



# Student Workload Information Guide

## Purpose

It is important to inform students about the time they need to success in their study program. Clear definitions and planning excellent educational components as well as appropriate methods of evaluations according to expected learning outcomes are today the best practices. In this spirit, the issue of student learning time (SLT) becomes a need to provide:

- (1) clear agreed reference points with regards to student workload time, and
- (2) transparency and fairness to students.

In order to establish a realistic procedure for determining the student's workload in the higher education program, the following elements must be taken into account when deciding:

- ❖ The student has a certain amount of time according to the program he/she is studying.
- ❖ The responsibility for the design of the program and the number of hours of teaching accredited by the department and recorded within the program description and courses and associated educational activities according to [Imam Quality Assurance management system](#).
- ❖ The responsibility for implementing the program description rests with the head of the department or program manager, while the responsibility for implementing the course description rests with the course responsible [the course responsible](#), the course coordinator and the course teaching team. In this sense, it is important that the course leader and the teacher are aware of the learning outcomes to be achieved and the competencies that the student is expected to receive, and have prior thinking in the appropriate learning activities to achieve those results, and then the methods of student evaluation.
- ❖ The teacher should have an idea of the average student workload time required for each of the specific activities of the course.
- ❖ The student has an important role in the monitoring process to determine whether the estimated workload is realistic, although monitoring is also the responsibility of the department via the course responsible.

## Introduction

In response to requirement of the Accreditation Agency for Study Programmes of Engineering, Information Science, Natural Sciences and Mathematics ([ASIIN](#)) committee (See the published report [ASIIN Accreditation Report published on 2018\\_12\\_07/](#) Requirement A1), the College Higher Committee for Academic Accreditation discussed and approved the present proposal submitted by the head of the college development and quality unit during its meeting on 19 February 2019. The approved present document sets a continuous assessment of the student workload and the implementation of a process to supervise the alignment of awarded credits and the actual student workload. Especially for the graduation projects.

The approach is based on four steps:

- (1) The ratio (number of credits / student hours).
- (2) The proportionality: Planning educational activities /determining student time involved
- (3) Checking of workload by student evaluations in terms of real time involved (in class and via survey).
- (4) The use student evaluations and the course reports to adjust the (SLT) either with regard to the number of NQF credits allocated and/or the educational components and/or workload.

## Main Goal

Determine the number of assignments (Homeworks, Quizzes, Lab report, Project, etc...), and the corresponding estimated Student Work Time for each Course.

## Guide

Helping students to manage their self-study learning time and then to handle their learning tasks.

- The total score of evaluation should be appropriate and proportional to the required workload.
- Required tasks and work should be explained to students from the beginning of according to a specific time-frame as indicated in the syllabus.
- Record the number of assignments, quizzes, and the distribution of grades in detail.
- Give students feedback in the shortest possible time after any assessment, clarifying common mistakes and strengths and weaknesses.
- Plan smaller regular assessment tasks rather than large assessments, making it easier to provide feedback to students in a timely manner.
- focus all tasks only on measuring learning outcomes.
- Provide possible learning materials and enable students to access them so that students can complete work and access information in their own time.
- Rely on the textbook in teaching and drafting questions and giving tasks.
- Discuss (SLT) with students: At first class, discuss workload with students and explain the meaning of the unit and outline (written in the course specification and course syllabus) of the tasks with emphasis on the durations of each learning activity (test, assignments and reading), types of assessments and predict the amount of time needed to complete these tasks.

Note: At the beginning of the course, the teacher may ask students to give feedback (after the first assignment) on whether the expected time is realistic or not.

## Rational

**Fact:** Student Learning Time for 1 NQF credit unit is minimum student work of 45 hours per semester of 15 weeks.  
NQF: [National Qualification Framework](#) (page 5)

Approximately, for one NQF credit unit, the number of assignments is as follows:

- For course with lecture with tutorial but without lab: one homework and one quiz
- For course with lecture and lab without tutorial: one quiz and one Lab report and one Lab exam.
- For course with lecture and tutorial and lab: 1/3 homework and 1/3 lab and 1/3 quiz.
- For course with ONLY lab: one Lab report and two lab exam.

## Samples (Illustration)

### Sample 1. NQF Credit: 1 (45\*1=45): Course with only Lab

#### PHY119 1(0 Lectures, 2 Lab, 0 Tutorial)

#	Teaching/learning activities	Contact Hours	Frequency	Total Contact hours	Self-study hours (hrs)	Total self-study hours	Student Learning Time
1	Lecture	-	15	-	-	-	-
2	Tutorial	-	15	-	-	-	-
3	Lab\Practical	2	15	30	-	-	30
4	lab report	-	2	-	4	8	8
5	Quiz	-	-	-	-	-	-
6	Lab exam	1	2	2	2	4	6
7	Final Exam	2	1	2	3	5	7
Total				34		17	51

Independent self-study =  $17/15 \cong 1$  hours per week

### Sample 2. NQF Credit: 3 (45\*3=135) (2 Lect., 1 Lab, 1 Tut.)

#	Teaching/learning activities	Contact Hours	Frequency	Total Contact hours	Self-study hours (hrs)	Total self-study hours	Student Learning Time
1	Lecture	2	15	30	1	15	45
2	Tutorial	1	8	8	3	24	32
3	Lab\Practical	1	7	7	-	-	7
4	Lab\Practical (report)	-	4	-	4	16	16
5	Lab exam (Lab test)	1.5	1	1.5	5	5	6.5
6	Homework	0	3	-	3	9	9
7	Quiz	0.25	2	0.5	1	2	2.5
8	Test (Midterm)	1.5	1	1.5	4.5	4.5	6
9	Final Exam	2	1	2	9	9	11
Total				50.5		84.5	135

Independent self-study =  $85/15 \cong 5.5$  hours per week (as average)

**Sample 3. NQF Credit: 4 (45\*4=180) (3 Lect., 2 Lab, 0 Tut.)**

#	Teaching/learning activities	Contact Hours	Frequency	Total Contact hours	Self-study hours (hrs)	Total self-study hours	Student Learning Time
1	Lecture	3	15	45	1	15	60
2	Tutorial	2	15	30	3	45	75
3	Lab\Practical	-	-	-	-	-	-
4	Homework	-	4	-	3.5	14	14
5	Quiz	0.25	4	1	1	4	5
6	Test (Midterm)	1.5	2	3	5.5	11	14
7	Final Exam	2	1	2	10	10	12
Total				81		99	180

Independent self-study time =  $99/15 \cong 6.5$  hours per week

**Sample 4. MAT499 Research project (Bachelor)**

**NQF Credit: 2 (45\*2=90)**

#	Teaching/learning activities	Contact Hours	Frequency	Total Contact hours	Self-study hours(hrs)	Total self-study hours	Student Learning Time
1	Discussion	1	14	14	1	14	28
2	Scientific Research	-	14	-	3	42	42
4	Final written report	-	1	-	15	15	15
5	Final oral presentation	1	1	1	10	10	11
Total				15		81	96

The Independent self-study time is approximately 5.5 hours per week.

**Sample 5. MAT699 Research project (Master)**

**NQF Credit: 4 (45\*4=180) (2 contact hours)**

#	Teaching/learning activities	Contact Hours	Frequency	Total Contact hours	Self-study hours (hrs)	Total self-study hours	Student Learning Time
1	Discussion	2	15	30	2	30	60
2	Scientific Research	-	15	-	6	90	90
4	Final written report	-	1	-	20	20	20
5	Final oral presentation	1	1	1	10	10	11
Total				31		150	181

The Independent self-study time is approximately 10 hours per week.