

# Groupwork

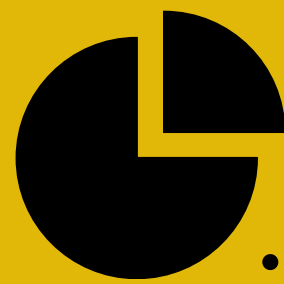
## – Remove, Reduce and Rethink

A guide for designing inclusive assessments: Removing, Reducing and Rethinking barriers to assessment via groupwork



### Remove

- Where possible and at the point of design, provide alternative types of assessment for students who may find aspects of group work challenging. For example, provide the option of submitting individual work in lieu of group-based activities.



### Reduce

- Establish a system to address issues that arise in group work, such as a way to contact the lecturer privately, or to raise common queries with peers (such as an online forum for the cohort) to share experiences.
- Provide options to enable group members to work on individual aspects of group work.
- Break down group assessment into specific activities with deadlines to reduce ambiguity and unequal contribution.



### Rethink

- Groups often aspire to an idealised form of teamworking and get frustrated when this goes awry. Encouraging students to put in place a 'Plan B' can help them to consider how they will move forwards if things don't go to plan.
- Getting students to break down tasks in a way that is manageable, realistic and sustainable can also better equip students to work effectively in teams. Encourage them to also review progress as a team so they can see distance travelled.
- Encourage students to produce a contract which is realistic and supports the members of the group to achieve its aims. Whilst a contract can encourage greater fairness, building in a degree of flexibility will help students to set realistic goals and expectations.

