



QMB Group LTD Assessment Policy - On Malpractices

1. Purpose

This policy outlines the requirements of delivery and submissions of Assessments in QMB Group LTD LTD (hereinafter referred to as “QMB Group LTD”) and guides its implementation.

2. Scope

QMB Group LTDs’ operations and processes including the Assessor’s conduct of Vocational Education and Training assessment.

3. Definitions

Plagiarism: Plagiarism occurs when an individual attempts to pass someone else's work off as their own i.e. using someone's ideas, opinions, or theories in an assignment or essay, using pieces of information, such as graphs, statistics, drawings, that are not common knowledge.

Cheating: Cheating occurs when an individual copies someone else's work - sharing or copying an assessment, test or assignment, or doing someone else's assessment, test or assignment.

Formative Assessment: Formative assessment refers to a wide variety of methods such as quizzes, activities, oral questioning, role plays that trainers use to conduct evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course. Formative assessments are conducted throughout the unit of competency.

Summative Assessment: Summative assessments are used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period. Summative assessments usually consist of tests, assignments, projects or practical demonstrations. Summative assessments are usually conducted at the end of all training and serve to assess final competency of a unit.

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4. Policy Statement

QMB Group LTD implements an assessment system that ensures that Assessment (including RPL):

- a) complies with the assessment requirements of the relevant training package and
- b) is conducted in accordance with the Principles of Assessment contained in Table 1 and the Rules of Evidence contained in Table 2.

At all times QMB Group LTD trainers and assessors will ensure that the assessment activity is undertaken in a safe and secure environment. In doing so, QMB Group LTD aims to ensure the ongoing provision of high quality Training Services, including training and assessment and robust administrative processes to support contract compliance and obligations.

Table 1 - Principles of assessment

Fairness	<p>The individual learner's needs are considered in the assessment process.</p> <p>Where appropriate, reasonable adjustments are applied by QMB Group LTD to take into account the individual learner's needs.</p> <p>QMB Group LTD informs the learner about the assessment process, and provides the learner with the opportunity to challenge the result of the assessment and be reassessed if necessary.</p>
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Flexible	<p>Assessment is flexible to the individual learner by:</p> <ul style="list-style-type: none"> • reflecting the learner’s needs; • assessing competencies held by the learner 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. <p>QMB Group LTD provides students with access to a Training Support Consultant who will assist students with individually tailored assessments, as required. QMB Group LTD has a confidential appeal process which students can use if required.</p>
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Validity	<p>Any assessment decision of QMB Group LTD is justified, based on the evidence of performance of the individual learner.</p> <p>Validity requires:</p> <ul style="list-style-type: none"> • 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 learner could demonstrate these skills and knowledge in other similar situations; and • judgement of competence is based on evidence of learner performance that is aligned to the unit/s of competency and associated assessment requirements.
Flexible	<p>Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.</p> <p>QMB Group LTD will use Marking Guides to help ensure this occurs.</p>

Table 2 - Rules of evidence

Validity	The assessor is assured that the learner 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 learner's competency.

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Authenticity	<p>The assessor is assured that the evidence presented for assessment is the learner's own work.</p> <p>The Assessment must be the students own work. All Assessment Cover Sheets must be signed by the student to declare that the submitted work is their own. QMB Group LTD has a strict plagiarism policy which all students are advised of.</p>
Currency	<p>The assessor is assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the very recent past</p>

Assessment Procedures / Policy Review:

After reviewing the Assessment Procedures / Policy, it is important to ensure that it covers the Centre's general approach to assessment. Here are some key points to consider during the review:

- **Purpose and Scope:** The policy should clearly state the purpose and scope of the assessment procedures. It should define what assessments are covered, such as exams, projects, practical assessments, or any other relevant methods used for evaluating student learning.
- **Assessment Principles:** The policy should outline the Centre's principles for assessment. These may include fairness, validity, reliability, transparency, and alignment with learning outcomes. The principles should reflect the Centre's commitment to providing a fair and consistent assessment process for all students.
- **Roles and Responsibilities:** The policy should identify the roles and responsibilities of various stakeholders involved in the assessment process. This may include teachers, assessors, administrators, and students. Clear guidelines should be provided to ensure that each party understands their responsibilities and the expectations placed upon them.
- **Assessment Design and Development:** The policy should address the process of designing and developing assessments. It should emphasize the importance of aligning assessments with the learning outcomes and instructional objectives. Considerations for formative and summative

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assessments, as well as the use of diverse assessment methods, should be included.

- **Assessment Administration:** The policy should outline the procedures for administering assessments. This may cover aspects such as scheduling, test security measures, accommodations for students with special needs, and protocols for managing unforeseen circumstances during assessments.
- **Marking and Grading:** The policy should detail the criteria and standards used for marking and grading assessments. It should provide guidelines on how to ensure consistency and fairness in the evaluation process. This may include rubrics, grading scales, moderation procedures, and policies on providing feedback to students.
- **Assessment Records and Data Management:** The policy should address the management of assessment records and data. It should outline how student assessment data is collected, stored, and protected in accordance with relevant privacy regulations. The policy may also address retention periods for assessment records and procedures for sharing assessment results with students and parents.
- **Appeals and Feedback:** The policy should include a section on the process for handling assessment appeals and providing constructive feedback to students. It should outline the steps students can take if they believe there has been an error or unfairness in the assessment process. Clear guidelines on how feedback is provided to students to support their learning and improvement should also be included.
- **Continuous Improvement:** The policy should emphasize the Centre's commitment to continuous improvement of the assessment procedures. It should outline mechanisms for gathering feedback from stakeholders, conducting periodic reviews of the policy, and implementing changes based on evidence and best practices.
- **Compliance and Legal Considerations:** The policy should ensure compliance with relevant laws, regulations, and standards pertaining to assessment in the educational context. This may include adherence to data protection regulations, accessibility requirements, and any specific guidelines provided by educational authorities.

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5. Policy Principles

5.1. Types of Assessment

Assessments may consist of both formative and summative tasks.

Formative assessments may include knowledge checks, class activities, group work and quizzes. This type of assessment may or may not be marked, and is a learning tool to help the participant understand the course content. Formative assessments may be marked with Satisfactory or Not Yet Satisfactory.

Summative assessments consist of individual assignments and simulated observation assessments. Students will be required to spend additional time outside of each class to complete these assessment tasks. Students will be marked as *Competent* or *Not Yet Competent* when all summative assessments are satisfactory according to their individual skill level and understanding of course material.

5.2. Evidence of Participation

All training services delivered by QMB Group LTD must be supported by evidence of participation for each unit of competency/module so that a reasonable judgement regarding an eligible individual's participation in training services can be made. Evidence of participation will be retained for the purpose of internal and external audits where required.

In accordance with this policy, evidence of engagement must be authenticated by QMB Group LTD demonstrating engagement by the student in the learning and/or assessment activity. To be valid, evidence provided must contain the student's name a module or unit of competency identifier, date of participation, signature of student and trainer/assessor (in the case of face-to-face delivery). All assessments can be tracked in the student database, including the RPL and issuance registers.

Face-to-face

QMB Group LTD will retain evidence of participation, including but not limited to class attendance rolls, training plans and assessments (primary documentation).

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Online and distance learning

In addition to the retention of training plans and assessments, login and engagement records are also retained for students undertaking online training. Student contact details, including phone and email, are also retained to demonstrate ongoing engagement with training. The login record must evidence the eligible individual learning and/or assessment activity. A login record indicating the eligible individual received training materials alone is not sufficient evidence of participation. Records must also indicate that the QMB Group LTD has checked with the student that they are continuing to engage across the unit of competency/ module.

For students undertaking online and/or distance learning, QMB Group LTD must retain evidence that the individual has commenced working on the learning materials received. QMB Group LTD must also demonstrate that the student is continuing to engage across the unit of competency/module until completion or withdrawal.

Where primary recording documentation is not available, a signed statutory declaration may be accepted in certain circumstances in accordance with QMB Group LTD policy.

Assessments and class attendance rolls are scanned and retained in accordance with the Student Records Management Policy and Procedure.

5.3. Resulting of Assessments

Summative assessments are mapped to the required units of competency. All summative assessments must be completed. Formative assessment tasks, which are the individual assessment questions, are marked as:

Satisfactory	
Not YET Satisfactory	If an assessment task is <i>Not YET Satisfactory</i> , the Trainer will provide students with feedback, and they will need to re-submit the answers to those questions. If this happens, students must resend in the entire assessment as their resubmission.

Students are able to complete two summative resubmissions. Students who are struggling to understand the material, are advised to contact the Learning Support Team.

Support may include some Language, Literacy and Numeracy (LLN) assistance or organising a tutorial for the students (note: tutorials may incur additional costs). Tutorials can be offered as one to one, small group tutorials, by phone and by email.

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When all of the formative and summative assessment tasks are complete, students will receive a final result of either:

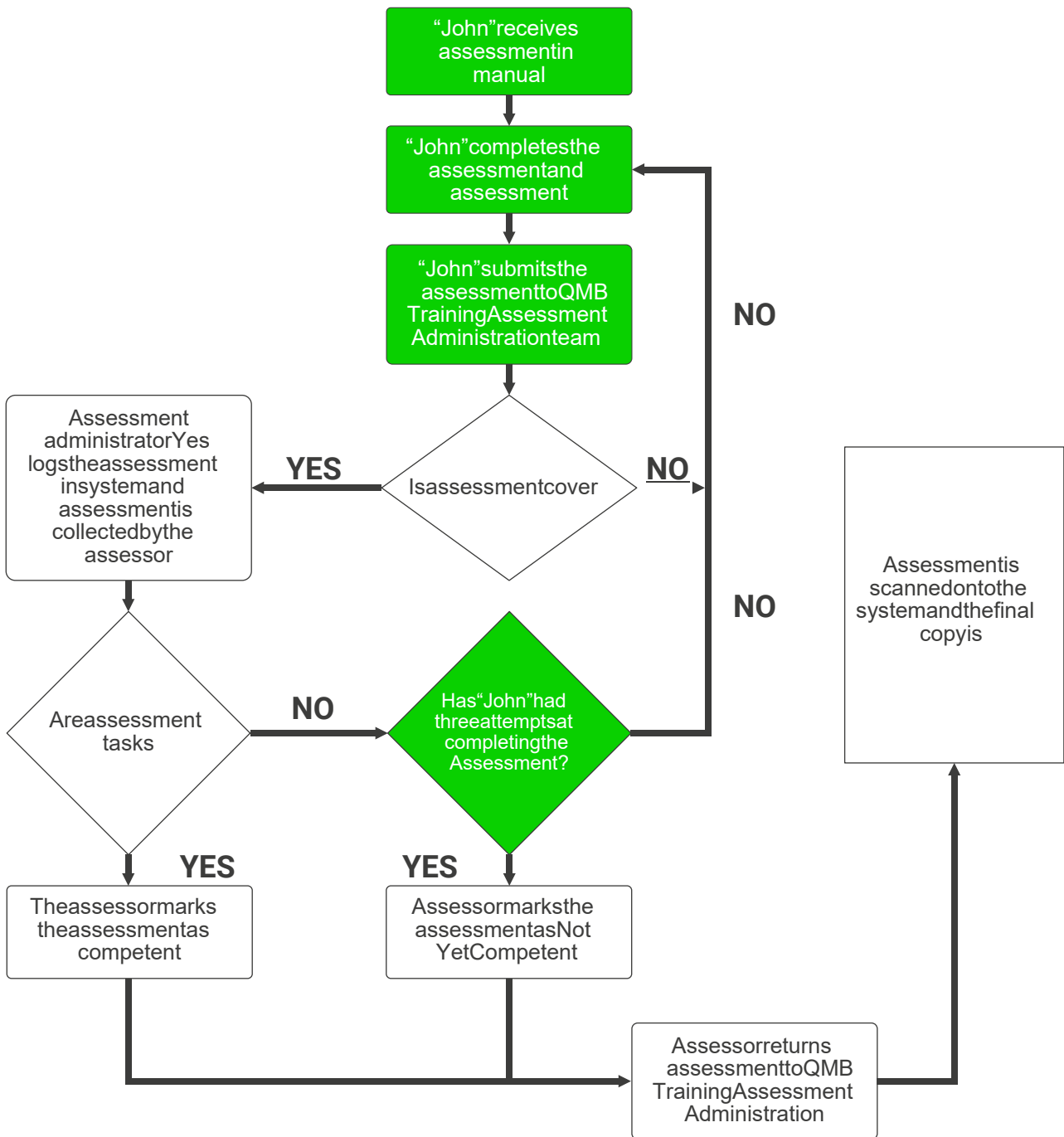
Competent	This means that the student has completed all assessment tasks satisfactorily
Not Yet Competent	This means that the student has not completed all assessment tasks satisfactorily

The following flow chart describes the assessment process, using the example of John, who is a student with QMB Group LTD. The components which are shaded relate to what “John”, and all other students, need to complete.

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Figure 1: Assessment Submission Process



*** Important information**

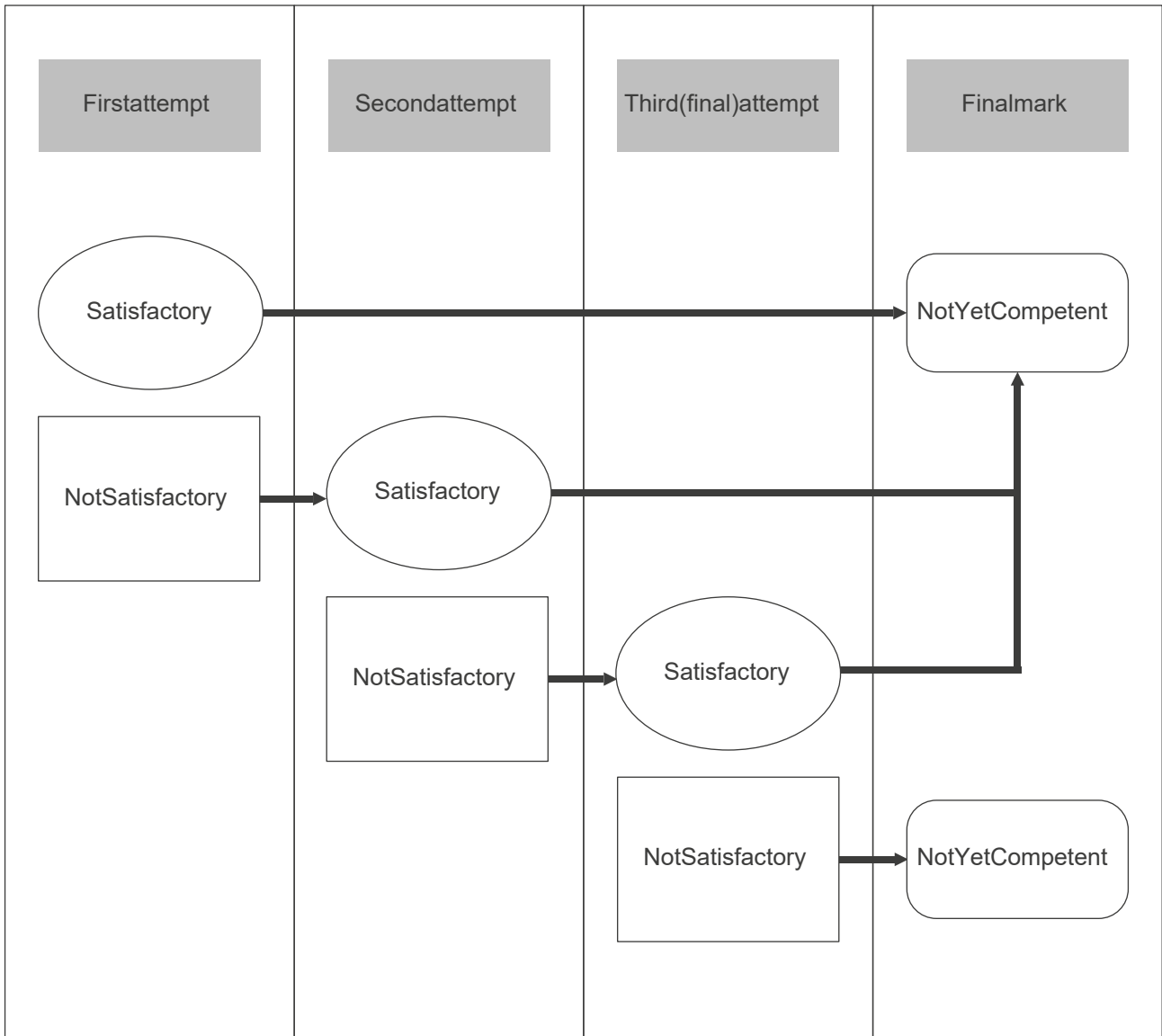
To correctly complete the assessment cover sheet, please ensure that you sign it. This verifies that you have completed the assessment yourself. If this is not signed, you will be asked to attend QMB Group LTD office to sign the cover sheet, before we can send your work to the assessor for marking. Please ensure that the cover sheet has an original copy of your signature – we cannot accept photocopied cover sheets.

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The following flow chart explains how the marking process works

Figure 2: Assessment Marking Process



5.4. Assessment Timetable

In some courses students are expected to submit all assessments in accordance with the assessment timetable (issued at the pre-training interview and/or at the start of the course). Following the conclusion of each cluster the assessment tasks should be submitted by the due date as indicated in the timetable. *It is suggested that students note these dates in their diaries and plan ahead to ensure assessments are completed and submitted by no later than the submission date.*

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5.5. Assessment Submissions

Summative Assessments must be submitted in the assessment wallets found at the back of every manual. Summative assessment tasks for each cluster should be submitted in a separate assessment wallet.

Students are required to **keep copies** of their assessments in the instance that assessments may be misplaced or lost in the mail;

Please note: photocopied work will not be accepted for assessing.

The submission of assessment activities must comply with the following:

For an assessment to be accepted, the student has to fairly and practicably attempt all assessment tasks.

- Assessments that have not been fully attempted and require the student to provide additional information will be returned to student for completion and re-submission. This will be counted as two (2) submissions.
- Assessments must be submitted before or on the assessment due date.
- An assessment coversheet is completed by the student attached to the front of the assessment submission. The cover sheet is important as it provides information to the *Trainer* and the *Assessment Administrator* on the unit of competency or cluster being submitted. It also allows for easier processing for the *Assessment Administrator* – if coversheets are not completed correctly, it will cause a delay in the processing and marking of assessments.

5.6. Where to Submit Assessments

Option 1

Assessments are handed to the assessor or uploaded to the E-Portfolio.

The student is to ensure that they sign the Assessment Log. This log can be found in the Assessment Folder which is located in the E-Portfolio.

All assessments received are logged in the Student Management System.

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5.7. Extensions

Students submitting assessments after the scheduled submission date will be deemed to have made an attempt at the assessment. A request for an extension to a due date must be requested to the Assessment Trainer or assessor (not the administrator) no less than 3 days prior to the scheduled date. A request for extension is a request for special consideration and will only be considered or granted under special circumstances.

Submitted assessments will be deemed to have been received or before the due date of submission. Anything received with a date stamp after that date AND no extension has been requested, may incur a late fee.

5.8. Course Closure Date

A student's enrolment remains current and open whilst the course is being undertaken. In this time, students are expected to attend training sessions and submit assessments within the timeframes as per the assessment timetable, including re-submissions.

5.9. Plagiarism and Cheating

Students are required to complete and submit their own original work. Only original assessment work will be accepted. (No photocopied work is to be submitted.) Students may use other sources of information but the original source material must be recorded in the assessment material and the original author cited.

In most cases plagiarism occurs without intent to deceive. With adequate training and support, this should not recur.

Cheating is a different situation and is usually 'cut and dry' with no defence. The consequences of cheating may include: repeating the entire unit, suspension from course and/or cancellation of course enrolment.

Students who have been identified plagiarising or cheating have the ability to access the complaints, concerns and appeals process.

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The consequences of this misconduct can include, but is not limited to:

- Informal notice by a teacher, trainer, assessor or other staff member of the need to comply with the required standards of behaviour
- Re-assessment or re-submission of assessment activities
- Formal meeting with QMB Group LTD Management to discuss the misconduct
- Formal written warning
- Request to the student to provide a show cause as to why they should be allowed to continue in the course
- Suspension from the course for a period up to 7 days (Serious Misconduct)
- Expulsion from the course.

More information can be found on the QMB Group LTD *Plagiarism and Cheating Policy and Procedure*

5.10. Privacy

Due to privacy restrictions, QMB Group LTD cannot give any information about students' assessments to anyone but the student (i.e. a third party) without the written permission of the student. In the enrolment forms (for accredited courses) that students complete at the start of the course, it includes a privacy disclosure which allows the student to provide their consent (or not). The Learning and Enrolment Team will then put a note to this effect next to their enrolment.

5.11. Reasonable Adjustment

Adjustments to assessment processes can be negotiated with learners who may face difficulty completing their course due to a disability (either permanent or temporary) and where these adjustments will not cause unjustifiable hardship to QMB Group LTD.

Reasonable adjustment does not mean that course standards or outcomes will be changed - learners will still need to show competency in all required skills and knowledge.

Some examples of reasonable adjustment that may be provided include:

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- extra time to complete assessments
- modification of an assessment task, e.g. oral rather than written and vice versa.
- rescheduling of classes or assessment due dates
- assistance from a support person, e.g. a note taker or scribe
- course material in alternate formats, e.g. electronic.

Learners can inform QMB Group LTD of a disability at any time:

- on the enrolment form
- during the Pre-Training review
- at any stage during the course until completion, by speaking with their trainer

In all cases, Learning Support staff will discuss and consult with the learner on the nature of the need and any support to be provided.

Procedure

- Learner informs QMB Group LTD of their disability (either permanent or temporary).
- The Learning Support team is informed of the learner's disability.
- The learner may be asked to provide evidence of the need, for example a medical certificate issued by a medical practitioner.
- The Learning Support team discusses and consults with the learner to determine the type and level of any support or adjustment that QMB Group LTD is able to reasonably provide.
- The outcome of the discussion with the learner is documented in the Learner Access Plan and any agreed adjustments are implemented.

6. Person(s) Responsible

Head of Training is responsible for communicating and actioning this policy.

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7. Associated Documents

- Plagiarism and Cheating Policy and Procedure
- Fees, Charges and Refund Policy and Procedure
- Recognition of Prior Learning Policy and Procedure
- Student Handbook

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