Mary Immaculate College

# Faculty of Arts
# Student Workload Balance App

## Overview of Initiative

A pilot initiative was introduced in AY 2022/23 and fully implemented in AY 2023/24 to support student progression on the Bachelor of Arts in the Faculty of Arts following feedback from the staff–student forum on the bunching of assessment loads at specific times of the semester.

In phase 1, a browser-based application was developed to support faculty to manage and balance student workloads by tracking assessment workload per week/module across subjects, facilitating Heads of Department to view, model, and plan assessment load across all subjects of the Bachelor of Arts.

In phase 2, a student view was added to the app to enable students to effectively track and manage their own assessment workloads, helping to build their self-regulation skills. The student view was initially piloted with Year 2 cohorts in Semester 1 AY 2025/26, with full rollout in Semester 2 AY 2025/26.

## Monitoring & Oversight

The initiative is monitored by the Faculty of Arts Management Committee to ensure the application continues to meet its objectives and the requirements of the Faculty of Arts and its students.

## Institutional Context

MIC's Strategic Plan to 2030 *Pathway 2: Student Journeys, Transformation & Flourishing*

**Key Features**

- Assessment & Examination focus
- Targeted initiative

## Aims & Objectives

**Aim:** To support the effective planning and management of academic assessments to reduce stress experienced by students and to facilitate the completion of assessments and to support student progression.

**Objective 1:** To ensure a balanced subject and module assessment workload across the academic year to facilitate student completion of assessment requirements.

**Objective 2:** To promote effective course workload/assessment planning by academic staff and students to alleviate stress associated with fulfilling academic course requirements.

## Data & Evidence of Impact

The app was initially developed for staff and has been firmly embedded in the semester assessment processes, evidencing its usefulness. The Student App activity trends are monitored. They show that 80% of the cohort accessed the App when launched, with App activity continuing over the course of the semester. The App includes a feedback survey; those who have responded have said the App is useful to them and they would use the App to plan their assessments during the semester.

Progression trends will be analysed to see if there is a correlation between App usage and progression, acknowledging that the App is only one of a suite of supports to aid with student progression.