

Version:	2.0	Approval Authority	CEO
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Statutory and regulatory compliance

Standards for Registered Training Organisations (RTOs) 2015 (Amended 2017)

- Standard 1 - Clauses 1.8; 1.9; 1.10; 1.11; 1.12

Related Policies/Documents

- Developing Vocational Training Products Policy
- Assessment System Policy
- Reassessment Policy
- Validation Policy

Purpose

Australian Health and Management Institute develops assessments to comply with Standard 1 – Clause 1.8 - *Standards for Registered Training Organisations (RTOs) 2015* and to meet the requirements of the selected units of competency from the Training Package. This policy outlines the requirements to design and/or customise assessments and collect relevant evidence to make informed judgements to evaluate student demonstration of competence

Applications/Scope

This policy applies to:

- All students
- All trainers

Compliance with Standards for Registered Training Organisations (RTO's) 2015

Australian Health and Management Institute assessments comply as follows:

- assessments comply with the assessment requirements of the relevant training package or VET accredited course
- conducted in accordance with the Principles of Assessment contained in Table 1.8 – 1 (Appendix 1)
- conducted in accordance with the Rules of Evidence contained in Table 1.8 – 2 (Appendix 2)
- assessments including recognition of prior learning complies with the assessment requirements of the relevant training package or VET accredited course

Assessment Requirements

Australian Health and Management Institute assessment requirements address that each unit of competency assessment requirements are grouped into these three areas:

- knowledge evidence
 - describes what students knows to be considered competent
- performance evidence
 - describes what students can demonstrate to be considered competent
- assessment conditions

- describes the conditions including specific requirements for resources and trainer/assessors

Students assessed as competent

For a student to be assessed as competent, Australian Health and Management Institute must ensure the students have:

- absorbed the knowledge
- developed the skills
- can combine the knowledge and skills to demonstrate:
 - ability to perform relevant tasks in a variety of workplace situations or accurately simulated industry environments
 - consistency in performance and a consistent ability to demonstrate skills when performing tasks
 - understanding of what they are doing and why when performing tasks
 - ability to integrate performance with understanding, to show they are able to adapt to different contexts and environments
- Students must:
 - Be assessed against all the tasks identified in the elements of the unit or module
 - Demonstrate they are capable of performing these tasks to an acceptable level

Through the above process students must demonstrate they hold all of the required skills and knowledge specified in the unit of competency or module assessment requirements.

Developing Assessment Materials

- Australian Health and Management Institute purchases commercially available assessments that are customised and undergo assessment validation prior to implementation
- In specialised areas where commercially available assessments are not available, assessments will be created internally and undergo full assessment validation prior to implementation
- Whether assessments are commercially purchased or internally created, assessments are mapped against the Training Package to address the following:
 - Elements and performance criteria
 - Performance evidence
 - Knowledge evidence
 - Assessment conditions
 - Trainer/Assessor requirements

Risk Managing Assessment Materials Development and Use to ensure Compliance

Australian Health and Management Institute proactively adopts the ASQA identification of the most common assessment issues to risk manage the development and use of non-compliant assessment tools and assessor guides. Therefore, the following issues are addressed at the customisation stage and addressed through validation for all assessment tools and assessor guides:

- Practical application of skills and knowledge:
 - Identify the extent of practical application to ensure there is not limited assessment of learner practical skills
 - Ensure that knowledge requirements are integrated into practical assessment

- Capitalise on practical assessment conducted 'on the job' for existing worker trainee students
- Integrate the following into practical application of skills and knowledge:
 - ✓ Performance criteria
 - ✓ Knowledge evidence
 - ✓ Conditions for assessment
 - ✓ Principles of assessment
 - ✓ Rules of evidence
- Lack of assessment criteria
 - Identify and correct evidence of the following in assessment tools and assessor guides:
 - ✓ Tick and flick records
 - ✓ Direct cut and paste from the unit of competency requirements
 - ✓ Tasks to be undertaken must be clearly defined with the marking criteria for consistent implementation and judgement
 - ✓ Simulations and role plays must include observation instruments
 - ✓ Ensure Foundation skills are being assessed
- Lack of clear instructions regarding the task to be performed
 - Identify if the task to be performed is adequately described or not to ensure consistency of application and assessment judgement
 - Identify if the task has adequately provided a context and instructions for both the student and assessor
 - Identify if written questions are meaningful or just a reworded version of the unit of competency criteria
- Ineffective mapping
 - ASQA identified the following mapping issues to identify and correct:
 - ✓ Mapping elements and performance criteria only
 - ✓ Ineffective mapping
 - ✓ Over mapping
 - Mapping against the training package must identify the following:
 - ✓ Elements and performance criteria
 - ✓ Foundation skills
 - ✓ Range of conditions
 - ✓ Performance evidence
 - ✓ Knowledge evidence
 - ✓ Assessment conditions
 - ✓ Assessor requirements
- Issues with third party reports
 - Identify the extent to which third party reports may not be clearly defined and make correction
 - Ensure that assessments and assessor guides clearly identify the criteria for a person qualified to conduct third party assessment
 - Obtain evidence that third parties have the appropriate qualification to conduct third party reports
 - Identify that there are sufficient instructions for consistent implementation of third-party reports
- Inadequate validation
 - Review validation processes to objectively identify the extent of effectiveness
 - Identify the evidence retained to ensure that it is sufficient
 - Assess the quantity of validation of training products conducted in one session or day
 - Ensure that where validation identified amendments in an assessment:
 - ✓ Assessments are amended as per validation form outcomes

- ✓ version controlled to identify current version
- ✓ old version archived, and
- ✓ new version of assessment uploaded onto the system for implementation
- ✓ staff notified that there is a validated version of the assessment in the system

Forms of Assessment

The forms of assessment to be utilised for each unit of competency are clearly set out in the Training and Assessment Strategy. Students will be assessed in one or more of the assessment types described below as per unit of competency requirements. Selection of appropriate assessment tool is guided by the requirements as stated in the Unit of Competency Assessment Requirements from the training package available on www.training.gov.au

The following table is an overall guide and a Training and Assessment Strategy may vary slightly based on the requirements of the Training Package.

Written questions / knowledge assessment	<ul style="list-style-type: none"> • The student is required to undertake written knowledge tasks • Written knowledge tasks include a word limit to ensure that the answer is adequate and complete • a number of mainly short answer, multiple choice or true/false type questions
Case study	<ul style="list-style-type: none"> • A given scenario usually based around a workplace with various issues or problems and a number of questions or short tasks based on the scenario
Practical demonstration /tasks	<ul style="list-style-type: none"> • Demonstration of practical tasks which may be a single task or job role, or a number of small non-related tasks assessed in a simulated assessment environment • Practical tasks are usually conducted individually or in some cases as a group to address the practical application of skills and knowledge • Practical tasks will be demonstrated in the industry simulated environments or host industry locations where mandatory work placement is a requirements for completion of a qualification
Role Play /Presentation	<ul style="list-style-type: none"> • An interaction between people based around a simulated workplace situation. The presentation may be an oral presentation about a particular topic • The student is required to demonstrate a range of skills whilst being observed by, or interacting with, the assessor. • Practical demonstration allows the observation of skills integrated with knowledge during its practical application.
Project / Assignment	<ul style="list-style-type: none"> • A large, related task, usually with a number of parts or stages, may be based on the workplace or a simulated workplace situation. It may include practical tasks, case studies, and role plays, or research tasks

	<ul style="list-style-type: none"> • A project will require the creation of various workplace documents and tools and include a practical demonstration component.
Portfolio/Log Book/Third Party Reports	<ul style="list-style-type: none"> • Portfolios usually contain a number of documents, gathered over a period of time, displaying evidence of the student's ability to perform a number of related written and practical skills or tasks • A portfolio can include a collection of documents completed by the student in the work place/clinical placement

Implementing Principles of Assessment:

All Australian Health and Management Institute assessments implement the principles of assessment as follows:

Fairness	<ul style="list-style-type: none"> • Australian Health and Management Institute makes recognition of prior learning available to all students at enrolment or commencement with necessary adjustments • Australian Health and Management Institute makes reasonable adjustments to assessments to accommodate the student such as oral as well as written assessment except where written documentation is required to demonstrate competence • Students are fully informed of the assessment process and performance expectations before undertaking assessment • Students unable to complete the required task to the level required may be offered further training prior to reassessment • Australian Health and Management Institute offers a published appeals process as an avenue for students to challenge an assessment decision for objective review
Flexibility	<ul style="list-style-type: none"> • Australian Health and Management Institute makes recognition of prior learning available to all students at enrolment or commencement with necessary adjustments • Australian Health and Management Institute takes the student needs into account by recognising prior demonstration of competence through other means. • Individual students who have demonstrated current skills and knowledge will not require reassessment unless the previous demonstration of skills and knowledge is in a significantly different context or environment. • Australian Health and Management Institute uses a range of assessment methods to produce valid decisions and recognise that students demonstrate competence in a variety of ways
Validity	<ul style="list-style-type: none"> • Australian Health and Management Institute maps all assessment tasks and methods against the requirements of the unit of competency in the Training Package

	<ul style="list-style-type: none"> • Australian Health and Management Institute requires students to demonstrate skills and knowledge across a range of environments and contexts relevant to the unit of competence • Australian Health and Management Institute assesses in a variety of industry relevant contexts to identify if the student is able to apply the skills and knowledge in other situations and apply that knowledge in a practical way
Reliability	<ul style="list-style-type: none"> • Australian Health and Management Institute has a well-designed assessment system that ensures that measures are included to minimise variation between assessors • Australian Health and Management Institute ensures that the student and trainer guidelines on assessments results in consistent judgements regarding competence regardless of the particular Student or trainer so that the same evidence presented results in the same decision. • Australian Health and Management Institute develops evidence criteria for all assessments used the quality of performance and ensure consistent judgements regarding competence. Evidence criteria includes: <ul style="list-style-type: none"> ➢ Model answers ➢ Descriptions of observations needed to assess skills and application of knowledge in a practical activity ➢ Trainer guidelines for consistent assessment judgements • Australian Health and Management Institute sets benchmarks for practical assessments which are broad enough to allow for variations in the precise task being undertaken in the context. However, all practical assessment activities include “observable behaviours” which must be exhibited by the student when carrying out the practical assessment.
Implementing the rules of evidence:	
All Australian Health and Management Institute assessments implement the rules of evidence used to make a decision about competence	
Validity	<ul style="list-style-type: none"> • Australian Health and Management Institute ensures that the evidence is directly related to the competency being assessed • Australian Health and Management Institute ensures that there is a clear relationship between the assessment tasks undertaken and the evidence presented for the assessment requirement
Sufficiency	<ul style="list-style-type: none"> • Australian Health and Management Institute assessments are designed to ensure that students gather enough evidence for trainers to make a valid judgement of competent or not yet competent

	<ul style="list-style-type: none"> • Australian Health and Management Institute recognises that the quantity of evidence and time it takes for a student to collate may vary between students. Some students may not be able to even achieve competence despite repeated efforts. • Clear communication with the student where sufficiency is the cause for being deemed not yet competent, the information will be included in the trainer/assessor comments on the cover sheet of the assessment
Authenticity	<ul style="list-style-type: none"> • Australian Health and Management Institute assessment system ensures evidence gathered 'belongs to the student' being assessed and adequately demonstrates the student's skill and knowledge • Australian Health and Management Institute verifies that the student enrolling, training and being assessed is the same person that will be issued with a qualification or statement of attainment • Where substantial portions of evidence submitted are gathered through independent study, such as assignments and projects, Australian Health and Management Institute checks for plagiarism and identical content in other submissions
Currency	<ul style="list-style-type: none"> • Australian Health and Management Institute provides clear guidelines regarding how valid evidence is given taking into account time that has passed since the evidence was generated to ensure industry currency • Currency of information is factored into determination of competency • Where a student has presented out of date information, particularly in relation to application to RPL, an assessment will be made whether it is valid or not. Where deemed not current, the student can be given an opportunity to demonstrate currency through appropriate assessment including but not limited to challenge testing

Assessment Process:

The following describes the process for conducting assessments against the units of competency identified:

Assessment System

Assessment will usually commence in the session following delivery and student will be given 10 days after the delivery of the unit to complete assigned theory and practical requirements. As this is a competency-based program, assessment continues throughout the program until the student either achieves competency in the assessment tasks or a further training need is identified and addressed.

Formative assessment is provided throughout the course in terms of practice. This is achieved through using the tasks outlined in the learners' resources as practice. These tasks are separate to the summative assessment process that concludes each unit of competency.

The assessment process may include theory and practical assessments.

Each unit has an individual assessment tool and mapping document which establishes the details assessment methodology including:

- Outlining the assessment methods
- Providing instructions for the assessor
- Providing instructions for the students
- Being mapped to the unit of competency through a separate mapping document
- Ensuring assessment is summative

Prepare for assessment

The trainer/assessor is to:

- establishes the context and purpose of the evidence to be collected;
- identify and analyse the units of competency, training package and assessment strategy to identify the evidence requirements; and
- Review the assessment tools and confirm their currency and adequacy in meeting the rules of evidence

Prepare the student

The trainer/assessor meets with the students to:

- explain the context and purpose of the assessment and the assessment process;
- explain the units of competency to be assessed and the evidence to be collected;
- outline the assessment procedure and the preparation the learner should undertake, and answer any questions;
- assess the needs of the student and, where applicable, negotiate reasonable adjustment for assessing individual needs;
- seek feedback regarding the student's understanding of the evidence requirements and assessment process; and
- Determine if the student is ready for assessment

Plan and prepare the evidence-gathering process.

The trainer/assessor must:

- establish a plan for gathering sufficient quality evidence about the learner's consistent performance in order to make the assessment decision;
- organise equipment or resources required to support the evidence-gathering process; and
- Co-ordinate and brief others involved in the evidence-gathering process.

Collect the evidence and make the assessment decision.

The trainer/assessor must:

- establish and oversee the assessment process to ensure its validity, reliability, fairness and flexibility;
- collect appropriate evidence and match compatibility to the unit of competency;

- incorporate allowable adjustments to the assessment procedure without compromising the integrity of the competencies;
- evaluate the evidence in terms of validity, consistency, currency, authenticity and sufficiency;
- consult and work with other staff, or technical experts involved in the assessment process;
- record details of evidence collected; and
- Make a judgement about the learner's competence based on the evidence and the relevant unit(s) of competency

Provide feedback on the assessment

The trainer/assessor must provide advice to the student about the outcomes of the assessment process. This includes providing the student with:

- clear and constructive feedback on the assessment decision;
- information on ways of overcoming any identified gaps in competency revealed by the assessment;
- the opportunity to discuss the assessment process and outcome; and
- Information on reassessment and the appeals processes if applicable

Record and report the result

The trainer/assessor must:

- record the assessment outcome according to Australian Health and Management Institute Policy;
- maintain records of the assessment procedure, evidence collected and the outcome;
- the comments fields within the assessment tools are to be used to record detailed commentary on the knowledge & skills demonstrated by the student;
- judge assessment task as Satisfactory (S) or Not Satisfactory (NS);
- give final comments as Competent (C) or Not Yet Competent (NYC) to be recorded, finalized and maintained on LMS;
- maintain the confidentiality of the assessment outcome; and
- report the assessment outcome/results using the appropriate process

Review the assessment process

On completion of the assessment process, the trainer/assessor must:

- review the assessment process;
- provide feedback on both positive and negative inclusions in the assessment for validation and review; and
- provide feedback on ways of improving the assessment procedures by providing input into the next scheduled trainer meeting or assessment validation meeting

Participate in the reassessment and appeals process

The trainer/assessor must:

- provide feedback and counselling to the student, if required, regarding the assessment outcome or process, including guidance on further options;
- undertake gap training and reassessment as per published integrated intervention strategy
- provide the student with information on the appeals process;
- report any assessment decision that is disputed by the student to the Academic Coordinator; and
- participate in the reassessment or appeal according to Australian Health and Management Institute policies and procedures

Notification of Assessment

Students are fully informed about the assessment requirements at the commencement of the term as they are provided with a delivery schedule with assessment submission dates. They will be given 10 days after the delivery of the unit to complete assigned theory and practical requirements.

At the commencement of each unit of competency the trainer/assessor:

- Explains the purpose of the assessment and the assessment process
- Confirms information regarding the due dates for submission
- Explains the consequence of not meeting the requirements of the assessment;
- Explains the units of competency to be assessed and the evidence to be collected;
- Outlines the specific tasks (in detail) listed within the benchmark of performance tasks listed within the observation/demonstration record and how these will be facilitated within their simulated workspace;
- Identifies individual needs of the student and, where applicable, negotiates reasonable adjustment for individual needs without compromising the competency outcomes;
- Seeks feedback regarding the student's understanding of the units of competency, evidence requirements and assessment process

Submission of Assessment Items

- Students are required to submit assessment items at the time and date specified in the delivery schedule and assessment due date
- Assessments must be submitted in the form specified in the assessment tool guidelines.
- Assessment items cannot be submitted after the due date.
- At midnight on the due date, the student's access to LMS will be closed

Requests for Late Submission

- Assessment items cannot be submitted after the due date except where a student request has been approved by the trainer prior to the submission date where mitigating circumstances apply and the student provides written evidence
- Extensions to assessment deadlines based on mitigating circumstances shall be at the discretion of the Trainer or in conjunction with the Academic Coordinator
- Mitigating circumstances that will be considered are circumstances outside of the student's control that have had an adverse effect on the student's studies or ability to study.
- The request and outcome will be noted on the communication log in RTO Manager and will directly inform any future requests and outcome

Reassessment

Australian Health and Management Institute provides students with three (3) opportunities to undertake reassessment at no cost to the student. Should the student still require reassessment/resubmission, then they are required to pay the published reassessment fee prior to undertaking further reassessment.

Missed Assessment

Missed Assessment:

In the event that a student attended all scheduled classes and completed scheduled online learning but failed to submit an assessment by the published assessment due date, it is treated as a missed assessment. However, students are required to pay the published

missed assessment fee prior to submission. In the event that a student did not attend scheduled face to face classes and/or scheduled online learning, the student is not eligible for missed assessment and is required to repeat the unit of competency.

1. If student has attended online learning, then self-study online.
2. If student has missed attending online learning, the reassessment policy applies.
3. If student has attended face to face classes, reassessment policy applies.
4. If student has missed attending face to face classes, attend makeup class. After that reassessment policy applies. Student has to pay reassessment fee.

Missed Assessment Process:

- Students who do not submit an assessment by the published due date and have not formally applied for and been granted approval for late submission will be deemed 'not yet competent' and consequent possible failure of entire unit of competence.
- Students must make an appointment to meet with their trainer to consult on:
 - Current academic progress to date using LMS reports on assessment submission and LMS usage
 - Reason for non-submission
 - Any evidence to support non-submission
 - Extent of non-submission if there is a history of non-submission
- The Trainer and/or Academic Coordinator will document the agreed outcome which can include but not limited to any the following:
 - Late submission of assessment (no penalty) where there is a valid unexpected reason for non-submission
 - Late submission of assessment where the student has already submitted other assessments on time and the reason is not entirely valid
 - Any other outcome that is agreed to as fair by all parties involved
 - Payment of missed assessment fee if eligible and show a copy to the Academic Coordinator prior to undertaking missed assessment as per the agreed schedule
- If a Student continues to not submit assessments then the trainer will refer the student directly to the Academic Coordinator who will deal with the non-submission of assessment under intervention as detailed in Student Visa Requirements Policy

Plagiarism

- Students are advised of the nature of plagiarism or presenting another's work as their own and the penalties for plagiarism in the Academic Misconduct Policy.
- When setting assessment tasks, trainers must utilise methodologies that reduce the opportunity and frustrate attempts for students to reproduce work that is done in other contexts or is not their own work.

Assessment Results

Vocational assessment judgements/results are based on evidence of students demonstrating that they have understood the knowledge required and can successfully demonstrate the skill in practice. For each task/form of summative assessment a student will be judged as either demonstrating that the knowledge, skills and evidence as per conditions of assessment submitted is either:

- Satisfactory
 - ALL items in each task have been successfully completed; or
- Unsatisfactory
 - one or more items in each assessment task have not been successfully completed

The results for all tasks combined for the unit of competency are recorded as follows:

C (Competent)	A student is deemed C (competent) when all tasks/form of summative assessment required in a unit(s) of competence have been completed and deemed satisfactory
NYC (Not Yet Competent)	A student is deemed NYC (not yet competent) when one/more/all tasks/forms of assessment required in a unit(s) of competence have not been completed or deemed unsatisfactory

All assessment tasks/forms of assessment must be attempted and judged as satisfactory to be deemed competent in a unit(s) of competence.

Grades are finalized on LMS.

Assessment Feedback

- Trainer/assessors must provide students with information and feedback which enables them to understand why they were deemed competent or not yet competent by:
 - Identifying specifically which items in each task are not accurate and mentor the students to understand why
 - Allow each student one (1) opportunity to research/practice the correct information or process and resubmit those items for reassessment prior to the submission due date only
 - Reassessment after one opportunity and the due date will incur the published reassessment fee
- The assessment cover sheet has a feedback section which the trainer's uses to provide the feedback on each student's submitted assessment with specific feedback and not a generic well done!
- Trainer/Assessors who do not provide students with specific feedback to enable the students to complete 100% of each task item will be held accountable to both the student and Australian Health and Management Institute

Review of an Assessment Decision

- A student may request a review of an assessment decision if they have been deemed unsatisfactory or Not Yet Competent.
- Students may meet with the trainer to discuss their concerns about the assessment decision.
- Where the issue regarding the assessment decision is unable to be resolved at this level, a request for a review may be made in writing and lodged with the Academic Coordinator within 5 working days of formal notification of the assessment result.
- The grounds upon which the student may request a review of an assessment decision are that an error has occurred in the calculation of either unsatisfactory for one/more tasks or not yet competent for an entire unit(s) of competency

demonstrating that the assessment decision is inconsistent with the published assessment requirements or assessment criteria.

- The Academic Coordinator will allow other criteria based on the student providing relevant supporting evidence.

Academic Appeals

A student may appeal against a decision made under this policy as per Australian Health and Management Institute Academic Appeals Policy and the Complaints and Appeals Policy

Recording Information

It is a requirement that trainer/assessors record detailed information of the student's demonstrated knowledge and skills. The comments fields within the assessment tools are to be used to record detailed commentary on the knowledge & skills demonstrated by the student. Each assessment task is to be judged as Satisfactory (S) or Unsatisfactory (US)

The trainer/assessor comments and final judgement of Competent (C) when all tasks are satisfactory or Not Yet Competent (NYC) when one or more tasks are unsatisfactory are recorded and maintained on LMS including the comments and changes where reassessment resulted in the award of Competent (C)

Once the grades in LMS are finalised for the term, the results are submitted on the results sheet by the Trainer/Assessors and recorded in RTO Manager. Administration ensures that the finalised student results in LMS are the same as the results recorded in RTO Manager.

Students who are assessed as not yet competent are provided with detailed verbal and written feedback to assist them to identify the gaps in their knowledge and skills to be addressed through intervention and/or gap training and assessment (Including reassessment and missed assessment)

Version control

Review Date	Approval Authority	Reviewed Sections/Items	Version
02/03/2021	CEO	Revised format	2.0

Appendix 1

Principles of Assessment

Fairness	<ul style="list-style-type: none"> • The individual Student's needs are considered in the assessment process • Where appropriate, reasonable adjustments are applied by the RTO to take into account the individual learner needs • The RTO informs the Student about the assessment process, and provides the Student with the opportunity to challenge the results of the assessment and be reassessed if necessary
Flexibility	Assessment is flexible to the individual Student by:

	<ul style="list-style-type: none"> • Reflecting the Student 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
Validity	<p>Any assessment decision of the RTO is justified, based on the evidence of performance of the individual Student. Validity requires:</p> <ul style="list-style-type: none"> • Assessment against the unit(s) of competency and the associated assessment requirements cover 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 demonstrate these skills and knowledge in other situations • Judgment of competence is based on evidence of Student performance that is aligned to the unit/s of competency and associated assessment requirements
Reliability	<p>Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment</p>

Table 18.1-1 Principles of Assessment **Standards for Registered Training Organisations (RTOs) 2015 (Amended 2017)**

Appendix 2

Rules of Evidence

Validity	The assessor is assured that the Student has the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements
Sufficiency	The assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgement to be made of a Student's competency
Authenticity	The assessor is assured that the evidence presented for assessment is the Student's own work
Currency	The assessor is assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or very recent past

Table 18.1-2 Rules of Evidence **Standards for Registered Training Organisations (RTOs) 2015 (Amended 2017)**