THE ROLE OF ASSESSMENT STRATEGIES IN ENHANCING LEARNER PERFORMANCE AND EMPLOYABILITY AT AWIL COLLEGE: A CASE STUDY OF PRIVATE TERTIARY EDUCATIONAL INSTITUTIONS IN BOTSWANA

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DECLARATION

I hereby declare that the contents of this dissertation are my original work and that the study has not been submitted before for any academic examination towards any qualification. Furthermore, it represents may own ideas not necessarily those of Botho university.

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Date

DEDICATION

This dissertation is dedicated to learners, educational institutions and the industry as a whole, the industry taught me that the easy way to improve lives is to share knowledge to everyone so that we have well informed nation. It is also dedicated to my parents and mentors, who taught me that even the largest task can be accomplished if it is done step by step.

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In this journey towards the completion of this study I was guided greatly by my supervisor Professor Ushe Makambe, Awil college management by allowing me to conduct research in their institution and other like the language editor and statisticians who have been there to support me. I hope that the students who participated in the study carries on with their journey and are able to perform and they become employable in their journey of life. Something I hope they have gained from the journey we took together is that they should be aware now of what is expected from you to perform and be employable and they must understand that is a journey that does not end. I have gained confidence and guidance from them, so I am still dedicated to carrying on with improving assessment strategies in Botswana higher learning institutions. But I have faith that they will gain performance and employability skills, on their journeys of learning, and find guidance from others including themselves.

I would like to thank my supervisor Professor Ushe Makambe, my friends who supported me financially and coordinator Dr Jane Ilonya, my dear parents Mr. & Mrs. Sello, then finally, but mostly I would like to thank Awil students for taking part in the research by answering the questionnaires.

ABSTRACT

Effective assessments are critical in enhancing learner performance and employability. This study was meant to explore the role of selected assessment strategies in enhancing the performance and employability of the learners of AWIL College in Gaborone, Botswana. The study focused on four assessment strategies namely formative assessment, summative assessment, criterion-referenced assessment, and work-integrated assessment strategies. The study adopted the positivist research paradigm and the survey research design with the quantitative research methodology being used to collect data through a structured, self- administered questionnaire. Data was collected from a population of 450 AWIL College students from which a sample of 140 respondents was chosen through the random sampling strategy. From the 140 questionnaires that were distributed, 107 were completed and returned culminating in a 76% response rate. Data was analysed through the Statistical Package for Social Sciences software and was presented through figures, tables, and descriptive and inferential statistics such as the mean, standard deviation, correlation analysis, regression analysis and analysis of variance. The reliability of the study was tested through the Cronbach Alpha internal consistency reliability test while validity was established through factor analysis. The results of the study revealed that to some extent, the respondents felt that they gained performance and employment skills through assessments; assessments exposed them to real world scenarios and provided learners with transferrable skills that enhanced their employability. However, to a lesser extent, assessments replicated real world challenges; internship improved the learners' thinking capacity and problem-solving skills; assessments determined whether the goals of education were satisfied. Based on the findings of the study, it is recommended that the institution should have clear assessment strategies that are in alignment with individual learner performance and employability goals so that sustainable learner performance and employability can be attained.

TABLE OF CONTENTS

Contents

DECLARATION II
DEDICATION III
ACKNOWLEDGEMENT IV
ABSTRACT V
List of Abbreviations IX
CHAPTER 1 10
INTRODUCTION AND BACKGROUND TO THE STUDY 10
1.1 Introduction 10
1.2 Background to the study 10
1.3 Problem statement 12
1.4 Research objectives 13
1.5 Research questions 13
1.6 Significance of the study 13
1.7 Scope of the study/delimitations 14
1.8 Limitations of the study 15
1.9 Definition of terms 15
1.10 Chapter layout 19
1.11 Chapter summary 19
CHAPTER 2 20
Literature review 20
2.1 Introduction 20
2.2 The role of assessment strategies in enhancing learner performance and graduate employability 20
2.2.1 Formative assessment strategy 22
2.2.2 Summative assessment 30
2.2.3 Criterion-referenced assessment 33
2.2.4 Work integrated assessment 35
2.3 Theoretical Framework 39
2.4 Chapter summary 40
CHAPTER 3 41
RESEARCH DESIGN AND METHODOLOGY 41
3.1 Introduction 41
3.2 Research design 41
3.3 Research methodology 42
3.4 Hypotheses 42

3.5 Population of the study 43
3.6 Sample and sampling procedures 43
3.7 Data collection techniques 45
3.8 Validity and reliability 47
3.9 Ethical considerations 48
3.10 Data analysis methods 49
3.11 Chapter summary 50
CHAPTER 4 51
DATA ANALYSIS, DISCUSSION, AND INTERPRETATION 51
4.1 Introduction 51
4.2 Demographic data analysis 53
4.2.3 Educational level to which the respondents were enrolled for 55
4.3 Presentation and discussion of the main research findings 56
4.3.1 The objective of this section was to examine the role of assessment strategies in enhancing learner performance and employability at AWIL College to address the primary research objective. 57
4.3.2 The role of formative assessment in enhancing learner performance and employability (First secondary research objective) 62
4.3.3 The role of summative assessment in enhancing learner performance and employability (second secondary research objective) 66
4.3.4 The role of criterion referenced assessment in enhancing learner performance and employability (Third secondary research objective)**.** 70
4.3.5 The role of work-integrated assessment in enhancing learner performance and employability (Fourth secondary research objective). 74
4.4 Chapter summary 79
CHAPTER 5 81
FINAL SUMMARY, RECOMMENDATIONS AND CONCLUSION 81
5.1 Introduction 81
5.2 Purpose of the study 81
5.3 Final summary 81
5.3.1 The role of assessment strategies in enhancing learner performance and employability at AWIL College (primary research objective) 81
5.3.2 The role of formative assessment in enhancing learner performance and employability (secondary research objective 1) 82
5.3.3 The role of summative assessment in enhancing learner performance and employability (secondary research objective 2) 82
5.3.4 The role of criterion-referenced assessment in enhancing learner performance and employability (secondary research objective 3) 83
5.3.5 The role of work integrated assessment in enhancing learner performance and employability (secondary research objective 4) 83

5.4 Recommendations..... 84
5.5 Conclusion..... 85
LIST OF APPENDICES..... 100
APPENDIX I: Research questionnaire..... 100
APPENDIX II: Consent Form..... 108
APPENDIX III: Consent Letter from Botho University
..... 109
APPENDIX IV: Research Permit 111
LIST OF TABLES..... 113
LIST OF FIGURES..... 116

List of Abbreviations

AWIL	Arts Without Limit College
SPSS	Statistical Product and Service Solutions
TEIs	Tertiary education institutions
WIL	Work integrated Learning
PTIs	Private Tertiary institutions
KMO	Kaiser-Meyer-Olkin test,
BTS	Bartlett test of sphericity
AVE	Average Variance Extracted
SD	standard deviation
BU	Botho University
VIF	Variance Inflation Factor
H 1	Hypothesis 1
H2	Hypothesis 2
H3	Hypothesis 3
H4	Hypothesis 4
ANOVA	Analysis of Variance

CHAPTER 1

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction

This study will explore the effectiveness of assessment strategies used by Arts Without Limit (AWIL) College and the role these assessments play in enhancing learner performance and employability in a selected private tertiary educational institution in Botswana. This chapter agendas the background of the study, problem statement, research objectives and research questions, chapter layout, schedule and project research budget proposal. This proposal also discusses the significance of the study, the scope and delimitations of the study as well as its limitations. Key terms will also be defined to familiarise the reader with the major concepts covered in the study.

1.2 Background to the study

According to (Ajjawi, Tai, Nghia, Boud, Johnson & Patrick 2020) assessment can have a permanent influence on students' learning performances as it affects students' learning outcomes and future employability of the students. It is therefore essential for a learning institute to design functioning assessments. Effective assessment design is reinforced by many educational values. Vital between these are the assessment events which include quick productive learning, alignment to the proposed learning outcomes and experiential educational activities (Ajjawi, Tai, Nghia, Boud, Johnson & Patrick 2020). Nagowah (2009) discloses that assessment approach means the expert's central assessment procedures for a course and the basis for that policy and it take account of the consequences of failure of the course by a learner.

According to Wiesen (2020), assessment is the procedure of observing and assessing learning as it will provide faculty with a clear understanding of what scholars are learning thus enabling the faculty to involve scholars more intensely in the method of learning content. The author further argues that by using assessment procedures that attract students into the assessment process, it is

more possible that the learners acquire more of the content that the instructor requires them to acquire however getting the additional benefits of learning skills that will be beneficial to them in the future. Nagowah (2009) states that assessment has always been a feature of key importance to instructors as it aids them to decide the grade to be awarded to future diploma and degree holders. It is the accountability and responsibility of instructors to guarantee that their learners are well evaluated and are given grades that they earned.

Khan (2019) discusses how assessment and employability relate to the lifecycle of graduates. The author states that enhancing employability is considerably a syllabus design issue. At the specifying phase of assessments, one contemplates about the techniques in which the methods of assessment look like practices that learners may come across in a work setting. Availability literature reveals a link between assessment strategies and graduate employability. Yorke (2003) avers that assessment is an integral learning tool that can enhance graduate employability as part of instructional strategy, as it concludes whether or not the goals of learning are being met. The author further argues that assessment affects decisions about grades, internships, progression, educational needs, syllabus, and, in some cases, bursaries. Yorke (2003) argues that nowadays learners need to know not only the basic reading and mathematics skills, but also expertise that will endorse them to face the world that is frequently changing such as the world of work. Learners must be able to think critically, to analyse, and to make interpretations (employability skills) Yorke (2003).

Due to the critical role of assessment in enhancing learner performance and employability, Yorke (2003) postulates that instructors must take an active role in making conclusions about the purpose of assessment, the content that is being assessed and establish how these can help students to improve their employability skills. It is the role of assessment to check the students' potential by examining the skills that the students have acquired at the stipulated time. Ferrell and Gray (2013) maintain that assessment strategies are a vital part of enhancing graduate employability and that the effectiveness of assessment strategies should be considered taking into account the transferable employability skills which are needed on the job market. According to Ferrell and Gray (2013), assessment strategies such as formative, summative, criterion

referenced, and work-integrated assessments may impact positively or negatively on the employability of graduates.

According to Faimau (2013), Botswana's tertiary education system has a fundamental obligation to meet the requirements of a continuing market-driven, expanding, worldwide and knowledge-based economy and this is where the pressures of growth and change are being experienced. The author further states that within this powerful statement is the question of the role of teaching and assessment strategies in enhancing employability among university students. At the end of any programme of study, graduates should be competent and be well informed to cope with the current industry challenges (Faimau, 2013). The author maintains that this will be achieved by having well-structured, executed teaching and assessment strategies which meet industry needs and standards thus enhancing graduates' employability. This study therefore intends to establish the appropriateness of assessment strategies adopted by AWIL college and the role these assessments play in enhancing learner performance and employability.

1.3 Problem statement

Over the years, private tertiary institutions in Botswana have not been using assessment strategies effectively which has led to the production of graduates of low standards who lack employability skills which enable them to overcome evolving challenges the industry faces on a daily basis Keaikitse & Matebekwane (2017). It is due to poor assessment strategies that the education system produces incompetent graduates who are not relevant to the needs of industry in Botswana. Most of the local private education institutions' assessments are too easy or too difficult for most students which defeats the purpose of the assessment. Presently many graduates are unemployed due to lack of skills or competencies which meet the requirements of the job market. Instead, expatriates are occupying vacancies in government and private companies in Botswana due to their employability skills. In response to this problem, this study proposes to establish whether a selected tertiary education institution in Botswana uses appropriate assessment strategies and the role these assessments play in enhancing learner performance and employability.

1.4 Research objectives

The main objective of this study is to explicate whether AWIL College, Botswana, uses appropriate assessment strategies and the role these assessment strategies play in facilitating learner performance and employability. The secondary objectives of the study are to:

- Determine the nature of formative assessment strategies used by AWIL College and the role it plays in learner performance and employability.
- Establish the type of criterion-referenced assessment strategies adopted by AWIL College and the role these play in enhancing learner performance and employability.
- Elucidate how summative assessment strategies are used at AWIL College and how these enhance learner performance and employability.
- Determine how work integrated learning assessment strategies are used at AWIL College and how they enhance learner performance and employability.

1.5 Research questions

Based on the above research objectives, the study seeks to answer the following research questions:

- What is the nature of formative assessment strategies used at AWIL College and how do these enhance learner performance and employability?
- What kind of criterion-referenced assessment strategies does AWIL College use and what role do these assessments play in enhancing learner performance and employability?
- How are summative assessment strategies used at AWIL College and how do they enhance learner performance and employability?
- How are work integrated learning assessment strategies used at AWIL College and how do these assessments enhance learner performance and employability?

1.6 Significance of the study

The investigation seeks to explore the appropriateness of assessment strategies and the role these assessments play in enhancing learner performance and employability at AWIL College, Botswana. The findings of this study will benefit teachers of AWIL College, other tertiary

education institutions by providing them with knowledge on how assessment strategies are applied to enhance learner performance and employability. Possession of knowledge of appropriate assessment strategies by the faculty of tertiary education institutions (TEIs) will enable these institutions to produce employable graduates who will be of immediate value to job market as it requires experienced graduates who are able to resolve challenging issues on a day to day basis at their work setting. The increasing demand for skilled graduates who can meet employers' requirements justify the necessity for assessment strategies which can enhance learner performance and employability to meet industry expectations. Therefore, PTIs in Botswana can apply the recommended assessment strategies to enhance learner performance and employability. Curriculum developers will benefit from this study as they will be provided with the know-how of tailor-making assessment strategies to learner performance and employability to produce graduates who are ready to satisfy what is expected from them at work. Beyond and above the stated benefits, this investigation will furthermore add to the building of knowledge on assessment strategies and their role in facilitating learner performance and employability which will benefit policy makers in the improvement and execution of effective policies that will influence curriculum development in government and tertiary education institutions and may be used by other researchers for further study as researcher may use this research to align industry demands with assessment strategies.

1.7 Scope of the study/delimitations

The investigation is limited to up to 450 students of AWIL College (AWIL) and a sample of 140 students in Gaborone Botswana. The study is focused on the role of assessment strategies which can enhance learner performance and employability in Botswana private tertiary institutions. The proposed investigation seeks to; identify role of assessment strategies which can enhance learner performance and employability even though there are additional elements of importance in association to studies, the investigation is delimited to only four assessment strategies and other elements have not been covered due to limitations covered in the limitations of study section. Such elements include but are not limited to; teaching methods, program content, alignment of curriculum, school resources and content in cases studies.

The study is restricted to Arts Without Limit (AWIL) College; in Gaborone Botswana and excludes other higher learning institutes which have similar characteristics to (AWIL); such as

University of Agriculture, Baisago University, New Era College, and University of Botswana. Due to the limits listed in the section of limitations of study, the investigation is delimited to the capital city Gaborone other than other regions in Botswana where there are also other institutions of higher education. The study excludes other campuses as they use the same assessment strategies in their courses so everything can be captured from local experts. The institution lecturers, professors, head of departments, graduates, alumni, head of academics and employers are targeted as they are the key players in enhancing learner performance and employability.

1.8 Limitations of the study

This investigation has potential limitations. The Covid-19 virus involves social distancing while this study needs to be conducted within institutions which are not essential services and they will be not fully functional at the time of enquiry. This will limit the investigator from gathering the amount of data he would have wanted to collect which will affect the quality of the study. The time that is allocated to complete this study (4 months) is not sufficient to investigate all the important elements that will have further enhanced the validity of the investigation. Another limitation of the enquiry is financial constraints. The researcher does not have enough funds to employ research assistants who would have helped with data collection thus enabling the researcher to distribute more questionnaires and expanding the sample size and also to carry out video interviews as these are expensive yet there are no sponsors for the study. The cost of the study will not be affordable for the researcher to collect data from other tertiary education institutions hence these have been left out. Lack of previous research studies on the topic is a limitation as quoting and referencing previous research studies establishes the basis of the literature review for the study.

1.9 Definition of terms

Table 1 below is a list of terms that will be used in this study and their definitions.

Table 1

TERM	DEFINATION	SOURCE

Assessment strategies	The professional's overarching assessment procedure for a course and the basis for that policy and take account of the consequences of failure of the course by a Learner.	Nagowah (2009)
Assessment	It is the procedure of observing and evaluating learning. Assessment is a procedure that monitors a set of four components namely Strategy, Organize, Check and Performance. It is a process to assess the learner's performance.	Wiesen, (2020) Khan (2019)
Employability	Is a set of successes expertise, understandings and individual qualities which make graduates more likely to gain employment and be effective in their preferred jobs, which benefits themselves, the employees, the public and the economy.	Yorke (2004)
Employability skills	A set of highly required and exchangeable skills that turns one into an attractive applicant or employee. They can be defined as a set of skills employers want from a potential employee.	Duszyński (2020)
Authentic assessment strategies	A form of assessment in which learners are asked to achieve real-world tasks that validate meaningful application of needed knowledge and skills.	Mueller(2018)
Transferable skills	Exchangeable skills are a fundamental set of skills and abilities, which can be useful to a wide range of different jobs and businesses.	Cheary, (2020)
Employer	An employer is an association, organisation,	Heathfield (2020)

	government entity, agency, business, professional services firm, non-profit association, small business, store, or individual who hires or places to work, an individual who is called an employee or a staff member.	
Graduate employability	Alumna employability means that higher education graduates have developed the capability to acquire and/or create work it may also mean that organisations and employers have reinforced the learner knowledge, skills, qualities, reflective personality and identity that graduates need to succeed in the labour force.	Kinash, (2019)
Formative assessment	The continuing practice learners and educators engage in when they focus on learning goals. It proceeds standard of where current work should be in relation to the goal.	Brookhart (2010)
Summative assessment	Any technique of assessment done at the end of a module that allows an instructor to measure a learner's understanding, normally against standardized benchmarks. The purpose of collective assessment is to measure learners' understanding of the material presented at the end of a particular module of work, and is often measured with a grade or percentage, depending on the subject.	Brigette (2003)
Criterion referenced assessment	Assessment that attempts to discover the strengths and weakness of a learner or trainee in regards to what he or she knows or doesn't know, understands or doesn't understand, or	Green, (2002)

	can do or cannot do, as measured against a point of reference or standard. Also called content referenced assessment or criterion referenced test.	
Work Integrated Assessment	It is a model that is applied to the strategy of assessments where the responsibilities and conditions are more closely aligned to what the user would experience within employment.	Tryggvi, (2018)
Authentic Assessment	"a valuation necessitating learners to use the same abilities, or combinations of knowledge, skills, and approaches, that they need to apply in the criterion situation on professional life". employment which will make then ready for the workforce market.	Lynch (2016)
Reliability	The reproducibility of the measurement and the degree to which learners' outcomes remain consistent over time or over repetitions of a valuation process that is set to enhance standard and employability skills.	Kibble (2017),
Work-integrated learning (WIL)	A variety of activities or curricula that incorporate academic learning with its application in the place of work to make learners work-ready.	Dwesini (2017)

1.10 Chapter layout

Chapter one – Introduction and background to the study

This chapter covers the background of the study, problem statement, research objectives and research questions. The chapter also discusses the significance of the study and outlines the scope of the study. Key terms that will be used in this investigation are also defined in this chapter.

Chapter two- Literature review

This chapter discusses in detail the assessment strategies and the role they play in enhancing learner performance and employability and theoretical framework.

Chapter three – Research design and methodology

This chapter covers the methodology that will be used to conduct the study as well as techniques that will be used to analyse data. It also outlines the population and sampling techniques that will be adopted for this study. Ethical considerations will also be discussed in this section.

Chapter four – Data analysis and interpretation

The chapter presents and discusses the findings of the study.

Chapter five - Final summary, conclusion and recommendations

This chapter presents a summary of research findings, concludes the study and provides recommendations.

1.11 Chapter summary

This study is focused on the role of assessment strategies in enhancing learner performance and employability in private tertiary institutions in Botswana. The background of the study, objectives and research questions were explored in this section. The significance, scope and limitations of the study were discussed. Key terms were also defined for the readers to easily comprehend some of the concepts used in the study.

CHAPTER 2

Literature review

2.1 Introduction

This study was meant to investigate the role played by different assessment strategies in enhancing learner performance and the employability of graduates of a selected private tertiary education institution in Botswana. This chapter reviews extant literature focusing on four authentic assessment strategies which have a bearing on learner performance and employability of graduates namely formative assessment, summative assessment, criterion referenced assessment and work-integrated assessment. The chapter will outline how the identified assessment strategies can enhance learner performance and employability of graduates.

2.2 The role of assessment strategies in enhancing learner performance and graduate employability

Taye (2013) views employability skills as transferable skills that make individuals 'employable' as these skills equip the employees with the necessary tools that enable them to carry out their given tasks to the best of their capability. The author contends that employability is determined by on one's understanding, abilities, skills, attitudes and how the person uses these assets in the workplace. In addition, Gush (2006) states that students who are employable will be self-governing, thoughtful, determined learners, self-reliant and confident in their subject knowledge and understanding. They will also be effective team players, flexible to change, good communicators and self-assured in using, analysing and manipulating quantitative information. All this will be determined by the effectiveness of the instruction and learning process, as well as the effectiveness of assessment strategies.

According to Ferrell and Gray (2013), assessment strategies play a vital part in enhancing graduate employability and their effectiveness is a critical issue considering the transferable employability skills which are needed on the job market. These authors state that assessment

strategies such as formative, summative, criterion referenced, and work-integrated assessments may impact positively or negatively on the employability of graduates. The authors further argue that the implementation of authentic assessments in private tertiary institutions curricula can improve the relationship between employees and graduates, develops employability skills, enables curriculum designers to improve the performance of graduates and organisations, and makes employers to trust graduates' capabilities.

In support of the role played by assessment strategies in enhancing graduate employability, Kinash, McGillivray and Crane (2018) reiterate that within advanced education literature, assessment strategies and graduate employability are interrelated in that quality learner assessment is supposed to enhance employability. Furthermore, these authors further argue that shareholder groups identified a missing link between theory and practice, with instructors identifying that link as assessment.

Dame and Lea (2020) observe that assessment plays a role in enhancing employability skills of learners and it is an important part of effective teaching as it regulates whether or not the objectives of learning are being achieved. The authors believe that assessment affects grades about marks, employment, progression, instructional needs, syllabus, and, in some cases, bursary. They argue that nowadays learners need to be familiar with not only the basic reading and mathematics skills, but also abilities that will allow them to face a world that is repeatedly changing and they must be able to think critically, to analyze, and to make suggestions. As such, recommendations towards developing employability through assessment are the main aims (Kinash, McGillivray & Crane, 2018). This view is supported by Koh (2017) who contends that authentic assessments imitate real-world tasks and criterions of performance that professionals or experts normally encounter in the field. Furthermore, the author argues that realistic assessment is an effective measure of intellectual achievement or capability for the reason that it requires learners to demonstrate their deep understanding, higher-order thinking, and complex problem-solving skills through the performance of standard tasks.

Faimau, Tapera and Maunganidze (2016) emphasise that to enhance work-readiness (graduate employability) and job proficiencies, labor-based learning and entrepreneurial education need to be incorporated into the syllabus and university-industry interface that reflects knowledge-

intensive partnerships needs to be promoted to enhance employability of graduates. The authors further note that lack of communication between colleges and industries is the main contributory factor to the employability skills gap among graduates of tertiary education institutions.

According to Brewer (2013), to secure that first employment as well as effectively navigate through the labor market, young women and men require technical skills to achieve particular responsibilities as well as fundamental work skills such as learning to learn, communication, problem-solving and teamwork which are inculcated in students through assessment strategies. Brewer (2013) argues that employability results from several factors such as a foundation of essential skills, access to learning, availability of training opportunities, inspiration, ability and support to take advantage of opportunities for continuous learning, and recognition of academic skills. The author maintains that employability skills are critical as they allow workers to attain decent work, manage change and implement new technologies to enter new markets.

Literature reveals that assessment strategies which have a role in enhancing learner performance and employability of graduates of tertiary education institutions which are relevant for this study include summative, formative, criterion referenced and work integrated assessments. These assessments, and the role they play in enhancing graduate employability, are discussed in more detail below.

2.2.1 Formative assessment strategy

According to Popham (2008), formative assessment is an assessment method that is used by instructors and learners during instruction that avails feedback to regulate ongoing teaching and learning to improve learners' achievement of expected instructional outcomes. The author argues that formative assessment is a planned method in which assessment-produced evidence of students' success is used by instructors to regulate their ongoing instructional procedures to influence scholars to change their existing learning strategies. Popham (2008) views the strategic method of formative assessment as a sequence of carefully considered, distinguishable acts on the part of teachers or students or both. The author suggests that some of those acts involve educational assessments, but although assessments play a role in the process, they are not the

process itself. In addition, Koh (2017) reveals that formative assessment approach has been recognized as one of the authentic assessment approaches that can enhance employability of graduates while Siarova, Sternadel, and Mašidlauskaitė (2017) believe that formative assessment has more potential in supporting the improvement of key skills, mainly the ones that are not easily measurable by old-fashioned assessment practices.

Moss and Brookhart (2019) believe that for students to learn effectively, it is due to formative assessment and that when it whirls into action, the process becomes seamless and this includes the six elements of the formative assessment process which must be considered when developing employability skills. The six interrelated elements are discussed below.

- **Shared learning targets and criteria for success**

Moss and Brookhart (2019) view success criteria as developmentally appropriate descriptions and concrete examples of what accomplishment in a lesson looks like. The authors suggest that teachers can use rubrics to define the elements of a successful performance (skill to be achieved) or product and describe various performance levels (which are aligned to employability skills) for each element. The above-mentioned authors argue that when students know the success criteria, they can be mindful of what success looks like as they use the rubric to guide their learning and that will allow them to easily achieve the desired skills set.

According to Everette (2017) a success criterion is a companion to the learning objective, once you have taught, how will students know that they have learned what they should from the lesson? That is the purpose of the success criteria, when you have success criteria that matches your objective, you will know when students "get it." The above mentioned author avers that not only is it important for students to know what success looks like, it is a key component for teachers. Everette (2017) indicates that shared learning targets and criteria for success help educators set challenging goals for what expert teachers and principals should know and be able to do which contribute to students receiving the necessary information from educators that will enhance their employability skills. Routledge (2009) state that it is the responsibility of the lecturer to challenge and change such limited conceptions and to ensure that their teaching, curricula they design, and assessments they set, take students into more stretching areas such as

critical thinking, creativity, synthesis and so on. Shared learning targets also serve as signposts for the adults in the school whose responsibility it is to plan, monitor, assess, and improve the quality of learning opportunities to raise the employability of all students (Routledge (2009). Shared learning targets enhance employability as it guides lesson planning, formative assessment, and classroom walk-throughs but the most impressive transformation that enhance employability is when students become full learning partners and as they come to know where they are going, they are more motivated to do the work to get there (Moss, Brookhart & Long 2011).

- **Feedback that feeds learning forward**

Several authors suggest that giving feedback that is non-evaluative, specific, timely, and goal-related provides students with opportunities to revise and improve their work which deepens their understanding (Hicks, 2014). Effective feedback is Specific, Timely, Meaningful, Candid and with the right purpose in place, we need to think about the when and why of giving effective feedback (MacKay 2017). Furthermore, Hicks (2014) states that providing students with feedback on written work can, at times, feel like a burden but it is known, from experience and research, that feedback is essential, and it contributes to enhancing learner performance and employability. Educational experts argue that feedback must be timely, relevant, and action-oriented, and aspects to consider include how much feedback to give and how to provide a particular kind of feedback - the kind that students actually listen to, understand, and use - in a timely manner (Hicks, 2014; Landine, 2019); Effective feedback is concrete, specific, and useful; it provides actionable information. Thus, "Good job!" and "You did that wrong" (Wiggins ,2012).

Educators are beginning to refocus their attention to the provision of relevant and practical feedback to students during lessons or soon after rather than relying only on summative assessments (Hicks, 2014; Pandolpho, 2020). Pandolpho (2020) further argues that educators' guidance can help students improve their performance, but it still takes work to get them to engage with and act on that advice.

According to Pandolpho (2020) feedback enhances employability skills, and research indicates that it is most effective when it is timely and actionable. The author furthermore state that this happens when students receive the feedback while there is still time to improve their performance and their grade hence formative assessment. Pandolpho (2020) argues that it is worth considering strategies that will foster student responsiveness to feedback, since the only feedback that really matters is the kind that is acted upon and for students to be motivated to act on feedback, they need to understand why what they are learning is important.

Moyle (2020) contends that feedback helps motivate a person to perform at their best, and also clarifies any deviations between the preferred and the actual behavior of the individual by providing information on performance. Furthermore, the above author states that not only is feedback essential for professional growth but it also provides direction and increases the confidence, motivation and self-esteem of the individual.
Moyle (2020) mentions that when delivered effectively, feedback can:
Improve performance; Aid in learning; Help individuals understand their strengths and deficits; Allow learners to implement strategies to strengthen and improve their practice; and Ultimately improve patient care and outcomes.

Reynolds (2013) new graduates in particular not only need constructive feedback; they also need positive feedback to know when and what they are doing well i.e. by understanding how well they are progressing, new staff can determine what new responsibilities they are ready to take on and what further learning should come next.

Reynolds (2013) relate the feedback to goals and strategies so the individual can improve their performance. Feedback can still be effective even in those who don't actively seek it, however, those who are seeking feedback will often be more motivated to improve performance (Reynolds 2013). According to Reynolds (2013) feedback should also mention specific strategies the individual can use to improve their learning and performance, and also guide their next steps.
The above mentioned author state that timely and effective constructive feedback is especially essential in the case of a staff member who is underperforming and it gives the learner a chance

to rectify the situation, which could potentially leave them failing if they are a student, or causing harm and potential dismissal if they are a new graduate.

According to (Juwah, Macfarlane-Dick, Matthew, Nicol, Ross and Smith 2004) the seven qualities of effective feedback practice that enhance employability skills are:

i) It facilitates the development of self-assessment (reflection) in learning

Over the last decade there has been an increasing interest in strategies that encourage students to take a more active role in the management of their own learning (Juwah, Macfarlane-Dick, Matthew, Nicol, Ross & Smith 2004); Providing opportunities for students to reflect on their work and processes is a valuable way to enhance the learning journey and with the support of a Learning Management System, there are a number of self-assessment and reflective strategies and tools that can be implemented to help students progress their learning(Norwood 2020).Peer-assessment tasks are another excellent way for students to practice reviewing work, using assessment criteria as this helps to develop skills that can be applied when evaluating their own projects(Mousavi ,Mares & Stonham 2015): It also provides a great opportunity for students to seek other points of view and reflect on the feedback their peers have given them and this continuous feedback loop works to enhance the student experience and improve learning outcomes(Mousavi, Mares & Stonham 2015):Juwah, Macfarlane-Dick, Matthew, Nicol, Ross and Smith (2004) further note that a student who automatically follows the diagnostic prescription of a teacher without understanding its purpose will not learn effectively hence the purpose of formative assessment should be to equip students gradually with the evaluative skills that their teachers possess. The authors contend that direct involvement by students in assessing their own work, and frequent opportunities to reflect on goals, strategies and outcomes are highly effective in enhancing learner achievement and employability skills.

ii) Encouraging teacher and peer dialogue around learning

Encouraging teacher-learner and learner-learner dialogue around learning is a key principle of formative feedback. While research shows that teachers have a central role in helping to develop students' capacity for self-assessment in learning, external feedback from other sources (such as tutors or peers) is also crucial (Juwah, Macfarlane-Dick, Matthew, Nicol, Ross & Smith 2004;

Feedback can be an important catalyst for improvement and helpful comments which enable students to see issues from fresh perspectives are central in supporting the ongoing development of work in progress as dialogue (Carless 2016). Juwah, Macfarlane-Dick, Matthew, Nicol, Ross and Smith (2004) further note that feedback as dialogue means that the student not only receives initial feedback information but also has the opportunity to engage the teacher in discussing that feedback which enhances employability skills (for example, effective communication).

iii) Clarifying what good performance is (goals, criteria, expected standards)

According to Nicol and Macfarlane-Dick (2006), good feedback practice helps clarify what good performance is (goals, criteria, expected standards) and students can only achieve a learning goal if they understand that goal. The authors suggest that learner understanding of good performance results in commitment to the achievement of such performance which in turn leads to the production of quality employable graduates.

iv) Providing opportunities to close the gap between current and desired performance

Formative feedback enhances employability skills by providing opportunities to close the gap between current and desired performance. The identification of current performance begins with fact-finding, which consists of collecting information about performance, and describing and measuring it (Oechsli, 2006). The quest for good performance will influence learners to work hard which will produce quality graduates who are likely to do well in the field of work with a little bit of further on the job training.

According to Juwah, Macfarlane-Dick, Matthew, Nicol, Ross and Smith (2004) two questions might be asked regarding external feedback. First, is the feedback of the best quality, and second, does it lead to changes in student behavior or performance? External feedback provides an opportunity to close the gap in the learning process between the current learning achievements of the student and the goals set by the teacher. The above authors maintain that if feedback is not turned into action soon after it is produced, then it becomes a missed opportunity.

v) Delivering high quality information to students about their learning

Brewer (2013) argues that delivering high quality information to students about their learning is necessary to enhance employability skills. Good quality external feedback helps students to trouble-shoot their own performance and take action to close the gap between intent and effect. When a clearly defined criteria establishes what good performance for a task is during assessment, learners tend to work hard to achieve the task which enhances the quality of the final product which stimulates employability of the graduate. and has ability to convey that understanding of the criteria to the learner good quality external feedback is achieved (Wilson 2012; Brewer, 2013).

vi) Encouraging positive motivational beliefs and self-esteem

Authorities believe that, given that effective feedback to the learner encourages positive motivational beliefs and self-esteem, it is critical that strategies be established on how assessments can be made into positive learning experiences for students (Hattie & Timperley, 2007; Meleen, 2020). The authors suggest that a key feature of the model of feedback is that students construct their own motivation based on their appraisal of the teaching, learning and assessment context and this influences the goals that students set (personal and academic) as well as their commitment to these goals which can be employment skills. Meleen (2020) believes that turning goal setting into a lifelong habit can help individuals achieve their personal and professional dreams by building a sense of responsibility, promoting organizational skills, improving decision making skills, separating wishes from reality, setting a clear path, providing an opportunity for success, increasing self-awareness and boosting self-confidence which are all critical employability skills.

vii) Providing information to teachers that can be used to help shape the teaching process

Finally, Alber (2017) states that providing information to teachers that can be used to help shape teaching is a good formative feedback practice that can enhance employability of graduates. Other authors contend that good feedback practice is not only about providing good information to the students about learning, but it is also about providing good information to teachers for them to be involved in reviewing and reflecting on this data and taking action to help close the

learning gap which enhances learner performance and quality of graduates hence employability (Nicol 2005; Guest, 2017; Landine, 2019).

Landine (2019) further observes that the job of assessing and developing these skills is made even more difficult because they are contextual and are best learned and most applicable in connection to a specific job. The author argues that a formative assessment process that involves supervisors and employers is likely the most effective way to assess employability skills.

According to Guiaya and Bueno (2019), one-way formative assessment can be used to enhance graduate employability is through the use of the strategic questioning technique. The authors argue that strategic questioning establishes a foundation for learners to come up with improved performance which contributes to the effective performance of the learners on the job market. It has been observed that categorizing questioning from lower level to higher level can really increase the learners' performance at school and at the workplace (Tofade, 2013; Garrison & Ehringhaus, 2014; Nappi, 2018). Guiaya and Bueno (2019) further note that using contextualized problems/lessons as one form of strategic questioning in every quarter contributes to improving the learners' competence in solving problems which facilitates learner performance and product quality.

Marchioro (2013) and Tookoian (2017) indicate that having "exit slip" at the end of a class period to determine students' understanding of the day's lesson or quick checks during instruction such as "thumbs up/down" or "red/green" (stop/go) cards are helpful in enhancing learner performance and sharpen graduates' employability skills as they enhance labour market skills. These authors suggest that asking learners questions that are strategic and well designed and that lead students to questions of their own is important as it enhances their employability skills. Higher-level questions involve the ability to analyze, evaluate, or create, and are most appropriate for encouraging students to think more deeply and critically, solve problems, encourage discussions and stimulating students to seek information on their own (Rauscher & Corley 2013). This produces high quality graduates with the potential to do well on the labour market.

2.2.2 Summative assessment

Summative assessments are evaluations of what students will have learned throughout a course and common summative assessments include tests, final exams, reports, papers together with end-of-class projects (Harlen, 2005; Lynch, 2016; Zook, 2017). Summative assessment occurs at the end of a unit, chapter, or term and is most commonly associated with final projects, standardized tests, or distinct benchmarks and is heavily weighted and graded. It evaluates what a student has learned and how much they have understood (Zook, 2017; Nisbet, 2019). Zook (2017) emphasises that summative assessments always take place at the end of a course (unless a teacher decides to break a course into more manageable portions and make these assessments cumulative) and they are used to evaluate a student's long-term information retention. They are used to evaluate what students have learned while they were at school and how prepared they are for different levels of employment.

Summative assessments are intended to evaluate student learning by comparing performance to a standard or benchmark and they are often high stake, meaning that they have a high value. They are evaluative rather than diagnostic and are used to establish whether a course's learning objectives were met (Lynch, 2016; Zook, 2017; Nisbet 2019). They are formal, involve clear instructions, expectations, and include grading rubrics to adequately measure student comprehension and check his/her level of achievement of learning objectives which include employability skills.

According to Lynch (2016), creating a classroom assessment that best measures students' learning can be tricky business because of the broad scope but summative assessments can be a powerful tool to measure student learning. Furthermore, the author suggests that for a summative assessment to be most effective, five aspects must be in play. These are authenticity, reliability, volume, validity, and variety. These aspects, and how they enhance learner achievement and employability, are discussed below.

- **Authenticity**

Lynch (2016) avers that a test should examine real-world applications. For example, a test with equations alone is less effective than one with story problems or ways to relate the tested skill to the world beyond the tested environment. It is suggested that it is one thing for students to memorize a fact or answer yet is another for them to comprehend the material in order for it to be helpful later in life which is useful for purposes of employability (Harlen, 2005; Lynch, 2016; Wiggins, 2020). These authors posit that employability has become one of the biggest concerns of higher education institutions hence the need to focus on bridging the gap between the real world and higher education through the adoption of a more practical, work-related curriculum where learners are assessed in ways that emphasizes the actual work environment. This can be enhanced by observing authenticity within the summative assessments.

Mueller (2018) state that authentic assessments integrate teaching, learning and assessment unlike traditional assessments. They also capture the constructive nature of learning. Rule (2006) suggests that every authentic assessment should encompass four **4** main components:
They involve real-world problems that mimic the work of professionals.
They include open-ended inquiry, thinking skills, and metacognition.
They engage students in discourse and social learning.
They empower students by choice to direct their own learning.

It is the above qualities which make authentic assessments produce high quality graduates who perform well in the field of work.

- **Reliability**

Kibble (2017) postulates that an important point to remember is that reliability is a necessary, but insufficient, condition for valid score-based inferences, that is, one cannot make valid inferences from a student's test score unless the test is reliable. To stimulate the reliability of an assessment, it is critical that learners are encouraged to perform their best, the assessment difficulty is matched with the students' ability levels, scoring criteria is readily available to learners and they understand it well before they start the assessment (Harlen, 2005; Kibble, 2017). The authors posit that should be enough items and adequate time to allow students to complete the test. To increase reliability of assessments, there should be clear directions for students, a systematic

scoring procedure and multiple markers (scorers) where possible (Kibble, 2017; Broadbent, Panadero & Boud 2018). Reliable assessments accurately test relevant skills hence learners who perform well will be equipped with the necessary employability skills.

- **Volume**

Harlen (2005) suggests that educators should avoid the urge to over-test as summative assessments should be used only when absolutely necessary to determine the level of learning that has been achieved. This view is reinforced by Lynch (2016) who concurs that too many assessment questions or assessments themselves lead to learner and teacher fatigue can inadvertently cause the quality of the testing to decline which, in turn, negatively affects graduate employability skills. Optimal volume, when testing, is important as it allows students to express themselves clearly on the skills they have gained during instruction and it will be easier for educators to identify the employability skills that learners will have gained during instruction.

- **Validity**

Klenowski (2010) mentions that an assessment should accurately reflect what students have been taught in the instruction period and there should be a coherent body of evidence indicating that the assessment measures what it purports to measure. This view is supported by Klenowski (2010) who contends that educators should test strictly on the stated learning outcomes and doing so produces graduates with the requisite employability skills since the goal of every curriculum is develop learners who are employable. The author further notes that it is unfair to the learners to test them on content that was not addressed during a certain teaching episode as this negatively affects their performance and grades hence their employability.

- **Variety**

According to Klenowski (2010), an assessment should prompt students to exhibit skills and knowledge in more than one way and that will confirm that the students have mastered the expected skills which enhances their employability. According to Lynch (2016), effective assessment should always include cognitive, psychomotor, and affective learning domains so that it can contribute to graduate employability and these include group presentations, work portfolios, research papers, and timed pencil-to-paper testing.

Lynch (2016) avers that variety supports comprehensive, effective assessment plan for students and it engages them throughout the learning process by way of formative assessment and then gauges their ultimate success with a summative assessment. Variety enhances employability skills by allowing students to apply their skills in deferent dimensions.

2.2.3 Criterion-referenced assessment

According to Ries and Bass (2005), criterion-referenced assessment is designed to measure how well a student has learned a specific domain of knowledge. Through the use of this assessment strategy, learners are assessed on the basis of their performance relative to a specific, predetermined criterion or standard. Rundle (2016) argues that learners' success in pre-specified criteria demonstrates that they have achieved the learning outcomes or a certain skill. How well they do this is described through different performance standards (performance descriptors).

Ries and Bass (2005) believe that, when done well, criterion referenced assessment provides a shared language between students, teachers, and assessors (potential employers) about assessment, and identifies what is valued in a curriculum and ensures that what is measured by an assessment is the same as the expected skills (employability skills), knowledge, and understanding that are defined by the intended learning outcomes. This form of assessment makes explicit to learners and assessors what evidence of achievement is expected at each of the grade standards, enables reliable and valid judgements about student work and supports students to develop strong self-evaluation capacity and providing them with tools to review, refine, and improve their own work. Green (2002) argues that criterion referenced assessment requires considerable negotiation to arrive at agreed criteria and standards, not only amongst academic colleagues, but also with learners, industry bodies, professional associations and other educational institutions that may have a stake in the learning outcomes. This will enhance graduate employability as employers become critical players in the learning process.

Koloi-Keaikitse (2012) suggests that the advantages of the criterion-referenced assessment approach to the learner are that learners are able to compete with their own previous performance rather than with their peers, the former being considered to be a more powerful performance incentive than the latter and that students' grades are based on their own performance, rather than

that of the particular cohort of peers. Furthermore, criterion-referenced assessment provides learners with a clear and explicit understanding of the standards that are required for a given outcome and learners are able to exercise greater judgement and choice in the level of outcome that they target (Neil, Wadley & Phinn, 1999; Koloi-Keaikitse, 2012). Koloi-Keaikitse (2012) further postulates that learner achievement is based on demonstrated competences rather than arbitrary or temporary inconsistent standards and this brings greater transparency in the assessment process as students will be able to perform at the expected labor market standard.

Knight (2001) maintains that the following are potential advantages of criterion-referenced assessment:

- Assessment criteria clearly identifies what is valued in a curriculum.
- Teachers know exactly what they should teach.
- Level descriptors make it clear to learners what they have to show in order to get a particular mark.
- Level descriptors make it possible to give learners feedback which identifies what they have achieved and what they need to do to get better marks.

In a nutshell, Khan (2019) identifies the characteristics of criterion referenced assessment which are:

- Authority

This is whether the assessment measures what it is intended to assess, that is, whether individual items match with the stated objectives of the curriculum.

- Consistency

This is whether the assessments repeatedly measure what they are supposed to measure. Also, consistency refers to the extent to which learners have a high degree of confidence in the scores they get. Any random error in the assessment tool can make it lose consistency and reliability.

- Subject mastery

This refers to how well the student knows and understands the topic.

- Managed locally

Generally, criterion referenced assessments are developed at the institution and by the class teachers themselves. The teacher can, therefore, easily check if the standards are met or not.

Results of the assessments are quickly obtained to give students immediate helpful feedback on performance to enhance performance and quality of the graduate hence employability.

2.2.4 Work integrated assessment

Thayer (2018) regards work-integrated assessment model as a model that is applied to the design of assessments where the tasks (work-integrated assessments) and conditions are more closely aligned to what the learner would experience in an employment environment. This assessment model focuses on six areas of assessment which together create the conditions under which students should develop both professional and academic skills during the learning process. The six dimensions are time, audience, problem/data, collaboration, structure, and review (Osborne, Dunne & Farrand, 2013; Thayer, 2018) if students can manage or are good in applying these dimensions then it means they are work ready. Thayer (2018) further argues that the model is designed to be used individually or collaboratively between groups of academic staff which can also include students and employers.

According to Khan (2019), many students opt to learn in a work-based environment rather than at a university or college campus. The author argues that this may be to support their study or continually update their skills (employability skills) after an initial period of education. Many higher learning institutions develop curriculum in collaboration with employers and part of the curriculum delivery and assessment takes place in work environments (Ferrell & Gray, 2013; Jackson, 2015; Khan, 2019).

Ferrell and Gray (2013) aver that the implementation of work-integrated learning in tertiary institutions curricula can improve the relationship between employers and learners and enables curriculum designers and instructors to improve the performance of learners thereby enhancing the employability of graduates. This view is buttressed by Jackson (2015) who concurs that work-integrated learning is widely considered instrumental in equipping learners with the required employability skills to function effectively in the work environment and effective evaluation of work integrated learning programmes is therefore critical to confirm that learners have ensure that learners acquired the right practical skills during the work-integrated learning process.

Dwesini (2017) and Rowe and Zegwaard (2017) view work-integrated assessment strategy as one of the authentic assessments that can enhance graduate employability given that work-integrated learning is considered a key strategy for equipping learners with crucial practical employability skills, attributes, and other benefits such as networks, professional identity and active citizenship. Furthermore, these authors contend that it is important to embed work-integrated learning experiences in the curriculum so that they are effectively supported by appropriate instructional strategies as well as the provision of quality assessment to facilitate employability outcomes.

According to Dwesini (2017), WIL places emphasis on equipping graduates with a positive attitude as a key factor underpinning employability, that is, to ensure that the individual has a can-do approach, a readiness to take part and contribute, openness to new ideas and a drive to make these happen. Furthermore, it is widely believed that employers expect graduates to not only obtain employability skills through WIL and its accompanying assessment instruments, but also to be able to demonstrate these skills effectively which are communication skills (verbal and written), work ethic, teamwork skills and analytical skills. Dwesini (2017) concludes that the Edge Foundation (2011) notes that employers expect graduates to have technical skills and discipline, over and above their university qualifications, and also demonstrate a range of broader skills and attributes which include teamwork, communication, leadership, critical thinking, problem solving and managerial abilities. All these skills should be properly assessed during WIL to ensure that after the WIL period, learners have acquired these skills that enhance their academic performance and enhance their employability.

According to Ferns, Smith and Russell (2014), in designing WIL placements that improve student employability, the following aspects of work-integrated assessment should be taken into consideration:

- Authenticity

Smith (2012) argues that authenticity is the degree to which the placement offers the student the opportunity to do meaningful professional work, with appropriate levels of independence and responsibility and which has meaningful consequences of value to the workplace or the

organization that hosts them. Preceding research has shown that authenticity plays a significant role in enhancing graduate employability as it predicts learning outcomes and satisfaction for students (Smith 2012). WIL enhances graduate employability skills if the learner is placed in a professional work environment which is related to what they have been learning hence an assessment strategy that is authentic should evaluate if this is the case.

- Supervision

According to Smith, Ferns and Russell (2014), supervision is the practice of keeping in touch with students during placement to monitor their learning and their reactions to the experience in order to ensure that they gain experience which can enhance their employability skills. These authors suggest that both the staff in charge of the subject and the workplace supervisor play a critical role in supporting the student and providing feedback on performance to enhance their skills where they are lacking. It is therefore crucial for WIL assessment to determine whether the responsible academic staff and industry supervisors were playing their roles effectively during the learner's internship period.

- Preparation

Billett (2009) believes that memorable placement experience for students can be enhanced both psychologically and educationally by adequate preparation given that placements, in many instances, present significant personal challenges to the students.

Preparation is fundamental before placing students for work integrated learning. The key elements of student preparation include (Martin, Rees & Edwards, 2011): **Role-plays, case studies and simulations**: Introduce situations students may encounter on placement, prompt students to think about how they might act or react in these situations and allows for feedback and discussion of alternative options.

a) **Goal-setting:** Prompts students to think about what they want to achieve on their placement**,** provide an opportunity for discussion and negotiation between student, industry supervisor and teaching staff to set realistic expectations for all parties which can motivate students, promote self-awareness and reflection

b) Industry speakers and networking sessions: Provide insights into industry and organisations, including organizational structure and norms

c) Teamwork activities: Help students develop communication and conflict-management skills and provides opportunity to hear different perspectives and approaches

d) Hearing from past students: Provide insights into placement experience, including possible tasks and capabilities and giving students an opportunity to ask questions in a non-threatening environment.

e) Resume preparation and interview: Prompts students to think about likely tasks and situations on placement Prompts reflection on how capabilities and experience relate to the placement opportunity.

- Debrief

According to Bates (2009), hand-in-hand with preparation, debrief is the process of looking back and making sense of experiences after WIL to establish whether those experiences were of emotional or educational relevance. Bates (2009) argues that one of the educational goals of placements is to develop students' ability to integrate theory into practice and this helps a lot in enhancing graduate employability as students get to experiment with trial and error situations and they get a chance to see what really works and what does not. Smith (2014) avers that placements must improve student employability through the activities students engage in, and the assessments they are subjected to, which must be focused on the final educational outcome.

Finally, Ferns, Smith, & Russell, (2014) aver that it is important to design placements that improve student performance and employability by identifying the fullest range of employment-related skills/knowledge that students need, that is:

f) whether learners are competent, autonomous, responsible, and ethical,

g) whether they can work with other people effectively, fairly, and cross-culturally,

h) whether they can use information in judicious ways for specific work-related purposes,

i) whether they are willing to continue to learn to improve practice and are able to identify areas for self-development,

j) whether they can integrate theory and practice, and

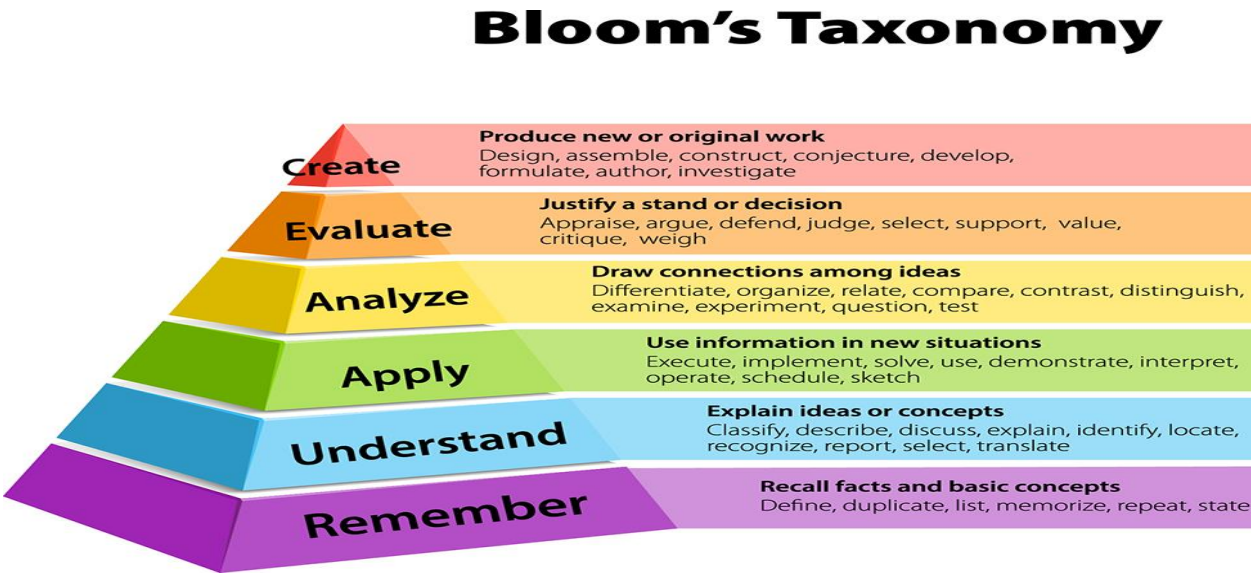
k) whether they have confidence and self-awareness to seek and gain employment in a job market.

Furthermore, Ferns, Smith and Russell (2014) argue that, for the students, a workplace occasion should provide opportunities to:

- gain knowledge and understanding of the organisation - operational aspects, individuals and groups,
- integrate and apply knowledge, theory, and understanding from academic courses to other life experiences,
- establish contacts with other professionals which will be useful when looking for employment after graduation,
- discover strengths which may be developed and weaknesses which can be improved,
- develop various organizational skills such as communication, motivation, and marketing, and
- gain an appreciation of some of the organization's environmental factors (physical, economic, social, and technological).

2.3 Theoretical Framework

The theoretical foundation on which this study is premised is the Bloom's Taxonomy which is shown in Figure 2.3. 1 below.



Source: https://www.turtlelake.k12.wi.us/faculty/wmarek/bloomstaxonomy.cfm

Figure 2.3.1: Bloom's Taxonomy (Celot & Low, 2020, p.13)

According to Brown, Pineda and Sampson (2017), the Bloom's Taxonomy is a theoretical framework authored by Benjamin S. Bloom and colleges in the 1950s as a means of organising and classifying higher education learning objectives and assessments. It serves as one of several conceptual frameworks for the acquisition of knowledge and skills. The authors argue that the Bloom's Taxonomy established a hierarchy that elevated more advanced higher-order learning objectives and goals above the basics of understanding and remembering. The original taxonomy, published in Bloom's 1956 work Taxonomy of Educational Objectives, included the following categories, in the following order: knowledge, comprehension, application, analysis, synthesis, and evaluation (Schaefer & Panchal, 2009; Armstrong,2020)

The above view is supported by Heick (2020) who contends that there are six levels of Bloom's Taxonomy as follows:

i) Remembering (memorize a poem).
ii) Understanding (summarize the plot of a story).
iii) Applying (use a formula to solve a problem).
iv) Analysing (identify why a machine is not working)
v) Evaluating (writing a poem based on a given theme and tone)
vi) Create (put information together in an innovative way)

This theory will be used to establish the role of assessment strategies in enhancing the performance and employability of graduates of Arts Without Limit College(AWIL). The theory assisted the study to ascertain whether assessment had a role in enhancing performance and employability of graduates and whether the roles of assessments were met or not. This enabled the researcher to accept or reject the hypotheses that were tested in the study.

2.4 Chapter summary

Chapter 2 reviewed literature informing the study on the role of assessment strategies in enhancing learner performance and employability. It discussed the four popular assessment strategies namely formative assessment, summative assessment, criterion referenced assessment

and work-integrated assessment. The next chapter discusses the research design and methodology adopted for this study.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The previous chapter reviewed literature on the four assessment strategies that are covered in this study namely formative assessment, summative assessment, criterion referenced assessment and work-integrated assessment and how they enhance learner performance and employability. In this chapter, the research design and methodology that was applied in this study is discussed. The chapter outlines the research design, the methodology, the hypotheses tested in the study and the population and sample selection and the sampling technique. The chapter also explains the data collection methods used, validity and reliability, ethical consideration, and how data was analysed in the study.

3.2 Research design

For this study, a survey research design was adopted. According to Bhat (2020), research design is the structure of the research approaches and practises chosen by a researcher. The author states that the design allows investigators to improve on the research approaches that are suitable for the subject matter which contribute to the success of the study. According to Hopkins (2000), in survey research, the goal is to determine the connection between an independent variable and a dependent or outcome variable in a population. In this study, a descriptive survey design was used. According to Bhata (2020), a descriptive study describes the characteristics of the population or phenomenon that is being studied. The author suggests that this design focuses more on the “what” of the study subject rather than the “why” of it. A descriptive study design is

regarded as the most appropriate for this study because it was expected to reveal the role of assessment strategies and how they enhanced learner performance and employability of graduates of AWIL College. It was also convenient as it enabled the researcher to collect data from a large population using a small sample.

3.3 Research methodology

The researcher used the quantitative method to collect and analyse data. According to Wisdom and Creswell (2013), a quantitative study is the method of collecting and analysing arithmetic data to find patterns and making predictions, testing fundamental relationships, and generalising outcomes to wider populations (Bhandari, 2020). The author (2020) suggests that the basic premise of this methodology is that questionnaires with rating scales can be distributed to the respondents. In this study, questionnaires were distributed to the students of AWIL college to investigate their performance and employability skills. Once data was collected, it was processed and cleaned before it was analysed.

The reason for choosing the quantitative method was to establish the numerical significance of the role of criterion referenced assessment strategies, formative assessment strategies, summative assessment strategies, and work-integrated assessment strategies in enhancing learner performance and employability. The numerical data enabled the researcher to establish the number of those who were performing well and are employable and those who were not.

3.4 Hypotheses

According to Trochim (2020), a hypothesis is a statement of prediction. It describes in existing (rather than theoretical) terms what is anticipated to happen in a study. A hypothesis guides the route of the study and provides a framework for forming conclusions. In this study, the following hypotheses were tested:

• Hypothesis 1: Formative assessment is significantly and positively related to learner performance and employability.

• Hypothesis 2: Summative assessment is significantly and positively related to learner performance and employability.
• Hypothesis 3: Criterion referenced assessment is significantly and positively related to learner performance and employability.
• Hypotheses 4: Work-integrated assessment is significantly and positively related to learner performance and employability.

3.5 Population of the study

Population is a group of individuals, organizations, objects and so forth which have shared characteristics which are of interest to the researcher (Rafeedalie, 2019). The shared characteristics of the group distinguish them from other individuals, organizations, and objects. According to Rafeedalie (2019), a population can be counted without difficulty, which is called finite population, like the student population of AWIL College. Any implication which was identified or measured from the characteristics of the entire population was known as a factor and data collection surveys collected information from a targeted group of people about their opinions, behavior, or knowledge (Rafeedalie 2019). The common type of survey the researcher chose was written questionnaires.

This study was conducted in Gaborone, the capital city of Botswana, where there are several private tertiary education institutions. The targeted population for this study included students at AWIL College in Gaborone. The study population comprised a total of 450 students.

3.6 Sample and sampling procedures

For this study, systematic random sampling was used to select a sample size of 25% of the population of students from AWIL College. This sampling method ensured that all students had a fair chance of being selected to participate in the study. There were formulations used to estimate the sample size required to produce a confident interval estimation with a specified margin of inaccuracy (precision) (Sullivan, 2020). The author suggests that if the population size is small, then a bigger sample size is required, and if the population is large, then a smaller sample size is required. Sample size calculation also varies with different margins of error (Sullivan, 2020). The respondents were selected by means of a systematic random sampling

strategy, also called a Nth name selection method (Maheshwari, 2017). After the necessary sample size has been calculated, every Nth record was selected from a list of participants and the list did not have any hidden order (Maheshwari 2017). The author states that a systematic random sample is achieved by choosing one unit on a random basis and selecting additional fundamental units at consistently spaced intervals until the anticipated number of units is reached.

Sample size calculations allowed the researcher to draw strong conclusions from the limited amount of data and enabled generalisation of results (Gogtay, 2010). Most statisticians suggest that the minimum sample size to get meaningful result is 100 (Gogtay, 2010; Cridland, 2014). If the population size is less than 100, then all individuals in that population should be surveyed and a good maximum sample size is usually about 10% of the population as long as it does not exceed 1000 (Cridland, 2014). Selecting the precise sample size is a vital factor in research. An inappropriate sample size could affect the accuracy of the research findings (Fonseca and Faber, 2014). If the sample is smaller than what is required, then it will not be representative enough of the population under study hence the results will not be generalisable, while too large a sample will be costly leading to wastage of resources (Suresh and Chandrashekara, 2012).

A random sample of 140 respondents from the study population of 450 was selected by means of systematic sampling whereby all the potential participants were placed on a list and a starting point was selected. After the list was formed, every 3rd person on the list, starting the count at the designated starting point was chosen as a participant since 450/140 = 3.21. As soon as the end of the list was reached, and additional participants were required, the count looped to the beginning of the list to finish the count. A target population was selected prior to selecting participants. The method of obtaining the systematic sample was much like an arithmetic progression.

The main benefit of using systematic sampling over simple random sampling is its simplicity as it allows the researcher to add a degree of system or process into the random selection of subjects (Blokhin, 2020). Another advantage of systematic random sampling was the guarantee that the

population will be consistently sampled and the clustered selection of subjects was systematically eliminated (Blokhin, 2020).

3.7 Data collection techniques

Quantitative data was collected through the questionnaire. Questionnaires were distributed to participants (students) and they were given two weeks to complete. A questionnaire is a research tool consisting of a series of questions for the purpose of collecting data from respondents and it can be thought of as a kind of written interview (McLeod, 2018). The questionnaires were self-administered, and they provided a reasonably cheap, quick, and efficient way of obtaining large amounts of data from a large sample (McLeod, 2018). The author states that the questionnaire allows quick collection of information because the investigator would not need to be present when the questionnaires are being completed.

According to Picincu (2018), the problem with a questionnaire is that respondents may not tell the truth due to the influence of social appeal as most individuals want to present a positive image of themselves and so may avoid the truth to appear good. Despite the shortcoming, the questionnaire remains an effective means of measuring performance, attitudes, preferences, views, and intentions of relatively large numbers of subjects cheaply and faster than other methods. A questionnaire may use both open and closed-ended questions to gather information. This is useful as it means both quantitative and qualitative data can be obtained (Debois, 2019). Compared to other approaches, questionnaires are a relatively simple method of collecting data which is also easy to process (Picincu, 2018).

Questionnaires can be posted on websites and social media applications, sent by mail, or displayed in shops which make then a convenient way of collecting data (Debois, 2019). All respondents are asked the same questions, results can easily be compared, and a high response rate is easily achieved, particularly when the subjects are anonymous (Debois, 2019). In this study, the respondents were allowed enough time to complete the questionnaire which contributed to a high response rate.

The respondents to the questionnaire were provided with instructions guiding them on how to answer the questions to avoid inaccurate responses. The respondents were required to tick the box that indicated the degree to which they agreed or disagreed with the statements based on a

five-point Likert scale as follows: Strongly Disagree (SD), Disagree (D), Neutral -Neither Agree nor Disagree (N), Agree (A), and Strongly Agree (SA). These were in response to the role assessment strategies were playing in enhancing learner performance and employability at AWIL College.

The questionnaire had six sections that were meant to address the primary and secondary research objectives as follows:

Section A: This section requested demographic data from the respondents such as gender, age, and level of education to allow the researcher to build profile of the participants.

Section B: This section solicited responses on the role of assessment strategies in enhancing learner performance and employability at AWIL College. This data was meant to address the primary research objective. Questions in this section were derived from Section 2.2 of the literature review (Chapter 2)

Section C: This section was intended to collect data on the role of formative assessment in enhancing learner performance and employability. This data was meant to address the first secondary research objective. Questions in this section were derived from Section 2.2.1 of the literature review.

Section D: This section sought the views of the respondents on the role of summative assessment in enhancing learner performance and employability. This data was meant to address the second secondary research objective. Questions in this section were derived from Section 2.2.2 of the literature review.

Section E: This section solicited data on the role of criterion referenced assessment in enhancing learner performance and employability. This data was meant to address the third secondary research objective. Questions in this section were derived from Section 2.2.3 of the literature review.

Section F: This section was intended to solicit data on the role of work integrated assessment in enhancing learner performance and employability. This data was meant to address the fourth secondary research objective. Questions in this section were derived from Section 2.2.4 of the literature review.

3.8 Validity and reliability

Validity is meant to establish whether the results of the study can withstand the test of time. There is also a need to determine whether what is measured is accurate and whether the instrument measured what was intended to be measured. To ensure validity of the study, the questionnaire was pre-tested through students of a private tertiary institution who were not involved in the actual study. The team reviewed the questions and responded to them to provide suggestions for improvement. The suggestions were incorporated to improve the quality of the questions. The questionnaire was pre-tested with 15 students. The students were asked to complete the questionnaire to make sure that there were no ambiguous questions.

According to Price, Jhangiani and Chiang (2015), reliability means the consistency of a measure. Psychologists think through three forms of consistency: over time (test-retest reliability), through items (internal consistency), and across different investigators (inter-rater reliability). These authors state that validity is the degree to which the totals from a measure represent the variable they are intended to. Validity and reliability are two aspects which any quantitative researcher must be worried about while designing a study, examining results, and judging the quality of the study. Test-retest reliability is the extent to which this is actually the case. For example, intelligence is generally understood to be consistent across time. Somebody who is intelligent today will be intelligent next week. Assessing test-retest reliability required using the measure on a group of people at one time, using it again on the same group of people at a later time, and then looking at test-retest correlation between the two sets of scores.

Reliability and Validity are important measures of quality in quantitative research. According to Korstjens and Moser (2018), the quality criteria for all quantitative research are credibility, transferability, dependability, and confirmability. Validity covers internal validity (whether the study has successfully proven/disproven the hypothesis) and external validity or generalizability (whether the end result of the research can be generalised beyond the study sample) (Mohajan 2017). Reliability and validity of the instrument that was used in collecting the data and its internal consistency were tested using Cronbach's Alpha in the data analysis chapter and the test reveal that the internal consistency reliability of the instrument that was used to gather the data was strong.

3.9 Ethical considerations

A consent letter was sought from Botho University (BU) and issued to the organisation with which the research was conducted as evidence that the student had been given authorisation to conduct the study. Before administering questionnaires, a letter was written to the respondents requesting them to participate in the study. Two major ethical issues were observed when administering questionnaires, that is, voluntary participation and avoiding violation of confidentiality. To ensure voluntary participation, the researcher did not force anyone to take part in the study. The researcher fully explained the principle of voluntary participation to the respondents and they were assured that the information they provided will not be used against them. The researcher also ensured that there was no violation of confidentiality by not requesting the respondents to reveal their names when completing the questionnaires. Respondents who wished to withdraw at any point during the study could do so.

According to Resnik (2015), ethics is norms for behaviour that differentiate between acceptable and unacceptable conduct. Furthermore, the author avers that there are numerous reasons why it is critical to abide by ethical norms in a study. First, norms support the aims of a study such as knowledge, truth, and avoidance of error, for example, prohibitions against fabricating, misrepresenting, or falsifying research data, promoting the truth, and minimising error (Resnik, 2015). The author also argues that moral ethics encourage the standards that are important for collaborative work such as trust, responsibility, mutual respect, and fairness. Many ethical norms in research such as guidelines for authorship, copyright and patenting policies, information sharing policies, and privacy rules in peer review are aimed to protect intellectual property rights while encouraging collaboration (Wiley, 2020).

According to Shamoo and Resnik (2003), morals for ethical conduct in research include:
Honesty: Making every effort to correctly report data, results, methods and procedures, publication status, investigation contributions, and possible conflicts of interest.
Objectivity: Striving for impartiality in investigational design, information analysis, information interpretation, peer review, people's decisions, grant writing, professional testimony, and other aspects of research where neutrality is required.

Integrity: Acting with honesty in all aspects of the research process.

Carefulness: Avoiding being inconsiderate for errors and negligence; carefully and judgementally inspecting own work and the work of peers. Keeping accurate registers of investigation activities such as information collected, research design, and correspondence with agencies or journals.

Openness: Sharing information, results, ideas, tools, and resources. Being open to criticism and new ideas.

Confidentiality: Protecting private communications such as papers or grants submitted for publication, personnel records, trade or military secrets, and patient records.

Respect for Colleagues: Respecting colleagues and learners; avoiding harming them and promoting their welfare; treating colleagues fairly.

Respect for Intellectual Property: Respecting copyrights, patents, and other forms of intellectual property; not using published information, procedures, or results without authorisation; acknowledging where acknowledgement is due but not where it is not.

Shamoo and Resnik (2003) state that values must complement but not undermine existing ethics, codes, and policies. Finally, Resnik (2015) argues that many of the norms of research promote a variety of other important moral and social values such as social responsibility, human rights, animal welfare, compliance with the law, and public health and safety. Ethical lapses in research can significantly harm human and animal subjects, students, and the public (Resnik 2015).

3.10 Data analysis methods

The Statistical Package for Social Sciences (SPSS) was used to analyse quantitative data. According to Grant (2020), data analysis is the method of evaluating information by means of analytical or statistical tools to discover useful data, illustrate, and evaluate it. Descriptive statistics were used to provide summary information about data, for example, the number of respondents who were male or female, or the average age of the respondents (Greasley, 2008). Bhandari (2020) postulates that descriptive statistics summarises and organises characteristics of a data set which is a collection of responses or observations from a sample or entire population.

In this quantitative research, after collecting data, the first step of data analysis was to describe the characteristics of the responses such as the average of one variable (e.g., performance), or the relationship between two variables (e.g., performance and employability) (Bhandari, 2020). The next step was inferential statistics which were tools that helped to decide whether data confirms or refutes the hypotheses and whether it was generalisable to a larger population. Through tables and figures, the frequency of every possible value of a variable could be summarised in numbers or percentages.

The data analysis procedure that was adopted for this study facilitated the inference of meaning from the collected raw data. Analysis of quantitative data included the use of graphs and other statistical representations.

The next chapter focuses on the presentation and discussion of the research findings and interpreting them based on the literature that was reviewed in Chapter 2. The process has been aided by the Statistical Product and Service Solutions (SPSS) tool, originally known as the Statistical Package for the Social Sciences. Analysis of the results is also linked to the literature that was reviewed in Chapter Two, to clearly highlight the gaps that have been filled up by this study.

3.11 Chapter summary

This chapter discussed research design, research methodology, hypotheses, population of the study, sample and sampling procedures, data collection techniques, validity and reliability, ethical consideration and data analysis method. The next chapter discusses the research findings and Data analysis methods adopted for this study.

CHAPTER 4

DATA ANALYSIS, DISCUSSION, AND INTERPRETATION

4.1 Introduction

The previous chapter discussed the research design and methodology that was adopted for this study. The focus of this chapter is presentation and discussion of the research findings and interpreting them based on the literature that was reviewed in Chapter 2. The process has been aided by the Statistical Product and Service Solutions (SPSS) tool, originally known as the Statistical Package for the Social Sciences. Analysis of the results is also linked to the literature that was reviewed in Chapter Two, to clearly highlight the gaps that have been filled up by this study. The primary objective of this study was to investigate the role of assessment strategies in enhancing learner performance and employability at AWIL College in Botswana. The Secondary objectives of the study were to:

- Determine the nature of formative assessment strategies used by AWIL College and the role they play in learner performance and employability.
- Establish the type of criterion-referenced assessment strategies adopted by AWIL College and the role these play in enhancing learner performance and employability.

- Elucidate how summative assessment strategies are used at AWIL College and how these enhance learner performance and employability.
- Determine how work integrated learning assessment strategies are used at AWIL College and how they enhance learner performance and employability.

This chapter sought to address all these objectives by carefully analysing the research findings with the fusion of the related literature that was reviewed in Chapter two. Reliability of the instrument that was used in collecting the data and its internal consistency were tested using Cronbach's Alpha and the results are presented in Table 4.1 overleaf.

Table 4. 1: Cronbach's Alpha reliability test results

No.	Variable	Cronbach's alpha
1	The role of assessment strategies in enhancing learner performance and employability	0.856
2	The role of formative assessment in enhancing learner performance and employability	0.842
3	The role of summative assessment in enhancing learner performance and employability	0.870
4	The role of criterion referenced assessment in enhancing learner performance and employability	0.905
5	The role of work-integrated assessment in enhancing learner performance and employability	0.905

The results of the Cronbach's Alpha that are reflected in Table 4.1 reveal that the internal consistency reliability of the instrument that was used to gather the data was strong. The Alpha values were all larger than the least acceptable threshold of 0.60 and therefore the reported results can be relied upon (Hoe Gan, Wah Lim, and Koh, 2020). Although there were some serious limitations in the movement of people due to Covid 19 lockdowns during the survey, 107

respondents managed to participate against the originally intended 140 culminating in a response rate of 76% which can be considered reasonable under such circumstances.

4.2 Demographic data analysis

The section reports the demographic characteristics of the participants of the survey. The three main variables that are presented here are gender, age, and the educational qualification to which the respondents were enrolled for. Such biographical information was essential in bringing the findings of the study into perspective of the reviewed literature and help in generating appropriate recommendations. The results of the demographic variables are presented in the three subsections below.

Figure 4. 1: The gender of the respondents

The gender of the respondents is represented in Figure 4.1 below.

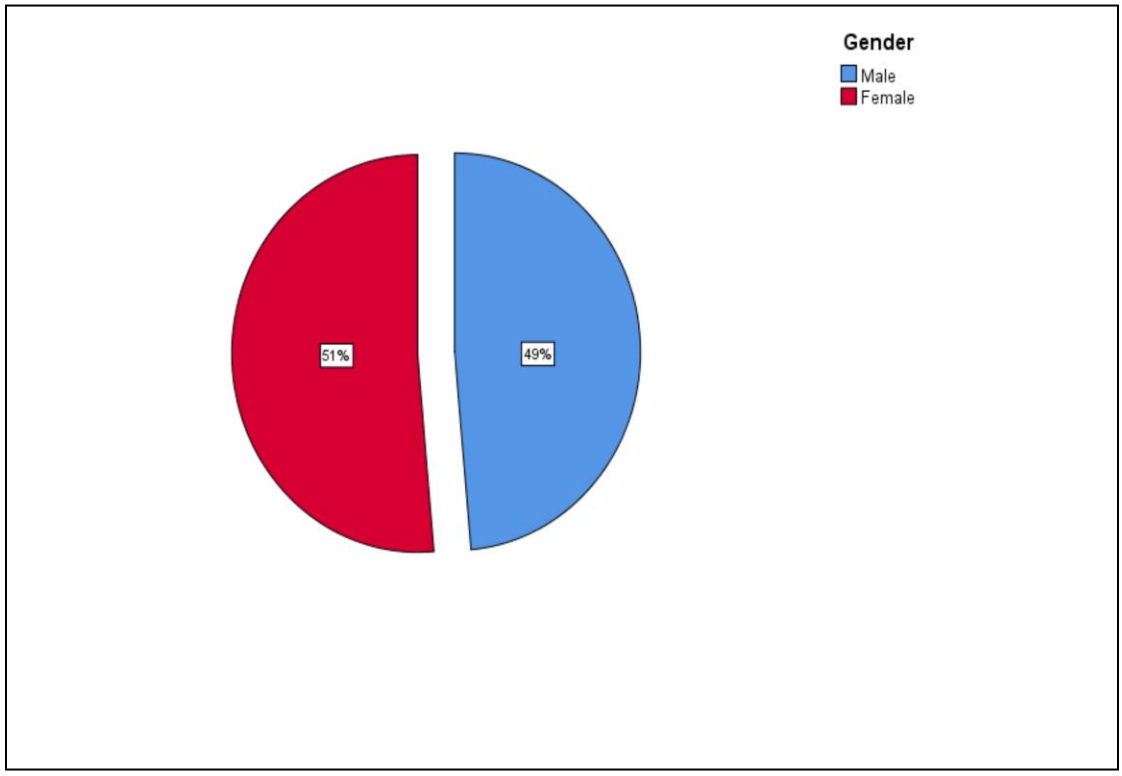


Figure 4. 2 Gender distribution of the respondents

Figure 4.1 reveals that there were slightly more female respondents compared to their male counterparts, with the former constituting 51% and the later 49% of total respondents. The gender pattern reflected in Figure 4.1 is almost consistent with the recent national female to male tertiary student's ratio released by the World Bank (2017). A simple random sampling method was used in the selection of the survey participants.

Figure 4.2.3 Ages of the respondents

The ages of the respondents are shown in Figure 4.2 overleaf.

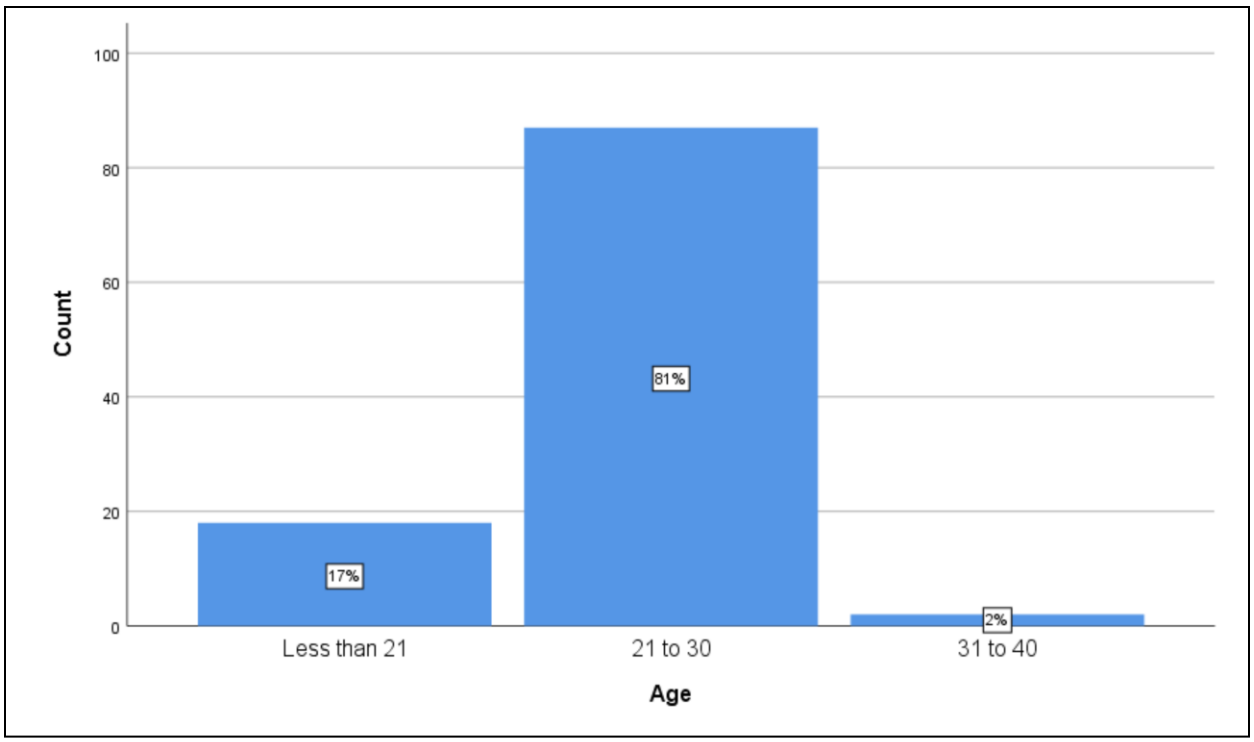


Figure 4.2 : Age distribution of the respondents

Figure 4.2 above shows that the age distribution of the respondents obeys normality with the age group of most of the students lying on 21 to 30 years. This group constitutes 81% of the respondents. Those aged below 21 are 17% of the total respondents, while students in the category of 31 to 40 years are 2%.

4.2.3 Educational level to which the respondents were enrolled for

AWIL College is so far offering three different educational qualification levels, which are the certificate, diploma, and bachelor's degree levels. The proportion of total respondents enrolled in the respective three educational levels are shown in Table 4.3 overleaf.

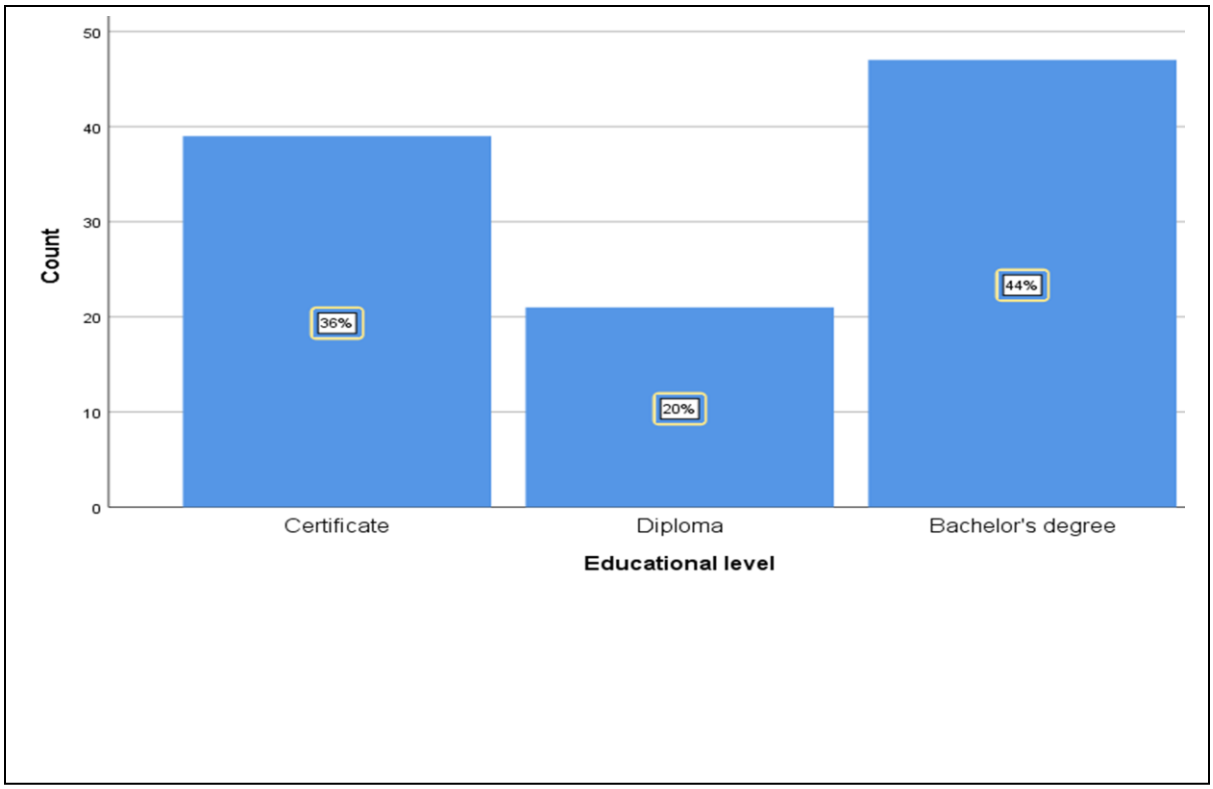


Figure 4. 3: Educational levels to which respondents were enrolled

Table 4.3 shows that the highest proportion of the respondents were enrolled for bachelor's degree programs at AWIL College as they amounted to 44%. The percentage of those enrolled for certificate qualifications was 36, while for the diploma was 20.

4.3 Presentation and discussion of the main research findings

This section presents and analyses the findings of the study in accordance with the research objectives. These follow in the subsections below.

4.3.1 The role of assessment strategies in enhancing learner performance and employability at AWIL College.

The objective of this section was to examine the role of assessment strategies in enhancing learner performance and employability at AWIL College to address the primary research objective.

The purpose of this subsection is to present the study findings on the collective role of assessment strategies in enhancing learner performance and employability at AWIL College. The focus is on how the strategies enhance the learners' performance and employability. Factor loadings, as measured by the Kaiser-Meyer-Olkin (KMO) test, Bartlett test of sphericity (BTS) and Average Variance Extracted (AVE), were employed to determine validity of the study. The respondents' ratings of the individual scale items on the questionnaire were measured using the mean and standard deviation (SD). The results are presented in Table 4.2.

Table 4. 2: Role of assessment strategies in enhancing learner performance and employability

	KMO	Bartlett's test	Mean	SD	AVE	Factor Metrics
Statements	0.82	347.576			70.281	
I gained performance & employment skills through assessments			3.84	0.81		0.762
Assessments exposes students to real world scenarios			3.89	0.88		0.751
One can gain transferrable skills & be employable			4.02	0.71		0.704
Authentic assessments replicate real world challenges faced by experts/professionals			3.64	1.06		0.752
Internship improved my thinking capacity & problem-solving skills			3.54	1.08		0.678

Assessments enable students to put theory into practice			4.06	0.87		0.639
Assessments determine whether the goals of education are met			3.78	0.83		0.712
Gained employability through the performance of standardized tasks in assessments			3.79	0.87		0.692
Feedback from assessments motivated me, have become a responsible learner			3.81	1.11		0.827

The findings in Table 4.2 show that all the factor loadings and KMO values exceeded the minimum threshold value of 0.5, which means that the indicative roles of assessment strategies are valid. Together, these factors account for 70.28 percent of the assessment strategies on average (AVE). Also, the factor loadings were significant statistically at the one percent level as they range from 0.639 to 0.827 and hence prove again the presence of sufficient convergent validity. In addition, the results show the mean values of individual scale items with respect to the responses to the survey. To some extent, the respondents agreed with the view that they indeed gained performance and employment skills through assessment (mean = 3.84, N=107), and that assessments exposed students to real world scenarios (mean = 3.89). the respondents agreed with the notion that one can gain transferrable skills and become employable from assessments (mean = 4.02), and that they enabled learners to put theory into practice (mean = 4.06). To a lesser extent, the respondents supported the view that authentic assessments replicated real world challenges that are faced by professionals or experts (mean =3.64). All the weaker mean values that are above 3 but below 4, could be the result of the fact that the respondents were all full-time students, who were yet to join full time employment. They did agree to some extent that internship improved their thinking capacity and problem-solving skills (mean = 3.54), and that assessments determined whether the goals of education were satisfied (mean = 3.78). Feedback from assessments motivated the learners to become more responsible (mean =3.81), and standard tasks in assessments equipped them to be more employable (mean = 3.79). The findings of the study resonate with Bloom's Taxonomy, which is the theoretical framework upon which this study was premised, as they confirm that through assessment

strategies, most learners could create, evaluate, remember, understand, apply and analyse where necessary.

The responses in Table 4.2 were corroborated by the open-ended responses. On the same questionnaire (**Appendix 1**), the respondents were requested to state other measures they felt could be implemented by AWIL College to enhance learner performance and employability. On their list, they advocated for more practical assessments, simulations that replicate the real world, extended internships, consistent and more feedback, longer duration for each assessment, and funding for projects. They also suggested that the assessments could be made more challenging.

The associative relationship between the dependent variable, that is learner performance and employability, and the independent variables consisting of indicative roles of assessment strategies was investigated. Table 4.3 shows the correlation matrix between the indicative roles of assessment strategies and learner performance and employability. The results indicate that there are four main indicative roles of assessment strategies that are statistically significant at the one percent level. They are all positively correlated with learner performance and employability. Regarding the strength of the correlation relationship with the dependent variable, two indicative roles were found to be moderate, with the correlation coefficients of 0.5 and 0.476. Specifically, the role played by assessments in exposing students to real world scenarios and in imparting transferrable skills to them has moderate correlations with their performance and employability.

Table 4. 3: **Correlation matrix between indicative roles of assessment strategies and learner performance and employability**

Correlations

		I gained performance & employment skills through assessments	Exposes students to real world scenarios	One can gain transferrable skills-employable	Intership improved my thinking capacity & problem-solving skills	Gained employability through standardized tasks in assessments
I gained performance & employment skills through assessments	Pearson Correlation	1	.500**	.476**	.734**	.795**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	107	107	107	107	107
Exposes students to real world scenarios	Pearson Correlation	.500**	1	.617**	.330**	.463**
	Sig. (2-tailed)	.000		.000	.001	.000
	N	107	107	107	107	107
One can gain transferrable skills-employable	Pearson Correlation	.476**	.617**	1	.255**	.449**
	Sig. (2-tailed)	.000	.000		.008	.000
	N	107	107	107	107	107
Intership improved my thinking capacity & problem-solving skills	Pearson Correlation	.734**	.330**	.255**	1	.421**
	Sig. (2-tailed)	.000	.001	.008		.000
	N	107	107	107	107	107
Gained employability through standardized tasks in assessments	Pearson Correlation	.795**	.463**	.449**	.421**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	107	107	107	107	107

**. Correlation is significant at the 0.01 level (2-tailed).

Table 4.3 also shows that the other two indicative roles of assessment strategies have strong associative relationships with the dependent variable as indicated by their correlation coefficients of 0.734 and 0.795. The role of internship in improving the thinking capacity and problem-solving skills of students has a strong correlation with their performance and employability (r=0.734). Similarly, the indicative role of standardised tasks in assessment also has a strong correlation with learner performance and employability (r = 0.795).

The above analysed positive correlation does not imply causation. A regression analysis was conducted to establish whether the indicative roles of assessment strategies directly impacted on learner performance and employability. Table 4.4 presents the results of the regression analysis. The Variance Inflation Factor (VIF) values are all greater than 1, while the tolerance values are less than 1 which indicates that the multicollinearity assumptions are not violated. Only two indicative roles of the assessment strategies were found to be statistically significant at the five percent level, while the other two independent variables were not statistically important. Assessments that expose students to real life scenarios were found to impact positively on the learner performance and employability, with a standardised coefficient of 0.259. Likewise, the

impact of gaining transferrable skills through assessments was significant and had a standardized coefficient of 0.229.

Table 4. 4: **Regression analysis: Indicative roles of assessment strategies and learner performance and employability**

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Correlations			Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	1.082	.411		2.633	.010	.267	1.896					
	Exposes students to real world scenarios	.239	.100	.259	2.403	.018	.042	.437	.500	.231	.195	.563	1.776
	One can gain transferrable skills-employable	.262	.121	.229	2.166	.033	.022	.502	.476	.210	.175	.585	1.709
	Intership improved my thinking capacity & problem-solving skills	.107	.068	.142	1.571	.119	-.028	.242	.734	.554	.327	.799	1.251
	Gained employability skills through the performance of standardized tasks	.105	.093	.112	1.126	.263	-.080	.290	.795	.511	.291	.669	1.494

a. Dependent Variable: I gained performance & employment skills through assessments

The findings in Table 4.4 above are supported by Taye (2013) who postulates that employability skills are transferable skills that make individuals 'employable' as these skills equip the employees with the necessary tools that enable them to perform their given tasks to the best of their capability. (Koh 2017) further supports this argument suggesting that authentic assessments imitate real-world tasks and criteria of performance that professionals normally encounter in the field of work. It is clear that the assessment strategies that Awil college was practicing enhanced learner performance and employability of the graduates due to the fact that they gained work related experience while studying. Also, the assessment methods used were aligned to the standards of industry (work environment). Awil college provided students with practical work that helped them to gain real world experience. The findings revealed that for students to be reliable and good performers, they do not need to learn too much theory without applying that theory in real life situations.

4.3.2 The role of formative assessment in enhancing learner performance and employability (First secondary research objective)

The objective of this section was to examine the role of formative assessment in enhancing learner performance and employability at AWIL College to address the primary research objective and accept or reject hypothesis 1 (H1) Formative assessment is significantly and positively related to learner performance and employability.

The findings on the role of formative assessments on learner performance and employability are presented and analysed in this subsection. Again, the validity of the questions under this construct was determined using the factor loadings KMO, BTS and AVE tests. The mean and SD were used to summarise the respondents' ratings of the individual scale items. Table 4.5 shows the results of the formative assessment roles on learner performance and employability. The results show that the role of formative assessments contributes about 69% on average (AVE= 69.0) in explaining learner performance at AWIL College and their employability. The construct yielded a KMO value of 0.74 which is greater than the minimum threshold of 0.5 and all the factor loadings are statistically significant at the one percent level. The individual factor metrics ranged from 0.566 to 0.790, thus the formative assessment role questions are reliable and valid for factor analysis.

Table 4. 5: *Role of formative assessment on learner performance and employability*

	KMO	Bartlett's test	Mean	SD	AVE	Factor Metrics
Statements	0.74	232.61			69.00	
Weekly class tests improved my critical thinking skills			3.52	1.08		0.790

Practical and workshop-based assessments make students gain experience faster			3.97	0.86		0.719
Class projects give students confidence and exposure to real world scenarios			4.09	0.88		0.677
Lecturer feedback improve learner performance & learning			4.01	0.89		0.566
Peer evaluation motivated me to believe in myself in the learning process			3.69	1.10		0.648
Self-evaluation motivated me to learn more			4.07	0.86		0.717
Group work tasks helped me to gain teamwork skills			3.97	0.94		0.644
Sharing learning targets criteria for success, improved my performance			3.82	0.79		0.759

The findings in Table 4.5 reveal that to some extent weekly class tests help in improving the critical thinking skills of learners (mean =3.52, N= 107), and practical and workshop based assessments make students gain experience faster (mean = 3.97). More importantly, class projects give students confidence and expose them to real world scenarios (mean = 4.09), and lecturer feedback improves leaner performance and learning (mean =4.01). Additionally, self-evaluation motivates students to be eager to learn more (mean = 4.07). However, to a lesser degree, peer evaluation motivates the leaners to believe in themselves (mean = 3.69), while group work tasks inculcates teamwork skills in them (mean = 3.97), and sharing of learning targets criteria improve their success (mean = 3.82).

The findings are supported by the literature that was reviewed in Chapter 2. Moss and Brookhart (2019) aver that when students know the success criteria, they can be mindful of what success looks like as they use the rubric to guide their learning and that will allow them to easily achieve the desired skills set. Furthermore, Juwah, et al (2004) suggest that direct involvement by students in assessing their own work, and frequent opportunities to reflect on goals, strategies and outcomes are highly effective in enhancing learner achievement and employability skills. Given that effective feedback to the learner encourages positive motivational beliefs and self-esteem, it is critical that strategies be established on how assessments can be made into positive

learning experiences for students (Hattie & Timperley, 2007; Meleen, 2020). Several authors suggest that giving feedback that is non-evaluative, specific, timely, and goal-related provides students with opportunities to revise and improve their work which deepens their understanding (Hicks, 2014). Formative assessments are related to the learner performance and employability as it allows the learners to make mistakes and they are given a chance to correct them and that is how they will build knowledge as they learn from their mistakes like in the real world scenarios. Awil college formative assessments help to build knowledge and experience which will eventually help the learners to achieve certain standards and goals hence the strategies help in enhancing learner performance and employability.

As in the previous construct, there was an open-ended question that allowed the respondents to state measures that could be implemented at AWIL College to make formative assessments more effective. The most prominent suggestions included the need for more practical assessments, use of psychometric assessments, and administering mock assessments prior to the actual ones. The respondents also proposed that the assessments should have more content, administered weekly, and should be individual based instead of group, and that they should use more of self-learning assessments. Other suggestions included the need for more workshop-based assessments and allocation of daily questions to each student. All these ideas complemented the closed ended outcomes presented in Table 4.5 and were not deviant propositions.

To determine the associative relationship between summative assessment and learner performance and employability, a correlation analysis was carried out. The findings are presented in Table 4.6.

Table 4. 6: **Correlation matrix between indicative roles of formative assessments and learner performance and employability**

Correlations

		Weekly class tests improved my critical thinking skills	Through assessed workshops, practical students gain experience faster	Class projects give us confidence & exposure to real world scenarios	Peer evaluation - motivated to believe in myself in learning	Sharing learning targets criteria for success - improvement of my performance	I gained performance & employment skills through assessments
Weekly class tests improved my critical thinking skills	Pearson Correlation	1	.372**	.268**	.296**	.501**	.557**
	Sig. (2-tailed)		.000	.005	.002	.000	.007
	N	107	107	107	107	107	107
Through assessed workshops, practical students gain experience faster	Pearson Correlation	.372**	1	.554**	.269**	.229*	.549**
	Sig. (2-tailed)	.000		.000	.005	.018	.010
	N	107	107	107	107	107	107
Class projects give us confidence & exposure to real world scenarios	Pearson Correlation	.268**	.554**	1	.324**	.230*	.559**
	Sig. (2-tailed)	.005	.000		.001	.017	.007
	N	107	107	107	107	107	107
Peer evaluation - motivated to believe in myself in learning	Pearson Correlation	.296**	.269**	.324**	1	.339**	.302**
	Sig. (2-tailed)	.002	.005	.001		.000	.002
	N	107	107	107	107	107	107
Sharing learning targets criteria for success - improvement of my performance	Pearson Correlation	.501**	.229*	.230*	.339**	1	.309**
	Sig. (2-tailed)	.000	.018	.017	.000		.001
	N	107	107	107	107	107	107
I gained performance & employment skills through assessments	Pearson Correlation	.557**	.549**	.559**	.302**	.309**	1
	Sig. (2-tailed)	.007	.010	.007	.002	.001	
	N	107	107	107	107	107	107

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

The results in Table 4.6 indicate that there are five indicative roles of formative assessments that are statistically significant at the one percent level. They all have moderate positive correlations with learner performance and employability. These include weekly class tests and improving critical thinking skills (r =0.557), workshops and practical based assessments equipping students with faster experience (r = 0.549), class projects giving learners confidence and exposure to real world scenarios (r = 0.559), peer evaluation and building learners' self-confidence (r = 0.302), and the sharing of learning targets criteria for success (r = 0.309).

Furthermore, a regression analysis was also conducted to find out the causal relationship between the formative assessment roles and learner performance and employability. The results are shown in Table 4.7.

Table 4. 7: **Regression analysis- role of formative assessments on learner performance and employability**

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Correlations			Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	1.737	.429		4.050	.000	.886	2.587					
	Motivated me to learn & become more confident	.278	.098	.278	2.838	.005	.084	.472	.388	.269	.250	.807	1.239
	Peer evaluation - motivated to believe in myself in learning	.108	.072	.146	1.499	.137	-.035	.251	.302	.146	.132	.816	1.225
	Sharing learning targets criteria for success - improvement of my performance	.167	.100	.161	1.664	.099	-.032	.366	.309	.162	.146	.825	1.213

a. Dependent Variable: I gained performance & employment skills through assessments

The findings in Table 4.7 show that there is only one indicative role of formative assessments which is statistically significant at the one percent level. The results show that only "formative assessments motivate the learner to be more confident" had a direct causal effect on learner performance and employment (β= 0.278, t=4.564, p<0.01). There were no violations of the multicollinearity assumptions in the model as indicated by the VIF values of greater than 1, and tolerance values of less than 1. Formative assessment is significantly and positively related to learner performance and employability. The hypothesis **H1** (Chapter 3, Section 3.4) is therefore confirmed and accepted in this study.

4.3.3 The role of summative assessment in enhancing learner performance and employability (second secondary research objective)

The aim of this subsection is to present the views of the respondents on the indicative roles of summative assessments in enhancing learner performance and employability. As already been alluded to in the previous subsections, KMO, BTS and AVE were used to establish the validity of the construct. The findings are indicated in Table 4.8.

Table 4. 8: Role of summative assessment in enhancing learner performance and employability

	KMO	Bartlett's test	Mean	SD	AVE	Factor Metrics

Statements	0.81	212.68			69.68	
End assessments determine entry to next level/ employment			3.82	0.87		0.703
End assessments give exposure to real world scenarios & application			3.93	0.84		0.696
I became more learned and confident through end assessments			3.91	0.92		0.661
End assessments help me solve real world problems through the critical thinking			3.79	0.88		0.743
End assessments only examines what was taught during the semester			3.63	1.01		0.704
Sharing learning targets criteria for success contributed towards my improved performance			3.78	0.96		0.673

The results in Table 4.8 indicate that the factor metrics ranged from 0.661 to 0.743 which implies that they are valid for factor analysis. Validity is further buttressed by a statistical significance of the metrics at the one percent level, and a KMO value of 0.81. The role of summative assessments on learner performance and employability account for 69. 68% (AVE).

The findings in Table 4.8 show that to a significant extent, end assessments determined entry to the next level and or employment (mean = 3.82, N= 107), and gave learners exposure to real scenarios and application (mean =3.93). Students became more learned and confident (mean = 3.91) and felt ready to solve real world problems (mean = 3.79) through the end assessments. Again, end assessments only covered the areas that were taught during the semester (mean = 3.63) and learner collaboration contributed to improved performance (mean =3.78). These findings are supported by Zook (2017) who avers that summative assessments mostly take place at the end of a course and they are used to evaluate a student's long-term information retention. Furthermore, Zook (2017) posits that they are used to evaluate what students have learned while they were at school and how prepared they are for different levels of study and employment. At Awil college, summative assessments are used to determine if the student is ready for the next level of study or for employment and the findings reveal that this assessment is related to learner performance and enhancement of employability as students graduate with projects which meet industry standards and they are competent in their area of study. Furthermore, the findings reveal

that formative assessments should not just be written work but can also be practical assessments which are related to real-world scenarios.

The above results were reinforced by open-ended suggestions from the respondents. These included the need for random selection of learners into groups rather than based on friendships, more psychometric assessments, internships, and use of more practical-based assessments. They also advocated for home assignments delivered through online, group-based assessments, use of workshops, extended time on project completion, peer criticisms, and constant feedback.

A correlation analysis was carried out to examine the associative relationship between the indicative roles of summative assessments and learner performance and employability. The results are presented in Table 4.9.

Table 4. 9: **Correlation matrix between indicative roles of summative assessments and learner performance and employability**

Correlations

		Exams/projects at semester/year end determine entry to next level/emplom ent	End assessments - exposure to real world scenarios- real world application	Assessments - learnt & became more confident	End assessments help me solve real world problems- critical thinking	End Assessments only examines what was taught during the semester	I gained performance & employment skills through assessments
Exams/projects at semester/year end determine entry to next level/emploment	Pearson Correlation	1	.291**	.228*	.185	.439**	.350**
	Sig. (2-tailed)		.002	.018	.057	.000	.000
	N	107	107	107	107	107	107
End assessments - exposure to real world scenarios- real world application	Pearson Correlation	.291**	1	.540**	.627**	.287**	.518**
	Sig. (2-tailed)	.002		.000	.000	.003	.000
	N	107	107	107	107	107	107
Assessments- learnt & became more confident	Pearson Correlation	.228*	.540**	1	.536**	.398**	.590**
	Sig. (2-tailed)	.018	.000		.000	.000	.000
	N	107	107	107	107	107	107
End assessments help me solve real world problems- critical thinking	Pearson Correlation	.185	.627**	.536**	1	.247*	.504**
	Sig. (2-tailed)	.057	.000	.000		.010	.000
	N	107	107	107	107	107	107
End Assessments only examines what was taught during the semester	Pearson Correlation	.439**	.287**	.398**	.247*	1	.497**
	Sig. (2-tailed)	.000	.003	.000	.010		.000
	N	107	107	107	107	107	107
I gained performance & employment skills through assessments	Pearson Correlation	.350**	.518**	.590**	.504**	.497**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	107	107	107	107	107	107

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

The results in Table 4.9 reveal that the indicative roles of summative assessments are statistically significant at the one percent level and they have moderate correlation strengths with learner performance. These include end assessments determining entry into the next level learning or

employment (r = 0.350), end assessments exposing learners to real world scenarios (r= 0.518), end assessments making the learners more confident (r= 0.590), end assessments making students ready for real life problems through critical thinking (r =0.504), and end assessments focusing only on what was taught during the semester (r = 0.497). Based on these findings, the hypothesis **H2:** Summative assessment is significantly and positively related to learner performance and employability, is also supported and accepted in this study.

These findings are supported by Zook (2017) and Nisbet (2019) who assert that end assessment evaluates what a student has learned and how much they have understood. Mueller (2018) reinforces this view noting that this type of assessment involves real-world problems that mimic the real work situation.

Furthermore, the causal relationship between summative assessments and learner performance and employability was interrogated using regression analysis. The results are indicated in Table 4.10.

Table 4. 10: **Regression analysis - role of summative assessments on learner performance and employability**

Coefficients[a]

	Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Correlations			Collinearity Statistics	
	B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
(Constant)	.356	.365		.974	.332	-.368	1.080					
Assessments- learnt & became more confident	.351	.093	.337	3.764	.000	.166	.536	.590	.348	.269	.637	1.569
End assessments help me solve real world problems- critical thinking	.269	.092	.248	2.929	.004	.087	.452	.504	.277	.209	.711	1.406
End Assessments only examines what was taught during the semester	.284	.073	.301	3.865	.000	.138	.429	.497	.356	.276	.840	1.191

Dependent Variable: I gained performance & employment skills through assessments

Table 4.10 shows that the role of summative assessments in instilling confidence in learners has a positive and significant impact on their performance and employability ($\beta = 0.337$, $p<0.01$). This means that a unitary increase in learner confidence would raise their performance and employability by 0.337 units, all other factors being held constant. The role of end assessments in helping learners solve real life problems through critical thinking influences their performance and employability positively ($\beta = 0.248$, $p<0.01$). Similarly, end assessments that only focus on what was taught during the semester have a positive effect on learner performance and employability ($\beta = 0.301$, $p<0.01$). All the tolerance values are less than 1 and VIF values greater than 1 which imply that the multicollinearity assumptions are not violated.

4.3.4 The role of criterion referenced assessment in enhancing learner performance and employability (Third secondary research objective).

This subsection focuses on the findings on the role of criterion referenced assessment in enhancing learner performance and employability. The reliability and validity of the constructs were tested using KMO, BTS and the AVE of the factor loadings. The rating of individual items was summarised using the mean and SD. Table 4.11 presents the results.

Table 4. 11: **Role of criterion referenced assessment in enhancing learner performance and employability**

	KMO	Bartlett's test	Mean	S. D	AVE	Factor Matrix
Statements	0.91	505.48			63.0	
Through assessments, I became employable			3.74	0.84		0.666
Competency tests with standards help us gain experience faster			3.91	0.94		0.740
Criterion referenced projects/assessments gave exposure to real world scenarios			3.77	0.91		0.761
I could compete with my own previous performance			3.85	0.89		0.688

Assessments measures expected skills			3.77	0.95		0.759
Informative feedback is received on time for improvement during learning			3.73	0.96		0.824
Assessment strongly influenced motivation and commitment			3.95	0.95		0.730
Assessment enabled us to showcase our skills			3.96	0.97		0.758
Assessment help students to gain independence & responsibility			4.06	0.90		0.768

Table 4.11 shows the nine factor loadings showing how criterion referenced assessment contributed to learner performance and employability at AWIL College. The KMO value is 0.91 and that confirms high validity of the factor loadings. The effects of the criterion referenced assessment on learner performance and employability account for 63% (AVE) variation. The factor metrics ranged from 0.666 to 0.824. The role of informative feedback issued out on time seemed to lead to a significant improvement in learner performance with a factor metric of 0.824.

The results in Table 4.11 indicate that the respondents were in agreement with the view that they became employable through assessments (mean =3.74, N=107), and that competency tests with standards helped them to gain experience (mean = 3.91). They also supported the opinion that criterion referenced projects or assessments gave them exposure to real world scenarios (mean = 3.77), and they could compare favorably with their previous performance (mean= 3.85). Also, the respondents believed that assessments measured the expected skills (mean = 3.77), and that assessments enhanced motivation and commitment to learning (mean=3.95). They also believed that assessments enabled them to showcase their skills (mean =3.96) and made them independent and responsible (mean =4.06). These findings were supported by the open-ended suggestions of the respondents. These include use of projects in assessments, psychometric assessments, internships, workshops and practical based assessments, and more feedback.

The above findings confirm the literature that was reviewed in Chapter 2. Koloi-Keaikitse (2012) suggests that the advantage of the criterion-referenced assessment method to the learner is that students are able to compete with their own previous performance rather than with their peers.

Ries and Bass (2005) argue that when done well, criterion referenced assessment provides a shared language between learners, instructors, and assessors (potential employers) about assessment, and identifies what is valued in a curriculum and ensures that what is measured by an assessment is the same as the expected skills (employability skills), knowledge, and understanding that are defined by the intended learning outcomes. Criterion referenced assessments are significantly and positively related to learner performance and employability. This is confirmed by the findings as students agree that they manage to meet set standards and goals which are employment related. According to the findings, criterion referenced assessment set standards that assure the employer that the learners will perform after they learn through this type of assessments.

Further to the above, a correlation analysis was carried out to determine the strength of association between criterion referenced assessment and learner performance and employability. The findings are indicated in Table 4.12 overleaf. The study utilised a two tailed Pearson correlation test and seven criterion referenced assessment roles were found to be statistically significant at the one percent level. They each yielded a positive associative relationship with learner performance and employability. Six of these produced some moderate correlation coefficients as follows: competency tests with standards giving faster experience has r= 0.499, criterion referenced projects or assessment exposing students to real world scenario has r =0.456, learner competing with previous performance has r= 0.483, assessment measuring up to expected skills has r =0.492, informative feedback issued out on time to facilitate improvement during learning has r =0.566, and assessment influencing motivation and commitment has r =0.525. However, the seventh role- assessments enabling students to showcase their skills produced a strong correlation coefficient of r =0. 716. This correlation is supported by (Knight 2001) who postulates that level descriptors make it possible to give learners feedback which identifies what they have achieved and what they need to do to get better marks.

Table 4. 12: **Correlation matrix between indicative roles of criterion referenced assessments and learner performance and employability**

Correlations

		Competency tests with standards help us gain experience faster	(Criterion referenced projects) assessments gave us exposure to real world scenarios	I could compete with my own previous performance	Assessments measures expected skills	Informative feedback is received on time for improvement during learning	Assessment strongly influenced motivation and commitment	Assessment enabled us to showcase our skills	I gained performance & employability skills through assessment
Competency tests with standards help us gain experience faster	Pearson Correlation	1	.496**	.437**	.453**	.571**	.485**	.567**	.499**
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.000	.000
	N	107	107	107	107	107	107	107	107
(Criterion referenced projects) assessments gave us exposure to real world scenarios	Pearson Correlation	.496**	1	.519**	.606**	.578**	.460**	.451**	.456**
	Sig. (2-tailed)	.000		.000	.000	.000	.000	.000	.000
	N	107	107	107	107	107	107	107	107
I could compete with my own previous performance	Pearson Correlation	.437**	.519**	1	.474**	.473**	.351**	.464**	.483**
	Sig. (2-tailed)	.000	.000		.000	.000	.000	.000	.000
	N	107	107	107	107	107	107	107	107
Assessments measures expected skills	Pearson Correlation	.453**	.606**	.474**	1	.574**	.556**	.391**	.492**
	Sig. (2-tailed)	.000	.000	.000		.000	.000	.000	.000
	N	107	107	107	107	107	107	107	107
Informative feedback is received on time for improvement during learning	Pearson Correlation	.571**	.578**	.473**	.574**	1	.580**	.629**	.566**
	Sig. (2-tailed)	.000	.000	.000	.000		.000	.000	.000
	N	107	107	107	107	107	107	107	107
Assessment strongly influenced motivation and commitment	Pearson Correlation	.485**	.460**	.351**	.556**	.580**	1	.533**	.525**
	Sig. (2-tailed)	.000	.000	.000	.000	.000		.000	.000
	N	107	107	107	107	107	107	107	107
Assessment enabled us to showcase our skills	Pearson Correlation	.567**	.451**	.464**	.391**	.629**	.533**	1	.716**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000		.000
	N	107	107	107	107	107	107	107	107
I gained performance & employability skills through assessment	Pearson Correlation	.499**	.456**	.483**	.492**	.566**	.525**	.716**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	
	N	107	107	107	107	107	107	107	107

**. Correlation is significant at the 0.01 level (2-tailed).

The results in Table 4.12 reveal that in addition to the correlation analysis above, a regression analysis was conducted to examine the impact of the role of criterion referenced assessment on learner performance and employability.

The results are shown in Table 4.13 overleaf. The results indicate that the role of criterion referenced assessment in measuring expected skills has a positive and statistically significant effect on learner performance and employability. This is confirmed by the standardised coefficient of the stepwise regression ($\beta = 0.211$, $p < 0.01$).

Therefore, a unitary improvement in the role of criterion referenced assessment in measuring expected skills would lift learner performance and employability by 0.211 units. Similarly, the role of criterion referenced assessment in enabling learners to showcase their skills has a positive and statistically significant impact on their performance and employability as indicated by the

standardised coefficient (β= 0.581, p< 0.01). The VIF values are greater than 1 while tolerance values are less than1 hence no violation of multicollinearity assumptions occurred. Based on the findings, hypothesis **H3:** Criterion referenced assessment is significantly and positively related to learner performance and employability is thus also supported and accepted in this study.

Table 4. 13: Regression analysis- role of criterion referenced assessments on learner performance and employability

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	.727	.307		2.370	.020	.119	1.335					
	I could compete with my own previous performance	.115	.079	.114	1.463	.147	-.041	.271	.483	.143	.094	.684	1.463
	Assessments measures expected skills	.200	.071	.211	2.823	.006	.060	.341	.492	.268	.181	.738	1.354
	Assessment enabled us to showcase our skills	.538	.069	.581	7.813	.000	.401	.675	.716	.610	.502	.747	1.339

a. Dependent Variable: I gained performance & employability skills through assessments

4.3.5 The role of work-integrated assessment in enhancing learner performance and employability (Fourth secondary research objective).

This final subsection of the presentation of the key findings analyses the role of work-integrated assessment in enhancing learner performance and employability. The validity and reliability of this construct were established using the KMO, BTS and AVE tests. Each scale item was rated using the individual mean and SD. Table 4.14 presents the results of these tests and summary of the individual ratings of each item.

Table 4. 14: Role of work-integrated assessment in enhancing learner performance and employability

	KMO	Bartlett's test	Mean	S. D	AVE	Factor Metrics
Statements	0.88	360.79			60.12	
Work related assessment enabled me to tackle new challenges through critical thinking			4.01	0.86		0.773
Tasks (work-integrated assessments) & conditions are closely aligned to real work experiences			3.72	0.90		0.800
Work-integrated learning & assessment me to put knowledge into practice			3.87	1.02		0.816
I discovered my strengths for further development & weakness for improvement			4.09	0.78		0.822
I had an opportunity to refine & develop new professional skills			3.99	0.91		0.736
Teamwork activities develops communication skills & conflict management			3.91	0.91		0.723
My supervisor at workplace helped me to gain leadership & teamwork skills			3.73	1.06		0.751

Table 4.14 in the previous page shows that seven factor loadings of the indicative roles of work-integrated assessments account for 60.12 percent (AVE) in explaining learner performance at AWIL College and their employability. The KMO value is 0.88, which proves high validity of the construct. The individual factor metrics ranges from 0.723 to 0.822. The highest factor metric of 0.822 lies with the role of work-integrated assessment in helping the learners to discover their strengths for further development and weaknesses for improvement.

The findings in Table 4.14 also exhibit that the respondents believed that work related assessments enabled them to tackle new challenges (mean =4.01, N=107), and to a lesser degree, that tasks in work-integrated assessments and conditions are closely aligned with real work experiences (mean =3.72). They also support the view that work-integrated learning and assessment enabled them to put knowledge into practice (mean =3.87), and that they had an

opportunity to refine and develop new professional skills (mean =3.99). Finally, the respondents agreed with the view that teamwork activities developed communication and conflict management skills (mean =3.91), and that supervisors at workplaces helped them to gain leadership and teamwork skills (mean =3.73). These findings were corroborated with open ended suggestions of the respondents. These included encouraging group-based assessments, more practical based assessments, workshops and use of latest equipment.

A correlation analysis was also conducted to determine the associative relationship between work-integrated assessments and learner performance at AWIL and their employability. The findings are indicated in Table 4.15 overleaf. A two tailed Pearson correlation test was employed. Six indicative roles of work-integrated assessment were found to be statistically significant at the one percent level. Each of these had a moderate and positive correlation with learner performance and employability. The correlation coefficients were as follows: Tasks in work-integrated assessment and conditions aligning with real work experiences has r =0.490, work-integrated learning and assessment enabling student to put knowledge into practice has r= 0.537, discovering strengths for further development and weaknesses for improvement has r =0.557, opportunity to refine and develop new professional skills has r =0.579, teamwork activities developing communication and conflict management skills has r =0.520, and supervisor at the workplace developing student leadership and teamwork skills has r =0.518.

Table 4. 15: **Correlation matrix between indicative roles of work-integrated assessments and learner performance and employability**

Correlations

		I gained performance & employability skills through assessments	Tasks (Work-integrated assessments) & conditions are closely aligned to real work experiences	Work-integrated learning & assessment enabled me to put knowledge into practice	Discovered my strengths for further development & weakness for improvement	I had an opportunity to refine & develop new professional skills	Teamwork activities-develop skills such as communication & conflict management	My supervisor at the workplace helped me to gain leadership & teamwork skills
I gained performance & employability skills through assessments	Pearson Correlation	1	.490**	.537**	.557**	.579**	.520**	.518**
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.000
	N	107	107	107	107	107	107	107
Tasks (Work-integrated assessments) & conditions are closely aligned to real work experiences	Pearson Correlation	.490**	1	.639**	.654**	.449**	.489**	.593**
	Sig. (2-tailed)	.000		.000	.000	.000	.000	.000
	N	107	107	107	107	107	107	107
Work-integrated learning & assessment enabled me to put knowledge into practice	Pearson Correlation	.537**	.639**	1	.653**	.560**	.436**	.569**
	Sig. (2-tailed)	.000	.000		.000	.000	.000	.000
	N	107	107	107	107	107	107	107
Discovered my strengths for further development & weakness for improvement	Pearson Correlation	.557**	.654**	.653**	1	.586**	.516**	.462**
	Sig. (2-tailed)	.000	.000	.000		.000	.000	.000
	N	107	107	107	107	107	107	107
I had an opportunity to refine & develop new professional skills	Pearson Correlation	.579**	.449**	.560**	.586**	1	.446**	.390**
	Sig. (2-tailed)	.000	.000	.000	.000		.000	.000
	N	107	107	107	107	107	107	107
Teamwork activities-develop skills such as communication & conflict management	Pearson Correlation	.520**	.489**	.436**	.516**	.446**	1	.556**
	Sig. (2-tailed)	.000	.000	.000	.000	.000		.000
	N	107	107	107	107	107	107	107
My supervisor at the workplace helped me to gain leadership & teamwork skills	Pearson Correlation	.518**	.593**	.569**	.462**	.390**	.556**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	
	N	107	107	107	107	107	107	107

**. Correlation is significant at the 0.01 level (2-tailed).

The above findings confirm the views of Thayer (2018) who avers that the work-integrated assessment model is a model that is applied to the design of assessments where the tasks (work-integrated assessments) and conditions are more closely aligned to what the learner would experience in an employment environment. Furthermore, the results are also supported by Osborne, Dunne and Farrand (2013) and Thayer (2018) who posit that if learners can manage or are good in applying the six dimensions of time, audience, problem/data, collaboration, structure, and review, then it means they are work ready. Work related assessments contribute a lot to employability and performance of the learners. It is clear that the student will be able to perform their duties as they get employment because they already practice what they will be doing at their work environment. Curricular must adopt work integrated assessments as they get students ready for the industry and employment. This saves companies costs of training graduates after completing their studies due to the fact that they only have theoretical knowledge not practical and this improves productivity for the individuals and the country as a whole.

To evaluate the impact of work-integrated assessments on learner performance at AWIL and employability, a regression analysis was carried out. The results are reported in Table 4.16 overleaf. The findings show that there are three work-integrated assessment roles that have a positive and statistically significant effect on learner performance and employability. Therefore, hypothesis **H4:** Work-integrated assessment is significantly and positively related to learner performance and employability is thus also supported and accepted in this study.

Table 4. 16: **Regression analysis- role of work-integrated assessments on learner performance and employability**

Coefficients[a]

	Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Correlations			Collinearity Statistics	
	B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
(Constant)	.691	.359		1.929	.057	-.020	1.403					
Discovered my strengths for further development & weakness for improvement	.210	.105	.190	1.993	.049	.001	.418	.557	.194	.142	.557	1.797
I had an opportunity to refine & develop new professional skills	.296	.086	.310	3.439	.001	.125	.466	.579	.322	.245	.623	1.604
Teamwork activities- develop skills such as communication & conflict management	.157	.090	.161	1.741	.085	-.022	.336	.520	.170	.124	.592	1.691
My supervisor at the workplace helped me to gain leadership & teamwork skills	.179	.072	.220	2.476	.015	.036	.322	.518	.238	.176	.644	1.553

Dependent Variable: I gained performance & employability skills through assessments

The indicative role for discovering strengths for further development and weaknesses for improvement has a standardised coefficient of 0.19 and is statistically significant at five percent (Table 4.16). Likewise, the role of workplace supervisors in helping learners to gain leadership and teamwork skills is significant at the five percent level and has a standardised coefficient of 0.220. However, the role of the opportunity to refine and develop new professional skills is statistically significant at one percent level and has a standardised coefficient value of 0.31. All the VIF values are greater than 1 and the tolerance values less than 1 which shows that the multicollinearity assumptions were not violated. The conclusion is that work-related assessments had a significant and positive effect on employability learner performance at AWIL College. The results were supported by Smith, Ferns and Russell (2014) who suggest that both the staff in charge of the subjects and the workplace supervisor play a critical role in supporting the student and providing feedback on performance to enhance their skills where they are lacking.

An Analysis of Variance (ANOVA) was conducted to determine if the survey findings were significant. This was fulfilled by considering the variations between and within groups. The findings of the ANOVA are shown in Table 4.17.

Table 4. 17: **Analysis of variance**

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	59.229	3	16.410	46.389	.000[b]
	Residual	26.435	103	.354		
	Total	85.664	106			

a. Dependent Variable: I gained performance & employability skills through assessments

The results in Table 4.17 reveal that the F-statistics is significant at the one percent level which proves that the results can be relied upon. The results also show that the regression account for 59.22 percent of the variation in learner performance and employability resulting from the variation in assessment strategies.

Findings of the study confirms that through assessment strategies students could create, evaluate, remember, understand, apply and analyze where necessary. The blooms taxonomy theoretical frame work is put in place as a means of organizing and classifying higher education learning objectives and assessments. It serves as one of several conceptual frameworks for the acquisition of knowledge and skills which is what our study was investigating. The theory assisted the study to ascertain whether assessment had a role in enhancing learner performance and employability and whether the roles of assessments were met or not. This enabled the researcher to accept or reject the hypotheses that were tested in the study.

4.4 Chapter summary

This chapter reported and analysed the main findings of the study. The analysis took into consideration the notions gathered from the literature reviewed in Chapter two. Demographic profiles of the respondents were first outlined before analysis of the key research findings. The primary goal of the study focused on the role of assessments in enhancing employability and learner performance at AWIL College. It has been discovered that assessment positively impacts

on learner performance and employability. The research depended mainly on quantitative analysis. The upcoming chapter concludes the research study by providing the ultimate summary and recommendations.

CHAPTER 5

FINAL SUMMARY, RECOMMENDATIONS AND CONCLUSION

5.1 Introduction

The preceding chapter analysed data and deliberated and interpreted the study outcomes. This chapter confirms the purpose of the study and outlines the ultimate summary of the findings of study. The chapter also suggests some recommendations based on the outcomes of the study and avails a conclusion based on the researcher's interpretations.

5.2 Purpose of the study

The purpose of this study was to explicate the role of assessment strategies in enhancing learner performance and employability at AWIL College, Botswana. The study adopted a descriptive survey research design. Questionnaires were administered to the selected students at AWIL college in Gaborone who were at different study levels.

5.3 Final summary

This section presents the final summary of the study findings. It has five sections of which the first part presents the summary of findings that address the primary research objective. The second section summarises the findings that address the first secondary research objective. The third summarises findings which address the second secondary research objective, while the third part is a summary of findings of the third secondary research objective. The last part summarises the research findings that address the fourth secondary research objective of the study.

5.3.1 The role of assessment strategies in enhancing learner performance and employability at AWIL College (primary research objective)

- The research findings revealed that most of the respondents agreed that assessment strategies played an important role in enhancing learner performance and employability.
- It was discovered that learners gained performance and employment skills through assessments.

- It was also discovered that to some extent, assessments exposed learners to the real-world scenarios and they could gain transferrable skills which may have made them more upon leaving school.
- To a lesser extent, the respondents supported the view that authentic assessments replicated real world challenges that are faced by professionals in the field of work.
- The respondents believed that the feedback from assessments motivated them to become more responsible hence more employable.

5.3.2 The role of formative assessment in enhancing learner performance and employability (secondary research objective 1)

- The study findings revealed that weekly class tests helped the learners in improving their critical thinking skills.
- Practical and workshop-based assessments resulted in learners gaining work experience while still at school which enhanced their employability upon graduation.
- Class projects enhanced the confidence levels of the learners as they exposed them to the real-world scenarios which might have made it easy for them to adapt to the real work situations hence more employable.
- The results of the study revealed that self-evaluation motivated the learners to be more eager to learn more
- Peer evaluation was found to motivate the leaners to believe in themselves.
- Group work tasks instilled teamwork skills in the learners while sharing of learning targets improved their chances of success in the learning process.

5.3.3 The role of summative assessment in enhancing learner performance and employability (secondary research objective 2)

- The findings of the study revealed that end assessments determined entry to the next level of education and/or employment.
- It was discovered that learners became more confident and felt ready to solve real world problems through the end assessments.

- Sharing learning targets for success contributed significantly towards improved learner performance as end assessments made the learners more confident and ready for real life problems through critical thinking.

5.3.4 The role of criterion-referenced assessment in enhancing learner performance and employability (secondary research objective 3)

The study sought to establish the type of criterion-referenced assessment strategies adopted by AWIL College and the role these played in enhancing learner performance and employability.

- The findings of this study indicated that the respondents agreed with the view that competency tests with standards helped them to gain work experience while learning.
- The results revealed that the respondents could compete with their previous performance.
- The respondents believe that their assessments measured the expected skills and that these assessments influenced learner motivation and commitment to learning.
- It was discovered that informative feedback that was given to learners on time significantly improved learner performance and employability.
- The respondents believed that their assessments enabled them to showcase their skills and made them more independent and responsible.

5.3.5 The role of work integrated assessment in enhancing learner performance and employability (secondary research objective 4)

The study sought to determine how work integrated learning assessment strategies were used at AWIL College and how they enhanced learner performance and employability.

- According to the study findings, the respondents believed that work-related assessments enabled them to tackle new challenges in life which prepared them for the real world of work
- The results of the study revealed that tasks in work-integrated assessments were closely aligned with real work experiences which exposed learners to the actual world of work.

- The respondents were of the view that work-integrated learning and assessments enabled them to put knowledge into practice, and that they had an opportunity to develop and refine new professional skills.
- The respondents agreed with the view that teamwork activities helped them to develop communication and conflict management skills, and that supervisors at the workplaces helped them to gain leadership and teamwork skills.

5.4 Recommendations

The role of assessment strategies (formative, summative, criterion-referenced, and work integrated) in enhancing learner performance and employability cannot be overemphasised. As discovered in this study, these assessment strategies contribute significantly to enhance leaner performance and employability. Therefore, the quality of learning and skills acquisition by the learners depend on the effective implementation of these assessment strategies by the teachers.

Based on the study findings, the following recommendations are proffered to improve learner performance and employability:

- The institution should have clearly defined assessments and assessment strategies that are understood by learners so that the assessments can enhance the quality of performance of the learners hence employability skills since over 70% of the variance in learner performance and employability was explained by assessment strategies.
- AWIL College must have clear assessment strategies that are in alignment with individual learner performance and employability goals so that sustainable learner performance and employability are attained.
- The college should have weekly class tests and more practical and workshop based assessments in their curriculum to instill more confidence in the learners and give them more exposure to real world scenarios to improve their critical thinking skills thereby enhancing their performance and employability.
- AWIL College should standardise their end assessments to ensure that they only examine what was taught during the semester to avoid scenarios where learners meet unexpected content which leads to frustration during examinations.

- The college must ensure that their assessments evaluate the skills that learners are expected to acquire to enable the learners to showcase these specific skills that enhance learner performance and employability.
- AWIL College should improve work related assessments to enable leaners to tackle new challenges through critical thinking in order to enhance learner performance and employability.

5.5 Conclusion

This study examined the role of assessment strategies in enhancing learner performance and employability at AWIL College in Botswana. The study results were informative, indicating clearly the significant and positive relationship between the assessment strategies (including its different elements) and learner performance and employability. The assessment strategies elements namely formative, summative, criterion referenced and work integrated assessment were shown to explain much of the variance on leaner performance and employability.

The overall implication of the research is its contribution to the body of knowledge in addressing the research objectives and responding to the research questions thereby contributing to both practice and future research on the role of assessment strategies in enhancing learner performance and employability and related topics. The significant implication of this study for practice is that it provides AWIL College and its stakeholders with the required data on the role of assessment strategies in enhancing learner performance and employability. The information that was acquired through this study, as well as the recommendations put forward, will benefit AWIL College as implementing these recommendations may improve learner performance and employability of current and future students. Other institutions in Botswana and the region may also benefit from this study should they decide to implement the same recommendations. This will be useful for private institutions in Botswana like AWIL College which operate as business models as the production of high quality and employable graduates, a critical requirement by 21st century employers, will augment their competitive advantage rivals. In terms of significance for policy, regulatory authorities in Botswana such as the Botswana Qualifications Authority (BQA) may want to use the findings of this study to revamp their policy on the accreditation of higher

education institutions by adopting these assessment strategies as the benchmark for accrediting all higher education institutions in the country.

This study also has implications for further study. The study covered AWIL College students in Gaborone only. Future researchers may want to explore the role of assessment strategies in enhancing the performance and employability of learners the entire country or a different higher educational institution altogether. The other implication for future research is that the research, being the first of its kind at AWIL College in Botswana, has established theories and concepts for validation. As such, future scholars can use this study as a foundation in conducting further research on the role of assessment strategies in enhancing learner performance and employability and other related topics using a different theoretical framework from the one adopted for this study.

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LIST OF APPENDICES

APPENDIX I: Research questionnaire

I am Luke Sello, a student at Botho University (BU). I am pursuing my Masters' degree in Higher Education and I am carrying out a study on: "***The role of assessment strategies in enhancing learner performance and employability in private tertiary educational institutions in Botswana****:* The study is in partial fulfilment of my Master of education in higher education.

This questionnaire is strictly meant for purposes of data collection for the study. You are kindly requested to participate by completing the questionnaire. All information provided shall be treated with confidentiality. Your identity will not be revealed, and the data provided will be used only for academic purposes. Your participation is greatly appreciated as it will contribute to the success of the study.

I have read and understood the above statement. I am placing this tick to give permission for my answers to be used in this study ☐

Please tick (✓)

Section A: Biographical data

Please tick (✓) in the box that applies to you.

1. Gender: Male: ☐ Female: ☐

2. Age: Less than 20 ☐ 21-30 ☐ 31-40 ☐ 41-50 ☐ 51-60 ☐ 61+ ☐

3. Your highest qualification: Certificate ☐ Diploma ☐ Bachelor Degree ☐

4. Master`s Degree ☐ Doctoral degree ☐

5. Other Qualification ☐

6. If other qualification, state the qualification ----------

Section B – The role of assessment strategies in enhancing learner performance and employability (Primary research objective)

For each of the statements below, tick (✓) the box that indicates the degree to which you agree or disagree as represented below:

Strongly Disagree (SD), Disagree (D), Neutral -Neither Agree nor Disagree (N), Agree (A), Strongly Agree (SA) to respond to the role assessment strategies play in enhancing learner performance and employability.

	Statement	**SD**	**D**	**N**	**A**	**SA**
7.	The tests and exams in my institution makes it easy for me to learn.					
8.	I gained performance skill and employment skills through assessments.					
9.	Assessment strategies made me a good communicator confident in using, analysing and manipulating measurable information.					
10.	Assessments expose students to real world scenarios.					
11.	Through assessment, one can gain transferrable skills which makes someone employable.					
12.	Assessments affects decisions about grades and placement.					
13.	Authentic assessments replicate real-world challenges and standards of performance that experts or professionals typically face in the field.					
14.	Work-related learning (Internship) improved my thinking capacity and complex problem-solving skills.					
15.	Assessment enable students to put theory into practice.					
16.	Assessment determines whether or not the goals of education are being met.					
17.	Through assessment I gained employability skills through					

	the performance of standardized tasks.					
18.	Through feedback from assessments I was strongly motivated, encouraged and interested to be a responsible learner.					

19. State other measures that can be implemented in your institution for assessments to enhance learner performance and employability.

_____

_____

Section C – The role of formative assessment in enhancing learner performance and employability (Secondary research objective 1)

For each of the statements below, tick (✓) the box that indicates the degree to which you agree or disagree as represented below:

Strongly Disagree (SD), Disagree (D), Neutral -Neither Agree nor Disagree (N), Agree (A), Strongly Agree (SA) to respond to the role assessment strategies play in enhancing learner performance and employability.

	Statement	**SD**	**D**	**N**	**A**	**SA**
20.	In our assessments, there are clear questions which helps students to learn fast and make it easy to understand what is expected from them.					
21.	Weekly class tests improved my understanding and critical thinking skills.					
22.	Through assessed workshops, practical students gain experience faster.					
23.	The class projects give us confidence and exposure to real world scenarios.					
24.	Presentation helped me to be a good communicator and I acquired					

	knowledge I wanted to acquire.					
25.	Feedback from my teachers helped me to improve my performance and learning.					
26.	Through evaluation by other learners (peer evaluation),I was motivated to believe in myself in learning.					
27	Through evaluating myself, I was motivated to learn more.					
28.	Group work tasks helped me to gain teamwork skills					
29.	Through regular assessments during the semester, I gained skills of how to solves problems that I encounter during learning and in real life.					
30.	Assessments motivated me to learn and to become more confident.					
31.	Sharing learning targets and criteria for success contributed to improvement of my performance.					

32. State other measures that can be implemented in assessments that take place throughout the semester (formative assessment) to enhance learner performance and employability?

_____

_____

_____

_____

Section D – The role of summative assessment in enhancing learner performance and employability (Secondary research objective 2)

For each of the statements below, tick (✓) the box that indicates the degree to which you agree or disagree as represented below:

Strongly Disagree (SD), Disagree (D), Neutral -Neither Agree nor Disagree (N), Agree (A), Strongly Agree (SA) to respond to the role assessment strategies play in enhancing learner performance and employability.

	Statement	**SD**	**D**	**N**	**A**	**SA**
33.	The tests, exams/projects we write at the end of the semester or year					

	determine if student proceed to next level or to employment.					
34.	The tests, exams/projects we write at the end of the semester are clear to understand.					
35.	The practical projects helped me to gain work experience.					
36.	End assessment gave me exposure to real world scenario as it examines real-world applications.					
37.	End assessments (Tests, final exams, reports, papers, projects) helped me to learn and acquire knowledge I wanted to acquire.					
38.	Assessments motivated me to learn and to become more confident.					
39.	Feedback help me understand things better and improved my performance					
40.	End assessments helped me to solve real world problems through enhancing my critical thinking.					
41.	End assessments through group work activities allowed me to apply teamwork skills in deferent dimensions.					
42.	End assessments do not have too many questions which lead to fatigue.					
43.	End assessments only assess the information which was taught during the semester.					
44.	Sharing learning targets and criteria for success contributed to improvement of my performance.					

45.State other measures that can be implemented for end assessments to enhance learner performance and employability?

_____

_____

_____

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Section E – The role of criterion referenced assessment in enhancing learner performance and employability (Secondary research objective 3)

For each of the statements below, tick (✓) the box that indicates the degree to which you agree or disagree as represented below:

Strongly Disagree (SD), Disagree (D), Neutral -Neither Agree nor Disagree (N), Agree (A), Strongly Agree (SA) to respond to the role assessment strategies play in enhancing learner performance and employability.

	Statement	**SD**	**D**	**N**	**A**	**SA**
46.	Our assessments measure what they claim to measure.					
47.	Through this assessment, I was able to perform at the expected labour market standard.					
48.	Competency tests with standards help us to gain experience faster.					
49.	This type of assessments (criterion referenced projects) gave us exposure to real world scenarios.					
50.	The teacher checked if the standards are met or not.					
51.	I was able to compete with my own previous performance.					
52.	My grades were based on my own performance not anything else.					
53.	What is measured by assessment is the same as the skills expected.					
54.	Informative feedback is provided while we are learning and that feedback helps us to review, refine, and improve our own work.					
55.	Assessment strongly influenced motivation and commitment.					
56.	Assessment enabled us to showcase our skills.					
57.	Assessment help students to gain independence and responsibility.					

58. State other measures that can be implemented for standardized assessment to enhance leaner performance and employability?

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Section F – The role of work-integrated assessment in enhancing learner performance and employability (Secondary research objective 4)

For each of the statements below, tick (✓) the box that indicates the degree to which you agree or disagree as represented below:

Strongly Disagree (SD), Disagree (D), Neutral -Neither Agree nor Disagree (N), Agree (A), Strongly Agree (SA) to respond to the role assessment strategies play in enhancing learner performance and employability.

	Statement	**SD**	**D**	**N**	**A**	**SA**
59.	Work related assessment is easy to follow and clear to understand it leads us to achieving good results.					
60.	Through assessment which includes working, I gained work experience faster.					
61.	Working with my peers improved my teamwork skills.					
62.	Working with professionals gave me exposure to real world scenario.					
63.	Setting goals helped me to learn and acquire knowledge that I wanted to acquire in the work environment.					
64.	Assessment through work enabled me to experience new challenges everyday which improved my critical thinking skills.					
65.	The tasks (work-integrated assessments) and conditions are closely aligned to what the user would experience within employment.					
66.	Work-integrated learning and assessment allowed me to put what I learned into practice.					
67.	I discovered my strengths which I can develop and weaknesses which I can improve.					

68.	I had an opportunity to refine and develop new professional skills.					
69.	Teamwork activities helped me to develop skills such as communication and conflict-management.					
70.	My supervisor at the workplace helped me to gain leadership skills and to work with other people effectively.					

71. State other measures that can be implemented to improve Work-integrated assessment to enhance learner performance and employability?

_____

_____

_____

_____

END OF QUESTIONNAIRE

APPENDIX II: Consent Form

I am Luke Sello, a student at Botho University (BU). I am pursuing my Masters' degree in Higher Education and I am carrying out a study on: "***The role of assessment strategies in enhancing learner performance and employability in private tertiary educational institutions in Botswana****:* The study is in partial fulfilment of my Master of education in higher education.

This questionnaire is strictly meant for purposes of data collection for the study. You are kindly requested to participate by completing the questionnaire. All information provided shall be treated with confidentiality. Your identity will not be revealed, and the data provided will be used only for academic purposes. Your participation is greatly appreciated as it will contribute to the success of the study.

I have read and understood the above statement. I am placing this tick to give permission for my answers to be used in this study ☐

Please tick (✓)

APPENDIX III: Consent Letter from Botho University

BOTHO

UNIVERSITY

014/LTRE/GBE/2020

29 May 2020

TO WHOM IT MAY CONCERN

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH

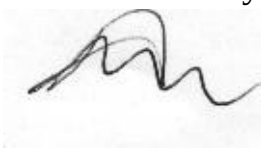
This is to confirm that Luke Donald Sello, Student ID 1817855 a student at Botho University, studying for a Masters in Higher Education.

The student would like to conduct research under the topic, "The role of assessment strategies in enhancing graduate employability: a case study ofa private tertiary education institution in Botswana',

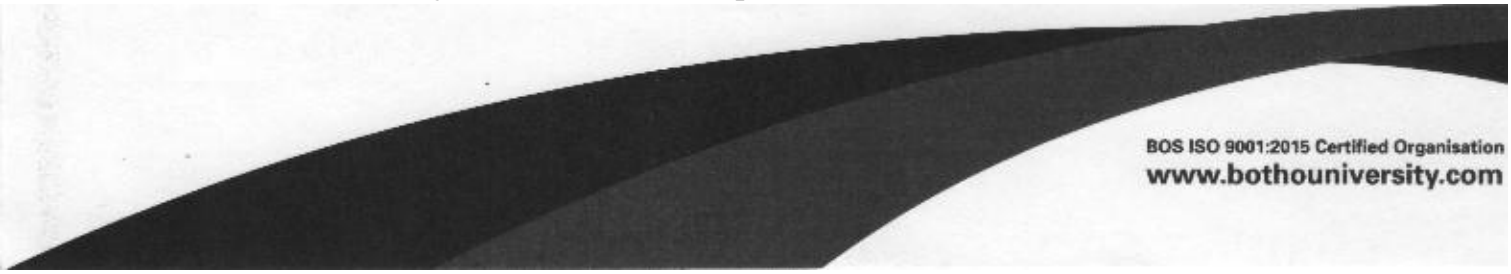
In light of the above, The Faculty of Health and Education at Botho University seeks your permission to allow him to carry out this research and accord the necessary support as it will help in the completion of studies.

The information collected will be used solely for this research and will be treated with a high level of confidentiality and anonymity.

Yours sincerely



Mr. Tom Atonga
Manager, Library, Teaching and Research Excellence Department (LTRE)
Office of Quality Management (OQM)
Botho University — Gaborone Campus



APPENDIX IV: Research Permit

Telephone : 3655400 / 3655483
4271
otsamote@gov.bw

REPUBLIC OF BOTSWANA

Block 6, Government Enclave, Headquarters
Private Bag 00517 Gaborone

MINISTRY OF TERTIARY EDUCATION, RESEARCH, SCIENCE AND TECHNOLOGY

Fax: 3914271
E-mail: botsamote@gov.bw

REF: MOTE 1/18/6 (42)

25th June 2020

Luke Donald Sello
P O Box 444 ABF
GABORONE

Dear Sir

Application for Research Permit:

The role of assessment strategies in enhancing learner performance and employability : A case study of a private tertiary institution in Botswana

Reference is made to your application on the above captioned matter.

Your application for Research Permit for the proposed research titled: 'The role of assessment strategies in enhancing graduate employability: A case study of a private tertiary institution in Botswana' has been granted. The permit is valid for one (1) year. You are kindly advised to peruse section 4.4 to 5.0 of the 'Guidelines for Application for Research Permit' in Botswana.

Any changes in the proposed research should be communicated, without fail, to the Permanent Secretary, Ministry of Tertiary Education Research Science and Technology citing above reference. You are advised to submit final research report to the Department of Research, Science and Technology.

By copy of this letter, the Director of Research Science and Technology (DRST) is advised to take note of this development and ensure that deliverables to government are timely met. Furthermore, you are requested to deposit completed research report to DRST.

Yours faithfully

Dr Kekgonne E. Baipoledi

For/ Permanent Secretary

VISION 2036

cc: Director of Research Science and Technology

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LIST OF TABLES

Table 4. 1: Cronbach's Alpha reliability test results 52
Table 4. 2: Role of assessment strategies in enhancing learner performance and employability 57
Table 4. 3: Correlation matrix between indicative roles of assessment strategies and learner performance and employability

Correlations

		I gained performance & employment skills through assessments	Exposes students to real world scenarios	One can gain transferrable skills-employable	Intership improved my thinking capacity & problem-solving skills	Gained employability through standardized tasks in assessments
I gained performance & employment skills through assessments	Pearson Correlation	1	.500**	.476**	.734**	.795**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	107	107	107	107	107
Exposes students to real world scenarios	Pearson Correlation	.500**	1	.617**	.330**	.463**
	Sig. (2-tailed)	.000		.000	.001	.000
	N	107	107	107	107	107
One can gain transferrable skills-employable	Pearson Correlation	.476**	.617**	1	.255**	.449**
	Sig. (2-tailed)	.000	.000		.008	.000
	N	107	107	107	107	107
Intership improved my thinking capacity & problem-solving skills	Pearson Correlation	.734**	.330**	.255**	1	.421**
	Sig. (2-tailed)	.000	.001	.008		.000
	N	107	107	107	107	107
Gained employability through standardized tasks in assessments	Pearson Correlation	.795**	.463**	.449**	.421**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	107	107	107	107	107

**. Correlation is significant at the 0.01 level (2-tailed).

..... 60
Table 4. 4: Regression analysis: Indicative roles of assessment strategies and learner performance and employability 61
Table 4. 5: *Role of formative assessment on learner performance and employability* 62
Table 4. 6: Correlation matrix between indicative roles of formative assessments and learner performance and employability

Correlations

		Weekly class tests improved my critical thinking skills	Through assessed workshops, practical students gain experience faster	Class projects give us confidence & exposure to real world scenarios	Peer evaluation - motivated to believe in myself in learning	Sharing learning targets criteria for success - improvement of my performance	I gained performance & employment skills through assessments
Weekly class tests improved my critical thinking skills	Pearson Correlation	1	.372**	.268**	.296**	.501**	.557**
	Sig. (2-tailed)		.000	.005	.002	.000	.007
	N	107	107	107	107	107	107
Through assessed workshops, practical students gain experience faster	Pearson Correlation	.372**	1	.554**	.269**	.229*	.549**
	Sig. (2-tailed)	.000		.000	.005	.018	.010
	N	107	107	107	107	107	107
Class projects give us confidence & exposure to real world scenarios	Pearson Correlation	.268**	.554**	1	.324**	.230*	.559**
	Sig. (2-tailed)	.005	.000		.001	.017	.007
	N	107	107	107	107	107	107
Peer evaluation - motivated to believe in myself in learning	Pearson Correlation	.296**	.269**	.324**	1	.339**	.302**
	Sig. (2-tailed)	.002	.005	.001		.000	.002
	N	107	107	107	107	107	107
Sharing learning targets criteria for success - improvement of my performance	Pearson Correlation	.501**	.229*	.230*	.339**	1	.309**
	Sig. (2-tailed)	.000	.018	.017	.000		.001
	N	107	107	107	107	107	107
I gained performance & employment skills through assessments	Pearson Correlation	.557**	.549**	.559**	.302**	.309**	1
	Sig. (2-tailed)	.007	.010	.007	.002	.001	
	N	107	107	107	107	107	107

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

..... 65

Table 4. 7: Regression analysis- role of formative assessments on learner performance and employability 65

Table 4. 8: Role of summative assessment in enhancing learner performance and employability 66

Table 4. 9: Correlation matrix between indicative roles of summative assessments and learner performance and employability 68

Table 4. 10: Regression analysis - role of summative assessments on learner performance and employability 69

Table 4. 11: Role of criterion referenced assessment in enhancing learner performance and employability 70

Table 4. 12: Correlation matrix between indicative roles of criterion referenced assessments and learner performance and employability

Correlations

		Competency tests with standards help us gain experience faster	(Criterion referenced projects) assessments gave us exposure to real world scenarios	I could compete with my own previous performance	Assessments measures expected skills	Informative feedback is received on time for improvement during learning	Assessment strongly influenced motivation and commitment	Assessment enabled us to showcase our skills	I gained performance & employability skills through assessment
Competency tests with standards help us gain experience faster	Pearson Correlation	1	.496**	.437**	.453**	.571**	.485**	.567**	.499**
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.000	.000
	N	107	107	107	107	107	107	107	107
(Criterion referenced projects) assessments gave us exposure to real world scenarios	Pearson Correlation	.496**	1	.519**	.606**	.578**	.460**	.451**	.456**
	Sig. (2-tailed)	.000		.000	.000	.000	.000	.000	.000
	N	107	107	107	107	107	107	107	107
I could compete with my own previous performance	Pearson Correlation	.437**	.519**	1	.474**	.473**	.351**	.464**	.483**
	Sig. (2-tailed)	.000	.000		.000	.000	.000	.000	.000
	N	107	107	107	107	107	107	107	107
Assessments measures expected skills	Pearson Correlation	.453**	.606**	.474**	1	.574**	.556**	.391**	.492**
	Sig. (2-tailed)	.000	.000	.000		.000	.000	.000	.000
	N	107	107	107	107	107	107	107	107
Informative feedback is received on time for improvement during learning	Pearson Correlation	.571**	.578**	.473**	.574**	1	.580**	.629**	.566**
	Sig. (2-tailed)	.000	.000	.000	.000		.000	.000	.000
	N	107	107	107	107	107	107	107	107
Assessment strongly influenced motivation and commitment	Pearson Correlation	.485**	.460**	.351**	.556**	.580**	1	.533**	.525**
	Sig. (2-tailed)	.000	.000	.000	.000	.000		.000	.000
	N	107	107	107	107	107	107	107	107
Assessment enabled us to showcase our skills	Pearson Correlation	.567**	.451**	.464**	.391**	.629**	.533**	1	.716**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000		.000
	N	107	107	107	107	107	107	107	107
I gained performance & employability skills through assessment	Pearson Correlation	.499**	.456**	.483**	.492**	.566**	.525**	.716**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	
	N	107	107	107	107	107	107	107	107

**. Correlation is significant at the 0.01 level (2-tailed).

..... 73
Table 4. 13: Regression analysis- role of criterion referenced assessments on learner performance and employability 74
Table 4. 14: Role of work-integrated assessment in enhancing learner performance and employability. 75
Table 4. 15: Correlation matrix between indicative roles of work-integrated assessments and learner performance and employability..... 76
Table 4. 16: Regression analysis- role of work-integrated assessments on learner performance and employability 78
Table 4. 17: Analysis of variance 79

LIST OF FIGURES

Figure 4. 1: The gender of the respondents 53
Figure 4. 2 Gender distribution of the respondents 54
Figure 4. 3: Educational levels to which respondents were enrolled 56