

Policy title	Assessment Policy
Policy area	Delivery - ACADEMIC
Policy available for Students – yes/no	Yes

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1.0 Assessment Policy

1.1 Definitions

Assessment is the process of judging evidence that a learning outcome has been (*or has not been*) achieved.

An **assessment instrument** is the documented method by which evidence of student achievement is judged.

Evidence may be **direct** or **indirect**

Direct evidence may include:

- A product (e.g. an art work)
- An explanation (e.g. a report)
- A performance (e.g. performance art) or...
- 'A naturally occurring event' (e.g. use of a technique in the studio)

Indirect evidence may include:

- An attestation (e.g. a work experience report) or...
- A certificate (e.g. a qualification from another institution)

The end-point of an assessment is an **assessment decision**, that a learning outcome has been (*or has not been*) achieved and can be repeated (*or not*) in the future.

An **assessor** is a TLC staff member responsible for designing and administering assessments, usually the class tutor or programme mentor. In special circumstances, an assessor may be appointed by the Managing Director or the Academic Board from outside the programme, from another campus, or from another education and training provider.

A **moderator** is an experienced assessor appointed by the Managing Director or the Academic Board to check the quality of an assessment.

The Academic Board (*or sub-group thereof*) functions as an **internal moderation panel** and is responsible for:

- Approving assessment and moderation plans for individual classes
- Ensuring that TLC meets its external moderation obligations
- Reviewing assessment decisions where the assessor and the moderator are unable to agree

An external moderation panel is responsible for:

- Moderating assessment for degree programmes (*presently not applicable*)
- Reviewing assessment decisions where the internal moderation panel is unable to agree

The external moderation panel may consist of:

- The senior assessor for the programme and/or...
- The assessor for the subject area
- An external subject expert appointed by the Managing Director or the Academic Board

An **evidence sample** is any piece of the student's work that is judged for assessment (e.g. an artwork, digital images, photographs, a report, etc.).

The **Academic Board** has overall responsibility:

- For the quality of TLC teaching and learning activities
- For the quality of TLC assessment and moderation
- Confirming RPL decisions
- For hearing appeals against the application of TLC assessments

The **Academic Board** members are representatives of:

- The Managing and Deputy Directors
- Course and Delivery
- Programme support
- Tutor support
- On-site and distance delivery
- Compliance
- One or more other members appointed by the board

1.1 Assessment Evidence

In accord with the New Zealand Qualifications Authority policy, TLC requires that assessment evidence be...

DIRECT – AUTHENTIC – SUFFICIENT

1.1.1 Directness

So far as is possible, assessment will be carried out under conditions identical with actual performance. The assessor will:

- Use observation and dialogue under actual or simulated working conditions wherever possible
- Avoid assessments that seek evidence not normally encountered under working conditions (for example an essay about mixing oil paints)

1.1.2 Authenticity

Evidence for assessment must be attributable to the student being assessed. This requires:

- All work to be named or visually identified as belonging to the student by the assessor

- Careful recording of decisions

1.1.3 Sufficiency

The basis of a positive assessment is that the student is able to meet the criteria for achievement for the learning outcome and *to do so in the future*. Assessors will:

- Provide more than one opportunity for students to show that they have achieved the learning outcome
- Confirm, through observation of performance and/or results, that this achievement can be repeated under normal working conditions

1.2 Assessment methods

Assessment methods are required by TLC to be:

- APPROPRIATE

- INTEGRATED WITH LEARNING

- MANAGEABLE

1.2.1 Appropriateness

The following assessment instruments will be used:

Observation and dialogue with students

Assessors will:

- Discuss achievement and progress with students
- Record their observations in a standard format

Evaluation of briefs

Tutors will set briefs or alternately students will propose their own brief/s and the tutor will approve if it is appropriate to the level's requirements and the relevant major or minor. The tutor, acting as assessor will:

- Assess the achievement of students on the evidence of process and results relating to the brief/s
- Record decisions for the student files

Evaluation of indirect evidence achievement (RPL)

Assessors will:

- Consider such indirect evidence of achievement as work experience reports, testimonials and external certificates
- Evaluate such evidence as evidence of achievement
- Record their decisions for the student files

1.2.2 Integration of assessment with learning

Assessors will:

- Employ observation and dialogue as the main assessment method
- Approve briefs that are appropriate for the level of study and relevant to the student's goals in art and creativity

1.2.3 Manageability

Assessment will not be allowed to dictate learning activity. As far as possible, therefore, it will be based on 'naturally occurring events': that is, on evidence from normal teaching activities, through observation and dialogue.

1.3 Assessment

Assessment itself is required by TC to be:

SYSTEMATIC – OPEN - CONSISTENT

1.3.1 System

Assessors will:

- Plan all assessments so that they are in step with the programme requirements and reflect the knowledge and skills under current focus
- Maintain a balance between sufficiency of evidence and minimal interference with learning activities
- Maintain adequate records of all assessments

1.3.2 Openness

TLC will ensure that each student has:

- A clear statement of the anticipated learning outcomes of the relevant programmes/courses/classes
- Criteria for achievement of the learning outcomes specified for their programmes/courses/classes
- An outline of the evidence required to demonstrate that the criteria have been met
- A file recording the assessment decision
- An explanation, where appropriate, for the assessment decision
- A right of appeal against assessments

1.3.3 Consistency

Consistency between students, programmes/courses and assessments will be ensured by:

- A system of internal moderation
- A system of external moderation, where this is

appropriate or is a requirement of the Qualifications Authority

- Process of appeal against assessments

2.0 Re-assessment

2.1 Re-assessment

The possible results of an assessment decision are that:

- A student has met the criteria specified and has achieved the learning outcome
- The student has not yet met all of the criteria specified and has not yet achieved the learning outcome

Students may ask for, or be offered re-assessment at any time, after completing any necessary additional learning activity to the satisfaction of the tutor and/or assessor. TLC may charge a fee thereafter for any further re-assessment.

2.2 Student's Rights of Appeal

All students may appeal an assessment decision, in the following progression.

2.2.1 Appeal to assessor

First, a student may verbally request the assessor to re-assess the evidence presented.

2.2.2 Appeal for independent assessment

Second, a student may formally request, in writing, to the Managing Director, that the evidence be assessed by the Academic Board.

2.2.3 Representation

Students have the right to be heard and/or to be represented by an advocate or legal counsel at all levels of the appeal process.

2.2.4 Legal protection

Should the appeal process be unsuccessful, students have further legal rights under the *Consumer Guarantees Act*.

2.3 Administrative procedure

2.3.1 Appeal to assessor

The assessor must:

- *Either*, agree to carry out the re-assessment, and do so within a reasonable period
- *Or*, decline in writing to carry out the re-assessment

2.3.2 Reassessment by the Academic Board

A representative of the Academic Board will:

- Acknowledge the appeal in writing
- Consult the original assessor and the student to establish grounds for the appeal and....
- Enter the appeal on the agenda for the next meeting of the Board or, in consultation with the Managing Director, convene a sub-committee of Academic Board members as appropriate to consider the appeal

The Academic Board, or it's nominated sub-committee:

- May choose at its discretion to examine evidence, call witnesses and employ legal council
- Will determine whether or not the assessment process has been applied correctly by TLC and its employees
- Will review all material relevant to the assessment (which may include additional material should the student so choose)

The Board's decision will be given in writing, and will be final. In event of an adverse decision, the rights of the student under the *Consumer Guarantees Act* will be explained in writing.

3.0 Moderation

3.1 Moderation Policy

3.1.1 Internal moderation

Assessments carried out by TLC tutor-assessors will be internally moderated. See TLC Internal Moderation document for further information

3.1.2 External moderation

Where applicable assessments will be externally moderated.

Related Procedures

[TLC Internal Moderation Policy 2013.docx](#)

Context

Synopsis of Assessment policy also appears in 'A Guide to TLC Magic'

Review Date

August 2013

The Learning Connexion – TLC
PO Box 9811, Wellington 6141 (0800 278 769)

Next Review Date August 2014

Links
