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

<table>
<thead>
<tr>
<th>Module</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Synoptic Exam 1 (20)</td>
<td></td>
</tr>
<tr>
<td>Biomedical Sciences Exam 1 (20)</td>
<td></td>
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<tr>
<td>Practical Skills: Molecular Analysis (20)</td>
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<tr>
<td>Practical Skills: Biochemical Analysis (20)</td>
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<tr>
<td>Practical skills: Microscopy (20)</td>
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<tr>
<td>Research Skills &amp; Communication (20)</td>
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</tbody>
</table>

### Study

<table>
<thead>
<tr>
<th>Critical Thinking (5)</th>
<th>Research skills (15)</th>
<th>Practical skills (20)</th>
<th>Biology of the cell (40)</th>
<th>Biochemistry (20)</th>
<th>Anatomy &amp; Physiology (20)</th>
</tr>
</thead>
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Brunei University London

HEA Annual Conference 6 July 2017
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
Degree outcomes have improved using the **synoptic** approach compared to the **modular** programme.
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/markers/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