

# Supporting students working in multicultural groups

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Inclusive Assessment & Group Work

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# 1 Executive Summary

The Access & Student Success Group (A&SSG) has convened a cross-functional Task & Finish (T&F) Group to explore how the University can more effectively support students working in multicultural groups. Recognising the increasing diversity across academic programmes and the importance of inclusive learning environments, the T&F Group has prioritised a thorough examination of current literature and internal research relating to student experiences in multicultural group settings.

This report outlines key findings from the review and provides initial recommendations aimed at enhancing student support. Insights have been drawn from national and international scholarship, alongside evidence emerging from existing University of Leeds practices and Leeds Institute of Teaching Excellence (LITE) Fellow research projects. Pending on the feedback from A&SSG, the T&F Group may explore institutional challenges and targeted interventions as a next step.

## **Key recommendations include the following:**

Staff should be aware that

- Group work can be very stressful for students especially when assessed in groups that have not been carefully structured
- Group work can disadvantage some students who are speakers of English as a second language, mostly international students, and some students with immigration backgrounds.
- Cultural misunderstandings can lead to conflict.
- Group work can have a profound positive or negative impact on students' sense of belonging depending on its design.

To support students working in multi-cultural teams,

- Team-based learning should be highly structured and team allocation must not leave students from different linguistic, social and cultural backgrounds feeling marginalised.
- Working in teams and multicultural settings should be scaffolded, explicitly taught, and appropriate tools to support students should be provided.
- Assessment design should encourage and reward the inclusion of diverse perspectives.
- Expectations, skills to be developed and learning outcomes should be clearly defined and communicated to students.

- Grading should be done on an individual basis, where possible, while enabling team - based learning.
- Effective use of technologies should be employed to support allocation, communication, flexibility and accessibility.
- Timetabled sessions should be scheduled for teams to get to know each other and build trust before task-focused work begins.
- [Diverge](#) – Converge techniques should be used in team-based learning to ensure thinking and planning time, and equitable participation for students from all language backgrounds, and students whose cultural background or personality traits make it less likely for them to speak out.
- Communication channels should be inclusive, ideally allowing tutors to monitor engagement and appropriateness of communications between group members, if required.

## 2 Complexity of group work

### 2.1 Literature Review

Group work has become a staple pedagogical strategy in higher education, lauded for its potential to enhance learning outcomes and prepare students for collaborative professional environments. By engaging with peers from diverse backgrounds, students can potentially develop not only cognitive skills but also interpersonal skills, cultural competence and a sense of belonging. However, simply assigning students to teams does not guarantee success; without careful design and facilitation, group work can exacerbate inequalities, foster disengagement, and produce negative emotional experiences. The T&F Group has examined the documented benefits and challenges of group work, with particular attention to multicultural settings, and discusses strategies to maximise its educational value.

### 2.2 Group work in HE (Higher Education)

Research consistently highlights several advantages of collaborative learning. First, group work can deepen cognitive processing and foster higher-order thinking. Arkoudis et al. (2013) have reported that teams often demonstrate improved problem-solving abilities and conceptual understanding compared to individuals working alone. Sweeney et al. (2008) have also observed that students engaged in team activities achieve higher-level learning outcomes and enhanced interpersonal skills through sustained peer interaction. Second, collaborative tasks promote cultural awareness and empathy. Baker and Clark (2010) have revealed that both students and lecturers perceive multicultural groups as enriching, leading to greater enjoyment, mutual respect, and improved quality of work products.

By encountering differing worldviews and communication styles, learners expand their cultural competence—an asset in increasingly globalised workplaces. Finally, group work nurtures a sense of belonging (Kimmel and Volet, 2012; Monson and Redpath, 2012). When teams function well, individuals report feeling more connected to their peers and institution, which can boost motivation and academic engagement. These psychosocial benefits complement cognitive gains, making group work an attractive pedagogical tool for holistic student development.

Researchers have also studied challenges of working in multicultural groups. One of these challenges is the lack of meaningful engagement across diverse subgroups. Arkoudis et al. (2013), Cruickshank et al. (2012) and Singh (2007) have documented that domestic students tend to cluster together, marginalising international peers and narrowing the range of perspectives exercised in team tasks. This segregation limits both learning opportunities and the development of intercultural competencies. Unequal power relations within teams can also stifle contributions from less confident members. Ryan and Viete (2009) and Monson and Redpath (2012) demonstrate that dominant personalities or perceived “expert” identities may also overshadow minority or less assertive voices, reproducing hierarchical dynamics reminiscent of broader societal inequities. Moreover, deficit-view stereotyping of non-native English speakers—sometimes manifesting as microaggressions—can trigger anxiety and hinder full participation (Page, 2022). Misconceptions about language ability further exacerbate group tensions. Gabriel and Griffith (2008) find that domestic students frequently underrate their peers’ English proficiency, leading to polarisation and exclusion in dysfunctional teams.

Spencer-Oatley and Dauber (2017) have argued that all group members share responsibility for adapting language use, and that group success hinges on “multivocal learning spaces” where every participant feels both heard and respected. Working in multicultural groups is inherently social and emotionally demanding. Kimmel and Volet (2012) describe multicultural teams as “highly complex,” and Monson and Redpath (2012) show that high levels of perceived difference correlate with heightened anxiety and negative emotions, especially in larger groups lacking clear goals and processes. Without explicit scaffolding and appropriate support, teams may default to familiar power structures, leaving some students feeling threatened or disengaged. During group work, trust among the group members can act as the linchpin of engagement and performance and without such trust, group members may withdraw and the group lack cohesion (Poort et al. 2022). Furthermore, Volet and Ang (2012) have also noted that students often prefer self-selecting homogenous teams for comfort and will only revise these initial preferences once they experience the benefits of true diversity.

Group work holds significant promise for enriching both academic and interpersonal dimensions of learning. When effectively structured, it cultivates deep cognitive engagement, intercultural competence, and a strong sense of community. The literature underscores that group work's success depends on intentional design and ongoing facilitation. We must provide clear objectives, structured processes, and explicit training in team-working skills—particularly around communication, conflict resolution, and cultural awareness. Feedback mechanisms should emphasise constructive, skills-based compliments rather than punitive grading, and reflective activities can help students surface both strengths and areas for growth. Crucially, faculty development programmes should equip instructors with expertise in managing multicultural dynamics and mitigating power imbalances.

## **2.3 Three LITE research projects associated with group work**

The 2021 I-D-E-S LITE Fellowship (Morgan/Hill/Jaspersen) built on the University of Leeds' "Innovation; Thinking and Practice" module to champion inclusive, student-centred team learning. Adopting a design-thinking approach, the project surveyed best practice in interdisciplinary collaboration and analysed reflections from student assignments, weekly journals, and alumni interviews. Its core recommendations underscore the value of early team bonding, raising cultural and personality awareness, cultivating empathy in group interactions, and providing targeted language support—each backed by concrete strategies for diverse classroom settings. In early 2023, the University Access and Student Success Steering Group convened a Task & Finish Group to map out how the institution can better support students in multicultural teams. Over the summer, 14 participants (2 postgraduate and 12 undergraduate from a range of faculties, both home and international) were interviewed through a LITE Student Research Placement. The interviews revealed these students' strong self-awareness about why multicultural teamwork matters, which skills it builds, and the challenges it brings. Between February and April 2024, the Inclusive Assessment and Group Work (IAGW) LITE Project team conducted 39 anonymous student snap surveys, three student focus groups, and 20 staff interviews. The students interviewed were taken from the cohorts of staff members interviewed. While students did not report that race or international status left them marginalised, English-language fluency emerged as a major hurdle. Some UK students admitted reluctance to work with international peers, and staff reported that self-selected groups often left those students on the side lines—hindering both relationship-building and idea-sharing. International students often complained that there had not been enough time for them to engage, express their ideas or get to know their home peers. On the flip side, international students with stronger English reported that structured group work significantly boosted their communication skills.

The above three LITE projects have highlighted the benefits identified by Leeds students while working in multicultural groups. Our students seem to have recognised that collaboration in diverse groups deepens mutual respect and understanding, yet they also recognise that diverse groups are more 'difficult' and may get in the way of achieving higher grades. It is also evident that in many cases working across cultures has helped our students build vital competencies, including communication, active listening, project management, team collaboration, interpersonal skills as well as an open mind-set because the students recognised that collaborating with peers from different backgrounds has broadened their perspectives and nurtures openness. Many participating students seem to have also experienced these benefits through extracurricular cross-cultural programs such as the Leeds Intercultural Ambassador Programme and the University Business Challenge. In fact, some home students from immigration backgrounds specifically requested the university offer more such extracurricular opportunities for team-based learning. Some students have also felt multicultural group work to be enjoyable because it has exposed them to new customs, viewpoints, and problem-solving styles.

These three LITE projects have also uncovered the key challenges facing students while working in multicultural groups. As with most group work, students found it difficult to schedule meetings due to conflicting timetables and outside commitments. Students have also commented that they were not explicitly told why they must work in teams or how to navigate multicultural dynamics. Even though students have recognised the importance of working in multicultural groups, active learning and timely communication among group members and with teaching staff have been inconsistent due to language barriers and lack of opportunity for social interactions. Time pressure or pressure of assessment and group grading would exacerbate these barriers often leaving international students ignored and isolated and home students compelled to 'just get the work done themselves'. When group work outputs were graded, our students tend to view diversity more as a hurdle to hitting deliverables than as an asset for skill-building. Therefore, some would try to avoid modules featuring team-based assessment; on the other hand, some international students reported feeling stressed because they worried that they would not be able to contribute equally and effectively. Due to a lack of structure and appropriate support, some students, both home and international, reported adopting overly controlling leadership styles when projects go awry, risking the creation of toxic team cultures.

# 3 University of Leeds' support for students working in multicultural teams

The T&F Group has summarised the current support available to our students, although not all support is specially targeted at multicultural groups.

## 3.1 School-level support

At the School of Civil Engineering, students engage annually in an Integrated Design Project. Level 1 starts with fully guided, formative group tasks to introduce teamwork. Autonomy increases each year, giving students the opportunity to develop their team skills over time. However, level 5 tutors sometimes lack clarity on earlier scaffolding—highlighting a need for more explicit progression across year groups.

At the Faculty of Biological Sciences, a dedicated Skills module at Level 1 structures team-based learning through scheduled in-class sessions, teaching problem-solving strategies and explicit teamwork techniques.

At the School of Performance and Cultural Industries, progressive autonomy is paired with regular workshops for troubleshooting. Projects mimic real-world practice, though students often struggle to transfer these skills to generic group assessments. The introduction of universal accessibility riders is a valuable tool to facilitate discussions about ground rules that allow for inclusive engagement by all members of the team

At Leeds University Business School (LUBS), the interdisciplinary Innovation Thinking and Practice module uses design-thinking tools—stakeholder maps, divergence-convergence exercises, empathy mapping, ideation, prototyping via digital collaboration and industry partner reflections. This highly structured approach also includes an innovative initial icebreaker which students value highly. The module recently introduced and a new Peer Compliments activity borrowed from the Careers Service, which boosted student satisfaction to 100% and sharpened students' awareness of their team working strengths.

The Business School supports their students to participate in the University Business Challenge, a nationwide business competition for universities, where students from different backgrounds work together in a group over a period of several weeks to run a mock enterprise. These students are supported by the LUBS Employability and Opportunity Team. Selection is merit-based; while effective, eligibility is limited to Business School students.

## 3.2 University-Level Support

The [Intercultural Ambassador Programme](#) offers students the opportunity to work in groups of five over a period of five months to plan, organise, and deliver a cultural event. The students attend weekly workshops on multiculturalism/interculturality, project planning, and group work. Structured deadlines, close supervisor check-ins, and encouraged socialising build cohesion and communication.

The Library website provides guidance and group-study spaces (room booking can be challenging). Skills@Library offers a co-produced group work resource (not specifically for multicultural groups), co-produced with students and staff of the Lifelong Learning Centre <https://resources.library.leeds.ac.uk/mature-student-skills/groupwork2/#/page/654a40a52efed59f640f67ea>.

The Careers Service has released a self-directed [collaboration skills learning unit](#) as part of its surfacing skills learning units collection.

All UoL students have free access to LinkedIn Learning, including resources for working in international contexts, team working and team presentation. These can be accessed by students independently or embedded in Minerva modules, e.g. [Conflict resolution for beginners](#); [multinational communication](#), [Cultivating Cultural Competence and Inclusion](#), [Presenting as a Team](#), [Social Interactions for Multi-National Team](#).

The T&F Group has noted that the University is trialling UniHelper [The use of UniHelper in Higher Education | Leeds Institute for Teaching Excellence](#). Anecdotal evidence has showed some positive improvements in students' learning experience with group work although there is no specific information related to multicultural aspects yet. If you would like to find out more about UniHelper or similar allocation tools, please contact your Faculty Digital Education Enhancement Team.

# 4 Recommendations from the T&F Group

Collaborative group work is a cornerstone of contemporary higher education, equipping students with the interpersonal and intercultural skills required in global workplaces. However, its success hinges on comprehensive support for both teaching staff and learners.

While instructors need guidance on designing inclusive tasks, students themselves must receive targeted training to navigate the complex dynamics of team-based learning. Drawing upon the literature studies and the three LITE projects, the T&F Group would like to make the following recommendations:

## 4.1 Building Awareness and Competence

Successful group work begins with recognising that every team member bears responsibility for clear and adaptive communication. Spencer-Oatley and Dauber (2017) emphasise that students must learn to modify their language use to meet their peers' needs—an ability companies increasingly seek in graduates. Poorly structured collaboration often perpetuates team imbalances, disadvantaging underrepresented or less assertive students due to misunderstandings of different cultures (Spencer-Oatley & Dauber, 2017; Liang and Schartner, 2022) as evidenced in the LITE projects. Therefore, we need to engage our students in understanding how intersectional identities can influence group dynamics and cohesion (Elliot & Reynolds, 2014).

- Embed teamwork and collaboration as explicit competence standards in professionally validated programmes (e.g., Engineering, Medicine, Social Work) where such collaboration is essential and cannot be mitigated for.
- Front-load skill scaffolding in Year 0/1 so students (and staff) can identify any interpersonal gaps early—while programme changes remain possible and affordable for students. See: [Link to student loans company guidance previous study](#).
- Offer concise, non-patronising training on multicultural group dynamics. This could be facilitated via: a timetabled “kick-off” workshop that clarifies group-work goals and facilitates mutual introductions; short online worksheets prompting students to reflect on their expectations and flag concerns for tutor follow-up; e-modules such as “Cultivating Cultural Competence and Inclusion” or a bespoke Cultural Intelligence course (e.g., CulturalQ).
- At minimum include LinkedIn Learning Cultural Awareness courses in the group work design. These could form the basis for discussion and raise awareness of cultural biases and assumptions. Link to example course: [Social Interactions for Multinational Teams](#).

## 4.2 Effective In-Group Feedback

- Replace broad anonymous grading with “skills-based peer compliments” at mid-point and project close-out. This boosts morale, surfaces employability skills, and keeps feedback positive.
- Where formative marking is needed, have groups review each other’s drafts before summative submission, or peer-review individually assessed pieces. In this context it is recommended to train students on how to give constructive feedback and scaffold this skill in low-stake contexts.
- Avoid high-stakes peer-monitoring due to risks of bias and cultural misunderstanding. Instead, the following strategies are recommended:
  - 1. Capture engagement through rotating minute-taking [using a shared template](#);
  - 2. Log group meetings in agreed digital channels, giving tutors clear visibility of contributions, and an ‘audit’ trail should conflict arise;
  - 3. Build in individual and team reflection exercises to help students recognise strengths, address weaknesses, and prepare for internship or job interviews;
  - 4. Ensure tutors check in both with the whole team as well as provide opportunities for individual team members to report any concerns on a one-to-one basis.

## 4.3 Operational and Staff Support

Students would benefit from explicit training and support on building team cohesion. Gabriel and Griffiths (2008) find that when groups are coached to recognise and practise inclusive behaviours—such as active listening, equitable turn-taking, and constructive feedback—members feel both heard and valued. This structured support mitigates anxiety, encourages risk-taking in idea sharing, and ultimately enhances both group cohesion and learning outcomes (Gabriel & Griffiths, 2008).

- Provide timeline-based tools for scheduling and task-allocation, e.g., design-thinking frameworks, team-alignment maps, role-rotation templates, and simple project-management tools (e.g., Gantt Chart).
- Develop a faculty-wide “Community of Practice” on inclusive group teaching, sharing resources, case studies, and assessment designs. NB – this Community has now been launched, and a channel is due to be established in the TIPS Community.
- Host centrally curated good practice resources such as a library of “plug-and-play” collections for Minerva modules, including slide decks, activity outlines, and assessment rubrics for team skills.
- In the meantime staff have access to a [padlet of ideas and good practice](#) on group work, including YouTube and LinkedIn Learning resources [curated by the Library Skills team] and ideas from colleagues who participated in one of the LITE projects.
- Develop online training resources for staff wanting to improve their use of team-based learning or who are considering its use for the first time.

## 4.4 Leveraging Technology

- For accessibility and inclusion it might be useful to train students and staff to use auto-captions in MS Teams and PowerPoint, which now even allows for live translation features should the group decide the latter are useful to enhance their discussions. Note: this should not replace but enhance the use of inclusive listening and communication practices.
- Staff should prescribe accessible collaborative platforms (e.g. Miro, Mural, Padlet) so teams can work synchronously or asynchronously across time zones, boosting digital literacy.
- It is recommended that staff set up group channels in platforms accessible to all for catch-up and tutor oversight and ask students to meet and communicate there.
- Trial intelligent grouping tools (e.g. Feedbackfruits or Unihelper) that balance skills, interests, and availability.
- The use of peer grading via BuddyCheck or FeedbackFruits is not recommended, unless used for compliments to support surfacing collaborative skills. However, for this purpose analogue methods such as an artefact in the form of a postcard or letter can be even more powerful. Where peer marking is an integral part of the programme and unlikely to be withdrawn, it should be modified to include the following:
  - 1. Training of students on how to give constructive feedback and the scaffolding of this skill in low-stake contexts.
  - 2. Modification of the 'default' categories used by these programmes to be aligned with the marking criteria on the course through clearly observable specific expectations and behaviours that have been communicated to students at the beginning of the module in question.

## 4.5 Rethinking Assessment Design

Task design plays a pivotal role in ensuring equitable contribution. Assignments should explicitly require diverse viewpoints, giving each student a distinct role and encouraging peer learning (Volet & Ang, 2012; Poort et al., 2019). When tasks are narrowly scoped or overly directive, dominant voices can monopolise discussion, reproducing existing hierarchies and inhibiting critical reflection (Monson & Redpath, 2013).

- The language used in assessment should reflect the skills and learning outcomes the module tries deliver, avoiding phrases such as 'group work,' instead using collaborative skills, facilitation skills, team-or – problem-based learning.
- Team skills should be scaffolded for students in their first year with low stakes allowing students to focus on learning through experience rather than on achieving high marks.
- Assignments should be designed with an international angle, so that multilingual or internationally experienced students are positioned as knowledge assets.
- When skill acquisition is the primary goal, emphasis should be shifted away from grading the final product and towards guided self-reflection on competencies (e.g. conflict resolution).

- Peer-support models of group work (James, 2024; Bates, 2024; cited in [padlet of ideas and good practice](#), 2024) should be considered where individuals submit their own work but leverage their small group's feedback as a live audience offering suggestions for improvement. This should be accompanied by developing assessment literacy and feedback skills. Ideally this is practised initially on the work of students who are not part of the group. With careful guidance this model
  1. can provide students with a source of diverse perspectives;
  2. can help enhance assessment literacy and
  3. can develop collaborative skills.

Staff in the IAGW LITE interviews ([padlet of ideas and good practice](#), 2024) reported that the shared experience of working together to help each person gain their maximum potential can create a bond that allowed student groups to identify and celebrate their collaborative strengths.

Examples colleagues have experimented with include:

- students producing a shared research resource to deepen each student's analysis and improving the quality of their individual reports;
- developing teaching resources and practising delivery in small groups, using the feedback to improve their resource before the summative assessment.

## 5 Challenges to be taken forward institutionally

Evidence from literature and LITE projects has revealed that simply assembling students into teams and assigning tasks is insufficient to realise the full educational potential of collaborative learning. Therefore, the T&F Group would like to recommend investing resources in dual pathways of support: professional development for staff, including a community of practice and targeted training for students. This should include:

1. Consistent guidance and training on
  - when the use of student collaboration is appropriate and pedagogically useful;
  - how to set up and support effective group work in a safe learning environment
  - how to assess collaborative tasks in a manner that is inclusive by design and conforms with the OFS Quality and Standards Conditions (2022. Condition B4.2[f]) for effective assessment. This stipulates that assessment must not be “designed in a way that allows students to gain marks for work that is not their own.” OD&PL and the university's lead for assessment and feedback have begun drafting this guidance and training in August 2025.

2. Investment in training for students to develop comprehensive understanding of intercultural competence. This could include stand-alone workshops and embedded module components to teach strategies for interpreting cultural cues, adapting language use to diverse interlocutors, and practising active listening. Developing these competencies empowers all participants to navigate linguistic and cultural differences, transforming potential barriers into catalysts for deeper cognitive engagement and collective problem-solving.
3. The development and support of a community of practice for conversations about student collaboration, its support and assessment in a safe and supportive environment.
4. Resources for students teaching collaborative skills and skills to reframe and resolve conflict. Careers service has developed one such resource. [Link to surfacing skills resource on collaboration](#)

As this report is being written in August 2025, the institutional conversation about inclusive student collaboration is on-going and faculty, school and institutional guidance is being produced drawing on the findings of the existing LITE projects and the recommendations in this report. Such work includes guidance for staff being drawn up:

- In the Faculty of Biological Sciences
- In the Faculty of Environment
- In Leeds University Business School
- And guidance/training by OD&PL on behalf of Leeds' Expectations Assessment and Feedback Lead.

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[List of resources that informed the Inclusive Assessment and Group Work LITE Fellowship 2024 – in progress](#)

# 7 - Appendix

## 7.1 Interviewed student background information of T&F research group's LITE Student Research Placement

Interviewee	Home/International	Degree	Year	Gender
(A)	International	International Business and	1st -> 2nd	F
(B)	International	History and Sociology	Final	F
(C)	International	Law	2nd -> 3rd	M
(D)	International	Law	Masters	F
(E)	Home	History	Final	F
(F)	International	Civil Engineering	2nd -> 3rd	M
(G)	Home	Maths	3rd -> 4th	F
(H)	International	International Business	Masters	F
(I)	Home	Professional Studies (LLC)	2nd -> 3rd	F
(J)	Home	Medicine and Surgery MBChB	Intercalated Year -> 3rd (of	F
(K)	Home	Dentistry	3rd	F
(L)	Home	Diagnostic Radiography	1st -> 2nd	F
(M)	Home	Medicine	4th	F
(N)	Home	Biomedicine	2nd	F

## 7.2 Student background of IAGW LITE project's student interviews

Snap surveys were conducted face to face and completely anonymous, ie names and backgrounds of students were not collected, audio files allowed for accents, tone of voice and some students chose to share details about themselves. These are listed below. There were also three in depth interviews held [student preference] reported below.

Faculty	School	Voice sounded...	Non UK accent	Did you feel in any way minoritised?	Why students felt minoritised in group	students chose to disclose they are...
EPS	Civil Eng	Female	No	Yes	Gender Female	Female
EPS	Civil Eng	Female	No	Yes	Gender Female	Female
EPS	Civil Eng	Male	Yes	no		
EPS	Civil Eng	Male	No	no		
EPS	Civil Eng	Male	Yes	Yes	Engl2Language	
EPS	Civil Eng	Male	Yes	no		student from India
EPS	Civil Eng	Male	Yes	no		
AHC	LCS	Female	No	no		
AHC	LCS	Female	No	no		
AHC	LCS	Female	No	no		
AHC	LCS	Female	No	no		
AHC	LCS	Female	No	no		
AHC	LCS	Female	No	no		
AHC	LCS	Female	No	no		
AHC	LCS	Male	No	no		
AHC	LCS	Female	yes	no		
AHC	LCS	Male	No	no		
AHC	LCS	Female	yes	Yes	Disability	Disabled
AHC	LCS	Male	No	no		
AHC	Design	Female	yes	Yes	Engl2Language	
Careers	Interdisciplinary	Female	No	no		
Careers	Interdisciplinary	Female	No	Yes	Gender Female	Female
Careers	Interdisciplinary	Male	No	no		

Careers	Interdisciplinary	Male	No	no		
LUBS	Management	Male	Yes	no		
LUBS	Management	Female	No	Yes	Gender Female	Female
LUBS	Management	Female	Yes	no		
LUBS	Management	Male	Yes	no		
MedHealth	MedicineWPYO	Female	No	no		
MedHealth	MedicineWPYO	Female	No	no		
MedHealth	MedicineWPYO	Male	No	no		
MedHealth	Medicine	Male	No	no		
MedHealth	Medicine	Female	No	no		
MedHealth	Medicine	Female	No	no		
MedHealth	Medicine	Male	No	no		
EarthEnv	EarthEnv	Female	No	no		
EarthEnv	EarthEnv	Female	No	no		
EarthEnv	EarthEnv	Female	No	no		
EarthEnv	EarthEnv	Female	No	no		

FOCUS GOUPS				Issues causing them minoritisation in group work		
AHC	LCS	Female	Home student	Working class commuting student		Female, working class
LLC	LLC	Female	Home student	Muslim, Speaker of English as a second language, mature student, disabled.		Female, Muslim, Engl2 Language, mature, disabled, commuting.
LLC	LLC	Female	Home student	Mature Student, commuting student, carer, disabled, working class.		Female, commuting, carer working class, disabled



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