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The University of Dublin

The Trinity Education Project

renew refresh graduate attributes independence flexibility

TEP Guidelines on Student Workload and Assessment

04 December 2017

www.tcd.ie/academic-services/tep

Forward

The purpose of this document is to support the review of workload and assessment at module, year and programme level. It is not intended to be prescriptive; rather its aim is to increase awareness of the relationship between the teaching, learning and assessment workload, and their alignment with the ECTS value of the module. It can be used to inform module and programme design and development in Trinity, and we recommend that it be read in conjunction with the following resources:

[3 Facts for staff on assessment in Trinity](#)

[Enabling a programme approach to assessment](#)

[Student workload mapping tool](#)

We thank the contributors to the document, including the TEP pedagogy sub group members and hope that you will find the information useful.

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Trinity Education Project Sub-group #4 Pedagogy

Guidelines for Student Workload and Assessment

The purpose of this document is to assist you in reviewing workload and assessment as part of the curriculum design and development process in relation to (i) individual modules, (ii) across the modules which make up a year's study in your subject/programme and (iii) across the years of study in your subject/programme.

This document is not intended to be prescriptive. Rather, it aims to increase awareness of teaching, learning and assessment load as linked to the credit value of the module and to assist in setting an appropriate level of teaching, learning and assessment. A consistent and transparent approach to workload and assessment equivalences will also provide a basis for informing students of the indicative expected workload within a programme; and an indication of the relative effort required to complete a module and its assessment.

The context of the document is the Trinity Education Project Assessment Framework, the new Academic Year Structure, which sees the introduction of an assessment week at the end of Semester 1 and Semester 2, and the size of taught modules (5 ECTS credits, taught and assessed within one semester; 10 ECTS credits, taught and assessed over one or two semesters; and 20 ECTS credits for the capstone).

Section A begins by setting out of some of the basic structures and concepts that should guide expectations of workload and assessment equivalences. Section B presents guidelines on estimating the workload for a module and its assessment. Two appendices illustrate examples of practice from different disciplines and institutions.

Section A

1. How is workload related to ECTS?

The European Credit Transfer System represents the student workload required to achieve the specified objectives of a module and programme of study. ECTS credits are based on the typical student workload in order to achieve the expected learning outcomes. **Learning outcomes** describe what a student is expected to know, understand and be able to do on successful completion of a process of learning.

The European system works on a norm of 60 credits for full-time study over an academic year, representing 1,200-1,500 hours of student input where 1 ECTS credit = 20-25 hours. In Trinity, the four-year honors bachelor degree carries a credit weighting of 240 credits.

> 5 ECTS = 100-125 hours of student input
>
> 10ECTS = 200-250 hours of student input
>
> 20 ECTS (Capstone) = 400-500 hours of student input

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One of the challenges of modularisation is that having so many discrete units can lead to fragmentation or incoherence of the educational experience. Seeing assessment only through the lens of a single module does not accurately reflect the lived experience of students whose workload and assessment spans 60 ECTS credits each year across one or more subjects. The assessment associated with a given module should be proportionate to its credit weighting.

2. What constitutes student workload?

Workload indicates the time or effort the average student typically needs to complete **all** learning activities associated with the module to achieve the learning outcomes. The allocation of credits to module components reflects the calculation of student input/effort/workload, and can include the following:

- Core teaching/contact hours (lectures, tutorials, workshops, seminars, laboratories, practical work, field work; online hours including discussion; project work; group work);
- Time spent taking examinations, clinical attendance, internships, practice or professional training placements;
- Amount of independent study time required, including class preparation time and time taken to research and prepare for an assignment/assessment.

3. What constitutes assessment workload?

Assessment workload is typically based on how much time an average student invests in order to achieve a module's learning outcomes at threshold level. It is only indicative, but should be an informed process, for example, through programme/ subject-specific assessment equivalences/workload guidelines.

A module or course with 10 ECTS credits should have approximately twice the workload of a course with 5 ECTS. Whilst the number of assessments tells only part of the story, research by the National Forum for the Enhancement of Teaching and Learning indicates that, in practice, this often isn't the case (see Table 1):

TEP Guidelines for Student Workload 01 December 2017

TRINITY EDUCATION PROJECT

Table 1: Profile of Assessment Practices in Higher Education

> 487 modules from 30 randomly selected undergraduate degree programmes across the Irish higher education sector. The most common module types were single-semester 5-ECTS modules (n = 270) and full-year 10-ECTS credit modules (n = 78).
>
> The average number of assessments in a single-semester 5-ECTS module was 2.6;
>
> The average number of assessments in a full-year 10-ECTS module was 2.8.[1]

It is important to ensure that new assessments are not just added-on to the assessment workload (without removing an equivalent assessment piece).

There is often debate about whether assessment load should be measured in hours or words. Given the TEP Assessment Framework, it is more useful to consider student workload by notional *hours* of input. This is because word limits have less currency outside essays/reports/exams and are not easily transferable across different types of assignments (How do you translate word limits into coding, multimedia, performing tasks etc.?) Also, word count does not equate to complexity (a 1000-word essay might be more demanding than a 3000-word essay).

4. Who should determine the workload associated with a module and its assessment?

Subject-level differences exist in terms of signature assessment pedagogies, styles and practices. **Consensus from the literature is that the School/programme/subject should determine workload/assessment equivalences and that contextualized, informed discussion should influence this at School/programme/subject level as appropriate**.

This means that discussions will need to take place between colleagues at local level, i.e., at programme or subject level, so as to review student workload within and across each year of study with the objective of determining that it is reasonable (i.e., that students can manage the workload within the timeframe of the programme and maintain a balance between curricular, co-curricular and extra-curricular activities). If the workload is found to be too heavy or too light, adjustments can be made.

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[1] Extract from National Forum Research Report: Profiles of Assessment Practices in Higher Education, 2016. Accessed at: http://www.teachingandlearning.ie/wp-content/uploads/2017/01/Profile-of-Assessment-Practices-Final-1.pdf

TEP Guidelines for Student Workload 01 December 2017

5.   What is problematic about workload calculation?

Calculation of workload should not be over-interpreted as it is not possible to measure accurately the amount of time a student actually commits or the exact level of effort needed to achieve the module learning outcomes. Some modules have learning outcomes that are relatively easily achieved, whereas others have fewer, more complex outcomes which are more demanding to achieve. Workload also depends on the level of complexity of the material to be studied, and although there is usually a relationship between student effort and results, the actual time a student will need to spend to achieve the learning outcomes will vary.

This leads on to inter-student differences. There is no such thing as the *typical* student as there are too many interrelated factors at play including: how capable they are; how receptive they are to the mode of leaning expected; and what prior learning/knowledge they have.

However, there is a consensus that academic staff should be conscious of assessment workload and set assessment appropriately. They should have knowledge of quality standards and an understanding of what they can ask a student to do in a certain amount of time in a certain module in a certain programme/subject. Without this there is the possibility that modules, carrying the same weight, can have very different workload demands, which, in turn, impacts on workload at programme/subject level.

6.   How can academic staff check that they are on track in their estimations?

Students are well placed to indicate whether or not they are able to perform their tasks in the prescribed period of time. Module coordinators can touch base with their students on this matter in a formative way. At programme/subject level, questionnaires and focus groups are a good source of finding out how students experienced the workload. There should also be regular review discussions at local level, e.g., at School UG teaching and learning committees and/or course committees.

7. Who should determine assessment equivalences within a School/ programme/ subject?

It is recognised that subject-level differences and requirements will determine assessment equivalences. Schools/programmes/subjects are, therefore, encouraged to review, discuss and determine what is appropriate and reasonable. Engagement with colleagues working in cognate subjects is a useful way of calibrating/benchmarking expectations.

TEP Guidelines for Student Workload 01 December 2017

TRINITY EDUCATION PROJECT

7. What considerations should be given to assessment equivalences?

When establishing relativities between different styles of assessment, consideration should be given to the level or complexity of the assessment; when it should be introduced into the subject/programme and what level of repetition is needed; the indicative workload required to prepare for and complete the assessment at module level; the indicative workload implications across a year, subject or programme; the programme learning outcomes and programme graduate attributes.

Some guiding questions for consideration by School/Programme/Department Committees are listed below:

- **What is the need for the assessment type and length/duration?**
  - Extended writing might be a skill needed for a student studying English. Subsequently, an extended essay of 5000 words in a 10 ECTS module may be a common assessment type and word length in an English degree.

- **Which learning outcome/s, programme outcome/s or graduate attributes does the assessment type help to achieve?**
  - Extended writing may be a programme or learning outcome or relate to a discipline translation of a graduate attribute.

- **How often is the assessment type used in a particular year/across the programme/subject and what is its impact on student workload?**
  - Is the 5000-word essay the norm across the year/the programme/subject? What is its impact on student workload?
  - Do the assessment submission dates impact student workload?

- **What level of repetition of the assessment task is necessary to demonstrate progression in the quality or standard of the task, or its achievement?**
  - Extended writing (through a 5000-word essay) may need to be practised and assessed at different stages/in different years of study.

- **Are there any other types of assessment being used by other colleagues at module level that could be substituted where this makes academic and pedagogical sense? What might the impact on student workload be?**
  - Perhaps a colleague has introduced successfully another type of assessment that, for example, might entail less workload but achieve the same learning outcome, or that might integrate a number of outcomes or attributes. Could such an assessment type be considered elsewhere in the subject/programme?

TEP Guidelines for Student Workload 01 December 2017

TRINITY EDUCATION PROJECT

Section B

The workload guidelines provided below should assist colleagues to

- approximate student workload demands and assessment equivalences within the modules they design and/or teach;
- plan and facilitate monitoring of student workload demands and assessment equivalences across a subject/programme of study;
- ensure greater consistency and transparency in workload and assessment;
- facilitate communication of student workload demands and assessment equivalences to all stakeholders (Schools, staff, and students).

It is essential that

1. Course proposals indicate the proposed module workload, and in particular the proposed distribution of assessment and its relationship to total workload (See example, appendix 1).

2. Each course handbook includes a general statement **(not a granular breakdown)** of the workload expected to achieve the programme/subject level outcomes. This could help in communicating to students what is expected of them in modules of various sizes.

3. Consultation and discussion takes place between module coordinators within a subject/programme of study so as to ensure consistency in terms of workload and signature assessment pedagogies, styles, and practices, taking into consideration level of complexity etc. Relevant committees where discussion should take place include:
   a. Departmental meetings for workload at the subject level
   b. School Undergraduate/Curriculum committee meetings for workload across modules within the School Programme/course coordinating committees for workload at the programme/course level
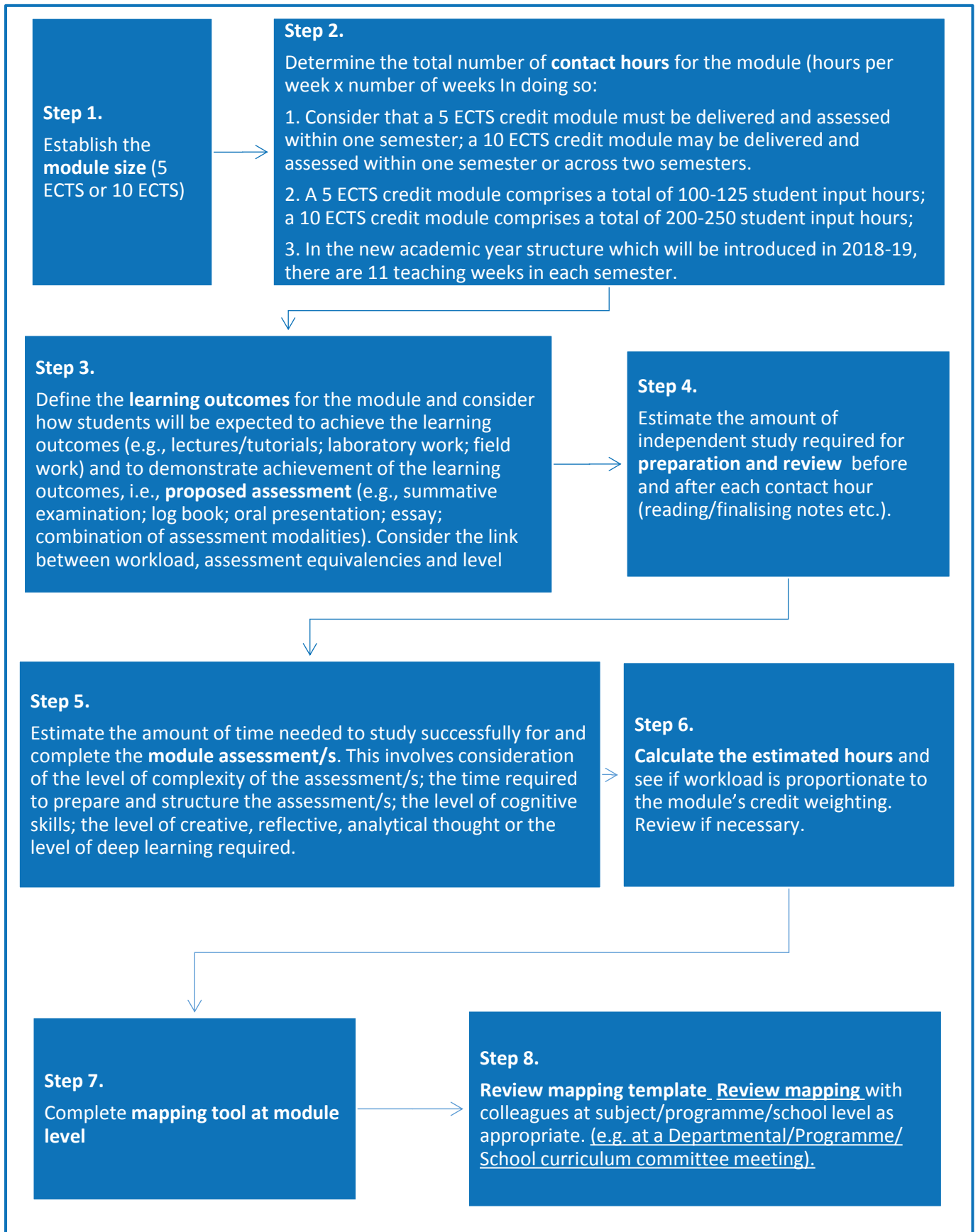
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The University of Dublin

TRINITY EDUCATION PROJECT

Guidelines: Eight steps for module coordinators to estimate average workload

Step 1	Establish the **module size** (5 ECTS or 10 ECTS)
Step 2	Determine the total number of **contact hours** for the module (hours per week x number of weeks). In doing so: a. Consider that a 5 ECTS credit module must be delivered and assessed within one semester; a 10 ECTS credit module may be delivered and assessed within one semester or across two semesters. b. A 5 ECTS credit module comprises a total of 100-125 student input hours; a 10 ECTS credit module comprises a total of 200-250 student input hours; c. In the new academic year structure which will be introduced in 2018-19, there are 11 teaching weeks in each semester.
Step 3	Define the **learning outcomes** for the module and consider how students will be expected to achieve the learning outcomes (e.g., lectures/tutorials; laboratory work; field work) and to demonstrate achievement of the learning outcomes, i.e., **proposed assessment** (e.g., summative examination; log book; oral presentation; essay; combination of assessment modalities). Consider the link between workload, assessment equivalences and level.
Step 4	Estimate the amount of independent study required for **preparation and review** before and after each contact hour (reading/finalising notes etc.).
Step 5	Estimate the amount of time needed to study successfully for and complete the **module assessment/s**. This involves consideration of the level of complexity of the assessment/s; the time required to prepare and structure the assessment/s; the level of cognitive skills; the level of creative, reflective, analytical thought or the level of deep learning required.
Step 6	**Calculate the estimated hours** and see if workload is proportionate to the module's credit weighting. Review if necessary.
Step 7	Complete **mapping tool** module level
Step 8	**Review mapping** with colleagues at subject/programme/school level as appropriate (e.g. at a Departmental/Programme/ School curriculum committee meeting).

TEP Guidelines for Student Workload 01 December 2017

Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

TRINITY EDUCATION PROJECT

Step 1.

Establish the **module size** (5 ECTS or 10 ECTS)

Step 2.

Determine the total number of **contact hours** for the module (hours per week x number of weeks In doing so:

1. Consider that a 5 ECTS credit module must be delivered and assessed within one semester; a 10 ECTS credit module may be delivered and assessed within one semester or across two semesters.

2. A 5 ECTS credit module comprises a total of 100-125 student input hours; a 10 ECTS credit module comprises a total of 200-250 student input hours;

3. In the new academic year structure which will be introduced in 2018-19, there are 11 teaching weeks in each semester.

Step 3.

Define the **learning outcomes** for the module and consider how students will be expected to achieve the learning outcomes (e.g., lectures/tutorials; laboratory work; field work) and to demonstrate achievement of the learning outcomes, i.e., **proposed assessment** (e.g., summative examination; log book; oral presentation; essay; combination of assessment modalities). Consider the link between workload, assessment equivalencies and level

Step 4.

Estimate the amount of independent study required for **preparation and review** before and after each contact hour (reading/finalising notes etc.).

Step 5.

Estimate the amount of time needed to study successfully for and complete the **module assessment/s**. This involves consideration of the level of complexity of the assessment/s; the time required to prepare and structure the assessment/s; the level of cognitive skills; the level of creative, reflective, analytical thought or the level of deep learning required.

Step 6.

Calculate the estimated hours and see if workload is proportionate to the module's credit weighting. Review if necessary.

Step 7.

Complete **mapping tool at module level**

Step 8.

Review mapping template Review mapping with colleagues at subject/programme/school level as appropriate. (e.g. at a Departmental/Programme/ School curriculum committee meeting).

TEP Guidelines for Student Workload 01 December 2017

TRINITY EDUCATION PROJECT

In **Appendix 1** you will find some examples of modules within Trinity, provided by colleagues who have completed the workload and assessment evaluation at the module level. Further examples will be uploaded to the TEP website in the coming days. The examples give a sense of how individual colleagues in different disciplines are approaching workload and assessment.

In **Appendix 2** you will find some examples of the indicative assessment equivalences used in other institutions to inform workload calculation. They are provided for the purpose of information and discussion.

The **mapping tool,** along with instructions for use and two worked examples, is attached in a separate file. The two examples correspond to Examples 1 and 2 in Appendix 1. The purpose of the mapping tool is to enable evaluation at year/course level of whether the workload and assessment expectations are aligned with the ECTS credit weighting; whether they are reasonable; consistent; justifiable; and transparent across year/s of a course.

Please refer also to the TEP Glossary Definitions   The following definitions are particularly relevant to workload and assessment equivalences.

ECTS	The European Credit Transfer System is an academic credit system based on learning outcomes and the estimated student workload required to achieve them. In Trinity, one ECTS credit represents 20-25 hours of student effort, which may be a combination of lectures, seminars, projects, practical work, placements and individual study. A full-time academic year is valued at 60 ECTS.
Formative Assessment	Assessment that does not contribute a mark to the overall assessment of a module, but is designed to provide students with feedback on their progress and to inform/support development.
Learning Outcomes	The stated aims and objectives for a module (Module Learning Outcomes) or programme (Programme Learning Outcomes). They articulate the understanding, knowledge, skills and competencies that students are expected to have achieved through successful completion of the module or programme.
Summative assessment	Summative assessment measures the level of attainment by a student of specific learning outcomes within or across the modules which make up a programme of study.

TEP Guidelines for Student Workload 01 December 2017

TRINITY EDUCATION PROJECT

Appendix 1: Sample Modules from Trinity

Example 1 (Please see mapping tool for worked example)

Module name	RT2014 Psychology and Communication II
Module weighting	5 ECTS
Learning outcomes	1. Describe the components of good communication and discuss the impact of poor communication on patients and work colleagues 2. Communicate effectively across a range of relevant, and sometimes challenging, clinical scenarios 3. Integrate aspects of your clinical experience to date, to provide additional perspectives on the communication process in radiation therapy and how it may be enhanced for optimal patient care 4. Reflect on your previous perceptions of certain categories of patients e.g. older patients, and how this might influence the communication process 5. Empathise with the patient's experience of radiation therapy and advocate for patients under your care 6. Critically appraise all aspects of communication, using your knowledge of communication, clinical experience and the literature, to provide patient-centred care

Graduate Attributes
https://www.tcd.ie/academic-services/tep/graduateattributes.php;
  I. **Which Graduate Attributes are developed in the module?**
  II. **How and where are they assessed?**
	(i) Communication skills including digital skills; reflection; career readiness; self-regulation; critical appraisal; connecting with people
	(ii) Preparation for role play assessment on relevant clinical scenarios (Learning Outcomes 2, 3 and 4); preparation and writing of reflective report based on CBL (Learning Outcome 4). Preparation for and

TEP Guidelines for Student Workload 01 December 2017

	writing of communications workbook and end of semester essay (Learning outcomes 1, 5 and 6).
Proposed Assessment	1. Completion of community based learning (CBL) component of the module (4 X 2 hour sessions) and accompanying reflective essay of 1,000 words (30%) 2. Role play assessment (30%) 3. Completion of a communications workbook during clinical placement, summarising key communication principles and applications in Oncology (10%). The workbook forms the basis of class discussion and should provide adequate detail for same. It is also is a valuable resource for students when completing their end of semester essay. 4. End of semester essay (30%) 1,500 words.

Indicative student workload (to include assessment)	***100 hours***	
Contact hours:	30 hours	Lectures, community based learning, practical classes (role play)
Independent study: Preparation for course and review of course materials	32.5 hours	Researching journals; reading text books recommended in module booklist; reviewing lecture material and class notes
Independent study: Preparation for assessment (also to include completion of assessment)	37.5 hours	Role play preparation, including rehearsal, feedback from peers and module co-ordinator (provision of one-to-one feedback to students presenting in clinical scenarios - formative assessment); completion of post-CBL written reflection on changing attitudes or knowledge gained; research of content for end of semester essay; completion of end of semester essay;

TRINITY EDUCATION PROJECT

Example 2 (Please see Mapping Tool for worked example)

Module name	European Refuge Policy
Module weighting	5 ECTS
Learning outcomes	1. Understand key legal frameworks in relation to refugee protection, in particular the main provisions of the United Nations Convention and Protocol relating to the Status of Refugees. 2. Comprehend how asylum and refugee protection systems operate in practice and the kinds of difficulties they encounter. 3. Assess how and why governments have attempted to control and direct migration using legal and policy frameworks and the impact this has had on victims of forced displacement. 4. Apply what has been learned to a given case history of a major contemporary episode of forced displacement.
Graduate Attributes https://www.tcd.ie/academic-services/tep/graduateattributes.php; **i. Which Graduate Attributes are developed in the module?** **ii. How and where are they assessed?**	(i) The case study assignment requires the student to conduct independent research, think critically and creatively, analyze and synthesize evidence. It also requires a high degree of self-motivation and responsibility for own learning. (ii) Participation in group discussions entails good communication skills and constructive team participation. (iii) The subject matter of the course engages the student with pressing contemporary ethical dilemmas (Ethical awareness). (iv) Although the Irish context is examined there is a consistent focus on understanding refugee issues at both a regional and a global level (Global perspective).

TEP Guidelines for Student Workload 01 December 2017

TRINITY EDUCATION PROJECT

Proposed Assessment	The core assessment for this course is a case study project of the EU-Turkey deal and the events which led up to it. Students are presented with a narrative account of these events and must relate this to the units on general contemporary refugee studies which constitute the main body of the course. Because this assignment involves the active application of knowledge, students should be aware that it requires critical and independent reflection. Completion of the assessment also requires that students cover all units and core readings for the course. Because this assignment is a case study the word count is 2500 words. This allows the student space to cover the basic background material and to address the wide range of issues involved without feeling cramped. Students are encouraged to begin the assignment at the start of the course and to continue to develop it as the course progresses.

Indicative student workload (to include assessment)	*100 hours*	
Contact hours:	20 hours	Lectures; Group discussions.
Independent study: Preparation for course and review of course materials	35 hours	Read lecture notes and review own notes; further reading from supplementary reading list; independent reading of journal articles; exploration of online resources; follow contemporary developments in refugee policy and practice.
Independent study: Preparation for assessment (also to include completion of assessment)	45 hours	Read core readings; research of content for case study; write draft sections as course progresses; discuss issues arising from case study with peers in lectures and in group discussion; critical reflection; write final version of case study.

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Example 3 Capstone

Module name	**Using Research to Enhance Nursing and Midwifery Practice**
Module weighting	**20 ECTS**
Learning outcomes	1. Appraise, and apply as relevant, aspects of the Nursing/Midwifery research process to enhance the evidence base of Nursing/Midwifery practice interventions a) Identify an issue from practice; b) Translate the issue into a researchable aim or question; c) Access sources and retrieve relevant information efficiently and effectively; d) Analyse and evaluate (appraise) the methodological quality of available information e) Extract information relevant to their research aim or question and present it in summary tables; f) Synthesise the findings using a thematic approach; g) Draw conclusions about what is known and not known about the issue in order to inform current and future practice; h) Design a plan for dissemination of their literature review findings; i) Design an academic poster based on their review; j) Recognise the role of the nurse or midwife in upholding ethical standards in the conduct and utilisation of research in clinical practice
Graduate Attributes https://www.tcd.ie/academic-services/tep/graduateattributes.php; III. **Which Graduate Attributes are developed in the module?** IV. **How and where are they assessed?**	To think independently is developed and assessed through learning outcomes 1a, 1g and 1j. To communicate effectively is developed and assessed through learning outcomes 1h, 1i and 1j. To develop continuously is developed and assessed through learning outcomes 1a, 1b, 1c, 1d, 1d, 1e, 1f, 1g, 1h, 1i and 1j. All the constituent learning outcomes are assessed through the summative assessment (literature review, academic poster and abstract for an academic conference).
Proposed Assessment	Formative Assessment: 2 drafts of the literature review Summative Assessment: Literature review (5,000 words) academic poster and poster abstract suitable for submission to an academic conference.

TEP Guidelines for Student Workload 01 December 2017

TRINITY EDUCATION PROJECT

Indicative student workload (to include assessment)	*400 hours*	
Contact hours:	40 hours	Lectures, tutorials, seminars, field visit, online learning
Independent study: Preparation for course and review of course materials	180 hours	Reflecting on lecture material and preparing for set tasks to be addressed in tutorial workshops. Reading journals & text books, policy documents, practice guidelines; self-directed study; engagement with clinical practitioners
Independent study: Preparation for assessment (also to include completion of assessment)	180 hours	Searching, locating, retrieving, analysing, synthesising, writing, discussing research literature related to the chosen topic for the literature review, poster and conference abstract.

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TRINITY EDUCATION PROJECT

Appendix 2: Examples of Practice from Other Institutions

Table 1: Napier University*

Schools are encouraged to set guidelines around word counts (or equivalents) for students, e.g.

Coursework

	Assessment weighting	Suggested upper limit
20-credit module	100%	4000 words
20-credit module	70%	3000 words
20-credit module	50% or below	2000 words

Formal examination

	Assessment weighting	Suggested upper limit
20-credit module	100%	2.5 hours
20-credit module	70%	2 hours
20-credit module	50% or below	1 hours

* 20-credit module = 10 ECTS

Table 2: La Trobe University

'The equivalences below may vary according to the three criteria above, based on the professional judgement of the subject co-ordinator or discipline expert.'

Assessment type	Broadly Equivalent to 1000 essay words
Written/Multiple Choice Examination	1 hour
Essay in foreign language	500 words
Group essay	750 words/member
Unstructured reflective journal	2000 – 3000 words
Verbal presentation	20 minutes
Group presentation	10 minutes/member
Clinical practicum assessment	20 minutes

TEP Guidelines for Student Workload 01 December 2017

TRINITY EDUCATION PROJECT

Table 3: London Southbank

Equivalent to 1000 essay words:

Examination or timed test 1 hour

Essay in foreign language 300 words

Group report 750 words per member

Reflective journal or learning log 2000 – 2500 words

Oral presentation 20 minutes

Group presentation 10 minutes per member

Clinical assessment 10 minutes

Table 4: Manchester Metropolitan University
Initial guidelines used by staff to calculate and justify the assessment models.

Assessment	Student Effort	Total (h)
1 hour of examination (including unseen, time-constrained coursework)	1h assessment plus 9h student preparation	10
Seen essay or similar (1500 words)	1h writing/typing plus 9h student preparation	10
Practical report	Writing/drawing graphs 2h plus 3h student preparation	5
Oral presentation (10 minutes)	5h student preparation	5
Poster (individual)	Assembly 4h (includes drawing figures etc), design 6h (including gathering and organizing information)	10
Poster (group)	Assembly 4h (includes drawing figures etc), design 3h (including gathering and organizing information), group discussion 3h	10
MCQ (1 hour)	1h assessment plus 9h preparation	10
Tutorial (1 hour)	Preparation and writing	5

TEP Guidelines for Student Workload 01 December 2017

Table 5: Northumbria University

1	Two assessment tasks would be the maximum per 10 credits (i.e., 5 ECTS) and many modules would need only one assessment
2	No more than two methods of assessment per module
3	For modules assessed by formal examination, two hours would be the maximum for a 10 credit (i.e., 5ECTS) module
4	Whatever form of assessment is used, to avoid over-pressurising students, one fifth of the notional student workload should be considered the period of time allocated for all (formal and informal) assessment, including preparation and revision time. This guideline should not be exceeded.

TRINITY EDUCATION PROJECT

Instructions on using the student mapping tool

The purpose of the mapping tool is to enable you to evaluate whether the workload and assessment expectations are aligned with the ECTS credit weighting; whether they are reasonable; consistent; justifiable; and transparent across year/s of a course.

When using the mapping tool, we invite you to consider the following steps:

1. Read the document on Guidelines for Student Workload and Assessment, including the module template and the worked examples.
2. The mapping tool permits different degrees of granularity and we suggest that you have an initial discussion at School/programme/subject level in relation to setting expectations as to the desired level of detail. This will ultimately make the exercise of looking across a year/programme of study more useful. For example, the two sample modules adopt the headings from the module template (Contact hours; Independent Study: Preparation for course and review of course material; Independent Study: Preparation for assessment (also to include completion of assessment) and then break these down into more discrete tasks. The mapping tool also includes columns for when the task/activity is given/commences and the week of submission/completion. It is important to complete these columns so as to gain a picture of the timing of assessments etc. and possible bottlenecks.
3. Each module coordinator should complete the mapping tool for their module/s using the 8 steps outlined in the Student Workload and Assessment document.
4. All the module information for a programme/subject (within/across years) should then be collated in a single spreadsheet for review and discussion at School/programme/department level.
5. The purpose of the discussion is to review the workload and assessment expectations across year/s of the course and, where appropriate, to make adjustments.

   When having discussions on assessment, you may wish to refer to the guiding questions below (some of which are taken from the Guidelines for Student Workload and Assessment document):

- **What is the need for the assessment type and length/duration?**
  - Extended writing might be a skill needed for a student studying English. Subsequently, an extended essay of 5000 words in a 10 ECTS module may be a common assessment type and word length in an English degree.

- **Which learning outcome/s, programme outcome/s or graduate attributes does the assessment type help to achieve?**
  - Extended writing may be a programme or learning outcome or relate to a discipline translation of a graduate attribute.

TRINITY EDUCATION PROJECT

- **How often is the assessment type used in a particular year/across the programme/subject and what is its impact on student workload?**
    - Is the 5000-word essay the norm across the year/the programme/subject? What is its impact on student workload?
    - Do the assessment submission dates impact student workload?

- **What level of repetition of the assessment task is necessary to demonstrate progression in the quality or standard of the task, or its achievement?**
    - Extended writing (through a 5000-word essay) may need to be practiced and assessed at different stages/in different years of study.

- **Are there any other types of assessment being used by other colleagues at module level that could be substituted where this makes academic and pedagogical sense? What might the impact on student workload be?**
    - Perhaps a colleague has introduced successfully another type of assessment that, for example, might entail less workload but achieve the same learning outcome, or that might integrate a number of outcomes or attributes. Could such an assessment type be considered elsewhere in the subject/programme?

6. Engage with colleagues working in cognate subjects as a way of calibrating/benchmarking expectations.

		Notes	Key	
Module ID	RT2014	SITS code for module		Notes on how to use this sheet
ECTS Credits	5	Number of ECTS credits for this module		Core module information
Semester	1	Suggest '1', '2' or 'B' (for both)		Calculated information - DO NOT EDITS
Co-ordinator	Anita O'Donovan (Radiation Therapy)	Name of module co-ordinator		Individual elements of student activity/workload

Total Student Time	100.0
Hours Per Credit	20.0

Do not edit these rows - formulae included!

Student Activity	Time Per Student	Week Assigned	Week Due	Notes
				These rows contain details of various student activities. Feel free to edit/add categories. Column 'B' is the total time each student is expected to spend on that activity over the duration of the module. Column 'C' is the week in which an activity begins or assignment is given. Column 'D' is the date on which an activity ends, or assignment is submitted
Contact Hours				Time spent by students in class
Lectures	18.0	1	12	
Practical classes (role play)	4.0	7	12	
Community Based Learning	8.0	2	6	Time required by students to prepare for lectures
Independent study: Preparation for course and review of course materials				
Reviewing lectures and class notes	5.0	1	12	Time required by students to review lecture materials
Researching journals	17.5	1	12	Time required by students to study for examinations/tests
Reading recommended textbooks	10.0	1	11	Non-specific assignments or other work
				Laboratory tuition
Independent study: Preparation for assessment (also to include completion of assessment)				Time spent in formal tutorials
Completion of communications workbook on clinical placement	5.0	1	5	Total time spent in formal examinations
Research for CBL reflective assignment	3.0	2	8	
Completion of post-CBL written reflection	4.0	2	8	
Role play preparation, including rehearsal, feedback from peers and module co-ordinator (provision of one-to-one feedback to students presenting in clinical scenarios - formative assessment)	5.0	5	11	Time spent on formal/structured education outside of the university
Completion of role play assessment	0.5	5	11	
Research of content for end of semester essay	10.0	4	12	
Completion of end of semester essay	10.0	4	12	Examples of individual assignments

Example 2: European Refuge Policy

Module ID	SS2785		
ECTS Credits	5		
Semester	1		
Co-ordinator	Philip Curry (Social Work and Social Policy)		

Total Student Time	100.0
Hours Per Credit	20.0

Student Activity	Time Per Student	Week Assigned	Week Due
Contact Hours			
Lectures	18.0	1	12
Group Discussions	2.0	7	10
Independent study: Preparation for course and review of course materials			
Read lecture notes and review own notes	6.0	1	12
Further reading from supplementary reading list	9.0	1	12
Independent reading of journal articles	9.0	1	12
Exploration of online resources	6.0	1	12
Follow contemporary developments	5.0	1	12
Independent study: Preparation for assessment (also to include completion of assessment)			
Read core readings	7.0	1	12
Research of content for case study	7.0	2	12
Write draft sections as course progresses	6.0	2	11
Discuss issues with lecturer and other students	3.0	1	12
Critical reflection	6.0	1	12

Notes

SITS code for module
Number of ECTS credits for this module
Suggest '1', '2' or 'B' (for both)
Name of module co-ordinator

Do not edit these rows - they contain formulae

These rows contain details of various student activities. Feel free to edit/add categories. Column 'B' is the total time each student is expected to spend on that activity over the duration of the module. Column 'C' is the week in which an activity begins or assignment is given. Column 'D' is the date on which an activity ends, or assignment is submitted

Key

	Notes on how to use this sheet
	Core module information
	Calculated information - DO NOT EDITS
	Individual elements of student activity/workload

TEP Student Workload Mapping Tool Template

		Notes	Key
Module ID		SITS code for module	
ECTS Credits		Number of ECTS credits for this module	Notes on how to use this sheet
Semester		Suggest '1', '2' or 'B' (for both)	Core module information
Co-ordinator		Name of module co-ordinator	Calculated information - DO NOT EDIT
			Individual elements of student activity/workload
Total Student Time			
Hours Per Credit		**Do not edit these rows as they contain various formulae!**	

Student Activity	Time Per Student	Week Assigned	Week Due		
				These rows contain details of various student activities. Feel free to edit/add categories. Column 'B' is the total time each student is expected to spend on that activity over the duration of the module. Column 'C' is the week in which an activity begins or assignment is given. Column 'D' is the date on which an activity ends, or assignment is submitted	
Lectures				Time spent by students in class	
Lecture Preparation				Time required by students to prepare for lectures	
Lecture Review				Time required by students to review lecture materials	
Exam revision				Time required by students to study for examinations/tests	
Homework				Non-specific assignments or other work	
Laboratory				Laboratory tuition	
Tutorial				Time spent in formal tutorials	
Examinations				Total time spent in formal examinations	
Field Trip				Time spent on formal/structured education outside of the university	
Assignment 1					
Group presentation 1					
Poster preparation					
Poster Review session				Examples of individual assignments	
Group Presentation 2					
Assignment 2					
Individual Interviews					