

<b>Policy title</b>	<b>Assessment of Creativity Programmes Policy</b>
<b>Policy area</b>	Academic Board / Assessment & Moderation
<b>Policy available for Students – yes/no</b>	Yes
<b>Policy detail</b>	<p><b>CONTENTS</b></p> <p>1.0 Assessment</p> <p>    1.1 Definitions</p> <p>    1.2 Assessment Evidence</p> <p>        1.2.1 Directness</p> <p>        1.2.2 Authenticity</p> <p>        1.2.3 Sufficiency</p> <p>    1.3 Assessment methods</p> <p>        1.3.1 Appropriateness</p> <p>        1.3.2 Integration of assessment with learning</p> <p>        1.3.3 Manageability</p> <p>    1.4 Assessment</p> <p>        1.4.1 System</p> <p>        1.4.2 Openness</p> <p>        1.4.3 Consistency</p> <p>        1.4.4 Assessment criteria for conditions and standards</p> <p>2.0 Re-assessment and appeals against assessment</p> <p>    2.1 Re-assessment</p> <p>    2.2 Student's right of appeal</p> <p>        2.2.1 Appeal to assessor</p> <p>        2.2.2 Appeal for independent assessment</p> <p>        2.2.3 Representation</p> <p>        2.2.4 Legal protection</p> <p>    2.3 Administrative procedure</p> <p>        2.3.1 Appeal to assessor</p> <p>        2.3.2 Reassessment by the Academic Board</p>

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### 3.0 Moderation

#### 3.1 [Moderation Policy](#)

3.1.1 Internal moderation

3.1.2 External moderation

### 1.0 Assessment

#### 1.1 Definitions

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

An **assessment instrument** is the documented method by which evidence of student achievement is evaluated. At TLC we use:

- Student creative goals
- Programme outcomes and conditions requirements
- Creativity projects
- Formative feedback/feedforward, 50% progress check and summative assessments
- Phoenix documentation of verbal feedback/tutor formative feedback comments on images in the Workroom
- Written feedback - on Student images - stored in graduate outcomes field of student record

**Evidence may be direct or indirect**

#### **Direct evidence:**

- A product (e.g. an art work with the student's signature on it, or a body of process work that clearly shows the progression and development up to, but not necessarily, a finished work)
- Evidence is held in each student's Workroom collections
- An explanation (e.g. a report, visual diary, discussion or letter outlining the goals, creative processes and background of the work)
- A performance or exhibition attributable to the artist (e.g. exhibition flyer or newspaper article)
- A record of a 'naturally occurring event' (e.g. use of a technique in the studio)

#### **Indirect evidence:**

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- An attestation (e.g. a work experience report or feedback from a tutor about a workshop attended)
  - A certificate (e.g. a qualification from another institution)

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

- Summative assessment and achievement record

An **assessor** is a TLC staff member responsible for administering assessments - usually a DD or on-site mentor. In special circumstances, an assessor may be appointed by 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 Academic Board to check the quality of assessment decisions.

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

- Approving class blurbs and resources
- Ensuring that TLC meets its internal and external moderation obligations
- Reviewing assessment decisions where the assessor and the moderator are unable to agree
- Monitoring and final approval of programme completions to ensure consistency of assessment

**External moderators** (employed from outside of TLC) are responsible for:

- Moderating a sample of assessments across all programme levels
- Reviewing assessment decisions where the Academic Board would like an independent opinion
- Providing feedback on TLC internal moderation systems and procedures from an objective perspective
- Providing professional development to staff in the form of external moderator feedback

External moderators may consist of:

- Assessors or Moderators from another provider or institution
  - Practicing artists
  - A subject expert
  - An external expert appointed by the Academic Board or Senior executive
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**Internal moderators** (employed within TLC) are experienced assessors who are responsible for:

- Moderating assessment decisions for Level 4, 5 and 6 programmes and Advanced Diploma programmes
- Reviewing assessment decisions where the Academic Board would like an independent opinion
- Providing feedback on TLC internal moderation systems and procedures and implementing action and review through the Academic Board based on these findings
- Overseeing assessment decisions made through the Assessment and Moderation group (eg RPL, EXTN)

TLC internal moderation staff may consist of:

- Experienced Assessors, Programme Coordinators
- TLC Assessment & Moderation group members
- An external subject expert appointed by the Academic Board or Senior Executive

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 **sample strategy** is the selection of a specific sample of students due to complete within a specific time frame according to best practice guidelines.

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 – Group Facilitator
- Programme support
- Assessment and Moderation – Lead Moderator
- On-site and Distance delivery – Delivery Coordinators
- A Compliance representative
- One or more other members appointed by the board, such as a student representative/MRP group member

## **1.2 Assessment Evidence**

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

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## DIRECT – AUTHENTIC – SUFFICIENT

### 1.2.1 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 are comprised of evidence not normally encountered under working conditions (for example an essay about mixing oil paints).

### 1.2.2 Authenticity

Evidence for assessment must be directly attributable to the student being assessed, i.e. authenticated. This requires:

- All work to be named or visually identified as belonging to the student by the assessor
- Careful recording of decisions

Context: [Student Handbook Evidencing your work and authentication.docx](#)

### 1.2.3 Sufficiency

The basis of a positive assessment is that the student is able to meet the criteria for achievement for a condition leading to achieving relevant graduate outcomes and *to be able to repeat this routinely 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

### 1.3 Assessment methods

Assessment methods are required by TLC to be:

- APPROPRIATE
- INTEGRATED WITH LEARNING
- MANAGEABLE

### 1.3.1 Appropriateness

The following assessment instruments will be used:

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### **Observation and dialogue with students**

Assessors will:

- Discuss achievement and progress with students
- Record their observations in Phoenix/Workroom according to A&M determined procedures (eg progress checks)

### **Creativity Project Evaluation**

Tutors/mentors will review student achievement of the graduate outcomes. This can occur retrospectively. :

- Assess the achievement of students on the evidence of creative process and results relating to the creativity projects
- Provide formative feedback of student's creative practice at the end of a term or (for DD students) at the end of a set of work and record these evaluations in Phoenix/Workroom
- Record assessment decisions in the student record (Workroom / Phoenix).

### **Recognition of Prior Learning (RPL) - Evaluation of evidenced achievement**

#### **[RPL Policy](#)**

#### **Taking into account the special nature of the Creativity programmes and their difference in focus from Art & Design qualifications:**

Assessors will

- Assess creative works (or images of works) produced at other institutions or, as the result of self direction, for evidence of the equivalent creative assessment criteria at the level for which RPL is sought
- Consider such indirect evidence of achievement as work experience reports, testimonials of prior creative experience and external certificates
- Consider a written statement by the student regarding why they would like to either skip a level or enrol directly into a higher level than level 4 (entry level)
- Evaluate evidence of achievement
- Record their decisions for the student files

### **1.3.2 Integration of assessment with learning**

Assessors will:

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- Employ observation of work and dialogue and analysis of images of student work in the student's Workroom collection as the main assessment method
  - Approve briefs, where used, or evaluate/approve student creativity project goals that are appropriate for the level of study and relevant to the student's overarching goals for programme study
  - Document achievements as they occur naturally in the student's Workroom formative feedback folder

### **1.3.3 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/working activities, through observation and dialogue.

## **1.4 Assessment**

Assessment itself is required by TC to be:

SYSTEMATIC - OPEN - CONSISTENT

### **1.4.1 Systematic Assessment**

Assessors will:

- Plan all assessments so that they are in step with the programme requirements and reflect the knowledge and skills relevant to the creative process criteria
- Maintain a balance between sufficiency of evidence and minimal interference with learning activities
- Maintain adequate records of all assessments

### **1.4.2 Openness**

TLC will ensure that each student has:

- A clear statement of the anticipated learning outcomes of the relevant programmes

<http://www.tlc.ac.nz/current-students/programme-requirements/>

<http://www.tlc.ac.nz/study-with-us/classes/>

- Criteria for achievement of the learning outcomes specified for their programmes
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- 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
  - Summative assessments are saved in each student's google drive folder.

### 1.4.3 Consistency

Consistency between students, programmes, mode of delivery and assessments will be ensured by:

- A system of internal moderation
- Ongoing training where tutors / mentors take part in moderation of a student sample
- A system of external moderation, where this is appropriate or is a requirement of the Qualifications Authority
- Process of appeal against assessments

### 1.4.4 Assessment Criteria - Conditions and Standards

**Completion of all programmes requires that all relevant conditions are met which in turn, leads to acquisition of graduate outcomes.**

**Each condition to be assessed and assigned a standard as noted below.**

#### Level 4 - Overview

**Achieved** - Acceptable level of self-management (achieves acceptable outcomes with medium need for supervision).  
Mostly competent when achieving solutions to familiar problems.  
Able to respond to unfamiliar problems adequately.

**Merit** - Above average level of self-management demonstrated (achieves good outcomes with some supervision).  
Competent when achieving solutions to familiar problems.  
Mostly confident and usually competent when responding to unfamiliar problems.

**Excellence** - High level of self- management demonstrated (achieves quality outcomes with minimal supervision).

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Highly competent when achieving solutions to familiar problems. Displays confidence and competence when responding to unfamiliar problems.

**Not Yet Achieved - NYA** - Has not yet submitted sufficient work as evidence to assess this condition.

Insufficient level of self-management demonstrated (unable to achieve outcomes without considerable supervision).

Not yet competent when achieving solutions to familiar problems.

Unable (or has considerable difficulty) responding to unfamiliar problems.

#### **Level 5 - Overview**

**Achieved** - Acceptable level of self-management (achieves adequate outcomes with no need for supervision in defined contexts). Mostly competent in achieving solutions to familiar problems and sometimes unfamiliar problems.

Demonstrates adequate responsibility for own learning. Shows an acceptable depth of applied knowledge.

**Merit** - Above average level of self-management (achieves very good outcomes with no need for supervision in defined contexts).

Competent in achieving solutions to familiar problems and sometimes unfamiliar problems.

Demonstrates very good responsibility for own learning.

Shows a very good depth of applied knowledge.

**Excellence** - High level of self-management (achieves high quality outcomes with no need for supervision in defined contexts).

Highly competent in achieving solutions to familiar problems and sometimes unfamiliar problems.

Demonstrates full responsibility for own learning

Shows a notable depth of applied knowledge.

**Not Yet Achieved - NYA** - Has not yet submitted sufficient evidence of work to assess this condition.

Insufficient level of self-management (still requires supervision to achieve acceptable outcomes in defined contexts).

Limited level of competence displayed in achieving solutions to familiar problems and sometimes unfamiliar problems.

Demonstrates insufficient responsibility for own learning.

Shows inadequate depth of applied knowledge.

#### **Level 6 - Overview**

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**Achieved** - Satisfactory application of creative processes to resolve familiar and unfamiliar problems.  
Complete self- management of learning and performance within dynamic contexts (achieves satisfactory results without supervision).  
Takes an acceptable level of responsibility for leadership in complex situations.  
Demonstrates satisfactory applied knowledge with depth in one or more chosen areas of work.

**Merit** - Very good application of creative processes to resolve familiar and unfamiliar problems.  
Complete self-management of learning and performance within dynamic contexts (achieves very good results without supervision).  
Takes an above average level of responsibility for leadership in complex situations.  
Demonstrates very good applied knowledge with depth in one or more chosen areas of work.

**Excellence** - Outstanding application of creative processes to resolve familiar and unfamiliar problems.  
Complete self-management of learning and performance within dynamic contexts (achieves excellent results without supervision).  
Takes a high level of responsibility for leadership in complex situations.  
Demonstrates excellent applied knowledge with depth in one or more chosen areas of work.

**Not Yet Achieved - NYA** - Has not yet submitted sufficient evidence of work to assess this condition.  
Insufficient application of creative processes to resolve familiar and unfamiliar problems.  
Requires more work to achieve complete self-management of learning and performance within dynamic contexts.  
Not yet taking an adequate level of responsibility for leadership in complex situations.  
More evidence required to demonstrate adequate applied knowledge with depth in one or more chosen areas of work.

## **Level 7 - Overview**

### **Achieved**

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The student has met the criteria specified and has achieved the learning outcomes of modules 1 - 3.

Work demonstrates the achievement of skills and knowledge that contribute to the development of a personal art practice including: analysis and interpretation of works of art in terms of structure, technique, materials and process; developed sensitivity towards materials and processes in own practice; exploration of technical skills in other media; knowledge acquired through experience of preparing and installing an exhibition of own work and the associated administrative tasks; an awareness of Maori and other non-western art practices; a repertoire of strategies for exploring contemporary art; an ability to articulate own art practice, and to debate topics and issues in art critically.

#### **Not Yet Achieved**

The student has not yet submitted sufficient evidence of work to assess all learning outcomes of modules 1 - 3. (refer above description)

### **2.0 Re-assessment and appeals against assessment**

#### **2.1 Re-assessment**

The possible results of a re-assessment decision are that:

- a) (NYA)The student has not yet met all of the criteria specified and has not yet achieved the learning outcome
  - b) (AC)The student has met the criteria specified and has achieved the learning outcome
  - c) (EXTN) Internal Extension – enrolment end date has been internally extended while the student is provided further opportunity to demonstrate achievement of the learning outcomes in order to successfully complete the programme.
  - d) If there are concerns about a students ability to progress into and successfully complete the next programme level , or if the student would be unlikely to complete the programme without the need for resourcing beyond the capacity of TLC to reasonably provide the following will occur -
    - A member of the Academic Board and member of Student Services to interview prospective student following set interview questions to assess if they have a fair chance of completing the programme.
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- The student will be invited to submit any further evidence – direct or indirect - of their achievements
  - The Assessment & Moderation group will undertake a review of the student's interview and report this to the Academic Board with their recommendations for consideration
  - The Academic Board will discuss and the Academic Chair will consult with the relevant Programme Co-ordinator/Directors, who together will make the final decision on a case-by-case basis
- e) Should a student be denied access to the next level they have the right to have this decision reviewed according to the right to appeal process outlined below.
- f) A student may ask for, or be offered re-assessment at any time, after completing any necessary additional learning activity to the satisfaction of the mentor / programme facilitator and/or assessor. TLC may charge a fee thereafter for any further re-assessment.

## **2.2 Student's right 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 Assessment & Moderation group or a member thereof, that the evidence be assessed by this group (as a nominated representative of 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**

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### **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 Assessment & Moderation group (as nominated assessors and moderators 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 Assessment & Moderation group, in consultation with the Managing Director the Academic Board facilitator and Programme Coordinator, to consider the appeal and undertake an independent assessment

The TLC Assessment & Moderation Group, as nominated by the Academic Board:

- May choose at its discretion to examine evidence, undertake and submit evidence from wider investigations; action TLC policy and procedures relating to Academic fraud; call witnesses or 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 or evidence (eg of achievement) should the student choose to submit this

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.

## **Moderation**

### **3.0 Moderation**

#### **3.1 [Moderation Policy](#)**

##### **3.1.1 Internal moderation**

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	<p>Assessments carried out by TLC assessors will be internally moderated. See Moderation policy for further information</p> <p style="text-align: center;"><b>3.1.2 External moderation</b></p> <p>Where applicable, assessments will be externally moderated. See TLC Moderation policy for further information.</p>
<b>Related Policies/ Procedures</b>	<p><a href="#">RPL</a></p> <p><a href="#">Moderation Policy</a></p> <p><a href="#">Academic Fraud</a></p>
<b>Context</b>	
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