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USING ASSIGNMENTS AS ASSESSMENT TOOLS IN TVET COLLEGES: A CASE STUDY APPROACH.

BLANDINA MANDITEREZA

ABSTRACT

This study explored how Technical and Vocational Education and Training (TVET) Colleges teach and assess students. The purpose of the study was to understand students and lecturers' experiences of learning and assignment as an assessment tool in TVET Colleges. This was done in order to investigate ways to address the issue of dishonesty in learning and to improve teaching and assessment. In TVET Colleges in South Africa student assessment is supposed to be aligned to the dictates of the Internal Continuous Assessment (ICASS, 2020) Guidelines. Within these Guidelines the Department of Higher Education and Training (DHET) has developed and set out Guidelines which TVET Colleges must adhere to when conducting internal examinations meant for (NI TO N6). I based my case study on 20 lecturers and 20 students where the research was explored qualitatively by interviewing purposefully selected lecturers and students so as to gain a subjective understanding of issues around assignment as an assessment tool. Findings indicated that academic dishonesty from students has resulted in compromising academic integrity because research assignments done in uncontrolled environment seem not to meet the principles of scholarship of learning.

KeyWords

assignment, pedagogy, assessment practice. TVET, sustainability, plagiarism

INTRODUCTION

TVET Colleges use assignments as an assessment tool which contributes to the overall grade for the semester. In the courses the assignment as an assessment tool is compulsory and is assigned a grade and percentage which contributes towards the semester mark since its part of the coursework. The assignments given usually are based on a topic which falls within the Modules and content of the course.

TVET Colleges in South Africa use 3 modes of assessment as mandatory assessment tools students study theoretical based courses where they write an assignment as the first test, a test as the second test then a mini examination. The mark allocation percentage in the given assessments is structured as follows (20, 30 and 50). Some researchers argue that the mode of assessment can affect students later in life because the way we assess them may create a false impression. The purposes of assessment should be extended to include the preparation of students for sustainable assessment. Sustainable assessment encompasses the abilities required to undertake activities that necessarily accompany learning throughout life in formal and informal settings. Characteristics of effective formative assessment identified by recent research are used to illustrate features of sustainable assessment. Acts of assessment need both to meet the specific and immediate goals of a course as well as establishing a basis for students to undertake their own assessment activities in the future.

This is a great way to assess the progress of a student in a subject during the course of a semester. Universities all over the world assess students based on these criteria and assignments in high ranking universities are always tougher than most universities

This study is greatly concerned about students who are tempted to copy and present work as their own by appearing to be competent or knowledgeable, deliberately covering up misunderstanding and ignorance, telling teachers what they want to hear rather than what they as students believe, and so on' (Gibbs and Simpsons 2012). The true reflection only comes after examinations when the student's capability is and weaknesses are exposed.

This study argues that TVET Colleges seem not to realize that at the moment assignments do not exactly lead to achieving the goals of education. From the findings assignments do not exactly portray individual student performance. The findings in the study suggests the need to employ new strategies on how to merge assignment as an assessment practices with the values of (Sol) since assessment practices are the thermometer of quality in an education system.

This paper explores the impact assignments as forms of assessment in TVET Colleges. In TVET Colleges assignments are given as written assignment which is evaluative in nature. As TVET colleges are practically oriented it is imperative that learners carry the assignments home. Depending on the course offering lecturers usually give written assignments these are inclusive of reaction papers, analytical papers and research papers. Assignments are usually constructed around some question or issue. Students are expected to respond or to discuss in some detail. The students are given some research work to go and work on at home for example for two weeks but from my experience as a TVET lecturer have learnt that some students bring well written assignments but when you ask them about the assignment questions they are not as eloquent as their written work. This means students are not working as expected. Whereas compared to tests as assessment the tests results can show how inadequate learners maybe

The purpose of the study

The purpose of the study was to explore whether assignment as an assessment approach is doing what it exists to do and if not then put recommendations. In addition to identifying factors impacting on assignments and quality of assessment practices in particular Internal Continuous Assessment (ICASS) in the learning environment at TVET colleges. Furthermore, a look at assessment practices may lead us to finding ways of increasing certification, since low certification maybe the effects of poor teaching or poor assessment approaches. This paper seeks to assist the academic division, curriculum manager, management at campuses, lecturers and academics to strengthen and adhere to Scholarship of learning and teaching at the same time meeting the standard of quality assurance of ICASS assessment practices.

Research Questions

- 1.Are TVET Colleges using the correct assessment approach?
- 2.How can we make students benefit from assignment as assessment method?

Literature review

'The South African government, as with most countries globally, has placed significant emphasis on the importance of technical and vocational education and training (TVET) for equipping young people to engage with an increasingly competitive and unpredictable labor market'' (Andrew Paterson 2016: V11). This significance meant creation of a sound pre-employment vocational education system that corresponds with the secondary schooling system yet provide vocational pathways. (Andrew Paterson 2016). Great emphasis was placed on TVET colleges as having to adopt the role of alleviating and meeting the demands of post school education from learners who have left school early. This included learners with poor matric results and those who wanted to attain vocational skills (DHET, 2013).

The South African Technical and Vocational Education and Training (TVET) colleges (formerly the Further Education and Training or 'FET colleges') seem to embody a fundamental institutional enigma – despite multiple changes intended to improve the quality and efficiency of the colleges, they are still viewed as underperforming, perhaps even impervious to change efforts' (Paterson 2016: V11).

This study is centered around TVET colleges where we have an integrated post school education and training system and where we also have adults who come to further their studies. TVET colleges offer two streams of training the NATED (The National Accredited Technical Education) on courses Known as (N1-N6) and post Matric students who have passed relevant course subjects enroll. The participants are strictly NATED lecturers and Business management students plus hospitality and tourism. The TVET approach represents the Outcomes based approach whereby learning is also accompanied by continuous assessment and moderation. After the continuous assessments the students also write a summative examination which is set by the National Department of Higher Education. According to (Akooje ,2008:97). TVET colleges were implemented so as to be able to cater for the country's developmental challenges. However, despite this assertion TVET colleges are still beset with challenges for example low certification output rate.

Marock, Hazell, Akoobhai (2016) assert that the output rate of National Certificate Vocational (NCV) programs is, overall, poor. Although they assert that the certification rate at each level may be reasonably acceptable the challenge is evidenced as problems in, progressing to the next level. Therefore, applying Scholarship of learning in our assessment practices may lead us to finding ways of increasing certification, since low certification maybe the effects of poor teaching or poor assessment approaches.



Figure 1: TVET NATED COURSES

The above programs consist of 18months theoretical studies at college campus and 18 months' relevant experience in the workplace. The utility studies range from N4-N6 and the resulting qualification is an N6 Diploma. All the above courses, excluding Engineering, require that a student must have a Grade 12 as an entry requirement with English subject being attained at 40%.)

According to Boud (1995:35) students can with difficulty, escape from the effects of poor teaching, but they cannot (by definition even if they want to graduate) escape the effects of poor assessment 'the effects of bad assessments are far more dangerous for any aspect of teaching. Assignments as assessments imply that centrality of assessment is to direct learning (Clarence, Quinn, &Vorster 2015). Clarence et al. (2015) further asset that the way we teach and asses influences how students respond to their studies. This is because assessment has a powerful influence on students learning because it sends a signal to them of what they can do or can't do (Boud and Falchikov 2007:3).

In the case of assignment as an assessment method, it is difficult for the lecturer to be able to differentiate between what a student can do and what they cannot do. Hence research by Chansarkar and Raut-Roy (1987) highlight that students gain higher marks from coursework assignments than they do from examinations. In addition, they established that all combinations of coursework of varying types with examinations produced better average mark rates than did examinations alone – up to 12% higher average marks.

Assessment practices in TVET Colleges seem not to equip students well because assessment should lead to sustainability. The results of this study may indicate lack of sustainability. When we give assignments to be done at home, some of them are practically based, so how then can students struggle with things which they will be doing at their own pace and during their own time.

Gibbs and Simpson (2004) assert that assignment is a form of assessment. They further explain that assignment is a critical component of learning for the students as it helps them focus their attention and allocate their time. In this study we discuss the home assignment, we have two types of assignments and am interested in the home assignment. The home assignment is that assignment that the lecturer gives to the students and ask them to complete in their homes with the help of reference books, the internet, and instructions provided by the lecturer.

Falchikov (2007) accentuated the prominence of assessment on student learning by highlighting that assessment rather than teaching has a major impact on student learning. If we look at TVET colleges policy requires that students write 3 assessments tests before the exam. The first Test is given as a test and constitutes 70marks, followed by an assignment which is usually 120 marks, and lastly, it's a mini exam of 100 marks. All these types of assessment are formative assessment. All assignments are based on ICASS guidelines (icass 2021). The guidelines are set to maintain consistent standards in setting and moderating assessment tasks including conducting and marking of assessment tasks and moderation and verifying assessments given. The procedure serves as a lecturer's accountability measure as well. Therefore, there is a need for lecturers to give assessments that align with, common learning outcomes, that are aligned with the demands of the job market as well as measure students' achievement. In order to achieve all of this there is need to evaluate the current quality of assessment methods in TVET Colleges.

If a student does not get a 40% mark out of all the 3 assessments, then they do not qualify to sit for end of semester examination. According to TVET Policy Documents (DoE 2007:16) The ICASS is defined as referring to college-based assessment which is conducted throughout the year. The lecturers are required to evaluate assessments in form of firstly a Test, then secondly a research assignment and lastly a Mini examination and after marking the scripts are kept as Portfolio of Evidence(PoEs) Portfolio of evidence. From the PoE marks. All 3 assessments conducted during the year constitute 25% in each of the fundamental subjects and 50% in each of the vocational subjects.

According to Smith (2007) lecturers use assessment to focus students learning, when we give assessment as lecturers we are trying to inform our instructional methods, however (Gayton,2007: XX) most lecturers make the mistake of using 'assessment design and implementation is often approached as an afterthought' We need to give sustainable assessment , because in Scholarship of teaching and learning the scholarship implies that assessment must not only focus on content but on learning processes as well. Assignment as assessment should be viewed as significant prompt for learning (Rust) 2002 confirm that students' attitudes towards learning is influenced by the nature of assessment and how that learning is assessed.

When we give assignments as assessment in TVET COLLEGES our aim is to prepare students for the knowledge society because some assignments require evidence of theoretical knowledge and some require knowledge that is tied to the work place because according to Young (2007:115) students need access to knowledge, although many jobs require context specific knowledge but still there is need for knowledge requiring theoretical ideas. The assignments are supposed to empower them in researching and understanding the theory of the work in corroboration with context specific knowledge. There is a challenge if students do not present original work what do they do once they are now in the real world. That means they pass through ICASS marks, yet they are not exactly ready to be in the job market.

This study investigated the use of assignment as an assessment approach because of different challenges brought about by assignments. We need to include assessment methods which are conceptually linked to scholarship of teaching and learning which provides evidence-based study of student learning or teaching practice as its ultimate goal. We need to view assessment as linked to learning we want to ensure our students are learning because the results of assessment function as feedback about strengths and weaknesses in learner performance. This approach highlights the interdependence of instruction, curriculum and assessment. Assessments serve a variety of functions for the learning environment as well. They can be used to focus student learning, as a means to provide feedback to students regarding their learning, as vehicles to score or grade student performance, and as a means of motivating the students to learn course material (Gibbs, 1999).

Assignments especially home or uncontrolled assignments may mislead lecturers' interpretation of students' ability, assignments open ways for students to plagiarize, and assignments do not give a true reflection of what the students understand or do not understand, for many lecturers is to rethink whether their current practices are working.

When students cannot work they tend to plagiarize. (Elandar 2010:1) cited Bennett 2005 who assert that ' ' Student plagiarism is a considerable challenge for universities. In one UK study, 46% of undergraduates reported having copied an entire paragraph into their work without acknowledgement at least once, and 23% reported having done so more than once or twice' 'This means our greatest challenge lies in protecting the integrity of knowledge acquisition styles. Elandar 2010, collaborates with (Mahabeer and Pirtheepa 2019) who also ascertain that ; ' 'Plagiarism is a longstanding, common, worldwide ethical issue facing universities that disrupts learning and the transmission of knowledge.13,20-24 Plagiarism is using the intellectual work of others through means of 'kidnapping' their ideas without the appropriate sources of reference' '.Now when we apply the principles of Scholarship of learning and teaching we are obliged to focus on assessment strategies that emanates from this discipline. When we give students assignments as assessment are we able to describe what students have learnt.

The Scholarship of teaching and learning is a floor for providing a mechanism (Brew 2001) assert that improves teaching and learning to enhance students learning outcomes. This research hopes to change the academic culture and community in TVET colleges. The rationale for this exploration comes as a desire to rethink assessment techniques in higher education in South Africa and using forms of assessment strategically. How assignments contribute to student learning in a course or program. How should we make assignments meaningful? 'The programmers are sometimes criticized by industry for not being strong in theory and foundational subjects (Belber, 2016). I think research assignments that are done in an uncontrolled space must just be replaced by something meaningful. If this assertion is valid then there exists a good reason for TVET lecturers to actively resist home assignment as an evaluative assessment. Lecturers need to take note that as (Gibbs & Simpson, 2004) assert that assessment of learning for the students, helps them focus their attention and allocate their time

Theoretical Framework

This study uses the theory of Scholarship of teaching and learning as a theoretical framework because of the relation ship between Assessment and SoTL. Gurung and Landrum (2014) describe how the Scholarship of learning and Teaching is linked to assessment, by situating assessment the core of the scholarship of teaching and learning (SoTL). This study refers to the scholarship of teaching and learning as the driving factor which academics and educators use when measuring whether their pedagogy is effective and whether the students are learning through assessment. (Maki, 2010; Potter & Kustra, 2011) as cited by (Gurung and Landrum 2014) view assessment as the cornerstone to the theory as it gives direction into maintaining a student-centered focus.

RESEARCH DESIGN

Interpretive paradigm

The interpretive paradigm (Denzin and Lincoln 2012:26) was adopted in the study whereby 40 lecturers and 40 students were purposefully selected at one TVET College Campus as a case study (Yin, 2014:51). The study greatly relied on participants' interpretations of the situation under study (Creswell 2018). Participants students were from N6 levels across disciplines. The lecturers too are from various course disciplines. The study qualitatively investigated lecturer's and student's perceptions on assignment as an assessment method. The study used focus group interviews to generate inductive data in order to understand participants' perspective regarding assignments as assessments.

Data Collection

20 students and 20 lecturers were sampled from one TVET College. The participants were interviewed over a period of a semester.

Data Analysis

Ethical aspects were adhered to and permission was granted (Creswell, 2018).

The collected data was based on the following questions:

Student interview questions

- 1.What challenges do you face in research assignments
- 2.How do you solve the challenges in the research assignment?
- 3.Explain whether the research assignment you get is relevant to the content of the National Examination.

Lecturer's interview questions

- 1 Explain your view pertaining to students and assignment plagiarism?
- 2.What could be the reason for your response in question 1?
- 3.How have you tried to solve the problems in question 2.
- 3.Explain whether research assignments given are relevant to content in the National Examination?
- 4.What's your opinion on doing away with assignments as an evaluative technique?

4.2 FINDINGS AND DISCUSSION

Student's Responses

Findings from the students' responses indicated that that sometimes they do give or receive unauthorized aid in research assignments especially when they do not understand. On the questions on importance of assignments the students agreed that assignments do benefit them since they help improve their academic performance however most students strongly felt that assignments were not important but necessary for improving their ICASS marks. Most students still prefer being assignments as an assessment tool.

1. 1. What challenges do you face in research assignments?

Student A: *we are given short time to do assignments*

Student B: *We don't have resources to match given work and some lecturers don't explain nicely, it's confusing*

Student C: *The work is too much you get 4 assignments and you are given 5 days*

Student D: *Some lecturers don't know their subject so it's hard to work on your own.*

- 2.How do you solve the challenges in the research assignment?

Students responses:

Student A: *Time given for working on the assignments and some lecturers do not explain properly so sometimes one asks for help*

Student B: *Maam when people are under presser they just meet the requirements by any means. For example, most people in fact all students like copying, I am sure everyone has had to copy from the internet or ask for an assignment from a friend because some assignments are difficult. I have asked from a friend from a friend because I couldn't find the information so she showed me her assignment.*

Student C: *I do my own work; I don't like plagiarizing but I have helped some friends who couldn't do the assignments because of time factor.*

Maam some people are lazy and they always sponge others, not all of us are copying but there are some.

4. What's your opinion on doing away with assignments as an evaluative technique?

Key findings here indicated that the students seem to have discovered the loop hole in assignments as an assessment technique and seem to be in favor of being given assignments as an evaluative technique. The reasons cited for plagiarism. included poor lecturer practices, as well as resulting in good ICASS mark.

Student A: *if assignments are removed a lot of students won't qualify with 40% because the assignments are so easy they boost our marks.*

Student B: *It's better to do away with assignments because sometimes you work so hard and there is no feedback and the mark does not match your effort. Sometimes I wonder why we write assignments.*

Student C: *I like assignments because that's the time we get good marks, and my other lecturer gives us past examination papers as assignments so it makes me prepare.*

Student D. *Should we stop assignments most people will be unhappy because assignments boost our ICASS marks.*

4.2.2 Lecturers responses

Lecturer A: *Yes, I receive same answers with same mistakes*

Lecturer B: *I think students plagiarize assignments because they are conducted in an uncontrolled environment.*

Lecturer C: *Yes, the students do copy if they can't do their assignment they ask their friends and when they submit you see duplicated work*

Lecturer D: *students copy all the time all the semesters, I don't see the usefulness of assignments since students cut and paste if only we had blackboard and the use of turn it on to catch them.*

The lecturer's responses corroborated the students' responses that some students do plagiarize or cheat when it comes to assignments. In addition, some of the lecturers also concurred that the assignment method promotes some few honest students learning, this is paradoxical since they allege that students mostly do plagiarize or ask for help. Lecturers seem reluctant to do away with assignments instead they suggest a revisit to practice. The lecturers agree that assignments teach children to self-research the lecturers reiterated that as a TVET college assignments are necessary to meet the requirements of TVET policy and guidelines

Are the research assignments you give relevant to learning assessed by examinations?

Most of the participants held the view that the purpose of the assignments as an assessment technique are just to focus student reading for example to give them as an opportunity to polish their research skill. One interesting response was corroborated by most lecturers *just to make the students read all sections of the module since students do not work unless forced to*. A few others indicated that the assignments are relevant in examinations to a certain extent.

Given an option would you still use research assignments to assess performance explain.

Here most lecturers indicated that given a choice they would still use assignments as an assessment just hoping that a few reasonable students will work accordingly although the assignments don't reflect exactly the students' performance since some students either plagiarize or ask their more knowledgeable friends or connections to help them. However, the lecturers stressed that there is also need to put a standing functional policy that deals with plagiarism to deter students from getting unlawful assistance.

Lecturer D: *no, we can't do away with assignments because assignments help dedicated hard working students to research and find additional information. The lecturer must make learners aware before handing out assignments that they will be penalized for plagiarism and marks will be deducted for such work/ assignments' 'We can't do away with assignments because practical subjects still need vocational learning hence lecturers' assignments should be moderated and moderation reports must be a prerequisite.*

Lecturer E: *We can't do away with assignments because we are preparing students for the universities, work places and current economic situation.*

Most lecturers felt students needed to do assignment to teach them to research. whilst a few lecturers asserted that it is to prepare them for the work environment.

The participants had to say this, when asked whether we should do away with assignments

The following views reflect lecturers' perceptions on assignment as an assessment method.

Lecturer A: *yes, because the students do not research but instead plagiarize or cut and paste the shortest route to writing an assignment*

Lecturer B: *On the one hand, it's a waste of time and on the other the few good students benefit the skills for research.*

Lecturer C: *Yes, assignments do not reflect exactly the student's performance because of the too many crooks on the internet who advertise to write assignments for a fee.*

Lecturer E: *We can't do away with assignments because we can make assignments work by doing the assignments in a controlled environment and a specific time frame.*

Lecturer F: *Yes, they do copy but it depends on lecturer's effort to Engage and have pre-assessment engagement with students. If students are aware and clear on instruction.it can help eliminate copying of assignments.*

Lecturer G: *Yes, in most cases they do not acknowledge their sources that is an irregularity other times they just copy from their peers. Lecturers need to apply assessment principles to discourage copying*

Lecturer H: *-we can't do away with assignments instead guide them on how to do it properly*

Lecturer F: *We can't do away with assignments because it's an important component of students. For some courses, it is the only practical component students can engage We can't do away with assignments because diligent students do the assignments, their general knowledge is broadened because of various case studies.*

The themes that were discovered include

1. Changing assessment practices
2. Retaining assignment as an assessment tool
3. Assignments raise ICASS marks
4. Lecturer approaches affect assessment importance
5. Assignments worked in an uncontrolled environment are unreliable.
6. Teachers strategies lead to students copying.

This paper advocates for assessment theories that can be used as tools for improving policy and practice. Findings indicate that the assignment mark is usually higher therefore gives the advantage to the student of raising the ICASS mark. Although participant responses indicate that there are benefits as well as draw backs in using the assignment technique. It has been established that there has been a paradigm shift in the learning environment hence students now place greater dependence on plagiarism and tailor-made assignments. 'Electronic mediation of knowledge' has prompted students to place heavy dependency on plagiarism thereby devaluing credibility of the assignment technique. This is

sometimes aggravated by students who are influenced by online help or assignment ‘subcontractors’ where people advertise for money to do an assignment for a student. Despite all negative issues discovered the majority of participants still advocate for retaining assignments as a method of teaching. Even though it has been established that assignments raise ICASS marks. The issue is still based on the relevance of the assignment.

Furthermore, although the idea of giving students assignments as an assessment technique can be positive in that increasing number of activities require application of knowledge and critical thinking the disadvantage of knowledge validity outweighs the benefit. Assignments worked in an uncontrolled environment raises concerns on knowledge validity therefore there is the need to change assessment practices in assignments. Plagiarizing an assignment results in a situation whereby the assessment becomes unfair thereby disadvantaging the hard-working honest students.

Educators and policy makers in post-secondary education are interested in assessment processes that improve student learning, and at the same time provide institutional data that may be used to demonstrate accountability. (Banta et al: 2009:3).

This paper advocates for assessment theories that can be used as tools for improving policy and practice. Graven (2002:3) asserts that the implementation of a new curriculum is not merely about following instructions and rules, but that the success of such change depends on whether the implementers internalize it and make it their own, especially regarding assessment, which is crucial to the framework. I would like to refer to the works of (Wheelahan, 2010) who suggest that we need to be able teach students to access knowledge in the curriculum.

In the researcher’s view, supported by (UMALUSI, 2014) report, lecturers have inadequate skills to develop and implement assessment practices that are in line with the national policy. Ultimately this lack of skills contributes to inadequate quality of assessment practices; there is a need for a thorough research into the factors that influence the quality of assessment practices (Nkalane, 2015). Quality is central to teaching, learning and assessment. The concept of quality assurance refers to the process that ensures that agreed standards are met, and that steps are taken to improve quality where problems are identified (Pahad,2000).

Recommendations

Lecturers should bear in mind that TVET college students are not only aiming to join the labor market but some students prefer the TVET route as an option to University education, therefore, students should possess stronger disciplinary base. Research findings have strongly indicated the need for lecturers to re-evaluate their pedagogical practices to match the current academic demands since plagiarism of research assignments inflate the qualification. When giving assignments, we need to look at how our assignments communicate to students. The approach being used in TVET colleges need to be rigorously re-evaluated since it seems to go against the principles of scholarship of learning. This research indicates to us that policy need to change pertaining assessment. Even if policy regulates assignment as part of evaluation in the NATED TVET course-work. The biggest challenge in research assignments is the greatest weakness that it’s not necessarily the student’s own work because there are plenty of tailor made assignments online and students ask friends hence giving them the opportunity to drive their marks higher.

Conclusions

This study agrees that there are both values and drawbacks in each assessment approach, the reason why the assignment is highly problematic is because it seems not to match the goals of education since they basically lack reliability. Therefore, in our quest to develop the scholarship of teaching and learning we need to argue for a critical pedagogy that de-centers the teacher and re-center’s the student as the subject of educational practice (Zeichner & Flessner, 2009).

I think research assignments that are done in an uncontrolled space must just be replaced by something meaningful that will therefore inform teaching. We need assessment methods that rise to the level of our academic objectives. The issue of knowledge validity should prompt policy makers and TVET lecturers to reevaluate assignments against knowledge validity. In conclusion (Boud 1995:35) states that, If, ‘as teachers and educational developers, we want to exert maximum leverage over change in higher education we must confront the ways in which assessment tends to undermine learning’.

Lecturers should bear in mind that TVET college students are not only aiming to join the labor market but some students prefer the TVET route as an option to University education, therefore, students should possess stronger disciplinary base. Therefore (Wheelahan 2010) assert that we need to be able teach students to access knowledge in the curriculum. In conclusion (Boud 1995:35) states that, If, ‘as teachers and educational developers, we want to exert maximum leverage over change in higher education we must confront the ways in which assessment tends to undermine learning’.

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