

UFS FORM 5: SHORT LEARNING PROGRAMME

SECTION A: CATALOGUE

CODE: HEQC/H06/HUM/SPALHE (Credit-bearing SLP)
(Equivalent to the module HOS512 in the qualifications ADHE and ADFE of the UFS)

TITLE: Assessment of learning in Higher Education

QUALIFICATION TITLE: Advanced Diploma in Higher Education (ADHE)

NQF LEVEL: 7

CREDITS: 16 **NOTIONAL LEARNING HOURS:** 160

FORMAL CONTACT TIME: Five workshop sessions of three hours each = 15 hours
(A resource-based approach is followed).

LEARNING ASSUMED TO BE IN PLACE:

A bachelor's degree or diploma at exit level 6 of the NQF or RPL equivalent.
Previous and/or current experience in higher education.

LEARNING OUTCOMES:

Upon completion of this short learning programme the candidate will, with confidence and enthusiasm and in the context of an active/learner-centred learning environment in higher education, demonstrate that he/she is acquainted with, can apply in practical situations, and can reflect on the following aspects related to the assessment of learning:

1. Established as well as contemporary perspectives on the assessment of learning.
2. Key concepts in the assessment of learning.
3. Contemporary purposes of the assessment of learning.
4. Contemporary principles of good assessment of learning.
5. Different forms, methods and instruments of/for the assessment of learning.
6. Different types and sources of evidence of learning.
7. The process of learning assessment, which includes the following steps/activities/behaviour:
 - 7.1 Articulate the assessment purpose and the competences to be assessed in terms of relevant learning outcomes and criteria for assessment.
 - 7.2 Plan and design relevant assessment strategies and activities through a process of constructive alignment.
 - 7.3 Implement these assessment strategies and activities.
 - 7.4 Collect, evaluate and judge evidence of learning.
 - 7.5 Record and report assessment results.
 - 7.6 Provide constructive feedback to students.
 - 7.7 Evaluate the assessment process and have it moderated.
 - 7.8 Manage context-specific but problematic issues related to the assessment of learning.

7.9 Behave ethically throughout the assessment process.

BRIEF DESCRIPTION OF CONTENT:

All the contents below to be viewed in the context of assessment of learning in higher education:

1. Traditional and contemporary perspectives on the assessment of learning.
2. Key concepts in the assessment of learning.
3. Contemporary purposes of the assessment of learning.
4. National/institutional/departmental policies and guidelines on the assessment of learning.
5. Contemporary principles of good assessment of learning.
6. Traditional and new/alternative forms, methods and instruments of/for assessment of learning.
7. Different types and sources of evidence of learning.
8. Selecting/writing learning outcomes and assessment criteria for the assessment of learning.
9. The selection, design and constructive alignment of assessment strategies and activities with the assessment purpose, the competences, context, knowledge, skills, attitudes, learning outcomes, assessment criteria, the nature and level of the students, the level, context and content of the relevant programme/module and the learning facilitation being offered.
10. Collecting, evaluating and judging evidence of learning.
11. Recording and reporting assessment results.
12. Constructive feedback to students.
13. Quality assurance in the assessment of learning.
14. Assessment of learning in very large classes.
15. Assessing students with a diversity of backgrounds and/or special education needs.

CRITICAL OUTCOMES SUPPORTED BY THE SHORT LEARNING PROGRAMME:

Candidates will:

1. identify and solve problems using critical and creative thinking (i.e. problem-solving skills);
2. work effectively with others as members of a team, a group, an organisation and a community (i.e. cooperative skills);
3. organise and manage themselves and their activities responsibly and effectively (i.e. self-responsibility skills);
4. collect, analyse, organise and critically evaluate information (i.e. research skills);
5. communicate effectively using visual, symbolic and/or language skills in various modes (i.e. communication skills);
6. use science and technology effectively and show responsibility towards the environment and the health of others (i.e. technological and environmental literacy/skills);
7. demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation (i.e. develop a macro-vision);
8. reflect on and explore a variety of strategies to learn more effectively (i.e. learning skills); and
9. be culturally and aesthetically sensitive across a range of social contexts (i.e. cultural and aesthetic understanding/skills).

METHODS OF ASSESSMENT:

Formative assessment:

Self-, peer, group and/or facilitator assessment of individual/group/class assignments.

Summative assessment:

Portfolio assessment.

(Components of the individual portfolio to be improved versions of the formatively assessed, individual/group/class assignments/tasks prepared for the five workshop sessions, as well as a final, but short retrospective summary of and critical commentary on the different learning experiences in the short learning programme.)

ASSESSMENT CRITERIA:

The following aspects are appropriately identified, explained, distinguished, analysed, communicated, critically evaluated and/or practically applied in the context of the assessment of learning in a an active/learner-centred learning environment for a particular higher education programme/module that the candidate is responsible for:

1. Established as well as contemporary perspectives on the assessment of learning.
2. Key concepts in the assessment of learning.
3. Contemporary purposes of the assessment of learning.
4. Contemporary principles of good assessment of learning.
5. Different forms, methods and instruments of/for the assessment of learning.
6. Different types and sources of evidence of learning.
7. The steps/activities/behaviour which are characteristic of the process of learning assessment.

This assessment process must also satisfy the following criteria:

- 7.1 The assessment purpose and the competences to be assessed are clearly articulated in terms of relevant learning outcomes and assessment criteria.
- 7.2 The assessment strategy and activities selected, designed and implemented are constructively aligned with the assessment purpose, competences, context, knowledge, skills, attitudes, learning outcomes, assessment criteria, the nature and level of the students, the level, context and content of the relevant programme/module and the learning facilitation being offered.
- 7.3 The assessment of learning is implemented in accordance with the chosen assessment strategy, the applicable assessment policy/policies and the contemporary principles of good assessment.
- 7.4 Different kinds of evidence of learning are collected from at least one possible source at a time, and then considered, evaluated and judged in accordance with the stipulated assessment criteria, the applicable assessment policy/policies and the contemporary principles of good assessment.

- 7.5 Assessment results are recorded, reported to the relevant students and submitted to the relevant authorities in accordance with the applicable assessment policy/policies and the contemporary principles of good assessment.
- 7.6 Constructive feedback on the learning process and/or learning progress is provided to individual students and/or groups of students in oral and/or written format and clearly explained and justified.
- 7.7 The assessment process is evaluated, moderated and improved in accordance with the relevant assessment policy/policies, ETQA requirements and the contemporary principles of good assessment.
- 7.8 Context-specific but problematic issues in the assessment of learning are managed in accordance with the relevant assessment policy/policies, but also by maintaining a proper balance between the different contemporary principles of good assessment.

ORGANISING FIELD: 5

(1 = Agriculture and Nature Conservation)
(2 = Culture and Arts)
(3 = Business, Commerce and Management Studies)
(4 = Communication Studies and Language)
(5 = Education, Training and Development)
(6 = Manufacturing, Engineering and Technology)

(7 = Human and Social Studies)
(8 = Law, Military Science and Security)
(9 = Health Sciences and Social Services)
(10 = Physical, Mathematical, Computer and Life Sciences)
(11 = Services)
(12 = Physical Planning and Construction)

APPROVAL DATE: 14 April 2005

REVIEW DATE: April 2007

DEPARTMENTAL OR PROGRAMME “HOME”:

Programme in Higher Education Studies, Centre for Higher Education Studies and Development
(UFS sustained)

DEVELOPER/COORDINATOR: Dr S.P. van Tonder
 vtondersp.rd@ufs.ac.za
 +27 (0)51 – 401 9174