

PROVIDER NAME: CCT College Dublin (CCT)
POLICY AREA: Standard 5: Student-centred teaching, learning and assessment

Policy and Procedure Title: Group Assessment Policy **Policy No:** CCTP501 **Version:** 2.1

Policy Statement
 It is CCT policy that Groupwork is both encouraged and assessed. It is utilised as a tool for assessment that enhances collaborative skills, conflict management and resolution, organisational skills, time management and teamwork, thereby providing a basis for enhancement of these transferrable skills. Groupwork can be an opportunity to learn through peers, and offers, under ideal conditions, support for a learner within a group. However, group work can also be a vehicle for freeloading, conflict and stress. Issues include inequity of contribution and lack of clear objectives. Therefore, it is CCT policy that assessment of groupwork aims to measure the individual's contribution to the collective effort.
 CCT understands that assessment of learners is a judgement of individual performance against learning outcomes and therefore awards individual grades for each group member completing a group assessment. A group assessment still requires the individual review and grading of the submission of each individual learner. The grade or grades awarded to other individuals within a group is not an indication of entitlement to the same grade for other individuals within the same group.

Staff Involved
 All full time and part time staff faculty within CCT, School Manager, Dean of School, QA Officer, Faculty Coordinators

Procedure Outline / Method(s) used to carry out this procedure	Responsibility of	Evidence generated by this procedure to ensure its effectiveness
<p>Overview</p> <ul style="list-style-type: none"> The frequency of the use of group work as an assessment strategy is determined at programme development stage and endorsed by programme validation. This is monitored on an ongoing annual basis through the annual review and Programme Board. Group work is assigned with the overall programme in mind and not just the module. This will ensure that group work is a tool used to assess learner achievement of programme learning outcomes. Where groupwork is the tool for assessment, consideration must be given to how an individual who fails the assessment can undertake a repeat assessment task that will allow them to evidence their groupwork capability. 	Lecturers School Manager Dean of School	Evidence of CA work Group Log E-mail communication Minutes from Programme Board Meetings Lecturer feedback (verbal / written) Work Diaries / Journals

- Strategies for addressing conflict in groups should be considered as part of groupwork assessment planning and design.

Group Assessment (non-capstone)

- Where group work is used as a tool for assessment, the assessment brief will detail the specific requirements of the task and outline what marks will be awarded for in respect of group work and what marks are awarded for the individual element of the assessment. The individual component mark should not normally be less than 30% but can be much greater than this.
- Assessment of groupwork should, where applicable, allow for assessment of the process as well as the end product.
- When designing a group assessment, the faculty member should give consideration to:
 - The size of the group
 - Group formation strategies
 - How/ when/ how frequently groups should meet
 - How non-participation / non-contribution will be managed

This will normally be informed by the nature of the task and the learner group in question.

- A marking scheme detailing what marks will be awarded for (in the context of the learning outcomes being assessed) must be provided.

Group Project for Capstone Assessments

- Where the group assessment is a capstone project, or of comparable scale, a Group Project guideline will be provided in the class, by the assessor, to each learner in the group. This will outline the specifics of the group project including:
 - The nature of the project
 - The objectives of the project
 - clear definition of why this group is being formed and what learning objectives are being assessed

- criteria for marking group projects will be clearly outlined as part of the assessment brief and will include not only the end 'product 'but also the 'process'
- guidelines for group behaviour will be provided
- Group membership can depend on discipline and the framework level the learners are currently studying
- Group formation may apply the following guidelines;
 - For level 6 learners the assessor forms the groups,
 - For level 7 and upward, the assessor can choose to allow learners to form their own group;
 - Normally, the maximum group size is limited to 4 members
 - Where possible there should be a mix of gender, age and culture to enrich the learning experience

The assessor should normally;

- Ensure formative and summative assessment is provided in the group work
- Ensure individual component mark is allocated and allowed for individual grading in the group
- Allow time for group meetings
- Allocate class time to group management skills
- Ensure evidence in the form of a log or diary (reflective learning journal) is produced by each individual in the group
- Request feedback to be provided once a week to ensure the group are functional as requested
- Schedule meetings with learners during class to discuss progress. Records for these meetings are kept by the lecturer and the group members.

Marking scheme of the Group Project will normally include;

- Details of the learning outcomes being assessed;
- The requirements and weighting for the individual component (not less than 30% of the marks available);
- The requirements and weighting for the group log (or equivalent tool) to inform the assessor of the group process, procedures and progress;
- Allocation of marks for how each of the following are evidenced:
 - Ability to arrive at consensus;

- Ability to overcome difficulties;
- Attendance at and participation in group meetings;

Group Project Requirements and Expectations of Learners

- Attendance at meetings is vital for the successful dynamic of a group. Should a group member fail to contribute to the group effectively and miss three consecutive meetings without notification, the ‘traffic light system’ will be implemented
‘Traffic light system’ or ‘Three Strike’ involves the group member getting three written warnings from the assessor. They are notified at each stage by the assessor and/or the group leader that they run the risk of being excluded from the group should they receive all three strikes.
- Should the learner receive three written warnings they risk failing the group project and may be required to repeat CA in an individual capacity. The same learning outcomes of the group project must be met in the individual assessment. All repeat CA’s are subject to the repeat assessment regulations see Policy on Repeat CA CCTP503
- Learners with grievances should first consult their assessor and if the issues prevail can refer to the complaints procedures policy CCTP903
- For some groups peer grading can be applied, this forms part of the grade for the group and the basis for marking grading decision and the peer grade contribution will be provided by the assessor in the group project guidelines. This involves group peers grading each member and if applied will contribute to the final grade.

Monitoring

Monitor (Job Title)	Frequency	Monitoring Method(s)
Group Assessors/Lecturers School Manager Dean of School	Ongoing reviews throughout the academic year After each examination period Annual review for full academic year	Review of records of correspondence between assessor and group Review of records of log between assessor and group Review of minutes of Programme Board Meetings Review of all written records from the lecturers, school manager, learners, being reported or highlighted, to how group conflict was resolved

POLICY CONTROL SHEET

Policy Title	Group Assessment
Responsible Officer(s)	Dean of School
Issuance Date	August 2017
Effective Date	August 2017
Last Review Date	July 2019
Supersedes	2.0
Next Review Date	August 2024
Designated Reviewer(s)	Dean of School
Scope	Internal staff (full and part time); Learners; Programme Boards; Academic Standards Board; Appeals Board

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
New Policy	August 2015	New QA system	Senior Management Team	Head of Academics, College Registrar
Aug 2016	Aug 2016	Minor edits for clarity	QA Officer	Dean of Academic Affairs & College Registrar
2.0	July 2017	Clarifications	Dean of Academic Affairs	Academic Council
2.0	May 2018	Renumbering. Previously CCTP502, now CCTP501	QA Committee	Academic Council
2.1	Sept 2019	Extended to reflect the use of non-capstone group assessment. Renamed Group Assessment Policy to reflect the broadened application.	QA Committee	Academic Council

References upon which the Policy section is based

CCT Policy area	Student centred teaching, learning, and assessment
Statutory & System Wide Basis	The Irish Qualifications and Quality Act (Education and Training), 2012; European Standards and Guidelines for QA in the European Higher Education Area, QQI Assessment and Standards
Related CCT Policies / Forms	CCTP903 – Complaints Procedure CCTP502 – Assessment Policy CCTP503 – Repeat CA & Examinations