Facilitator Pack

for the

Time and Effort on Task Toolkit

workshop for Staff

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Developed by:

Christina Magkoufopoulou, Coventry University; and Laurie Walden, University of the West of Scotland.

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Session overview

The materials provided here are designed to support an **interactive session** aimed at helping staff familiarise themselves with the **Time and Effort on Task** (TET) toolkit (Quality Assurance Agency, 2026).

During the session, you will guide participants on how to implement the toolkit and how to adapt it for their own context. You will share with participants case studies of how others have applied the toolkit successfully in their own context. You will encourage participants to work collaboratively through the TET Toolkit templates and reflect on their existing practice as well as consider how they could adapt the toolkit for their own context.

Learning Objectives

By the end of the session, participants will be able to:

1. **Explore** the significance of student time and effort in assessment and its impact on both staff and students' assessment literacy
2. **Analyse** the key components of the TET Framework and the 3 steps of the TET Toolkit by reviewing its practical applications through real classroom case studies.
3. **Reflect on** your own teaching and assessment practices, including how they communicate assessment demands to students, by applying the TET toolkit to your own context.
4. **Adapt** the TET toolkit to your own teaching and assessment context through guided activities and peer discussion.

The TET Toolkit and what it offers

The toolkit can be used in a variety of ways to support and enhance the communication between staff and students around assessment demands while offering clarity on assessment expectations. The toolkit offers plenty of opportunities to highlight available support mechanisms whilst bringing at the forefront the students' time and effort investment on assessment. The TET toolkit can complement other strategies for enhancing students' and staff's assessment literacy. Therefore, it is a much-needed toolkit to support students' agency and students' assessment literacy development. Much of the research on Assessment Literacy has focused on improving students' response to feedback. While that is an important aspect, there is a more fundamental barrier for students, which is struggling to understand the original guidelines for the assessment (Barnard et al., 2020) and manage the workload. Students' expectations about workload vary and are dependent on the level of academic experience prior to university (Money et al., 2017). This suggests that first-year students and students new to a particular system need more support in how they understand and work on

assessments in order to avoid increased workload that can lead to a surface learning approach. On the contrary, appropriate workloads, can support a critical and inquiry-based approach, resulting in deeper learning (Scully and Kerr, 2014). The amount of time and effort that a particular assessment requires will vary from student to student, but providing students suggested guidelines about time requirements can help them better manage their academic and non-academic time (Michel et al., 2020). The Time and Effort on Task (TET) toolkit aims to address both of these issues.

The toolkit can further be utilised for review and enhancement of course assessment approaches as well as for supporting the development of staff's assessment literacy. Although the literature for assessment literacy of teachers in secondary education is quite extensive (Xu & Brown, 2016; Meijer, 2023), there is an evident gap when it comes to the definition and evaluation of assessment literacy of Higher Education teachers This could be due to the under-conceptualisation of the term in the higher education sector which may lead to diverse assessment practices by academic staff (Pastore, 2022). Some international studies have highlighted that HE staff may benefit from further assessment literacy development and may lack confidence in implementing alternative assessment methods (Gaikwad et al., 2023). The Time and Effort on Task Toolkit can help academic staff look closely at their assessment practices, encouraging a more explicit and in-depth understanding of assessment purposes, processes and expectations, By offering reflective prompts and opportunities to examine assessment tasks in detail, the toolkit can contribute to strengthening staff assessment literacy.

Session Information:

Duration: The session is planned to last for 2h. Suggestions are offered on how to reduce to 1h or extend for more hands-on activities, if required.

Location: The session can be delivered online or face to face. For **online** delivery, it is recommended that the platform enables the creation of break-out rooms or similar, where participants can work in small groups of up to 6. For **face-to-face** delivery, it is recommended that the room lay-out enables collaborative work with groups up to 6 people; and access to a screen and projector for sharing the presentation. Alternatively, hand-outs can be delivered to participants if required.

Target Audience: The workshop is intended for staff, primarily in Higher Education, with any of the following responsibilities:

- Assessment support
- Pastoral support
- Session delivery (teaching)
- Session design
- Curriculum design

- Assessment design

Number of Participants: For an effective delivery of the workshop and opportunities for sharing and collaboration, it is recommended that the maximum number of participants for this session to not exceed 25. There is a possibility to increase this number, by also increasing the number of facilitators.

Resources: The resources can be supplied electronically and/or in print. And those include:

- Project Website and Toolkit website
- PowerPoint slides deck (available on project's website)
- Introductory TET-toolkit videos (available on toolkit's website)
- TET toolkit staff guidance (available on toolkit's website)
- TET toolkit template for staff (available on toolkit's website)
- TET toolkit student guidance (available on toolkit's website)
- TET toolkit template for students (available on toolkit's website)
- Case studies (available on project's website)
- Bibliography

Pre-session Prep for Participants: Although not essential, participants' engagement with the below tasks before the session, could elevate their experience and engagement:

1. Watching the introductory TET-toolkit videos (available on toolkit's website)
2. identifying and having available with them a type of assessment that they would like to consider applying the TET toolkit to.

Pre-session Prep for Facilitators:

Essential prep: As a facilitator, you are required prior to the session to:

1. Review this facilitator's pack and ensure availability of all required resources.
2. Watch the introductory TET-toolkit videos (available on toolkit's website)
3. Read the TET toolkit staff guidance document and TET toolkit template for staff
4. Read the TET toolkit student guidance document and TET toolkit template for students

Value-add prep: In order to further enhance your understanding of the topic and be able to provide in-depth explanations during the session, it is advised that you consider:

1. Watching any of the recorded sessions available at the project's website

2. Reading any of the case studies available at the [project's website](#)
3. Reviewing the recommended bibliography (available at the last slide in PowerPoint Deck)

Recommended Session Timings

The below table provides a breakdown of the session and a summary of the activities. This table has been devised as a pick-and-mix option, where you can choose the elements, you would need to run the session to meet the needs of your audience[1]. It has been designed with a 2-hour duration in mind, however if you'd like to extend the session beyond the 2h, or run multiple sessions, the table includes some further extension recommendations for parts of the session. Similarly, if you would prefer to reduce the time of the session, some of the interactive elements could be removed.

Content	PowerPoint slides	Timings	Summary of activity	Extension recommendations
Introduction to the session and assessment literacy	1-4	5 minutes	Setting the scene for the session, including any rules the group may wish to discuss.	Invite participants to introduce themselves and their responsibilities around assessment (increasing timings by 15min) At slide 4, you could ask the audience to define assessment literacy, before you reveal the definition on the slide (increasing timings by 3-5 minutes)
Interactive quiz – exploring participants views on time and effort	5 - 7	5 minutes	Collecting the views of the participants on the topic. For **face-to-face** sessions you can use: ▪ show of hands ▪ ask participants to move to different locations of the	Participants could be asked to write on post it notes (face to face) or a Padlet (online/face to face) their approaches for the questions on slide 5 and 6, which will then be collectively reviewed by you

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[1] If you design your own activities to include in the session, we would like to hear about them and include them in our guide for others too. If you'd like to share your approach and/or a recording of your session contact Dr Christina Magkoufopoulou, at ad8497@coventry.ac.uk.

			room (Left for yes / Right for no) For either **face-to-face** or **online** sessions: ▪ Using an online polling system For **online** sessions: ▪ Asking participants to raise their virtual hands. ▪ Use different types of reactions/emojis (E.g. Thumbs up/thumps down)	(increase timings by 10 minutes per question)
Research findings	8	3	The slides show the results of a survey with 104 HE participants across the UK	You can compare the results of the survey, with the results in the session and consider possible explanations by taking into account the local context in collaboration with the participants (increase timings by 5-10minutes)
Introduction to time and effort in Assessment	9-11	5 minutes	Present literature information	n/a
Walk-through of the TET toolkit	12-15	15 minutes	Present the three steps of the Toolkit.	Adding discussion points after each step (increase timings by 15 minutes)
Presentation of case studies	16-17	5 minutes	The time allocation will enable you to present an overview of all three case studies.	Alternatively you could provide copies of the completed case studies and ask participants to

				select and review at least one case study in their group and share their observations. Case studies can be download from the [project's website](#) (increase timings by 10 minutes)
Hands-on Activity: For keeping within the 2 hours timings, it is advised that the hands-on activities do not take longer than 40 minutes -This can be achieved by either reducing the duration of each activity to 20 minutes for an overview of the toolkit's functionality, or select one of the two activities to be completed in 40 minutes to offer more in depth practice.				
Hands-on Activity (option 1): Reflecting on existing practice	18 - 24	20 or 40 minutes	Participants are invited to work through each step of the toolkit to review their course's existing practice and identify any gaps Using the reflective questions within the toolkit template and those within the slides. This can be done individually or in groups.	
	25	Post-session activity	For a shorter session, it is recommended that this activity is highlighted to participants to complete post-section	Alternatively, the facilitator can invite participants to work on this task individually during the session and share(increase timings by 15 min)
Hands-on Activity (option 2): Applying the toolkit in own practice	26-31	20 or 40 minutes	Participants are invited (individually or in groups) to consider how they can introduce the toolkit to their own students by reviewing the students' guidance and template	.

			documents. They will be encouraged to respond to reflective questions that will help them identify the activities that they can embed in their teaching, so that the students can engage with the TET toolkit.	
	32	Post-session activity	For a shorter session, it is recommended that this activity is highlighted to participants to complete post-section	Alternative, the facilitator can ask participants to produce a written / electronic course delivery plan that can be displayed (physically / virtually) for the group to review and ask questions (increase timings by 15 minutes)
Plenary and feedback		10 minutes	The facilitator will invite participants to share their final views verbally or in writing (post-it notes or online tools)	Groups can be asked to collectively consider their feedback and share with the rest of the groups. (increase timings by 10 minutes)

Acknowledgements

References

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