

Remove group work assessments from the curricula

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What will we do?

1. Full-Time Officers and Academic Representation volunteers should lobby the University to remove group work assessments from the curricula. This lobbying effort should prioritise but not be exclusive to modules in 3rd and 4th year that are counted towards degree classifications.

What is the background to this?

1. From my conversations with fellow students and my own experience of group work these last 4 years of University, students resent their grades, for any year, being subject to the effort of others. There are a number of additional students supporting this motion that are not listed on the document.
2. This frustration is similarly reflected in empirical studies on the topic: Group work difficulties are widely reported (Chang & Brickman, 2018; Forrest & Miller, 2003; Gatfield, 1999; LaBeouf et al., 2016; Williams et al., 2013). Specifically, recurrent findings include difficulties surrounding the unequal distributions of labour.

What beliefs motivate these actions?

1. Group work assessments:
 - a. Under their current delivery provide no recourse for students to address grievances within groups.
 - b. With the extraneous forces acting upon a student's grade, are therefore antithetical to the broader meritocratic endeavour of academia.
2. This motion already fits within the current mandate of the Vice-President Education wherein students are empowered to weigh in on their assessments.
3. Some students already face additional pressures on their studies: work commitments, caring responsibilities, disabilities, etc. Therefore, group work unfairly pressures some students more than others with additional, variable time commitments.