

# Student Teamworking Guidance

June 2025



## 1. Introduction

- 1.1. A fundamental aspect of the NMITE pedagogy is students' working together and collaborating in their learning, project delivery, and achievement of specific outcomes. This requires that students form teams, work closely together, and take responsibility for their work, managing the dynamics of the group effectively.
- 1.2. This guidance sets out NMITE's approach to student teamworking, providing guidelines on how teamworking is initiated, supported and scaffolded, and how peer feedback is used as part of the learning process.

## 2. Forming Teams

- 2.1. Module leaders may choose one of three different approaches to form teams of students:
  - 2.1.1. **Student Choice** – Students select their own team members up to the maximum number of members stipulated by the module leader.
  - 2.1.2. **Random Allocation** – Students are randomly allocated into teams by the module leader. This should NOT be done based on prior academic performance or personal attributes, including gender: it must be random assignment.
  - 2.1.3. **Student-sign Up** – Students sign up to join teams based on interests, e.g. where teams will work on different topics and team selection is based on students' preference for topic areas.
- 2.2. There is debate across the sector about strategies for team formation. If you believe you have good reason not to use one of the three approaches outlined above, please contact the Academic Director to discuss your proposals for an alternative approach.

## 3. Supporting Students with Developing Teamworking Skills

- 3.1. It is common for students entering HE not to have significant experience of teamworking, or to arrive reporting previous negative experiences. It is therefore very important that students are well-supported to learn positive strategies and approaches to collaborating with others. Support is provided as detailed in paragraphs 3.2-3.4.
- 3.2. Skills Workshops delivered by The ASK as part of the STEPS programme:
  - 3.2.1. In the first FHEQ Level 4 module with teamwork that students take, they

participate in a teamworking workshop, exploring working styles and drivers, team dynamics, and the importance of communication in teams, and they are introduced to resources to support teamworking (see paragraph 3.3).

3.2.2. In the second half of FHEQ Level 4, students explore negotiation and conflict resolution, to help them manage and view positively different points of view that arise in teamworking scenarios, using them as a source of inspiration and ideation. This will also include the role of NMITE teamworking resources to support identifying and managing conflict and issues early.

### 3.3. Resources:

3.3.1. Team Operating Agreements – templates are provided, and introduced through the teamworking workshops, to structure a team discussion about approaches and expectations, capture these, and then confirm the agreement of all team members. Students are required to use these templates throughout FHEQ Level 4, and strongly encouraged to use them in later levels, too. Each team's completed TOA is submitted into Canvas or shared with the module leader as a live document from OneDrive.

3.3.2. Team Actions Log – since teams will be working together daily, it is not expected that they will hold formally scheduled, regular team meetings, but they should regularly review progress and track the allocation of actions, and their progress. A Team Actions Log template is provided for this purpose. This must be used through FHEQ Level 4, and strongly encouraged at later levels, too.

3.3.3. Feedback resources – resources are available to support students with giving effective feedback to team members to help each other learn appropriate teamworking behaviours, and to resolve issues early. For full details see Peer Feedback below.

### 3.4. The Academic Skills & Knowhow Centre

3.4.1. The ASK Centre can provide support to students with handling team issues, using the NMITE teamworking resources, and assists students who want to enhance their teamworking skills.

## 4. Peer Feedback

4.1. To develop effective teamworking skills, it is important that student team members give each other honest and effective feedback on their performance, and that students reflect on their individual contribution within the team. However, just like working in a team itself, learning to give constructive feedback is a skill students need to develop. This learning is supported as follows.

- 4.2. At FHEQ Level 4, a rubric is provided for students to use in giving each other feedback across seven key areas of teamworking performance. The intention is that this rubric enables teams to highlight good performance, whilst raising dissatisfaction in a constructive manner, supporting honest feedback which is framed and phrased effectively. At FHEQ Level 5, the rubric is supplemented by two prompt questions that invite free text responses: "I appreciate that..." and "I request that...".
- 4.3. These tools are operationalised through regular peer review and reflection points which should be included in the module schedule by the module leader. Students should complete peer feedback at least twice during teamworking activity. Through these reflection and feedback points, students should record their agreed rubric points for all members of their team, and in the second half of FHEQ Level 4, their free text feedback, using feedback forms shared with them in Canvas. This process is facilitated by the module leader, as detailed in the checklist in Appendix 1.
- 4.4. Beyond FHEQ Level 5, the use of the rubric and prompt questions is not mandated, but may continue at the students' choice. However, students must still complete the Team Actions and Feedback Form, recording their feedback to each other, and this form must be shared with the module leader.

## **5. Managing Problems**

- 5.1. Problems within teams may become apparent to the module leader as a result of their own direct observations, or through members of a team reporting an issue. Academic Staff should encourage students to speak with the module teaching team if they are experiencing issues within their team, and to do so as soon as problems arise.
- 5.2. When problems become apparent, module leaders should intervene quickly to help resolve them and enable all students to contribute fairly. This should usually involve meeting with the team, and using its Team Operating Agreement as the basis for a conversation about performance, together with suggestions for strategies/tools to overcome challenges, which may involve referral to The ASK Centre for more support.
- 5.3. The initial meeting may lead to agreed changes to the Team Operating Agreement, or to team members recommitting to performing in line with it. Where further problems arise, teams should report these to the module leader, who should intervene appropriately to address the problem. This may mean providing specific support to address issues, or in cases where a student is not contributing, removing the student from the team to complete the work individually, so that the remaining team members can refocus on meeting the brief without managing a member who is not performing. The aim should always be to ensure that students within a team have contributed equally, demonstrated learning outcomes and can all be awarded the same mark, not

simply to note concerns and then address them with a reduced mark for underperforming members.

## **6. Marks for team assessments**

- 6.1. The expectation is that all members of a team contribute equally, with all members achieving the learning outcomes, and thus all team members will be awarded the same mark for the work submitted.
- 6.2. If students feel that it would be unfair for all members of their team to receive the same mark, because contributions have been unequal, they should raise this with the module leader at the point of submitting the work for assessment. Students must have previously sought support from the module leaders during the team activity, and have completed all required team records, in order to request consideration of grades. Module leaders who receive complaints at the point of submission from students regarding team contributions should follow the process outlined in the flowchart in Appendix 2, and detailed in the following paragraphs.
- 6.3. Where students raise an issue with team contributions at the point of submission, and have not met the requirements in 6.2, the module leader should continue to award the same mark to all students with no further action.
- 6.4. Where a concern is raised by a student at the point of submission, and the requirements in 6.2 have been met, module leaders should initially mark the work according to standard processes, and then convene a meeting with all team members and the second marker. This meeting is to allow the markers to establish how each student contributed to the team submission.
- 6.5. Where it is clear that one or more students has not contributed sufficiently, the module leader and second marker should conduct a viva to establish whether the student(s) with lower contributions can demonstrate threshold understanding of the ILOs in line with the marking rubric for the team submission.
  - 6.5.1. If a student demonstrates at least threshold attainment, the module leader should propose to the Assessment Board that the student be awarded the pass mark for the piece of work (40 at FHEQ Levels 4-6; 50 at FHEQ Level 7).
  - 6.5.2. If a student demonstrates less than threshold attainment, the module leader should propose to the Assessment Board that they be awarded a mark below 40 which reflects their attainment in line with the marking rubric.
- 6.6. The proposals of the markers, as defined in 6.5.1 and 6.5.2, if accepted by the Assessment Board, will in turn reduce the module mark awarded to the student(s) concerned, in line with Assessment Policy.

## 7. Reassessment of Teamwork

- 7.1. In line with General and Programme Regulations, students may be permitted to resit (or, in limited circumstances, retake) teamwork assessments where they have in previous attempts received a fail result.
- 7.2. Resits for team-based assessments will normally take the following form:
  - 7.2.1. Where a whole team receives a fail mark, the reassessment will be a further team assessment, in the same team, and with a similar assessment task.
  - 7.2.2. Where multiple individuals within a team or module receive a fail mark, the reassessment will be a further team assessment for those individuals, with a similar assessment task of appropriate scale to be reasonable for the size of the group whilst allowing demonstration of the learning outcomes.
  - 7.2.3. Where a single individual within a team receives a fail mark, the reassessment will be an individual task designed to allow demonstration of the same learning outcomes as those assessed by the original group task.
- 7.3. All tasks used for reassessment must be verified and approved in line with NMITE's Assessment Strategy and any relevant Programme documentation.

## 8. Communication with Students

- 8.1. The Teamworking Workshops run at FHEQ Level 4 provide an opportunity for students fully to understand the expectations around teamworking, contributions and to develop skills to collaborate effectively.
- 8.2. As a reminder to students of these requirements, the briefs for all assessments involving teamwork should include the following text:

**This is a teamwork assignment. It is expected that all members of your team will contribute fairly to the preparation of the work, and therefore all members of your team will be awarded the same mark. To assist you in tracking your work and recording contributions, you are provided with teamworking resources. If you have problems or are concerned a member of your team is not contributing fairly, please notify the module leader at the earliest opportunity. If you raise a concern, engage with the support offered by the module tutors, and still do not feel that the contributions are fair at the time you submit the work, please contact the module leader. In this instance, your team will be invited to meet with the module leader for a discussion about the assignment and the equality of workload across the team. Any students found not to have contributed fairly will receive a maximum of the pass mark for the assessment**

(40 at FHEQ Levels 4-6 and 50 at FHEQ Level 7), or less if they are unable to demonstrate the learning outcomes covered by the assessment.



## Appendix 1: Checklist for Staff

	FHEQ Level 4	FHEQ Level 5	FHEQ Level 6 & 7
Team Operating Agreement	<ul style="list-style-type: none"> <li>Share <a href="#">Team Operating Agreement template</a> and <a href="#">example</a> with students, in Canvas, and ensure students have scheduled time to complete it.</li> <li>Have students upload a copy of their completed TOA into Canvas, so that you have access to it, and there is a record of what they have agreed.</li> </ul>		<ul style="list-style-type: none"> <li>Share <a href="#">Team Operating Agreement template</a> and <a href="#">example</a> with students, in Canvas, and encourage its use.</li> </ul>
Team Actions Log	<ul style="list-style-type: none"> <li>Share <a href="#">Team Actions Log template</a> with students – either (i) create a copy for each team and share it with them; or (ii) share the template in Canvas and have each team share its copy with you as a live share from OneDrive.</li> </ul>		<ul style="list-style-type: none"> <li>Share <a href="#">Team Actions &amp; Feedback Log template</a> with students – either (i) create a copy for each team and share it with them; or (ii) share the template in Canvas and have each team share its copy with you.</li> </ul>
Peer Feedback	<ul style="list-style-type: none"> <li>Share <a href="#">Student Teamworking Peer Feedback Matrix</a> with students in Canvas.</li> <li>Decide how many times students will give peer feedback (minimum twice per module), and <a href="#">set up a copy of the FHEQ4(1) Feedback Form</a> for each feedback point.</li> </ul>	<ul style="list-style-type: none"> <li>Share <a href="#">Student Teamworking Peer Feedback Matrix</a> with students in Canvas.</li> <li>Decide how many times students will give peer feedback (minimum twice per module), and <a href="#">set up a copy of the FHEQ4(2) Feedback Form</a> for each feedback point.</li> </ul>	
Actions required during module	<ul style="list-style-type: none"> <li>After each Peer Feedback point, send individual feedback to students, by Mail Merge (see Stage 4: Share feedback with students, <a href="#">in this guide</a>).</li> <li>Remind students to discuss problems with you early, and that they must complete their Team Operating Agreement and keep Team Actions Log updated in order that you can support them effectively through any problems.</li> <li>Remind students to seek your support if they find any aspects of managing their team challenging or hit any problems.</li> </ul>		<ul style="list-style-type: none"> <li>Remind students to discuss problems with you early, and that they must keep their Team Actions &amp; Feedback Log updated in order that you can support them effectively through any problems.</li> </ul>

# Appendix 2: Handling Issues with Teamwork Contributions in Marking

