



# Teaching toolkits

## Assessing group work

Group work is not produced by one person, but a team.

Assessment of group work can include both:

- the output: the Product — see the UCL Student Assessment Criteria for Taught Programmes in the Academic Manual; and
- how the team worked together: the Process — see the Peer assessment toolkit on the Teaching and Learning Portal.

## Educational benefits for your students

Assessed group work encourages student participation and peer learning through discussion and interaction with peers.

Students can develop a sense of team spirit and participate fully.

Group work can also help to build skills relevant to employment, such as:

- team-working
- collaboration
- organisational and personal time management.

Peer assessment and other student-based assessments can help to manage the problem of students not doing their fair share and enable greater student involvement in the assessment process.

## Implementing group assessment guidelines

1. Communicate clear learning outcomes and assessment criteria related to the Product and/ or Process. Make sure students understand what counts as evidence of participation as well as contribution.
2. Determine group membership size and formation process. Include consideration of how to support students who end up working individually or in smaller groups if the groups break up e.g. through illness.
3. Develop context-specific strategies for dealing with group breakdowns, clear guides on the process to be followed and the point at which the lecturer will intervene.
4. Determine and make clear who will apply the assessment criteria: students, lecturer or both.
5. Tell students how the marks will be distributed (e.g. shared group mark, group average, marks for individual component parts).
6. Plan mechanisms to gather evidence for the group assessment (e.g. minutes of meetings, individual journals or reflections, on-line forum activity).
7. Specify media which best meet the learning outcomes for both group and any related individual components (e.g. written report, presentation, video and other audio-visual media).
8. If peer assessment (marking) is used:
  - Inform students whether assessment is formative (e.g. peer review) or summative (peer marking).
  - Students need to be briefed and trained on how to undertake peer assessment.
  - Criteria for assessing performance in the team must be linked to behaviour (e.g. attendance at meetings) in a way that can be linked to evidence.
  - Where practical, involve students in the development of peer assessment criteria.
  - For additional good practice guidance, see the 'Peer assessment' toolkit on the Teaching and Learning Portal.

## Where to find help and support

arena@ucl.ac.uk: contact the UCL Arena Centre

We have a range of assessment and feedback toolkits on the Teaching and Learning Portal, including:

- 6 key steps to develop good feedback
- Assessing group work
- Assessing students multimedia assignments
- Assessment and feedback resources
- Enhancing and giving quicker feedback
- Guided marking
- Helping students understand assessment
- Oral assessment
- Peer assessment
- Preparing students for exams using feedback
- TESTA (Transforming experience of students through assessment)
- Using proformas for feedback

**bit.ly/AssessmentFeedbackResources:** to access an online guide for assessment and feedback resources.

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