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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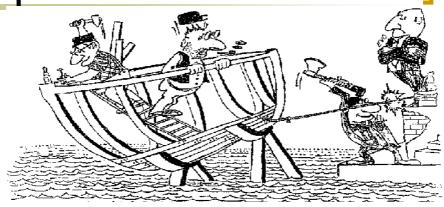
Content

- 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

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

Reliability of assessment?

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

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

	1	2	3	Total
Is the problem clear?	7	7.5	6	10
Is the research area clearly fenced?	4	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

L	1	2	3	Total
Is the research theoretical well founded?	8	-	12	20
Is other research in the area appropriately reported?	11	ı	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 relaible manner?	12	-	16	30

Content continue

-	1	2	3	Total
Is the research findings placed int he context of the underlying theory?	11	-	13	20
Is main and subsidiary objectives achieved?	11	ı	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 logicly from the different chapters?	10	-	13	20

Sources

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

Technical presentation

L	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, foodnotes, cross references, and mimumum 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

- 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?