Academic Workload Policy and Procedures

Purpose

This policy defines the principles and framework for the allocation and management of academic workload at the Central Institute of Technology and Innovation (the Institute). It ensures workloads are distributed fairly, transparently, and equitably, allowing academic staff to effectively contribute to teaching, research, administration, and scholarly engagement in line with the Higher Education Standards Framework (Threshold Standards) 2021.

Scope

This policy applies to all academic staff employed by the Institute, including full-time, part-time, and sessional academic staff. It covers the allocation of duties related to teaching, research and scholarship, marking, preparation, moderation, administration, and service.

Related Documents

This policy should be read in conjunction with the following Institute documents:

- Code of Conduct Policy and Procedures
- Staff Performance Review and Planning Policy and Procedures
- Staff Recruitment Policy and Procedures
- Staff Complaints, Grievances, and Appeals Policy and Procedures
- Academic Qualifications and Equivalent Professional Experience Policy and Procedures

- Anti-discrimination Policy and Procedures
- Risk Management Policy and Procedures
- Workplace Health and Safety Management Policy and Procedures

All documents referenced in this policy can be accessed via the CITI website.

Definition of Key Terms

For the purpose of this Policy, the following definitions apply:

Term	Definition
Academic Workload	Academic Workload means the total hours assigned to an academic staff member over the working year, inclusive of teaching, research, administrative, and scholarly duties.
Teaching Load	Teaching Load means the portion of workload devoted to direct student instruction, including lectures, tutorials, and seminars.
Scholarly Activity	Scholarly Activity encompasses both discipline-based research and the Scholarship of Learning and Teaching (SoLT).
Moderation	Moderation means the process of ensuring consistency and quality in assessment marking.
Unit Coordination	Unit Coordination means the administrative responsibility for the delivery and quality of a unit, including reporting and engagement with governance processes.
Threshold Standard	Threshold Standards means the Higher Education Standards Framework (Threshold Standards) 2021 set by TEQSA, which outline minimum requirements for Australian higher education providers.

Policy Principles

The Institute is committed to ensuring workloads support and enable:

1. **Academic Quality:** Workload allocation supports high-quality teaching and student outcomes. (Domain 1 – Student Participation and Attainment).
2. **Equity and Transparency:** Allocation is fair, consistent, and clearly documented. (Domain 6 – Governance and Accountability).
3. **Scholarly Engagement:** Adequate time is allocated for research and scholarship to support innovation and course improvement. (Domain 3 – Teaching).
4. **Compliance:** Workload allocation supports compliance with institutional policies, including moderation, assessment, and curriculum review. (Domain 5 – Institutional Quality Assurance).
5. **Professional Development:** Workload includes time for academic development, mentoring, and governance engagement. (Domain 6 – Governance and Accountability).
6. **Work-Life Balance:** Supports sustainable and reasonable work expectations. (Domain 7 – Representation, Information and Information Management).

Policy Statement

1.   Academic Workload (Ongoing)

The Institute recognises that academic roles encompass a balanced commitment to teaching, research and scholarship, academic service, and administrative responsibilities.

1.1   To support high-quality outcomes and professional growth, a standard annual workload of 1,824 hours is applied for ongoing academic staff (full-time equivalent), based on a 48-week work year.

1.2   This workload is distributed across the following components to ensure an equitable and transparent balance between core academic functions

(Table 1). This framework applies proportionally to part-time staff based on their full-time equivalent (FTE) status.

1.3   Adjustments may be made to reflect specific role requirements or agreed responsibilities, but any variation must maintain the integrity of workload principles, ensure compliance with academic standards, and support the staff member's career development and wellbeing.

Table 1 Academic Workload Model

Component	Annual Hours	Percentage	Average Weekly Hours
Teaching	437.76	24%	9.12
Preparation	273.60	15%	5.70
Marking	164.16	9%	3.42
Moderation	109.44	6%	2.28
Other Administration	109.44	6%	2.28
Research and Scholarship	729.60	40%	15.20
Total	1,824	100%	38.00

2.   Unit Allocation (Ongoing Roles)

Academic staff employed in ongoing roles (full-time or part-time FTE) are typically allocated responsibility for approximately 12 units per year (or pro rata for part-time staff).

2.1   This teaching allocation aligns with the broader workload model, which ensures that time is also dedicated to unit preparation, assessment and moderation, research and scholarship, professional development, and institutional service.

2.2   Unit allocations are determined in consultation with academic staff and may take into account:

2.2.1   Expertise and disciplinary specialisation.

2.2.2   Student enrolment numbers and delivery modes (e.g., face-to-face, online, hybrid).

2.2.3   Equity in the distribution of teaching, including across introductory, core, and advanced units.

2.2.4   The complexity and development requirements of new or revised units.

2.2.5   Opportunities for scholarship-informed teaching and curriculum innovation.

2.3   Where practicable, units will be distributed across the academic calendar (e.g., across blocks or teaching periods) to promote manageable workloads and support ongoing engagement in scholarly and institutional activities.

2.4   Care is taken to avoid clustering of teaching responsibilities that may hinder an academic's ability to participate fully in research and scholarship, academic governance, and continuous professional development.

2.5   The allocation of units will be reviewed annually and adjusted as needed in accordance with changes in enrolment patterns, curriculum structure, or staff roles and availability.

2.6   All decisions regarding unit allocation will be made transparently and equitably, in line with the principles of academic quality, staff wellbeing, and institutional effectiveness.

3.   Unit Allocation (Sessional Staff)

Sessional academic staff are engaged to deliver teaching and associated academic activities on a per-unit basis.

3.1   While they are not subject to the full academic workload model applied to ongoing staff, the contracted duties of sessional academic staff are expected to cover key components of unit delivery, including face-to-face

teaching, preparation, marking, and administration (such as participation in meetings and completion of required documentation).

3.2   For a typical 36-hour unit, the expected workload allocation for sessional staff may include items outlined in (Table 2).

3.3   Sessional workload allocations are reviewed prior to the commencement of each teaching period and are expected to ensure fairness, transparency, and clarity of expectations, while also supporting the delivery of high-quality learning experiences for students.

Table 2 Sessional Workload Model

Component	Indicative Hours	Description
Face-to-Face Teaching	36 hours	Scheduled lectures, tutorials, or workshops with students.
Preparation	36 hours	Includes class planning, creating learning materials, and review of resources.
Marking and Assessment	24 hours	Includes grading assessments, providing feedback, and entering results.
Consultation	12 hours	Includes dedicated advertised on campus and/or online weekly consultation times.
Administration	12 hours	Includes moderation meetings, responding to student queries, and admin tasks.
Total Estimated Hours	**120 hours**	

3.4   These figures are indicative and may be adjusted depending on the complexity of the unit, assessment load, and delivery mode (e.g., blended or fully online). Additional allowances may be made where sessional staff are required to:

3.4.1   Develop new learning resources or revise outdated materials.

3.4.2   Participate in external moderation and benchmarking, course review, or course-level meetings.

3.5 All sessional engagements must be outlined clearly in the letter of offer and contract of engagement, specifying the total hours to be paid and the breakdown of duties, in accordance with relevant employment legislation and awards.

3.6 Sessional workload allocations are reviewed prior to the commencement of each teaching period and are expected to ensure fairness, transparency, and clarity of expectations, while also supporting the delivery of high-quality learning experiences for students.

4. Repeat Class Delivery (Sessional)

Where a sessional academic is engaged to deliver multiple classes of the same unit (e.g. two or more tutorial or lecture groups for the same subject), the total workload hours may be adjusted to reflect reduced time requirements for preparation and administration.

4.1 While face-to-face teaching hours are fully counted for each additional class delivered, it is recognised that preparation and administrative activities do not need to be duplicated in full.

4.2 The following indicative reductions may be applied:

4.2.1 Preparation: For each additional instance of the same unit, preparation time may be reduced by up to 50%, depending on whether materials are reused with minimal changes.

4.2.2 Administration: Administrative time (such as attending coordination meetings or completing reports) may remain constant or be marginally increased (e.g. by 1–2 hours) for repeat delivery, depending on class size and assessment load. For example, if a sessional staff member delivers two tutorial streams of a 36-hour unit:

- Face-to-Face Teaching: 72 hours (36 hours x 2 classes)
- Preparation: 54 hours (36 hours + 50% of 36 hours)
- Marking: 48 hours (assuming twice the number of students)

- Administration: 14 hours (baseline 12 hours + 2 hours)

4.3   These adjustments will be considered when confirming workload in the sessional contract and must align with institutional policy and applicable workplace agreements. Noting that contracts may change to reflect industry legislation.

4.4   The goal is to ensure that sessional staff are fairly compensated while maintaining efficiency and quality in teaching delivery.

Procedures

The following procedures apply to this Policy.

1.   Workload Planning

1.1   Annual academic workload plans will be developed collaboratively between the academic staff member and the Dean.

1.2   These plans will align with the Institute's Workforce planning, Policies and Procedures, and approved teaching timetables to ensure consistency, transparency, and operational effectiveness.

1.3   Workload planning will take into account the individual's employment fraction (FTE), contract type (ongoing, fixed-term, or sessional), and core responsibilities, including teaching, scholarship, research, supervision, administration, and institutional service.

1.4   Planning will reflect the Institute's academic calendar and teaching period structure.

2.   Allocation Guidelines

Workload allocation will be guided by the Academic Timetable and scheduled across the teaching periods to avoid clustering and ensure sustainable workloads. Workload

components will be allocated based on the principles of equity, transparency, and academic quality, and may include the following categories:

2.1   **Teaching:** Includes all delivery modes (face-to-face, online synchronous/asynchronous, blended) and reflects time in class and equivalent preparation/delivery in digital formats.

2.2   **Preparation:** Encompasses design and development of unit materials, learning activities, and teaching resources.

2.3   **Marking and Assessment:** Covers assessment grading, the provision of timely and constructive feedback, alignment with rubrics, and moderation processes.

2.4   **Moderation and Quality Assurance:** Includes internal and external moderation, review of assessment tasks, benchmarking, and compliance with academic integrity processes.

2.5   **Other Administration:** Encompasses responsibilities such as unit coordination, student consultations, meetings, academic advising, and record-keeping.

2.6   **Scholarship and Research:** Includes discipline-based research, scholarship of learning and teaching (SoLT), curriculum renewal, and participation in research or scholarship communities.

3.   Review and Adjustment

3.1   Workload plans will be reviewed at least twice per year—typically prior to the start of each primary teaching period—to ensure that allocations remain fair, achievable, and aligned with institutional priorities.

3.2   Adjustments may be made in response to changes in enrolment, staffing, unit offerings, leave arrangements, or emerging institutional needs. Any changes must be documented and approved by the Dean.

4. Dispute Resolution

4.1 In the event of a disagreement regarding workload allocations, staff members should first discuss the matter with the Dean. If the issue cannot be resolved at that level, it may be escalated to Human Resources.

4.2 Should further resolution be required, the matter may be referred to the Chief Executive Officer for review and final determination, in accordance with the Staff Grievances, Complaints, and Appeals Policy and Procedures.

5. Responsibilities

5.1 **Board of Directors:** Ensures oversight of the policy framework and alignment with strategic goals.

5.2 **Chief Executive Officer:** Provides institutional leadership and ensures adequate resourcing for academic work.

5.3 **Dean:** Approves and manages individual workload plans; ensures compliance and balance across academic staff.

5.4 **Learning and Teaching:** Monitors teaching quality and workload impact on learning outcomes; supports professional development.

5.5 **Quality and Compliance:** Ensures policy adherence and alignment with TEQSA and the Threshold Standards.

5.6 **Academic Board:** Reviews academic quality and workload trends as part of governance and quality assurance.

5.7 **Academic Staff:** Participate in planning and manage their workload responsibly; engage in all required activities.

Related Legislation

This policy should be read in conjunction with the following related documents:

- Higher Education Standards Framework (Threshold Standards) 2021
- Australian Qualifications Framework
- Corporations Act 2001(as amended) (Cth)
- Public Governance, Performance and Accountability Act 2013
- Financial Management Act 1997 (Cth)
- Higher Education Industry - General Staff - Award [MA000007]
- Higher Education Industry - Academic Staff - Award [MA000006]

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