

# Student Collaborative Practice in Group Projects



## Guidelines for Staff

### Introduction

The following list of guidelines has been drawn up to ensure parity and consistency of experience and assessment of student collaborative practice in group projects. The aim is to support and encourage the role of collaborative practice as a fundamental element of creative practice and to support the development of professional skills.

Collaboration can be course/ level specific, cross course/ level or between students and external clients/ partners, but the focus of these guidelines is on students working together on projects which contribute toward their assessment portfolio. The guidelines acknowledge the complex and varied nature of collaboration and should be seen as a framework that can guide more localised structuring appropriate to individual projects, disciplines and/or working practices.

### Guidelines

1. The inclusion of collaborative elements within any course and/or module should be discussed with the course leader/course team during the planning and development phase of each academic cycle.
2. The design of collaborative learning experiences should make full consideration of equality, diversity and inclusion.
3. The opportunity/requirement to collaborate in any module should be clearly identified and articulated as part of the module documentation on eStudio and during the initial module briefing.
4. The process by which groups are to be formed/allocated should be clearly articulated to students.
5. Where a Module Brief includes collaborative work, the process for assessing collaborative work should be clearly articulated in the Module Information. Module leaders will need to consider and agree the format by which students will document their individual contribution to collaborative projects before the commencement of the module and communicate this to students in the Module Information. This may include, for example, information about the documentation and evaluation of practical work, critiques and progress of roles and responsibilities.
6. If peer review or peer evaluation is going to be used in the module, modes and methods should be identified and articulated as part of the Module Information. While any peer evaluation that is conducted will form part of the wide-ranging evidence base considered by academic staff in arriving at a mark/grade, in no circumstances should

students award marks/grades that count directly toward the summative assessment of other students.

7. Collaborative projects must be negotiated and agreed by the module leader at the start of the process and before the commencement of any substantial work. A proposal/ agreement form should be completed outlining the content and scope of the collaboration, individual roles and responsibilities, timescales and deadlines for completion and modes/methods of peer evaluation.
8. Interim review points should be clearly identified and publicised on eStudio in order to monitor the progress of the project, identify or address any concerns and review/ agree any changes in the project roles and responsibilities.
9. Final assessment briefings timetabled just prior to module submissions should reiterate and clarify any submission requirements, formats and evaluation processes. This can provide an opportunity to further discuss and clarify changes to projects, problems that have arisen and their impact on the submission of work.
10. Marks or grades are awarded on the basis of each student's individual work including an evaluation of the roles and responsibilities undertaken as part of the collaborative project. Individual submissions of work should be assessed against the stated learning outcomes, fields or themes. Collaborative outputs can form part of an individual's submission but should not receive a separate single mark or grade.