imaging clinic or other allied health clinic or similar for a minimum of 80 hours as part of the unsupervised component.</p> <p>1. Unsupervised activities</p> <p>This course will require students to engage in unsupervised activities including:</p> <ul style="list-style-type: none"> • undertaking work experience with an employer. The student will be required to find a suitable work place. Where this is not possible, the RTO will allocate students to an appropriate clinical site where other clinical supervisors will reinforce application of their learning.

	<ul style="list-style-type: none"> • completing self-study to revise and reinforce areas of knowledge; • conducting research. <p>2. Statement of Attainment</p> <p>A statement of attainment will be issued for any unit of competency successfully completed if the full qualification is not completed.</p>				
Group 1					
11 units - 8 core	8	Nom hour	Supervised	Unsupervised	Total VOL
CORE					
CHCCCS010	Maintain a high standard of service	30	30	1	31
CHCCOM005	Communicate and work in health or community services	30	30	1	31
CHCDIV001	Work with diverse people	40	40	1	41
HLTAAP001	Recognise healthy body systems	70	70	5	75
HLTAHA001	Assist with an allied health program	65	65	80	145
HLTINF001	Comply with infection prevention and control policies and procedures	25	25	5	30
HLTWHS001	Participate in workplace health and safety	20	20	1	21
BSBMED301	Interpret and apply medical terminology appropriately	60	60	5	70
ELECTIVES					
CHCLEG001	Work legally and ethically	55	55	1	56
HLTAID003	Provide First Aid	18	18	1	19
HLTAHA025	Contribute to client flow and client information management in medical imaging	35	35	5	40
TOTALS		448	448	105	553

Group 2					
11 units - 8 core	8	Nom hour	Supervised	Unsupervised	Total VOL
CORE					
CHCCCS010	Maintain a high standard of service	30	30	40	32
CHCCOM005	Communicate and work in health or community services	30	30	80	110
CHCDIV001	Work with diverse people	40	40	80	70
HLTAAP001	Recognise healthy body systems	70	70	80	120
HLTAHA001	Assist with an allied health program	65	65	80	110
HLTINF001	Comply with infection prevention and control policies and procedures	25	25	80	125
HLTWHS001	Participate in workplace health and safety	20	20	60	100
BSBMED301	Interpret and apply medical terminology appropriately	60	60	80	140
ELECTIVES					
CHCLEG001	Work legally and ethically	55	55	80	90

HLTAID003	Provide First Aid	18	18	40	60
HLTAHA025	Contribute to client flow and client information management in medical imaging	35	35	80	70
	TOTALS	448	448	780	1228

<p>Delivery</p>	<p>The course will be delivered online and students will be able to work at their own pace. For students in group 1, they will be expected to have completed all online learning before enrolling in the Graduate Diploma. Work placement will be then concurrent with the Grad Dip work placement</p> <p>For students in group 2, online learning will be completed at the rate of one unit per month or at their own pace. Work placement will then be completed over the remaining period of up to 12 months.</p> <p>Each session will be online, with regular discussion groups online or via phone to support students when they are doing their assessments. There will be opportunity for students to attend face to face sessions with a tutor if required such as in the First Aid course.</p> <p>Work Placement</p> <p>The companion volumes and performance evidence show that a minimum of 80 hours work placement is required for this qualification.</p> <p>Support for work placement</p> <p>It has been suggested by the board of AIHE that students who are not able to actively seek documentation or workplace evidence be supported using several offices owned by the board in Sydney, Melbourne and Brisbane, as well as the AIHE offices themselves which have been set up to copy a Sonography Medical Imaging Health Clinic.</p>
<p>Delivery Strategy</p>	<p>Strategy</p> <p><i>AIHE believe that all students should be able to access all learning materials wherever they are, whenever they require in order that they are able to achieve their full potential and that no student should be disadvantaged because they are not able to access face to face training.</i></p> <p>It is for this reason that AIHE have decided to deliver the course via the AIHE online learning platform, with additional support via face to face workshops and face to face tutors where required.</p> <p>Students will be able to access learning workbooks, information papers and handouts as well as all assessment materials for them to download. Where they are unable to download materials they may ask for these in hard copy and they will be sent to them.</p> <p>The idea behind the online strategy is because most students must already be working in a clinic situation to fulfil assessment requirements. Online learning supports study around their working environment.</p> <p>Throughout the entire training program participants will be provided with supported training and resource materials and research information.</p>
<p>Locations for delivery</p>	<p>This qualification will be offered:</p> <ul style="list-style-type: none"> • Online through the AIHE LMS portal CANVAS at www.aihe.edu.au • Face to face at our Training Rooms onsite (see below) - where required (such as the First Aid unit) or felt that the student needs additional support or where AIHE offer units of competency through development of short course seminars • Students may also access trainers and assessors when they require one on one support in a face to face environment at the following locations:

	<ul style="list-style-type: none"> • On-site at L3, 33 Chandos St, St Leonards • Via telephone • Materials and resources included as per this document. <p>Other delivery support</p> <p>Face to Face short course seminars will be run on a needs basis or occasionally where AIHE deem necessary (such as the First Aid unit)</p> <p>Students will always have access to tutors via the telephone or face to face to support them.</p> <p>Clinical Supervision Workshop</p> <p>There is a workshop which AIHE also currently run to support Clinical Supervisors who assist students for their Graduate Diploma of Diagnostic Medical Ultrasound program which students may attend. This is through the St Leonard’s training rooms of AIHE.</p> <p>Supported learning</p> <p>Students will complete learning through:</p> <ul style="list-style-type: none"> • reading, • face to face (First Aid Unit) • research and • Discussion with other students and the trainers online.
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<p>LLN Needs</p>	<p>Identifying Individual Learning Needs of Students</p> <p>Students will have had either a Certificate II or previous work experience as per the entry requirements.</p> <p>LLN will be determined through the following areas, prior to starting their course to determine whether they have any needs which require additional support. Staff are asked to review the LLN policy as well as the ACSF Framework in order that they might understand the types of questions which should be asked to support a student where it is believed they may need LLN support.</p> <ul style="list-style-type: none"> • Current reading habits and material/types of reading for leisure and work • How they manage reading and writing tasks • What languages they speak • Other courses or training they have undertaken • What areas of the course they feel they may require extra assistance with. • Additional LLN tasks if it is felt necessary. <p>The process of interviewing will further assist to assess a student’s individual needs and to discuss this with them how to enable them to gain the most out of the training program without disadvantaging them.</p> <p>Student support</p> <p>Student support will be face to face, via modified assessments where necessary as well as telephone support.</p>
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Customisation of learning materials and course electives	<p>This program has been designed to provide the best outcome for those seeking this qualification and to enable them to work in a variety of Clinical environments through the following:</p> <ol style="list-style-type: none">1. Choice of elective units of competency to support the learner's interest or workplace2. Learning materials. The program and its learning and assessment materials maybe subject to customization to suit the needs of individual clients where these needs have been identified. This customization will occur on a case by case basis and will be conducted in consultation with the relevant company or employer.3. Case studies will be written to support individual units and all students can discuss these with their tutor.4. No student will be disadvantage through geographical or financial hardships. Materials have been customized to be delivered online, face to face and supported over the phone. The AIHE Board is also prepared to support students where they are unable to commit financially through a payment plan.
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Course timetable

Students wishing to complete the course in preparation for the Graduate Diploma in Medical Ultrasound will be considered for intake for the period leading up to enrolment for the Grad Dip course, with expectations that the course will be completed online before commencement of the Grad Dip.

For other students not in the group above, the course has been broken into 11 modules to support learning, using the 2x week break between every second module to support assessments or review learning.

There are breaks between each intake for students to catch up assessments or participate in additional tutoring should it be required.

Simulated learning and First Aid unit

Face to face learning will be part of the course at our office in St Leonards. For students who cannot attend the office, assistance will be made for them to attend other first aid courses and they will be given RPL for this unit.

Work-placement

It is recommended that students spend approximately 80 hours per week over 43 weeks, for work placement.

Group 1 timetable

Students will be expected to complete all learning online over a fourteen-day period before commencement of their Graduate Diploma in Medical Ultrasound, with assessment and work placement allowance for completion over the twelve month period.

Group 2 timetable

Area	Introduction and overview to the course and health services within a Clinical Environment			Information management	WORK	Health	Medical terms	Review
Week	1	3	5	7		9	11	13
Code		CHCDIV001	CHCCOM005	HLTAHA025	ONE WEEK	HLTAAP001	BSBMED301	REVIEW AND ASSESSMENTS
Unit Name	Introduction and overview to the course and health services within a Clinical Environment	Work with diverse people	Communicate and work in health or community services	Contribute to client flow and client information management in medical imaging		Recognise healthy body systems	Interpret and apply medical terminology appropriately	
Week	2	4	6	8		10	12	14
Code	HLTAHA001	HLTWHS001	CHCCS010	HLTAID003		HLTINF001	HLTADM004	REVIEW AND ASSESSMENTS
Unit Name	Assist with an allied health program	Participate in workplace health and safety	Maintain a high standard of service	Provide First Aid		Comply with infection prevention and control policies and procedures	Manage health billing and accounting system	

Assessment Strategy	
Variety of Assessment	A variety of assessments are incorporated into the course to ensure the student attains competency as a in both theoretical and practical aspects of the course so as to enter the workforce on course completion as a valuable member and supervisor. Units of study are assessed within individual units.
Consistency	<p>Units of Competency assessments are consistent with the assessment guidelines in the relevant training packages.</p> <p>Assessments of units (electives) which are imported must also be consistent with the guidelines.</p> <p>There are no regulatory or work place requirements in this qualification or electives chosen.</p> <p>Some assessments do require evidence which suggests that students need to have access to a workplace, although there is no mandatory work placement according to the Companion Volumes (as per previously stated). Students may request a simulated assessment via case study or similar or support to access workplace documents where necessary and will be given as much support to complete the necessary requirements.</p> <p>The strategy for assessment for the Cert III is based upon the assessment requirements, performance and knowledge evidence required for each of the Units of Competency.</p> <p>The strategy draws on a range of methods to ensure that assessment is valid, reliable, fair and flexible.</p>
Reasonable Adjustment	<p>Reasonable adjustment of assessments will be made according to the needs of the student, without compromising the standards. (<i>See also Request for special consideration, LLN and Supplementary assessments</i>)</p> <p>Assessments conducted within this course are designed to address both the theoretical and practical aspects of the units of competency. Formative and summative assessments² will be conducted during the program</p>

² Formative assessment: assessment that takes place over a period of learning or practice. It assists and supports the learner by advising them about the quality of their performance and their rate of progress towards the achievement of the performance criteria as stated in the competency standards.

Summative assessment: assessment that occurs at the end of a period of learning or practice. It determines whether a unit of competency or performance criteria has been met for the purpose of formal recognition.

Evidence	<p>Evidence will be collected both on and off the job to ensure that evidence collected is authentic, sufficient, current and valid. Assessment requires achievement across all tasks to demonstrate competence.</p> <p>Underpinning Knowledge</p> <p>The underpinning knowledge of this course shall be confirmed through oral and written questioning, assessment tasks and self-reflective journaling.</p> <p>Formative</p> <p>Informal (formative) assessment is an integral and vital part of the teaching strategy to provide feedback to the Students. This is an ongoing process of monitoring learner progress. It could take different forms but it is not part of the summative assessment.</p> <p>Summative</p> <p>Summative assessment occurs at prearranged stages at the end of each Module for each of the units completed within the module.</p>
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<p>Rules of assessment</p>	<ol style="list-style-type: none"> 1. All assessments are structured to indicate what the requirements are, what performance criteria should be covered and whether the student will be deemed competent or not yet competent. 2. The assessments tasks are required to be reliable, reproducible to produce the same score from a variety of markers, be clearly worded and measure what it is meant to measure. 3. Assessment tasks are worded as an expected action on the part of the candidate and apply the correct action word to test the desired level of learning. 4. The marking schemes are logical and the breakdown of agreed competency is determined in the marking schedule at the time of preparing the assessment task. 5. Possible answers are included in the assessment design with the Marking Guide section. This is to a sample list of answers to achieve competency in the related element and performance criteria for a unit of competency, as well as the “additional information possible” for a more comprehensive response. 6. Proof reading by multiple persons to ensure assessment intended is understood by a variety of persons. 7. It must be ensured that "clues" are not inadvertently provided for other questions. 8. In all assessment tasks the assessor is not to show or give the appearance of bias. 9. All underpinning knowledge assessments are to have model answers provided and appropriate references to the student textbooks as additional referencing where appropriate. 10. All other assessments are to be based on the protocols taught by AIHE. 11. All assessments are to be mapped to the relevant Performance Criteria within the Units of Competency as well as performance and knowledge evidence. These take into account any assessment evidence within tasks and activities.
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<p>Assessment types</p>	<p>Assessments</p> <p>A variety of assessment methods will be used to ensure flexible and accurate judgement can be made. A minimum of three assessment types is required to be used to determine competency for each unit.</p> <p>There are various assessment styles within the program to ensure a broad section of assessment as well as ensure sufficient validation of knowledge and competency. These have been created to support the individual units for which they are written, however some are across all of the units.</p> <p>Each assessment reflects industry application and knowledge in the workplace. Assessment methods may include, but are not limited to:</p> <p>Online activities include uploading of assessments as indicated for each unit. These may be any of the following:</p> <ol style="list-style-type: none"> 1. Short answer questions/ submission of documentation with answers <p>Short answer questions will support performance criteria and provide additional supporting evidence.</p> <ol style="list-style-type: none"> 2. Research & discussion <p>Students are required to undertake research as part of their assessments and to show evidence of their learning through reflective journaling as well as listing their sources. Discussion will then occur with managers or colleagues about their learning.</p> <ol style="list-style-type: none"> 3. Log book of workplace evidence and third party support <p>Students are asked to support assessments through researching and reviewing workplace documentation and uploading these onto the LMS, with questions to support their evidence. Students will be required to have some workplace evidence supported by a third party sign off to say they have complete certain performance requirements.</p> <ol style="list-style-type: none"> 4. Case Studies <p>Students are asked throughout the course to review and comment on various case studies.</p> <ol style="list-style-type: none"> 5. E- Portfolios <p>Students are required to upload documents and other supporting evidence</p> <ol style="list-style-type: none"> 6. Multiple Choice 7. True/ False
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<p>Assessment schedule</p>	<p>Assessments will be online for student to access at the completion of each piece of learning. Students will not be able to access the assessment until the learning has been completed.</p> <p>These will be throughout the duration of the course at times when the teacher/assessor feels the student is ready for the next unit and discussed during the session.</p> <p>All assessments will need to be completed and uploaded within 14 days (2 weeks) or at an agreed timeframe which has been agreed to b their supervisor. This will be closely monitored.</p> <p>Feedback will occur monthly on learning activities and assessments as appropriate.</p> <p>If the student is required to resubmit their assessment again, they will be expected to do so within 14 days of receiving their assessment return and feedback.</p> <p>Student Monitoring</p> <p>Monitoring of learning will occur monthly to ensure students are on track in their learning and not lagging.</p>
<p>Failure to submit an assessment</p>	<p>Failure to submit or attend an assessment task will result in an automatic Not Yet Competent grading unless a request for special consideration has been received, and granted prior to the assessment due date. Exceptional circumstances will also be taken into consideration on a case by case basis with appropriate documentation.</p>
<p>Request for special consideration</p>	<p>A request for special consideration for an assessment item, or clinical placement request, must be received prior to the assessment date and at least four weeks prior to any clinical placement visits are timetabled. Each request will be evaluated on an individual basis by the Academic Manager. A response will be returned within five working days.</p> <p>If students are not satisfied with the outcome of the request a Complaints and Appeals Form may be completed and submitted.</p> <p>The request for special consideration form is available on the student services link on the AIHE website.</p>

<p>Supplementary assessments</p>	<p>Supplementary assessments are offered only where the student has indicated that they are having difficulty and cannot complete the assessment for special consideration. If the student has received a “not yet competent” in a formative assessment the teacher will discuss with the student how they may improve their performance and possibly offer the student additional tasks to determine if they are able to achieve competency or not in that task.</p> <p>Supplementary assessments are offered under the following circumstances:</p> <ol style="list-style-type: none"> 1. A student who has not attended a summative assessment and has an approved request for special consideration. 2. A student who has received a not yet competent in a summative clinical assessment. 3. A student who has received a not yet competent in any other summative assessment under the conditions outlined in detail below. <p>The rules of assessment for such circumstances are outlined below:</p>
<p>Assessment appeals</p>	<p>If a student wishes to appeal any clinical assessment grade they may do so through the assessment appeals procedure. Any appeal will be evaluated on a case by case basis taking into consideration the student’s overall performance throughout the term and year. Both formative and summative assessment tasks will carry much weight on the final decision.</p> <p>Any assessment appeal requires the form for Complaints and Appeals, available on the student services link on the AIHE website, to be completed and submitted. A written response should be received by the complainant within five working days.</p>
<p>Awarding of Competency Certificate</p>	<p>Each component must receive at least 50% of allocated marks to be awarded overall competency for this assessment type, otherwise it will be a Not Yet Competent assessment.</p> <p>An assessment that has been marked as Not Yet Competent will be required to be resubmitted within 14 days (2 weeks) of the date of return for remarking. Failure to resubmit will result in an automatic “Not Yet Competent” result and inability to proceed with the course.</p> <p>One reattempt only is permitted per assessment. If, on resubmission, the case study is still deemed “Not Yet Competent” the student will not be able to proceed with the course.</p> <p>At the completion of any individual units of competency students will receive a Statement of Attainment only for the individual units of competency they have completed.</p> <p>NB: Students do NOT receive a full qualification if they don’t complete ALL units. Students will also receive a record of results of units they have completed</p>

<p>Validation of Assessments</p>	<p>How assessment processes, tools and judgements have been and will continue to be systematically validated</p> <p>AIHE has a strict process of validation for all of its qualifications and is part of its policy documents as follows:</p> <ol style="list-style-type: none"> 1. Monitoring Evaluation & Validation Policy 2. Quality Assurance Policy 3. Validation of each unit occurs as per the attached Validation Timetable <p>Process</p> <p>Process of validation occurs annually for a minimum of 2x units per year.</p> <p>Mapping</p> <p>Assessments (both theoretical and clinically based) are mapped back to an element, its associated performance criteria and the relevant unit of competency. Performance and Knowledge is also mapped.</p> <p>Model answers must include the relevant performance criteria and in order for the student to be marked competent in the assessment all the relevant performance criteria MUST be met.</p> <p>Performance criteria have been allocated for the minimum requirements to become a competent clinical supervisor. These have been also mapped to learning outcomes to guide the student throughout their learning. Any summative or formative task performance at less than the minimum required industry standard is deemed “not yet competent</p>
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<p>Professional requirements for AIHE assessors</p>	<p>Mapping to Units</p> <p>Each trainer/ Assessor has been mapped to individual units of competency</p> <p>All persons indicated would be able to support the units if the trainer indicated was unable to assist with assessments or similar, however the person indicated is mapped with the Units of Competency to the “best fit” in terms of experience and time available. This may vary if necessary per workloads etc.</p> <p>All staff mentioned currently work with AIHE.</p> <p>Assessor qualifications</p> <p>Under the guidelines only qualified assessors can conduct an assessment. Assessors and clinical site supervisors for must hold a minimum of one of the following qualifications in addition to the TAE 40110 as required in Standards for 2015.</p> <p>Each supervisor’s qualifications will be dependent upon the industry and organisation for which it is part of.</p> <p>The following trainer requirements are required to train and assess:</p> <ul style="list-style-type: none"> • <i>TAE40110 Certificate IV in Training and Assessment</i>, or its successor*, or A diploma or higher level qualification in adult education. • Relevant industry experience of not less than three years of current vocational and or industrial experience in at least one enterprise. Supervisory and/or management experience may also be of benefit but is not mandatory. <p>Knowledge and understanding of the requirements for assessing units of competency as defined by the current qualification for Assessors in TAE10.</p> <p>All clinical supervisors are assessed by an AIHE staff member.</p> <p>Only AIHE teachers/assessors or an external independent suitably qualified under vocational education guidelines, will assess the students in clinical practice for assessments if required. The clinical supervisor is encouraged to also be present during these assessments whenever possible.</p>
<p>Assessors qualifications and experience for each unit</p>	<p>The following assessors are able to support assessment of this unit. Ms Lucy Taylor is the head assessor for this qualification, however Luke Fay is a supplementary assessor should Lucy not be able to complete assessments at any time. Both assessors have significant experience and qualifications in all units.</p> <p>Lucy Taylor Qualifications ; M.Hlth.Sc.(US),Spec.Cert.(Vasc), TAE 40110; Diploma in Practice</p> <p>Luke Fay 2016 TAE 40116, 2012-2014 Master of Business Administration, 1987-1988 Dip Marketing Mgt, 1973- 1979 B.AppSc (Med)</p> <p>Cathy Wagner TAE; Dip HR Mgt; Dip Teach; Unit-Postgrad Ed. Leadership Mgt</p>

CODE	UNIT	ASSESSOR/ TRAINEE	WORK EXPERIENCE
CHCCCS010	Maintain a high standard of service	Lucy Taylor	Specific experience in hospitals and Allied health clinics across 20 years and role as Sonographer for similar period
CHCCOM005	Communicate and work in health or community services	Lucy Taylor	Specific experience in hospitals and Allied health clinics across 20 years and role as Sonographer for similar period
CHCDIV001	Work with diverse people	Lucy Taylor	Allied Health Coordinator Western Health District , served on Health Executive focus on Aboriginal Health Issues
HLTAAP001	Recognise healthy body systems	Lucy Taylor	Specific experience in hospitals and Allied health clinics across 20 years and role as Sonographer for similar period
HLTAHA001	Assist with an allied health program	Lucy Taylor	Specific experience in hospitals and Allied health clinics across 20 years and role as Sonographer for similar period
HLTINF001	Comply with infection prevention and control policies and procedures	Lucy Taylor	Specific experience in hospitals and Allied health clinics across 20 years and role as Sonographer for similar period
HLTWHS001	Participate in workplace health and safety	Lucy Taylor	Supporting current WHS regulatory requirements in current role
BSBMED301	Interpret and apply medical terminology appropriately	Lucy Taylor	Specific experience in hospitals and Allied health clinics across 20 years and role as Sonographer for similar period
ELECTIVES		3	
HLTADM004	Manage health billing and accounting system	Lucy Taylor	Specific assistance with small business in allied health care on the North Coast of NSW
HLTAID003	Support First Aid	Lucy Taylor	Specific experience in hospitals and Allied health clinics across 20 years and role as Sonographer for similar period as well as regular update of First Aid Certificate.
HLTAHA025	Contribute to client flow and client information management in medical imaging	Lucy Taylor	Specific experience in hospitals and Allied health clinics across 20 years and role as Sonographer for similar period

