

University of South Wales

Academic Workload Model

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# 1. The Academic Workload Model

## 1.1 Introduction

1.1.1 This Academic Workload Model (the Model) will provide a fair, transparent and effective framework for the allocation and distribution of academic workloads across the University and Royal Welsh College of Music and Drama (RWCMD) for all staff on Higher Education contracts. The goal is to achieve full transparency across the University and RWCMD. The Model represents a significant change in the way we consider workloads, whilst remaining entirely consistent with the National Academic Contract (the Contract). Academic staff are professionals and must have scope to manage their own time. It is agreed that the hours when lecturers should discharge their professional duties is taken to be no more than 37 hours per week, this is consistent with the defined working week in the post-92 Sector. However this norm, 37 hours per week, should be indicative and not regarded as either a maximum or minimum[[1]](#footnote-1). (The three key elements of the Contract are: formal scheduled teaching; academic-related duties; and research and scholarly activity.) This is a workload model rather than a model for allocating teaching, and it considers the workload of an academic member of staff. As such it uses both nominal and actual hours.

1.1.2 The Academic Workload Model is underpinned by the Contract which identifies the following three key components of an academic’s workload: Formal Scheduled Teaching (actual hours) (includes Duties Related to Formal Scheduled Teaching – nominal hours); Academic-Related Duties and Research and Scholarly Activity (nominal hours). The total hours available within the contract are 1576.

1.1.3 The input model provides a framework that outlines norms and parameters that will act as starting points for individual discussions when workloads are being allocated. Underpinning the model is the commitment to open consultation which will involve each staff member in an individual discussion with the manager allocating their workload. This will provide an opportunity for staff to be consulted about their workload allocation. These norms and parameters can be varied by agreement in such a way that local academic communities can understand the rationale for the variation and recognise it as fair and equitable, such variation will be recorded on an individual’s workload model.

1.1.4 Academic Workload discussions will normally take place before the start of each Academic Year, so that the planned workload is discussed and confirmed. Further discussions will be expected during the year to take account of the impact of variation in student numbers; staff commitments; research projects etc.

1.1.5 A set of requirements has been developed, which are designed to assist managers and staff alike when planning and discussing workload allocations.

# 2. The principles of the Academic Workload Model

2.1.1 The principles of the Model were approved by the Academic Board on 4th March 2009 – they apply to all academic staff working under an academic contract of employment.

## 2.2 Principles of the Academic Workload Model

The University of South Wales framework model for the allocation of academic work will be based upon the following key guiding principles and consistent with the Academic Role Profiles:

* Academic workloads will be reasonable, taking account of all components of academic work.
* The allocation and recognition of academic workloads should support the strategic mission and priorities of the University and faculty, whilst also having sensitivity to individual career aspirations and circumstances.
* The allocation of academic work should reflect a multiplicity of career trajectories for academic staff, recognising that the emphasis between different areas of academic work for an individual member of staff may vary over time.

The University is committed to:

* A reasonable, fair and equitable allocation of workload for academic staff, recognising the diversity of the University’s activities.
* A transparent process of workload allocation that acknowledges and accounts for the core areas of academic work.
* Providing an opportunity for staff to be consulted about workload allocation.
* Ensuring that staff, and where nominated by staff, their representatives, have access to a process to address any unresolved grievances or concerns about workload levels or allocations.

The following principles regarding academic work and workloads will apply

* An academic staff member’s workload encompasses the key elements of teaching and duties related to teaching; scholarship and/or research; and professional duties.
* Academic workloads need to be considered on a holistic basis which quantifies and qualitatively confirms the proportion of time to be spent on key activities and the expected inputs and outputs.
* The duties allocated to staff members will be appropriate to their stage of development as members of the academic community and their associated academic role profile e.g. staff new to teaching should have a lower workload (20%) in their probationary year than that expected of experienced staff.
* The allocation of academic work will be located within the parameters defined by the national contract and conditions of service, including working hours and holidays and nationally agreed and locally amended Academic Role Profiles.

# 3. Academic Workload Model – baseline metrics

3.1.1 The need for a baseline definition of the ‘working week’ was discussed at length within the consultation process. It is believed that such a definition must be the starting point. The Model takes into consideration an average of 43 working weeks per year.

3.1.2 The 43 working weeks is proposed from the following:

|  | **Number of weeks** | **Hours (based on 37 hours per week)** |
| --- | --- | --- |
| **Calendar year** | 52 weeks | 1924 hours |
| **Annual leave and bank holidays** | 7 weeks leave  8 days bank holidays  1.3 weeks discretion efficiency days | 347.8 hours |
| **Working year** | 42.6 weeks | 1576.2 hours |

3.1.3 Using this calculation, the above table highlights that an academic member of staff working a notional 37 hours per week would have 1576 notional working hours per year.

# 4. Applying the model – key components for consideration

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

* Formal Scheduled Teaching (includes Duties Related to Formal Scheduled Teaching).
* Academic-Related Duties.
* Research and Scholarly Activity.

4.1.2 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.

# 5. Formal Scheduled Teaching

## 5.1 Formal Scheduled Teaching (FST)

5.1.1 FST is defined as any contact time 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. As outlined in the National Contract FST will normally be a weekly maximum of 18 hours and an annual maximum of 550 hours. 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**.

5.1.2 All forms of teaching, including distance delivery, are included within the workload allocation. For undergraduate courses the normal number of teaching weeks per year is 24. However variation can be made in certain subject areas where staff members notify the manager that their teaching does not follow this normal pattern.

## 5.2 Duties Related to Formal Scheduled Teaching (DRFST)

5.2.1 DRFST are the duties related to contact time with students. As a norm, one hour of DRFST is allocated for every hour of FST, this is variable, up to a maximum of 1:2, based on a variety of circumstance which are detailed in section 7 below. This DRFST allocation is intended to cover the duties directly arising from the FST allocation with which it is associated. This normally includes:

* Preparation, assessment, marking and moderation, including the provision of assessment feedback.
* Academic support and guidance directly related to the associated allocation of FST.
* Module Leadership (as it directly relates to teaching delivery).

# 6. Basic requirements for allocation of FST

## 6.1 General

6.1.1 The Contract, that stipulates an annual maximum of 550 formal scheduled teaching/class contact hours, provides the starting point for the allocation of FST and DRFST.

6.1.2 The involvement of researchers and professors in teaching is one of the key elements that distinguish the University of South Wales from a number of other universities and contribute positively to the student experience. However, the University recognises that research active staff may have reduced teaching responsibilities, below the maximum allocation of 550 hours of FST. Nevertheless, **all academic staff should carry a minimum 10% teaching component** (i.e. 55 hours FST) averaged over a three year period.

6.1.3 For each of the 550 hours FST, academic staff are normally allocated one hour for duties related to formal scheduled teaching (DRFST), as defined in paragraph 5 above. The number of hours allocated will be confirmed between the academic and their manager, and the rationale for the allocation will be explicitly recorded on the individual’s workload record. When allocating DRFST above the norm managers will take into consideration the following key factors:

* Staff teaching a new module validated in a subject area not previously delivered.
* Staff teaching in a subject area they have not previously delivered.
* Staff involved in significant changes to the delivery approaches of the module which include innovation (e.g. move to block delivery, new blended learning, creation of banks of MCQs).
* Additional marking and feedback required by accrediting and professional bodies.
* Module which involves liaison with Partner College module leaders and/or HPLs.
* Multiple cohorts on a common module where content needs to be tailored by cohort. Where this is above 3, this needs to be taken into account especially in areas when different cohorts have differing professional body expectations.

6.1.4 The norm of FST to DRFST is a 1:1 ratio, with a maximum of 1:2. Some contact hours do not attract DRFST for example clinical supervision, theatre/musical performance and field trip attendance. This should be clearly noted on the AWM for the staff member concerned.

6.1.5 Flexing of FST:DRFST from 1:1 to 1:2 will reflect the issues above. To ensure equity the following calculation is applicable:

| **AWM – Allocation of FST to DRFST** | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Number of key factors (see bullet points above) | 6 | 1:1.3 | 1:1.3 | 1:1.4 | 1:1.5 | 1:1.7 | 1:2 |
| 5 | 1:1.2 | 1:1.3 | 1:1.4 | 1:1.5 | 1:1.6 | 1:1.9 |
| 4 | 1:1.2 | 1:1.2 | 1:1.3 | 1:1.4 | 1:1.5 | 1:1.8 |
| 3 | 1:1 | 1:1.2 | 1:1.3 | 1:1.4 | 1:1.4 | 1:1.7 |
| 2 | 1:1 | 1:1 | 1:1.2 | 1:1.3 | 1:1.4 | 1:1.6 |
| 1 | 1:1 | 1:1 | 1:1.2 | 1:1.3 | 1:1.4 | 1:1.5 |
| 0 | 1:1 | 1:1 | 1:1.1 | 1:1.2 | 1:1.3 | 1:1.4 |
|  | <25 | 25-29 | 50-74 | 75-99 | 100-149 | 150-200 |

6.1.6 Line managers are expected to explicitly refer to the rationale for the additional allocation in an individual’s AWM.

## 6.2 Staff new to Higher Education

6.2.1 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. In t probationary year, 20% of each component of the total workload should be allocated to support their induction and the completion, if appropriate, of the recognised teaching qualification or other developmental requirements.

## 6.3 Placement supervision

6.3.1 Placement supervision, where specified in the current validated version of the course, is included within the academic 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 within the allocation for Academic-Related Duties. The range and diversity of placements will require the individual manager to exercise some discretion in the allocation of workload. Placement supervision does not attract DRFST.

## 6.4 Fieldwork

6.4.1 Fieldwork, where specified in the current 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 organisation, preparation and travel time within the allocation for Academic- Related Duties. However this allocation should not be included in FST or DRFST as it is not directly linked to the teaching provision. Where an overnight stay is required the additional demands should be reflected in Academic-Related Duties, however, the allocation is notional and not for each hour spent away. Where the fieldwork does not involve an overnight stay, normal methods of allocating workload prevail. Fieldwork does not attract DRFST.

## 6.5 Undergraduate and Postgraduate taught supervision

6.5.1 Supervision of dissertations and projects in taught programmes will take account of the credits associated with the dissertation or project.

* For a 60 credit dissertation 18 hours allocated per dissertation (9 FST + 9 DRFST).
* For a 40 credit dissertation 12 hours allocated per dissertation (6 FST + 6 DRFST).
* For a 20 credit dissertation 6 hours allocated per dissertation (3 FST + 3 DRFST).

Any variation from this norm will be explicitly recorded on the individual’s workload record.

## 6.6 Postgraduate research supervision

6.6.1 Supervision of research students is included within academic workload. Each supervisory team will be allocated up to 100 hours per full-time student and up to 50 hours per part-time student. This will normally be allocated as 50/50 between FST and DRFST and agreed locally by the team. Within these hours, over the course of the student’s tenure with USW, the supervisory team should ensure all requirements are met, including: specialist training; regular supervision; review of thesis drafts; project governance; and academic responsibilities relating to admission, progression, examination and award.

6.6.2 Any variation from this norm will be explicitly recorded on the individual’s workload record.

# 7. Academic-Related Duties

7.1.1 Academic related duties are those relayed to the operation of the faculty’s or the university’s academic provision and which not a managerial nature:

7.1.2 This also includes duties related to the student experience and those associated with quality assurance and enhancement processes which form part of academic life but are not linked to the actual delivery of modules. This will include:

* Course Leader.
* Year Tutor.
* Personal Academic Coach/Tutor.
* Recruitment and admissions (work in addition to the activity undertaken as part of the Course Leader role).
* Curriculum Updating - Academic Co-ordinator role (Validation and Critical Review).
* Partnership University Link Officer.
* Managing Professional Body relationships.
* Formal Committee membership.
* Specific administration academic administration.
* Ambassadorial roles eg visits overseas.

7.1.3 The time spent on Academic-Related Duties will vary according to the role of the individual and the work they are requested to undertake.

7.1.4 See section 10 for specific role allocation.

# 8. Research and Scholarly Activities (R&SA)

## 8.1 General

This section relates to allocation of time for research and scholarly activity. It links to the current progression routes to Reader and/or Professor, available within the university:

* Research.
* Learning & Teaching.
* Enterprise and Engagement.
* Professional Practice.

## 8.2 Research

8.2.1 Activities which constitute research: ‘Original investigation undertaken in order to gain knowledge and understanding’ (RAE 2005:34). Research can be seen as an ‘end in itself’; the outputs of which are subject to external accountability, traditionally associated with publications in refereed journals, which can be used as a measure of both the extent and quality of academic performance.

## 8.3 Applied Research

8.3.1 Applied research is an activity related to real life practical experience for both commercial and non-commercial activities. For instance, Third Mission 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. This could include:

* Knowledge Transfer.
* Consultancy and external income generation.
* TCS programmes.
* KTP/A4B Activities.
* Enterprise Activities.
* Other income generation activities.

Outputs from such activities can feature in the REF and would clearly be classified as research.

## 8.4 Scholarship

8.4.1 Scholarship: “is the process of transmitting perspectives, skill, and knowledge to others while remaining a vital learner oneself” (Atkinson 2001:1221)[[2]](#footnote-2). “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)[[3]](#footnote-3) Scholarship of and for teaching involves three important integrated parts. Each part on its own is insufficient - it is the combination of the three that defines scholarship. These are:

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 our own teaching and professional practices including participation in the University’s Reflection and Observation of Academic Practice scheme.
3. Dissemination - some of this work is put into the public domain and is subject to external scrutiny; a key characteristic is that the work carries external credibility.

8.4.2 Activities that can be regarded as Scholarly Activity might include:

* Curriculum review and updating (general)
* Remaining abreast of pedagogic and subject developments
* Staff development activities including Masters/PhD
* External roles such as membership of advisory panels and external examining.
* Mentoring of new staff
* Preparing proposals and applications to external bodies for funding and accreditation purposes.

# 9. Requirements for allocation of R&SA

9.1 The time spent on Research and Scholarly Activity will normally be 12.5% of total academic workload as reflected in the academic contract. Staff occupying posts as Readers or Professors will receive a higher allocation of research time, as follows:

Readers: 20% (equivalent to 1 day per week)

Professors: 30% (equivalent to 1.5 days per week)

Any R&SA allocation beyond that stated above must be dependent on the individual’s research profile and/or income generation. Explanations for the allocation above the norms for research must be outlined explicitly in the comments section of the individual’s AWM. When considering an increase in the R&SA allocation priority must be given to the delivery of the academic programmes for which they are responsible.

# 10. Tariffs

## 10.1 Agreed Tariffs for roles that are common across the institution:

| **Role** | **Tariff** |
| --- | --- |
| Head of Research in faculties | 315 |
| Course Leader | No. of Students Allocation  Up to 40 80  41-80 120  81-120 160  121-160 200  161-200 240  Per extra 40 40  Students |
| University Link Officer (Partnerships). | No. of Partners Allocation  1 50  2/3 100  4/5 200  >5 315 |
| Year Tutor | Reduce allocation from Course Leader by amount given to Year Tutor etc. |
| Personal Academic Coach/Tutor | Up to 50 |
| Faculty Ethics Champion (Based on different disciplinary expectations). | 50-150 |
| Committee work – dependent on nature of the Committee and its complexity. | V |
| Recruitment (Open days, school visits, etc) – where not part of course leadership role | 25 |
| Admissions Role (interviews, etc) – where not part of Course Leader role. Dependant on course size and professional requirements. | V |
| Curriculum Updating (Validation and Critical Review). | 10-20 |
| General Academic Guidance. | 20-60 |
| Managing Professional Body relationships – from general engagement at the bottom of the scale to reaccreditation of large professional programmes at the top of the scale. | V |
| Post Graduate Research – University Lead Role | 225 |
| External Activities (eg sitting on Government advisory bodies, chairing National Subject Groups, Sector Skills Councils). The range is indicative and maybe extended in particular circumstances. | 20/40/60  narrative box to give detail |
| Staff new to teaching in HE. | 315 |

1. Operational Guidelines – The Contract (1994). [↑](#footnote-ref-1)
2. Atkinson M (2001) The scholarship of teaching and learning: Reconceptualising scholarship and transforming the academy. Social Forces. 79 (4) 1217 -1230. [↑](#footnote-ref-2)
3. Elton, L .1992: Research, Teaching and Scholarship in an expanding Higher Education System. Higher

   Education Quarterly, 46, pp.252-268. [↑](#footnote-ref-3)