

Facilitator Pack

for the

Time and Effort on Task Toolkit

Workshop for Students

QAA **Time and Effort on Task**

WHAT it is
A simple, three-step guide to help students plan, manage, and complete assessments effectively.

WHO it is for

- Students
- Academic staff
- Course/module teams

WHY it matters

- Helps students avoid procrastination and last-minute stress
- Promotes realistic planning for diverse learners
- Improves outcomes by aligning with expectations
- Builds assessment literacy for future success

THREE STEPS

- 1** Understand what's required
- 2** Break it down into steps
- 3** Align with criteria and outcomes

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Developed by:

Anna Law, University of the West of Scotland, Christina Magkoufopoulou, Coventry University & Laurie Walden, University of the West of Scotland

This resource is an output from a Collaborative Enhancement Project supported and funded by QAA membership. The project is led by Coventry University in partnership with Aston University, International University of Applied Sciences, Germany, University of the West of Scotland, and University of West London. Find out more about Collaborative Enhancement Projects on the [QAA website](https://www.qaa.ac.uk/).



Facilitator Pack

Session overview

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

During the session, you will guide students on how to prepare for independent learning at university and how to apply the toolkit for their assessments. You will encourage students to be active learners and to work collaboratively through the TET Toolkit templates while reflecting on their prior knowledge and skills.

Learning Objectives

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

1. **Explore** the purpose and demands of university assessments
2. **Apply** the 3 steps of the TET Toolkit to their own learning
3. **Reflect on** their existing skills and knowledge, their areas for development and learning strategies
4. **Design** their own personalised working plan for their assessment tasks, in order to effectively manage both time and cognitive effort.

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,



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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 students, primarily new to Higher Education, but can be adapted for delivery at different levels were students are expected to work independently towards assessment tasks that require substantial preparation and planning.

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, when there is a single facilitator. 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:

- PowerPoint slides deck (available on [project's website](#))



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- [TET toolkit student guidance](#) (available on [toolkit's website](#))
- [TET toolkit template for students](#) (available on [toolkit's website](#))
- [Project Website](#) and [Toolkit website](#)
- Bibliography

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

1. Watching the introductory TET-toolkit video for students (available on [toolkit's website](#))
2. identifying and having available with them the assessment that they would like to apply the TET toolkit to, if this is part of a generalised skills session. Alternatively, if the workshop is embedded in a particular module with a single assessment, students could review in advance the requirements of the assessment for this module.

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
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 audience¹. 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 independent learning	1-3	5 minutes	Setting the scene for the session, including any rules the group may wish to discuss.	Invite participants to introduce themselves.
Discussion on independent learning	4-5	10 minutes	Collecting the views of the participants on the topic. Students can share their views verbally, or you could provide access to an online platform for text comments (e.g. Padlet)	For slide 4 (what does the term independent learning mean to you) you could invite participants to work in small groups and write their own definition of independent learning prior to revealing slide 5. (increase timings by 5 minutes)
	6	5 minutes	Invite participants to generate ideas, and emphasise that the decisions may vary to reflect their individuality. Examples could include: assessment type, areas for development, revision, career plans, personal interests, personal	

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.



			commitments and more.	
Assessment at University	7-9	10 minutes	<p>The slides provide an overview of assessment demands at university and reasons for competing demands. At slide 7, take the opportunity to introduce students to the terms “authentic assessment” and “assessment literacy”.</p> <p>It is recommended that you edit slide 9 to reflect your university’s grading system and needs.</p>	<p>At slide 8, you could ask students to share (only if they are comfortable to do so) if they have any work or caring responsibilities. (increase timings by 2-3 minutes)</p> <p>At slide 9, you can ask students to take a few minutes to make a personal target note of what they would like to achieve (increase timings by 2-3 minutes). You can then bring this back when discussing step 3 of the toolkit.</p>
Introduction to the Time and Effort on Task Toolkit	10-11	15 minutes	<p>Briefly introduce the toolkit (slide 10) and open the discussion around the assessment tasks. Students should take some time to access the assessment guidance as it will help them at the next steps. Give students some time to review the documentation if they haven’t done this before.</p>	n/a



Hands-on Activity: Work through STEP 1 of the toolkit:

The aim for the first step is to help students draw from their prior knowledge, skills and experience and identify their strengths, and if there are any areas for further development. Students may not yet know where they can go to ask for help and access further support; therefore, the toolkit can be used as a prompt to help them identify what kind of support they may need. It is not expected that they will be able to identify support resources for all assessment requirements.

	12-14	15 minutes	Prompt students to individually reflect, and answer as many questions as they can at Step 1 by listing all the relevant items in the second column – they can draw from a variety of experiences including previous modules, work experience, or even hobbies. Students do not need to complete the last column for all items, only for those that they may need additional help. Invite students to consider independently or in groups (If they feel comfortable) the questions at slide 14.	Ask students to co-create a list of possible useful resources. This can be done online (e.g. via the VLE, Padlet, Mentimeter, Google document) to maintain a live record that can continue being updated throughout the module.
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Hands-on Activity: Work through STEP 2 of the Toolkit:

The purpose of Step 2 is for students to start putting together a working plan for their assessment task. This will encompass all preparation steps they need to take to finalise the assessment. This step differs from step 1 as it also requires understanding of the skills and knowledge that the students will develop as part of this ‘new’ module. For example, some steps may not be possible to be completed yet, as students will need to develop new skills and acquire new knowledge during the course, such as how to use a new software or learn a specific theory.



Similarly to step 1, students may not yet now where they can go to ask for help and access further support; therefore, the toolkit can be used as a prompt to help them identify what kind of support they may need. It is not expected that they will be able to identify support resources for all assessment requirements.

	15-21	10 minutes for delivery and 15 minutes for independent work	<p>At slides 16-19, there is an opportunity to provide some background information to students about the importance of time and effort in assessment.</p> <p>At slide 20, guide students through the questions to enable them to complete Step 2 of the template.</p> <p>Remind the students, that they still may have some gaps in the process, or they may need to come back to it a later date when they have better clarity.</p> <p>Use the questions at slide 21 to guide a whole group discussion.</p> <p>Highlight that each student is different and their plans may be very different.</p>	<p>At slide 18, there is an optional activity for asking students to start considering how they allocate time and effort in different tasks. You could prompt them to think beyond academic examples e.g. driving, could be a time-consuming but effortless task for an experienced driver; but effortful and tiring for a learner driver.</p> <p>(increase timings by 5 minutes for a group discussion; or 10 minutes for small group activity)</p>
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Hands-on Activity: Work through STEP 3 of the Toolkit:

Step 3 is all about maximising student success. It is a step that students will need to come back to it regularly in order to review their progress with the plan and if they need to make any adjustments, either on their approach, as they gain more knowledge and develop new skills, or on their time allocation, as their priorities and/or responsibilities keep changing.



	22-24	15 minutes	Introduce the purpose of the last step of the toolkit and invite students to review their individual plans. At slide 23, guide students through the questions to enable them to complete Step 2 of the template. Use the questions at slide 24 to guide a whole group discussion.	n/a
Plenary and feedback	25 -26	15 minutes	For the plenary, you can provide a summary of the key points (slide 25) and invite participants to discuss the final questions at slide 26.	n/a

Acknowledgements

Team members who contributed to the success of this project include:

Dr Anna Law, UWS; Dr Lucie Ingram, UWL; Dr Alice Lau, Aston University; Dr Charis Manousou, UWS; Dr Ramesh Gupta, UWS; Dr Misrah Mohamed, Coventry University; Dr Rachel John Robinson, IU; Dr Gloria Oliomogbe, Coventry University London; Dr Dinusha Weerawardane, UWL; Dr Amelia Au-Yeung, UWL; and the student partners (Sneha Lakhani, Matifadza Gondo, Akanksha Kumari, Adetayo Adeyemi, AK Set)

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