**CURRICULUM CONTENT DOCUMENT**

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| **Course Name**: ASSESSMENT IN TVET (4.2.1) |
| **Associated core learning area**:General pedagogy (general pedagogical knowledge) and Specialised Subject Pedagogy (specialised pedagogical content knowledge) – included in the latter    How does it link to this learning area?  Demonstrate an understanding of students, vocational education and training, learning, curriculum and general instructional and assessment strategies  How does it link to other areas of the programme as a whole? (Don’t labour this and *search* for links – a good course will often present fertile links without requiring effort.) |
| **Key questions** (that the course raises, or sets out to answer) / **Key messages**:   * What is assessment? What are the *purposes* of assessment (why assess?), and what are the different rationales attributed to assessment? * What different *types* of assessment are available to the lecturer? * What are the *principles* of *effective* assessment? * What is assessment in TVET with regard to context, types of assessment, and appropriate assessment techniques and instruments? * How can I develop activities that are relevant for learners (and the workplace), according to relevant policy? |
| **Learning outcomes**:  When you have completed this course, you should be able to:   * 1. identify and describe the essential types and purposes of assessment, and fully grasp the relationships between these   2. demonstrate an understanding of the principles of effective assessment, by developing assessment tools that are reliable, valid, fair and meaningful, and that discriminate appropriately between degrees of performance, understanding, etc, and finally the principle of providing effective feedback to learners.   3. design and align TVET assessment activities, including assessment rubrics, in relation to context, learning outcomes, pedagogic purpose and assessment criteria   4. develop a range of effective assessment activities, techniques and instruments appropriate to TVET, including, but not restricted to, those required by current official assessment policy, and use the results of assessment to improve your teaching and learning. |
| **Main topics**:   1. Introduction to assessment: Types and purposes of assessment 2. The principles of *effective* assessment 3. Standards in assessment 4. Assessment grids (rubrics) 5. The do’s and don’ts of feedback to learners 6. Assessment in TVET colleges (incl. assessment according to relevant policies) 7. Using the results of assessment to improve teaching and learning |
| ***Some* of the sub-topics**: (arrange under main topics)  **Please note that the points below (and others indicated by the other sections of this CCD, but not mentioned here) need to be “filled out” by knowledgeable content writers, using plain text and diagrams, to enable the materials developers to design materials, resources and activities.**  **Unit 1:**   * **Introduction** to assessment   + - * Assessment, evaluation, measurement and estimation * **Types** of assessment:   Classified according to **the** **purpose of the assessment**:   * + - * Baseline assessment       * Diagnostic assessment       * Formative assessment       * Summative assessment   Classified according to **the points of reference in assessment:**   * + - * Criterion-referenced assessment       * Norm-referenced assessment       * Self-referenced assessment   Classified according to **who assesses the performance**   * + - * Lecturer- or tutor-assessed       * Self-assessed       * Peer-assessed * The **purposes** of assessment (according to type)   + - * Roles of assessment in the TVET classroom       * System improvement (assessment as a QA mechanism, providing a feedback loop into the improvement of teaching or the teaching environment)   **Unit 2:**   * The **principles** of effective assessment.   Good assessment:   * + - * has a clear focus and purpose       * is meaningful: realistic, authentic, and challenging       * is reliable: (consistent)and accurate       * is valid: (assessing what is appropriate):   construct validity  criterion validity   * + - * discriminates clearly between poor and good performance       * is fair       * is accompanied by effective feedback to students       * leads to the adjustment of teaching.   **Unit 3:**   * **Standards** in assessment * Assessment **grids (rubrics)** * **Do’s and don’ts of** **feedback** to learners   **Unit 4:**   * Assessment **in TVET colleges**:   + - * The evolution and future of assessment in TVET colleges       * Understanding and analysing assessment-related policies       * Assessment framework (schedule)       * Designing assessment tasks using a range of TVET techniques       * Formative feedback that adds value       * The assessment of practical learning (teaching practice and WIL)       * Moderation       * Recording, reporting and tracking       * Resource tasks (knowledge and skills)       * Capability tasks (application of knowledge and skills)       * Case study tasks (authentic situations)       * Portfolios and e-portfolios   **Unit 5:**   * **Using the results of assessment to improve teaching and learning** * **Summative assessment assignment** |
| **Assessments** (How the learning outcomes will be assessed – 1 and 2 are formative and 3 is summative)  The three assessments are:   1. Relevant mainly to LO 1; relative weight 15% as a tutor-assessed, cumulative assignment, but in addition a purely formative, reflective, self-assessed version is to be provided. The latter to include a challenging matching exercise (of purposes, types, and types of types) that leads to, i.e. provokes peer discussion in a chat forum. 2. Relevant mainly to LO 2; relative weight 25% as a tutor-assessed, cumulative assignment, but in addition a purely formative, reflective, self-assessed version is to be provided. Highly practical assignment to design a set of assessment activities that meet all the key requirements of effective assessment and feedback modelled in the course. 3. Relevant to all five LOs, with particular emphasis on LOs 3, 4 and 5; relative weight 60%. Highly practical assignment to experiment with, design and evaluate a series of assessment activities in a portfolio, or to construct an assessment policy that demonstrates/models an imaginative range of contextually relevant assessment tasks and rubrics, and clearly indicates how the assessment was/can be/will be used as a feedback loop to enable the lecturer or institution to improve teaching and learning. |
| **Breadth and depth**: (How wide should be the scope; do we really want to include “everything”? How deeply into the main issues should we take the learners?)   * A deep focus on the outcomes of assessment, and on the different rationales of assessment, and the impacts these can have on teaching and learning * A deep focus on the principles of effective assessment, and on Bloom’s and Krathwohl’s taxonomies to determine the *depth* of assessment (does an assessment challenge higher levels of cognitive activity?). * This theoretical depth is necessary because so much about assessment is taken for granted, and because TVET college lecturers will soon be expected to be responsible for more of the student assessment than in the past, when assessment practices were universal and tended to be rigid.   However, all of this theoretical content must be introduced with the sole aims of the students (TVET lecturers) understanding better what they are doing – and *could* be doing – when they assess, and of equipping them to design and use assessment more effectively – for their own purposes and for the sake of the learners. |
| **Suggested weighting within a full programme** (Possible number of credits out of 120) / **Suggested time allocation**:  6 credits (60 notional hours) |
| **Knowledge and Practice standards**: (Based on the SACE Professional Teaching Standards, 2018: <https://www.sace.org.za/assets/documents/uploads/sace_65860-2017-10-13-SACE%20Professional%20Teaching%20Standards%20LR.%202.pdf>  What all lecturers need to know and be able to do in order to teach the course proficiently, providing learners with knowledge-rich learning opportunities?)  Students should:   * know that lecturing involves organising, monitoring and assessing learning, and that the latter means giving learners opportunities to show what they have learnt, and what they can do with that knowledge; * know how to develop assessment tools that are reliable, fair, valid, meaningful and authentic; and * understand the difference between formative and summative assessment; assessment *for* learning and assessment *of* learning.   Students should also have a knowledge of:   * key theories of assessment and how to apply them innovatively and effectively in TVET; * how to provide learners with feedback that helps them understand what they have done correctly, where they have made mistakes, and how they can improve their work; * how to keep accurate records that reflect learner achievement, and report to stakeholders on the progress of learners; * how to use learner errors and other data as important for understanding what learners misunderstand, and for thinking about ways to improve their teaching. |
| **Videos and/or animations:** Look for one or two OER videos (unlikely to be South African in origin) on Assessment in TVET, to support students to achieve LO4 in Unit 4: Demonstrate the ability to develop a **range and variety of****effective assessment activities, techniques and instruments appropriate to TVET**: *Meaningful*, *authentic assessment; transparent, fair assessment that does not demotivate.* Or make own (2 x 3-4 mins.) |
| **General notes on the course materials** (in no particular order)   1. The Advanced Diploma TVT (Adv Dip TVT) courses should be designed as resource-based. However, the resources should not simply be seen as “add-ons” or “extras”. Two ways in which they can be introduced to students:    * Embed hypertext links to resources (readings, official documents, videos) in passages of text.    * Include self-assessment or reflection tools in the course in which students’ responses to a small number of limited-choice questions activate the presentation of links to particular selections of resources suitable to the individual students’ needs or interests. These selections do not need to be completely different, tailor-made selections, and may overlap to a considerable extent, but where the number of available or easily-produced OERs allows some degree of personalization, this technique should be employed (once or twice in a course). 2. The text-based and graphic resources should be downloadable and in a printable format. However, the resources should not be in pdf format, as this would not allow for re-mixing or any form of adaptation; in other words, they will automatically be equivalent to a “No derivatives” licence. Where audio or video resources are really crucial to completion of the course, consider, respectively, summarised transcripts or simplified comic-like representations of the video using screen-grabs and subtitles or captions. 3. Videos should not be either simply “talking heads + monologue”, or video representations of what is essentially a powerpoint presentation. Videos should focus on subjects such as processes, real-life situations, in-location interviews or focus groups. 4. Standardised signposting is to be used throughout courses, so that the look and feel of Adv Dip TVT materials will all be instantly recognizable. 5. The DHET and EU logos should appear on the lower left and right corners respectively of the opening screen of all videos and animations created for the project. 6. Chat rooms (synchronous) and discussion forums (asynchronous) play an important role in the Adv Dip TVT courses, especially as many of the students *are themselves lecturers with a lot of experience*, even if they have lacked professional qualifications as TVET lecturers. 7. The learning outcomes, and possibly the key questions, need to be introduced in a way that locates them as central to the course. All learning activities and assessments, as well as the resources, need to be visibly linked/aligned to the LOs. 8. Videos are not a requirement for every course. For instance, in the Assessment in TVET course, there is no need to produce a video; only to search for a single suitable existing video that covers the general field of what TVET students need in assessment, or what characterises good assessment in the TVET context. |

**MATERIALS DEVELOPMENT SPECIFICATIONS:**

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| **Readings / texts**: (State whether already available as OER, or public domain, and source / possible sources; or whether they may need to be written)  For writers’ reference purposes only:   * <https://ac.els-cdn.com/S1877042815047722/1-s2.0-S1877042815047722-main.pdf?_tid=99b0640c-a99e-11e7-9005-00000aacb35d&acdnat=1507188610_e79cd4127e8781c4865c33106024899f>   This article raises some useful points in its focus on “assessment *for* learning” (in the Malaysian TVET context), which emphasises formative and self-assessment throughout the learning process, and in its focus on portfolios as an assessment tool. However, the English is second-language and poor. Perhaps can be referred to as research findings.   * Useful general article for background reading (covers many basic topics in Assessment, but not open licence): Luckett, K. and Sutherland, L. (2000). Assessment practices that improve teaching and learning. In S. Makoni (Ed.). *Improving teaching and learning in Higher Education: a handbook for Southern Africa.* Witwatersrand University Press and HERDSA: Johannesburg |
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