

About this resource

This resource is for trainers and assessors of the unit *HLTAHA001 Assist with an allied health program*, Release 1. It complements the corresponding *Aspire Learner guide*.

The *Assessment support pack* provides you with ideas and guidance on encouraging and supporting students through the training and assessment process using Aspire resources. It is designed to help you optimise the student's experience and record details of their competency.

This resource is comprised of several folders with the following editable documents to assist trainers and assessors.

Folders	Documents
Introduction	Introduction
Formative assessment	Formative assessment guide
Summative assessment	Final assessment marking guide Student assessment Third-party report
Mapping	Contains formative and summative mapping
PowerPoint	PowerPoint slides to reinforce learning

*The supporting documents folder is inside the summative assessment folder.

Key features

- The *Assessment support pack* complements the *Aspire Learner guide*.
- It includes weblinks to the relevant unit of competency and other support resources.
- Provides guidelines for trainers and assessors on their responsibilities for formative and summative assessment to meet VET requirements.

Formative assessment

- Includes activity questions with a marking guide.
- Discussion topics provide trainers with a guide to engage with students about the learning content.
- Clearly maps the learning content to the unit of competency requirements in a customisable Excel spreadsheet.

Final assessment

- Includes detailed instructions to assessors on each assessment task.
- Includes a marking guide for each final assessment task.
- Clearly maps the final assessments to the unit of competency requirements.
- Mapping is provided in an Excel spreadsheet that allows you to customise and adjust as necessary.

Final assessment overview

Assessment approach

Assessment is about collecting evidence and making decisions as to whether or not a student has achieved competency in the unit. Assessment confirms that the student can perform to the expected workplace standard, as outlined in the unit of competency.

All assessment tasks should be undertaken in conjunction with the RTO's training and assessment strategy, policies and procedures.

Contextualisation

Final assessment tasks provided to students may need to be contextualised. Assessors may need to:

- re-map the tasks into the mapping documentation provided to ensure its integrity
- forward contextualised resources to the RTO's assessment manager for approval
- ensure that the performance and knowledge evidence can be demonstrated in the workplace
- review the solutions provided so they match the assessment tasks.

Following the assessment rules

All of the RTO's assessment processes, including instructions to students on what evidence to provide, must adhere to the following:

- principles of assessment
- dimensions of competency
- rules of evidence.

Plagiarism, cheating and collusion

Students should be provided with information about these misconduct items before they attempt any assessment.

Assessors should refer to their RTO's policies and procedures regarding training and assessment for information on what to do under these circumstances. Usually there will be a process including a report with reasons and circumstances surrounding the misconduct claim.

Reasonable adjustment

It is important that assessors take meaningful and transparent steps to consult, consider and implement reasonable adjustments for candidates with disabilities or other individual needs. Reasonable adjustments can be made to the learning environment, training delivery, learning resources and/or assessment tasks to accommodate the student's particular needs.

Where students have disabilities, time should be spent with them learning about what modifications could be made to assessment to make it more accessible for their individual needs. For example, the student may be offered to complete a verbal interview with their assessor instead of a written assessment.

Formative assessment guide

HLTAHA001 Assist with an allied health program

Release 1

This resource is for assessors. It complements the corresponding Aspire *Learner guide* for this unit.

Aspire provides questions in its learner guides. Questions are divided into practice tasks, which appear throughout the learning content, and learning checkpoints, which appear at the end of each topic.

This *Formative assessment guide* replicates these questions, and provides solutions and suggested responses.

Final assessment

This final assessment is for the unit *HLTAHA001 Assist with an allied health program*, Release 1.

An assessor will review the work you complete and determine if you have satisfied the assessment requirements for this unit.

Are you ready for assessment?

Complete the following self-assessment checklist to confirm that you feel ready to successfully undertake a final assessment.

Element	Performance criteria
1. Provide relevant information to clients	<input type="checkbox"/> 1.1 Adhere to confidentiality policies at all times
	<input type="checkbox"/> 1.2 Provide basic accurate information to clients regarding allied health services
2. Prepare for therapy session	<input type="checkbox"/> 2.1 Confirm and discuss therapy and treatment plans and programs with supervising allied health professional
	<input type="checkbox"/> 2.2 Obtain information from relevant sources according to organisation policies and supervising allied health professional
	<input type="checkbox"/> 2.3 Check resources and equipment required for therapy program to ensure suitability and working order
	<input type="checkbox"/> 2.4 Recognise and minimise environmental hazards in accordance with organisation requirements
	<input type="checkbox"/> 2.5 Prepare the client for therapy under direction of supervising allied health professional
3. Provide assistance with therapy session	<input type="checkbox"/> 3.1 Assist with therapy tasks according to instructions of allied health professional
	<input type="checkbox"/> 3.2 Maintain general therapy precautions
	<input type="checkbox"/> 3.3 Seek clarification and feedback
	<input type="checkbox"/> 3.4 Take appropriate actions to ensure comfort, safety and privacy of the client
	<input type="checkbox"/> 3.5 Reinforce, clarify and explain therapy goals to clients under supervision of allied health professional
	<input type="checkbox"/> 3.6 Support and coach clients to achieve identified therapy goals under supervision of allied health professional
	<input type="checkbox"/> 3.7 Deal with accidents and incidents appropriately and report to the supervising allied health professional
	<input type="checkbox"/> 4.1 Use equipment according to manufacturer and instructions set by supervising allied health professional

Assessment task 2: Observation

By correctly completing the observation, you will demonstrate that you have the required skills and knowledge to interpret and apply medical terminology appropriately.

Your assessor will explain the arrangements for this assessment, including when it will occur and how the observation will be conducted.

You need access to the *Student assessment* or learning management system to complete this task. You may also need access to a learner guide, the internet and/or other resources.

You must complete the observation task unassisted by the observer or other personnel.

You must satisfactorily complete all sections of this task. Your assessor will record their observations in a record sheet. Ask your assessor to clarify any aspect you are unsure about in this assessment task. You may be asked to explain some parts of the demonstration if the assessor needs any clarification.

Your assessor will tell you the due date for the observation. You can record the date in the assessment plan.

Where will this assessment take place?

All aspects of the performance evidence must have been demonstrated using simulation prior to being demonstrated in a therapeutic workplace under the direction and supervision (direct, indirect, remote) as determined by the allied health professional.

Required resources

Assessment must ensure access to and use of suitable facilities, equipment and resources, including:

- individualised plans and any relevant equipment outlined in the plan
- relevant organisation policies and procedures.

Evidence to submit

You need to submit a completed assessment task cover sheet and other evidence as outlined in the observation instructions.

You can submit your evidence to your assessor, either by handing in documents, or by sending in evidence via email or online submission. For online submission, you will need information on file sizes for uploads and log-in details. Your assessor will tell you how to submit your responses to this task. Ensure you keep a copy of your submitted work.

If components of this assessment are undertaken in a workplace, a third-party report may need to be completed by a supervisor if your assessor is unable to observe all of the items in this assessment. Your assessor will discuss this with you and make arrangements with your supervisor or employer, if relevant. The third-party report can be used as evidence for your assessor to help them make their assessment judgement.

Final assessment marking guide

HLTAHA001 Assist with an allied health program, Release 1

This resource is for assessors. It complements the corresponding Aspire *Learner guide* and *Student assessment* for this unit.

This *Final assessment marking guide* provides task instructions, along with suggested answers.

The assessment process must be conducted in accordance with the RTO's policies and procedures.

Assessment task 1: Questions

Students' correct responses to the questions show that they have the required knowledge to assist with an allied health program.

Students need access to the assessment questions or learning management system to complete this task. As this is an open-book task, students may access a learner guide, the internet and/or other resources to complete the questions.

You must provide students with the due date for the assessment, which can be recorded in the assessment plan. You must also specify the length of time allowed and the expected word count for each question, if applicable.

Where will this assessment take place?

Advise students if the assessment is to be done in the classroom or at home. Alternatively, assessment may take place at the student's workplace, in consultation with their employer.

Evidence to submit

An assessment task cover sheet must be completed and submitted with this task.

Students should respond to the questions in the spaces provided. They must answer all questions correctly for this task to be completed satisfactorily.

You should advise students on how to submit their responses by handing in written responses, or by sending in typed responses via email or online submission. For online submission, you will need to provide information on file sizes for uploads and log-in details to verify authenticity. Students must be advised to keep a copy of their submitted work.

What if the assessment is not suitable?

You may choose to modify this assessment to suit a student's needs. For example, you may offer the student the option of large print documents.

You must record the reasonable adjustment and evidence collected in the assessment task cover sheet. Any adjustments to this assessment must comply with the unit requirements and the RTO's policies and procedures.

What if answers are not satisfactory?

If any student is unable to satisfactorily complete any of the questions, you must give the student feedback and record this feedback on the assessment task cover sheet.

Students have the right to appeal their assessment result. They need to be referred to the RTO policies and procedures.

Students must be provided with an opportunity for reassessment. Each student is allowed three attempts at this assessment.

Assessment task 2: Observation

By correctly completing the observation, the student will demonstrate that they have the required skills and knowledge to assist in an allied health program.

Students need access to the *Student assessment* or learning management system to complete the observation as well as a learner guide, the internet and/or other resources.

You must provide students with the date for the assessment task, which can be recorded in the assessment plan. You must specify how long students have to complete each task. This will depend on the arrangements for work placement and the time allocated, such as a block placement or other schedule.

Where will this assessment take place?

All aspects of the performance evidence must have been demonstrated using simulation prior to being demonstrated in a therapeutic workplace under the direction and supervision (direct, indirect, remote) as determined by the allied health professional.

When using a simulated environment, make sure it is realistic, and reflects workplace practices and the assessment conditions of the unit. This will ensure reliability and validity of the assessment.

A third-party report may need to be completed by a workplace supervisor for components of this assessment task. If you are using a third party for this assessment, you should provide them with a copy of the observation marking guide and discuss this with the student's employer/supervisor, if relevant. Their comments do not constitute an assessment of the student but provide evidence for the assessor to make their judgment.

Required resources

Assessment must ensure access to and use of suitable facilities, equipment and resources, including:

- individualised plans and any relevant equipment outlined in the plan
- relevant organisation policies and procedures.

Evidence to submit

Students need to submit a completed assessment task cover sheet.

Students must complete the observation task unassisted by the observer or other personnel. Students must satisfactorily respond to each section of the observation, including all parts within each section.

You may provide students with examples from the marking guide so they can address the unit requirements in the evidence they provide.

Third-party report

This third-party report is for the unit *HLTAHA001 Assist with an allied health program*, Release 1.

For the assessor

When to use another party to collect assessment evidence

A third-party report can be provided to workplace supervisors whose responsibility it is to monitor the student while they are in the workplace. The supervisors are usually the people observing and supervising the student when you are not present. They will monitor the consistency of the student's performance during work placement.

The report has a list of tasks the student is expected to complete in the workplace. The third-party will provide observations and feedback of the student's performance in various work tasks required for assessment of the unit.

By providing information and signing the document, the third-party is verifying that the student has demonstrated they have the required skills and knowledge to meet industry and workplace standards.

The third-party will not decide if the student is competent. It is your responsibility as the assessor to make that decision. The feedback provided by the third-party can be used as evidence you will be gathering to determine the student's final result.

To ensure consistency between what you and the third-party are expecting to observe in the student's performance, the third-party can be provided with a copy of a marking guide.

Third party to complete

Third-party checklist

During the period of observation, I observed the student consistently and repeatedly demonstrating these skills to the required work standard.	Simulated observation Date:	Workplace observation 1 Date:	Workplace observation 2 Date:
1. Updating data and statistics according to organisational policies and procedures Outline of the task: <ul style="list-style-type: none"> Preparing a report on the effectiveness of the treatment programs provided by the service Obtaining prior consent before sharing health documents with others Other (please describe): Comments:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Maintaining stock levels in accordance with organisational policies and procedures Outline of the task: <ul style="list-style-type: none"> Completing routine stock counts at the end of every month Manually collating figures to organise data showing stock on hand Other (please describe): Comments:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Booking clients for appointments in accordance with confidentiality policies and procedures Outline of the task:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>