Case Study Title	Embedding the TET Toolkit in an Undergraduate Behavioural Economics Module
Institution	**The University of West London**
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Course information	The participants were final-year undergraduate Business Economics students enrolled on the Behavioural Economics and Happiness module. The module was delivered face-to-face to a cohort of approximately 20 students.
Assessment information	The assessment task involved a data analysis and policy evaluation exercise. Students analysed real-world macroeconomic and survey data on well-being and development using SPSS, applying behavioural economics concepts to interpret their findings. They presented their analysis in a 10-minute in-class presentation and a 1,000-word written assignment, including a short reflective component.
Aim of the case study	To explore how the Time and Effort on Task (TET) toolkit can be effectively embedded within an undergraduate Behavioural Economics module, in order to support students in • understanding assessment expectation • planning their time and effort • addressing gaps in skills and • increasing their confidence The study also aims to assess how the toolkit can help students to identify skill gaps and seek appropriate academic support.
Research questions	Does the TET toolkit help undergraduate students understand assessment expectations? Does the TET toolkit help students plan their time and effort? Does embedding the TET Toolkit support students in developing key academic skills within a Behavioural Economics module?
Institutional Ethics Approval Code	University of West London Research Ethics Committee. ID No. UWL/REC/LBS-04858

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Background and Rationale

The Behavioural Economics and Happiness module requires students to work with real-world economic data, conduct quantitative analysis in SPSS, and integrate behavioural insights into their assignments. Previous cohorts have reported uncertainty about assessment expectations and low confidence in handling empirical tasks. Recent research on data literacy in economics indicates that while programmes expect students to find, analyse, and communicate data, they "generally lack explicit training in evaluating sources, understanding types of data, and ethical data practices," and show "gaps in data management and data cleaning" (Marchant & Eliason, 2024).

The Time and Effort on Task (TET) toolkit (Quality Assurance Agency, 2026) provides a structured framework to help students break down complex assessments, estimate time commitments, and identify early-stage skills gaps. Recent literature emphasises the importance of students developing evaluative judgement and internal feedback processes (Nicol, 2021). Embedding the TET toolkit in this module, therefore, offers an evidence-informed approach to support students in their preparation, enable them to plan, and help them seek targeted academic support.

Despite growing emphasis on assessment literacy and self-regulated learning, there is limited empirical evidence on how structured planning tools operate within quantitative economics assessments. This case study contributes to this gap by examining the pedagogical integration of the TET toolkit in a data-intensive undergraduate module.

Methodology

A mixed-methods design was adopted to evaluate the implementation of the TET toolkit.

Participants

There were 20 undergraduate students enrolled in the third-year Behavioural Economics and Happiness module. All students were invited to engage with the TET toolkit as part of normal teaching activities.

Data collection involved two components. First, an online survey was administered to the cohort to capture students' perceptions of assessment clarity, workload planning, and perceived usefulness of the TET toolkit. Second, one-to-one semi-structured interviews with five student volunteers were conducted after assignment submission.

Interview participants were recruited via email. Participation was entirely voluntary, and students responded to the email showing their interest. As a token of appreciation for their time, interview participants received a £20 voucher.

The module leader (researcher) also maintained reflective notes throughout the pilot, documenting observations related to student engagement and common challenges.

Introducing the Toolkit to Students

Behavioural Economics and Happiness is a 20-credit, Level 6 undergraduate module delivered over a 14-week semester. The module is taught through weekly face-to-face workshops that integrate short lectures with structured, interactive activities.

Prior to introducing the TET Toolkit to students, the module leader reflected on the assessment requirements by completing the TET template for staff (Appendix A). This was not shared with the students but used as a reference by the module leader to guide the students in completing the toolkit.

The TET toolkit was introduced in Week 2 during a scheduled three-hour face-to-face workshop. During this session, students engaged in a structured in-class activity in which they:

1. Reviewed the assignment brief and assessment criteria with the lecturer.
2. Completed the confidence and skills-mapping section of the TET toolkit (e.g. SPSS use, data interpretation, academic writing, presentation skills).
3. Identified the key stages required to complete the assessment and estimated the time and effort needed for each stage.
4. Were signposted to relevant institutional support services, including academic writing workshops, library guidance, and SPSS learning resources.

Following the initial session, the toolkit was revisited informally on multiple occasions during subsequent activities across the semester. Students were encouraged to update the toolkit independently as their understanding of the task developed and as time and effort estimates changed.

This approach positioned the toolkit as an ongoing reflective planning resource, embedded within regular teaching rather than as a one-off intervention.

Data Collection

Data were collected using a mixed-methods approach.

Survey: An online survey was administered to the module cohort to capture students' perceptions of assessment expectations, workload planning, confidence in key skills, and the perceived usefulness of the TET toolkit. The survey included a combination of closed-response items and open-ended questions to gather both indicative trends and qualitative comments (Appendix B).

Interviews: Five semi-structured interviews were conducted approximately one week after assignment submission with student volunteers. Semi-structured interviews were selected to enable consistency across participants while allowing flexibility to explore individual experiences in depth. Interview questions focused on students' approaches to planning, how they used the toolkit, perceptions of time and effort, skill development (e.g., SPSS, interpretation, presentation), and reflections on the overall learning process. Interviews were audio-recorded with participant consent and transcribed for analysis.

Researcher reflection: In addition, the module leader maintained reflective notes throughout the semester, documenting observations of student engagement, frequently asked questions, and informal feedback related to the use of the toolkit.

Data Analysis

Survey data were analysed using descriptive statistics (means and standard deviations) to compare pre- and post-perceptions of clarity, confidence, and understanding. Given the small sample size (n = 7), statistical significance testing was not prioritised; instead, patterns were interpreted descriptively to complement qualitative findings.

Interview data were analysed using reflexive thematic analysis, following Braun and Clarke's (2006; 2021) framework. Analysis involved: (1) familiarisation with transcripts, (2) inductive coding, (3) grouping codes into broader categories, and (4) developing and refining themes aligned with the research objectives. Themes were iteratively reviewed against the data to ensure coherence and evidential grounding.

Reflective notes were analysed alongside the interview and survey findings to support triangulation, corroborate patterns in student accounts, and capture contextual observations from implementation.

Ethical Considerations

Ethical approval for this study was granted by the University of West London Research Ethics Committee. Participation in the survey and interviews was voluntary, and informed consent was obtained prior to data collection. Survey and interview data were anonymised prior to analysis and reporting, and findings are presented in aggregate form to protect participant identity. All data were stored securely in accordance with institutional data management procedures and GDPR requirements, and no sensitive personal data were collected.

Findings

Seven students completed the post-intervention survey (35% response rate), and five students participated in semi-structured interviews. Quantitative and qualitative

findings are presented in an integrated manner to illustrate how the TET toolkit supported assessment literacy, time planning, skill development, and confidence.

Following reflexive thematic analysis, four themes were identified (Table 1). Illustrative student quotations are presented in Table 2, and survey results in Figure 1.

Table 1: Summary of themes identified through reflexive thematic analysis and their alignment with TET toolkit components

Theme	Description of theme	TET toolkit component
Theme 1: Identifying skill gaps and activating support	The toolkit enabled students to recognise gaps in skills and confidence (e.g. SPSS, data interpretation), prompting proactive help-seeking behaviours and increased confidence over time.	Step 1: Skills and confidence mapping
Theme 2: Clarifying assessment expectations through task decomposition	Students initially experienced uncertainty due to the multi-component nature of the assessment. Breaking the assignment into discrete stages helped clarify expectations and reduce feelings of being overwhelmed.	Step 2: Task breakdown and sequencing
Theme 3: Planning, revising, and visualising time and effort	Students used the toolkit to estimate, monitor, and revise time and effort across assessment stages, particularly in response to the demands of SPSS analysis and competing commitments.	Step 2: Time and effort planning
Theme 4: Reflection, confidence building, and transferability	Students used the toolkit reflectively to review progress, build confidence, and consider applying it to other modules, while emphasising its optional use.	Reflective review section (post-task reflection)

Table 2: Illustrative student quotations supporting each theme	
Theme 1: Identifying Skill Gaps and Activating Support	"Until I looked at SPSS again in detail... I just found my confidence being crushed." (Student D) "It was slightly more of a challenging assignment... which is why I was slightly less confident about it." (Student E) "It made me list... what resources the university has that could help me out..." (Student D) "Having our group chat... asking them for help helped a lot..." (Student C) "...there were files there with a ton of help..." (Student B)
Theme 2: Clarifying Assessment Expectations through Task Decomposition	"The most confusing bit for me was the whole SPSS... This was compounded by needing to research country health-system context." (Student A) "This assignment I knew would take a lot... required a lot of different steps..." (Student C) "Initially reading what I needed to do... it did sound much harder than doing it." (Student E) "Step 2... was so good for me, like to plan out how, how and what I was going to do throughout that week... I literally filled it out so that I could know exactly what I'd need to do for that week..." (Student B)
Theme 3: Planning, Revising and Visualising Time and Effort	"At first I gave myself four hours to complete the main part of SPSS, but realised it would take me longer, so I then switched it to six hours." (Student D) "Visually seeing what I've set the deadline to be will probably help me finish the task much earlier" (Student A) "The toolkit gave me a brief overview of how much time each task took me." (Student D)
Theme 4: Reflection, Confidence Building, and Transferability	"These questions are very valid, and it makes you kind of reflect on the assignment that you've done and how... things went well..." (Student B) "I used the toolkit to figure out the duration of each task... before I'd started. And then while I was going through it and doing it. ... You change it... maybe it takes a bit longer..." (Student E) "Some individuals... already have a checklist... they're very, very structured, very organised...The toolkit would suit people like me... who are very scattered-minded." (Student D)

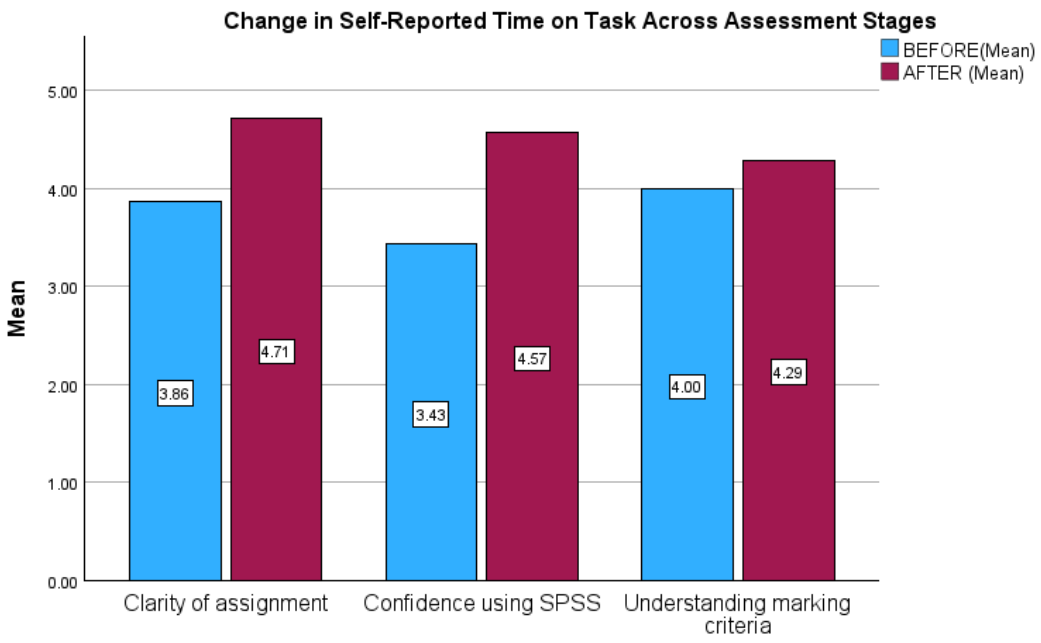

Figure 1: Survey data. Change in self-reported assessment readiness before applying the toolkit (blue) and after(red). Values represent mean scores on a 5-point Likert scale; n = 7

Theme 1: Identifying Skill Gaps and Activating Support

A consistent finding was that the toolkit enabled students to identify gaps in their skills and confidence, particularly in SPSS, data interpretation, presentation skills, and time management. This awareness often emerged through Step 1 (prior knowledge and skills mapping) (Table 2)

Survey data showed a clear shift in perceived confidence. Descriptive comparison showed an increase in self-reported SPSS confidence from M = 3.43 (Before) to M = 4.57 (After) (Figure 1), representing the largest improvement across measured variables. Furthermore, six out of seven students (86%) reported that using the toolkit made them feel more confident, and none reported reduced confidence. Although statistical significance was not expected given the small sample size, the small to moderate effect size (Cohen's d = 0.39) suggests a practically meaningful improvement in perceived competence.

Importantly, identifying these gaps did not increase anxiety. Instead, it encouraged proactive help-seeking behaviours, including consulting peers, tutors, IT services, and online resources. Students also reported increased confidence once technical challenges were overcome and identified broader learning gains, including reflective writing, independent learning, and persistence (Table 2).

Theme 2: Clarifying Assessment Expectations through Task Decomposition

Students consistently described the assignment as initially complex due to its multi-component nature, combining SPSS data analysis, theoretical application, presentation, and reflective writing. Several students reported uncertainty about where to begin, and which elements were most important (Table 2).

Engagement with the TET toolkit, particularly Step 2 (task breakdown), helped students transform the assessment brief into a sequence of manageable tasks. The students reported that breaking the assignment into discrete steps helped clarify expectations and reduced feelings of being overwhelmed (Table 2).

This qualitative evidence is supported by survey findings (Figure 1). Descriptive comparison indicated that students' self-reported clarity of assignment expectations increased from M = 3.86 (Before) to M = 4.71 (After) on a 5-point Likert scale (n = 7). This shift suggested a move from moderate clarity towards strong agreement that expectations were understood after submission. Although statistical significance was not expected given the small sample size, the moderate effect size (Cohen's d = 0.61) indicates a meaningful improvement in perceived understanding. Students also described revisiting the assignment brief and marking criteria later in the process, using the toolkit as a checking mechanism to ensure alignment with assessment expectations as their understanding developed.

Theme 3: Planning, Revising and Visualising Time and Effort

All interviewees described using the TET toolkit to plan and monitor time and effort across different stages of the assignment. Initial time estimates were frequently revised once the students engaged more deeply with the task, particularly during SPSS analysis. Rather than functioning as a rigid schedule, the toolkit was used flexibly to reflect on actual time spent and adjust plans accordingly (Table 2).

Survey responses regarding time expectations reinforce this adaptive use. When asked whether the time spent matched expectations, there was an almost equal spread, with 42% (3 students) reported spending about as expected, 29% (2 students) reported more than expected, and 29% (2 students) reported less than expected.

This distribution suggests that the toolkit did not artificially reduce workload but supported realistic awareness and monitoring of effort. Additionally, most respondents selected Agree or Strongly Agree when asked whether the toolkit helped reduce feelings of being overwhelmed.

Students also noted that external factors, such as part-time work and competing assessment deadlines, influenced their time allocation. However, the toolkit helped them visualise workload more realistically and spread effort over time (Table 2).

This suggests that the toolkit supported reflective planning rather than prescriptive scheduling.

Theme 4: Reflection, Confidence Building, and Transferability

Students' perceptions of the TET toolkit evolved over time. While some initially viewed it primarily as a planning exercise, its value became more apparent during later stages of the assignment, particularly as a reflective checklist. Students emphasised the usefulness of the task-breakdown table and the visibility of progress across the assignment lifecycle (Table 2).

A descriptive comparison of survey responses also showed a smaller increase in students' reported understanding of the marking criteria (Figure 1), from M = 4.00 (Before) to M = 4.29 (After). Although statistical significance was not expected given the small sample size, the moderate effect size (Cohen's d = 0.51) suggests a meaningful improvement in perceived assessment literacy over time.

Most students expressed a desire to use the toolkit in other modules, particularly those involving quantitative analysis or multi-stage assessments. However, several suggested it should remain optional to respect individual learning preferences (Table 2).

Module Leader Reflections

Implementing the TET toolkit in a final-year Behavioural Economics module showed that planning support is valuable even for students nearing graduation. Most students were motivated, but many were unsure where to start, how long each step would take, or whether their analytical skills were sufficient for a complex data-intensive assignment. Some students initially saw the toolkit as an extra administrative requirement. But as we used it throughout the semester, students became more engaged. The toolkit became a practical resource, helping students monitor progress, revise time estimates, and identify outstanding tasks. Many valued the transparency it provided regarding their time and workload, as most had not previously planned assessments in such a structured way. This process seemed to improve their time management and workflow. Integrating the toolkit into regular teaching allowed students to address uncertainties during the assessment process rather than afterwards. This experience showed to the module leader that structured planning tools are useful not just for beginners but also for advanced, data-intensive projects. It also showed that consistent use of the toolkit in class increased students' confidence in their understanding of assessment expectations. As a result, the module leader revised the module design to include more

checkpoints where students revisit their TET plans and additional early-semester SPSS refresher activities.

Discussion

This discussion interprets the integrated survey and interview findings by situating them within relevant theoretical frameworks. In particular, the discussion draws on literature related to feedback literacy, self-regulated learning, inclusive assessment design, and student–staff partnership to deepen understanding of how the TET toolkit supported students' learning experiences.

Skill Development, Self-Efficacy, and Internal Feedback

Drawing primarily on Theme 1 (identifying skill gaps and activating support), students' identification of skill gaps (particularly SPSS) illustrates how the toolkit supported diagnostic self-evaluation. These gaps served as diagnostic information that prompted actions such as consulting peers, tutors, or support services. According to Panero et al. (2017), effective self-assessment enables learners to detect discrepancies between current and desired performance, thereby activating corrective strategies.

The increase in SPSS confidence (from M = 3.43 to M = 4.57) suggests that this diagnostic process translated into improved self-efficacy. Students reported that recognising limitations did not heighten anxiety; instead, it prompted help-seeking behaviours and engagement with support resources.

This progression aligns with Nicol and Macfarlane-Dick's (2006) model of formative feedback, where enhanced competence strengthens motivation and self-belief. In this case, the feedback process was generated internally rather than delivered externally.

Assessment Literacy and Self-Feedback

Drawing primarily on Themes 2 (task clarification) and 4 (reflection and transferability), the data suggest that the TET toolkit enhanced students' assessment literacy by making expectations explicit and actionable through structured self-reflection before and during the task. Students moved from describing the assignment as complex to seeing it as a series of manageable steps, which reduced uncertainty and clarified what successful performance looked like. Rather than relying solely on external feedback, students engaged in evaluative judgement about what the task required, how prepared they were, and how their work aligned with marking criteria.

This aligns with Nicol's (2021) conceptualisation of self-feedback as the internal generation of evaluative information about one's work. Through task decomposition, skills mapping, and revisiting the assessment brief, students actively interpreted expectations, established relevant knowledge and skills, and monitored their progress against standards. The observed increase in assignment clarity (from M = 3.86 to M =

4.71) provides quantitative support for the development of internal evaluative judgement regarding standards and expectations.

The toolkit, therefore, functioned not merely as procedural guidance but as a scaffold that translated expectations into concrete actions, enabling students to move from uncertainty to informed judgment and strengthening their longer-term capacity to manage complex assessments independently.

Time, Effort, and Self-Regulated Learning

Drawing primarily on Themes 3 (planning, revising and visualising) and 4 (reflection and transferability), all students described adjusting their time and approach as they progressed through the task, modifying their plans in response to challenges, such as allocating additional time to SPSS. This approach reflects key aspects of self-regulated learning, including forethought, progress monitoring, and metacognitive control over the learning process (Zimmerman, 2002).

Rather than serving as a rigid timetable, the TET toolkit operated as a dynamic planning artefact. Students revised time allocations and demonstrated adaptive control over learning processes. The distribution of perceived time spent (some more, some less than expected) further indicates enhanced realism about workload demands.

These findings suggest that structured planning prompts can strengthen learners' autonomy in cognitively demanding, data-intensive contexts.

Autonomy, Choice, and Inclusive Assessment Design

Drawing on Theme 4 (reflection and transferability), students expressed a preference for the toolkit to be optional to accommodate diverse learning strategies and support autonomy in assessment planning. While many students appreciated the structure provided, others indicated that they already had an effective planning system.

This preference aligns with Universal Design for Learning (UDL) principles, which advocate for multiple means of engagement and strategic flexibility (CAST, 2024). Therefore, the toolkit is most effective when offered as a flexible support that students can adapt to their individual needs, rather than as a mandatory requirement.

Student-Staff Partnership and Co-Creation

Building on Theme 4 (reflection and transferability), students suggested several adaptations for the toolkit, such as adding sections for references, shortening it for smaller assignments, or digitising it, which exemplified the principles of student-staff partnership, where learners contribute to the design and improvement of academic processes. As Healey, Flint, and Harrington (2016) argue, co-creation enhances

ownership, motivation, and relevance by positioning students as partners rather than passive recipients.

By contributing suggestions for refinement, students demonstrated active engagement with the intervention beyond compliance. This reinforces the toolkit's developmental rather than prescriptive nature.

In response, the next run of the module will further strengthen the integration of the toolkit within teaching practice. A digital version of the toolkit will be developed within Blackboard to enable students to update and revisit their plans more dynamically throughout the semester. Additional early-semester SPSS refresher activities will also be embedded to address the skill gaps identified in this cohort. The toolkit will remain optional, allowing students to engage with it flexibly according to their individual learning preferences and planning strategies.

Conclusions

This case study investigated the implementation of the TET toolkit within an undergraduate Year 3 (Level 6) Behavioural Economics module. The main purpose of this study was to support students' understanding of assessment expectations and to facilitate effective time-and-effort planning. The toolkit was integrated into teaching activities and supported students in gaining the confidence to complete a complex, multi-component assessment involving data analysis, theory application, presentations, and reflective writing.

Students consistently reported that dividing the assignment into stages (Step 2 of the Toolkit) clarified expectations, reduced feelings of overwhelm, and facilitated more realistic workload planning. The toolkit supported students in organising their work and reflecting on their progress, as well as identifying skill gaps (Step 1 of the Toolkit) and seeking appropriate support. This process appeared to enhance students' confidence, metacognitive awareness, and sense of agency. It shifted their focus from mere task completion to an understanding of how learning strategies and effort influence performance.

This case study demonstrates that the TET toolkit provides a practical, low-cost approach that can be easily adapted across disciplines, particularly for assessments involving quantitative analysis. Clearly articulating expectations regarding time, effort, and required skills may promote more inclusive assessment experiences for diverse learners.

Overall, the findings suggest that structured planning and reflection tools, such as the TET toolkit, can play a significant role in enhancing assessment literacy, self-regulated learning, and student confidence within higher education contexts.

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Appendix A

Time and Effort on Task – Staff version	
Assessment title:	SPSS data analysis and report
Module:	Behavioural Economics and Happiness
Course:	BSc Business Economics

Step 1: Establishing required prior knowledge and skills		
Category of prior knowledge and skills	**List all relevant items**	**List available resources to support students –** *consider options from previous modules, or university-wide services*
Academic Skills	Critical reading of academic journal articles; structuring an academic report; Harvard referencing; interpreting and explaining statistical outputs in written form.	UWL Study Support academic writing workshops and bookable one-to-one tutorials via the Student Hub; Library academic skills and Harvard referencing guidance (CiteThemRight, RefWorks) via the Virtual Learning Environment (Blackboard); subject librarian support for literature searching and source evaluation; Research Methods module materials and prior feedback on academic writing.
Employability skills	Presentation skills; communication and summarising findings; time management; interpreting statistical information	UWL Study Support online skills materials and workshops (presentation, study skills and quantitate skills) and bookable one-to-one appointments via the Student Hub; Library academic skills and referencing guidance via the Virtual Learning Environment (Blackboard), Careers and Employability Service support (bookable via the Student Hub)
Discipline specific skills	Understanding of core macroeconomic and development indicators (e.g., GDP and HDI); general awareness of well-being measures; foundational economic reasoning developed in prior economic modules	Prior Economics and Research Methods modules; lecture materials and readings from earlier stages of the programme.

General knowledge	Academic writing structure and coherence; Harvard referencing; interpreting tables and graphs.	UWL Study Support writing workshops and one-to-one tutorials via the Student Hub; Library referencing guides and academic skills support
Disciplinary knowledge acquired in prior modules	Basic statistical literacy; introductory SPSS use; quantitative methods from Research Methods and Statistics modules.	Research Methods module materials; recorded sessions; prior assessment feedback
Knowledge of specific tools, equipment, software required	SPSS: importing datasets, descriptive statistics and charts	Introductory SPSS materials from prior modules; Research Methods resources

Step 2: Breaking down of task into sub steps			
Step	**Description**	**Notional Time-on-Task for student performing around class average (e.g., 4-6 hours)**	**Relevant resources to support students**
1	Read and interpret assignment brief, marking criteria, and exemplar	1–2 hours	Brief explanation in class; materials available via the Virtual Learning Environment (Blackboard)
2	Select and download datasets (GDP, HDI, well-being indicators)	2–3 hours	Guidance is provided in seminars and via the VLE (Blackboard), including links to datasets (e.g., ESS). Students can also access specialist support from the CLBS Subject Librarian, for help with locating data sources and research materials. Support is available

			via email, Teams, drop-ins, or booked online/in-person appointments.
3	Refresh SPSS skills: importing data, descriptive statistics, charts	4–6 hours	SPSS guidance and demonstrations in seminars; SPSS tutorials and step-by-step guides via the Virtual Learning Environment; additional quantitative/SPSS support workshops and bookable one-to-one appointments via UWL Study Support (Student Hub)
4	Conduct analysis: clean data, run tests, produce visualisations	6–8 hours	Seminar guidance and worked examples; SPSS demonstration videos and guides via the Virtual Learning Environment; lecturer consultation via email and office hours; additional IT/quantitative support via UWL Study Support (Student Hub)
5	Interpret data and apply behavioural economics concepts	3–4 hours	Guided interpretation examples and SPSS outputs via seminars and the Virtual Learning Environment; exemplar reports demonstrating data-to-theory integration; lecturer consultation via email or office hours
6	Develop an evidence-based policy recommendation	2–3 hours	Policy application guidance in lectures and seminars; readings; academic writing guidance in module materials; additional writing support workshops and bookable one-to-one tutorials via UWL Study Support (Student Hub)
7	Prepare 10-minute presentation (slides + explanation of charts and policy)	3–5 hours	Presentation guidance and expectations in lectures and seminars; exemplar slides via the Virtual Learning Environment; additional presentation skills support via UWL Study Support workshops and bookable one-to-one tutorials (Student Hub)
8	Write 1,000-word report (800-word analysis + 200-word reflection), proofreading and referencing	6–8 hours	Report structure guidance in module materials; writing workshops and bookable one-to-one tutorials via UWL Study Support (Student Hub); subject librarian support for research and referencing; library referencing guidance (CiteThemRight, RefWorks)

Total		29–43 hours	

Step 3: Checking for constructive alignment and compliance		
Item	Yes/No	Further comments
Are the steps selected relevant to the marking criteria? Are there any steps that need to be added, altered or removed?	Y	All sub-steps map directly to the assessment marking descriptors, including data analysis, application of behavioural theory, presentation, academic writing and referencing.
Are the students equipped to complete those steps? If not, are there sufficient support mechanisms in place if students need help with any of the steps?	Y	Core SPSS, interpretation and report-writing skills are scaffolded within seminars, lectures and assessment guidance in the module. Students requiring additional support can access UWL Study Support workshops and bookable one-to-one tutorials in academic writing and quantitative/SPSS skills via the Student Hub, as well as subject librarian support and online SPSS resources via the Virtual Learning Environment.
Does the allocated amount of time align with the expected assessment credits? If not, can we make the appropriate changes?	Y	The module is a 20-credit Level 6 module (200 notional learning hours), of which 158 hours are independent study. The estimated 29–43 hours for this assessment represents around 15–22% of total module workload, which is appropriate for a Level 6 coursework involving data analysis, interpretation and presentation.
Is this assessment task clearly aligned in terms of skills and knowledge development with	Y	The task builds on quantitative and SPSS skills developed in Statistics and Research Methods modules and prepares students for independent data analysis and applied policy evaluation in the Level 6 dissertation.

prior or future assessment tasks?		
Are the identified sub-steps relevant to the module and course learning outcomes?	Y	The identified sub-steps are clearly aligned with both the module and course learning outcomes, particularly those relating to data interpretation and the application of behavioural economics concepts.
Are the assessment demands and sub-steps aligned with the level that the students are working at? The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies	Y	The assessment requires students to analyse data, apply behavioural economics theory, make independent judgements, and communicate their findings clearly in an academic format. These expectations are appropriate for FHEQ Level 6 (final-year undergraduate) study.

Appendix B

TET Toolkit Student Survey

Behavioural Economics and Happiness, Year 3
University of West London

Introduction

This short survey explores students' experiences of using the Time and Effort on Task (TET) Toolkit in the Behavioural Economics and Happiness module.

Participation is voluntary. All responses are anonymised and will be used for teaching enhancement and research purposes in accordance with institutional ethical approval (UWL/REC/LBS-04858).

Section 1: Consent

Please read the statement below carefully before proceeding.

I confirm that:

- I have read and understood the Participant Information Sheet.
- I understand that participation is voluntary.
- I understand that I may withdraw at any time before submission.
- I understand that my responses are anonymised.
- I agree for my anonymised data to be used for teaching enhancement and research purposes.

Q1. Do you agree to participate in this study?
Yes
No

Section 2: Engagement with the Toolkit

Q2. Did you engage with the TET Toolkit for this assignment?
Yes
No

Section 3: Understanding the Assessment (Before and After Submission)

Please respond using a 5-point Likert scale:

1 = Strongly disagree
2 = Disagree
3 = Neutral

4 = Agree
5 = Strongly agree

Q3. When I first received the assignment brief, I was clear about what the assignment was asking me to do. (THEN)

Q4. Now (after submission), I am clear about what the assignment was asking me to do. (NOW)

Q5. At the start, I felt confident using SPSS for the required analysis. (THEN)

Q6. I now feel confident using SPSS for the required analysis. (NOW)

Q7. At the start, I understood the marking criteria and expectations. (THEN)

Q8. I now understand the marking criteria and expectations. (NOW)

Section 4: Toolkit Use and Perceived Impact

Q9. How often did you use the TET Toolkit?
Once
2–3 times
Weekly
Mainly near submission

Q10. Overall, the TET Toolkit was useful for this assessment.
(5-point Likert scale)

Q11. The Toolkit helped me identify gaps in my skills (e.g., SPSS, data analysis, presentation skills).
(5-point Likert scale)

Section 5: Time, Effort, and Confidence

Q12. Compared to what you expected, the time you spent on the assignment was:

Less than expected
About as expected
More than expected

Q13. Using the Toolkit made me feel:
More confident
Less confident
No change

Q14. The Toolkit helped reduce feelings of being overwhelmed by the assignment.
(5-point Likert scale)

Section 6: Optional Feedback

Q15. Please describe one aspect of the Toolkit that worked well or suggest one improvement.
(Open-ended response)

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