

School of Education

Work Plan Policy 2025¹

Version 1

Date Approved: 11th December 2024

1. Preamble

The School of Education Work Plan Committee, in accordance with the WSU Academic Staff Agreement 2022-2025 and the University Work Plan Policy (2023), has developed this work plan document. This document should be read in conjunction with these documents.

Individual Work Agreements will be established in collegial discussions at the level of academic groups. The School of Education has five major academic teaching groups. These are:

- Education Studies
- Early Childhood Education (Undergraduate and Postgraduate)
- Primary Education (Aboriginal and Torres Strait Islander Education, Undergraduate and Postgraduate)
- Secondary Education (Undergraduate, Postgraduate and STEM)
- Postgraduate Specialist Studies

These academic groups form the basis for annual work planning, including processes to determine work orders needed for sessional² staff. While most academic staff will teach within one of these groups it is recognised that academic staff may teach across these teaching groups. The key elements of Individual Work Agreements (IWAs), including teaching, which incorporates research higher degree supervision, and scholarship and research, will be established within these groups. The governance and special project responsibilities, and the workload allocations attached to these roles will be advised by the Dean and will inform the collegial discussions. Any approved Academic Development Program Leave and Long Service Leave will also be advised.

For cross-program subjects, work planning for these subjects will be managed by a subcommittee, consisting of Deputy Dean, Associate Dean Teaching and

¹ This document should be read in conjunction with the University Workplan Policy 2023 and *Part F – Workloads and Career Development* of the Academic Staff Agreement 2022-2025.

² The term sessional is used in this document; other University documents refer to sessional colleagues as casual colleagues

Learning, and relevant DAPs, would be formed to manage the planning for these subjects. This subcommittee will provide advice and support to the program teaching teams, ensuring clear communication and consistent decision-making.

2. School of Education Work Plan Committee

2.1. The School of Education Work Plan Committee must consist of:

- a. A Chair appointed by the Dean
- b. At least two employees appointed by the Dean; and
- c. Elected employees equal in number to those appointed by the Dean under clause 2.1(b).

2.2. A quorate meeting requires attendance of four members, including the Chair (or nominee) and at least one elected representative.

2.3. The School of Education Work Plan Committee must:

- a. annually review this Work Plan Policy;
- b. monitor the equitable distribution of workloads in accordance with this Work Plan Policy; and
- c. report to the University Work Plan Committee on an annual basis.

2.4. The School of Education Work Plan Committee may choose to summarise this policy in a table or spreadsheet, which may act as a numeric workload calculator to total up different policy elements.

2.5. Any workload calculator used must be consistent with the requirements of this policy.

2.6. If disparity arises between the numeric workload calculator and the School Work Plan Policy, the policy document will prevail.

3. Definitions

General Definitions

3.1. **Academic unit** means a School or Institute.

3.2. **Employee** means an academic staff member of the University employed on an ongoing, or fixed term basis who is covered by the Western Sydney University Academic Staff Agreement 2022-2025.

3.3. **Supervisor** means the person nominated by the University to whom an employee reports, whether directly or indirectly.

3.4. **Mentor** means the person nominated by an individual Academic

3.5. **Teaching Team** means the predominate/principal team which an individual Academic teaches with; noting that an individual Academic may belong to more than one Teaching Team.

Academic Work Definitions

As set out in clauses 23.22-23.26 of the Academic Staff Agreement, academic work is comprised of teaching; research and development; administration and governance; and approved service to the community.

3.4. **Teaching** includes:

- a. scholarly activities of acquisition, aggregation and synthesis of knowledge in the preparation of teaching materials;
- b. design and/or delivery of face-to-face, online, blended learning, and other subject/program delivery modes;
- c. delivery of lectures, tutorials, laboratory classes, seminars, workshops, practicum, clinical education, and blended learning;
- d. responding to allegations of student misconduct
- e. development and/or delivery of non-award short courses and programs including preparatory, supplementary, and Continuing Education programs;
- f. supervision of postgraduate coursework and honours students, research higher degree students and student placements, clinical learning, and practicums;
- g. design and preparation of student assessment;
- h. marking and student feedback;
- i. availability for student consultation relating to an individual's own teaching;
- j. scholarly and professional engagement to maintain currency in a discipline and professional area; and
- k. scholarly activity to develop and maintain teaching skills and understanding of pedagogy.

3.5. Research and development includes:

- a. scholarly activities of acquisition, aggregation, and synthesis of knowledge in the preparation of research projects and associated activities;
- b. planning, constructing, undertaking, analysing, and publishing research;
- c. writing articles and other works for publication;
- d. preparing and submitting external research grant proposals;
- e. developing collaborative research networks both nationally and internationally;
- f. presenting and/or publishing scholarly papers, addresses to conferences, and the like;
- g. approved consultancy research and associated work; and
- h. development of intellectual property, patents and commercialisation.

3.6. Administration and governance includes:

- a. program and subject coordination, including new and existing program and subject development, development and evaluation of materials, benchmarking curriculum and learning outcomes, and obtaining professional accreditations;
- b. management or coordination of centres, units, and/or academic organisational sub-units or functions;
- c. contributions to committees;
- d. formal Employee supervision;
- e. management, coordination, development, or promotion of University enterprises, programs, or commercial activities;
- f. general administration of policies and work of the Employee's academic unit;
- g. contribution to institutional leadership and/or governance at the University and
- h. Participation in the formal School-based mentoring program

3.7. Where relevance to the work of the University can be demonstrated, **approved service to the community** includes:

- a. contributions to, and involvement with, professional or academic associations, business, unions, and industry;
- b. contributions to, and involvement with, government and community bodies and associations relevant to the University's engagement strategy;
- c. involvement in academic publishing through refereeing articles, editing journals, and participating in editorial boards; and
- d. promotion of the University in the community.

4. Principles

This document provides principles and procedures in relation to managing these areas of academic work, including how the unit's policy guides the development of Individual Work Agreements.

There will be an equitable distribution of workloads amongst academic employees and flexibility in the proportion of time allocated to the full range of academic work. The work plan process aims to promote quality educational experiences for students and the career aspirations of academic staff.

Individual Work Plans for Academic Staff will:

- ensure that workloads are reasonable and equitable;
- be consistent with the strategic plans and academic mission of the School and the University;
- provide for an equitable contribution and balance between an academic's goals and aspirations as outlined in their Career Development Plan and the goals, needs and commitments of the School of Education;
- provide a balance between research and teaching to promote student learning
- provide a reasonable basis for determining comparison of workload considering factors which impact on the complexity, intensity and level of the workload element; and
- be capable of being compared against each other, as well as against the previous Individual Work Agreement of the staff member concerned.

To ensure equity, transparency and compliance with the School Work Plan policy, the School Work Plan Committee will monitor the equitable distribution of workloads and review the general work plan allocations resulting from the collegial discussions referred to above to ensure they have been made in accordance with the School Work Plan Policy. A summary of workloads will be provided to the Committee at the first meeting post the Census Date (31 March/31 August) in any Academic calendar year. Approval of Individual Work Agreements rests with the Dean.

5. Individual Work Agreements

5.1. Individual Work Agreements are negotiated on an annual basis between an employee and their supervisor, who should be familiar with the Academic Staff Agreement 2022-2025, the University Work Plan Policy, and this work plan policy.

5.2. Supervisors must then recommend the signed Individual Work Agreement for approval by **the Dean**, as per clause 23.34 of the Academic Staff Agreement 2022-2025.

5.3. Individual work agreements must achieve a total workload within the range 95% - 105%. Where a total workload falls below the minimum or exceeds the maximum range, colleagues are asked to discuss their situation with the Dean who will then refer the matter to the relevant DAP for further discussion.

5.4. Individual Work Agreements are agreed through a process of negotiation. This is distinct from the leadership and support provided during Academic Career Development, Planning and Review.

5.5. Individual Work Agreements must be collegially negotiated and agreed in writing.

5.6. Individual Work Agreements must be approved by the Dean by 31 March each year.

5.7. Individual Work Agreements are subject to renegotiation if circumstances substantially change after the date they are agreed.

5.8. In addition to the content requirements of clause 23.28 of the Academic Staff Agreement 2022-2025, Individual Work Agreements must make allocations as required by clauses 6-8 below.

5.9. Work Agreements will be reviewed in April and September of each year to take account of work plan issues that did not exist at the time of approval. Individual staff will need to provide details for any proposed amendments to the Dean in writing, prior to a meeting where discussions will then finalise any amendments that need to be made. An alert will be provided to all staff in March and August of each year as a prompt to review their Work Agreements. Outside of the April and September time frames, work plans can be reviewed in consultation with Directors of Academic Programs if an academic's work

changes significantly. Any changes made to work agreements need to be approved by the Dean.

5.10. Individual Work Agreements are not confidential documents; however, no personal information will be included in them which would preclude them being viewed by other staff members. An academic's Individual Work Agreement will be documented, and a copy kept by the Dean, the Academic and stored on the School SharePoint site. Work plans will be made available each year to all staff on the School of Education Share Point.

5.11. Individual Work Plans should:

- Calculate teaching loads (20% core + other teaching)
- Determine research load (REDI data, HDR and ECR allowances where applicable)
- Include General Administration Allowance (10%)
- Include Governance and Leadership roles.

5.12. Individual Work Plans for colleagues employed under the Decasualisation Program

The workload for Positions will be allocated as follows:

- a) an allocation of at least 10% for research, scholarship, and maintenance of disciplinary currency during the first year of appointment;
- b) an allocation of 10 to 20% for research, scholarship, and maintenance of disciplinary currency during the second year of appointment;
- c) an allocation of 10% to 30% for research, scholarship, and maintenance of disciplinary currency during the third year of appointment; and
- d) thereafter in accordance with clause 23: Academic Workloads
- e) an allocation of 5% to complete the FULT Program during the first 12 months of their employment
- f) an allocation of 4% to complete the Research Accelerator program spread over the first two years of their employment.

6. Teaching

Standard Principles

6.1. Apart from Deans, Deputy Deans, Directors, Deputy Directors, and research-only academics, all staff have a minimum 20 percent teaching allocation, with at least 10 percent allocated to coursework teaching. **(UWPP cl 58).**

6.2. There is a maximum teaching load of 50 EFSL per year or 12 hours per week (unless the teaching has minimal or no preparation). **(UWPP cl 61)**

6.3. There is a possible teaching allocation of 5% a year (to a maximum of 10%) to enable participation in Foundations of University Learning and Teaching (FULT). (**UWPP cl 66; 24.g.iii**).

6.4. Staff are eligible for marking relief if they are responsible for more than 150 students in a teaching period. (**UWPP cl 63**).

6.5. Travel time of 2 hours is allocated for employees required to teach on more than one campus in a single day. This allocation may be varied if a reason is specified in an Individual Work Agreement. (**UWPP cl 65**).

6.6. Subject to the operational requirements of the School or Institute, employees may concentrate their teaching to manage their research.

School Principles

6.7. Teaching

Teaching load will be calculated using EFTSL. One EFTSL is equivalent to academic engagement with eight students curating content, laboratory classes, tutorials, seminars, workshops and field or professional experience placements, using combinations of face-to-face and/or online modes of delivery. As a rule, tutorial classes will have no more than 30 students allocated to each class. Where student numbers require allocations in excess of 30, academic staff will be consulted prior to any changes being made to accommodate additional students.

For a 10-credit point subject, 30 students in tutorials attracts a 6% teaching load.

For cohorts of HDR candidates who are provided with a course work component consisting of weekly or intensive workshops, an allocation of 6% teaching load per semester for the cohort will be applied. This allocation will be monitored and reviewed in 12 months

On the basis of these allocations, for example, an academic in the School of Education who has a 50% teaching load will plan, deliver and assess students in 10 tutorial groups in a full year (5 tutorial groups over each full semester - comprising a maximum of 300 students over the full year or 37.5 EFTSL). In addition, the academic will undertake an equitable share of curating content provided to students and subject coordination as determined by the academic team.

In Teaching Team discussions, it is noted that staff with an on-going appointment in the School are to fill teaching allocations **before** sessional staff can be requested to be employed.

6.8. Number and type of subjects

All full-time academic staff within the School of Education are required to have a teaching allocation (comprising teaching, including higher research degree supervision) of at least 20% of a total workload. The teaching of undergraduate and/or postgraduate students undertaking program work must represent at least 10% (usually two subjects) of this workload.

Where a full-time academic staff member is curating content but not teaching in a tutorial in a subject, a workload allocation of 0.5% will be given for the equivalent of 8 hours to complete this work. This allocation will need to be approved by the Dean.

Work attached to minor reviews (e.g., annual updates) are including in the allocation for Subject Coordinators (see Clause 6.10).

Substantial revision (which includes creation of new 'flipped' content for vUWS sites for content delivery of learning materials (lectures) will occur on a two-year cycle. Teaching Teams will develop an agreed schedule for major revisions of content for the delivery of subjects in their program(s). Teaching team/individual staff will be allocated a 3% allowance for this work. This schedule will be developed and negotiated with the Deputy Dean and approved by the Dean on an annual basis.

Where an early major review is required in exceptional circumstances, a Program Teaching Team will be responsible for submitting a request which would be discussed and approved by the Deputy Dean prior to any further allocations for this work.

6.9. Additional considerations

Where a subject is being developed to be offered for the first time, an additional 7% will be available to be either 1) added to the subject coordinator's workload if there is only one staff member allocated to the subject or 2) shared across the teaching team to support this work. This allocation is available once only either prior to **OR** at the time of the first delivery of the new subject.

This additional workload will also be applied:

- **where** a subject is being offered for the first time after a major SAC-endorsed amendment has been approved
- when a subject is being converted from face-to-face to totally online outside of OES.

A list of subjects where this additional workload can be applied will be developed annually and only subjects on this SAC endorsed list will be able to be used as a basis for claiming this additional workload.

Where academic staff elect to act as an assessor for QuEST, an allocation of 1% will be allocated for marking 48 assessments at 15 minutes per assessment (equivalent to 16 hours of work). This allocation will be made in proportion to the number of assessments completed.

Where academic staff elect to act as an assessor for the TPA, an addition of 1% will be allocated for assessing up to 8 TPAs (2 hours per assessment (equivalent to 16 hours of work). This allocation will be made in proportion to the number of assessments completed.

Staff can adjust the distribution of their teaching (for example, to accommodate on campus activities into selected weeks); however, the teaching load (as calculated by EFTSL) will remain the same.

Within the School of Education, the following specific allocations will be offered to accommodate on-line development and delivery with OES. The work of Academic Advisement includes:

- Staff quality – establishing hiring criteria
- Oversight of content / materials with Development Team
- During delivery – analytics etc.
- Assessment oversight – double marking etc.
- QA (evaluation)
- Review

Academic Advisement on the initial build (3%) and first delivery of a subject (2%) – a total of 5%. Academic Advisement on the subsequent offering of a subject - 2.5%. These allocations will be monitored by the Deputy Dean.

Where a staff member is approved for marking relief, they will be required to mark 10% of assignments for moderation purposes.

6.10. Subject coordination

All full-time academic staff in the School of Education are expected to participate collegially in subject co-ordination. Subject co-ordination will involve a range of responsibilities that include:

- Communicating with students
- Induction/support of sessional staff
- Maintaining vUWS sites
- Coordinating assignment collection, marking, recording and the return of assignments
- Organising staff, briefing them for tutorials, and marking
- Organising tutorials,
- Reviewing 'flipped' content included on vUWS site for content delivery of learning materials (lectures) from previous offering of the subject
- Coordinating ARAP, PRAP and supporting enhanced accessibility to

- resources
- Supporting misconduct cases associated with AI including a focus on the educative process in student misconduct such as communication, making allegation, remarking resubmissions,

The following table sets out the Subject co-ordination allowances which will be used in allocating workload.

No Students	1-99	100-199	200-299	300-349	350-399	400-449	450-499	500-549	550+
Allowance (%)	2%	3%	4%	5%	6%	7%	8%	9%	10%

The following table sets out the Subject co-ordination allowances which will be used in allocating workload for the management of student misconduct. Allocations will be made based on the numbers of cases managed in the previous academic year. This allocation will be reviewed when work plans are reviewed post the Spring census date.

No of cases	<10	11 - 20	21 - 30	31 -40	41 - 50	>50
Allowance (%)	0.25%	0.50%	0.75%	1.00%	1.25%	1.50%

Where a subject coordinator is managing a team of colleagues the following additional loadings will apply to a subject coordinator's workload:

- Up to five staff – 1%
- Six to ten staff – 1.5%
- Eleven to fourteen staff – 2%
- Greater than 15 staff – 2.5%

6.11 Third Party Teaching Arrangements not including OES

Third Party Teaching arrangements includes work with third parties such as UEH (Vietnam). Where a Subject Coordinator is managing a third-party delivery of a subject an additional loading of 2% will apply.

6.12 Short courses and micro credentials

Allocation of workload for WSU micro credentials or short courses which exceed \$10,000³ in value, or 20 nominal delivery hours and/or are contracted to the School for delivery will be included in work plans. Allocations for this work will be monitored and reviewed in 12 months.

³ Short courses of less than \$10,000 in value or under 20 hours volume of learning are managed under EKN arrangements

Where a micro credential or short course is being developed to be offered for the first time, a 7% workload will be available to be either 1) added to the leader's workload if there is only one staff member allocated to the course/micro credential delivery or 2) shared across the teaching team to support this work. This allocation is available once only either prior to **OR** at the time of the first delivery of the micro credential/course for the first time.

Where a micro credential/short course is being delivered for a second or subsequent time, coordination allocations will be applied as per section 6.10. An additional load of 2% will apply to accommodate liaison with an external client/partner is required.

Where direct teaching for each group of 30 students in a micro credential/short course is required, this will attract a 6% teaching load; this is pro-rated where there are less than 30 students.

6.12 HDR Supervision

All HDR candidates in the School should have two supervisors - a designated principal and at least one co-supervisor.

The maximum number of HDR candidates that can be supervised at any one time is six (6) full-time equivalent (FTE) PhD candidates.

Workloads for Higher Research Degree (HDR) supervision will be based on the supervision register supplied by the Graduate Research School. The EFTSL allocation for HDR candidates will be:

Program	EFTSL	%	
Full time PhD	4	6.4	Distributed across the panel
Full time EdD	4	6.4	Distributed across the panel
Full time Masters Research	4	6.4	Distributed across the panel
Full time M. Phil	4	6.4	Distributed across the panel
Full time M Research student prior to thesis component of study	1	2.0	Distributed across the panel

Individual academics must negotiate with colleagues(s) on the supervisory panel if variations to the above allocations are being sought. Where agreement cannot be reached, the dispute resolution processes outlined in Section 9 of this document will apply.

If an Academic agrees to work with a HDR candidate enrolled in another School or at another University as part of an ARC grant, workload will be allocated using the School of Education allocations. Agreement to these arrangements will need to be signed off by the Dean before final agreement to accept this work can be made.

Where an Academic is working with a HDR candidate in semester where their CoC is due for presentation, an additional 2% workload allocation is available for distribution across the panel, regardless of whether the candidate is enrolled on a full or part time basis.

Where an Academic is working with a HDR candidate in semester where the thesis is due for submission, an additional 4% workload allocation is available for distribution across the panel, regardless of whether the candidate is enrolled on a full or part time basis.

The additional workload allocations for preparation for CoC and for submission of a thesis can only be applied to workloads for academic staff once for each HDR candidate.

Where a HDR candidate is out of their candidature, supervisors can seek approval to keep a HDR allocation (minus any loadings for the final semester which are assumed to have been already taken) for a further one semester. Approval will be given on a case-by-case basis by the Dean in consultation with the Associate Dean (HDR) and subject to approval of an approved work plan for the HDR candidate.

For HDR candidates who arrive to commence their programs in July, pro-rata supervision allocations will be applied for the period until the end of the first year.

7. Research

Allocation of research time to staff in School or Institute aligns to the research profiles and percentage ranges of the University Research Profiles ([UWPP cII 48-57](#)).

The research profiles relevant to Schools are as follows:

7.1. **Scholarship or Developing Research Profile:** 20 percent research allocation

- This profile is characterised by few, if any, recognised high-order publications over the previous three years. Employees in this profile may be early career academics, developing their research profile, or returning to more active research.
- A minimum workload allocation will be applied for staff who are designated as ECRs (20% per annum for five years from the completion of PhD/EdD)
- A workload allocation will be applied for staff who are completing a higher research degree (20%). This allocation will be reviewed each year and

continued allocation will be subject to staff demonstrating progress with their study.

In order to support colleagues with a developing research profile and to ensure they have opportunities to produce research outcomes, the School will implement a Research Development Program. This program will consider the specific needs of individuals as well as equity considerations. All staff with this research profile (less than 20% allocation) will be required to participate in this program to support the development of their research profile.

Research allocations for non-conventional research activities will normally be calculated based on the time allocations contained in contracts/agreements with the client(s) for whom the work is being completed.

Other forms of non-conventional research include:

- Original creative works
- Live performances of creative works
- Recorded/rendered creative works
- Curated or produced substantial exhibitions and events
- Research reports for external bodies
- Portfolios
- Digital content such as data bases

Measures of the impact and quality of non-conventional research outcomes (e.g., Altmetrics) and potential allocations of workload for these types of work should be discussed with the Academic colleague's mentor before being submitted to the School Work Plan Committee for endorsement.

7.2. **Substantial Research:** 20–40 percent research allocation

- Employees in this profile will have substantial research standing in their discipline and, depending on the character and methods of their research, will generally aspire to achieve national and/or international publication as well as competitive external funding.

The School of Education defines 'substantial' to mean a level of research activity where a combination of publications and grants attracts a research load greater than 21% and up to 40%, based on the calculation of publications and grants as outlined above.

Research allocations for non-conventional research activities will normally be calculated based on the time allocations contained in contracts/agreements with the client(s) for whom the work is being completed.

Other forms of non-conventional research include:

- Original creative works
- Live performances of creative works

- Recorded/rendered creative works
- Curated or produced substantial exhibitions and events
- Research reports for external bodies
- Portfolios
- Digital content such as data bases

Measures of the impact and quality of non-conventional research outcomes (e.g., Altmetrics) and potential allocations of workload for these types of work should be discussed with the Academic colleague's mentor before being submitted to the School Work Plan Committee for endorsement.

7.3. **Research Leaders and Mentors:** 40–60 percent research allocation

- Academic staff in this profile will have an advanced research output in their discipline area, usually including significant external income and a well above average publication output. They will be required to play a research leadership and/or mentoring role for staff in the other profiles. Leadership and mentoring may include being the head of a recognised research program or subject, and/or guiding and supporting the research efforts of less experienced researchers.

The School of Education defines 'advanced' to mean a level of research activity where a combination of publications and grants attract a research load greater than 41% and up to 60%, based on the calculation of publications and grants as outlined above.

Research allocations for non-conventional research activities will normally be calculated based on the time allocations contained in contracts/agreements with the client(s) for whom the work is being completed.

Other forms of non-conventional research include:

- Original creative works
- Live performances of creative works
- Recorded/rendered creative works
- Curated or produced substantial exhibitions and events
- Research reports for external bodies
- Portfolios
- Digital content such as data bases

Measures of the impact and quality of non-conventional research outcomes (e.g., Altmetrics) and potential allocations of workload for these types of work should be discussed with the Academic colleague's mentor before being submitted to the School Work Plan Committee for endorsement.

Leadership in research is exercised through the performance of specific roles (recognised by the School or University) where a staff member is designated as responsible for exercising influence to support colleagues to achieve outcomes directed to growing and enriching the research culture of the School.

Mentoring in research requires the development of one-on-one relationships between colleagues with shared interests who meet regularly. The goal of these relationships is to enhance colleagues' research capacities in mutually beneficial ways through the sharing of expertise and experiences.

The research profile relevant to Institutes is as follows:

7.4. **Research Intensive Scholars:** 60–70 percent research allocation

- This profile relates to academic staff in University-designated Institutes, where competitively appointed RIF-funded scholars from Levels A to E are expected to have an advanced research standing relative to their colleagues at the same level, and where their primary role is to advance the research standing of the University.

In addition, the following category is recognized:

7.5. **Research-Only Scholars:** 70–100 percent research

- Clause 23.1 of the Enterprise Agreement exempts 'research-only academics' from academic workloads. Research-only academics include those employed on research contracts of five years or less which may include positions funded by external grants or fellowships (such as DECRA and Laureate Fellows). Such scholars can take on administration and teaching, including HDR supervision, at their own discretion.

7.6. **Research Profile Allocation Process**

Allocations to research profiles will be made on a triennial basis, considering reasonable breaks in research activity for parental leave, illness, or other valid reasons. (UWPP cl 54)

Calculating research workload

Workloads for research will be calculated using a combination of outputs (grants and quality scholarly publications). Calculations for research allocations will be evidenced with reference to data provided in the Research Portal for the previous three years.

Publications

Workload allocations for publications (excluding refereed conference proceedings) will be based on data supplied in Portal (located at <https://research-report.uws.edu.au/wpubs/Portal.asp>) for the most recently verified triennium

For the purpose of auditing the Publication Points recorded in the data from Office of Research and Development will be used to determine research load

earned from publications. 1 DEST Point = 5% workload.

Staff are encouraged to consider ensuring that their research outputs include a balance between generating grant income and producing high quality publications.

No workload allocation will be provided for unranked and Q 4 ranked outputs.

Grants

Workload allocations for grants will be based on the most recently verified research profile as reported by Research Services.

Research workload earned through grants will be capped at 40%.

Workload for the Grants will be calculated by using the income recorded in the individual academics Register of Triennium Data for the most recently verified triennium. The following formula will be used:

$$\frac{(\text{Grant } \$ \times 3.3)}{\$2500}$$

Example

$$\begin{aligned} \text{Grant Income } \$200\,000 \times 3.3 \\ \$25000 \\ = 26\% \text{ workload} \end{aligned}$$

Staff who receive external funding for research projects after work planning has been undertaken can apply for some additional research allocation where it can be demonstrated that the time allocation received in the work planning process is not sufficient to cover the work that is required to be undertaken for the grant in the 12-month period for which the current work plan applies. This negotiation will be done on a case-by case basis. The amount of allocation will depend on the level of funding, whether the funding is allocated in whole or in part to Western Sydney University and the current research profile of the staff member concerned. All additional allocations will need to be approved by the Dean after review by the Work Plan Committee.

- a. An employee's entire workload may be allocated to activity other than research if:
 - i. the employee has had opportunities to produce research outcomes; and
 - ii. in the preceding 3 years, without good reason, has consistently not produced evidence of reasonably productive engagement in research consistent with the employee's academic level, discipline and personal career plans. **(UWPP cl 56)**
- b. The Academic Career Development, Planning and Review Process is the ongoing reference point for expected research outcomes. If an employee has shown signs

of positive research engagement, they will be invited to submit a research plan which may inform their forthcoming research allocation. (UWPP cl 57)

7.7. Calculating Pro-rata Research Allocations

- a. When a staff member reverts to a part time appointment, their research workload is reduced by the fractional amount (e.g. 0.6) for the first two years that they are part time. This will recognise that they are entitled to 0.6 of the research allocation that they earned as a full-time staff member and that their full-time performance takes two years to begin to be counted in workloads
- b. From the third year onwards, academic staff will receive the full research % that they have earned as it recognises the work that they did under part time conditions.
- c. With income workload to be capped at $0.6 \times 40 = 24\%$ and publication workload capped at $0.6 \times 30\% = 18\%$

8. Administration and Governance

8.1. In the School of Education, a standard administration and governance allocation of 10% is allocated to academic staff cover administrative duties and collegial responsibilities such as Open Day, careers markets, academic advising (not covering formal academic program advice as provided by appointed Academic Program Advisors) and graduations. **(UWPP cl 67)**

8.2. Academic leadership positions attract the following administration and governance allocations:

School Leadership Team	% Allocation per annum
Dean	80%
Deputy Dean	80%
Associate Dean (Learning and Teaching)	40%
Associate Dean International	40%
Associate Dean HDR	40%
Associate Dean Research	40%
Directors of Academic Programs	
Early Childhood Education (ITE)	58%
Primary Education (ITE)	59%
Secondary Education (ITE)	59%
Education Studies (Pathways)	32%
Post Graduate Specialist Studies	23%
Academic Program Advisors	
Early Childhood Education (ITE) (2 positions)	20%
Primary Education (ITE) (3 positions)	20%
Secondary Education (ITE) (2 positions)	20%
Education Studies	20%
Postgraduate Specialist Studies	20%

Professional Experience Leaders	
Director Professional Experience (ITE)	35%
Professional Experience Advisor (Primary) (ITE)	30%
Professional Experience Advisor (Secondary) (ITE)	30%
Professional Experience Advisory (Early Childhood Education) (ITE)	30%

8.3 Administration and governance allocations for leadership roles consider the following factors:

- a. The nature of the work;
- b. The number of staff-members being supervised; and
- c. The student load in a program. **(UWPP cl 72)**

Allocations for these roles will be made based on the following principles:

- a. The baseline allocation for all ITE DAP roles will be 20%.
- b. An additional allocation of 5% is added for each ITE program overseen by a DAP role.
- c. An allocation will be made in programs where the number of international applications required using the sliding scale below. This will be based on the total number of applicants in the previous calendar year.

No. of Applications	1-99	100-199	200-299	300-400	>400
Allowance (%)	1%	2%	3%	4%	5%

- d. A one-off allocation of 2% will be allocated to a DAP leading an ITE program during an accreditation year; this will be increased to 3% for a DAP responsible for 2 programs and 4% for a DAP responsible for 3 programs.
- e. A one-off allocation of 2% will be allocated to a DAP in the year leading up to the first offering of a new program
- f. An additional allocation will be made to account for the total number of students in the programs(s) led by the DAP. This allocation will be determined using the following allowances.

No Students	1-99	100-199	200-249	250-299	300-349	350-399	400-459	450-499	500-549	550-599	600-649	650-699
Allowance (%)	0	3%	4%	5%	6%	7%	8%	9%	10%	11%	12%	13%

No Students	700-749	750-799	880-849	850-899	900-949	950 - 999	1000+
Allowance (%)	14%	15%	16%	17%	18%	19%	20%

g. Allowances for DAP roles will be reviewed annually around the time that the next year's School Work Plan Policy is being developed (usually between September – November).

Allocation of **DAP roles attached to non-accredited ITE programs** will be made based on the following principles:

- The baseline allocation for the DAP roles will be 20%
- An additional allocation will be made on the basis of numbers of students (see above).

Allocation of **APA roles** will be based on the following principles

- A baseline allocation will be provided to APA roles for ITE programs of 20%; the number of APA roles will be allocated to programs as per the following table
- The numbers of APA roles will be reviewed annually around the time that the next year's School Work Plan Policy is being developed (usually between September – November).

	Number of APA roles
Early Childhood Education	2
Primary Education	3
Secondary Education	3 ⁴
Education Studies (Pathways)	1
Post Graduate Specialist Studies	1

Professional Experience roles

Director: Professional Experience

- Allocation for the Director (Professional Experience) will be made on the basis of the baseline allocation and a 5% allocation for each Education sector

Advisors: Professional Experience

- Advisor roles for Professional Experience will attract a 30% allocation

⁴ This allocation will be monitored and reviewed in 12 months

- One Advisor (Professional Experience) will be allocated to ECE, and Secondary Education; 3 Advisors will be allocated to Primary with the allocation of programs to be determined by the Director: Professional Experience

8.4. University-Agreed Administration and Governance Allocations (UWPP cll 24.g; 68)

University-Wide Administrative Activity	Source of Allocation	Time %	Days per Week	Hours per Week
Disability Coordinators	UWPP cl 67.a	5%	0.25	1.75
University Governance Committees	UWPP cl 67.b	5%	0.25	1.75
Human Research Ethics Committee (HREC)	UWPP cl 67.c, also refer to HREC Terms of Reference	5%	0.25	1.75
Low and Negligible Risk Human Research Ethics Committee (LNR HREC)	UWPP cl 67.d, also refer to LNR HREC Terms of Reference	5%	0.25	1.75
Academic Unit Work Plan Committees	UWPP cl 67.e	2%	0.1	0.7
Senate-mandated academic unit committees or sub-committees	UWPP cl 67.f	2%	0.1	0.7
Health and Safety Representative	UWPP cl 67.g	2%	0.1	0.7
Health and Safety Deputy	UWPP cl 67.h	1%	0.05	0.35
Equity and Diversity Working Party Members	UWPP cl 67.i.i	1%	0.05	0.35
Equity and Diversity Working Party Dual SAGE – Self-Assessment Team Members	UWPP cl 67.i.ii	2%	0.1	0.7
Equity and Diversity Working Party Allocations Chairs	UWPP cl 67.i.iii	3%	0.14	1
<p>For further guidance please see Administration and Governance Allocations (UWPP cll. 66-71), that discuss the University-wide allocations for these responsibilities. (UWPP cl 69)</p> <p>Workloads for Health and Safety representatives in the School have been developed in consultation with relevant Health and Safety Committees and Campus Provosts.</p>				

8.5. School-based responsibilities

School-based Coordination Roles	
EKN Coordinator	15%
HDR Cohort Program Coordinator	10%
Refugee Actions Support (RAS) Coordinator	5%
Exceptional Teaching for Exceptional Schools (ETES) Coordinators (Primary and Secondary)	5%

9. Dispute Resolution

9.1. Disputes about Individual Work Agreements must be referred to the School of Education Work Plan Committee for resolution in the first instance.

9.2. The School Work Plan Committee must either attempt to resolve the dispute or escalate the dispute to the Dean.

9.3. The Dean must attempt to resolve any dispute referred to them.

9.4. If the dispute remains unresolved, either person may refer the dispute to the University Work Plan Committee.

9.5. The University Work Plan Committee will determine if the workload allocation process has complied with the Academic Staff Agreement 2022-2025, the University Work Plan Policy, and the Academic Unit Work Plan Policy.

9.6. Decisions of the University Work Plan Committee will be binding and final.

10. Consultation

The School of Education seeks and takes account of feedback from staff within the Academic Unit on the Academic Unit Work Plan Policy. The following groups were consulted in the development of this policy:

Group Consulted	Date of Consultation
School Work Plan Committee(1)	22/8/2024
Consultation and feedback from School Work Plan Committee on proposed changes	October 2024 November 2024
Submission to University Work Plan Committee for endorsement	28 th October 2024
E-consultation with School Work Plan Committee on changes required by UWPC and School-wide Forum	5 th December
Revised Work Plan forwarded to School for noting	12 th December
Revised Work Plan forwarded for uploading to Policy DDS	12 th December