



## **Student Assessment Instructions Guide**

### **HLTAID003 - Provide first aid**

### **Purpose of the Document**

This document named Student Assessments Instruction Guide contains detailed information about the Student Assessment Workbooks for assessment tasks.

### **Student Assessment Workbook**

This Student Assessment Workbook contains details of your assessment tasks and the guidelines for you to be able to complete the assessments for this qualification.

### **Purpose of Assessment**

Assessment is the process of gathering and judging of evidence to decide whether a student has achieved a standard of competence. Successful completion of all assessment tasks will contribute to the attainment of the unit of competency.

### **Methods of assessments**

The assessment will be conducted in face to face environment.

There are two types of tasks for assessing the unit of competency for each unit

- a. Theory tasks
- b. Practical tasks i.e. demonstration/role-play/written reports for the tasks as per assessment instructions provided in the student assessment workbook.

The following methods are used for assessing the student

- Analysis of responses to written questions
- Analysis of responses to practical tasks/demonstration/role-play/written reports (Please refer to the assessment tasks instructions for individual tasks)
- Observation of demonstration by the student in role play activities.

### **Role play Participants for simulated environment**

- Student: going to be assessed as per assessment requirements.
- Batchmates: Participants as team members/supervisor/ casualties/members of public or as per assessment requirements.
- Assessor will allocate the participants from your batchmates and will observe the activity.

### **Rules of evidence**

There are four rules of evidence that guide the collection of evidence. The student's work must demonstrate the rule of evidence e.g.

- **Valid** – The assessment task must cover the required skills and knowledge
- **Sufficient** – it must be enough to satisfy the competency
- **Current** – skills and knowledge must be up to date
- **Authentic** – it must be the student's own work and supporting documents must be genuine.

### **Principles of Assessment**

The four principles of assessment are followed in assessment of each student's evidence of competence. The four principles are:

- Validity
- Reliability
- Flexibility

- Fairness

**Validity:**

- assessment against the unit(s) of competency and the associated assessment requirements covers the broad range of skills and knowledge that are essential to competent performance;
- assessment of knowledge and skills is integrated with their practical application;
- assessment to be based on evidence that demonstrates that a student could establish these skills and knowledge in other similar situations; and
- Judgment of competence is based on evidence of student performance that is aligned to the unit/s of competency and associated assessment requirements.

**Reliability:** Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.

**Fairness:** The individual student's needs are considered in the assessment process. Where ever appropriate, reasonable adjustments are applied by the SIA to take into account the individual student's needs. SIA informs the student about the assessment process and provides the student with the opportunity to challenge the result of the assessment and be reassessed if necessary.

**Flexibility:** Assessment is flexible to the individual student by:

- reflecting the student's needs;
- assessing competencies held by the student no matter how or where they have been acquired; and
- Drawing from a range of assessment methods and using those that are appropriate to the context, the unit of competency and associated assessment requirements, and the individual.

**Competency/Submission Details and Instructions**

For you to achieve competency in this unit, you are required to complete the following tasks and submit according to your proposed training plan, or the date specified by Trainer/assessor in particular cases (please see Access and Equity Policy and Procedure). The student instructions for each task have been mentioned before the start of each task. You must achieve satisfactory ratings on all tasks

Within the context of these assessment tasks for role playing activities / presentations / demonstrations, the assessor may fill in the role of client, manager or supervisor, as applicable.

- At each submission of your assessment, the student must declare that the work submitted is his/her own and has not been copied. Failure to do so will result in the assessment work being returned for completion thus delaying the assessment.
- Make sure you have read all supporting resources prior to commencing and completing any of the questions and activities in this assessment workbook.
- If you are unsure of the requirements of a question, activity or project – please contact your trainer/assessor, at given contact details in the beginning of this document, for clarification. Reasonable adjustment options are available however this must be arranged in coordination with the Training Department prior to assessment.
- You must ensure that you have attempted and completed all assessment tasks in this Student Assessment Workbook prior to submitting for assessing.
- All the above items must be adhered to. Failure to do so will result in your work being returned to you, delaying the assessment of your tasks.
- Written questions require in-depth responses and answers must comply with the instructions provided.
- At the time of submission of workbook or individual unit, ask for Receipt from SIA staff. Keep it safe for your record and future references.

### Understanding the assessment grading system

Assessments for qualifications are competency based, which means students are assessed against the unit of competency requirements. Assessment results are recorded as follows:

- Satisfactory (S) result: the student's submitted work satisfies the learning requirements and competency standards for the Task.
- Not Satisfactory (NS) result: the student's submitted work does not demonstrate the understanding of competency standards in the Task.
- Competent © result: Once a student receives a satisfactory result for all required assessment Tasks, as per the learning requirements and all competency standards for the unit (in accordance with the unit of competency details at National Register [www.training.gov.au](http://www.training.gov.au)), C outcome will be awarded for the entire unit.
- Not Yet Competent (NYC) result: If any of the Tasks in unit is NS, a student will receive NYC outcome. He/she will receive written feedback from a trainer/assessor, clearly outlining where the gaps are. The student will then be required to rectify these gaps and re-submit his/her assessment for marking.

### Feedback and Review

The student will receive written feedback from a trainer/assessor, clearly outlining why the student's submitted work does not demonstrate the understanding of competency standards in the task and where the gaps are. The student will then be required to rectify these gaps and re-submit his/her assessment for marking.

### Re-assessment

If the result of your Unit Assessment is "Not yet Competent (NYC)", you will be given an opportunity for re-assessment. Each student has three (3) attempts to achieve a competent outcome, including two re-submission attempts. You will only work on the component(s) of the Task(s) that were marked "Not Satisfactory". The re-assessment must be completed within 14 days of assessment feedback given to you by your trainer/assessor. Please note that SIA will provide two (2) chance for re-assessment at no cost.

If you are not able to achieve competency with these opportunities, you are required to repeat the unit at your own cost which will also impact on your extension of study period.

In case of practical tasks like role-playing, student has to redo the task by arranging the time and date with trainer/assessor.

### Plagiarism and Collusion

Plagiarism and collusion are both forms of cheating. It is taking and using someone else's ideas, writings or information and representing them as your own. Plagiarism is a serious act and may result in a participant's exclusion from a unit or a course. When you have any doubts about including the work of other authors in your assessments, please consult with your Trainer/assessor and refer to the SIA Student Handbook. In case you need further information about plagiarism and collusion, please ask SIA staff to provide you with the copy of plagiarism and collusion policy and procedure. Alternatively, you may refer to the website. The following list outlines some of the activities for which a participant can be accused of plagiarism:

- Presenting any work by another individual as one's own unintentionally
- Submitting assessments copied from another student
- Presenting the work of another individual or group as their own work
- Submitting assessments without the adequate acknowledgement of sources used, including assessments copied totally or in part from the internet

### Referencing your work

The students are required to use the right sources in their work. By doing proper referencing, you are acknowledging that you have used someone else's information or work. SIA encourages its students to use APA 6<sup>th</sup> referencing Style. You can visit <http://guides.lib.monash.edu/citing-referencing/apa> for the style information or visit <https://www.refme.com/au/referencing-generator/apa/> for APA style references generation. You must reference all sources that you use in your assignment, including words and ideas, facts, images, videos, audio, websites, statistics, diagrams and data.

There are two parts to every referencing system:

- In-text reference – a reference to a source of information placed within the body of the work.
- The reference list – a list of all sources referred to in the work, located at the end of the work.

Please ask your trainer if you do not know how to reference your evidence. Ensure your work is referenced to prevent plagiarism. For more information on plagiarism and referencing, refer to the Student Handbook.

### Appealing a decision

Where a student disagrees with a decision made by SIA Trainer/assessor regarding outcome of unit, plagiarism or cheating, he/she may pursue appeal proceedings in accordance with the SIA complaints and appeals process given in *Complaints and Appeals Policy and Procedure*, as you have the right to appeal the outcome. More information about this process can be found in the Student Handbook or can be obtained from the Student Support Officials.

### Reasonable Adjustments

If you have special needs or disabilities, reasonable adjustment will be organised in accordance with the policies and procedures of SIA. This may include but not limited to:

- visual difficulty; we can assist by making adjustments such as larger print of documents, assessment tools and forms
- physical disabilities; assessment may be broken down into shorter/longer lengths of time, where applicable
- sick or have medical condition, due date extension may be provided
- LLN Support

Examples of reasonable adjustment in assessment may include but not limited to:

- Submission of an oral assessment task for a written one
- Provision of extra time
- Use of adaptive technology

The requirements for special needs must be established and an appropriate record must be kept of the efforts made to establish special need and the outcomes of these efforts.

## Required Resources

- Learner guides
- <https://resus.org.au/guidelines/>
- <https://www.safeworkaustralia.gov.au/first-aid>
- <https://www.stjohnvic.com.au/news/stroke-first-aid/>
- <https://www.redcross.org.au/get-help/emergencies/looking-after-yourself/heatstroke-and-heat-exhaustion>
- <https://www.worksafe.vic.gov.au/use-automated-external-defibrillator-aed-workplace>
- PPTs
- Access to appropriate documentation and resources.
- Access to role play persons and a simulated industry/office environment in case the simulated assessment is being conducted.
- Access to a range of simulated workplace documentation and information
- Access to supportive human resources
- Access to computers and printers
- Access to internet
- adult and infant resuscitation manikins in line with ARC Guidelines for the purpose of assessment of CPR procedures
- adrenaline auto-injector training device
- AED training device
- placebo bronchodilator and spacer device
- roller bandages
- triangular bandages
- workplace injury, trauma and/or illness record, or other appropriate workplace incident report form for written reports
- wound dressings
- First aid kit
- Tic tac
- Simulated accident scene
- Report template
- bin lid
- ice packs
- Simulated mobile phone/two-way radio
- Access to the resources as mentioned in assessment conditions mentioned at the internet link to unit  
<https://training.gov.au/Training/Details/HLTAID003>