

Assessment within Postgraduate Teaching: Who or What is Being Assessed

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ABSTRACT Emphasis on postgraduate studies within the South African higher education system has been increasing over the last decade and a half. The reasons for this increased emphasis are many and varied, and they include issues of funding, vision and mission statements of institutions and world rankings. Within the context of this increasing emphasis on postgraduate studies, this article explores assessment within postgraduate teaching. Drawing on self-reflections on assessment and teaching in a postgraduate Master's module it is argued that assessment in its current conception is inappropriate and meaningless, and this article proposes that assessment is moment-driven, relative and tentative, and sustained by care and support within postgraduate studies.