

 Telford Rural Polytechnic <i>Te Whare Wanaka O Puerua</i>		Ref No.	9 - 01
		Version No.	7
		Date Issued	22 Oct 2009
Title	ASSESSMENT		
Responsibility	Academic Director		

1. PURPOSE

To provide a framework for student learning that is based upon reliable and valid assessment methods. These assessments evaluate students' performance against specified learning outcomes that reflect the level and degree of difficulty of course content.

To ensure that all assessments are consistent with the level, credits, content and achievement of stated learning outcomes.

2. APPLICATION

This Policy and Procedure applies to all assessment activities within Telford qualifications and courses.

3. DEFINITIONS

Assessment

The measurement, analysis and recording of the attainment of a specified set of knowledge, skills, attitudes and outcomes integral to the subject or skill being taught.

New Assessment

A new assessment - for reassessment purposes - is one which is of equivalent difficulty to, but substantially different from, the original assessment. While the format may vary from the original assessment, eg essay questions may replace multi-choice, the new assessment must test the same learning outcomes.

Summative Assessment

An assessment activity that tests the student in relation to his or her knowledge or learning, and that leads to an academic result. A summative assessment is generally a structured activity that is carried out at the end of a block of study to provide an indication of the learner's overall level of achievement.

Formative Assessment

An assessment activity that guides the student in relation to his or her current level of learning, but does not contribute to the final course result. A formative assessment is used principally to provide the learner with feedback on performance, to enhance learning and to assist teaching staff in forming an accurate picture of the student's progress. A formative assessment may be carried out at any stage of a course or programme.

Standards Based Assessment

A method of assessment whereby a student's performance is measured against pre-determined standards of achievement or competence. There are two forms of standards based assessment:

- **Achievement Based Assessment**

Assessment activities that measure the student's performance against a pre-determined set of criteria.

Grades are associated with student performance.

- **Competency Based Assessment**

Assessment activities that measure the learner's performance against a specified competent/non-competent criterion. There are no grades or rankings associated with student performance.

Controlled Assessment

An assessment undertaken under examination/test conditions, ie: completed under supervision and in a set time.

Uncontrolled Assessment

Any assessment undertaken outside of examination/test conditions; eg assignment, project, essay.

Resits

Applies to both controlled and uncontrolled assessments. Where an assessment has been failed, or where a student has been assessed as not yet competent, an opportunity exists for the student to attempt an equivalent assessment or submit further work/evidence for re-evaluation by teaching staff.

Aegrotat Pass

An aegrotat pass may be granted to a student who for reasons of personal illness, injury or other exceptional circumstances beyond that student's control, is either absent from, or is able to claim impaired performance in, a major item of assessment. An aegrotat pass will only be awarded where the Academic Director is satisfied on the basis of the student's performance in assessment tasks already completed, that the student would have passed the assessment/course had it not been for the particular personal circumstances involved and this has been approved by the Academic Board.

Extension (Approval for Late Submission of Work)

An extension may be granted for a student's assessable item of work that has not been completed by the due date, providing the teaching staff member concerned has agreed - prior to the original date of submission - that extra time be allowed for completion of the assessment.

4. STATUTORY OBLIGATIONS

Although there are no specific statutory obligations that relate to assessment, National Standards Bodies, NZQA, ITPQ, ITOs and other regulatory bodies may specify particular requirements that will be outlined in the Programme Regulations or equivalent document(s).

5. POLICY

General

- 5.1 Students will be fully informed in writing of assessment requirements, including dates and deadlines for assessed work, activities, and range of grades available, prior to the commencement of their Unit Standard/course/programme.
- 5.2 Students will be advised of assessment outcomes within 10 working days of completion of assessment.
- 5.3 Telford will have procedures in place for appeals against an academic decision. Refer to Policy and Procedure 6 – 15: Student Appeals.
- 5.4 The opportunity to undertake assessment in te reo Maori will be provided. Refer to Policy and Procedure 9 – 05: Assessment in Te Reo Maori.

Resits

- 5.5 Students may be granted an *initial resit* of a failed task where specific programme regulations allow for this.
- 5.6 If the student does not pass this first resit, he or she may apply for a *second and final resit* by writing to the Academic Director, specifying the assessment item(s) concerned and giving a reason or reasons why a second and final resit should be granted. The Academic Director will normally consult with tutorial staff as to the student's overall progress, and the likelihood of success if a second and final resit is allowed. A fee will be charged for second resit.
- 5.7 Where a student – for justifiable conditions such as a medical condition – is unable to undertake an assessment under prescribed conditions, eg field trip setting or farm visit, the tutorial staff may approve competency being assessed under alternative conditions that are equivalent or comparable to the original setting.

Aegrotat Pass

- 5.8 Upon receipt of a written application from a student, the Academic Director – in consultation with the Programme Coordinator - may award an aegrotat pass on one of the following grounds:
- Medical
 - Compassionate
 - Hardship/Trauma
- 5.9 Programme Regulations may specify the maximum number of aegrotat passes that can be awarded within a single qualification; but as a general guide, only one aegrotat pass will be allowed per student, per qualification.
- 5.10 An aegrotat pass will only be awarded on clear evidence that the student has demonstrated a consistent level of achievement in the course/qualification to date, and had it not been for impairment at the time would most likely have completed the assessment/assignment successfully.
- 5.11 An aegrotat pass is only applicable to illness or impairment present at the time that an assessment/assignment is administered. It may not be applied to illness or impairment suffered during the learning/teaching period leading to the assessment/assignment task.
- 5.12 An application for an aegrotat pass must be made in writing on the prescribed form to the Academic Director no later than seven days after the date set down for the assessment/assignment, other than in exceptional circumstances.
- 5.13 Students may not apply for an aegrotat pass to improve a grade already awarded.

Extensions

- 5.14 Provision for extensions to assignments will be included in the Qualification Regulations.
- 5.15 An application for an extension must be submitted to the Programme Coordinator, no later than two working days prior to the due date of the assignment. If approved, an extension will normally not exceed five working days after the due date, except in exceptional circumstances.
- 5.16 A student may appeal against a decision not to grant an extension. Refer to Policy and Procedure 6-15 Student Appeals.

6. PROCEDURE

- 6.1 The Tutor will carry out assessments using assessment tasks prepared in accordance with assessment requirements defined with qualification regulations, course descriptors and course outlines.
- 6.2 The Tutor will mark assessments, collate results, and forward to the Programme Coordinator for approval.
- 6.3 The Programme Coordinator will review the results and tutor recommendation.
- 6.4 The Programme Coordinator will collate and forward results to administration for entering into the Student Management System (SMS).
- 6.5 The Programme Coordinator will forward approval recommendation to the Academic Board. Refer to Policy and Procedure 10-01 Reporting and Certification.

7. RECORD MANAGEMENT

Record	Responsibility	Filed	Retention Time
Assessment Task	Tutor	G Drive	Indefinite
Course Assessment Records/Register	Tutor	Tutor File	Indefinite
Assessment Results	Programme Coordinator	Take 2	Indefinite

8. ASSOCIATED DOCUMENTS

Nil.

REVISION HISTORY			
Version	Description of Change	Author	Effective Date
1	Major revision.	External Consultant	April 2004
2	Triennial review.	QMS Team	Nov 2004
3	Triennial review.	QMS Team	June 2005
4	Alignment of the QMS with actual practices at Telford in response to the ITPQuality Audit Report, April 2007. Position titles updated. Clause 5.6 deleted, clause 8 added to version 4. Minor editing and re-formatting.	QMS Policy Review Committee	1 March 2008
5	Minor change	QMS Policy Review Committee	October 2008
6	Triennial Review	QMS Policy Review Committee	19 March 2009

REVISION HISTORY			
Version	Description of Change	Author	Effective Date
7	Alignment with current practices	Arahanga Associates	22 October 2009