

A shift from assessing a set of learning contents to assessing each learning outcome: NACTE'S perspective

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Assessment is the general term used for measuring student's performance on a course against the set learning outcomes of the particular educational programme. When the mode of assessment is not sound, educational programmes suffer and definitely, students are victimised. Assessment plays an important role in influencing a student's academic prospects, career opportunities and even job success. The same also helps to provide accurate predictions for future academic success or future professional competence.

Under the contemporary world, employers are becoming increasingly concerned with ensuring that their employees have up-to-date competencies and capabilities needed in the world of work. Given the increasing importance attached to assessing a wider range of competencies (i.e. knowledge, skills, understanding and wider attributes), it is clear that relying on traditional methods of assessment, is not regarded as appropriate means of responding to an ever-increasing demand to provide relevant, quality, and effective education.

This paper discusses NACTE's Perspective on the shift from assessing a set of learning contents (topics) to assessing every learning outcome in respective curriculum to students in technical institutions in Tanzania, in order to generate high quality graduates who are able to respond to labour market needs.