**Bridging higher education skills for transformation in Southern Africa**

# Abstract

A gap is existing between acquired skills and the labour market in Africa. The aim of this chapter is to bridge the gap between learning outcomes and real- world skills to achieve Aspiration 1 of African Union Agenda 2063. This chapter unveiled forms of assessment that is summative and formative in tertiary institutions. It also identified examinations, quizzes and projects or take- home-assignments as examples of continuous assessment commonly used in assessing students in tertiary institutions though they are associated with corruption in various tertiary institutions. The chapter marked the importance feedback loops, curriculum evaluation and modification and the much-needed quality assurance in teaching and learning process. The author used documentary analysis and online platforms to gather information. It was then discovered by the author that feedback loops are missing in tertiary institutions which might have an impact on the promotion of innovation and creativity skills to achieve African Union Agenda 2063.

# Introduction

Much work has been done to find out how to carry out continuous assessment and feedback in the process of teaching and learning in Tertiary Institutions (TIs) in the Southern African states. The impact of continuous assessment and feedback is continuously assessed to make teaching and learning relevant to African communities. This implies that the exercise is not a new phenomenon in the history of teaching and learning in TIs. However, there has been ever increasing in irrelevancy of "out of touch knowledge" from TIs into the market place after completion of tertiary programmes. Esere and Idowu (2011) as cited by Ovute and Ede (2015:247) pointed out that, "before 80’s, the assessment of students for certification at the end of every program or course in several TIs was done under one-shot examination". Such type of examination relegated the teacher from participating fully in the final assessment of his or her students. This problem gave birth to a new educational policy in these Southern African states, known as Continuous Assessment in early 80’s for every semester. The purpose of continuous assessment and feedback is to make students realize reality checks of real-life experiences. Skills acquired during the course of study should be used by graduates to transform societal problems and do away with examination-oriented learning. This chapter will start by addressing background of continuous assessment and feedback in tertiary institutions, methodology, conceptual frame work, African Union Agenda 2063 on Education, assessment tools, and highlighting the importance of ongoing assessment, feedback loops, data-driven decision-making and quality assurance practices enhance curriculum evaluation and modification.

# Background of continuous assessment and feedback in tertiary institutions

The coming of Europeans to Africa is dated back to the period around 1480s with the Portuguese being the first to cast their physical presence in Africa. They mainly focused on trade with the Indigenous people. Several Europeans began to show interest in coming to Africa such that in 1884-5, the Berlin Conference was called to establish the ground rules amongst Europeans claiming territory

on the African continent. These Europeans eventually flocked to Africa to exploit Indigenous people's resources and expanded their influence via introduction of formal schools. It is from this background that Zvobgo (2003:65) pointed out that, "formal Western educational enterprise began in 1859 with the arrival of European missionaries in Inyathi. More missionaries were to come accompanying John Cecil Rhodes in his crusade to colonise Africa. The mission school was designed not only to facilitate conversions of Africans to Christianity but to produce a literate and useful functionary in the emerging white economy. The curriculum in the mission school comprised the basic rudiments of literacy and numeracy as well as aspects of industrial training. The policy was to ensure that Africans were not educated or trained to a level where they become a threat to the white settlers."

Walking backwards to trace the founding of the first University in the World, the compass does not point Europe or Asia or United States of America but Africa. History informs researchers that, it is actually in Morocco that a University was founded by a woman in 859 A.D by Tunisian-born Fatima al- Fihri in Morocco’s Fez city over two centuries before subsequent popular Universities. Her university’s professional and institutional learning style echoed across the European continent in the centuries that followed.

The above two historical narratives stand to prove the existence of formal learning in Africa. The Europeans in Africa popularized and nationalized institutional learning from lower up to higher level due to availability of skills on their part and the availability of resources for exploitation in Africa. The higher level is the TIs such as Colleges and Universities. This is the reason why most of TIs' curriculum is Euro-centred. According to Makuvire et al (2023:210), "The major purpose behind establishing institutions of learning is teaching and learning, and assessment is an integral ingredient of that process". This points to the importance of assessing students in varous levels and institutions for learning to be effective. In Africa, most of TIs prior to 1980 were involved in summative assessment which was done by the end of the term, year or course. This was clearly pointed out by Ovute and Ede (2015:247), " before 80’s, the assessment of students for certification at the end of every program or course was done under one-shot examination". This was only summative evaluation of the cognitive domain excluding the affective and psychomotor domains.

Makuvire et al (2023), highlighted the introduction of the use of the so-called “traditional tools for assessment". These were single-occasion, one-dimensional and standardized and timed- exercised work primarily designed to understand and test the student's current knowledge base. Generally, the traditional instruments demand a simple recall of previously learnt knowledge with very little analysis and synthesizing skills. The traditional tools are concerned with assigning grades that judge the quality of the students’ achievement and support students teaching. They become part of the formative evaluation process, providing insights to discover what students have learnt and help them on the path to academic success (Rana & Zubair, 2019).

This clearly indicates a gap in the type of learning in Africa and this justifies the need to modify curriculums to achieve Aspiration 1 of African Union Agenda 2063, where education is to be relevant to modern societies. These modern societies are thriving on technical skills to exploit resources for the benefits of everyone. The introduction of African Union Agenda 2063 was branded to counter the shortcomings of traditional assessment tools which is failing to improve learning outcomes of students and showing relevancy to their societies. Traditional assessment tools facilitated rote learning, memoralisation and regurgitation of facts without promoting critical consciousness as clarified by Pauro Freire, a Brazilian educationist (1921-1997).

Critical consciousness according to Freire is interpreted to mean promotion of critical skills in tertiary institutions which fuels job creation and employers not creating employees and job seekers. This is what exactly is lacking in TIs in Africa. The need to implement continuous assessment, feedback and quality assurance is aimed at solving this dark cloud in African institutions of learning. The development of Africa is going to be based on education with quality assurance on continuous evaluation and feedback improvement on what graduates takes home after completing their tertiary education.

# Conceptual framework

Effective teaching and learning depend on use of theories to guide all learning activities. This chapter is founded on the works of Cronbach 1963, Scriven 1967 and Bloom 1971. These scholars concurred about the need to assess learning activities for better results. They summed their work into a theory. The theory is termed "Formative Assessment Theory in Education". According to Grant et al

(2021), formative assessment has become a mainstay in educational discourse and practice. Cronbach (1963) refers to the idea of using evaluation as a tool for improving curricular programs. Scriven (1967) builds on Cronbach’s work in proposing the term “formative” as a way of clarifying the roles of evaluation. Bloom (1971) applies Scriven’s definition to the process of teaching and learning, by using the term to describe a way of improving student learning. Guskey (2005), pointed that in the early 1960s Bloom discovered individual differences in learning and achievement which was a result of the same type of teaching. Bloom noted that most teachers included little variation in their instructional practices. The majority taught all students in much the same way and provided all with the same amount of time to learn and as a result variation in student’s achievements eventually were observed.

So, he tried to find a strategy to minimize these variations. A far better approach, according to Bloom, would be for teachers to use their classroom assessments as learning tools, and then to follow those assessments with a feedback and corrective procedure. In other words, instead of using assessments only as evaluation devices that mark the end of each unit, Bloom recommended using them as part of the instructional process to diagnose individual learning difficulties (feedback) and to prescribe remediation procedures (correctives). However, assessment of learners and their feedback have its own shortcomings such as inadequate resources, lack of training, lack of interest from learners and lecturers and assessment can be more of summative which does not promote critical thinking.

# African Union Agenda 2063 on Education

Education in Africa is touted as the key to enlightenment and transformation of African society. Researchers argue for education as the most effective tool for education revolution to raise standard of living among the Indigenous Africans. According to Addaney (2018:181), the African Union’s (AU) Agenda 2063 is a well-developed comprehensive plan for the structural transformation of Africa which was adopted at the AU’s golden jubilee summit in 2013 (African Union Commission, Agenda 2063: The Africa We Want (Addis Ababa: African Union, 2015). It can be observed that Agenda 2063 is an ambitious and comprehensive blueprint for Africa. Zeleza (2015) cited by Addaney (2018:182) pointed out that it has been contended that the AU through its member states needs to integrate the Agenda into their national educational

plans and initiate institutional as well as policy reforms at the national level to enhance access to quality and accessible basic and higher education. as stated by the African Development Bank (AfDB) in its 2011 vision document entitled, Africa in 50 Years’ Time, The Road Towards Inclusive Growth “If it invests in education and training to develop the potential of its youth, Africa could become one of the most dynamic and productive economies.

As a result, Africa will have well educated citizens underpinned by skills revolution deliberately focusing on science, technology and innovation for a knowledge society. According GMR (2015) report, it is estimated that there are more or less 30 million children that are unschooled in Africa and their number is growing due to rapid population growth. The overall pyramid of the African education as it stands now shows a broad base (79% at primary level), a very narrow middle section (50% at secondary level) and a microscopic top (7% at tertiary education). So, this Agenda need to be persued through implementing quality assurance on continuous assessment in TIs. This can be achieved by way of modifying the curriculum till it re-aligns with the growth of science, technology and innovations.

# Definitions of assessment and continuous assessments

This paper is going to consider some definitions as penned by various authors. Continuous assessment is a process in the teaching and learning institutions. Continuous means it’s an ongoing process not a "one-night stand". Makuvire et al (2023:207) defines continuous assessment as the mechanism where the learner performance over time constitutes the final grading of the learner. This implies that the learner's performance is recorded and filed to contribute to the final mark. According to Dikli (2003) as cited by Makuvire et al (2023:208), the anchor concept in the continuous assessment discourse is the term assessment. Assessment can be understood as day-to-day activities that show the abilities of the students to grapple with the central challenges of a discipline in real-life contexts.

This definition is more elaborate in the sense that, it gives relevance to what students learn and what they will meet after college life. The point is whatever students are taught and assisted during the course of their college life should be applicable to their real-life situation. It is assumed that, in the society there are several problems which hinder the development of these societies and the only solution to these problems is the learning institutions which should equip and mould students to be critical when they face societal challenges. Rana and

Zubair (2019) as cited by Makuvire et al (2023:208), understand continuous assessment as collecting information and observing students periodically to find out what they know, understand and can do. Then the other all-encompassing definition is to define continuous assessment as a method of evaluation in which learners’ achievement in the cognitive, affective and psychomotor domains from the moment they become learners until the end of the course. This chapter will adopt Rana and Zubair definition.

# Assessment Tools

*Feedback*

Feedback is the transmission of important information from one point to another after a process or an activity for the purpose of evaluation and mapping wayforward. This is common activity in learning environment where traditionally leacturers used to give students feedback through grades and comments. Determining whether there was effective learning involved was not much considered. Polytechnic colleges in Zimbabwe, states and private Universities, Universities in South Africa such as University of Kwazulu Natal, Durban University of Technology among others emphasizes the importance of feedback to students. This is done through giving students course work before their final examination. Students will then know what is meant and what needs to be done according to Boud and Molloy (2013). Parkin, Hepplestone, Holden, Irwin, & Thorpe (2012) as cited by Torres (2024) regard feedback as the most powerful learning tool to enhance learning.

In the African context, the African Union Agenda 2063 on education emphasize on the importance of feedback which should be well articulated to achieve its goal to give quality education which will promote science education, growth in technology and innovation. However, this type of feedback is general, it cannot articulate well critical thinking of students, hence the call for feedback loops in TIs. According to Torres (2024) a feedback loop is a cyclical process in which learners receive information about their performance or understanding, use that information to make adjustments or improvements, and then engage in further learning activities. Then Carless (2019) defined a feedback loop is a process in which the outputs of a system are wholly or partially circled back and used as inputs in the system. This process marries well with continuous assessment which is informed by feedback loops to design and modify the curriculum which would have an impact on the growth of economies of African coutries. Various studies discovered that various African countries experienced a

negative feedback loop which is associated with problems of not exploiting abundant natural resources and this need to be corrected by way of implementing principles of African Union Agenda 2063 which "vaya" for positive feedback loop.

Feedback loops is a technical skill which is critical in transforming the type of education in Africa. Carless (2019) defined positive feedback loop as information which is needed for the change for the success of the organisation. This can be clearly related to the principles of Agenda 2063. Meredith (2015) view feedback loop as a process that aims to move learning forward through feedback and ideally, this feedback loop would happen frequently, in all subject areas, hence it is part and parcel of continuous assessment. To enhance the quality of continuous assessment, feedback loops should be implemented in all African tertiary education systems with the curriculum as the torch bearer to achieve Agenda 2063.

The curriculum should be designed and modified accordingly to include feedback loops which will assist students to improve their critical thinking. In previous writings, Carless (2009) described feedback as feed forward. Feed forward means that to support learning; the students use the assessor’s comments to feed forward to work they will do in the future but this feed forward is strengthened by feedback loops. So, this clearly shows the importance of feedback loops in teaching and learning process. Students needs feedback for learning to be meaningful, purposeful and productive. Carless in (2015) further expanded the definition of feedback to include feedback as a process and the use of dialogue with the teacher, peers, other contacts or self to promote sharing of ideas which is the basis for critical thinking. However, feedback without feedback loops is inadequate.

Learning is a process which is a two-way transmission from the lecturer-to- students and students-to-lecturer. If the transmission is a two-way, then feedback loop can also be a product of the dialogue between lecturers and students which becomes an important input in curriculum design and modification. Dialogue as an important action bridges a gap between lecturers and students and then eventually completes a feedback loop as suggested by Boud and Molloy (2013). Then Barker and Pinard (2014), stressed that effective feedback loops could only occur when both lecturers and student are committed to the process.

This will help students to develop self-regulation which is an indispensable quality of feedback loop and central to sustainable feedback. Sustainable feedback refers to equipping students to maintain the ability to monitor their learning beyond school. Feedback is the matter to be evaluated, no feedback no continuous evaluation. So, the two are inter-twined and therefore should not be separated. The aspect of quality relies on the relationship between feedback and evaluation. Agenda 2063 recommends quality assurance in implementing continuous evaluation. This all shows the importance of feedback loops in TIs, though this is what is lacking in institutes of learning in Africa. This needs to be attended via curriculum evaluation and modification. Several institutions of learning in Africa are very far from implementing feedback loops and to address the shortfall, tertiary institutions should offer practical education to all students, not to alienate some students into practical’s and some into academics. This will water down the effectiveness of feedback loops especially to those students who do the academics, instead academic should be married with practical education so as to produce wholesome students.

*Examination*

Examination refers to a formal test or assessment usually written or oral meant to evaluate a person's performance or abilities over a specified content or taught area. Examinations are common in learning institutions and are also widely used to assess students' performance though examinations do not actually reflect assessment for learning. Testing represents a behaviorist model, which is teacher-centered and not learner-centered. This implies that learners play a passive role as they react to the environmental conditions presented to them by lecturers through examinations. TIs in Africa examines their students through examinations. This shows lack of data-driven decision making. According to Hamilton et al. (2009), Ikemoto and Marsh (2007), Marsh et al (2006) as cited by Shamsuddin and Razak (2023:2) Data-Driven Decision Making (DDDM) in the world of education is a generic process that involves the systematic collection and analysis of data by teachers, principals and administrators. This process will then help to improve students, school performance, provides insights into the practices and policies of educational organizations.

Then this poses a question as to whether examinations promote critical thinking. Carless (2015) noted that examinations hinder thoughtful planning of information that requires ongoing drafting and re-drafting. In the Agenda 2063, examinations play a less significant role because there is no quality assurance in

the type of feedback that lecturers get from administration of examinations. It does not contribute much to creativity, innovation, understanding and applying knowledge but promote rather memorization which is ranked as poor learning tactic of students and cannot measure higher-order outcomes which is a pre- requisite of achieving Agenda 2063. Examination is a poor assessment tool because in some institutions of learning it associated with cheating, where students get into examinations with answers written on theirs palms, thighs or small papers which are commonly called "CDs". CDs in the examination context refers to small papers with answers in point form.

Carless, *et al*. (2010) painted that administration of examinations present drawbacks which may cause the neglect of skills such as problem-solving and critical thinking needed in today’s world. The chief cause of these drawbacks is the common tradition of using many of the same questions year after year and lecturers would want students to pass the course and then nothing else. The use of examinations as a form continuous assessment in all institutes of learning in Africa need a second thought if policy makers are to go by achieving African Union Agenda 2063.

# Forms of continuous assessment, importance of feedback and data-driven decision-making in TIs

Continuous assessment in a learning environment comes in two main forms and sub-forms. For the purpose of this paper, the author is going to focus on two main forms that is summative and formative assessment. The reason being that these two forms of continuous assessment play almost the same role depending on the intention of the assessment. According to Popkova (2018), there is a thin line between summative and formative assessment, this is because both can be performed in a circle of series to assist students realize their potential as they progress with their studies. So, this demonstrates that the objectives of a study influence the type of continuous assessment to be employed for the success of a course. Popkova (2018), cited a number of publications (Hernández, 2012; Nitko, 1995) who then pointed out that: "the distinction is, in fact, not so clear cut. Boundaries between formative and summative assessment can become blurred if assessment is carried out without careful consideration of the impact it produces (Cross & O'Loughlin, 2013, p. 587) or when the would-be formative assessment tasks are designed for the mere purpose of marking key transition points within the program". The author agrees with Hernández (2012:490) who argues that the key difference between the two assessment types is “not when

they are used but their purpose and the effect that these practices have on students’ learning”. This confirms the importance of establishing the type of assessment as lecturers plan for teaching in tertiary institutions. Then it should be noted that teaching in tertiary education involves diversity of skills and aspects which is too difficult to measure in one final examination. This therefore, means that, assessment applied in tertiary education should be comprehensive enough to cater for these variety skills and aspects of specific courses. Then reliability of assessment and their comprehensiveness will then best be ensured by continuous assessment approaches. Lecturers perform evaluations to give feedback to learners.

*Summative Evaluation*

It refers to evaluation which is conducted at the end of a teaching concept be it daily, weekly, monthly, yearly or end of a course or a programme. This definition implies that this type of evaluation is more one-dimensional. Looking at this definition, if this process of evaluation is continuously done and feedback produced, it becomes formative assessment and as alluded earlier on, this is where confusion is generated when people try to dichotomize formative and summative assessment. However, according to Popkova (2018), summative assessment, apart from being seen as a single test or examination upon completion of the discipline, can be conducted in the form of a series of tests distributed throughout the course. Combrinck and Hatch (2012:81) tried to clarify summative assessment by identifying formal Summative continuous assessment. According to Nitko (1995), this type of assessment is more formal. It is important that the assessment is carefully aligned with the curriculum and learning outcomes of the module. Several universities in Africa have modlized their learning which requires summative assessment. The assessment can be a pen and paper test at the end of every module. Reasons for carrying out summative assessment

1. It is used for judging students’ achievements and the assessment occurs at the end of a course or phase or instruction
2. this assessment is used to determine grade only and attach values or weight to students in the after-course life
3. this type of evaluation tells students where they are at a particular point of time in relation to the target set or objective set
4. the grade provided on a completed task will be used by students to enhance further learning,

However, the timing of summative assessment makes it impossible to improve students’ performance. This is the reason why it is called assessment of learning not for improvement. While this type of evaluation is important to students, it falls short because its categories students into strata’s instead of leaving students with formative assessment skills which is not combined into one end grade. It forces students to crame concepts, learning by memorizing, and regurgitation of facts which does not promote critical thinking for problem solving in the society. Students will fail to innovate and create new things in the society. This type of assessment is associated with cheating. Several students cheat in the summative assessment because they would want to attain a higher grade on their certificates, so they are tempted to cheat.

*Formative Assessment*

Formative assessment is an evaluation process of students' work in learning institutions carried out for the purpose of giving feedback to students and even lecturers to assess effectiveness of their lecture delivery. This evaluation occurs throughout the course. According to Popkova (2018) formative assessment can take the form of a single one-off test distributed incidentally to check understanding of a particular learning point without planning further intervention in case of a positive outcome. Birenbaum et al (2010) as cited by Combrinck and Hatch (2012:81) pointed out that formative assessment or assessment for learning is more multidimensional, integrated with the curriculum, authentic, context-embedded and flexible. Further, Combrinck and Hatch (2012:82) identified formal formative continuous assessment to elaborate formative assessment. This is when the lecturer uses short tests to determine students’ pre-knowledge before teaching starts, to determine students’ understanding of concepts. This type of evaluation can be pen and paper tests or performance assessments. There are several reasons and these are some of the reasons:

1. the aim is to monitor and guide students’ progress by assisting them to identify problems on a daily basis, and give them constant feedback on their perfomance
2. this type of evaluation encourages students to engage in the subject matter seriously which helps them to grasp critical concepts of a subject under study
3. It helps students to actively participate in the ongoing learning, knowing that they can be assessed any time, so they keep abreast with the subject matter
4. Formative assessment results in deeper thinking and long-term retention of learned concepts
5. It helps to design curriculum which suits well with prevailing social, economic, political and religious status of a country

However, this type of assessment is more plausible for the purpose of innovation and creativity in solving societal problems. This evaluation promotes critical thinking through working on concepts to improve a paradigm before the course ends. Skills acquired during the course should matters most than the final grade. These acquired skills are termed "exit skills" which should be used to value students not to value students using final grade. These "exist skills" will act as feedback which then contributes to decision making process in the society. This assessment must be "on-going" in conjunction with feedback loops. Curriculum designers need to incorporate in the curriculum on-going assessment, feedback loops guided by quality assurance on how it is administered. Quality assurance should reduce cheating on assignments, projects, dissertations or quizzes as forms of on-going assessment. Several institutions of learning lacks quality assurance in administration of on-going assessment. African Union Agenda 2063 was designed to address lack of quality assurance in learning institutions through emphasizing feedback loops and data-driven decision making.

# Types of Continuous Assessment

There are several types of continuous assessment in the field of teaching and learning. It is the choice of a learning institution and lecturers to decide on the type of assessment. The agreed types are enshrined in the curriculum. The curriculum is subject to change and also affect and influences types of evaluation. Out of several types, this chapter is focusing on three main types which are commonly used. These are quizzes or tests, take-home-assignments and project-based assignments

*Quizzes or Tests*

This is the traditional way of evaluation since time immemorial and it is still used in the present day. According to Samkange (2012:291) Zimbabwe Open University (ZOU) in several faculties administer online quizzes as part of

course work of students. Senouci (2022), noted that these quizzes or tests are usually used for assessing students’ acquisition of the content. They are used both in formative and summative assessment. Lecturers will get a glimpse of the performance of students and also the effectiveness their teaching method in line with the lecturer's competence. Short quizzes are administered which requires yes or no or true or false answer or a one-word answer and this is common in several TIs. This will be enough for any particular assessment in achieving the intended objectives. Tests are timed to test the speed of students and some questions requires explanations which students should exhibit well to prove mastery of the subject or content. Tests can be administered at the end of a topic or module or course.

To promote quality assurance on administration of tests, students will sit and write as individuals, invigilators will be moving around to check for malpractice during examinations. Usually there is a policy of no course work no sitting for an examination. This is emphasized in TIs. While quizzes and tests are effective in evaluation taught content, to a larger extent in the teaching field, they promote rote learning, laziness among students and students just read and memorize with the intention to excel in the examination. Cheating is common where students can pay money to a subject expert to answer online quiz tests on behalf of students, some lecturers can be paid to give students quizzes questions and their answers in advance. This then shows lack of quality assurance on course work.

Critical thinking for creativity and innovation cannot fully be promoted by just a mere regurgitation of facts. Looking at African Union Agenda 2063, this type of assessment cannot be based on, educationists have to think twice if they want to achieve Agenda 2063 or maybe there is need to modify the nature of quizzes or tests and how it can be administered to give productive feedback, promote innovation and creativity among students. Also, the quality may also need adjustment so as to promote the Agenda 2063. The feedback from students are important to ensure re-aligning of the curriculum to meet societal needs, hence the call for feedback loops in the curriculum.

*Take-home-assignments*

According to Senouci (2022), take home assignments are assignments with specific instructions given by the teacher to be accomplished outside the lecture room. Lecturers can craft assignment questions in advance usually at the beginning of a new semester. All assignments for the semester can be given

with different due dates. This is what is done by several TIs in Africa. Students are given take-home-assignments and work on their own, with their pace, having in mind due dates. Students as they work on the assignments, they can get work on their own or they can get assistance from others and some can have the assignments done by specialists and they pay for them. This is now a common practice on take-home-assignments.

Emerson and Mencken (2011) claim that exposing students to take home work increases their achievement to improve their performance and practice the independent work which develop their critical thinking capabilities. However, this is only possible when students work on their own or if they collaborate unlike if they buy done assignment for submission. In line with Africa Union Agenda 2063, if students work on their own or in groups or if they collaborate, the agenda can be achieved smoothly. This is so because students will have time and independent input in the assignment answer. There is also high chances of creativity and innovation in giving answers to the assignment questions. Critical thinking is also promoted among students as they share ideas together and through independent researches. Quality assurance can also be enhanced through use of take-home-assignments.

*Project-based-assignment*

This refers to a task which can be given to students to work on. Usually they are given ample time to research and work on it. Student can interact with various stakeholders, sources of information and have unlimited peer discussions. Also, students can design models which can be assimilated in the real-life situation in the society to address problems by suggesting sound solutions. Project-based- assignment comes in various forms such as papers, presentations, dissertations and case studies.

Several TIs in Africa has introduced in their curriculum projects or dissertations from under graduation level up to Masters Level. Usually, to make sure that there is quality assurance, each student is assigned a supervisor who will guide the student's project or dissertation from the beginning of the project up to the last part. According to Senouci (2022), these projects are effective in fostering creativity and applying theoretical knowledge to real-world problems. Students are guided accordingly as they do the project. This type of education is "sustainable" which more of practical learning for students is. This is the recommendation to achieve African Union Agenda 2063. Practical learning in the African context and education is one of the most required type of learning to

promote quality assurance on how students are learning. This is what is lacking in tertiary education. Africa continent has vast and diverse resources which are not fully exploited for the development of African economies.

# Conclusion

This chapter has explored the background of continuous assessment and feedback in tertiary institutions, it demonstrated methodology used by the author to gather information, the conceptual frame work, the African Union Agenda 2063 on Education, assessment tools, and explaining the importance of ongoing assessment, feedback loops, data-driven decision-making and quality assurance practices enhance curriculum evaluation and modification. It was also noted that summative and formative assessment are implemented as forms of continuous assessment in TIs Use of examinations, quizzes, projects or dissertations among others are commonly used in either summative or formative assessment though cheating is looming in tertiary institutions. Feedback loops as noted by the author is not effectively implemented yet this is a pre-requisite for the African Union Agenda 2063 to transform African societies.

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