

UNIVERSITY OF THE FREE STATE

CENTRE FOR HIGHER EDUCATION STUDIES AND DEVELOPMENT (CHESD)



hereby certifies that

SEAN VAN DER MERWE

has successfully completed the

CREDIT-BEARING* SHORT LEARNING PROGRAMME
in

ASSESSMENT OF LEARNING IN HIGHER EDUCATION

NQF level: 7

with distinction

Credits: 16

Learning outcomes

The learner demonstrated, with confidence and enthusiasm and in the context of an active/learner-centred learning environment in higher education, that he/she is acquainted with, can apply in practical situations, and can reflect on the following aspects related to the assessment of learning:

- Established and contemporary perspectives on the assessment of learning.
- Key concepts in the assessment of learning.
- Contemporary purposes of the assessment of learning.
- Contemporary principles of good assessment of learning.
- Different forms, methods and instruments of/for the assessment of learning.
- Different types and sources of evidence of learning.
- The process of learning assessment, which includes the steps/activities/behaviour as listed:
- Articulate the assessment purpose and competences to be assessed in terms of relevant learning outcomes and assessment criteria.
- Plan and design relevant assessment strategies and activities through a process of constructive alignment.
- Implement these assessment strategies and activities
- Collect, evaluate and judge evidence of learning.
- Record and report assessment results.
- Provide constructive feedback to students.
- Evaluate the assessment process and have it moderated.
- Manage context-specific but problematic issues related to the assessment of learning.
- Behave ethically throughout the assessment process.

Brief description of content

Traditional and contemporary perspectives on the assessment of learning; Key concepts in the assessment of learning; Contemporary purposes of the assessment of learning; Institutional/departmental policies and guidelines on the assessment of learning; Contemporary principles of good assessment of learning; Traditional and new/alternative forms, methods and instruments of/for assessment of learning; Different types and sources of evidence of learning; Selecting/writing learning outcomes and assessment criteria for the assessment of learning; The selection, design and constructive alignment of assessment strategies and activities

with the assessment purpose, the competences, 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; Collecting, evaluating and judging evidence of learning; Recording and reporting assessment results; Constructive feedback to students; Quality assurance in the assessment of learning; Assessment of learning in very large classes; Assessing students with a diversity of backgrounds and/or special education needs; On-line assessment; Recognition of prior learning.

CHESD Division: Higher Education Studies and Research

Head of Division

Programme coordinator

31 March 2007

Bloemfontein

* Credit-bearing towards a UFS qualification

Certificate number: HEQC/HO6/HUM/SPALHE 071/2006