

## Integrated Programme Assessment (IPA) –

*promotes programme level  
learning and  
reduces assessment burden*

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## CATE WINNERS 2016

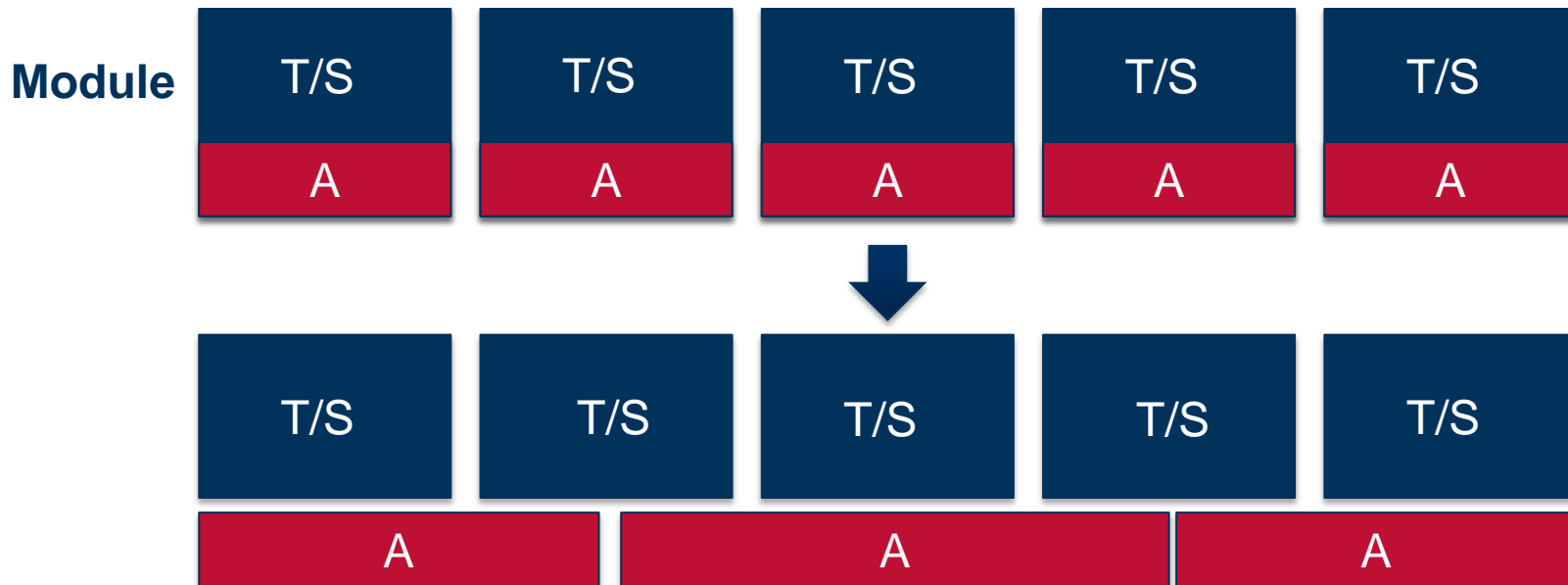


# Drivers for change

- Heavy assessment burden
  - Many small pieces of assessment for few credits
  - Increased student numbers
- Improve graduate attributes
  - How to use information
  - Develop skills
- *In silo* learning

Senate Regulations  
(2009)  
-  
uncoupled  
teaching and assessment

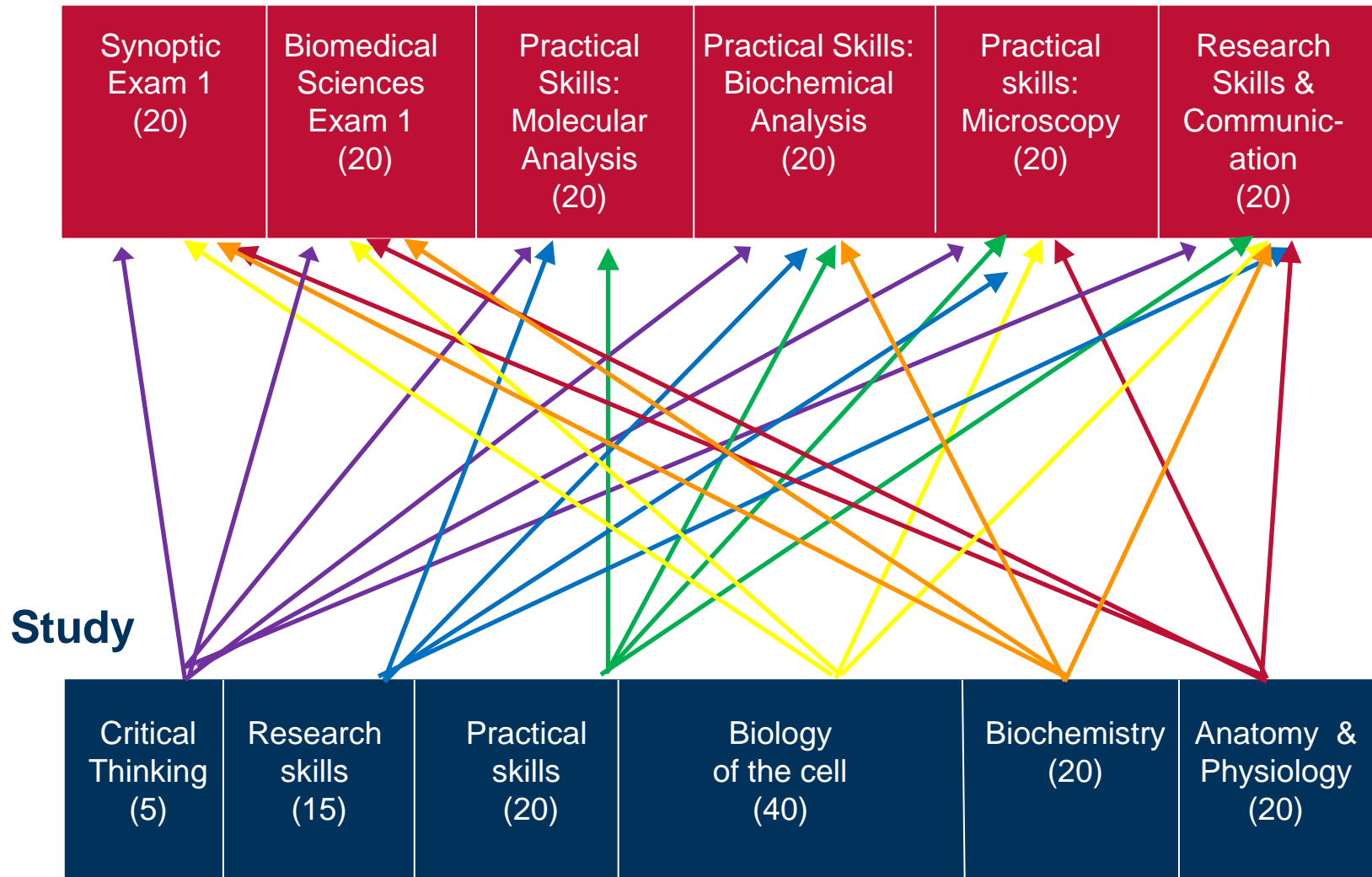
# Integrated Programme Assessment (IPA) – teaching/study and assessment uncoupled



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

# IPA - Level 4

## Assessment



# Activity 1 (10 min)

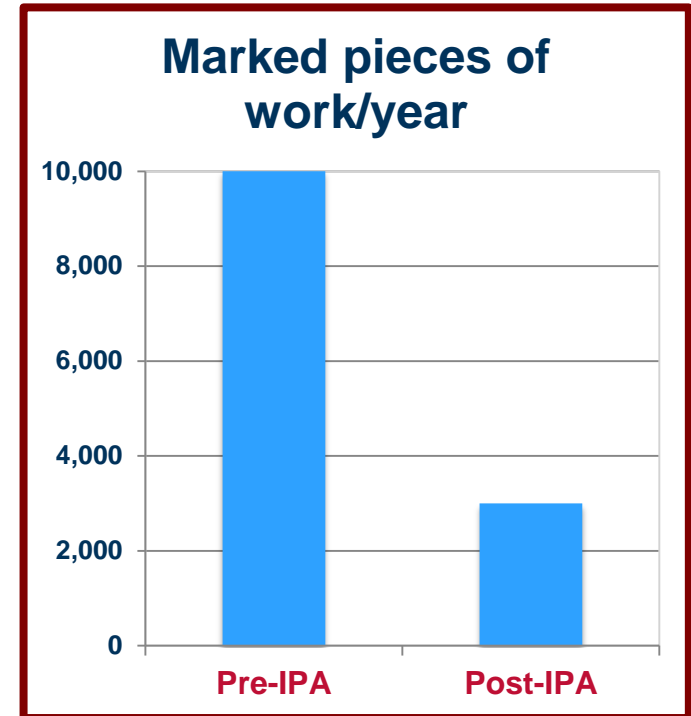
*Discuss in groups:*

**What are the benefits of IPA?**

*Answers on post-it-notes*

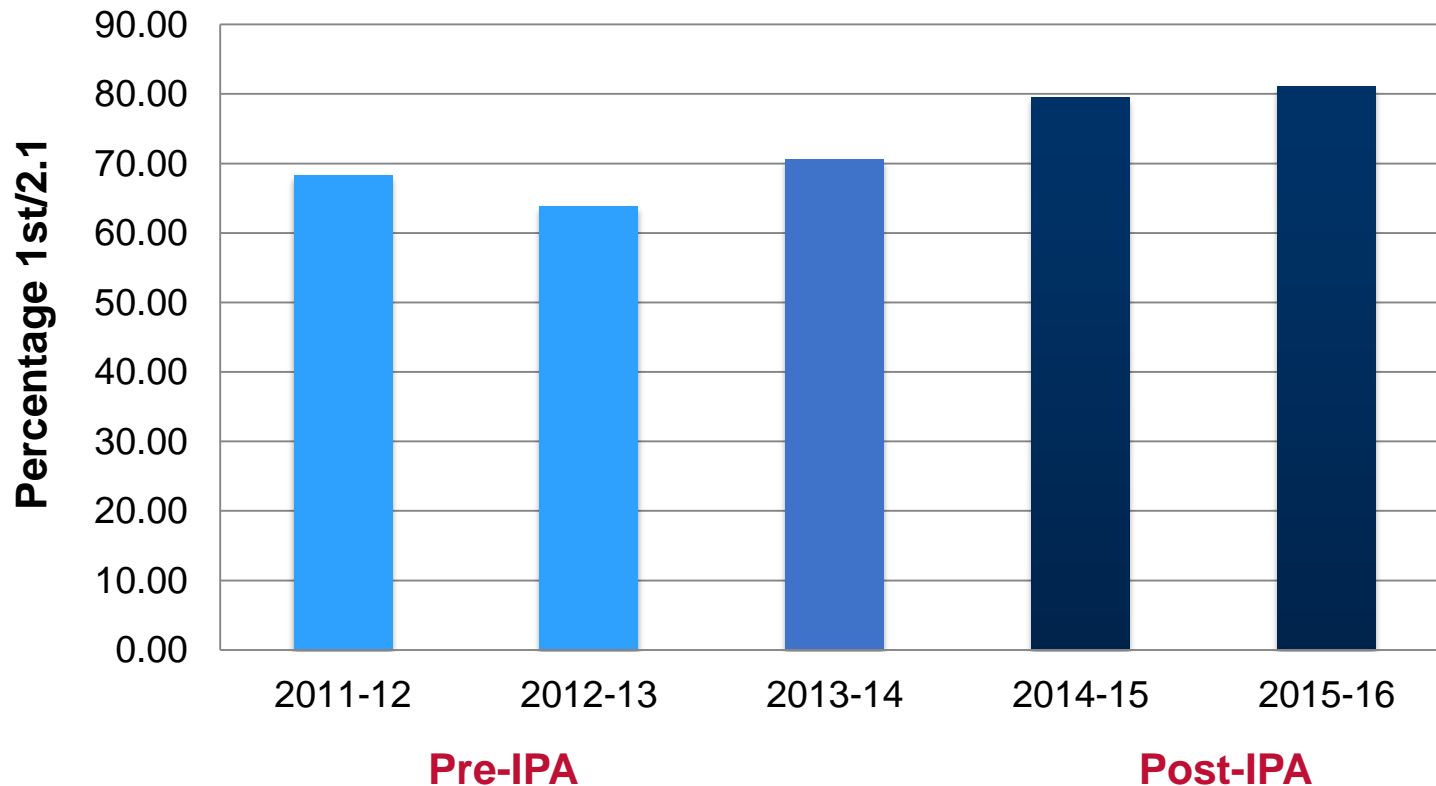
# What we achieved

- Reduced summative assessment burden by 2/3
- Set more 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



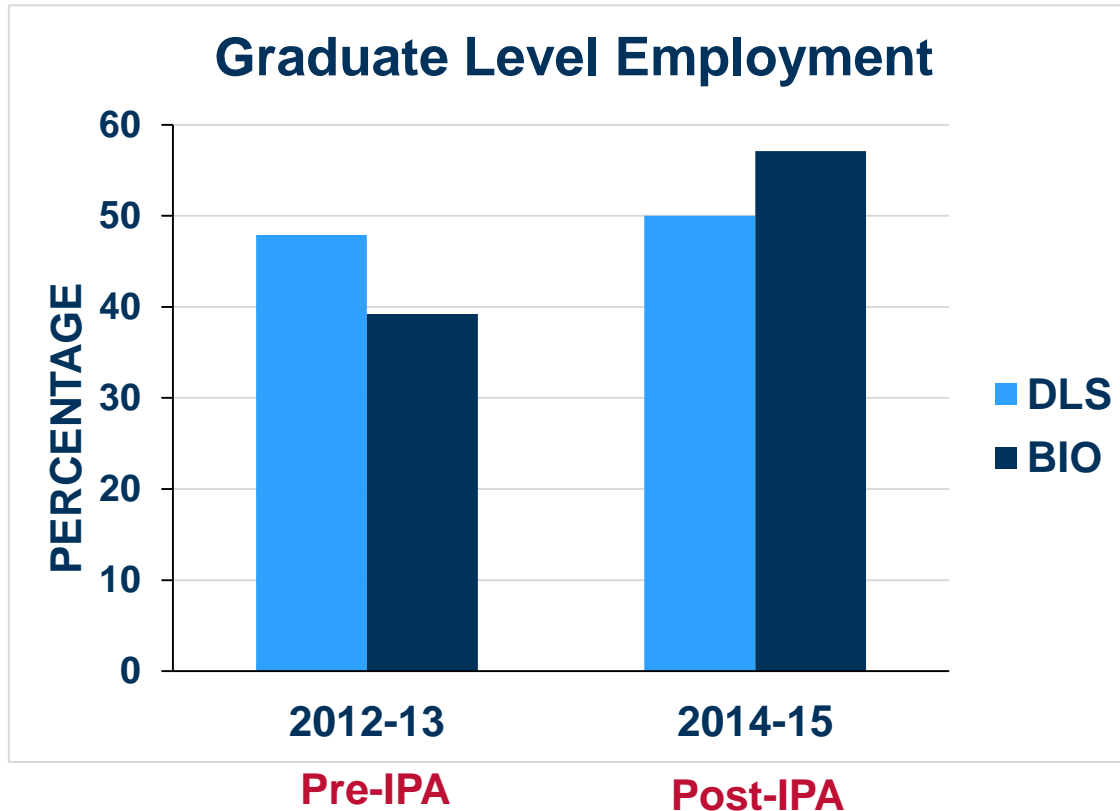
# Student Awards Data

## Degree Outcomes



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

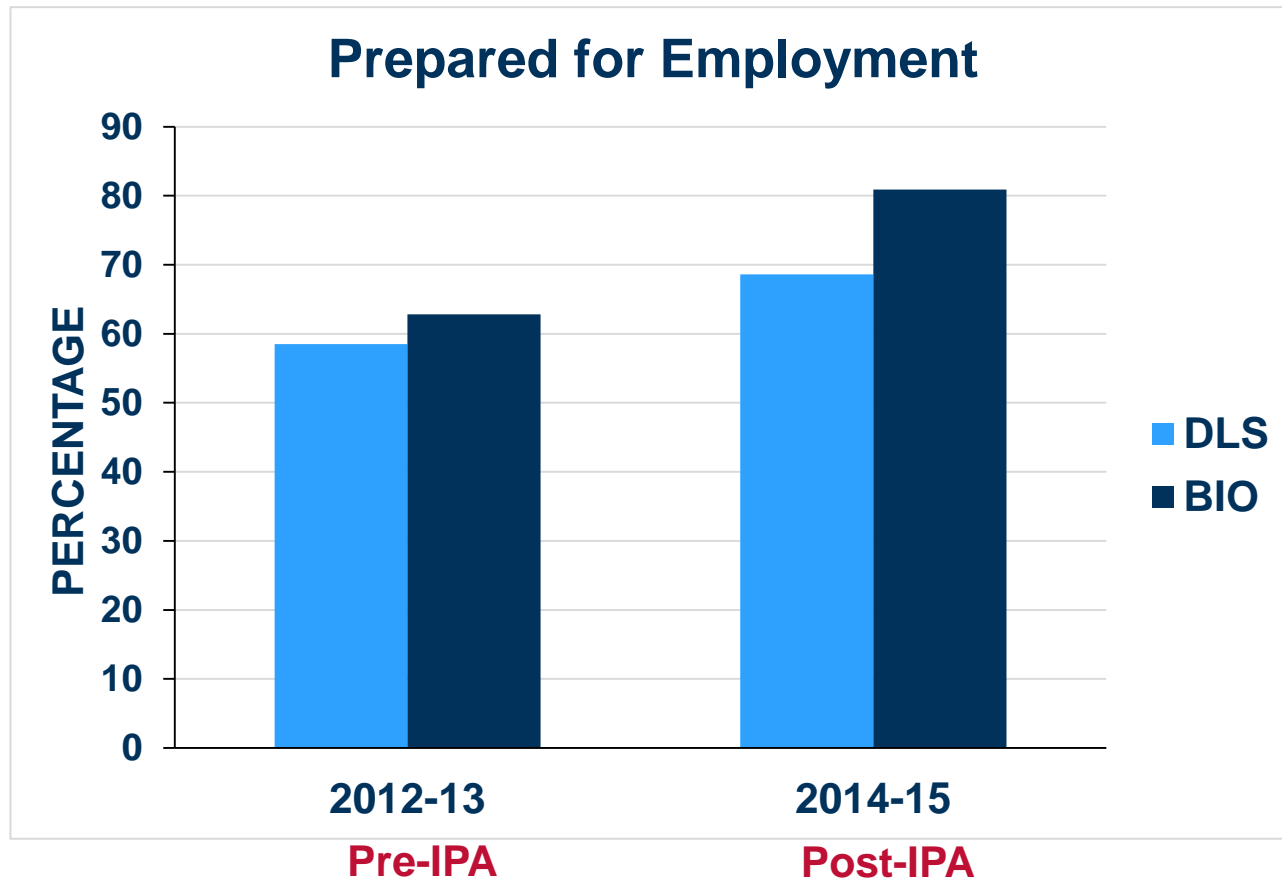
# Graduate Level Employment



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



# Students feel more prepared for employment



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

## Activity 2 (10 min)

*Discuss in groups:*

**What are the barriers to IPA?**

*Answers on post-it-notes*

# 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
- Moderation needs to be thorough with multiple markers for each assessment
- Need to be creative with synoptic assessment
- Weaker areas are exposed (exam only blocks)

## Activity 3 (10 min)

*Discuss in groups:*

**How can IPA be made to work in my institution?**

*Answers on post-it-notes*

# Requirements for IPA

1. Regulations that accommodate separation of teaching/study and assessment
2. Collegial and team/based approach
3. Vision of what is to be achieved
4. Plan everything (coordinators/marketing/moderation)

# Student Feedback

*“I have to deliver presentations, communicate with clients at face to face meetings, deliver training - all of which require good oral presentation skills and some degree of confidence.*

*Posters and presentations are great practice for that, in addition to being good practice at presenting information visually in an easy to read and attractive manner.*

*Talks and the 'conference style' poster presentations were also really good for developing networking skills, something that's come in really handy being in a client-facing position”*

# Follow-up

*Participant survey*

*Workshop at Brunel –  
November 2017*

*Advance registration for today's participants*