

30 JAN 1978 ^{1/2} Dr Wilson is sending
a list of the people who
attended. In.

UTASA Conference on Assessment.

My privilege and pleasure to welcome to
Rhodes such a diverse cross-section of
The membership of UTASA and other participants
to this important conference on Assessment in
Tertiary Education

The spectrum of ~~var~~ disciplines represented,
The scope of the papers and the ~~wide~~ number
of institutions from which participants have come
is truly impressive. ^{CUP Univ, State Univ, CATEL}
^{Colleges of Educ, Univ in Neighbouring}
Congratulatory to UTASA and to the ^{Countries,}
local Rhodes Committee who have worked so
hard behind the scenes.

Particular word of welcome to Prof Ruth Beard,
Chairman, R.G. School of Studies in Research
in Education, Univ of Bradford. Prof Beard
your fame has certainly preceded you.

In these difficult financial times, it is
obvious that insts of tertiary education are going
to have to become more efficient if they are
going to remain viable. Subsidy cuts have
become the order of the day, not only in S.A.
The general public is not as enchanted to-day with
tertiary education as in the Golden Sixties

At least 10% increase in efficiency is the
price of survival.

It has often been said of us that we
tell everybody else how to conduct our affairs.

We do not hesitate to tell politicians how to run the country

Businessmen how to run their companies

School teachers what's wrong with their schools.

etc, etc.

But that we are most reluctant to turn the spotlight of national enquiry onto that most sacred of sacred cows — ourselves

Lt G, your presence to-day indicates that we are heeding that most ancient of jibes "Physician, heal thyself". and that

we are prepared to consider every aspect of assessment.

We are assessing our assessment of students

"	"	"	content and purpose of courses
"	"	"	basic objectives of depts + institutions

To what extent are we meeting the different and sometimes competing demands of vocational + professional training, academic interests, a liberal education

We are interested in different aspects of this assessment spectrum at different stages of our careers

J. I	his portion of a course or exam
100 or senior lecture	whole course
Prof, H.D.	whole thrust of a a subject
Dean	whole area of study
V-C	Particular thrust or emphasis of an institution

For my sins I have been all of these things.
Tell "Hell" joke ~~for~~ (with apologies to those who have heard it)

Let me assure you also that another, often much maligned section of staff of universities, the admin staff, is also taking a long hard look at its performance.

Annual Registrar conferences at CUT.

Organisational structures, how to get the most out of people reporting to you. Pinpointing areas of weakness, considering questions of communication and so forth.

In short, Unis both on Academic side and Admin are becoming more professional in their analysis of what they are doing, whether they should be doing it at all, and if so, how can they do it better.

→ Get subsidy letter copy for me to read relevant paras (in Afrikaans)

→ IDEA of Cooperation: Same courses in some areas. Reduce effort in both course preparation + exam setting

Finally, since a good deal of the discussion will clearly involve examination techniques, let me leave you with a little statistical conundrum

Revelation: 90 should pass, 10 should fail

~~the~~ Exam was 90% efficient

What happened? (see attached sheet)

I hope that you find the conference both pleasant and worthwhile, and that you enjoy the facilities at Rhodes. They are at your disposal.