

Mini DV tape two: Gloucestershire

Interviewer: Introduction...

Hayley Davies: My name's Hayley Davies, I do Advertising and Professional Media at the University of Gloucestershire.

Interviewer: Can you first of all outline to us how on your course groups get formed? Does the tutor decide who does what or do students choose...?

Hayley Davies: When the module starts we are told that we have to form a group of three for example and then we choose our own. A lot of the time we're allowed to go for two or for four, as in our case, we went for a group of four, so it's kind of based on who we choose.

Interviewer: What judgement do you use when you're doing that? Do you pick people that you like or you've worked with or people you know are going to be good? How do you choose the people you want to work with?

Hayley Davies: We normally choose people who we've either worked with before and we know they're good or if we want to try out, like see how someone else works with you because in advertising it depends on everybody's ideas and there's an art director and a copy writer.

Interviewer: Do you know how you get marked for group work? Can you explain to us the system?

Hayley Davies: When we're getting marks for group work we normally have different types of marking. I mean we get periods assessed and that doesn't include in our final mark and then we also get marked by the tutors, which we don't find out until the end and that's normally through presentation, concept and the whole package really.

Interviewer: And does everybody get the same mark for that bit, everybody in the group?

Hayley Davies: Everybody in the whole one of my group yeah, gets marked exactly the same, so if someone's worked better it's not shown, you all get marked exactly the same.

Interviewer: When you're doing your peer assessments, do you think that things that people look for are not whether people have really got good ideas but actually just whether they work hard and they turn

up on time, so that it's all about their effort rather than their creativity?

Hayley Davies: I think that people don't really notice how hard someone's worked really because you don't really get to see the process, you only get to see the final idea or the final concept or the final presentation, so really I'd say it's only marked on what you see on the day.

Interviewer: If you're marking other people in your group, what do you look for when you give them a good mark?

Hayley Davies: When you've been working in a group I'd say 'cause you're used to working with those people and if they've let you down at times, say if they've been late or they haven't put as much effort in as you I suppose me personally I would mark them lower than what I'd expect myself to get marked.

Interviewer: There are different roles in an advertising project. Do you have a creative director and a copy writer? How do you allocate those roles? Do you decide yourselves, does the tutor tell you, or do you have to take turns?

Hayley Davies: Throughout the beginning of the course you develop your own skills and that and then you decide what you feel you're best in. For example in advertising you've got the copy writer and the art director. If you're better with coming up with ideas for like the images then you would call yourself an art director, whereas if you're better with words you'd call yourself a copy writer and with advertising agency you need the copy writer, art director and then hopefully a photographer and a graphic designer to put everybody's input in.

Interviewer: But can you specialise in just one and do that all the way through, or do you have to try all the different roles?

Hayley Davies: You can specialise in either art director or copy writer, depending on what you want to do really. When you work in a team it's normally a pair so you both help each other. Like in my group me and my partner, I'd call myself an art director and she'd call herself copy writer, but there are times when it overlaps and she'll do my part of the work and I'll do her part of the work, so it changes throughout the whole three years.

Interviewer: When you're working in a group and you've been set the project - off you go, you start to work on it - what's your contact with the

tutor? How does he or she keep in touch with you and monitor what's going on?

Hayley Davies: We are normally set times when we can meet up with the tutor to go through our ideas and he'll give us a day where he's free for three hours and we just go in and go through our ideas with him, then he'll send us away, we'll get on with that and then choose when we want to go and see him again and if it's times when he's not there he's always got an e-mail address or a phone number if it's a desperate thing we need to talk about.

Interviewer: And does he set you intermediate deadlines? You've got to obviously hand in the project at the end, do you have to show the first draft and the art work for feedback as it progresses?

Hayley Davies: During a whole... when you start from the ideas to the final produced product, then we do have to meet in between times at different stages to show that our ideas after say a few days, and then our ideas from when he's spoken to us then, what he said about our ideas and then just at different stages throughout basically.

Interviewer: What would happen at the end if you didn't agree with the mark that you were given? If you fail but feel the rest of the group has been unfair on you, what can you do about that?

Hayley Davies: If I felt that my mark was lower than I expected or I really thought I deserved a better mark I'd go and speak to my tutor and then see if I could get someone else to re-mark it.

Interviewer: And with group marking, peer marking, do you have a meeting when you actually have to explain to the other people what you said about them?

Hayley Davies: We don't have a meeting where we have to explain what we said about them and it's basically marked on a sheet on again presentation, concept and the over all thing and we mark a, b, c, however we feel and the tutor collects them all at the end and just goes through who they feel the group felt did best really.

Interviewer: Can you tell us about any examples where groups have not worked well together, where things have gone wrong?

Hayley Davies: Things during advertising agency, we worked in a group of four which was bigger than what we were told originally to work with because we thought we wanted to try out what it would be like

with two other people, and it was quite hard work working in a larger group because everybody's got to find a time where they're going to be able to meet up without... and obviously people have got commitments where they've got jobs and that so it's harder to meet up with four than it is to meet up with three and then people are late. The last time we've had lots of people just turning up an hour late and it does frustrate you.

Interviewer: *What happened in that case? Did that get reflected in the feedback you gave your tutor?*

Hayley Davies: It didn't get reflected, the people being late and that. We did speak to each other about it and said look, you have to meet up on time because it's not fair on others and it did get sorted. It was kind of sorted out between us, it wasn't ever spoken to, to the tutors, because eventually we didn't feel there was much point because the work did get done in the end.

Interviewer: *Is there a sense sometimes with group work that the final mark is unfair because A did all the work yet B got the same mark?*

Hayley Davies: Sometimes it does feel a bit unfair if you have put a lot more work in than someone else you're working with, but a lot of the time, within the advertising agency everybody's got their own different skills so people put in different skills and you don't really notice somebody putting in like say if they're working on the Apple Macs and you're coming up with an idea, maybe their work seems more because they're having to do a lot more physical work, whereas you're doing mental work.

Interviewer: *Is there anything that you would like to say about group and assessment? Do you think it's a good idea?*

Hayley Davies: I think it is a good idea because everybody kind of... you learn things from other people and like I said, everybody puts in their own skills, so you're getting something out of working in a team, but then there is downsides, as there is to everything really. You do feel as if you do put more in, or sometimes you become lazy because you know someone else can do it, but I'd say it's more of a positive than a negative, working in a group.

Jamie Cook: I'm Jamie Cook, I'm at the University of Gloucestershire studying Advertising and Professional Media.

Lindsay Gill: My name's Lindsay and I'm also studying Advertising and Professional Media at University of Gloucestershire.

Interviewer: *Can you take us through the system that's used here for marking groups?*

Jamie Cook: We use a system called peer assessment and basically we are assessed by the lecturers and we're also assessed by our peers, which are students as well, are students in the group, our class mates, which means that they decide...

Lindsay Gill: They mark us on our presentation skills, concept of our final designs and over all, from grade A to D.

Interviewer: *And does the mark they give you contribute to the final mark you get for the module?*

Jamie Cook: Not as such. I don't think the marks that the students give are directly given as a grade for the student, but I think they do influence the lecturers' views on it because advertising is obviously for an audience, so if you're pleasing the audience you're pleasing your peers, then you're pleasing the people who are out there, so I think it works.

Lindsay Gill: Also we pitch against each other so we are judging on a professional basis and looking at other people's work in terms of the same level and we do get an over all standard and grade accordingly.

Interviewer: *So do you think the peer assessment mark you give each other should contribute more to the final mark?*

Lindsay Gill: I think the peer assessment mark should possibly have more influence over the final grade because we are all doing the same course and we are all competition at the end of the day.

Jamie Cook: I'd probably disagree with that. I think that the lecturers are more academic and more experienced, and they're guiding us you know, they're the ones who are showing us the direction, so I think perhaps their say should be the final say, but I think the students opinion is also important to develop further.

Interviewer: *Somebody said to us once that when groups are marking each other, when you're doing peer assessment, you don't give marks for the really good ideas or the people that have been really creative, you give marks to the people who have turned up and have done all the chores and made the phone calls. In other words you're marking a lot of effort and not really marking the creative input...*

Jamie Cook: I'd say definitely, I think anyone who's put their neck out for the group and made phone calls and done all the running around and driven people and picked extras up and etcetera, those people are equally as important and deserve an equally as good grade as the rest of the group who have done the creative thinking. They're all part of the framework, but I think it is a creative course and I think some people do put less creative input in than others, definitely.

Lindsay Gill: We mark each team, so we're all a team, there's about seven or eight in our group, so we're just grading on what we see on the day in terms of other groups. If it comes to our own group then obviously we know what goes on behind the scenes and who's maybe done more than another person, but it is kind of a group effort at the end of the day.

Jamie Cook: I think some people have an ability in a presentation to perhaps act and perhaps make their piece more worthy in the presentations, so if they can in the presentation appear as they've done most of the work by just talking, when actually all they've done is watched and listened, which is also obviously valid as well, watching and listening's very valid and it's better than any lecture, to be involved in a shoot for five hours, it's much better I think for an individual than to be sat in a lecture with somebody talking at you for an hour, I think the practical experience, so...

Lindsay Gill: Definitely.

Interviewer: *When you form groups, how do you do it? Does the tutor tell you who is in each group or do you pick who you want to be with? How do you decide who to pick? Is it your mates or who is the most talented...?*

Lindsay Gill: We generally choose our own groups based on who we feel we've worked best with. Well they always encourage us to choose who we'll work better with, not necessarily who we like go down to the pub with or...

Jamie Cook: But who you go down to the pub with is also very important.

Lindsay Gill: Maybe, yeah.

Jamie Cook: Because you can get some good discussions going on, but you also need that distance so that you can't have your best friend in your group because you need the distance, you can't be in each other's pockets all the time, otherwise it gets a bit frustrating, a bit messy, you know. I think you've got to have a kind of a brother/sister relationship, or brother/brother relationship so you can discuss things, and you might quarrel a little bit...

Lindsay Gill: You will.

Jamie Cook: Yeah, you will.

Lindsay Gill: You will have debates and so you've got to be quite... not take things personally and just...

Jamie Cook: Yeah, and get on with it.

Interviewer: Are there communication problems sometimes within the groups, like not being able to get in touch with somebody? Do you exchange mobile phone numbers? How do you keep in touch? Does it go wrong sometimes?

Lindsay Gill: Mobile phones are definitely good, texting or communicating. There are problems at times...

Jamie Cook: Yeah, there are.

Lindsay Gill: Meeting... people have got other jobs and other work pressures so it can be a bit hard sometimes.

Interviewer: Any examples of when it went wrong? Somebody got left out, for instance?

Jamie Cook: For instance, if somebody's been out on a night out, as students do, for a few beverages, and they've had a bit of a rough night and you've got to meet up at 9.30 in the morning to go and do a shoot or go and have a group meet, and you're trying to ring this person or persons who have been out on the night out and they don't want to get up. So yeah, times like that, that's frustrating and that can sometimes lead to you or... I'm not saying I'm not guilty of staying in bed sometimes, but it can lead to other people doing more work in the group, yeah.

Interviewer: When the project's been set, what's the role of the tutor or the lecturer? Does he or she keep in touch with you regularly? Do you have to fix times you've got to meet and to report back? Do you have to show things or does he/she just say get on with it and come and see me when you need to?

Jamie Cook: Get on with it and come and see me when you need to.

Lindsay Gill: He does offer times when he's available that we can discuss our ideas or any problems or assistance we might need, so he does offer the time if we need it. But basically yeah, just get on with it with our groups until we have maybe another meeting or the deadline.

Jamie Cook: He's always around, I mean Frank here, he's very good. His office is always open and he's always either in his office, around here or having a coffee, he's always very approachable you know, if you've got a problem or anything to talk to him about he can... he's always got time to talk to you, which is amazing. I don't think in any other course you would get that kind of assistance.

Interviewer: But are there any intermediate deadlines like "I need to see the draft of the design today" or "I need to see the draft of the copy?"

Jamie Cook: There are not usually intermediate deadlines, no. But sometimes there are. We're doing a module now called Direct Marketing Design and the a guy from Target Direct, a local advertising agency is coming and he's given us like intermediate deadlines, so yeah, it does happen, but I prefer to...

Lindsay Gill: More often, I think.

Jamie Cook: Do you think more often?

Lindsay Gill: Yeah, there is usually a meeting prior to the deadline where we will show maybe concept. I think more so in the first year, just to get an understanding and get a direction before we finalise the designs.

Jamie Cook: Yeah.

Interviewer: On your course, I believe that at the of the process there are two sorts of marks: there are the marks that your peers have given and there's a mark that your tutor gives, and that's the main one. But what happens if you don't agree with the mark, either the mark that your peers have given you, because you think you've worked

harder than they think you did or the mark the tutor gives you, what can you do...? Are there systems where you can challenge it?

Jamie Cook: If I disagreed with the tutor's mark or if another member of the group disagreed with the tutor's mark then I don't know of any means of disputing that, but I mean if there is a problem you know you raise it don't you? I've never been in a situation where I've had to dispute a mark, it's always been fairly even.

Lindsay Gill: I think if you are slightly unhappy with your grade or you feel you should deserve more then you can talk to your tutor and they'll probably tell you, explain how they've graded it and fair enough.

Interviewer: What about the marks within the group? Do you mark each other? Would you give a mark say to Hayley for her creative contribution?

Jamie Cook: For the group, not individually, no, we don't give...

Interviewer: But you mark the other group's work?

Lindsay Gill: Yeah.

Jamie Cook: Yeah. That'd actually be quite helpful I think if you marked each individual person, that's something we don't do. I hadn't thought about that but... until now.

Interviewer: Does that mean that in the current system the whole group gets the same mark?

Jamie Cook: Yes.

Lindsay Gill: Yes.

Jamie Cook: There's no room for...

Lindsay Gill: That's why if some people within your group maybe have worked less than another person, they may not be found out to an extent, but your group should come together as a whole in the end and that's what it's all about, group work, being a team player. So we are grading them on their group performance on the day.

Interviewer: Have you been in a group though where two people did all the work and two people just had an easy ride?

Lindsay Gill: I think it probably has happened, yeah.

Interviewer: *Can you describe...?*

Lindsay Gill: There have been times when there might have been a group when a couple have done less than another couple maybe. However, I think towards the end they may have pulled their weight in another way.

Jamie Cook: Yeah. We're far too nice to be... there's one guy who would more often than not run off and go to the toilet and things like that, but you don't have to be nasty to someone to kind of say look you're not pulling your weight. I mean if you want to stay on this course you've got to pull your weight, that is the way of things. You either realise and pull your socks up and you don't and you know, you leave basically.

Interviewer: *But how does your tutor know at the end who's pulled their weight and who hasn't?*

Jamie Cook: They don't. The tutors don't know who's pulled their weight and who hasn't, but I guess... no they don't.

Lindsay Gill: I think it's down to the group for that. You have to try and give roles and set pieces of work for individuals so they do have to do it in order to gain the best grade that they can. You're not doing yourself any favours if you don't within your group because next time they won't want to work with you, probably not.

Interviewer: *When you mark each other's final presentation, do you take ownership of it? Do you explain to people what marks you've given and why you've given them or do you just hand in the marks?*

Jamie Cook: Hand in the marks. Yeah, we just at the end of the presentation hand in the marks and there's no discussion about it.

Interviewer: *Do you think there should be?*

Jamie Cook: I think there should definitely be a discussion about why you've awarded certain people certain marks. I think that'd be very important for the development of peoples' study, definitely.

Lindsay Gill: Yeah, we get feedback from our tutors individually, well each group gets feedback on how they did on the presentation or design or concept, but it would probably be good if we heard from other

peers you know. We have questions and answers but that's as far as it goes really.

Jamie Cook: If there's something burning you need to say, a question or something you're curious about, then you will obviously say it. But I think if it was provoked it'd be a lot more useful, if you had to comment on people, different things might come out.

Interviewer: What advice would you give to students who are about to start working in groups in the first year?

Jamie Cook: If you're going to work in a group you need to be very patient. You need to be good at time keeping I suppose, you need to be not necessarily punctual, but you have to make sure you're not going to let your group down. You have to pull your weight, you have to be a team player, that's very important.

Lindsay Gill: Yeah, team player.

Jamie Cook: Be part of a football team you know, and be the superstar and keep scoring the goals.

Lindsay Gill: I mean if you're pulling your weight your whole team will I think. You influence each other.

Frank Holmes: I'm Frank Holmes, I'm the subject leader of Advertising here on the BA(Hons) Advertising and Professional Media Course.

Andy Tibbs: Ok, Andy Tibbs, I'm Lecturer in Advertising on the BA(Hons) Media Course.

Interviewer: Can I ask first of all, since your students work in groups, how do they actually form the groups? Do you just let the students choose themselves or do you intervene, or is it random?

Frank Holmes: We try and encourage the groups to pick themselves really. We have a variety of different students from different courses in the Professional Media Degree Programme. Those students range from photography students, video students, advertising students and graphic design students. The teams by and large pick themselves, so they'd be friends of friends who get together and who have worked together perhaps for another module and they decide to work together on this particular module.

- Andy Tibbs: When we form groups, particularly early in their university careers it's sometimes also beneficial to actually intervene and to actually encourage different people to work together and to move people around so that they are working and interacting differently with different people in order that they can fulfil and form some sort of future partnership.
- Interviewer:* *Do you find it necessary to teach them how to work in groups or do you just assume that they'll know how to do that?*
- Andy Tibbs: I guess I'm perhaps more instrumental in that in that our first year students, I normally meet on their very first day here and they spend their first weeks with me so I do take some steps to explain to them how group working works and why we do it, but from then it becomes a sort of, almost a trial and error process from their point of view. They try it, they move around, they work with somebody else and it develops its own dynamics, so after then end of the first semester, they're really so very used to it that it comes naturally to them.
- Interviewer:* *Do you expect the group to work with a director who is in charge and other people do roughly what they're told or is it an equal grouping of roles, a sort of collective decision making?*
- Frank Holmes: I think the group in the initial stages, because the work is led by initially a creative concept side of things that you would expect the advertising students, art director and copy writer, to naturally kind of lead the group in that respect. But later on as the module goes by and the production processes begin, we see the group dynamics changing and the photography part of that group would obviously pick up the leadership thing as they go into the studio and shoot, and the graphic designer obviously would lead the group in the final production stages.
- Andy Tibbs: Yeah, I think that's fair.
- Interviewer:* *When you're recruiting students or when you're interviewing students do you look for their ability to work in groups? Is that one of the key skills that you expect them to have and how do you assess that?*
- Frank Holmes: I think when we interview students in the initial phase of choosing students for the next academic year, we're certainly looking for people who will work well with other people. We're looking for friendly, creative people who just come across as being just good

group people. We're certainly not going to be taking people on with a massive attitude problem... [cut]

I had this flash because Andy and I were sitting in here and we had a flash back to one particular student that we had and we were thinking about the group dynamics of how this particular student would actually work with the rest of the group and she was so kind of full of this particular... her own self importance so we thought she's never going to work with anyone else, this is going to be a disaster, so that's why.

Interviewer: *Do you want to tell us about that...?*

Frank Holmes: Well sometimes when we're recruiting students and Andy and I try to do the interview process together and occasionally we've had students who have not been the kind of norm I think it's fair to say. There's one particular lady who came in who seemed to have a knowledge of absolutely everything about advertising and was actually lecturing us rather than us lecturing her, and certainly interviewing us and we were thinking about the kind of group dynamic thing and how well it would work with this one very, very powerful lady, who really wouldn't have been a very good team worker at all. Couldn't actually see her working in the industry as a practitioner, as a creative at all, so occasionally we do have problems like that and we certainly wouldn't be possibly inviting her to come based on that kind of personality thing.

Andy Tibbs: I think when we're recruiting people it's important for us to have a close eye on how we believe that student's going to interact with the group, not just as a group of 25 but also in smaller independent working groups, is that student capable of leading a group, is that student capable of getting their opinions across and is that student also capable of being sensitive to the opinions of others? Those are probably our most important criteria, but that comes across usually just by talking to that potential student between the two of us as a three way conversation.

Interviewer: *Can we move on to students with special needs or students with disabilities or students from overseas... do they create a particular problem on group working?*

Frank Holmes: Over the last few years we've certainly taken on a number of foreign students haven't we... and certainly a number from Sweden, Norway, Denmark. In terms of the group dynamic and the way they've integrated I can safely say that there's been absolutely no problems at all as far as the sort of group work goes.

I've actually been very keen to be involved, possibly more so than some of the British students, but we've never had a problem with integration in any way, no.

We haven't had any disabled students.

Andy Tibbs: I have had experience of a student who was profoundly deaf being involved in a group working environment and he was supported by I'm not sure what the exact word is, an interpreter of some description, who communicated for him, told him what people were saying and also communicated what he wanted to say to other people. The integration aspect was absolutely fine and on the whole that scenario worked absolutely fine but it did perhaps present difficulties in terms of there being a sort of communication delay. Communication between the group was perhaps a little less spontaneous than it would normally be, but beyond that it functioned absolutely perfectly.

Interviewer: So when the group's established, the project has been set and it's up and running, what's your role then in supporting the group? Do you meet them at fixed times every week, with sets of intermediate deadlines to show you that they're on the rails?

Frank Holmes: I was going to say I think my role is quite different from Andy's throughout the module. I as the Subject Leader am just going to come in at the end and see the product, but Andy maybe wants to talk about the process and how you steer that?

Andy Tibbs: In terms of communicating with the groups and guiding them through the module, what I would normally do is set some sort of notional timetable at the outset, giving all students an indication of when I expect to see them, how frequently I expect to see them and in which scenario I expect to see them. It's not always absolutely essential to see all the members of a working group at the same time. The process can function quite happily by just having a discussion with one delegated member of the group on a specific day and at other times seeing the whole group together to get a feel for their dynamic, but the guidance aspect is also listening to their problems as well. There are inevitably issues with groups that don't quite work properly, groups of for example usually three and above that feel they're carrying a passenger, and I make it quite clear at the outset to the student group as a whole that I want to be aware of any problems where groups feel that people aren't pulling their weight, because notionally at the end of the day I expect to issue the same mark to the entire team and if somebody isn't taking a full and whole involvement, then I do need to know and I need to

know quite quickly so that the group doesn't fall apart and so that the group continues to sort of fulfil its potential.

Interviewer: *You want to award the same mark to a whole team, does that mean that's the only mark they get? I mean everybody gets 60 or everybody gets 65?*

Andy Tibbs: Well I think actually that's dependent on the module. On the Advertising Agency Level 2 Module, my objective will always be to award a team of usually three, all the individuals within that team should get the same mark, that's my objective, because of the skill sharing nature of the module, they should all have had an equal participation in the process. During the life of the six week module not all members of the group will be active to the same degree at all times if you understand what I mean. Art Directors will perhaps take a little bit more of a back seat later on during the production process, where the Graphic Designer will take their turn to lead the group and so on, but ultimately, in terms of that module I do want to issue the same mark where possible.

Interviewer: *And what about the situation where say the Graphic Designer hasn't pulled her weight and so the graphic design could be poor, but the other ideas are really good? Doesn't that mean some get penalised for the weakness of others' work?*

Andy Tibbs: No, no. Because in that situation if I'm aware of problems, if I'm aware that a group is carrying a passenger, if I'm aware than an aspect of the roles...

If I'm aware that one of the individuals within the team clearly isn't pulling their weight then I have to mark them accordingly. I have to mark two members of the group at one level and a third member at a lower level to reflect their involvement or lack of involvement as the case may be. There is an inherent problem in that in that if a group is struggling, if a group is struggling with one of its particular members, it's slightly more difficult for the remaining two to achieve the same potential mark that they may have achieved, had they been in a group which was absolutely equal and absolutely pulling its weight in all directions.

Interviewer: *You use peer assessment... can you take us through how you use it and what the students mark?*

Frank Holmes: I mean at the start of the module students are given out their briefs and they're also given a sheet which is a clear assessment sheet which sets out all the criteria for the module. It's made clear to

them at the time that this is not only the sheet that the staff will be using to assess them, but also that the other students in the module will also be using this to assess them as well. The peer assessment sheet I think everyone has got used to now, they get used to it right at the beginning actually...

Andy Tibbs: From day one...

Frank Holmes: From day one in the course there they're using the sheet and with each different module the criteria for the students to assess themselves and each other are marked down on the sheet and this particular one, Ad Agency, we mark it with three specific criteria. The first one being presentation, which is the conclusive work that they produce at the end of the module and we're also assessing the concept, creative work, and also the design work. There's three specific things and the students doing their peer assessment will look at these forms and be assessing against those criteria.

Interviewer: So they then do their forms... does that then feed into the final mark that you award?

Frank Holmes: The peer assessment sheets are really useful for the students to assess themselves and to assess others and it makes them more aware of how others, not just how the staff would see their work, but how others are judging them. This assessment is actually given them, the peer assessment or the audience assessment is given them at the end of the module presentation and it does impact into our thoughts. I think we have to take into account as assessors of the work what is the audience assessment of what we've seen, not just what we think as professionals, but how do the other students, how do the audience see things? And that more objective, less subjective assessment is certainly useful.

Andy Tibbs: During the Advertising Agency module, when the students are going through their peer assessment process and issuing marks as the presentations unfold, I do as a rule kind of lighten that approach slightly by recreating an environment whereby they're actually pitching for the business. We encourage the students to name their advertising agencies and form their presentations with the objective at the end of the day to be awarded the business, to be awarded the job and that is wholly determined by their peers, that opinion is wholly formed from the impression of the group as a whole, so I'll normally take their mark sheets away, do a quick calculation and lighten the load and issue a prize at the end of the morning, usually a chocolate bar, and everyone gets a round of applause and everyone goes away feeling happy, so we do sort of

lighten the process slightly by issuing prizes and giving the thing a little added competitive edge.

Interviewer: *Do they get feedback... they obviously get it from you but do they get feedback from the other groups?*

Andy Tibbs: Well in a way. The feedback process for Advertising Agency, normally the marking panel is traditionally quite extensive. There's normally two lecturers present, there is the peer assessment process, but we also try and bring in third year teams, Advertising Agencies in Level 2 module, so we normally try and bring in a couple of third year teams, so maybe there's four, even six third year students who are also watching the presentation, who are also filling in a marking sheet exactly the same as everybody else's so as a rule we leave feedback to their peers, the third year students and in my case to the other lecturer who's present on the day. I've obviously been involved in the process throughout the whole of the module and have sort of lost some objectivity as a function of that, so feedback on the day comes from those two sources primarily, but there's always an opportunity for students to chip in and make their own observations, comments and questions after each presentation.

Interviewer: *Can you summarise what you think are the main strengths and weaknesses in your current assessment strategy, particularly with relation to group working?*

Andy Tibbs: For me the inherent weakness in group marking, and it's something that will never go away, is how can you be absolutely 100% certain that a group of three has all had a 33% share in the final outcome? Students can be protective towards each other, students can be protective if an individual student within their team has got particular problems, illness, personal problems or any other sorts of problems along the way and it's not absolutely beyond belief that there are instances sometimes where students are supporting a student who clearly isn't having a full involvement into the group, but doing their damndest not to make it apparent to us, so I think that's the weakness for me, that's where if it's going to go off the rails, that's where it's going to go.

Frank Holmes: I think anyone who is presented with a form could probably have some slight phobia about the form side of it and the written information on a sheet of paper, which can phase people and getting that sort of free flowing criticism of the whole process is probably maybe slightly restricted by those sort of solid criteria, things that we put on the forms, on the sheets, the assessment

sheets, but I think the plusses outweigh the minuses and I think the students have kind of got used to them and I think they work well.

Interviewer: Are you happy about the ability for an external assessor to moderate the mark... particularly in that case you described earlier where there might be somebody who isn't pulling their weight so they get a weaker mark than the rest of the group? And can that be externally checked? If that student then appeals against it and says why have I got 50 when they got 60...?

Frank Holmes: I think certainly from the point of view of the Advertising Agency module, if an external examiner looks at the work, given as I said before, the assessment is based on three specific criteria, that say a weaker member of that student team who was perhaps the graphic designer, if the work was submitted to the external examiner and they had a look at that work, they would see perhaps quite quickly hopefully, that conceptually that work might be very strong, but in terms of the design and the production side of it, it was kind of less good at achieving the objective. So I think from that point of view it would be quite easy for an external examiner to be able to see that the...see the difference, whatever it is.

Frank Holmes: We have a problem with that, given that this last group that you interviewed for example, it isn't a typical student group because they're all Advertising students and they have to undertake the roles of different...

Andy Tibbs: I think because they do have to undertake specific roles, because there is a requirement to introduce a design function, because there's a requirement for a creative and photography, I think the roles almost define themselves with this particular module because there needs to be a design outcome, an image making outcome and a creative outcome, so it's fairly clearly defined all under its own dynamic. There are having said that, instances with other modules just sort of slightly moving aside, where I do ask students to timetable their activities over say a period of four weeks depending on the length of the module and I do ask for individual group members to take ownership of a specific function, to take ownership of a job and I'm also then aware if there's any part of that process which hasn't happened it's immediately and glaringly obvious because an individual student hasn't fulfilled their role, therefore they're accountable to me and not just to the rest of their group because it's just so obvious that they haven't done it, so within Advertising Agency I don't do that, but with other modules it's sometimes appropriate to do it that way.