University of East London Academic Workload Guidance

A. Applying the Model – key components for consideration

The Academic Workload Model is underpinned by the Contract which identifies the following three key components of an academic’s workload:

- Formal Scheduled Teaching
- Academic-Related Duties
- Research and Scholarly Activity.

In the UEL workload agreement, the components are described as:

A. Formal Scheduled Teaching and Teaching-Related Activity
B. Research, Knowledge Exchange & Scholarly-Related Activity (R,KE&SA)
C. Service and Administration/Management-Related Activity

The following sections focus and elaborate on each of these individual components, providing key guidance on how such components should be taken into consideration and factored into an individual’s overall workload allocation. Managers, when considering workload allocations, will need to consider how they facilitate some flexibility to allow for unexpected events and activities which cannot be scheduled in advance.

A1. Formal Scheduled Teaching (FST):

FST is defined as any direct teaching which is a specific requirement of a course or programme. Any form of teaching or learning support for students, regardless of how it is funded, should be classified as part of the formal teaching load. This comprises:

- Lectures, group tutorials and group seminars
- Laboratory, workshop and studio teaching (viz. supervised and prescribed activities in these areas during which a lecturer has to be present for teaching purposes)
- Individual tutorials, project supervision, tutoring students on placement and field course teaching where specified in the currently validated version of the course
- Supervision of UG/Taught PG dissertations where specified in the currently validated version of the course
- Supervision of Doctoral research students where specified in the currently validated version of the course
- Distance learning and on-line delivery
- Teaching off-campus

All forms of teaching, including off-campus, are included within the workload allocation.
Basic guidelines for allocation of FST Subject to contractual maxima for FST see Policy) the allocation of FST and related duties should pay due regard to the following factors:

The involvement of all academic staff in teaching is a key element that contributes positively to the student experience.

Staff new to Higher Education

The workload allocated to staff new to higher education should reflect the need for them to have time to establish themselves within their role. Staff who are new to teaching and required to complete a recognised teaching qualification should be given recognition of this in their workload.

Student Placement supervision

Placement supervision, where specified in the currently validated version of the course, is included within the allocation of workload. Per capita student entitlement, in terms of frequency and duration of visits, should be clarified in advance in order to determine the allocation of FST. A flexible approach must be adopted to make reasonable provision for significant amounts of travel time off campus within the allocation for academic-related duties. The range and diversity of placements will therefore require the individual manager to exercise some discretion in the allocation of workload.

Fieldwork

Fieldwork, where specified in the currently validated version of the course, is included within the academic workload. However the variable nature of fieldwork is acknowledged. The number of hours allocated to FST should reflect the student entitlement to contact time. A flexible approach must be adopted to make reasonable provision for significant amounts of travel time off campus within the allocation for academic-related duties. Where an overnight stay is required the additional demands should be reflected in academic-related duties. Where the fieldwork does not involve an overnight stay, normal methods of allocating workload prevail.

Postgraduate research supervision

Timetabled research supervision sessions are to be included within the allocation of FST.

A2. Duties Related to Formal Scheduled Teaching (DRFST):

DRFST are the duties related to the direct delivery of academic programmes.
For each hour of FST, academic staff will be allocated hours for duties related to formal scheduled teaching (DRFST) commensurate with the FST allocation itself. The actual number of hours allocated will take into consideration the following key factors:

- Preparation for FST
- Module complexity e.g. size and level
- New/existing module
- New/experienced staff
- Level and quantity of marking and feedback required
- Type of teaching (e.g. placement or fieldwork)
- Student cohort
- Academic administration directly related to the associated allocation of FST, including attendance at Subject Boards;
- Academic support and guidance, including e-mail and telephone contact directly related to the associated allocation of FST.

The University recognises the additional workload associated with FST and consideration of the above points is intended to ensure that this additional work is adequately and equitably accounted for.

A3. Teaching-Related Duties

Allocations for Teaching-Related Activity (TRA) may be made to cover duties related to the direct delivery of academic programmes which:

EITHER

a) are associated with a specific allocation of FST to the individual in question (e.g. to reflect additional load generated by factors such as module size, complexity or innovation).

OR

b) are not associated with a specific allocation of FST to the individual in question (e.g. marking and/or moderation of a module on which the individual does not teach)

The following list is illustrative but neither definitive nor exhaustive:

- General academic guidance and support including e-mails, telephone contact and ‘open door’ tutorials,— for example as personal tutor or year tutor;
- Educational administration and management including:
  - Attendance at Award Boards as appropriate;
  - Quality assurance processes such as curriculum updating;
Liaison with other staff on and off campus, including those in partner organisations, in relation to delivery of academic programmes.

B. Research, Knowledge Exchange & Scholarly-Related Activity (R,KE&SA)

Research:

Activities which constitute research include original investigation undertaken in order to gain knowledge and understanding. Research can be seen as an ‘end in itself’; the outputs of which are subject to external accountability, traditionally associated with publication and/or external dissemination, which can be used as a measure of both the extent and quality of academic performance.

Applied research:

Applied research is an activity related to real life practical experience for both commercial and non-commercial activities. For instance, activities concerned with the generation, use and application and exploitation of knowledge to the social, cultural and economic benefit of our country constitute applied research.

Scholarship:

Scholarship “is the process of transmitting perspectives, skill, and knowledge to others while remaining a vital learner oneself” (Atkinson 2001:1221)\(^1\).

“To be scholarly teachers, academics need to use the same kind of thought processes in their teaching that they apply to their research” (Elton 1992)\(^2\)

Scholarship of and for teaching involves three important integrated parts; it is the combination of the three that defines scholarship:

1. engagement with the scholarly contributions of others - teaching founded on scholarly literature and best professional practice
2. excellent teaching, reflection and continuous improvement on one’s own teaching and professional practices.\(^3\)
3. dissemination - some of this work may be put into the public domain and be subject to external scrutiny; a key characteristic is that the work carries external credibility.


\(^3\) It should be noted that simply updating course notes is defined as preparation and is not sufficient to meet the definition of scholarly activity and therefore will not attract specific workload allocation.
B1. Basic guidelines for allocation of R,KE&SA

The time spent on R,KE&SA shall range between 10% - 85% of total academic workload, dependent upon the scope and scale of Research being undertaken by the individual.

Key factors for consideration include:

- **The level of staff development needed to enable the member of staff to meet key research objectives for professional development.** Where staff are required to undertake development this should be given priority within the research and scholarship component of the workload allocation. Managers should reflect the required staff development in the overall allocation of workload and monitor progress through the review activities.

- **Level of research activity** of the individual staff member e.g. a member of staff with a high research profile would normally be expected to undertake a lower proportion of teaching activity.

- **Level of research funding/ successful research grants/bids achieved by the member of staff in the last academic year**

- **Number and level of research publications** - the number of research publications that the individual has published and the number they plan to submit for publication, as set out in their research plan agreed with their Dean (or nominee).

- **The involvement of the member of staff in leading key research projects** - Staff leading key research projects e.g. Research Investment Scheme projects, research grant projects, should be given an appropriate allocation within their workloads, taking into consideration:
  - The scope and scale of the project;
  - The hours required as specified in the grant /KTP applications;
  - The length of the contract and timescale for deliverables.

C. Service and Administration/Management-Related Activity

Duties which refer to the wider internal and external duties, outside FST and R,KE&SA that an academic member of staff is expected to take on under the 'reasonable' direction of the Dean or nominee.

These may include:

- Participation and involvement in University and /or school decision-making, governance and strategic projects including:
  - Contribution to University/school boards/committees
  - Involvement in cross-University/school groups
- Major curriculum development such as quinquennial reviews, development of new awards and collaborative partnerships
- Planning and managing resources
- Recruitment and admissions, including:
- Communicating/consulting with students & parents, careers advisers, schools, etc
- Attendance at open days and recruitment events
- Writing, proof-reading promotional material

- Staff recruitment activities
  - Shortlisting/interviews/presentations
  - Liaising with HR Services
  - HPL co-ordination

- Annual Monitoring
  - Subject, award and divisional level annual monitoring

- External roles such as membership of advisory panels and external examining

- Mentoring of new staff

- Consultancy and external income generation

- Preparing proposals and applications to external bodies for funding and accreditation purposes

- Any necessary staff development or continuous professional development undertaken to meet the requirements of the individual's role

**Accounting for key professional roles**

In addition to the above professional duties, some academic staff are employed within key University/School-level roles, which require them to undertake additional management/professional duties. When considering the workload allocations managers should consider the totality of staff workload including those associated with professional duties.

**Basic guidelines for allocation of service administration/management-related duties**

The time spent on Service and Administration/Management-related activities should normally range between 5% - 30% of total academic staff workload, dependent upon the University/School level roles undertaken by the individual.

Key areas to address when reviewing staff time to include:

- **Membership of current University/School level committees and groups**
- **Level of administration currently undertaken by the members of academic staff**
- **The level of consultancy and external income generation**
- **The individual University/School management roles undertaken by the individual and their associated allocations.**
- **University-wide “ambassadorial” roles e.g. connected with overseas visits**