

Scope recommendation

For planning of studies for degrees and specializations

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Scope and workload of studies

This 'Scope recommendation' is a guideline for teachers to assist in study planning, specifically in assessing student workload. The recommendations given herein are indicative.

Student work is defined as all work done by a student in order to complete a particular unit, including classroom teaching, online learning and independent work. Time must be allowed for all of the above.

- **Scope of studies =**

Time allocated by the teacher to the student within which the learning outcomes can be attained. The aim of the scope recommendation is to ensure that a student has sufficient time for knowledgeable and profound learning.

- **Workload caused by studies =**

The student's experience of how successful the scope planning has been. The workload is monitored through student feedback.

Student work and credits

Measured in hours, the work done during an academic year amounts to 1,600 hours on average, which corresponds to 60 credits. 1 credit \approx 27 hours of work by the student. A student's working week comprises about 40 h, which equals 1.5 credits.

The time used for studies varies by individual. The main thing is for the student to acquire the competence required.

Scope of studies and learning

- Students must be allowed time for preparation before classroom teaching and time for work afterwards (e.g. completing independent assignments before a classroom session or studying for an exam following a classroom course). Independent work must be planned for just like all other work done by the student.

- The teacher must assess the workload separately for each unit, depending on the stage that the students have attained in their studies, the teaching methods, the assessment and the use of literature.
- When timetabling a unit, the overall workload of any student as regards the various units being taken in the same time period should be considered.

Written assignments

Essay, learning diary, online learning task, summary, report, other research paper, etc., or a video or other multimedia learning task.

How much time to allocate depends on how much preparation, editing and revising the text requires.

Reflective/narrative text:

- requires only little planning
- 1–2 h per page

Argumentative text:

- requires planning and some use of sources
- 1–3 h per page

Research text:

- requires careful planning and use of sources/materials
- 2–4 h per page

Reading, reviewing literature

Students generally need to go through exam books several times, from browsing through in-depth reading while taking notes to revision.

There are levels of thoroughness in studying literature.

Browsing:

- finding and learning the main points of the text, not reading word by word
- 20–50 pages per hour
- in a foreign language, 12–30 pages per hour

Comprehension:

- internalizing the text, requires repeating and revision
- 10–20 pages per hour
- in a foreign language, 6–12 pages per hour

Critical reading:

- making connections, questioning and evaluating the text, requires several readings
- 5–15 pages per hour
- in a foreign language, 3–9 pages per hour

Other issues to take into account

Literature and other learning material

- Learning material may comprise not just textbooks but also videos or sound files or other multimedia; the time allocated to these must be assessed on a case-by-case basis.

Exam

- Time must be allocated to studying the literature and other learning material and to revising the lectures and assignments.

Exercises

- If an exercise requires advance preparation from the student, this must be taken into account in the scoping.
- No time need be reserved for reflecting or feedback on the content learned that happens during the exercise.

Online education

- The same coefficients apply to scope planning, but time should also be allowed to group consolidation and to becoming familiar with the online learning platform.

Self-assessment and peer assessment

- When the teacher uses self-assessment or peer review alongside the assessment completed by the teacher, this must be taken into account in the scope recommendation for the student's work.

Continuous assessment

- No time needs to be allocated to the student.

Sources

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