



UniSA

Education Futures

University of South Australia
Australia's University of Enterprise

Education Futures

2024 Academic workload information

Internal document

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Vision

Transforming Education to Transform Futures

Research and teaching practices in UniSA Education Futures are responsive to complex and emergent societal challenges in learning and education. Our work is purposefully interdisciplinary and enacted through meaningful and sustained partnerships with the teaching profession, government and non-government agencies, associated organisations, and national and international communities.

Fostering respectful relationships, building strong teams, and enabling innovation is central to the Unit's approach to delivering on this vision. The Unit's workload model is a key mechanism to support staff within this context.

Education Futures Workload Principles

The following principles have informed and shaped the development of the Unit's Academic Workload Model. It is also intended that these principles inform ongoing discussion and consultations between academic staff and line managers regarding performance and any individual variations to workload allocations which may be made.

1. Allocation of Academic Workload for UniSA Education programs is in accordance with the [UniSA Academic Workload Guidelines 2019](#) and [2023 Enterprise Agreement](#) (Section 5-35).
2. Workload allocation is undertaken on an annual basis and is reasonable for the design and delivery of high-quality teaching across a range of modalities.
3. Workload allocation reflects the individual's stage of career, and career support needs (early career academic, course coordination support, research development etc.).
4. Supervision of Higher Degree Research (HDR) students is considered a research activity.
5. It is recognised that workload is subject to change throughout the year due to a range of factors (e.g., student enrolment; research outputs; strategic requests; or added administrative functions). When workload changes are required, staff will first raise with their line manager and Dean of Programs for resolution.
6. Workload calculations below apply to the majority of standard 4.5-unit courses. For non-standard courses workload allocations are determined by consultation and agreement between staff members and line managers (e.g., Enabling Program cohorts, specific accreditation requirements).
7. The indicative workload component ranges for each Academic Career Path according to the Enterprise Agreement and the UniSA Academic Workload Guidelines are detailed below.

Academic workload profile

Academic career path	Teaching	Research/ Scholarship	Administration	Total hours
Teaching and Research Academic	40% 690 hours	40% 690 hours	20% 345 hours	1725 hours
Research Academic	0%	80% 1380 hours	20% 345 hours	1725 hours
Teaching Academic	60% 1035 hours	20% 345 hours	20% 345 hours	1725 hours

*Consistent with the UniSA Academic Workload Guidelines Section 2: Academic appointments and workload profiles, individuals in research academic roles may also undertake teaching. The extent of these activities will be mutually agreed between the staff member and their line manager.

Note: Outlines of teaching, research, scholarship and administrative activities can be found in the [Academic Workload Guidelines 2019](#).

Academic workload allocations

Course coordination

Each course is comprised of a transparent 2-part allocation for Course Coordinator activities, including both:

- A base allocation; and
- A per student allocation

Both allocations consider factors that determine the course complexity, including type of teaching activities, credit value, extent of updating of teaching material required, number of other staff teaching into the course, student demographics and total enrolled students in the course.

Activity	Description	Standard Allocation
Course Coordination: 4.5 unit	<p>Reviewing, updating and developing course learning materials including assessment items (including supplementary assignments and exams) and assessment/feedback resources (e.g. rubrics and FAQ)</p> <p>Updating the learnonline course site and course outline</p> <p>Consultation with students related to the course</p> <p>Online facilitation, including moderating discussion boards and responding to students queries</p> <p>Coordinating marking and grade moderation</p> <p>Overseeing teaching activities of other staff involved with the course</p>	<p>Base Allocation</p> <p><u>Initial base allocation:</u> 60 hours regardless of course size, with equal allocation to ensure quality</p> <p><u>Additional base allocation:</u> 30 hours for courses with >300 students, recognizing the additional complexity and management resources required in relation to larger courses</p> <p>Per student allocation</p> <p><u>Per student allocation:</u> 15 minutes (0.25 hours) per student above 20 students, up to 100 students</p> <p><u>Additional per student allocation:</u> 10 minutes (0.167) per students above 100 students, noting some economy of scale with higher student numbers and commencement of the additional base allowance</p>
Course coordination allocation for courses of other unit values (e.g., 9 - and 13.5 - unit courses)		To be allocated in discussion with the relevant Program Director and Dean of Programs



Delivery of teaching

As per timetabled hours.

Preparation for the delivery of teaching activities

Preparation for the upcoming teaching activity (e.g., preparation of oneself for teaching, setting up materials, equipment, or resources, reading notes, familiarisation, etc.)

Activity	Standard Allocation	Delivery hours
Lecture	As per table 1 of the Academic Workload Guidelines 2019	As per timetable
Tutorial/Seminar	As per table 2 of the Academic Workload Guidelines 2019	As per timetable
For other teaching activities including workshops, studios and practicals	Table 3 of the UniSA Academic Workload Guidelines 2019	As per timetable

Normally, no additional allocation applies for repeat teaching activities in the same study period. If preparation is required for repeat deliveries, due to the nature of specific courses, time can be allocated as determined through the workload allocation process.

Student consultation

Consultation with students related to academic content delivered during the study period, including learning materials, resources, activities, content, and assessments. These allocations are in addition to those hours assigned for student consultation as part of a course coordination process.

Allocations for student consultation for lectures, tutorials and seminars apply for the original and any repeat deliveries within a study period as well as across multiple study periods.

Activity	Description	Standard Allocation
Lecture	Classes of up to 50 students Classes of 51-100 students Classes of more than 100 students	30 minutes 45 minutes 1 hour
	For large classes (100+ students) it is expected that the course coordinator would ensure additional appropriate avenues for student consultations are in place, including online resources such as FAQ's, additional tutorial time as part of course design, online discussion groups, etc.	
Tutorials and Seminars	Per hour of tutorial or seminar delivered	30 minutes

Other teaching activities including workshops, studios and practicals	There is no set allocation for the delivery of these other teaching activities given the nature of these activities involves substantial discussion with students during the timetabled delivery. An allocation for student consultation can be made for courses where it is determined through the workload allocation process for a particular course that student consultation time is required for workshops, studios, and practicals due to the specific nature of the course. In this case an appropriate allocation will be made for each timetabled activity.
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Note: An allocation for student consultation can be made for courses coded as workshops, studios and practicals due to the specific nature of the course. This will require approval by the Dean of Programs. In these cases, an appropriate allocation will be determined by the Dean of Programs in consultation with the Program Director and Course Coordinator.

Marking

Activity	Standard Allocation
4.5-unit course	1 hour
9-unit course	1.5 hour

Development/significant updating/redevelopment of courses

Significant changes to a course or new course developments are approved by the appropriate Dean of Programs, in consultation with the relevant Program Director(s).

Activity	Standard Allocation
Development of a new course	Up to 150 hours
Online development of an existing course	Up to 100 hours
Significant redevelopment of an existing course or part thereof	Up to 75 hours

These hours are initially allocated to the Course Coordinator but can be transferred to other academic staff who may take responsibility for the activity. Additional allocation may apply for course development of a particularly complex nature, as determined through the workload allocation process.

Supervision of Honours and Postgraduate course work projects

Activity	Standard Allocation per Student
EDUC5030 Project in Education	26 hours

Professional experience

The allocations outlined below consider the additional complexities of managing sites, supervisors and student issues while on placement.

Activity	Standard Allocation
4.5-unit course	34 hours
9-unit course	67 hours
13-unit course	100 hours

Preparation time

Preparation time is required to prepare for the teaching activity (e.g., reading) and preparing materials, resources and notes (e.g., preparing an exercise), planning activities. Adequate preparation time may vary with staff member experience; with specific teaching practices; to meet accreditation requirements; and/or the subject matter and specific requirements of the course. If adequate preparation time is provided for the initial delivery, concurrent and repeated deliveries in the same study period will not normally require additional preparation time, except as noted above.

The preparation and delivery ratios in tables 1, 2 and 3 will be used as a general guide to assist discussions, with the opportunity for the staff member and supervisor to discuss and negotiate requirements for their own context

Table 1: Preparation time per hour of lecture delivery (or first hour of a seminar, where it replaces a lecture

	Less than 1 year of University teaching experience	Early career academic (<3 years) OR first study period at UniSA	Experienced Academic
Newly created course; no existing structures	4	3	2-3
Major re-development of course required – new mode of study; significant content and assessment change	3	2-3	2
Existing course with significant change (e.g. new software or teaching technology; content and assessment changes that extend throughout the entire course	2-3	2	1-2
Standard updating; existing structures and materials retained	2	1-2	1

Table 2: Preparation time per hour of tutorial/seminar

	Less than 1 year of University teaching experience	Early career academic (<3 years) OR first study period at UniSA	Experienced Academic
Newly created course; no existing structures	2	2	2
Existing tutorial/seminar with significant change (e.g. new software or teaching technology; content and assessment changes that extend throughout the entire course	2	2	1
Standard updating; existing structures and materials retained	2	1	1

Table 3: Preparation time (in hours) per hour of workshop/demonstration/practical delivery

	Less than 1 year of University teaching experience	Early career academic (<3 years) OR first study period at UniSA	Experienced Academic
Newly created course; no existing structures	1-2	1-2	1
Existing tutorial/workshop with significant change (e.g. new software or teaching technology; content and/or pedagogy)	1-2	1-2	1
Standard updating; existing structures and materials retained	2	1	Up to 1