**Research allocation.**

With regard to research and scholarship time, academic staff at LHU are on one of two types of contracts: T&R contracts include 450 hours for research and scholarship; T&S contracts (and Professional tutor contracts) which include an allocation of 150 hours for scholarship.

Our working assumption is that 150 hours of scholarship time can be found during the 24 weeks of teaching. As professionals, colleagues will allocate this time themselves. But free periods, afternoons and full days when there are no other demands on time, for example, are when these hours can be taken. In broad terms 7 hours a week during term time means 7 X 24 = 168 hours.

For those on T&R contracts they have 150 hours for scholarship (as above) but an additional 300 hours for research.

We suggest that, at the end of each academic year HoDs identify where these 300 hours can be found. We recognise that different Schools will have different patterns of work and research will take place in various ways. But here are two different examples (from academic year 2022/23) which give an indication of how these hours *may be* identified (*these are from this year and do not set any precedent over future work patterns!).*

Using academic year 2022/23 as our ‘case study’, the additional hours could be found as follows:

1. **Example A. The School of Social Sciences.**

**This is a general guide to when research time is available. Of course, if you have an external contract, or deadline to meet, you can, in discussion with the Head, shift time to have a greater block of research time to meet deadlines. But for general guidance, here is our times available for research.**

1. September – Thurs 1 Sept- Fri 16 Sept – 12 days – 84 hours available (but approx. 2.5 days required for marking and reassessment boards) so 9.5 days and 67 hours for research
2. 7-11 November (reflection week) 5 days – 35 hours (minus 5 hours for student drop in)
3. 12-16 December (reflection week) 5 days – 35 hours
4. 3-6 Jan (non-teaching) 4 days – 28 hours
5. 6-10 Feb (reflection) – 5 days – 28 hours (minus 5 hours for student drop in)
6. 13-17 March (reflection) – 5 days – 28 hours (minus 5 hours for student drop in)
7. 3-17 July (between exam boards and graduation) – 11 days – 77 hours

We note that the academic year will change each year (and for next academic year the start date is earlier). We would have to ensure reassessments and exam boards were covered in early September.

This amounts to 41.5 days of research (283 hours).

**Thus 283 identified research hours, plus 168 hours ‘scholarship’ = 451 hours**

1. **Example B. School of Mathematics and Engineering**
2. September: 10 days (70 hours)
3. 7–11 November (reflection week): 4 days (28 hours)
4. 12–16 December (reflection week): 4 days (28 hours)
5. 3–6 January (non-teaching week): 4 days (28 hours)
6. 6–10 February (reflection week): 4 days (28 hours)
7. 13–17 March (reflection week): 4 days (28 hours)
8. July: 10 days (70 hours)
9. Additional hours are ‘flexible’ to fit in with staff and School needs

**USET recognises a number of elements that are required to make this work.**

First, there will be no single pattern across the University. Teaching times are different (eg in teacher training in the School of Education), research is conducted differently in varying subject areas etc. Hence it is incumbent on Head of Schools/Departments to identify the weeks/days that could be allocated to research to suit their School/Department priorities and the needs of colleagues.

Second, in general during key research weeks the Schools/Departments should try to avoid booking in School meetings. If Schools identify days or particular weeks as appropriate for research, they should not book in meetings.

Third, as Schools will set these research times to suit their needs we cannot guarantee there wont be a clash with University level meetings.

Fourth, the end of August and the beginning of September coincides with reassessment periods, marking and progression boards. These have to be covered!

**Two further points are raised by the above.**

First, as professionals, staff are expected to manage their own time for research. The university/Schools will identify times which will primarily be allocated to research, but staff may want to ‘swap’ research time for periods in August (nominally allocated to holiday).

Second, the clear identification of research time by Schools will be tied to agreed research output expectations. These should be agreed at annual reviews.