

Enhancing  
assessment  
for equity

# Addressing distress and disadvantage in assessment

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**‘In some cases the interaction between the learner and the assessment event is so negative that it has an emotional impact that lasts many years and affects career choices’  
(Falchikov and Boud 2007)**



**How can we address the harm  
which can be done by  
assessment?**



# UAL Assessment Criteria



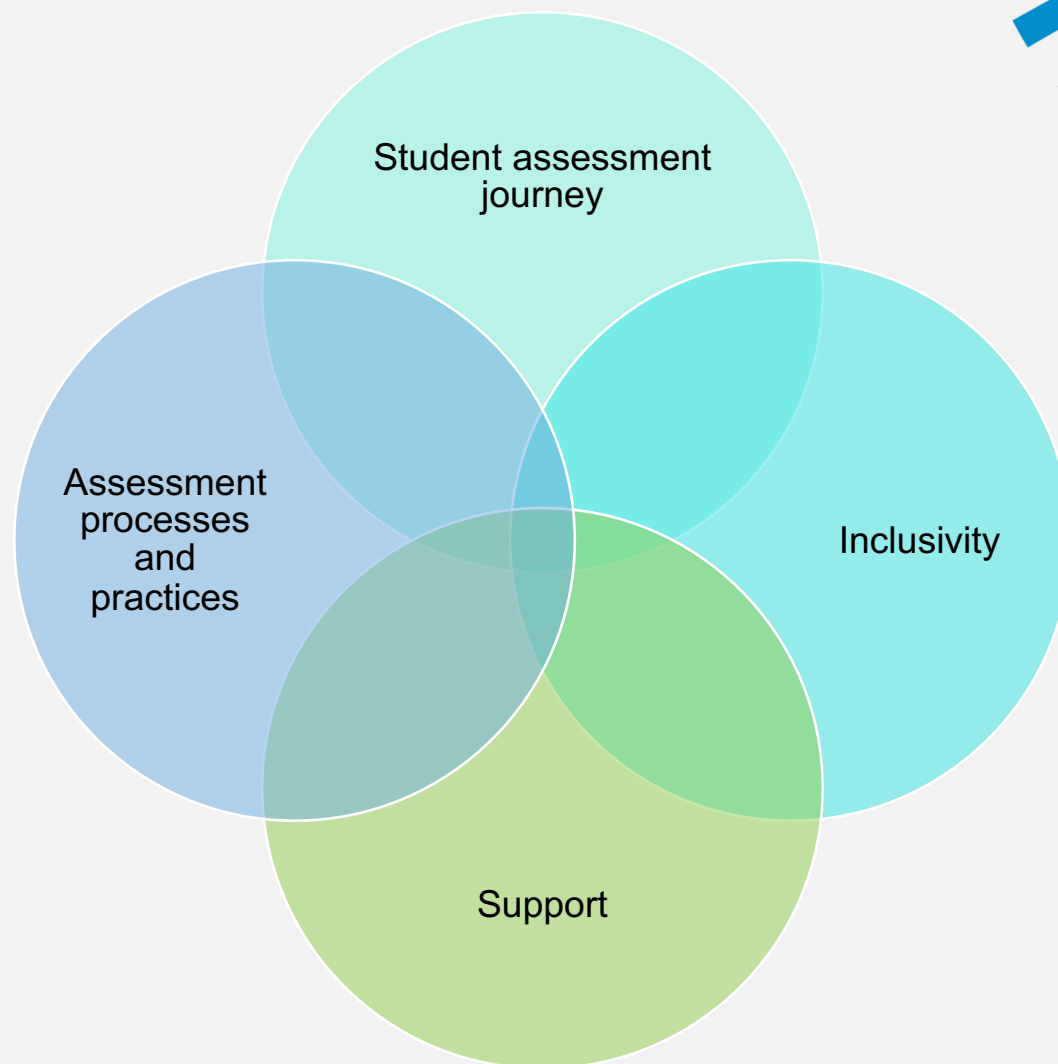
# University initiatives and policy

- Work on assessment criteria
- Emphasis on formative assessment
- Academic support
- Guidance on inclusive assessment approaches
- No detriment policies
- Pass/fail in year 1

ual:

the  
exchange

# Enhancing assessment for equity



**‘Compassion cannot be contracted, although it can be facilitated by organisations’ structures and procedures’  
(Paul Gibbs, 2017)**



**How can we  
enact  
compassion (for  
students AND  
staff) in...**

- Grading and ranking
- Focus on summative
- Penalties for late submissions
- Turnaround times
- Anonymous marking
- ...



# Compassionate evaluation?

- What metrics, if any?
- Attainment?
- Engagement with feedback?
- Range of output?
- ...?

# References

- UAL assessment criteria: <https://www.arts.ac.uk/study-at-ual/academic-regulations/course-regulations/assessment>
- UAL Attainment resources: <https://www.arts.ac.uk/about-ual/teaching-and-learning-exchange/resources/aem-and-attainment-resources>
- UAL inclusive core practice: <https://www.arts.ac.uk/about-ual/teaching-and-learning-exchange/resources/aem-and-attainment-resources>
- Pierre Bourdieu and Henri Passeron (1970) La reproduction, Paris, Editions de Minuit
- Paul Gibbs (2017) The Pedagogy of Compassion at the Heart of Higher Education, Springer
- Nancy Falchikov and David Boud (2007) Assessment and Emotion in Boud and Falchikov, Rethinking assessment in higher education, Routledge.