

## Integrated Programme Assessment (IPA):

*Reduced Assessment  
and Better Graduates*

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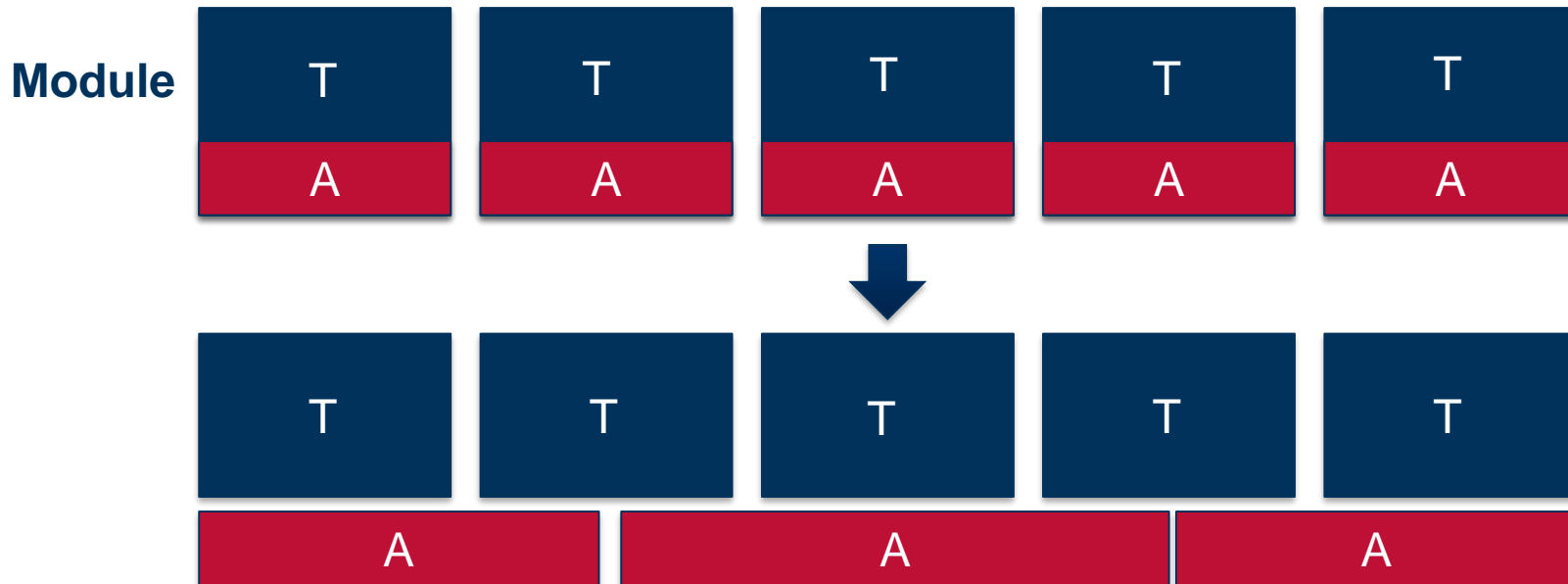
**Pro-Vice Chancellor**  
Quality Assurance and Enhancement



## CATE WINNERS 2016



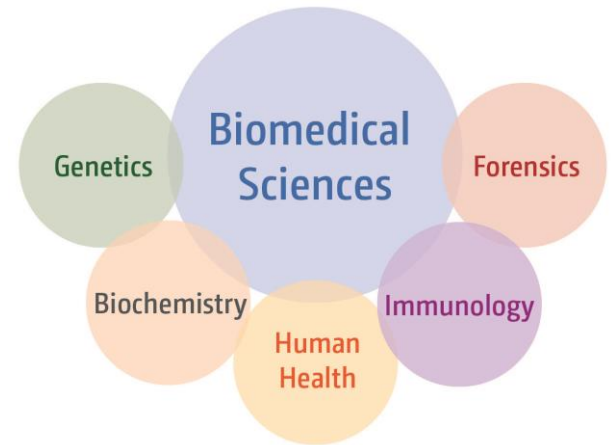
# Integrated Programme Assessment (IPA): teaching and assessment uncoupled



***Separating study and assessment reflects real life  
– we integrate information from many sources to  
solve a problem***

# Drivers for change (2010)

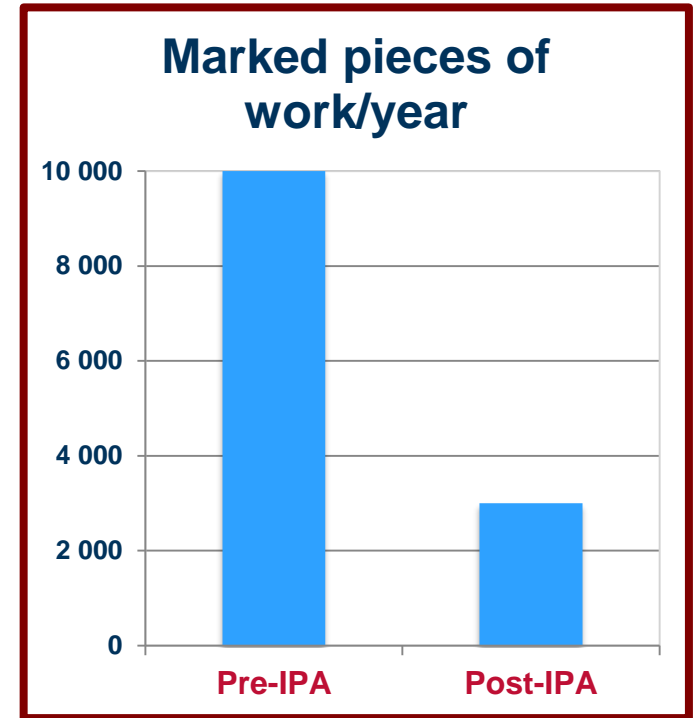
- **Heavy assessment burden**
  - Increased student numbers
  - Many low-credit pieces of assessment
- **Improve graduate attributes**
  - Application of knowledge
  - Develop range of skills
- ***In silo* learning**



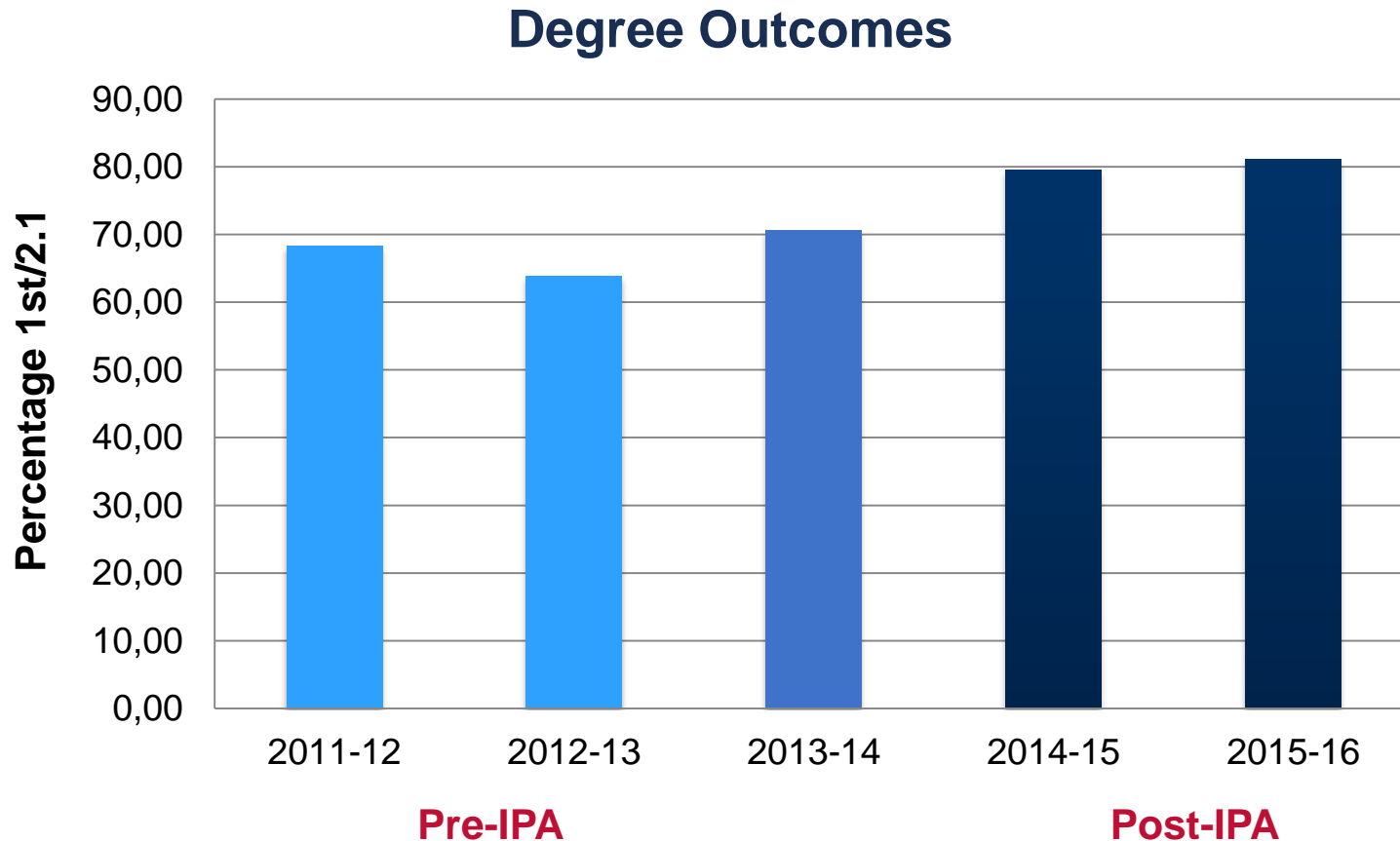
Senate Regulations  
(2009)  
-  
uncoupled  
teaching and assessment

# What we achieved

- Reduced **summative** assessment burden by 2/3
- Designed meaningful assessments that develop:
  - critical and analytical thinking
  - application of knowledge
  - independent and reflective learning
- Give all students the same learning/development opportunities
- Improved student experience and outcomes

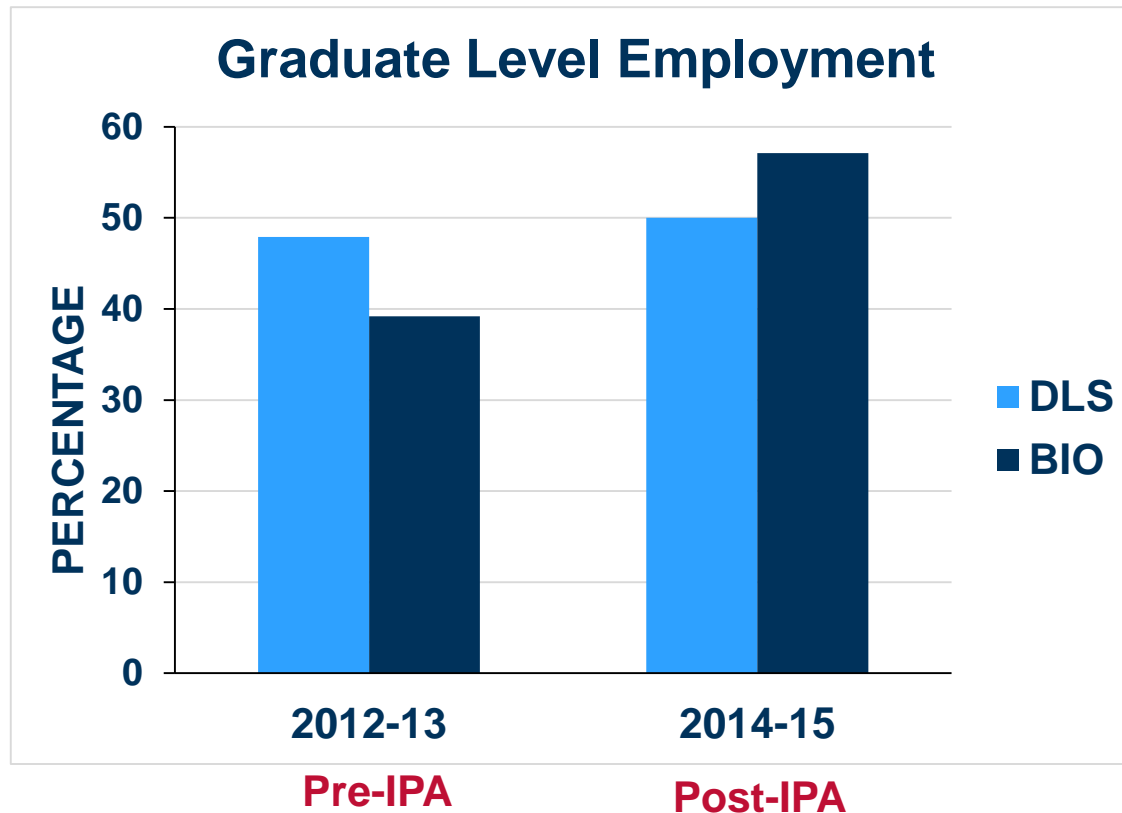


# Student Awards Data



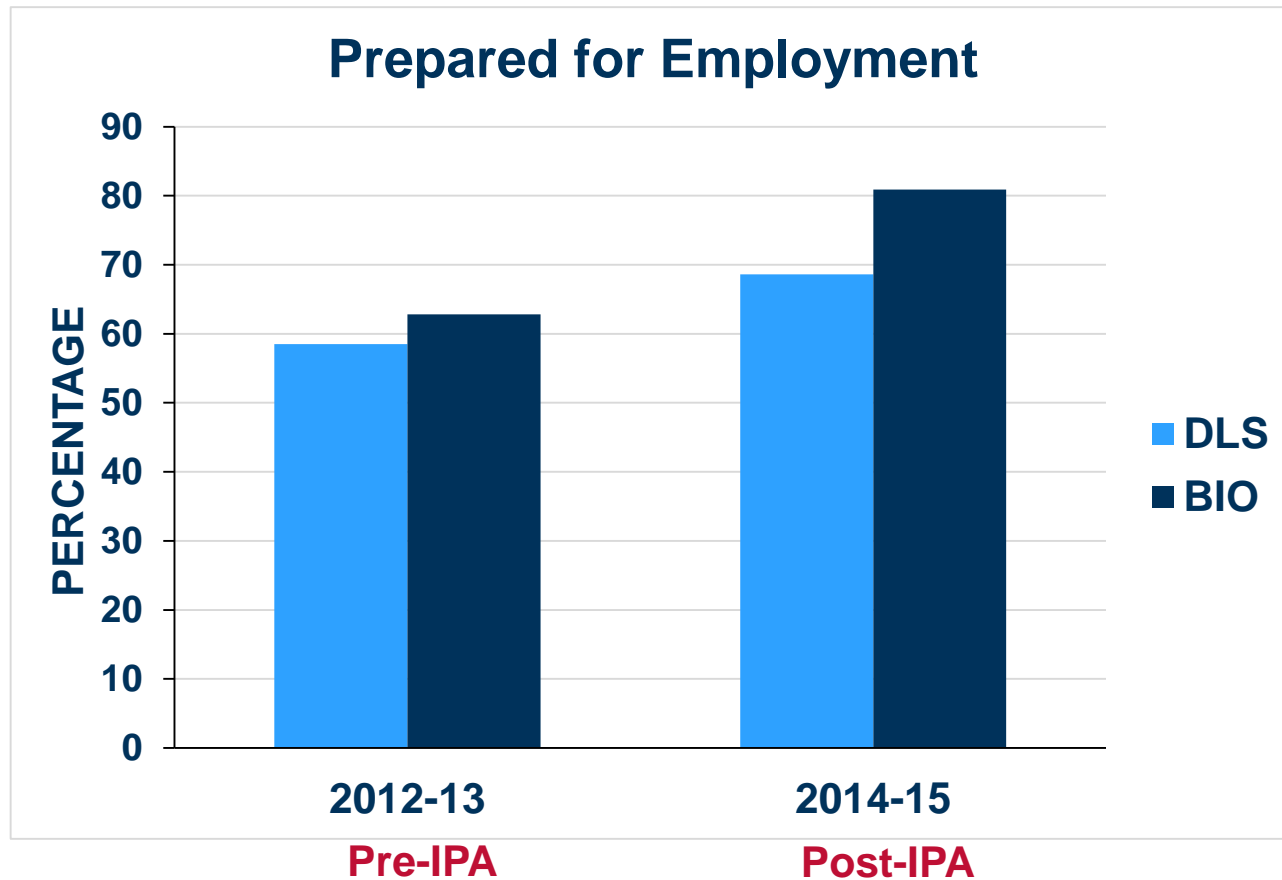
Degree outcomes have improved using the **synoptic** approach compared to the **modular** programme.

# Graduate Level Employment



Graduate level employment for **Biomedical Sciences** increased more markedly than for **Department of Life Sciences**

# Students feel better prepared for employment



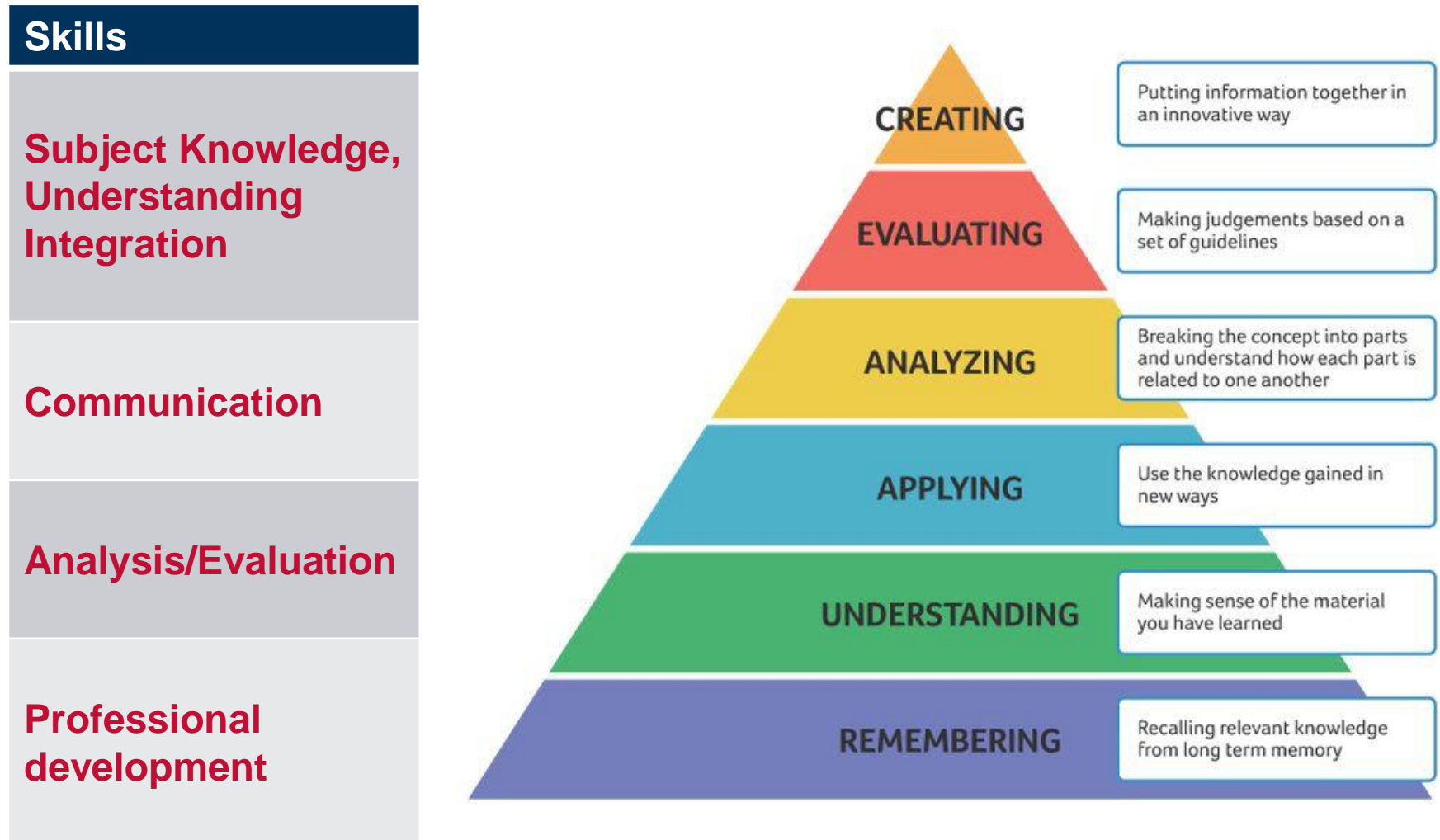
**Biomedical Sciences** graduates feel better prepared for employment than **Department of Life Sciences** graduates

# IPA in five easy steps

1. What is the purpose of the programme – who is it for? ***Aim***
2. What do we want graduates to know; be able to do; skills/competencies? ***Learning Outcomes***
3. What assessments are needed/appropriate to demonstrate learning outcomes are met? ***Assessment Strategy***
4. How are students best supported to be successful in assessments? ***Teaching Strategy***
5. What content needs to be covered, in what sequence, by whom, etc. ***Delivery***



# Assessment focussed on skills



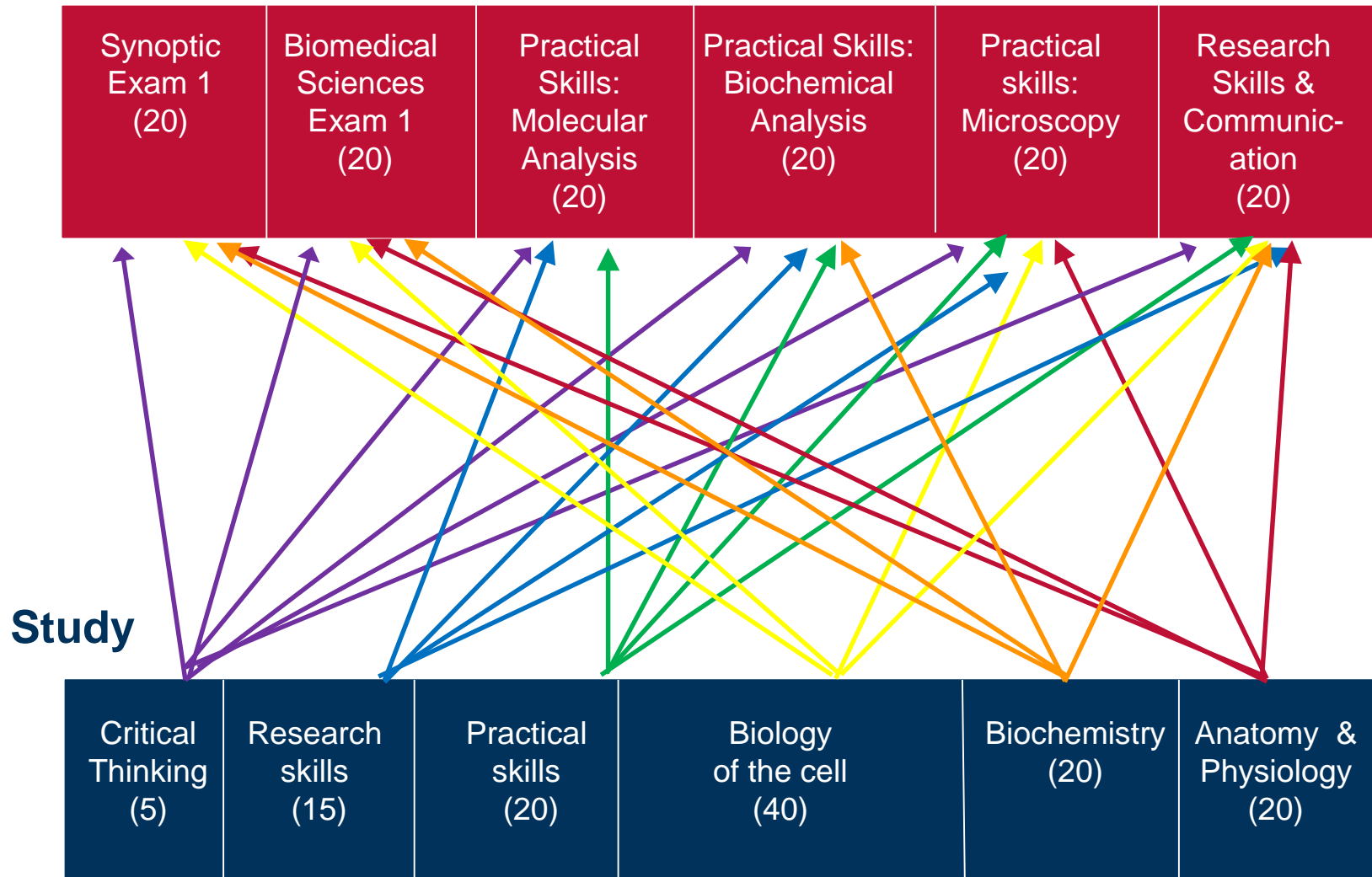
# Assessment focussed on skills

Skills	Assessment	
<b>Subject Knowledge, Understanding Integration</b>	Subject specific and synoptic exams	<b>Final Year Project</b>
<b>Communication</b>	Presentations Scientific reports and papers	
<b>Analysis/ Evaluation</b>	Literature Data Problem Solving	
<b>Professional development</b>	Portfolios	

L	Communication
4	The ability to communicate basic scientific topics
5	The ability to communicate scientific data and literature
6	Effectively communicate complex scientific information

# IPA - Level 4

## Assessment



# Main Challenge -

## Collegial and team-based approach

- Overcoming “*You’re messing with MY module*”
- Staff need to know more about what (and how) colleagues teach
- Multiple markers for each assessment requires thorough moderation
- Need to be creative with synoptic assessment
- Weaker areas are exposed (exam only blocks)

# Benefits

## Staff

- Assessment burden is reduced
- Marking is shared
- Teaching has become a 'community property'

## Students

- Fewer more interesting assessments
- Formative activities supports learning
- Recognise graduate attributes

- Better students outcomes
- Better preparation for employment
- Increased student satisfaction
- Highlighted as good practice by professional bodies

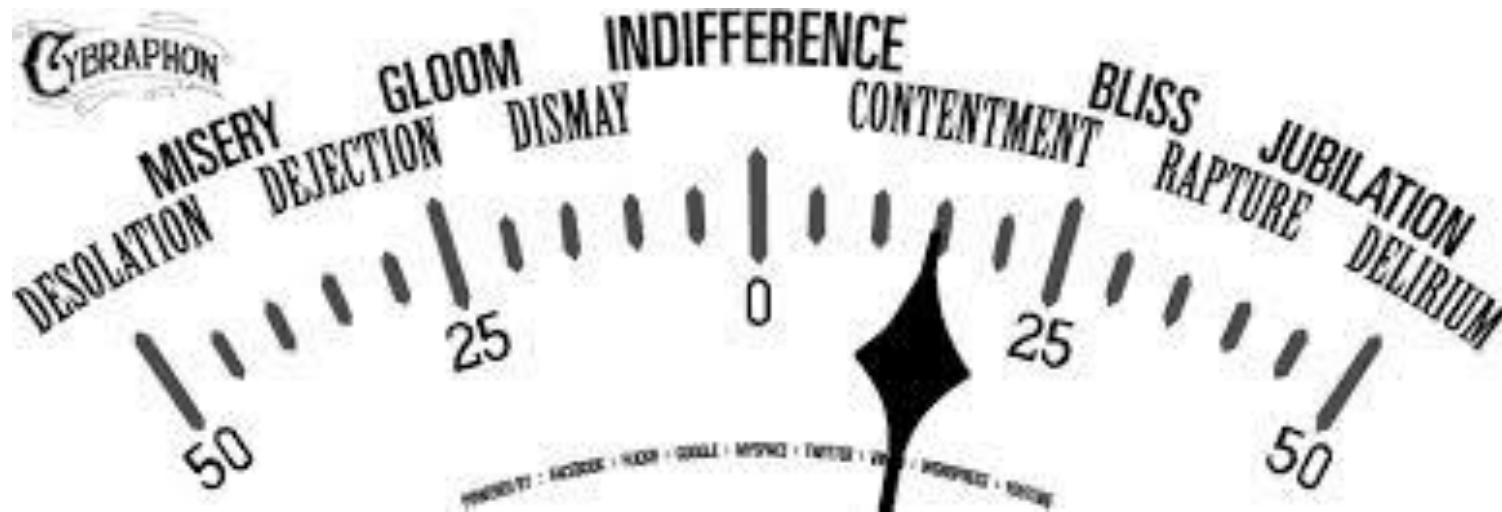
# HE sector context

Learning Outcomes – transparency of how students demonstrate achievement

UK/international interest in IPA driven by:

- concerns about over-assessment
- need for authentic assessments
- “*we test what is easy to test.....*”
- standards based assessment
- sustainable assessment

# Happy-o-meter of IPA approach



<http://www.brunel.ac.uk/about/education-innovation>