

## Mini DV tape one: Warrington/Chester

*Interviewer:*                    *Introduction...*

David Grimshaw:            I'm David Grimshaw and I'm the Senior Lecturer in Radio Production here at the Warrington Campus of Chester College. The module which I'm particularly interested in, in this kind of aspect, is one of our second year modules in Radio Production, the title of which is Magazine Programmes and it's really current affairs and magazine programmes and bulletin formats, news, sport, entertainment, factual material.

*Interviewer:*                    *When students work in groups how do you form the groups?*

David Grimshaw:            At the start of the module I present the group with a blank pro forma with group sizes of four or five, depending on the size of the cohort, to which they have to fill in the blanks and so they form themselves into groups of that size. They are forewarned to expect the exercise, so I give them about a week's notice at the start of the semester we will be forming groups and invite them to actually think amongst themselves, how they would like to associate themselves and I give them a word of advice about choosing to work with friends not always being the best course of action, which I suspect they follow rarely, if ever.

*Interviewer:*                    *What are some of the problems that might occur when groups are forming?*

David Grimshaw:            The typical problem is the student or the one or two students who aren't there at the group forming meeting and therefore appear later and are shoved into the spaces. They don't have ownership of their place in the groups and they don't necessarily have any connection or choice with those people who are in the groups. Anecdotally I would suggest a lack of attendance at a key meeting which has been well flagged up in advance, is often indicative of that kind of student's engagement with the work anyway and they very often end up being the ones who misfit in the group and who have the most problems with communications and peer relationships.

*Interviewer:*                    *Can you tell us about the assessment criteria, what they are, how they're chosen and whether the students have any influence on determining them?*

David Grimshaw:            The project work in this module is to make a fifteen minute news

and current affairs programme, which is broadcast on our campus radio station, so it's audience is campus based, but it has to contain everything, so it has to contain national, international and what's on the menu in the Students' Union entertainments this week and so on, so it has that range to it, and it's a fifteen minute live programme which has pre-built, pre-prepared elements in it and there are a series of six, so each group has to produce over six weeks a fifteen minute programme. They have the option within that to specialise within roles or to rotate the roles and I spend a half hour tutorial in advance of the programmes with them talking about the preparatory work. The programme goes out on the radio station as I observe and then we have a fifteen minute de-brief afterwards to post mortem that and preview next week's programme. So the assessment criteria are laid down in the brief for the programme, so it has to contain a news bulletin, it has to contain some magazine features, it has to relate well to its intended audience and the time of day etc. Within that the students have a lot of choice as to how they interpret that, if I can give some examples; some of the groups will choose to interpret sport as an issue in itself and they'll have kind of a sports desk within that programme in which they'll cover how the premier league football's doing but also how are the women's football team on campus doing, how the second eleven's doing, how well the cross team's doing and so on, and that's within one capsule within that programme. Others will choose to put sport in terms of premier league football as a news item and will choose to look at campus or intervarsity sports and things like that as actually part of the social calendar and so they'll cover it that way, and how they choose to engage with that, whether it's an individual who pursues that strand through the six programmes or whether it's more of a team effort and so on is for the students to negotiate with me as their tutor.

*Interviewer:* *Is one of the assessment criteria the ability to work in a group?*

David Grimshaw: Yes. It tends to be a bit of a catch all criterion. I'm against having too many very well defined criteria because I think you can paint yourself into corners sometimes because of the different nature of students and the work that they do. But there's always a kind of a catch all criterion which says how well you work as an individual and within the team how well you support each other, cover for each other, sustain and work with each other.

*Interviewer:* *Do you teach them group working skills?*

David Grimshaw: The weakest part of what I teach the students is actually the formal or the lack of formality in how I teach them how to work in groups. It arises out of the group work. I do some preparatory work in the first year about how groups should work and what it means to be a programme producer for example in a group context, which can range from looking after legal issues to providing the presenter with a drink of water when they've got a dry mouth, that kind of thing, but it tends to be something that's learnt through the tasks, through the roles, through the activities and by the results rather than something which I explicitly teach them. It's more organic that way and I think that reflects where I come from, which is the practice of the radio industry, which I've observed.

*Interviewer: You mentioned that students can choose roles or they can specialise. Can you just take us through the process of allocating roles?*

David Grimshaw: I find within radio production, particularly in live, factually based programmes, there's not a lot of scope for role differentiation. Everybody needs to be able to drive a self op studio, everybody needs to be able to operate for somebody else, everybody needs to be a researcher, reporter, producer and editor. Those are all required skills. The nature of the programme is such fifteen minutes of all speech, it actually requires a lot of work, so within that all the students actually need to do all of those activities. However, without a doubt some people are naturally good and quick at editing on a computer work station; others may be very good at interviewing; others may like doing vox pops, others may hate it and so on, so I do allow them to gravitate towards their preferences. Equally others have particular interests in sport or music or current affairs and so on and I allow them to grow towards those specialisms without going outside the remit that everybody must do a bit of everything.

*Interviewer: When you're looking for students to take on to the programme, do you look for their ability to work in groups, is that part of your recruitment strategy?*

David Grimshaw: Recruitment is a bit of a thorny issue for me within this institution. I don't usually know what students I'm going to get and what their background is, their aptitude and temperamental suitability and so on for a course like this until I see them for the first time at the end of September. I have no input other than the general departmental input and we decide what the threshold level is in terms of points and so on. Recruitment is carried out by a separate department in the college at a campus, which is thirty miles away from where I

am at the moment. The only time I'm consulted is if there's a non standard application, one that they can't deal with according to their formulae and common sense criteria.

*Interviewer:* *So does that mean that you sometimes get students who can't work well in groups perhaps because they may be temperamentally unsuited or because they speak English as a foreign language or because they've got a disability of some sort... can you just take us through how you would support students in those categories?*

David Grimshaw: As the new first year starts to take on a character as a year and as Individuals, you find there are some people who are odd ones, not many, some people who for one reason or another don't naturally work well in groups and need to be encouraged or helped or supported. There are the quiet ones and the ones that tend to be naturally rather socially isolated by preference or temperament from the others. They can usually be brought into the fold as it were, into the centre of the sphere of activity of the group relatively easily by tutorial support. There are others, particularly students perhaps for whom English is not a first language, so there are obvious communication difficulties there. We encourage the students when we require the students from the very beginning to establish good lines of communication, so the obvious things like where do you live? What's your mobile phone number or e-mail address? And establish regular places and times for group meetings and so on. But when the students live off or English isn't there first language, yeah, sometimes we have to work a bit hard with that. Those kind of problems tend not to be very difficult for us because you see them quite early on. Problems when students become affected by circumstances in their lives, either inside or outside college, which de-motivates them, they appear later, they're a problem. We tend not to know about it until the rest of the group flags it up at a tutorial meeting or very obviously you notice if a student's not attending, stops attending. With students who have particular needs, sometimes special needs, it does actually sometimes place a burden on their peers and on the members of staff. The college as a whole is actually developing a very good student support system, which is very, very effective, but it's most effective I think in conventional academic modules. In media production modules it's more difficult because they don't know particularly what the issues are and how to support a student. I have one particular case of a student who has a kind of a personality disorder, which is very mild, but that student, it does actually influence how that student interacts with people. Had I known about this student's condition before they were accepted on the course I might well have cautioned and advised that this was

not a suitable course, because of the need to work in groups, to think quickly in live broadcast situations, the need to do things like approach relative strangers for interviews and so on, which a student with this kind of disorder would find very, very challenging. That student is really supported because of the goodwill of the students who work around them and the goodwill has been very, very forthcoming. Had that not been the case then there would have been a whole raft of issues, which I would have to deal with, but as yet I haven't had to.

*Interviewer:* *Do you want to tell us about the assessment arrangements as well... any special arrangements you have to make for her?*

David Grimshaw: This particular student needed to know in advance what was expected and to actually mentally rehearse and perhaps make some notes and plan. Because we're doing live radio broadcasts, things don't always go to plan. There was a technical hitch within one minute of their programme going live on air from the studio in the week where she was rostered to actually drive, to actually operate the studio equipment, and she had done a lot of thorough preparatory work for it, and so we had to make changes to the opening of the programme in the last few seconds before they went on air. This completely threw her, it would have perhaps made things difficult for anybody, but normally I would not allow groups to do what I allowed this group to do, which was to stop, re-group and re-start. Normally part of the exercise is to deal with a live broadcast situation and whatever comes up, when it's not so much happens as the way you deal with it that matters. I had to kind of waive that with this group on this particular occasion and set that aside, so there is a way in which really that group had to be treated differently from the other five or six groups in that cohort who were doing the same exercise.

*Interviewer:* *Can I ask you about the widening participation agenda and whether that's affected the way you organise groups?*

David Grimshaw: To some extent, because of the nature of the profile of our intake at this college, the widening participation agenda, which is very much at the fore at the moment, is something that we've been dealing with for quite a while already. Students coming from what would be called non conventional academic backgrounds, it tends not to be a major issue for us in the actual practical production activities, it's more in the reflective and the academic associated activities, the writing up of analyses, insight into the benchmarking of their work and referencing of their work to other sources and so on that it becomes an issue. To some extent the

problem is scaled down because in our modules the biggest part of the assessment is actually on the practical work, so typically 80% on practical work, 20% on a written, reflective or evaluative exercise, so by scale it tends to diminish, but that tends to be assessed rather like an essay or a case study would be in a different, more conventional academic module, in which case support mechanisms such as the student system whereby they can take written work and they can be supported by study skills tutors and so on, does actually operate and does operate fairly well. The snag is of course, they have to go once through it to realise they need that, but once they make that connection it does work satisfactorily.

*Interviewer:* *So the students are in their groups and they're starting the project. Can you take us through what your role is as the tutor supporting the groups?*

David Grimshaw: The way this is structured officially on the students' timetable, they have four hours a week with me. The way we agree with that is at the beginning yes, they do get four hours, there's a lot of initial meetings and there's a few key lectures about what we're doing, but once they split into groups they actually get an hour with me a week and it goes like this; they get half an hour in which they bring the work they've been producing in preparation for the programme; we have a meeting with them, I talk to them about what they're doing, how the programme's planned; interact with them as a tutor would, making suggestions, last minute changes and so on. I then observe as the programme goes out for fifteen minutes and then we have a fifteen minute debrief and post mortem on the programme. I summarise that in an e-mail and all members of the group get that e-mail summary and I keep that for my records of observation. They get a chance then to respond by e-mail back as a further sort of loop if you like.

*Interviewer:* *Can you tell us about your processes for intermediate deadlines and formative assessment before students get to the point of submitting the final piece of work?*

David Grimshaw: The assessment for the module is not made until the end in terms of a quantity, but after each programme they get a report back and feedback and they get the e-mail with the comments in it for them to take away and think about and so there's some discussion at the start of the following week as to how they've taken on board the points which arose from the previous week's programmes, so in a way, because it's a series of six programmes, there are six mini informal assessments. They're not given marks at that stage, but

they are given comments and feedback and I'm expecting to see progress, particularly over a series of six programmes. Actually sustaining a series of six is quite difficult in terms of workload for the tutors on the course and the students, so there's a question mark whether we'll be able to actually continue doing that when we'll have to pull it back to four or five, but I think it's important that there is a series of programmes that they can afford if you like to have a total mess up. Curiously often in the second programme, because I think they've got the measure of it the first time, and then rescue it, and what's actually assessed is the whole series of programmes and that's then marked, double marked and moderated in the usual way.

*Interviewer:* *How do you assess individual contributions? It's easy to mark the product, but how do you mark the individual contribution to that product?*

David Grimshaw: The assessment is both on the programme itself but also on the individual's work within that. That's done mainly by the tutor keeping records. We talk to them in the preparatory of the half hour before the programme goes out about who's done what. Very often in some of the magazine features for instance they'll have worked in twos or even threes, so it's important that we actually keep records as to actually who did what within each programme. We observe the programme going out so you can quite easily see things like who's presenting different sections of the programme, who's operating, where things went well or badly, who was actually behind that as the programme's going out, then there is the debrief. I ask them to keep a record within the group of who's doing what, and at the end of the series of six programmes, they supply me with their group report, in which they break down who did what within the group, so I have something to reference against what I've observed and recorded, I have the group's version. If there's a discrepancy there's also a one hour group viva at the end, where it's one of the issues that I can raise with the group that there's a discrepancy between what I've observed and they've reported to me. So far the records for the group and myself have actually lined up pretty closely.

*Interviewer:* *And what's the weighting between the mark you give to the product and the mark you give to the individual?*

David Grimshaw: 80% of the mark is based on my observation and the ROTs of the programmes and the records that I've kept. 20% of the mark is a mark that I give for the over all series of programmes, which is then given back to the group to distribute amongst themselves

between the group members and that's where the element of peer assessment comes in. So let's say I gave 60% for the series of programmes, and there are five people in the group, 5 x 60 is 300, ok, five people in the group, meet with yourselves and discuss how you want to share out that 300 marks. Their process of arriving at their final marks forms the main part of the one hour viva that we have at the end of the series of programmes, is to how they've applied the assessment criteria amongst themselves, why they've come to the decisions and to discuss and air and disagreements that might arise over that process.

*Interviewer: One criticism there often is of peer assessment and group assessment is that it can't be moderated by an external examiner, that it's a bit of a personal secret to the people who awarded it. How do you overcome that?*

David Grimshaw: They know in advance that the peer assessment needs to be an open process and they need to bring their reasoning to the group viva, for which one hour is allocated. They also know in advance that that's going to be video taped, so in the event that there is a discrepancy or a moderator/external examiner wants to have a look at that process... they can't get inside their minds and they can't be present when the students thrashed out this business amongst themselves, but they can at least see a video record of that viva.

*Interviewer: What sort of feedback do the students get from their peers as well as from you? They get the e-mail from you and they get the discussion, but do the individual students take responsibility for the marks and the comments that they have awarded?*

David Grimshaw: The way the peer assessment works so far, and it's something which I'm developing so I think there are improvements that could be made on this, is quite informal. They know at the start of the module what the assessment modes are, they know as much about the protocols as I can make clear to them, but a lot of the peer assessment actually does happen towards the end of the course when I actually require them to provide me with some evidence in the form of brief minutes or something like that, that they have actually met and discussed these issues amongst themselves at a mutually convenient time and have done it properly. So it's not a very formal process.

*Interviewer: As a concluding comment can you explain what you think are the strengths and the weaknesses of your assessment processes for groups and individuals?*



David Grimshaw: I think the strengths are that by doing it this way, each student feels they've been engaged with the process and the product and the assessment in a relatively small group rather than in a large class or part of a whole cohort and it is very much the fostering of the independence of the student. I think it's good, in radio production terms it's good because they need to develop judgements, production and editorial judgement, it's good for the individual in terms of taking responsibility and ownership of their own performance. I don't like using that word but I think you know what I mean, their own performance, what they've managed to achieve in terms of their inputs and achievements into it.

The weakness is that as is common with many assessments to me in radio production, is that in the end the student may disagree with the tutor's assessment of them and see it as subjective, that what makes a good news bulletin, a good magazine feature, a good programme in the round, taken as a whole, those criteria can be difficult to actually pinpoint, to actually be precise about and it takes a lot of discussion, and I think the student needs to understand what's on the tutor's mind, the tutor needs to understand things like generational differences, the differences in cultures and aesthetics that inform all those judgements and that's an area for permanent discussion, it's an area of permanent turmoil. I'd love to think there was ever a final answer you could get to that, but I don't think there is and so it remains a weakness.

*Interviewer:* *You've made some changes to your assessment strategy over the last year or so... can you take us through that?*

David Grimshaw: The changes I've made to the assessment in this module have been the introduction of the peer assessment, and it arose out of hearing about what people in other parts of the country on different media production courses were doing. I've always held the view that peer assessment had more disadvantages than it had advantages. I became convinced by the simple logic of so much work taking place when I wasn't there, I wasn't directly observing the evidence, so much of the evidence I take for assessment is actually indirect, it's the result... I see the results of hear the results of what's happened rather than actually see directly, that the logic that the group ought to be able to assess what they do when I'm not there for themselves is inescapable, and so that's the element that I've introduced. I've introduced it I think fairly cautiously at 20% of the module mark to allow both me and the students to get accustomed to the idea and to develop it. There has been a problem that was predicted in that most of the groups have simply all given each other the same mark. One group that did actually

differentiate their marks within the members, had one pretty unholy row about it and it took quite a long time to actually bottom that so that it was acceptable, although not agreed by the whole group.

Gemma Birchall: I'm Gemma Birchall, I'm doing a degree at Warrington in Media Studies and Radio. It's part of Chester College.

Andrew Roberts: I'm Andrew Roberts and I'm also doing a Media Studies Degree with Radio, part of Chester College.

*Interviewer: Can you tell us about forming groups in the second year? Do you decide who goes into which group, does the tutor decide, or is it done randomly?*

Gemma Birchall: When we decide on the groups, we do it ourselves. It only comes down to the tutor if there seems to be a few more people in a group and then he has to swap them round, but it's normally us that decide the groups.

*Interviewer: Andy are there sometimes problems with groups and their formation... people not happy about the group they're in or someone who's been allocated to the group?*

Andrew Roberts: Not really. The majority of the time that I can remember we've been able to choose the groups that we want to work in and it's a very cohesive group so we get on very well with each other. Even when problems do arise it doesn't really come across as a problem, it's just like the group accepts other people.

*Interviewer: What about if there's somebody who doesn't pull their weight, or doesn't show up much?*

Gemma Birchall: On one of my assessments I had a person in my group that didn't pull their weight at all. He would turn up at the very last minute and attempt to get some of his work done, but it annoyed the rest of the group and it caused quite a few problems.

Andrew Roberts: I've never actually been in that situation myself...

*Interviewer: And with that one, did he pass everything alright in the end?*

Gemma Birchall: As far as I know he did. When it came down to allocating the marks we had a bit of a discussion and I said I don't think you should get the same mark as me, but he ended up only getting a few less because he didn't know what he'd done wrong, and we

were saying well you haven't pulled your weight, you haven't given anyone else any support whatsoever and he was under the impression that he had. It all came down to him not having a mobile phone really. We could all get in contact with each other, the rest of the group, but he couldn't and we couldn't get in touch with him.

Gemma Birchall: We had a few problems with one of the lads that was in our group. He didn't pull his weight at all. He would turn up at the very last minute and would attempt to do the rest of his work but he didn't help any of the rest of my group, so that caused quite a few problems.

*Interviewer: What do you think was the cause of the problem for him... laziness...?*

Gemma Birchall: It came down to him not having a mobile phone, we couldn't get in contact with him. The rest of us would keep in contact and organise meetings and things but because we couldn't get in touch with him then he didn't know and he couldn't see what he'd done wrong.

*Interviewer: And what happened to him in assessment?*

Gemma Birchall: As far as I know he passed. He got a few marks less than me, which I wasn't very happy about when it came down to the group assessment. I was under the impression I should have got quite a few more, but it only ended up about four marks difference.

*Interviewer: Andy can you tell us what you know about the criteria that are used for marking? What does the tutor look for in a group when he's marking your group abilities? It is more than your radio abilities but also your ability to work in a group? Are you clear what you're supposed to do?*

Andrew Roberts: It does make it clear at the start of the thing that we have to do, the first lecture that we have... makes it quite clear then and it's just things like attendance and pulling together as a group sort of thing. He makes it all quite clear.

*Interviewer: Do you think it is true that when you're doing peer assessment, the thing that people look for is not somebody who's got really good ideas or is really creative, but somebody who just turns up regularly and does all the phoning around and makes sure all the boxes are filled in and ticked... in other words you're marking effort rather than creativity?*

Gemma Birchall: With my group assessment I found that we did tend to mark the lad on effort. He didn't turn up when he was supposed to, he didn't come to a number of meetings and he did get the work done but because he hadn't turned up we wanted to mark him down more than what he got.

*Interviewer: You weren't in that group were you?*

Andrew Roberts: I wasn't actually in that group. I didn't experience any problems within our group because we were all based together in the same accommodation, on the same floor, so we could have meetings there and if we needed to do any production we'd just come down here together and it was quite a good, friendly group really.

*Interviewer: Can you tell us about how you allocate the roles? So the group's established, there's six of you there, you've got a project to do, how do you decide who does what?*

Andrew Roberts: When the assignment was set we just sat down and had a meeting and we decided which roles we wanted to do quite amicably, just talked through it and we all seemed to have a role that didn't clash with another role. We all seemed to have like specific roles, we had a sports... things like that, and there was no arguments, it was just all ok.

*Interviewer: Can people do the same role every time or do you as a group expect them to change roles?*

Andrew Roberts: We stuck with the same role during the assessments, but we used the two studios and we'd move around so everyone got a go at presenting, producing, things like that, working the desk. That was like the weekly thing, we'd swap around but we still stuck with the same role.

Gemma Birchall: With mine, with my group assessment, we changed every week on our six week one. We would each have a go at the different aspects, we'd each have a different role, one week it'd be sport, the next it'd be news, and it'd change every week.

*Interviewer: Why do you think you had a different system from Andrew?*

Gemma Birchall: I think it was within the people in our group, we just thought that we all wanted to have a go at everything and rather than sticking to one, it'd give everyone a chance and the opportunity to have a go at everything.

- Interviewer:* Once the group's established and working and you've got your roles and so on, what's the tutor's job? Because in a way the group runs itself doesn't it, when you've got a task to finish? Does the tutor, does the lecturer get involved in the group much? Do you meet him regularly? Do you have to feed back certain things at certain times?
- Gemma Birchall: We tend to meet the tutor once or twice. Sometimes it'd be every week but it was when we wanted to really, so he'd kind of chip in if we needed any help.
- Andrew Roberts: As long as you kept him informed he seemed quite happy really. 'Cause if people didn't keep him informed I think that'd have an impact on the final mark.
- Interviewer:* Did he give you intermediate deadlines? Perhaps you've got six weeks to do it so you have to do certain things by week one and certain things by week two and certain things by week three?
- Gemma Birchall: We had to do things weekly on one assessment. We had to have a radio show out every week and with that he would assess us each week really.
- Interviewer:* And did that give you the opportunity to make changes and get better, to improve as you go along, so that the final assessment is the culmination?
- Gemma Birchall: We like to think that we got better. He would give us pointers after each one, told us where we doing well and told us where we were going wrong, so we could like change to get better really.
- Interviewer:* You do peer assessment... what would you say you're looking for when you're marking your peers? What do you look for? To get a good mark what have they got to do?
- Andrew Roberts: When we're marking each other it's mainly punctuality that we look for, actually all turning up together to the studio or to the radio lab or even just like meetings in the accommodation that we were sharing, and that's mainly the main thing for me anyway. If someone doesn't turn up it looks bad.
- Gemma Birchall: That was the same with mine. During our group assessment we tended to mark on effort. The lad in question who was in my group who didn't turn up very often, he would get his work done, but because he hadn't turned up on time and didn't come to the

meetings we felt that he shouldn't get the same mark and some of his production skills were very good, but because he didn't turn up then he got a lower mark.

*Interviewer:* *What would happen if you didn't agree with the mark that you've been given by the rest of the group? What can you do about it if it's unfair? Supposing you think that they haven't recognised your talent or they've been a bit of a clique and you weren't part of the clique, or there was something else that stopped you getting a fair mark. Can you do anything about it?*

*Andrew Roberts:* It's just mainly sit down and talk isn't it? Just talk it through and try and explain the reasons why you've chosen to do that.

*Interviewer:* *Can you remember anybody that's been upset with the mark they got from the rest of the group?*

*Gemma Birchall:* During my group assessment we all sat down and decided on our marks and one of the lads said that he couldn't understand what he'd done wrong when we said that he should get a lower mark than the rest of us, and we had quite a few discussions about why he shouldn't get the same mark as us and it came down to it, we were all relatively happy in the end. He would have liked it if he'd got a higher mark, we would have liked it if he'd got a lower mark, so it's just a case of arguing your case really.

*Interviewer:* *Do you like doing peer assessments and do you think it's right? Some students said to us that they didn't like doing it and they think the tutors ought to do the marking and the students ought to do the work. Do you think it's good that you're involved in the marking?*

*Andrew Roberts:* I don't actually like being involved. I don't like being put in that position. I don't know, it's just an odd feeling really, very strange, it's like you've got to socialise with them as well, it's just, I don't know, psychologically it's a strange situation to be put in for a student, I think. I wasn't looking forward to doing it at all.

*Gemma Birchall:* During my peer assessment I quite liked taking charge and deciding on our marks. If it had been down to me I could have allocated the marks as fair as I thought they were, but because other people in the group had disagreements, it was a bit harder.

*Interviewer:* *Do you think sometimes students do mark others down because they don't like them, rather than because of what they've done?*

- Gemma Birchall: I don't think people mark down because they don't like them. I think it does seem to be based on effort and the work they've put in.
- Interviewer:* *What sort of feedback do you get at the end of the module? How do you know how well you've done? You get the mark but what else do you get? Do you for instance meet as a group to talk over who did what?*
- Andrew Roberts: The feedback mainly revolves around receiving a sheet with comments made from the tutor and a final mark and obviously you do sit down, it's not really formal, but you do sit down with people who are in your group and you discuss the mark and the comments made. I can't really remember there being anything that formal apart from receiving the sheet with the comments made.
- Interviewer;* *And is that the bit that gets embarrassing when you have to look at what marks other people have given you?*
- Gemma Birchall: At the end of the module you don't normally find out what the other people have got, unless you're very good friends with them and they tell you what they've got, then you don't find out.
- Andrew Roberts: It does all come down to like just sitting around, obviously you do talk and you want to know what other members of your group have got. Just curiosity really. That's the only really informal chat that we have really about it.
- Interviewer:* *What would you say are the strengths and weaknesses of the marking that goes on in radio? Maybe you think what you've made is good and the tutor doesn't...?*
- Gemma Birchall: I think one of the worst things is that you might have put in a lot of effort, which they don't end up seeing, they only see the final piece, whereas one person might be able to spend ten minutes on something, whereas another person will spend hours and put a lot more effort into it which doesn't get marked, it's only the editing skills and things like that.
- Interviewer:* *Do you agree with that?*
- Andrew Roberts: It is quite annoying when you've put, I don't know, a lot of time and effort in and staying up till all hours and then sometimes you get a lower mark than you expected.

- Interviewer:* Any examples you want to give us of your experience of group work? Anything that really worked well or incidents when somebody perhaps had a problem and nobody wanted to work with them?
- Andrew Roberts: I think I've been lucky in that respect. Every group that I've had during the first and second year, it's always been fine. There's always been like very small groups. The largest one we had was last semester and that was fine as well. There was a lot of people who I'd never worked with before, some of them I'd never like spoken to before but I don't know, you just pull together and get along really.
- Gemma Birchall: I think most of my groups have been very good, apart from my last one, which didn't work out very well. But every other group I've been in, everyone's pulled their weight and we've had everything in on time.
- Andrew Ireland:* What advice would you give to other students who are about to start working in groups?
- Gemma Birchall: The advice I'd give to people who are about to start working in groups is to pull your weight, to put the same amount of effort as everyone else is. If you're putting more effort in than the rest of them then I think you should say something to them. It won't work if one person isn't pulling their weight because you end up doing more work than them and they'll end up getting the same mark as you and you won't be very happy.
- Andrew Roberts: You shouldn't just go flying in and taking the group leader role sort of thing, just all be friendly, get along together, talk instead of bickering, just be mature about it really.
- Interviewer:* When you work in groups, do you identify somebody who's in charge or do you take the decisions collectively?
- Gemma Birchall: I think when we were deciding our groups, I've always been a natural leader and I like to take charge so I think the rest of the people kind of let me do that, but I think normally people... there's always one person who's a leader in the group and if there's two then there might be a few problems with clashes, but it normally works out and one person will decide themselves.
- Andrew Roberts: We all have an input on what goes into the show but I wouldn't say there's a specific group leader as such. The only person I see as



that is the tutor obviously, but not within the group, there's no clashes, nothing that... luckily I've not encountered that.