

# MAKOYA

October 2015

UMALUSI



Council for Quality Assurance in  
General and Further Education and Training

OFFICIAL NEWSLETTER OF UMALUSI

October 2015



*Developing standards  
across sectors  
Working together towards a  
new kind of thinking*

*Building  
expertise in  
assessment*

Flying the  
Umalusi  
colours high



Independent  
Schools'  
Conference



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## Editor's Pen



Welcome to this edition of Makoya, Umalusi's official newsletter. This issue of Makoya is bursting with informative articles on the work of Umalusi as a council for quality assurance in the general and further education and training sectors. Makoya is Umalusi's external newsletter, which communicates key messages about the mandate, plans, achievements and projects of the organisation. Specifically, Makoya targets the following clusters of Umalusi stakeholders: policy makers, policy implementers and policy beneficiaries.

In this publication you will read about the CEO's visits to various Provincial Departments of Education (PDEs), which are aimed at discussing Umalusi's work with the MECs and senior officials in these departments. You will also read some intriguing articles written by Umalusi officials on various aspects of their work.

For example, Ms Winile Ndebele's article, titled "Educate a woman", brings a fresh perspective to the struggles of women, in particular the girl child, in South Africa.

Several Umalusi officials had the opportunity to attend regional conferences on educational assessment: the 9<sup>th</sup> annual conference of the Southern Africa Association of Educational Assessment (SAAEA) and the 33<sup>rd</sup> conference of the Association for Educational Assessment in Africa (AEAA). Enjoy! 🌍

*Lucky*  
Lucky Ditaunyane

# *From the CEO's desk*



**I would like to wish the Grade 12 class of 2015 success in their upcoming final examinations. This is indeed a watershed moment for them as they draw near to the end of a very long journey at school. Umalusi has also begun its work of monitoring the system's state of readiness, by deploying its officials to all provinces with the aim of ensuring a foolproof examination without serious irregularities.**

It is always a pleasure to share Umalusi's work with the readers of our official external newsletter, Makoya. I am proud to state that Umalusi continues to deliver on its mandate as the Council for Quality Assurance in General and Further Education and Training.

In this publication of Makoya I would like to share information on two of our very important advocacy projects. Firstly, since the beginning of July 2015 I have embarked on a series of visits to Provincial Departments of Education (PDEs) as part of my stakeholder relations programme. The visits mainly target the MECs of Education as political heads, as well as senior officials in these departments. Mr SE Ditaunyane, the Senior Manager for Public Relations and Communication, accompanied me on all of these visits.

The purpose of my provincial visits is to share information on the work of Umalusi and to provide an open platform for collegial dialogue on the work of the organisation. So far, I have managed to meet with the MECs of the Eastern Cape and the Western Cape.

On 27 July 2015, I met with MEC Mandla Makupula of the Eastern Cape and our meeting proved to be timely and fruitful when it became clear that the MEC needed clarity on a number of issues regarding Umalusi's work. In the same

vein, my visit to the Western Cape, on 3 August 2015, was also a huge success. Minister Debbie Schäfer used the opportunity to raise concerns about the quality of education and other issues. Needless to say, all her concerns were fully addressed during our discussion. I also met with the MEC of the KwaZulu-Natal Department of Education, and the meeting was a huge success.

Secondly, I have observed that the majority of educators and senior managers in education do not understand the National Qualifications Framework (NQF) and, by extension, the work of Umalusi. Yet the education system they are driving is quality assured by Umalusi and the whole system of education and training is monitored through the NQF. This anomalous situation is not healthy for our education system.

This has led my office to begin to approach the deans of the education faculties at the different South African universities with a proposal to offer a lecture on "*Umalusi and its role in the South African education landscape*" to faculty members and students. So far, the University of the Free State has agreed to pilot this project with Umalusi. It is my intention to approach the Education Deans' Forum with this idea, with a view to expanding this project to other universities in the country. 🇿🇦

# DEVELOPING STANDARDS ACROSS SECTORS

## *Working together towards a new kind of thinking*

By Celia Boooyse & Elizabeth Burroughs

On 3 June 2015 Umalusi welcomed a range of stakeholders, some old and some new, to a meeting at the University of Johannesburg School of Tourism and Hospitality. This workshop was undoubtedly a first in bringing together a range of critical stakeholders committed to the notion that thinking creatively and critically should be integral to the development of learners and communities.

The meeting aimed to embrace the strengths of all stakeholders and to establish a progressive and holistic framework for future work. The intended outcomes of the meeting were to:

- Align stakeholder participation in current and future research and related initiatives;
- Encourage the uptake of recommendations made from the research findings conducted by Umalusi into Hospitality Studies and Consumer Studies;
- Align standards across sectors for a smoother transition and articulation from school to industry, labour market and higher / continuing education;
- Involve stakeholders in providing input to teacher development and in-service support processes;
- Reflect on how productive, innovative and design thinking could enhance teaching and learning practices.

The event was also intended to seal Umalusi-CPUT collaboration in the consumer, hospitality and tourism fields; and to assure continued cooperation with the National Department of Tourism, FEDHASA, CATHSSETA and industry partners.

In the welcome address, Professor Leketi Makalela (a member of Umalusi Council) reiterated that the need to create continuity between the standards of one form of school-leaving certificate and the next had driven Umalusi's research since 2008.

The reports on Consumer Studies, Hospitality Studies and Tourism launched in November 2014 in collaboration with the School of Sport, Events, Tourism and Hospitality (SETH), in the Faculty of Business and Management Sciences at Cape Peninsula University of Technology (CPUT), were distributed as working documents.

Recognising the importance of the relationships between teaching, learning, doing and thinking has fuelled closer



Celia Boooyse



Elizabeth Burroughs

collaboration with the presenters and Professor Mary Grosser, the president of the International Association for Cognitive Education in Southern Africa (IACESA). Findings from research conducted by Umalusi often refer to a lack of critical thinking in explaining the curriculum and / or the assessment, and have identified low learner performance in some exam items that require the expression of an opinion and judgement. Additionally, findings from curriculum analyses conducted by the Qualifications, Curriculum and Certification (QCC) Unit point to the necessity of including the need for deep understanding of both concepts and the complex relationships between concepts.

Delegates were very interested in topics such as brain-based education, metacognition, aspects of emotional intelligence and critical thinking. These surfaced in presentations by Professor Grosser and Mr Marinus Bell and led to interesting discussions in the afternoon sessions.

A presentation by Ms Suné Stassen, from the Rock City Foundation, was also appreciated. This organisation prioritises assistance through promoting innovative thinking and developing human capital, to nurture a workforce that is better equipped, more efficient and embraces entrepreneurship. In the discussions it became clear that this intent not only strengthened existing research findings but also echoed the preliminary findings from the Senior Phase (Technology) research, which has suggested that using a design process and following design thinking would benefit all learners, from ECD to higher education.

With delegates representing our long-standing partner, the National Department of Tourism, assessment bodies, DHET, DBE, IEB and South African Comprehensive Assessment Institute (SACAI), as well as SAQA and higher education institutions including UJ, UP, North West University, UNISA and TVET colleges, participation in the in-depth discussions was lively.

The South African Chefs Association, IACESA and NeuroLink were welcomed as new participants in the stakeholder think-tank. All agreed to strengthen collaboration to help prepare learners for continuous and higher education. 

# Annual National Assessments: the debate continues

By Agnes Mohale



Agnes Mohale

There are mixed perceptions regarding the Annual National Assessments (ANA). In a report on the 2014 Annual National Assessments, the Minister of Basic Education, Ms Angie Motshekga, highlighted that ANAs trends indicated that the education sector was making significant strides, especially in the junior and intermediate

phases. Commentators, however, were quick to highlight the flaws of the ANAs. To provide a platform for constructive engagement Umalusi, in collaboration with the Centre for Education Policy Development (CEPD) and Wits University, hosted a seminar that centred on the ANAs.

The seminar attracted delegates from a range of organisations and disciplines. They included academics and researchers from universities (UKZN, UP, NWU, UJ, Stellenbosch, UNISA and University of Limpopo) as well as colleges and high schools; education departments (GP, Mpumalanga, NW); education NGOs (ORTSA, OLICO Foundation, Mindset Network, Read Educational Trust); and research think-tanks (CDE); among others. The manner in which the seminar brought organisations from various sectors together was impressive. Furthermore, the seminar was honoured by the attendance of Umalusi Council members, including the chairperson, Professor John Volmink.

Leading the pack of presenters was Ms Elizabeth Mutuku from Namibia's Directorate: National Examinations and Assessment (DNEA), whose presentation was titled *National Assessments in Namibia – A Case Study*. DNEA started administering National Standardised Achievement Tests (NSATs), which are in some ways equivalent to South Africa's ANAs, to Grade 5 and 7 learners in 2009. Ms Mutuku's presentation revealed disparities in learner performance in the NSATs between rural and urban schools. In the Namibian case, learners in urban schools performed better than their rural counterparts. Further, the trends revealed minimal improvement in Mathematics, while English showed deterioration in learner performance. Ms Mutuku argued that learner performance in Namibian schools was unlikely to improve unless the research findings were used to develop policies and strategies directed towards changing school and classroom practices.

Educational economist at Stellenbosch University Dr Martin Gustafsson presented *Realities versus data noise: comparing ANA across years and to Grade 12 results and levels of poverty*. He argued that stakeholders and researchers needed to understand the huge institutional changes brought about by ANA in individual schools and within the national debates. He indicated that controls over the testing procedures of the ANAs were debatable and suggested that a quality assurance body, like Umalusi, should be involved in standardising the ANAs if those results were to be used to measure systemic progress.

Dr Nic Spaull, an education researcher in the economics department at Stellenbosch University, delivered a thought provoking and passionate presentation. He revealed a complex mix of issues and aspects that must be addressed for South Africa's ANAs to be fully credible. He argued that the current model could not be used to judge whether the quality of South Africa's education was deteriorating or improving – hence the title of his presentation: *The limitations of the ANAs: what can and can't we say from the results?*

Dr Caroline Long, of the Centre for Evaluation and Assessment in the Faculty of Education at the University of Pretoria, presented *Systemic assessment: reflecting on the present – envisioning the future*. She discussed philosophical, educational and measurement perspectives and presented a model for systemic assessment that, among others, directed emphasis to the concepts of assessment **of** learning, assessment **for** learning and assessment **as** learning.

Attendees welcomed the opportunity to interrogate issues around the ANAs. A question that arose from the discussions was Umalusi's role in improving the quality and standard of the ANAs. It became clear that both speakers and attendees felt that administration and control of the ANAs can be improved.

The value of the seminar was widely appreciated and feedback from delegates revealed high levels of satisfaction. Moreover, the range and depth of presentations was commended.

On a lighter note, the provision of a finger lunch afforded an opportunity for casual chats among the attendees. The open and friendly nature of this post-seminar meal promoted valuable social encounters among both old friends and new connections. 🍷

# Building expertise in assessment

By Helen Koorzen

*Attending and taking part in international conferences, seminars and training programmes allows Umalusi's employees to obtain knowledge and develop skills.*

Ms Helen Koorzen, from TVET in the Quality Assurance of Assessment (QAA) Unit, attended a Cambridge International Study Programme, held from 11 to 22 May 2015.

The Cambridge Assessment Network (CAN) develops and shares worldwide knowledge and expertise in educational assessment. Programme presentations focused on developing relevant curricula, drafting assessment tasks, administering examinations and quality assurance of assessments.

Ms Nicki Little, a consultant for CAN, motivated delegates to question the reason for assessment by asking: **what** is assessed and measured?

- The progress of national interventions?
- The fulfilment of government's implementation of plans?
- The performance of individual schools?
- The effectiveness of teachers?
- The achievement of individual competencies?

Ms Helen Eccles, Director of Development for Cambridge International Examinations (CIE), identified communication, collaboration and IT literacy as the most critical skills to develop in learners.

The Head of Policy Higher Education, Ms Sally Brown, said that the organisation had to understand its stakeholders – and assessment bodies are stakeholders of Umalusi – in terms of:

- What are the stakeholders' experiences or expectations of the organisation?
- What benefits and costs are there likely to be for the stakeholder?
- Are there any stakeholder interests that conflict with the organisation?
- What resources does the stakeholder have to mobilise?

The benefits of effective stakeholder engagement included expertise, leading to better qualifications; well informed, strategic intelligence; and a "win-win situation" for all parties.

The UK adopted item banking for question paper development and production to have an improved understanding of the skill they were testing, to construct tests of the right level and profile of difficulty, to grade examinations applying equal standards across sessions, to make comparisons across exam levels, and to administer tests in new ways (computer adaptive testing).

The Cambridge Assessment Network scientifically analyses the results of all assessments and findings direct future paper-setting endeavours. Mr Mike Forster, Head of Research and Technical Standards, said that data can only tell you 'what' happened, not 'why'.

"During analysis you have to look at the data in context and be clear about what you want to know. You must be able to explain conclusions and determine what effect these will have on current and future assessments," he said.



Helen Koorzen

Grading was a result-based moderation process that took into account historical and situational factors during assessments and was the result of careful and systematic reasoning. Mr Mark Dowling, an ex-Deputy Director at Cambridge Assessment, said the CIE used grading as the process of determining, on an annual basis, what the new norms were. For example, in year 1, an A can equal 90% and above while in year 2, an A can equal 83% and above.

The use of technology in assessment improved validity, reliability and formative feedback. It increased access to assessments and improved efficiency and security. Mr Matt Haigh, CIE Programme Lead, explained how technology improved efficiency during various stages of the assessment process:

- Technology assists during the **Test Production** with item banking and test calibration.
- During **Examination**, technology supports computer-based testing and security.
- The **Post-exam Processing & Results** will benefit from technology by script scanning, marker monitoring and plagiarism detection.

Despite tight security, CIE had experienced malpractice during the examination process and marking. Irregularities have been detected by markers, whistle-blowers and the internet.

Compliance Coordinator (Regulations) Julia Pace and Compliance Advisor Nick Connell presented on disability awareness and special arrangements for candidates taking Cambridge examinations. Any candidate with a permanent, temporary or long-term physical disability, learning difficulty, illness or indisposition, qualified for access arrangements at CIE. These arrangements were made prior to the examination and offered fair access to candidates with particular needs. Apart from extra time (25%) and separate invigilation, assistance was also offered in the form of simple translation dictionaries (not allowed in language exams), and a live speaker, for use with a transcript of the listening paper, for the hearing impaired. Modified examination papers included Braille papers for candidates where some visual information was simplified or removed and presented as verbal information, use of coloured paper, and a simplified carrier language (available for certain syllabuses) in which complex sentences were

broken down to simpler ones. These were not allowed in language exams.

Assessment in education is universal. The challenges and successes can be shared, to the advantage of all parties. Cambridge International Examinations, as part of Cambridge University, which is 800 years old, is an entity that provides quality assessment and shares valuable experiences worldwide through various programmes. 🌐

*The city of Cambridge is a university city and the county town of Cambridgeshire, England. It lies in East Anglia on the River Cam, about 80 km north of London.*



King's College Chapel, seen from the Backs.

# Flying the Umalusi colours high

By Kgaugelo Sekokotla

*Umalusi takes care of one of our nation's most treasured assets: general and further education and training.*

The name Umalusi is an Nguni word, which means 'herder' or 'shepherd'. To showcase some of its work, Umalusi recently took part in a series of exhibitions across the country and shared valuable information with learners, parents, out of school youth and communities.

We touched base in Mpumalanga, Limpopo and KwaZulu-Natal, reaching out to more than 60 000 learners. Important information was disseminated regarding Umalusi's role and services, such as what learners need to know before registering with private TVET colleges, the procedure

for requesting replacement certificates, and which qualifications are certified by Umalusi. Learners were encouraged to follow Umalusi on Facebook ([www.facebook.com/UmalusiSA](http://www.facebook.com/UmalusiSA)) and Twitter (@UmalusiSA), which give learners an opportunity to ask questions and obtain responses in real time.



Kgaugelo Sekokotla

The Umalusi good story continued to be told at the NTCE exhibition, Bloemfontein, 1 - 3 October 2015. 🌐



SASOL TechnoX, 3 - 7 August 2015. Over 24000 learners attended the exhibition.



Ehlanzeni District Career Exhibition, Mbombela, 17 - 22 May 2015. Over 13668 learners attended.



University of Limpopo, Turfloop Campus, 27 - 31 July 2015. Over 19069 learners attended.



6<sup>th</sup> Annual Mandela Day Career Development Festival, Umfolozi TVET College (Esikhawini Campus), Richards Bay, KwaZulu-Natal, 15 - 17 July 2015.

# EMPOWERMENT AND GENDER EQUALITY: *educate a woman, educate a nation*

By Winile Ndebele

In September 2000, world leaders, including those of South Africa, committed their nations to the United Nations Millennium Development Goals to reduce extreme poverty globally by 2015. Goal number 3 says: "Promote gender equality and empower women."

As we look back to the recent celebrations of women during women's month, the question that we need to ask is: are we there yet?

South Africa has come a long way in addressing the imbalances of the past, where education and career opportunities were deliberately skewed, according to race and gender, towards the few.

While it is noticeable that efforts have been made in addressing women empowerment and gender equality, especially in the upper sections of the career ladder, South Africa still has much to achieve.

Gaps still exist in the education of girls in our country, and in Africa in general. Where education is seen as an enemy to cultural stereotypes, for example in some rural, peripheral areas, opportunities for a girl child to go to school are still missed. In some cultures a girl should perform household chores in her father's house and, when she comes of age, must marry a man – any man, as long as he can pay the parents. In exchange, she would continue with the household chores and graduate to child-bearing and rearing in his home.

The 9th of August was National Women's Day in South Africa, with the theme for 2015 being "we thank the women". There are many ways of thanking women. But for starters, let us look at empowering them. There are many ways of doing so and one is educating them – whether rural or urban: not all urban women are empowered. Even in the cities the call must be *Aluta continua, victoria ascerta!* (the struggle continues, victory is certain).

A quote from a Unicef article reads: "For far too long the right to education has been denied to many girls across the world." And Phumzile Mlambo-Ngcuka, Executive Director of UN Women, called women's education "an investment that could yield the best returns ever, as girls represent the whole nation". You may ask, "what exactly are the benefits of educating women?" Let us unpack them:

Firstly, when a woman is educated, the nation will be educated. The nurturing of children and family spills over to extended family members, including siblings and in-laws. A second benefit, I would argue, is that a working woman shares her resources to benefit her family. She sacrifices personal enjoyment of her labours for the benefit of the larger community, first in her own household and extending to neighbours and the extended family. Educated women are able to reduce poverty in their community and advance social development in general. Educated women are able to make better decisions concerning their families' health and well-being.



Winile Ndebele

## Are we there yet?

The strides taken by our country are seen mostly in the cities and less in rural areas. These efforts include advocacy for girls' education, exposure to career development options, a conscious calling for gender equity in the workplace and fighting abuse of women. Violence against women is not only costly to the victim, it is also costly to the family, community and society.

We are not there yet! As long as many women are still uneducated and lack business and leadership skills, there is a need to encourage gender debate and discourse in different sectors but especially in government, to ensure that the gender agenda is promoted by all sectors. The 2011 SA Gender Statistics report shows that the percentage of adults (aged 25 years and above) with no formal schooling is highest among African women at 14,8%, compared to, for instance, 0,7% of white males.

It is a sad state of affairs that even though they are 'a giving hand', women are still receiving short shrift in terms of education, employment, respect and rightful recognition in education and career advancement. Let us work together to address such important socio-economic issues.

*Aluta continua, victoria ascerta!* 🇱🇵

## Umalusi attends 33rd AEAA conference in Ghana

By Lucky Ditaunyane

*Four Umalusi officials attended the 33rd annual conference of the Association for Educational Assessment in Africa (AEAA), from 24-28 August 2015, at the Mövenpick Ambassador Hotel in Accra, Ghana.*

The theme of this year's conference was "Quality assurance in educational assessment in an era of rapid change". More than 300 delegates from 21 African countries attended.

Two keynote speakers were invited to share their knowledge and vast experience in the area of educational assessment. Professor Daniel Buor from Ghana gave a synopsis of current assessment issues in Ghana and how various role-players are trying to deal with them.

On the last day of the conference Professor Ampiah Ghartey, also from Ghana, provided insights in his presentation on the status of educational assessment in his country, with specific reference to a recent systemic evaluation report.

Ms Pauline Masemola and Mr Emmanuel Sibanda from Umalusi co-presented "Investigating the ability of NSC results as a predictor of academic success at higher education institutions in South Africa". The presentation was well received and the delegates were very keen to learn more about Umalusi's experience in this regard. 🇱🇵

# Umalusi milestone

## Independent schools' conference examines quality delivery

By Nombuyiselo Mabitsela

Umalusi recently hosted a successful Independent schools' conference, themed 'Education quality in the South African independent schooling system'. The event, held at Emperors Palace, Gauteng, from 21-22 August 2015, attracted 350 delegates from the Provincial Departments of Education and other government departments, assessment bodies, school management teams and Umalusi staff.

Mr Cameron Staples, the CEO of the New England Association of Schools and Colleges (NEASC), a body with which Umalusi has a strategic partnership through a Memorandum of Understanding (MoU), brought an international perspective to the conference. NEASC and Umalusi exchange best practices and expertise on matters of accreditation.

As host, Umalusi CEO Dr Mafu Rakometsi delivered the keynote address. He discussed the concepts of 'quality' and 'quality assurance' as key drivers of Umalusi's accreditation regime, while Dr Laurel Becker's opening address touched on quality issues in education.

Other speakers addressed the theme from multiple perspectives. Professor Maistry considered 'What makes an institution a quality institution', while Professor Leketi Makalela addressed 'Language in the independent schooling system'. Professors Nan Yeld and Sarah Howie jointly focused on 'Benchmarking and what it can tell us about educational quality'.

On day two, Mr Chaile Makaleng, Senior Manager of the Evaluation and Accreditation Unit at Umalusi, presented on

'Evaluation and accreditation of independent schools in South Africa: emerging trends'.

NEASC's Mr Staples discussed accreditation from the perspective of his organisation. Mr Chijioke's 'School improvement and strategies for institutional success', Dr Nick Taylor's 'Lever for improving educational quality' and Ms Anne Oberholzer's 'Alignment between the curriculum and the examination process' all maintained the momentum of the conference. Dr Gustav Niebuhr tackled the sensitive issue of home schooling.

A vigorous panel discussion was facilitated by Messrs Sandile Ndaba, Cameron Staples and Dr Potterton, on school inspection vs quality assurance. Ms Zodwa Modimakwane consolidated the deliberations of the two days and closed the conference.

Judging by the quality and depth of the presentations and discussions, the conference was indeed a success. The local organising committee did an excellent job, to the extent of treating guests to a gala dinner to the accompaniment of a live band on the opening night.

The conference was attended by a number of Council Members, including the Chairperson, Prof John Volmink.

Well done to the Umalusi organising committee! 🇿🇦



Nombuyiselo Mabitsela



Delegates interacting with the Panel during a question and answer session.



Delegates in attendance at the Independent Schools' Conference, Emperors' Palace, Kempton Park, 21 - 22 August 2015.



# 2015 SAAEA conference: 'Assessment is learning'

By Dr S Mchunu

*The following countries were represented at the conference of the Southern Africa Association for Educational Assessment (SAAEA), held from 17–21 May 2015 in Harare, Zimbabwe: Namibia, Swaziland, Lesotho, South Africa, Tanzania, Zambia, Botswana, Malawi, Zimbabwe and Mozambique.*

*Delegates were introduced at the opening ceremony as teams according to their countries, with their national flags on display.*

The Zimbabwean Minister of Primary and Secondary Education provided the rationale for the conference in his opening address: to interrogate educational assessment outcomes and the role of assessment in identifying and developing life skills. The conference also endeavoured to investigate the extent to which curriculum and assessment can be aligned to learning outcomes that shape national, regional and global socio-economic goals. The Minister noted that the conference had come to Zimbabwe at a time when the education system was undergoing a major curriculum review whose key concern was to produce school graduates who are equipped with skills needed by commerce, industry and society at large.

He said that assessment bodies were moving from summative assessment to formative assessment. The Zimbabwe School Examinations Council (ZIMSEC) had shifted from assessment 'of' learning, which provides evidence of achievement for public reporting, ranking and selection, which is assessment for accountability. The Minister argued that this model of assessment did not aid learning and instead promoted teaching to the test. Challenges associated with assessment 'of' learning led to the adoption of assessment 'for' learning. This is formative or continuous and takes place in the classroom where the learner and facilitator for learning spend most of their time. He posited that in Zimbabwe there was now a shift towards assessment 'as learning', where learners were involved in tasks and activities, and reflected on and monitored their progress to inform their future learning goals. Focusing on 'assessment of learning', 'assessment for learning' and 'assessment as learning' in the classroom were necessary – but not sufficient – conditions for large-scale, sustainable development. He averred that

for innovation to become sustainable and not remain a

series of endless cycles, it was necessary to recognise that 'assessment is learning' – and the prepositions 'of', 'for' and 'as' disappear because assessment cannot be separated from learning. The prepositions 'of', 'for' and 'as' may reflect different assessment purposes, but the fundamental and real purpose of assessment 'is learning' – it is its "raison d'être". Based on the Minister's argument on assessment, one could conclude that assessment and learning are two sides of that same coin.

The following definitions of 'assessment' were provided by keynote speakers and paper presenters:

- "Broadly, 'assessment' refers to a wide range of methods for evaluating pupil performance and attainment including formal testing and examinations, practical and oral assessment and classroom-based tests and exercises, carried out by teachers and examiner." (Professor Charles Muchemwa Nherera, Pro Vice-Chancellor – Women's University in Africa).
- "Assessment means evaluation of work done and produced by a learner to determine its value and usefulness to oneself and society. Outcomes are evidence of what a student learned, as opposed to what he/she was taught. Assessment is two-fold: formative and summative." (Professor R Moyana, University of Zimbabwe). She further cited Lorrie A Shepard's statement on assessment: "Classroom assessment – not the kind of assessments used to give grades [to] satisfy the accountability demands of an external authority, but rather the kind of assessment that can be used as part of instruction to support and enhance learning." This statement is directly related to the statement made by the Minister in his address. She further opined that continuous assessment was, therefore, a practical way that a teacher checked students' understanding of particular concepts, checked that skills were being developed and that students were not merely cramming material to be regurgitated in an examination room.

The messages from keynote speakers were harmonious and in agreement with each other. 🌍



Dr S Mchunu and Agnes Mohale

# NEW STAFF MEMBERS



**Thabo Edward Ncapodi: E&A Unit:**  
Editor, Technical and Languages



**Tsepang Mzamane: SIR Unit:**  
Junior Statistician



**Lizeka Zimase: QAA AET Unit:**  
Admin Assistant



**Nkele Mahlangu: QAA TVET Unit:**  
Admin Assistant



**Sandra Kruger: E&A Unit:**  
Team Leader

# Free Hotline Number

Umalusi has subscribed to a service that will enable all stakeholders to report anonymously on incidents of fraud and corruption.

Anyone can contact the Umalusi Fraud and Ethics Line by dialling and using the dedicated FreeCall telephone number, e-mail and website.

Trained operators using sophisticated contact centre equipment will respond to calls in English 24/7, and Afrikaans, Zulu, Sotho or Xhosa between 7:00 and 21:00, 365 days a year.

**Umalusi FreeCall:** 0800 000 889

**Email:** [umalusi@tip-offs.com](mailto:umalusi@tip-offs.com)

**FreeFax:** 0800 00 77 88

**Website:** [www.tip-offs.com](http://www.tip-offs.com)

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