



8. Students should be given sufficient advance notice of planned assessed group activities to help them to prepare and to raise any queries or concerns at an early stage. For certain students, it may be necessary to consider alternative ways of meeting the learning outcomes in cases where, even with additional support, the student would be unable to interact appropriately with other students and contribute to the group task (particularly where this might have an adverse impact on their own performance and/or the performance of other students). Alternative forms of assessment should ensure that learning outcomes continue to be met, and might include additional individual written work and/or presentations on a one to one basis with the tutor.

9. Procedures for students to be able to raise concerns with tutors about group member involvement should be communicated to students in advance of participation.

### **The design of assessed group work**

10. The work set for assessed group work needs to be realistic given the size of each group, and mindful of the additional student work involved in group formation, negotiation and coordination and for the collaborative production of any group product or artefact.

11. A clear and fair mechanism for forming student groups should be set out. The rationale and criteria for tutor-based selection of group members should be made transparent to students.

12. Any roles and/or responsibilities that individual students are expected to take within an assessed group activity (whether assigned by the tutor or by the group) should be clearly set out. It should be made clear to students what they are expected to do, how they are expected to work with other group members, and how their work should be submitted or presented.

13. Tutors should make provision for the re-assessment of students at the point of initial design of the group work activity. For any individual student who is referred or deferred in assessed group work, there will need to be appropriate mechanisms in place to enable the student to redeem their work and demonstrate achievement of all associated learning outcomes. This is normally more straightforward when group work results in individual submissions, provided that the underpinning group work has been completed satisfactorily. In some cases, alternative forms of assessment (for example additional written work or individual presentations) may be needed to allow referred or deferred students to demonstrate achievement of the learning outcomes.



22. While tutors may choose to employ group negotiation or peer feedback techniques to help determine marks, the final marks awarded will be wholly determined by tutors. Tutors have the right to discount student input where, based on sound evidence, they conclude individuals have been unfairly judged or treated within the assessment processes.

**Further guidance**

23. Further guidance on group work can be found in the *Staff guide to using group work for learning, teaching and assessment* and *Group work: a student guide*, both of which are available on MySuffolk.