



DUTIES AND RESPONSIBILITIES HANDBOOK FOR ACADEMIC STAFF

April 2016

Introduction

In this handbook the approach to defining duties and responsibilities of academic staff is described within each of the three academic career families and broad guidelines and definitions are laid out for schools in setting annual patterns of work.

The university seeks to promote a balanced approach to allocating duties and responsibilities for academic staff at all stages of their career.

This handbook replaces all previous agreements on workloads, working time and duties and responsibilities. It does not apply to lecturers in further education.

Principles

Duties and responsibilities for all academic staff are based on broadly defined outputs across the key areas.

Within each career stream, teaching includes preparation, marking, assessment and all aspects of delivery.

There is a limit on the proportion of total time spent on teaching, which varies across the streams.

All staff are expected to underpin their teaching with scholarship.

All staff are expected to undertake both undergraduate and postgraduate teaching.

Staff within the research and teaching, and teaching academic streams are expected to undertake research, scholarship, and enterprise with broadly defined outputs.

There is a minimum proportion of total time spent on research, scholarship, and enterprise teaching, varying in each stream.

All clinical staff are expected to undertake clinical link work, for which a minimum proportion of time is allocated.

Where reasonably practical it is expected that teaching duties (delivery) are balanced across the year, unless alternative arrangements are agreed.

It is expected that there is flexibility in the planning of balanced duties and responsibilities at the beginning of each academic year, to allow staff some opportunity to pursue relevant but unpredictable enterprise outcomes, where applicable.

The university will seek to ensure that allocation of teaching duties (delivery) is transparent, and all staff within a subject group will have ready access to the teaching duties (delivery) of their peers.

The university, in conjunction with you, aims to allocate annual duties and responsibilities fairly and equitably. They will be reviewed in personal development discussions, and draft schedules for the next academic year made available as early as possible.

Recognised trade unions, through their nominated officers, will have access to information on formal teaching duties and responsibilities on a university-wide basis, for the purposes of annual monitoring.

The university will undertake an annual equality impact assessment on teaching duties (delivery).

It is expected that all academic staff will have a development plan which supports their duties and responsibilities. You will have the opportunity to discuss the outcomes from your personal development in relation to your balanced duties and responsibilities.

Duties and responsibilities

Your duties and responsibilities are those specified within your job description and within this handbook.

Working hours

You may be required to work any day of the week, Monday to Saturday, according to the needs of the university. The days on which you work are determined by your duties and responsibilities, in advance and by agreement with you.

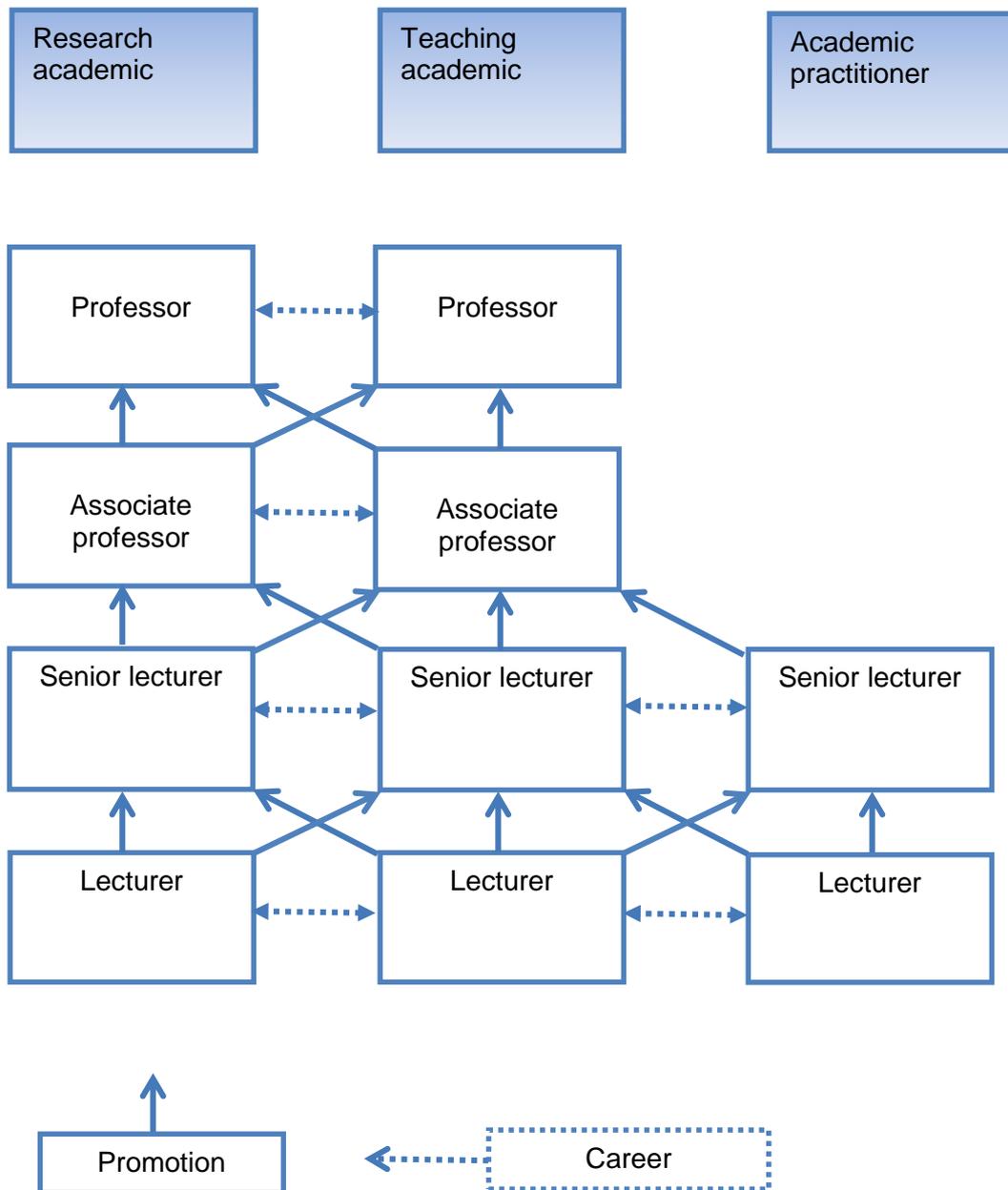
You will work five out of seven days in each working week, with two consecutive non-working days, unless agreed otherwise.

Unless agreed otherwise, you are not normally required to teach on both the morning and evening of the same day.

Unless agreed otherwise, if you work in the evening you would not normally teach the following morning.

The academic employment framework

The academic employment framework consists of three career streams: research academic, teaching academic and academic practitioner as follows:



Whilst seeking to ensure that academic staff have fair and balanced duties and responsibilities, the new framework operates through defined outputs, with all activities included inside three key areas: teaching and learning; research, scholarship and enterprise; administration and leadership. There is a fourth key area for clinical staff within the College of Nursing, Midwifery and Healthcare: clinical link work (see pages 7 to 8, and 18 below).

Teaching includes everything that is defined as teaching by the QAA (see pages 10 to 13 below) and is not solely class contact time. It is important to note that the proportion of time allocated to “teaching” in the three streams shown below is a maximum.

Equally, the time allocated to “research, scholarship and enterprise” is a minimum. There are no upper or lower limits to academic leadership and administration in any of the streams.

The streams allow individuals flexibility so that they can balance their outputs according to their duties and responsibilities and their development plan, for each academic year.

Professors and Associate Professors

Staff at these grades are either in the research academic or teaching academic stream. For staff at this level of seniority there is no contractual requirement to undertake set proportions of time in each of the main activities, however the rule of thumb is that the general principles of time distribution still apply.

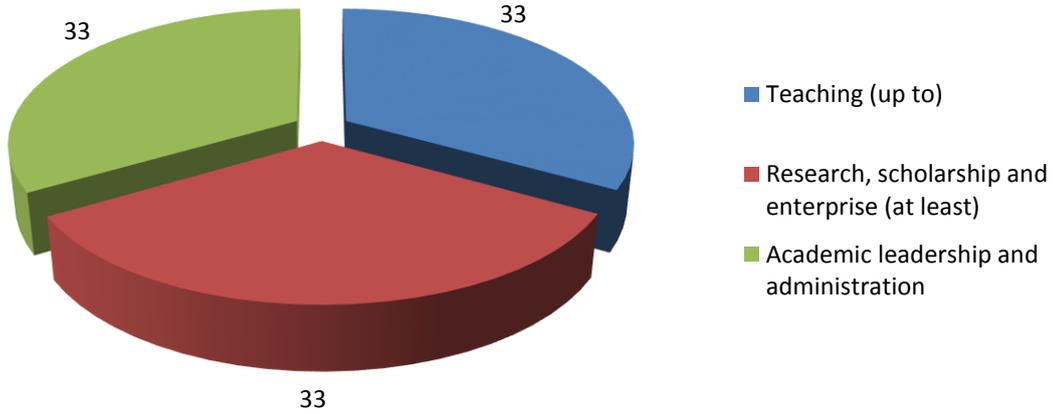
For staff employed in an academic managerial role duties and responsibilities are based on the job description and in conjunction with the individual member of staff. The University would wish you to encourage all academic staff at this level of seniority to continue to teach and produce outputs in research and enterprise.

Key areas

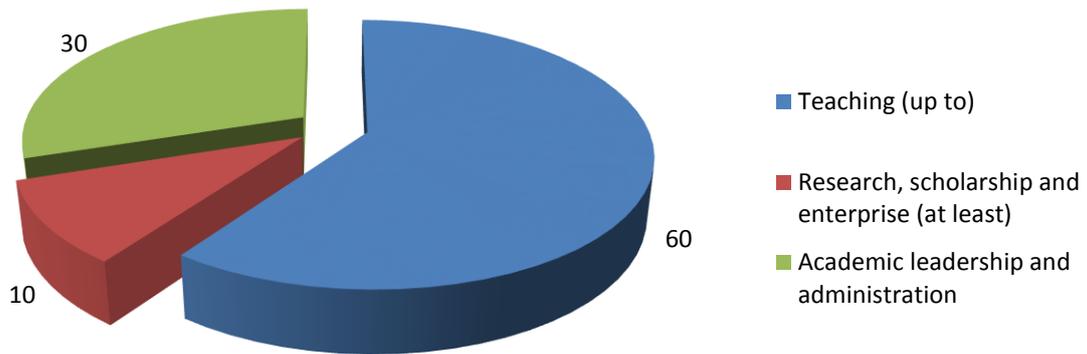
For non-clinical academic staff the proportion of time spent in each of the three key areas is as follows:

Key area	Career family		
	Research academic (%)	Teaching academic (%)	Academic practitioner (%)
Teaching (up to)	33	60	90
Research, scholarship and enterprise (at least)	33	10	5
Academic leadership and administration (remainder)	33	30	5
Total	100	100	100

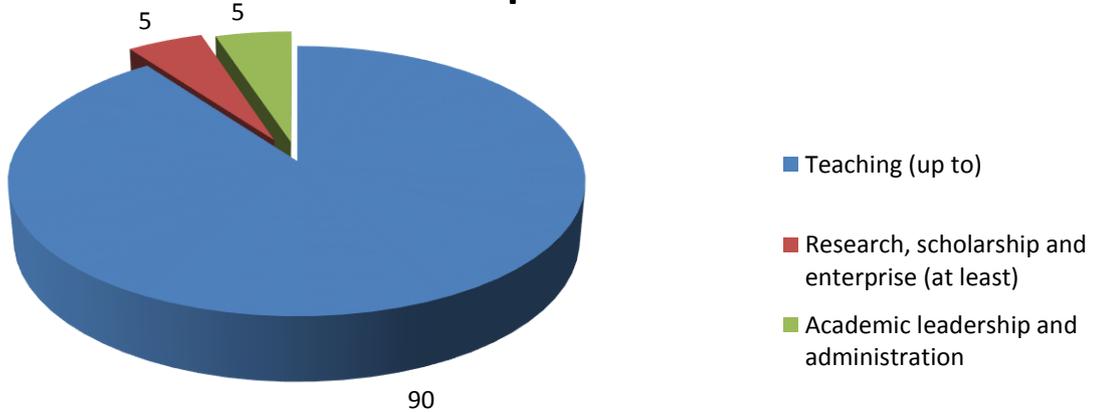
Research academic



Teaching academic



Academic practitioner



Teaching

The proportion of time allocated to teaching is a **maximum** amount. Teaching across all three streams includes preparation, marking, assessment and delivery¹ and is defined on pages 10 to 13 below.

An academic member of staff within the research academic stream will spend **up to**, but **no more than**, one third of their time teaching, where teaching includes preparation, marking, assessment and delivery.

An academic member of staff within the teaching academic stream will spend **up to**, but **no more than**, 60% of their time teaching, where teaching includes preparation, marking, assessment and delivery.

An academic member of staff within the academic practitioner stream may spend **up to**, but **no more than**, 90% of their time teaching, where teaching includes preparation, marking, assessment and delivery.

Research, scholarship and enterprise

The proportion of time allocated to research, scholarship and enterprise is a **minimum** amount.

An academic member of staff within the research academic stream will spend **at least** one third of their time on research, scholarship and enterprise (defined on pages 13 to 15 below), with agreed and defined outputs.

An academic member of staff within the teaching academic stream will spend **at least** 10% of their time on research, scholarship and enterprise, with agreed and defined outputs. Within this stream where further time is required for research, scholarship and enterprise as part of an agreed development plan, the school will adjust the balance of the lecturer's responsibilities so that **either** leadership and administration **or** teaching is reduced commensurately.

An academic member of staff within the teaching practitioner stream will have no defined outputs for research, scholarship and enterprise but is allocated 5% of time to these activities. However, if the proportion of time spent on research, scholarship and enterprise is increased above 5%, these activities will have broadly defined outputs with the proportion of time spent on teaching reduced accordingly.

Academic leadership and administration

Every academic member of staff is expected to agree outputs in relation to leadership and/or administration (defined on pages 15 to 16 below), with the proportion of time spent in these activities completing the total amount of time allocated. There are no upper or lower limits to academic leadership and administration in any of the streams.

The academic practitioner stream

There is an expectation that any member of staff within the academic practitioner stream who has broadly balanced duties and responsibilities, will spend at least a quarter of their total time on leadership and administration, and scholarship, research and enterprise activities, with the balance on teaching.

Where, following the annual review of roles and responsibilities an academic member of staff is concerned that their workload is not achievable, they should in the first instance speak with either their Head of Subject or Head of School. Where as a result of this conversation, they remain concerned, they may request a meeting with the Head of School and line VCE member so that their concerns can be further explored and their workload reviewed.

¹ Delivery includes: lectures, seminars, tutorials, project supervision, demonstrations, practical classes and workshops, supervised time in studies/workshops, fieldwork, external visits and work-based learning. Definitions of these can be found on pages 10 to 13 of this document.

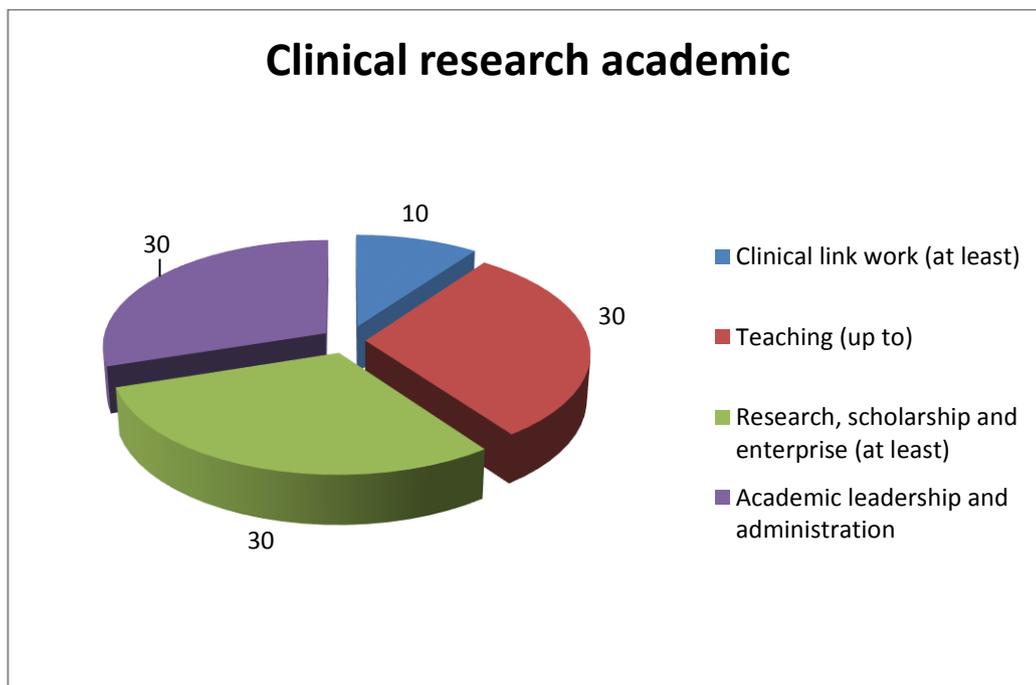
Clinical staff

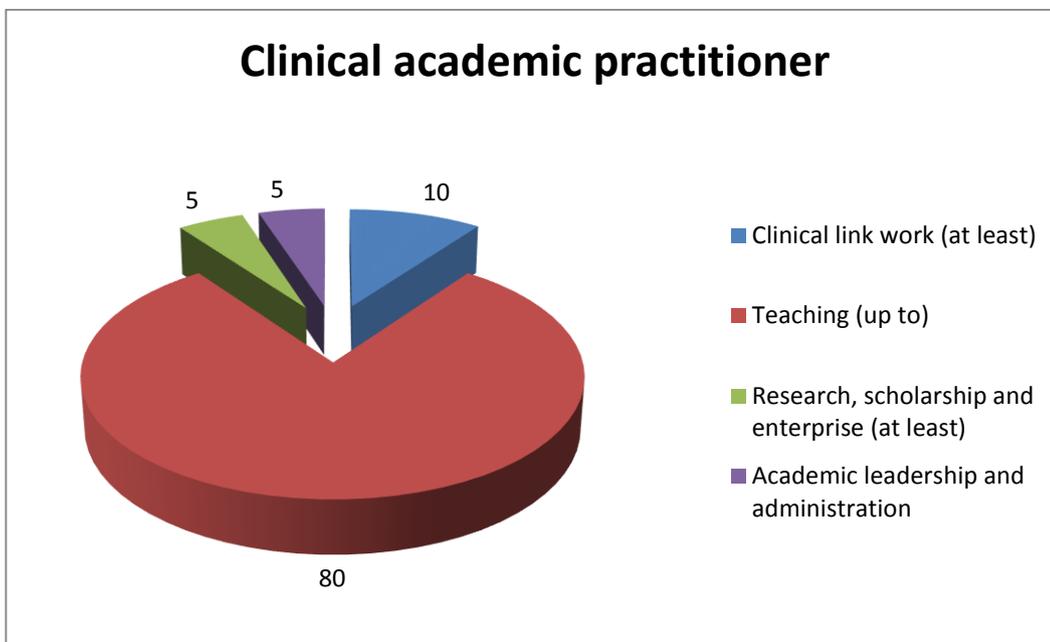
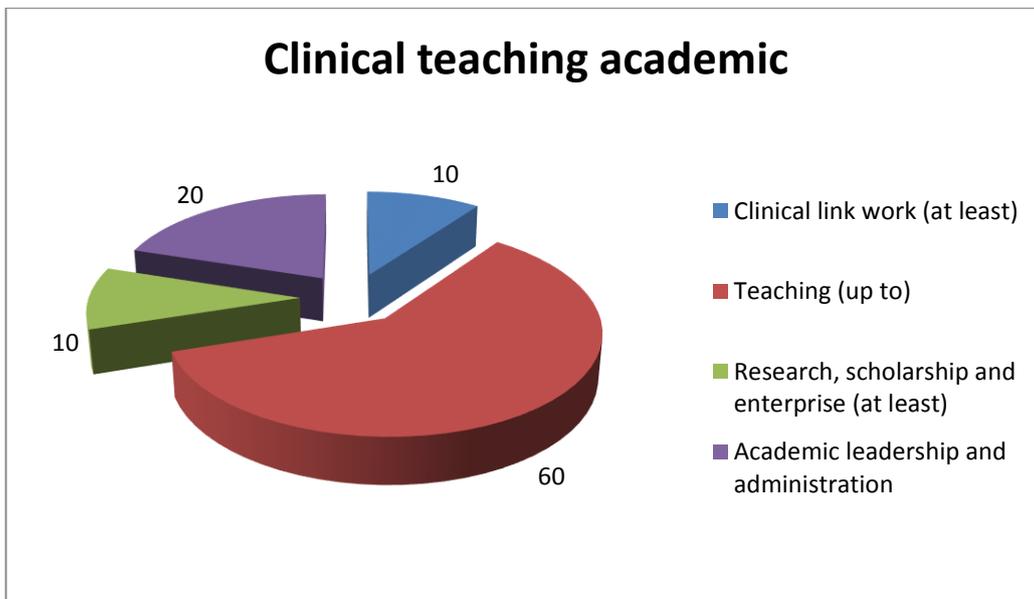
Clinical academic staff are required to work at partner organisations each week during teaching weeks. This key activity reflects the support provided for students in work based learning, which involves a mixture of practitioner teaching, pastoral support, personal clinical updating and relationship building with partner organisations. Clinical link duties and responsibilities account for **at least** 10% of time in all three career streams.

The remaining time for teaching; research, scholarship and enterprise; and academic leadership and administration is allocated in the same proportion across the three remaining streams as for non-clinical staff.

For clinical academic staff the proportions differ as follows:

Key area	Career family		
	Research academic (%)	Teaching academic (%)	Academic practitioner (%)
Clinical link work (at least)	10	10	10
Teaching (up to)	30	60	80
Research, scholarship and enterprise (at least)	30	10	5
Academic leadership and administration (remainder)	30	20	5
Total	100	100	100





Teaching

A clinical academic member of staff within the research academic stream will spend **up to**, but **no more than**, 30% of their time teaching, where teaching includes preparation, marking, assessment and delivery.

A clinical academic member of staff within the teaching academic stream will spend **up to**, but **no more than**, 60% of their time teaching, where teaching includes preparation, marking, assessment and delivery.

A clinical academic member of within the academic practitioner stream will spend **up to**, but **no more than**, 80% of their time teaching, where teaching includes preparation, marking, assessment and delivery.

Research, scholarship and enterprise

A clinical academic member of staff within the research academic stream will spend **at least** 30% of their time on research, scholarship and enterprise, with agreed and defined outputs.

A clinical academic member of staff within the teaching academic stream will spend **at least** 10% of their time on research, scholarship and enterprise, with agreed and defined outputs.

A clinical academic member of staff within the teaching practitioner stream will have no defined outputs for research, scholarship and enterprise but is allocated 5% of time to these activities. However, if the proportion of time spent on research and enterprise is increased above 5%, these activities will have broadly defined outputs with the proportion of time spent on teaching reduced accordingly.

The clinical academic practitioner

There is an expectation that any member of staff within the academic practitioner stream who has broadly balanced duties and responsibilities, will spend at least a quarter of their total time on clinical link work, leadership and administration, and scholarship, research and enterprise activities, with the balance on teaching.

Definitions

Teaching and learning

The descriptors for teaching listed below are based on Quality Assurance Agency for Higher Education's guidelines².

Approaches to learning and teaching vary according to the subject and mode of delivery. They will change over time. The following descriptions are intended to distinguish between methods from the perspective of presenting course level information rather than to present a detailed pedagogical account of each approach.

Lecture

A presentation or talk on a particular topic

The term 'lecture' covers everything from the traditional model, where a single member of the institution's staff or an affiliate, introduces ideas or delivers facts to a group of students, to approaches that might be much more interactive, involve a variety of contributors, make use of a range of media and technologies, and take place virtually as well as in person.

Lectures are assumed, in general, to involve larger groups of students than do seminars and tutorials but size will vary depending upon the nature of what is being taught, the size of the overall student cohort, and practical concerns.

Seminar

A discussion or classroom session focusing on a particular topic or project

Seminars are defined as sessions that provide the opportunity for students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture - the extent of interaction will depend on the delivery method. A typical model would involve a guided, tutor-led discussion in a small group. The term also encompasses student or peer-led classes with a staff member present.

As with lectures, use of technology means seminars may take place virtually. Seminars are assumed in general to involve smaller groups of students than lectures, but size will vary depending upon the nature of what is being taught, the size of the overall student cohort, and practical concerns.

Tutorial

A meeting involving one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project

Tutorials may be distinguished from seminars for the stronger emphasis that they place on the role of the tutor in giving direction or feedback. Tutorials can happen virtually as well as face-to-face.

Project supervision

A meeting with a supervisor to discuss a particular piece of work

The term 'project supervision' is used to refer to the meetings that a student or group of students would have with a supervisor, to plan, discuss, and monitor progress on a particular piece of work, such as a dissertation or extended project. Meetings can take place virtually or in person.

² Explaining contact hours: Guidance for institutions providing public information about higher education in the UK, the Quality Assurance Agency for Higher Education, August 2011

The size of a project supervision meeting will depend upon the number of students involved in the work concerned and the nature of that work but supervisions will frequently also take place on a one-to-one basis.

Demonstration

A session involving the demonstration of a practical technique or skill

Examples might include the demonstration of laboratory skills, clinical skills, and performance art or fieldwork techniques. Demonstrations can take place virtually or in person. The size of a demonstration is likely to depend upon the number of students involved in the work concerned, as well as the nature of that work, but could also take place on a one-to-one basis.

Practical classes and workshops

A session involving the development and practical application of a particular skill or technique

Examples are wide ranging and could include a laboratory class, recital, artefact handling/identification, language conversation, sports match and so on. Practical classes and workshops might incorporate elements of teaching or guided learning, and they are at least likely to be supervised or observed. These sessions are more likely to take place in person but, depending on the nature of the subject, may also be conducted remotely.

The size of a practical class or workshop will depend upon the nature of the activity. Workshops are likely to involve at least a small group of students but practical classes could take place on a one-to-one basis.

Supervised time in studio/workshop

Time in which students work independently but under supervision, in a specialist facility such as a studio or workshop

Examples might include time spent in an art or design studio, or in a rehearsal space such as a workshop theatre. It could be timetabled or take place on an *ad hoc* basis. Peers as well as staff or affiliates may be involved. Due to the nature of the activity, it is unlikely to take place virtually. Supervised time in a studio/workshop might involve a group or individual.

Fieldwork

Practical work conducted at an external site and in most cases should be subsumed within the intended classroom hours or timetabled

Examples of fieldwork might include survey work and other forms of data collection, excavations and explorations. The work might be unsupervised or supervised, and supervision could be provided by staff or appointed representatives. Some fieldwork may be conducted virtually. Fieldwork might be conducted in groups of various sizes, or by individuals, depending on the nature of the work involved.

External visits

A visit to a location outside of the usual learning spaces, to experience a particular environment, event, or exhibition relevant to the course of study

Examples are wide ranging and could include a visit to a business or industrial site, built environment site, museum or collection, to attendance at a performance or exhibition.

These visits might be unsupervised or supervised, and supervisors could include staff or appointed representatives. Site visits may be carried out in groups of varying sizes, or by individuals, depending on the nature of the visit and the location.

Work-based learning

Learning that takes place in the workplace

The term covers any learning that takes place through an organised work opportunity, rather than in a university or college setting, and includes managed placements. Some supervision or monitoring is likely to be involved, and may be carried out either by a member of staff or a mentor within the host organisation.

Due to the nature of the activity, work-based learning is unlikely to take place virtually. Students might undertake work-based learning individually or in groups, depending on the nature of the workplace and the learning involved.

Assessment methods

Written exam

Written assignment, including essay

Written exercises that typically have deadlines attached.

Report

A description, summary or other account of an experience or activity.

Dissertation

An extended piece of written work, often the write-up of a final-year project.

Portfolio

A collection of work that relates to a given topic or theme, which has been produced over a period of time.

Project output (other than dissertation)

Output from project work, often of a practical nature, other than a dissertation or written report. Examples are diverse and include the staging of a play or other performance, a piece of artwork, a new product or a poster.

Oral assessment and presentation

A conversation or oral presentation on a given topic, including an individual contribution to a seminar.

Practical skills assessment

Assessment of a student's practical skills or competence. Examples include clinical skills, laboratory techniques, identification of or commentary on artwork, surveying skills, language translation or listening comprehension, and so on.

Set exercises

Questions or tasks designed to assess the application of knowledge, analytical, problem-solving or evaluative skills.

Examples might include data interpretation and data analysis exercises and problem-based or problem-solving exercises.

Preparation and marking

Allocation of time to teaching and learning (including assessment) is based on the following principles:

- is expected that there is a balance between preparation and marking, and delivery;
- the proportion of total time spent on delivery is broadly half the total time spent on teaching and learning;
- marking includes double marking;

- cohort size and level both influence the time required for an individual who single marks;
- lecturers who are new to teaching may receive additional preparation time.

As a broad guide, the time required for single marking as a proportion of teaching and learning time will increase for a large cohort, i.e. over 70 students.

Work based learning is managed differently in each academic discipline and school. Local autonomy and variations are necessary because of the differing nature of work based learning in each school. This activity includes pastoral support.

In some schools, hourly paid lecturers and further education staff provide support for significant numbers of students undertaking undergraduate placements.

Research

Research outputs have been defined by the Research Excellence Framework (REF), as follows:

Authored books

Books edited

Articles and chapters in edited books

Refereed articles in Academic Journals

Non-refereed articles

Refereed and published conference proceedings³ (i.e. published papers arising from conferences which have been refereed)

Other refereed and/or non-published conference contributions*

Exhibitions and performances (that is, sole or group)

Review articles (excluding book reviews)

Book reviews

Official reports (for example, consultancy reports; report of chaired external committees)

Departmental working papers and University series

Physical artefacts, devices and products

Patents/published patent applications

Compositions

Designs

Digital or visual media

Other forms of public output (for example, production; direction; choreography, musical works; works of art; computer programmes)

³ Conferences include learned societies, professional bodies, seminars, symposia; and similar activities.

Editorships (that is, journal editor, series editor or editorial board membership)

Reviewing

Enterprise

The following outputs were identified by the Higher Education Council for England and Wales (HEFCE) as enterprise outputs. To class an output as enterprise it should generate income.

Facilitating knowledge/research exploitation process

Skills and human capital development

Knowledge sharing/diffusion

Supporting the community/public engagement

Enterprise education and entrepreneurship

Exploiting the institution's physical assets

Under each category, the following outputs or activities are relevant:

- collaborative research;
- contract research;
- consultancy;
- facilities and equipment-related services;
- continuing professional development;
- regeneration and development programmes
- intellectual property (IP) process: i.e. disclosures, protection;
- licensing and intellectual property;
- formal (institution's IP-based) spin-offs;
- start-ups (new enterprises not based on formal IP);
- graduate start-ups;
- public events (e.g. public lectures, performance arts, exhibitions).

Scholarship

Scholarship may include the following:

application for fellowship of the Higher Education Academy;
studying for a postgraduate certificate in education;
approved doctoral studies;
curriculum development;
external advisory roles on working groups/ specialist groups / advisory boards;
membership of editorial boards (conferences and journals) and learned societies;
contribution to debate and policy nationally;
principal investigation and co-investigation roles in sponsored research projects.

As a broad guide the time required for an HEA fellowship application is 20 hours; studying for a postgraduate certificate in education 100 hours, and 100 hours for supporting doctoral studies with agreed annual outcomes.

Administration and academic leadership

The following activities are examples of administration and academic leadership:

Course leadership

Module leadership

Professional body validation and monitoring

Programme reviews/quality assurance processes

Peer review of teaching

Recruitment of students to courses and associated recruitment administration

Acting as a collaborative link tutor

Mentoring

Attendance at committees, working groups, boards and other academic meetings

Answering emails, phone calls or any other communication from a student in relation to their course

Student support, inclusive of personal tutees, but outside teaching and learning

Membership or chairmanship of external panels

Expert input as member of national or international projects/panels/committees/accreditation bodies

Report to national and international external bodies, including grant councils and professional sponsors

Internal panel membership/ chairmanship for selection for example of University Teaching Fellows; TEL Champions

Design of innovative and creative learning and/or assessment activities and methodologies

Leadership of teaching and learning enhancement in the school

Other activities of a similar nature may also be defined as administration or academic leadership.

Course leadership

The principles applied to course leadership are laid out below.

- Time is allocated to a course rather than to an individual.
- The ratio of hours to students for a course, as a rule of thumb, is one to one, up to a maximum of 300 hours.
- As a broad guide in both undergraduate and postgraduate courses, the time required for course leadership should be the same, based on the size of the course, as follows:

Student numbers	Time (in hours)
up to - 69	up to 69
70 - 199	between 70 - 199
200	between 200 - 300

- 100 hours is, in principle, the maximum for course leadership for any single individual. Therefore, more than one individual may be allocated course leadership hours for a large course, but one person should have overall responsibility for a course.
- Course leadership in large courses is allocated, for example, on a year cohort basis.
- Where more than one person has course leadership responsibilities within the same course, the person with overall responsibility for the course will normally receive a larger allocation of hours than that for other staff with course leadership responsibilities.
- Where courses have more than one intake and there is an overlap between the end of one course and the start of the next, the average number of students over the period should be used to measure the size of the course;
- Where feasible courses are clustered. Clustering in itself may introduce complexity into course leading. Allocation of hours for course leadership for courses with fewer than 30 students will require clustering.
- Schools may allocate additional time where there are complexities in leading a particular course, as agreed by the appropriate pro vice chancellor.

For example:

- where professional accredited courses are more demanding due to professional body validation and monitoring;
- postgraduate courses may require extra hours where a high proportion of overseas students are enrolled on the course;
- the level of the course itself may introduce complexity;
- the amount of churn or modification in modules may result in additional complexity.
- A course will receive additional hours in a review year. Course size will have some effect here so an additional 50 hours should be given for a large course and 30 hours for small and medium courses.

Recruitment of students is regarded as an integral part of course leadership.

Module leadership is a part of academic leadership. The time allocated to module leadership should reflect the responsibilities and may require more time at the beginning and end of each

term than during teaching weeks. Consideration is also required regarding the complexity of a module as seen in the level and the frequency of delivery within an academic year. Overseas delivery of teaching and learning modules brings more complexity.

The time allocated to module leadership takes account of the size of the module and student numbers.

As a broad guide the time required for module leading is as follows:

Student numbers	Time (in hours)
20-50	up to 20
Over 50	up to 40

Module leadership includes: producing study guides and a module leader's report; delivering the required resources; managing the teaching team; ensuring double marking is completed; managing timetabling; ensuring technical resources are in place, where relevant.

All academic staff may undertake duties in relation to student recruitment.

Auditioning is a critical part of recruitment in some schools and as such is an essential duty for academic staff.

For work as a collaborative link tutor, the time required is based on complexity and size of the collaboration, as follows:

Complexity		Size	Time (in hours)
Simple	or	small	up to 25
Average	or	medium	30 - 80
Complex	or	large	up to 100

There is an expectation that additional time is required for work within an international franchise.

Collaboration is viewed as an activity which supports enterprise.

Clinical link work within the College of Nursing, Midwifery and Healthcare

All academic staff within the college are required to undertake clinical link work at partner organisations each week during teaching weeks. This activity reflects the support provided for students in work based learning which involves a mixture of support to students in practice, personal clinical updating and relationship building with partner organisations. The following list provides examples of activities that may be classed as clinical link work. It is not exhaustive and other activities of a similar nature may also be defined as clinical link work.

Practice visits

Pastoral care of students in practice

Liaising with mentors

Reviewing quality

Updating practice education

Managing audits

Clinical link work may cover one or more trusts and a number of wards.

For all clinical staff within the college a **minimum** of 10% of total time is undertaken in this activity.

Clinical link co-ordinators have additional responsibilities and will spend a larger proportion of their overall time on these duties.