

A decorative graphic consisting of a thin yellow circle on the left side, partially overlapping a horizontal bar. The bar has a light olive green background and a white top section. The text is positioned within the white section. On the right side of the bar, there is a large yellow bracket-like shape.

Eduvate 2008

Education Innovation Quest: A Century  
in the Service of Knowledge

Towards improving the reliability  
and fairness of the assessment of  
Masters dissertations: a case  
study in Accountancy

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# [ Content ]

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- Accountancy
- Assessment
  - Changed higher education landscape
  - SAQA requirements
  - Assessment instrument
- Future improvements

# [Accountancy]

- Undergraduate and honours programmes and research
- Professional certification
- Impact of assessment practices

## Fair and reliable assessment



Can you assess in a fair and reliable manner?

# Changed higher education landscape

- Political changes lead to educational changes
- Outcomes-based education
- Changes in assessment
  - HEQC criteria
  - SAQA guidance
- Increased accountability

# [ SAQA guidance on assessment ]

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- Principles of assessment
  - Fairness
  - Validity
  - Reliability
  - Practicability

## Reliability of assessment?

	<b>Student A</b>	<b>Student B</b>
External examiner	80%	56%
Supervisor	75%	70%
Independent internal examiner	58%	72%
<b>Average and final mark</b>	<b>71%</b>	<b>66%</b>

# Assessment instrument

Topic	1	2	3	Total
Actual and applicable	8	8	7	10
Clear scope	3	7	6	10
Does the title align to the content	4	8	7	10



# Research problem and objectives

	<b>1</b>	<b>2</b>	<b>3</b>	<b>Total</b>
Is the problem clear?	7	7.5	6	10
Is the research area clearly fenced?	<b>4</b>	7.5	7	10
Is a basic hypothesis formulated?	6	7.5	6	10
Is the development of the study described?	12	13	13	20
Is there clear objectives?	12	15	13	20

# [ Content ]

	1	2	3	Total
Is the research theoretical well founded?	8	-	12	20
Is other research in the area appropriately reported?	11	-	11	20
Is the research original?	4	-	11	20
Is the research methods applicable to the study?	8		10	20
Is the collection of qualitative data collected, analysed and reported in a scientific and reliable manner?	12	-	16	30

## Content continue

	1	2	3	Total
Is the research findings placed in the context of the underlying theory?	11	-	13	20
Is main and subsidiary objectives achieved?	11	-	12	20
Is the summary and conclusion of the content scientific?	9	-	12	20
Is the interpretation of the study scientific?	10	-	12	20
Does the summary and conclusion follow logically from the different chapters?	10	-	13	20

# [ Sources ]

	<b>1</b>	<b>2</b>	<b>3</b>	<b>Total</b>
Was the most important sources for the topic used?	<b>14</b>	-	22	30
Was the sources recent and applicable?	17	-	19	30
Were sufficient sources used?	12	-	13	20

# Technical presentation

	1	2	3	Total
Is the list of content correct?	7	8	8	10
Is the bibliography list of sources technically correctly compiled?	6	8	6	10
Is the documenting (references, footnotes, cross references, and minimum typing errors) correctly done?	7	8	11	20
Is the use of language and style acceptable?	6		5	10
Is the summary and conclusion a representation of the main elements of the dissertation?	3	8	7	10

# [ Future improvements ]

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- Using a standard instrument has its limitations
- Impact of assessment training is difficult to determine
- Impact of experience is difficult to determine
  - The second time one of the inexperienced markers marked the difference in the mark in comparison to the rest was less marked, experience could be a decisive factor

# Closure



Is your assessment results a price or scare tactic?

How will the student remember you?