

# The EPC Engineering Graduate Output Standard

## **Assessment of complex outcomes**

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## **assessment for various purposes**

- formative – to help student
- progression – to reassure us that students are ready to move on
- classification – eventual award of degrees
- warranty – guaranteed standard of output

# current assessment practice

- 5/7, pass mark 40%, compensation
- scaffolding
- formulaic *or* fresh challenges
- external moderation – how do we detect?

- Awareness
- Knowledge
- Experience
- aBility
- different elements of warranty
- different strategies for assessment
- different statements within EPC Output Standard relate to very different competencies

- homogeneity of Higher Education
- common assessment strategies for all types of academic institution?
- EPC Output Standard:
  - \* aspiration for best students presented as actual attainment for all?

*or*

- \* language for describing variable attainment?

# *An employer group interpretation*

- emphasis on key skills
- especially ‘working with others’
- technical/analytical competence taken for granted
- possibly implicitly backed by input standard?

# *Output standards and professional body accreditation*

- express standard in terms of complexity or open-ended nature of tasks graduate expected to undertake
- exemplar attributes rather than exemplar benchmarks – confidence to explain judgements in open-ended complex problems (such as final year group design projects)

# IEE identification of conflict

- ‘need to produce graduates who are able to apply the technology of today and who are immediately employable’
- ‘need to provide graduates with a good and sound grounding in the fundamental principles of mathematics and relevant science and who can invent and develop the technologies of the future’
- both MEng?



# **programme specifications and assessment plans**

- consistency
- coverage
- coherence

# suggestions?

- portfolios – profiles – reflective practice log
- more integrative project work – less syllabus content
- reduce summative assessment – increase (cheaper?) formative assessment

# working with LTSN Engineering

- workshop (spring/summer/autumn 2002)
- develop programme specifications/assessment plans
- develop examples of effective assessment – formative? warranty?
- create and share collection of examples of effective practice

need to demonstrate that  
change (pain)  
has long term benefit (gain)