

Student Teamworking Policy

1. Introduction

- 1.1 Teamworking is a vital part of NMITE's approach to learning and teaching and preparing students for their professional careers. The purpose of this Policy is to establish a fair, transparent and consistent framework for team-based learning and assessment activities.

2. Key Definitions

- **Teamworking:** learning or assessment activities undertaken collaboratively by two or more students.
- **Differential Marking:** a process through which individual marks may vary within a team based on evidenced differences in contribution and achievement.
- **Viva Voce:** an individual discussion or oral examination used to establish understanding and contribution.

3. Principles

- 3.1 This Policy seeks to ensure students are provided with equitable opportunities to demonstrate achievement of Module Learning Outcomes where the methods of assessment involves them in working in a team.
- 3.2 Teamworking activities should support achievement of programme and module learning outcomes. NMITE will always endeavour to ensure arrangements are fair, inclusive and accessible.
- 3.3 Students are expected to engage constructively and professionally with all elements of teamworking within the curriculum.

4. Team Formation

- 4.1 Random allocation is the default method of team formation. Alternative approaches may be adopted where there is a clear educational, operational, welfare or inclusion rationale. Reasonable adjustments and welfare

considerations will be taken into account as required in the formation of teams.

5. Teamworking Support and Documentation

- 5.1 The ASK team will play the lead role in providing and maintaining resources and support for development of effective teamworking skills. Students and staff are expected to engage with available support and agreed teamworking processes.
- 5.2 It is the responsibility of the Module Lead to ensure that templates for relevant team operating documents are in place for their module, and that all students utilize these. (As detailed in 6.2, the ASK will maintain examples of good practice in this area.) The Module Lead should also ensure that they review these regularly during module delivery. Early intervention and support where issues arise is expected with the aim of early resolution of these.

6. Assessment and Differential Marking

- 6.1 The default expectation is that students working within a team will normally receive the same mark for any teamworking assessment.
- 6.2 NMITE recognises that, in some circumstances, the contributions of individual team members may differ significantly and that the application of a common mark may not accurately reflect individual achievement and understanding. Differential marking may therefore only be applied where there is sufficient evidence that individual contributions within a team differ significantly.
- 6.3 Differential marking may be initiated:
 - by the Module Lead; or
 - following a request from at least half of the members of a student team.
- 6.4 Any request for differential marking must be made in a timely fashion and before the submission date for the relevant assignment. Students requesting a consideration of differential marking do so on the understanding that their own mark may go down as well as up.
- 6.5 Where differential marking is being considered, the Module Lead may consider a range of evidence relating to individual contribution. Such evidence may include, but is not limited to:

- Team Operating Agreements;
 - Team Action Logs;
 - peer feedback;
 - individual reflective statements;
 - documented communications.
- 6.6 Module teams must ensure that adequate records are maintained to support decisions regarding individual contribution where team-based assessment forms part of the module.
- 6.7 Where a decision is taken by the Module Lead that differential marking would be appropriate, the academic standard of the team submission shall first be determined using the approved assessment criteria. Individual marks may subsequently be adjusted to reflect evidenced differences in contribution. The method used to determine individual marks must be applied consistently and fairly across the team. It is normally expected that the method used to determine individual marks in this situation is via individual viva voce for the relevant team members.
- 6.8 Following the review described in 6.7, the Module Lead can propose that individual marks be increased, or decreased, but the average of all students in the team should approximate to within 2 marks of the 'team mark' for the submission (as defined in 6.7)
- 6.9 Decisions relating to differential marking are matters of academic judgment and at the discretion of the Module Lead and as with all marks, require ratification by the relevant Assessment Board. Any assessment where differential marking is being proposed will be highlighted as such when the relevant module marks are reviewed by the appropriate Assessment Board.
- 6.10 Programme Leads will be expected to keep an overview of the frequency of use of differential marking across a programme. Where individual students are involved in more than two differential marking viva voce examinations, the Programme Lead should ensure that the students are required to attend a developmental conversation with their personal tutor or the Programme Lead.



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