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SKULL.



NEUTRAL.

Pass/Fail Assessment



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Peter Hughes, NTF

peter.hughes@leeds-art.ac.uk



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Pass/Fail Assessment – Some Context



Pass/Fail Assessment at Level 4 is one of a range of temporary measures brought in at Leeds Arts University to help manage Covid-19 situation.

Consideration around whether we might want to keep this going forward.

Consulting the evidence base, discussion on the SEDA JiscMail list.

Committee discussion paper to help inform institutional consideration.

Some Advantages of Pass/Fail Assessment



Students take a deeper approach to learning

Develops enhanced self-regulation and self management

More conducive to risk, creativity & experimentation

Better for student welfare and mental health

Results in more cooperative learning and better engagement with co/extra curricular activity.

Some Challenges Associated with Pass/Fail Assessment



Can create new sources of stress and anxiety through unfamiliarity

Can be perceived as a lowering of standards

May have negative impact on motivation if students have previously been driven by extrinsic grade-chasing factors.

Switching between graded and gradeless systems it can present an additional burden for assessment literacy

Need to continually justify the merits of the approach

Pass/Fail Grading – A Compassionate Approach?



Selected References



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Contact



I'm happy to learn about further examples and experiences in the sector.

peter.hughes@leeds-art.ac.uk

Twitter: @sgwarnog