

Imperial's School of Public Health (SPH) Workload Allocation Model (WAM) Policy: Working Group Report

This document outlines the work done by the SPH WAM working group to support the design of the SPH WAM policy (Version 1.0, September 2026).

WAM-WG co-chairs: Anne Cori, Henock Taddese

WAM-WG members (in alphabetical order): Leon Barron, Sungano Chigogora, Katie Davis, Majid Ezzati, Neil Ferguson, Filippos Filippidis, Matthew Harris, Stuart Hofer, Susan McBride, Lucy Okell, Anita Patel, Fred Piel, Anna Szajda, Jo Tite, OJ Watson

The work presented here also built on discussions, consultations, and feedback from many colleagues not listed here.

Table of contents

1. Background, remit, and overview	2
2. Insights from other workload allocation models	3
3. Assessing non-research workload components in SPH	10
3.1. Education contributions	10
3.1.1. Education role profile descriptors	11
3.1.2. Value of Teaching data analyses.....	12
3.2. Institutional contributions	16
3.3. Other contributions	19
4. Special cases: planning for and returning from long leave.....	22
5. Future work	23
6. Appendix: TRAC activities.....	24

1. Background, remit, and overview

The 2024 SPH strategy review for education highlighted the need to enhance equity and transparency in how educational contributions are allocated and recognised across SPH. Meeting this objective requires a quantitative assessment of current education contributions, and the development of a policy guiding the allocation of education responsibilities in the future. This work will also inform strategic decisions regarding the future development and potential expansion of SPH's education offer.

Workload allocation models (WAMs) provide a structured approach to measuring, recognising and allocating work contributions. They are used across the higher education sector, including in a couple of departments at Imperial. Their function is to promote clarity and fairness in workload distribution while preserving flexibility and autonomy in how individuals carry out their work.

This initial version of the SPH WAM policy focuses on the research and academic job families, whose roles typically encompass research, education, and service commitments, without clear guidance on how these activities should be balanced. The model may in future be extended to additional job families where appropriate.

This supplement documents the evidence gathered and analyses undertaken by the SPH WAM Working Group to inform development of the SPH WAM Policy. It should be read alongside the Policy itself, which sets out the agreed principles, expectations, governance arrangements and implementation processes. This document focuses on the evidence base, consultations and analyses that informed those decisions.

The SPH WAM working group defined six work packages which have informed the WAM policy:

- WP1: Review of other workload allocation models
- WP2: Evaluating SPH education contributions
- WP3: Evaluating SPH institutional contributions
- WP4: Evaluating other SPH contributions
- WP5: Going on and returning from long leave
- WP6: Improving SPH departmental culture regarding education

The rest of this document summarises the findings of each working group.

2. Insights from other workload allocation models

Key findings and implications

- No standardised workload allocation model (WAM) exists across higher education institutions; substantial variation exists in scope, structure and tariffs.
- Most models aim to improve equity, fairness and transparency but differ considerably in implementation.
- More mature models combine prospective workload allocation with retrospective workload monitoring.
- Educational leadership roles and activities are inconsistently defined and valued across models.
- Early-career staff frequently receive specific workload protections or developmental allowances.
- These findings informed SPH's emphasis on transparent tariffs, clear role descriptions, flexibility and regular review.

Overview of models reviewed and how this has informed our approach

In total, 13 Workload Allocation Models (WAM) were reviewed, comprising 12 UK-based institutions and one institution from the United States. Among these, two internal Imperial WAMs (from the Departments of Chemistry and Engineering) were examined in detail. While the identities of four external institutions were anonymised, their model structures and assumptions were included in the analysis.

No identical WAM structure was identified across institutions. All models sought to capture activities broadly characterised as (a) **education**, (b) **research** and (c) **administration (or institutional roles)**, but the relative weighting and categorisation of these activities differed substantially. External WAMs were implemented at different organisational levels, including institute-wide frameworks (e.g., LHSTM, operating as a teaching-only WAM), faculty-level models (e.g., King's Faculty of Medicine) and department-level approaches (including those at Imperial). These structural differences informed the SPH approach by highlighting the importance of local context and institutional mission in WAM design.

Principles of engagement and WAM design

Where documentation was available, staff engagement was a core feature of WAM development. Most institutions adopted consultative approaches, including the establishment of independent steering or working groups to shape model design, review assumptions, and prioritise activities. While motivations for implementing a WAM varied, a shared rationale was the need to quantify contributions across education, research and administration to enhance **equity**, **fairness** and **transparency**, alongside supporting financial reporting and strategic oversight. In further discussion held with some institutions, it was highlighted that the WAMs were just one aspect of a broad effort

to enhance quality of educational provision – thereby including plans for staff capacity building and feedback mechanisms for marking and teaching work.

More detailed and mature models tended towards an '*Allocation and Load*' approach, where line managers, in discussion with colleagues during departmental meetings or during Annual Review Conversations (ARCs), allocated the annual education and administrative workload as a fundamental baseline, with research and any external contributions taken into account and adjusted/balanced as necessary (i.e., the '*Allocation*' component). The expectations for teaching hours varied considerably across the WAMs reviewed and tariffs were all different. Different job roles were allocated different workloads (e.g., education-only staff versus research-only staff and mixed roles). In teaching-heavy institutions, time allocations to education were generally high (e.g., 621 - 932 annual hours, stated as equivalent to 33 % - 50 % FTE regardless of job family in a University of London WAM). Others had no time allocation expectation (e.g., King's), but broadly in research intensive institutions, time allocations for education varied widely too, from as low as 154 hours (10 % FTE for teaching assistants/fellows at LHSTM) to 851 hours (non-early career learning and teaching contract staff at a Scottish HEI).

Several WAMs also included a survey of staff at a defined timepoint in the year (usually later in the second or the third term) where they were asked to report their workload hours across each area (i.e., the '*Load*'). Defined tariffs for different activities are implemented to calculate the overall load, but the survey also accounts for changes that occurred during the academic year due to any changing demands, roles, staff absence or strategic developments. Using the [King's Education Database](#) as an example, metrics are centralised and visible by the individual user through an anonymised electronic system. Quantified contributions within each activity area (education, research and administration) are reported after a process of five stages ranging from (a) pre-opening system development/testing, (b) invitation of staff self-reports, (c) independent verification with module/programme leads, (d) user comments/agreement and (e) the final anonymised report accessible by all registered staff. Final metrics reported on the database are compared to mean and interquartile ranges for other staff members within their faculty. This also included a projection for research income for the coming year and how this aligns with faculty-wide metrics. These contributions are used as verified evidence in probation and promotion applications.

Lastly, in the main, PhD students or postdoctoral research associates are not included as a default expectation in WAMs, unless requested by the individual or whether specified as part of their contract. In one WAM in Scotland, the allocation of education activities to early career staff was adjusted to include time to allow completion of a part-time postgraduate qualification in education, usually over two years.

Variety in approaches and tariffs

Educational activities were valued differently at each institute, including the implementation of tariffs. An example of four of the most detailed WAMs are shown in the Table 2.1 below that illustrates this. In the main, 'core' educational activity such as lectures, tutorials, workshops, seminars, practical/clinical sessions and assessment were all accounted for across WAMs, but with different tariffs applied. Preparation time was included for each hour taught and between 1-3 fold the timetabled contact time allocation. Online synchronous/asynchronous and/or distance learning classes were included and tariffs applied accordingly. PGT project supervision is also a core element of most WAMs, but again varied widely in the application of tariffs. These depended on the Higher Education Qualification Level, numbers of registered students, the length and type of project. In all cases, the WAMs did not include PhD student supervision as an educational activity and was classified as research. Contributions as secondary and tertiary (and more) supervisory roles have been included in some models. Considerable inconsistency was observed for some educational activities, which were classed as administration instead. For example, the following tasks were inconsistently characterised as education or not accounted for at all: programme/module leadership; admissions tutor; short course/MOOC organiser; staff-student committees; exam board membership/chair positions; PGR progression committees/vivas and professional software development. Details surrounding the application of tariffs for assessments was inconsistent. Some very detailed models allocated tariffs based on the Level, allocated credits, by the number of students, quantity and size of the assessed component (e.g., 1000-10,000 word dissertations).

Table 2.1. Comparison of four detailed WAMs at UK institutions

	LHSTM	King's	UoL (anon)	HEI, Scotland (anon)
Staff Type Allocation				
Time allocation	154hr FTE 10 % for Teaching assistants/Fellows	n/a - benchmarked to school reported average +/- SD	932hr (50 % of 1.0 FTE) for teaching / education contracts (60:40:20=120 points)	ECRs: Research & Teaching = Yr 1-3 = 154 - 464hr); Learning & Teaching Track = Yr 1-3 = 154-619hr
Time allocation	231hr FTE 15 % for Academic Staff/Professorial Grades	n/a - benchmarked to school reported average +/- SD	621hr (33 % of 1.0 FTE) for research and teaching contracts (40:40:40 = 120 points)	Non-ECRs: Research & Teaching = 309 – 619 hr Learning & Teaching Track = 542- 851 hr
Contact Delivery Activity				
Lecture (in person)	hrs x2 prep added	hrs x2 (UGT); hrs x 3 (PGT)	YES +prep	Hrs x 3
Seminar/Tutorial/WS/Skill	hrs x1 prep added	hrs x1 hr prep	YES +prep	Levels 1-2 hrs x 2.5; Hon and MSc hrs x 3
Practical/Lab	hrs x 1 prep added	hrs x1 hr prep	YES +prep	Levels 1-2 hrs x 2.5; Hon and MSc hrs x 3
Online Teaching	NO	hrs x 1 hr prep	YES +prep	As per contact lecture
Tutoring - FT	12	5 h per student	NO - part of admin WA	No
Tutoring - PT	6	5 hr per student	NO - part of admin WA	No
Support for Study Meetings	NO	2 hr per meeting	NO	Yes – 0.5 hr per class
Project Supervision	20	1 Credits - 1 hr; 60-90 Credits - 60 hr; 120-135 Credits 80 hr	YES	Level 4 + WP = 27 h; MSCi = 44 h; MSc (13 wks) = 15.5h
Lab Project Supervision	60	As above	YES	YES 14 h (+ other)
Placement Supervision Term	NO	15		As above
DL Project Supervision	YES	As above	YES	As above
DL Interactive	YES	As Above	YES - part of assessment	As above
PGR supervision	NOT EDUCATION	NOT EDUCATION as of 2024, <2024 1st 45 h (FT); 2nd 30h; 3rd 15h; 4th 10h	NOT EDUCATION - part of admin	NOT EDUCATION – each student is 120 h/FTE student (max = 6) divided between superv's

Leadership Activity

Programme Directorship	YES	<75 students 160 h; >75 students 200 h	NO - part of admin WA	
Content Director/Developer	YES	NO	YES	YES hrs x8
Professional Software Development	NO	NO	NO	YES 3 x hrs
Short Course/MOOC Organiser	YES	NO	NO	YES 200 h design/dev Delivery 15 h
Project Module Coordinatorship	prog specific	40 - 403 h (#students 10-900, #credits 15-40+)	NO - part of admin WA	-
Module Organiser	60 h	40 - 403 h (#students 10-900, #credits 15-40+)	NO - part of admin WA (121.5 h + 27.5 h for double teaching)	-
Exam Board Chair/Deputy	48 h	1-19 students 30 h 20-39 students 50 h 40+ students 70 h Distance 180 h	NO - part of admin WA	-
Exam Board Member	7 h	1-19 students 30 h 20-39 students 50 h 40+ students 70 h Distance 180 h	NO - part of admin WA	-
Programme Committee Member	9 h	prog specific	NO - part of admin WA	-
Admissions Tutor	-	1-19 students 40 h 20-39 students 60 h 40+ students 80 h	NO - part of admin WA	-
Admissions Interviews	-	1-4 h per session + User defined	NO - part of admin WA	-
Staff-Student Liaison Committee	-	10 h	NO	-
PGR Progression Committee	-	Chair 5 hours; Member 3 hours	-	-

Assessment

Project Marking	1st =4 h, 2 nd =3 h	14 Assessment types: 15 min (essay Levels 0-5) - 4 hours (10k word dissertation)	YES	2 h per student
Objective Structured Clinical Exam (OSCEs)	-	4 h/session	-	-

Assessment Marking & Feedback	1st 1.5 hrs, 2nd 1 hr	14 Assessment types: 15 min (essay Levels 0-5) - 4 hours (10k word dissertation)	YES	YES Coursework 10-15 min per credit x students Exam 20 h/course + 2-4 min/student (10/20 credits)
Formative Marking & Feedback	-	-	YES - part of assessment (13h = 1 point)	-
Assessment Setting	prog specific	-	YES - part of assessment	YES 45 min/credit
Moderation	YES	-	YES - part of assessment	Course coordinator (5 h)
Development	prog specific	-	-	-
Additional Prep	YES	-	-	-
DL Project Marking	YES	-	YES	NO/As above
PGR Upgrade Vivas	-	4 hours/student	YES	-
Teaching with an external body as part of partnership	-	NO	YES	-

Internal WAMs at Imperial

Within Imperial, the WAM implemented at the Faculty of Engineering (FoE) is one of the most detailed and has been active since 2021. Documentation exists detailing the principles of (a) the WAM itself (i.e., its construction and transparency) and (b) the Task Allocation and Scheduling. Its aims are:

1. *To support leaders in ensuring an equitable, reasonable and transparent allocation of academic work and hence improve staff wellbeing and motivation*
2. *To provide a tool to help leaders to monitor the portfolio of tasks undertaken in their departments and feed into strategic planning*
3. *To improve quality and impact of work undertaken whilst developing an empowering, supportive and flexible work environment*

Time allocated to teaching tasks are designed to be realistic and erring on the side of generous. Models do not quantify research or commercialisation activities nor external commitments. Models are constantly reviewed and consultation with staff is an ongoing process to meet Aim 1. The FoE WAM is only intended as a forward-looking process, not intended to reward previous activities (i.e. an *Allocation* only model). This is not in line with the external WAMs that generally operate a combined *Allocation and Load* model design. Tasks are allocated by the departmental leadership taking into account the individual's role, special circumstances, career stage and development. Line managers are consulted. Adjustments are made for new starters and early-career staff including time to allow completion of induction and/or training (e.g., PG certificates in Higher Education, etc). The allocation of time across departments is not consistently based on a fixed number of hours or %FTE split. Dept of Earth Science Engineering stipulate a 200-220 h/year expectation, whereas Dept. Bioengineering has an expectation of 30% FTE load for teaching, 40% for research and 30% for administration. Dept. Aeronautics ring-fence time for research at 50% and the aspiration that all staff to be within 70-90% of time allocated to them for teaching and administration.

The second model at Imperial that was reviewed was that of the Dept. Chemistry. This model is similar to the FoE model. Importantly, a cap exists depending on the staff roles (i.e., 0.3 teaching "FTE" for research fellows, 1.0 teaching "FTE" for academics, 1.5 teaching "FTE" for Teaching Fellows). It is not a mandatory requirement for postdoctoral research associates to teach, but it is encouraged. The teaching "FTE" definition is based on the timetabled hours for all programmes in the department divided by the number of staff expected to teach. Therefore, this teaching "FTE" changes regularly. In general, this WAM is implemented annually in a set order, beginning with core teaching activity (HoT led). Next, is core research (PI led), then pedagogy (HoT led including course development/teaching innovation), then "valve" activities (HoD and Line Manager led, including programme leadership, theme leads, seminar coordinators, mentoring, etc.). These activities all constitute one classical definition of FTE, i.e., the number of contracted working hours per year in total. All extra-curricular activities (PI Led) including non-governmental advisory boards, non-College approved centres, placements, etc., are considered additional to the FTE, similar to the DoE model.

Implications for implementation of the SPH WAM

The review identified a series of issues that required consideration during the design of the SPH WAM, including which activities should be included, how education and institutional contributions should be balanced, how different staff groups should be treated, and how tariffs should be assigned. These considerations informed the SPH WAM Policy and the associated tariff framework.

3. Assessing non-research workload components in SPH

Key findings and implications

- No comprehensive system currently exists for recording education and institutional contributions across SPH.
- Available data suggest that recorded education contributions are highly heterogeneous across individuals, with a small number of staff contributing a large proportion of education activities.
- Recorded education contributions among academic staff are, on average, substantially below expectations.
- Institutional responsibilities are concentrated among a relatively small proportion of staff.
- Existing systems do not adequately capture several important forms of academic citizenship, service, mentoring, outreach and other contributions that support SPH's missions.
- Together, these findings highlighted the need for a transparent and consistent framework for recognising and allocating education and institutional contributions across SPH, directly informing the development of the SPH WAM policy and tariff framework.

3.1. Education contributions

This work package focused on understanding the scope and distribution of current educational contributions across SPH and developing a framework for measuring and recognising educational leadership roles and activities.

3.1.1. Education role profile descriptors

Key findings

- Existing education roles lacked a standardised framework for describing responsibilities and associated workload.
- Role descriptors were developed through consultation with role holders and the Education Committee, to enhance consistency and transparency regarding expectations.
- Associated tariffs were developed to reflect the estimated workload associated with each role.

Education role profiles were developed through a structured and iterative process, led by the SPH Education Committee. Using a template developed for WAM, initial drafts were produced to reflect the range of responsibilities undertaken to support learning, teaching, assessment, and educational leadership in SPH. These drafts drew on existing education Faculty of Medicine role outlines and were compiled with involvement from a selection of current role holders.

Following this, the committee undertook a series of focused discussions to refine the scope, expectations and relative workload implications associated with each role. Members reviewed current educational activities across programmes to ensure that profiles represented operational practices and were adaptable across programmes. Final profiles were agreed collectively by the Committee, ensuring consistency and transparency in how educational responsibilities are defined and recognised.

A full list of education roles captured by the WAM is available on the [WAM webpage](#), with corresponding [role descriptions](#) and [tariffs](#). These are expected to evolve over time and may therefore differ from the table below.

Table 3.1 presents the tariffs allocated to each role **as of July 2026**. We note that in many cases, these tariffs (which reflect consultation with current role holders and the Working Group's assessment of the time required to undertake these responsibilities within SPH) exceed existing Faculty of Medicine tariffs (as of July 2026).

Table 3.1: Tariffs (equivalent yearly hours) allocated to SPH education roles as of July 2026. The latest table of WAM tariffs can be found on the [WAM webpage](#).

Role	Tariff (in yearly hours)
Department-Senior Tutor (PGT)	925 for combined role
Department-Senior Tutor (PGR)	
Department-Director of Education	600
Department-Director of PG Studies (PGR)	300
Department-Director of PG Studies (PGT)	450
Department Disability Officer	300
Programme Director/Organiser*	300 / 1000
Admissions Lead (PGT)	160
Department-Section Representative (PGR) - Dept Coordinator	60
Module lead**	50 (5 ECTs modules) 60 (10 ECTs modules)
Academic Skills Lead (PGT)	60 (as for 10ECTS module)
Academic Support Group Lead (PGT)	25
Programme-Chair of the Board of Examiners	25
Master's project supervision	30
Master's project marking	4
Marking	Manually set
Admissions	Manually set

* currently these are recorded as a unique role in Value of Teaching data (see next section) but the SPH Education Committee and WAM working group split these into two separate roles with distinct tariffs, to reflect current practice. In the analyses in the next section we used a tariff of 300 hours.

** For simplicity, in the analyses in the next section we used a single tariff of 55 hours across modules.

3.1.2. Value of Teaching data analyses

Key findings

- Approximately 27,000 annual equivalent hours of SPH educational activity were recorded in each year analysed.
- Contributions were highly unevenly distributed across individuals.
- Average recorded educational contributions from academic staff were substantially below expectations.
- Many research staff had no recorded teaching activity.
- Existing data systems incompletely and imperfectly capture educational contributions, particularly undergraduate teaching and shared activities.

Method and caveats

The Value of Teaching (VoT) data for 2022-23 and 2023-24 were analysed (with analyses performed in March 2026), in conjunction with a list of SPH staff from September 2025, to provide an overview of the current contributions of SPH staff to education. The following caveats should be considered when interpreting these results:

- Analyses were performed **per person and not per FTE** (data on FTE exists and future work could focus on analyses per FTE).
- We have allocated full tariffs for each individual even for roles and activities that are shared across multiple individuals.
- The only activities accounted for were those:
 - o recorded in the VoT
 - o and for which an equivalent yearly hours was available (either directly recorded in the VoT data, e.g. for admissions or marking, or calculated based on the weights shown in Table 3.1, e.g. for module leading).
- Note the VoT data **only record postgraduate teaching** and so undergraduate teaching is not currently captured (although it seems to make up only a small fraction of all SPH education activities).
- Because VoT data was only shared by name and not CID, it is possible that some staff have multiple records (although we have matched those where possible e.g. when last name matches and first name has been shortened). Original VoT contains CID and so in the future any analyses should use this to ensure appropriate allocation of education contributions to individuals.
- The staff list used is from 2025 and so certain individuals contributing to teaching in 2022-23 or 2023-24 may not appear in that staff list if they have since left. They would appear under “other”, as would students and individuals external to SPH.
- All results are presented in yearly equivalent hours. Those were calculated using the weights shown in Tables 3.1 (for roles) and 3.2 (for activities).
- For the purpose of this WAM working group, we focused mostly on staff in academic and research families.

Table 3.2: Tariffs (hours) allocated to SPH education activities as of July 2026. The latest table of WAM tariffs can be found on the [WAM webpage](#).

Activity	Tariff (in hours)	Source
Contact hours (Lectures, practicals etc.)	Actual hours x3 (to account for preparation time)*	Review of other WAMs + Survey of selected SPH staff
Admissions	Multiple of the number of candidates assessed	As recorded in VoT data
Marking	Variable depending on the type of assessment marked	As recorded in VoT data

* At the moment we do not differentiate among those, e.g. creation of new courses vs delivering a lecture already given in the previous year. Future work should explore how to fairly recognise those differences.

Results

The yearly total SPH education contribution recorded in the VoT data was **~27,000 equivalent hours in both 2022-23 and 2023-24**.

About **45% of the total hours are contributed by academic staff** (48% in 2022-23, 42% in 2023-24), and **~25-30% by teaching staff** (24% in 2022-23 and 29% in 2023-24, Figure 3.1). The remaining ~25-30% is split between research staff and “others”, who contributed 9% and 19% of total hours respectively in 2022-23 and 14% each in 2023-24. The higher contribution of “others” in 2022-23 could be due to staff turnover, as the staff list used is from September 2025 and one would expect a larger fraction of contributors to education in 2022-23 to no longer be SPH staff in 2025.

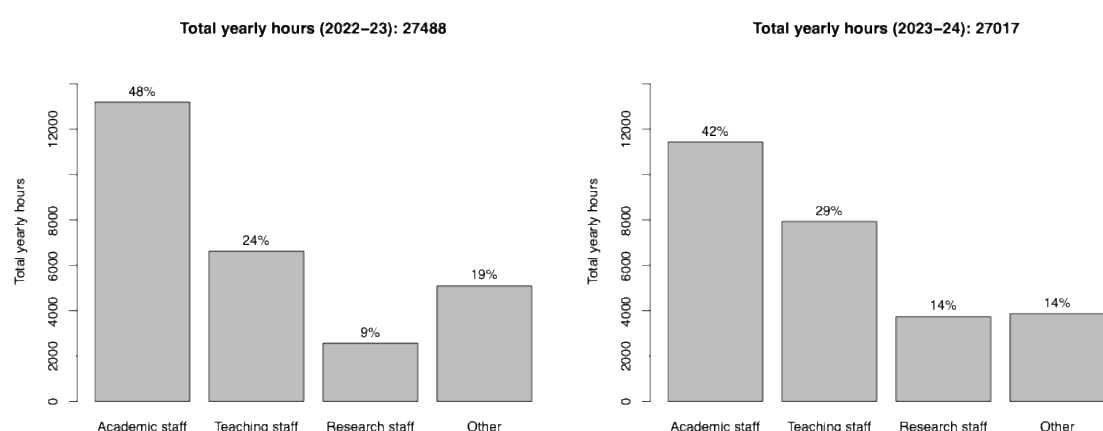


Figure 3.1: Distribution of SPH education contributions across job families. The figure shows the total number of hours recorded in SPH VoT for 2022-23 (left) and 2023-24 (right), and how it is distributed across job families. Academic staff includes Lecturers, Senior Lecturers, Readers and Professors and equivalent new denominations i.e. Assistant and Associate Professors (clinical and non-clinical). Teaching staff includes teaching fellows at all levels (including principal, advanced, senior). Research staff includes all research assistants and research fellows (clinical and non-clinical). Other encompasses individuals that were either not classified as any of those staff groups (e.g. PTO staff), or not found in the staff list (this could be because of issues with names being different in the two datasets, because the person wasn't SPH staff anymore in 2025, because they were a student, or because there were an external contributor).

Within each job family, contributions to education are **highly heterogeneous between individuals** (Figure 3.2). **Among academic staff, the mean is 102 yearly equivalent hours for 2022-23 and 88 for 2023-24 (well below the recommended 200 hours)**, but this varies hugely, with many individuals having no recorded education contributions, and a few individuals contributing over 500 hours.

The proportion of staff who have zero recorded education contributions varied by job family. It was higher among research staff (67% when considering all staff, 68% when restricting to 100%FTE staff) than academic staff (37% for all staff, 26% for 100%FTE

staff). However, these results should be considered with the important aforementioned caveats, including that undergraduate education contributions were not accounted for, which may explain why certain staff have zero recorded contributions.

On the other end of the spectrum, it is worth noting that a 100% FTE corresponds to 1540 yearly hours worked. Results suggest that a handful of people have recorded education contribution which approach or exceed this.

Although the distributions were not formally compared with a statistical test, there **were no obvious differences in the overall distribution of education contributions by gender** (see Figure 3.3 for the 2023-24 VoT data; results were similar for 2022-23 and are not shown). However, **the proportion of individuals with zero recorded education contributions was significantly higher in women than men among research staff in 2023-24**: 61% of men vs 73% of women had zero recorded education contributions (a difference between genders persisted but was not significant among academic staff nor for 2022-23). This result suggests that women, particularly in research jobs, may either not be as aware of teaching opportunities, or not seize them as often. The people and culture committee may consider how to address this apparent gap.

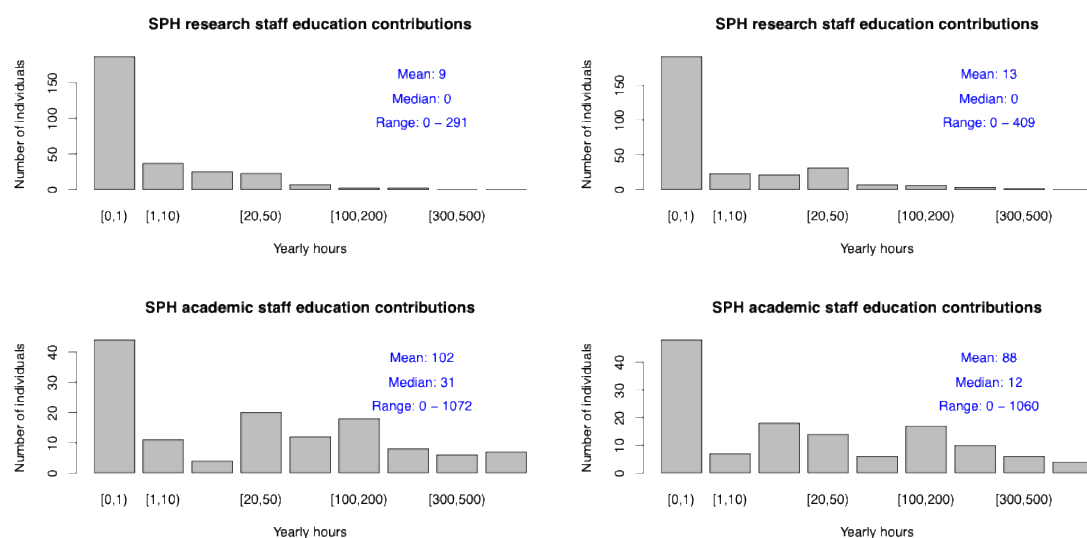


Figure 3.2: Distribution of SPH education contributions across individual staff. The figure shows the individual contributions (in yearly hour equivalents) as recorded in SPH VoT for 2022-23 (left) and 2023-24 (right), for individuals in the research (top) and academic (bottom) job families. Note the x-axis is categorical (categories limits in hours: 0, 1, 10, 20, 50, 100, 200, 300, 500) and the y-axis limits are different in each row.

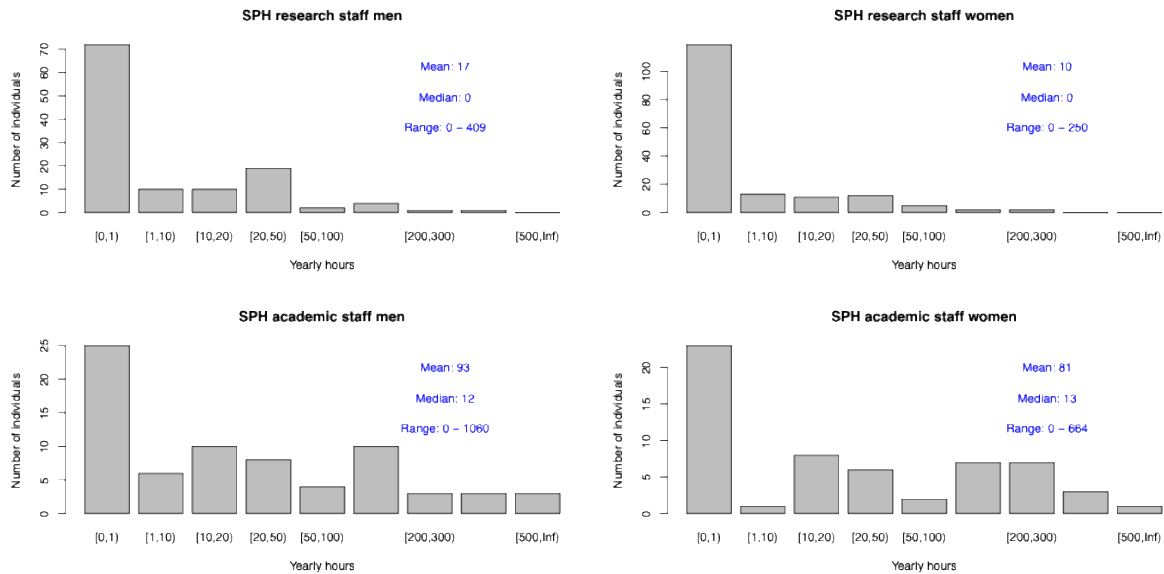


Figure 3.3: **Distribution of SPH education contributions by gender.** The figure shows the individual contributions (in yearly hour equivalents) as recorded in the 2023-24 SPH VoT for men (left) and women (right), for individuals in the research (top) and academic (bottom) job families. Note the y axis limits are different in each panel. Gender information was extracted from the HR staff list.

Future work

Future work should focus on improving data quality and completeness, including the use of staff identifiers to link databases, incorporation of undergraduate teaching activities, more consistent recording of shared roles and activities, and routine integration of educational contribution data into the WAM process.

3.2. Institutional contributions

Key findings

- Institutional contributions are undertaken by a minority of staff but represent a substantial cumulative workload.
- Existing information on institutional roles is fragmented and not routinely captured in a central system.
- A small number of leadership roles account for a large proportion of total institutional workload.
- Once major leadership positions are excluded, institutional contributions are relatively similar across gender groups.
- Improved mechanisms are needed to record institutional contributions consistently and transparently.

A list of institutional commitments was compiled by listing all SPH committees and those used in other departmental workload allocation models within Imperial. The committee co-chairs were asked to estimate the time they spend on each committee as a percentage of FTE for themselves and committee members. This time estimate includes preparation time and other committees attended as part of an institutional role. In addition, other staff provided a list of activities they are involved in with estimates of time spent, following a request for information at a Town Hall meeting. All these activities have been listed in Table 3.3 (which does not capture institutional contributions from PTO staff). Going forward, a more comprehensive way of collecting and updating this information should be established.

Table 3.3: Table of Committees with estimated tariffs (data as of January 2026). The latest table of Committees considered in WAM, and corresponding tariffs, can be found on the [WAM webpage](#).

. SPH Committees	Role	Estimated %FTE	Estimated hours per year
People and Culture	Chair	15	231
People and Culture	Working Group Lead	5	77
People and Culture	Member	3	46
Research Committee	Chair	15	231
Research Committee	Member	5	77
Education Committee	Chair (Excluding Director of Teaching as this is part of role remit)	15	231
	Member		
Education Committee	(If not included in role)	5	77
Health & Safety	Chair	10	154
Health & Safety	Member	3	46
Information Governance	Chair	5	77
Information Governance	Member	3	46
Faculty Committees			
Ref Committee	Chair	5	77
Ref Committee	Member	2	31
FoM AI Group	Member	1	15
College Committees			
Imperial College Research Ethics Committee (ICREC)		6	92
Race Equality Committee Self Assessment Team		1.5	23
College wide Student Disciplinary Committee		0.6	9
SPH Administrative Roles			
Director		50	770
Division Heads (with 4+ professors)		15	231
Enterprise Champion		9	139
Department Seminar Organiser		5	77
Sustainability Champion		3	46
First Aider		1	15
Mental Health First Aide		1	15
Fire Wardens		1	15

These hours have been merged with the SPH staff list from September 2025 to produce an estimate of the time spent on institutional roles across SPH.

Results

In total, 80 out of 480 academic, research and teaching staff contribute to the SPH institutional committees and roles listed above. A total of 101 roles have been included (with some staff contributing to multiple roles). This totals an estimated 8048 hours per year (assuming 1540 hours per year =100% FTE).

Academics in SPH spend an average of 2.9 % FTE on the institutional commitments listed (Table 3.4). This falls to 1.8 % FTE if hours spent on the Director and Heads of Department roles are excluded.

Table 3.4: Average time spent on institutional roles by job family

Job Family	Average Time on Institutional Roles	
	%FTE	Hours per year
Academic	2.9	45
Research	0.3	5
Teaching	1.1	17
Total	1.1	17

When the roles of Director and Department Heads are removed the %FTE on institutional roles by gender is similar across each job family (Table 3.5).

Table 3.5: Average time spent on institutional roles by job family and gender

Job Family	Average Time on Institutional Roles by gender %FTE		Average Time on Institutional Roles – excluding Director and Head of Department Roles %FTE	
	Male	Female	Male	Female
Academic	3.6	2.0	1.9	1.8
Research	0.3	0.2	0.3	0.2
Teaching	0.9	1.1	0.9	1.1
Total	1.5	0.8	0.9	0.7

The average hours spent on institutional roles varies across departments (Table 3.6).

Table 3.6: Average institutional commitment by department

Department	Average Institutional Commitments (%FTE)	
	All Roles	Excluding Director and Head of Department
Environmental Research Group	2.3	1.8
Epidemiology & Biostatistics (inc MRC-PHE Centre)	0.8	0.7
Infectious Disease Epidemiology	1.1	1.0
Primary Care & Public Health	0.7	0.5
Imperial Clinical Trials Unit	1.2	0.3
The George Institute of Global Health	1.6	0.9
Aging Research	0.0	0.0
School of Public Health Centre	6.3	1.3
Global Imperial	2.5	2.5
Total	1.1	0.8

Further work

The Working Group identified a number of additional institutional activities that may warrant inclusion in future iterations of the WAM. We suggest that responsibility for reviewing institutional roles, maintaining role inventories and updating tariff estimates should sit with the SPH WAM Steering Group.

3.3. Other contributions

Key findings

- Several important staff contributions are not routinely captured through educational or institutional workload data.
- Many of these activities contribute substantially to teaching quality, academic culture and staff development.
- The TRAC framework provides a useful structure for identifying such activities.
- The Working Group concluded that most of these activities should remain outside the first iteration of the SPH WAM but should remain visible through ARCs, promotions and future WAM reviews.

In addition to Education and Institutional contributions, SPH staff undertake a wide range of “other contributions” that support the effective functioning of both SPH and the wider College, but are often not systematically recorded. In response, we sought to identify those activities, understanding which are already tracked (or are likely to be captured through the developing WAM), and highlighting the remaining work that is currently untracked but important for equity, transparency and supporting both a sustainable and positive culture within SPH.

TRAC as a reference framework for academic activity

As a starting point, we drew on [TRAC \(Transparent Approach to Costing\)](#), the UK sector framework used to support costing and reporting of academic activity. TRAC provides guidance on the activities undertaken by academic staff and groups these broadly into **Teaching, Research, Other**, and **Support**. We extracted all activities listed in the most recent TRAC guidance into a working table (**Appendix**) and used it as a structured prompt to test whether each activity is: (i) already recorded in FoM VoT, Institutional Contributions Database, or elsewhere on College system, (ii) likely to be allocated or captured in the first iteration of the SPH WAM, or (iii) currently untracked.

At a high level, the TRAC categories map to the emerging SPH WAM as follows:

- **Teaching:** expected to be captured through allocations within the WAM (and/or existing datasets such as the Faculty Value of Teaching exercise), including core delivery and the main education leadership roles.
- **Research:** unlikely to be formally “tracked” through the WAM. However, research time is partially quantified through grant-funded FTE (i.e. the proportion of staff time costed on a grant) and through broader expectations for research-active roles.
- **Other:** activities that are not teaching or research (including some income-generating activity, consultancy) are generally not expected to be tracked in an education-focused WAM.
- **Support:** includes a wide range of activities that enable teaching, research, or other work. Some of these will be **implicitly** captured through education role allocations (e.g. work undertaken as part of being a Module Lead or Programme Organiser), but may not be explicitly documented in current Role Descriptions by FoM or accounted for in current VoT weightings. Others are not captured through any known allocated or recorded Educational or Institutional roles or databases (e.g. Outreach, Pedagogical training).

The TRAC listing was particularly useful in highlighting the scale of **Support for Teaching** activities that can be “invisible” in current data sources (for example, timetabling, exam boards, admissions interviews, teaching-related committees, course development, quality assurance activity, and academic mentoring outside scheduled teaching). While many of these tasks are performed as part of education leadership roles and PGR supervision, they are not always explicitly itemised or consistently reflected in current assumptions and weightings. Education role descriptors established as part of this WAM working group used this TRAC-informed activity breakdown to better define the tasks associated with core teaching roles and to assess realistic time allocations for each role.

Identifying untracked work that sustains culture and community

Within this work package, the primary focus is on activities that are currently untracked and unlikely to be captured in the initial SPH WAM. A first phase of work involved distinguishing between activities that are routine but low-intensity, and those that (a)

contribute strongly to SPH/College culture and (b) represent a substantial time commitment for some individuals and therefore warrant visibility. This includes a range of “academic citizenship” contributions: work that is essential to maintaining a supportive and high-functioning academic environment but can be difficult to see, compare, or recognise if it is not recorded. Capturing these matters because it enables fairer conversations about workload and capacity, helps avoid over-reliance on a small number of colleagues, and provides a clearer basis for recognition and career development.

The initial categories identified for scoping in SPH included:

- **Outreach and public engagement**, including school liaison activity and externally-facing events that support recruitment, reputation, and community engagement.
- **Professional development for teaching** (e.g. EDU courses, MEd), where staff investment supports teaching quality and capability but not currently tracked in education delivery datasets.
- **Departmental & Institutional committee and management roles** (Already identified and focus on Institutional Contributions described in Section 6.2).
- **Training and skills teaching delivery**, including methods or skills workshops delivered at departmental or College level that are not part of SPH Educational Offering.
- **ECR mentoring and support outside formal line management**, such as fellowship/grant review, mock interviews, and informal career support.
- **Imperial mentoring scheme participation** (as a mentor), where relevant.
- **Short course management and delivery**, including design, coordination, and delivery.

Pilot time-tracking to estimate time spent and surface “in-between” work

To move beyond listing activities and to begin estimating time spent, a pilot was initiated in September 2025 in which invited staff were asked to track how they spend their work time. The pilot was deliberately designed with three options, to balance feasibility with the need to capture different types of untracked work:

1. **Track specific activity/role(s)** and total time spent (targeting individuals with known but untracked contributions and roles).
2. **Track “in-between” activities** that are not clearly teaching or research but absorb time (often fragmented tasks such as ad-hoc support, unplanned requests, and coordination work).
3. **Track full working days**, to identify truly hidden activities.

These approaches were chosen to (i) provide evidence to support review of teaching role weightings (including comparison with assumptions embedded in existing FoM VoT and supporting parallel SPH WAM weighting activities), (ii) capture known roles and tasks not currently represented in teaching or institutional contribution lists, and (iii)

surface hidden or emergent activities that may warrant formal recognition in later iterations of the SPH WAM.

The pilot includes primarily academic staff, but also education-focused staff (including Teaching Fellows), reflecting the need to understand the full time demands associated with the current education delivery and leadership. Early outputs from the pilot are being collated on a termly basis and are intended to support discussion around role weightings and which activities should be visible in initial WAM allocation cycles going forward.

4. Special cases: planning for and returning from long leave

Key findings and implications

- Extended periods of leave can significantly affect workload allocation and career progression.
- A review of approaches used across UK universities identified a number of recurring principles, including planned workload redistribution, recognition of cover activities, phased returns and temporary workload protections.
- There is substantial variation in how these issues are addressed across institutions, reflecting differences in local policies, resources and organisational structures.
- This review informed development of the SPH WAM and resulted in the creation of a practical guidance document for staff, managers and colleagues involved in planning for, covering, and returning from parental leave (as a common example of long leave that can be built upon).

The Working Group concluded that WAM implementation should incorporate provisions to ensure equity and transparency for staff taking or returning from extended leave (e.g. maternity, paternity, adoption, long-term sickness or bereavement). Such absences can temporarily disrupt teaching, research and administrative continuity, and inconsistent handling can disadvantage both returners and colleagues who provide cover, both in the short and long run.

The Working Group recommended that implementation of the WAM include mechanisms to flag periods of long leave and trigger temporary and appropriate workload adjustments. To inform what the adjustments could be, we have scoped a range of initiatives related to long leave that have been implemented across various UK universities to support returners from long leave. From these, we have identified several common features that have implications for workload. These include but are not limited to: phased or fractional returns, defined periods of protected research time, formal crediting of cover work as temporary reassignments rather than permanent load increases, and recognition of mentoring or supervision undertaken to support returners. Such WAM provisions would be grounded in the principles of equity,

transparency, flexibility and auditability, ensuring that all staff are treated consistently and fairly.

Further, in view of variations in knowledge and experience of handling maternity leave, we have also developed a [guidance document](#) that offers practical advice for staff and managers on planning for, managing and returning from maternity leave, drawing on good practice identified across UK universities.

5. Future work

Following implementation of the first iteration of the SPH WAM, several areas have been identified for future development:

- establishment of robust systems and databases to record education and institutional contributions;
- development of reporting tools to support workload allocation and review;
- establishment of staff feedback and evaluation mechanisms;
- periodic review of tariffs and role descriptors;
- assessment of additional activities that may warrant inclusion in future versions of the WAM;
- monitoring of workload allocation across staff groups and protected characteristics;
- further work to support culture change, recognition of educational excellence, and sharing of good practice.

Responsibility for overseeing these developments will rest with the SPH WAM Steering Group, which should review the operation of the model and recommend refinements over time.

6. Appendix: TRAC activities

Core	Category	Tracked Activity	Further Description
Teaching	Publicly Funded Teaching (PFT)	UK award/credit-bearing courses	Lecturing, seminars, marking, preparing course materials
	Publicly Funded Teaching (PFT)	Teaching activities funded by European Social Fund (ESF), Erasmus, Tempus, etc.	Erasmus programme teaching, ESF-funded short courses
	Publicly Funded Teaching (PFT)	All levels of teaching (sub-degree, degree, postgraduate taught – but not PGR)	Delivering undergraduate and masters lectures and tutorials
	Publicly Funded Teaching (PFT)	Higher education, further education, teacher training, NHS (nursing) courses, etc.	Delivering lectures to nursing or teacher training students
	Publicly Funded Teaching (PFT)	Any courses fundable by public bodies	Public health modules, government-funded skills courses
	Non-Publicly Funded Teaching (NPFT)	Short courses	Professional development short courses, executive education sessions
	Non-Publicly Funded Teaching (NPFT)	Non-award or non-credit bearing courses run in the UK for overseas or NPF students	Summer schools, language courses for international students
	Non-Publicly Funded Teaching (NPFT)	Non-credit/award-bearing courses run overseas	Overseas summer schools; training workshops conducted abroad
	Non-Publicly Funded Teaching (NPFT)	Other NPF commercial teaching	Corporate training sessions, bespoke industry courses
	Non-Publicly Funded Teaching (NPFT)	Portions of award-bearing courses in the UK attended by overseas and self-funded students (if material)	Lectures specifically tailored for international students
	Non-Publicly Funded Teaching (NPFT)	Students studying for equivalent or lower qualifications (ELQs)	Teaching modules for ELQ students
	Non-Publicly Funded Teaching (NPFT)	Teaching carried out through trading units or commercial companies	Commercially delivered courses through subsidiary companies
Research	Institution Own-Funded Research	Research activity funded by the institution's own resources (internal funding)	Pilot studies, preliminary data collection for internal grants
	Postgraduate Research (PGR)	Training and supervision of postgraduate research students (PGRs)	Supervising PhD students, research methods training
	External Research Grants & Contracts	Research funded by UK Research Councils (e.g., UKRI)	UKRI-funded research projects, writing outputs and reports
	External Research Grants & Contracts	Research funded by other UK government departments	Department of Health funded research, DEFRA grants
	External Research Grants & Contracts	Research funded by European Union bodies (e.g., European Commission)	Horizon Europe projects, EU collaborative research
	External Research Grants & Contracts	Research funded by UK charities	Wellcome Trust-funded research, charity-sponsored projects
	External Research Grants & Contracts	Research funded by industry, commercial, EU (non-government), and other overseas sponsors	Industry-sponsored trials, international research grants
	Recurrent Research (Funding)	N/A – category for recurrent research funding (no direct activities)	Activities funded by QR research income

	Councils/Research England)		
Other	Other (Income-generating Activity)	Consultancy contracted to the institution (advisory work, journal editing, feasibility studies)	Providing expert advice, feasibility studies
	Other (Income-generating Activity)	Other services rendered (routine testing, non-research clinical trials, etc.)	Laboratory testing services, non-academic clinical trials
	Other (Income-generating Activity)	Work via trading/commercial companies that is not teaching or research	Trading company management, commercial partnerships
	Other (Income-generating Activity)	Remunerated technology transfer activities (e.g., paid roles in spin-out companies or consultancy for those companies)	Patent development, spin-out company advisory roles
	Other (Income-generating Activity)	Outreach activities (where not related to teaching or research)	Public engagement events, non-academic outreach
	Other (Income-generating Activity)	Residences, catering, and conference activities	Conference organisation, hospitality management
	Other (Income-generating Activity)	Goods or services sold to students, staff or externals (e.g., printing, reprographics)	Printing services, university merchandise sales
	Other (Income-generating Activity)	Trading activities (non-teaching/research) in subsidiaries, spin-outs, or retail services (shops)	University shops, subsidiary management
	Other (Non-commercial Activity)	Activities funded by investments, donations, or endowments (including investment gains/losses)	Scholarship management, fund administration
	Other (Non-commercial Activity)	Expenditure of funds from new endowments, donations, or capital grants (not allocated to Teaching or Research)	Building improvements funded by donations
	Other (Clinical Services)	Clinical services provided to the NHS (medical/dental school arrangements)	Clinical practice, NHS service delivery
Support	Support for Teaching	Timetabling	Creating academic timetables and informing lecturers
	Support for Teaching	Examination boards	Managing exams, coordinating exam boards
	Support for Teaching	Preparing prospectuses	Developing university or departmental prospectuses
	Support for Teaching	Interviewing applicants, admissions, and induction of taught students	Interviewing student applicants, induction events
	Support for Teaching	Teaching-related committees	Academic quality committees, curriculum reviews
	Support for Teaching	Careers advice for taught students	Providing career counselling to undergraduates
	Support for Teaching	Schools liaison activities	Visiting schools, outreach with potential applicants
	Support for Teaching	Academic mentoring (outside of scheduled teaching) and student counselling	Student academic support, mentoring sessions
	Support for Teaching	Initial course development (when course viability is uncertain; confirmed new course dev is Teaching activity)	Planning new programmes/courses (pre-approval stage)
	Support for Teaching	Module reviews (major review; routine updates are Teaching activity)	Annual programme reviews, quality checks

Support for Teaching	Quality assurance processes for teaching (e.g., QAA reviews)	QAA audits, internal teaching quality assessments
Support for Teaching	Publicity for teaching programs and facilities	Marketing degree programmes, creating promotional materials
Support for Teaching	Writing books or publications for teaching purposes (academic scholarship)	Authoring textbooks, producing educational materials
Support for Teaching	Advancing knowledge/skills related to teaching (professional development)	Attending pedagogical training, HEA fellowship activities, research in support of education
Support for Teaching	Teaching exchanges or secondments with other institutions	Temporary lecturing roles at partner universities
Support for Research	Drafting and refining research proposals; supporting bids for external research funding	Drafting grant applications; revising research funding proposals; coordinating collaborative bid documents
Support for Research	Research quality assurance activities	Preparing Research Excellence Framework (REF) submissions; conducting internal research quality reviews
Support for Research	Peer review duties (reviewing research proposals or manuscripts)	Reviewing research grant applications; evaluating academic manuscripts for peers
Support for Research	Refereeing academic papers (journal peer review)	Reviewing submissions for academic journals; serving as a journal peer reviewer
Support for Research	Publicity for research opportunities and facilities	Promoting research facilities to external partners; advertising collaborative research opportunities
Support for Research	Advancing knowledge/skills for research (maintaining research expertise)	Attending research conferences; keeping up-to-date with scientific literature; undertaking research-related training
Support for Research	Unpaid advising of government or committees on research matters	Providing expert input to government research panels; serving on public policy advisory committees
Support for Research	Unpaid work for professional bodies (research-related)	Serving on academic society committees; organizing conferences for professional bodies (unpaid)
Support for Research	Departmental committee work supporting research	Serving on departmental research committees; planning faculty research strategy
Support for Research	Research exchanges or secondments (visiting other institutions for research)	Visiting researcher appointments at other universities; temporary research secondments to partner institutions
Support for Other	Preparing proposals and bids for consultancy or other services (admin aspect; speculative research parts to Research)	Writing bids for consultancy projects; preparing proposals for external service contracts
Support for Other	Negotiating contract terms with external clients for other activities	Negotiating terms and conditions for consulting contracts; reviewing agreements for industry partnerships
Support for Other	Technology transfer support not undertaken commercially by the institution (e.g., supporting patents, licensing, start-up formation)	Preparing patent filings; supporting spin-out company formation; advising on licensing deals
General Support	Management and administration not specific to Teaching, Research or Other	Overseeing general department operations; handling cross-institutional administrative tasks
General Support	Institution-wide committees and governance (faculty boards, senate, etc.) – not specifically Teaching or Research	Attending university senate meetings; serving on faculty boards and committees

General Support	General Support	Acting as head of department; serving as an associate or assistant dean
General Support	Staff management and appraisals	Conducting staff appraisals; managing academic team meetings
General Support	Institutional publicity and representative work (on behalf of university or departments)	Representing the university at external events; giving public talks on behalf of the department
General Support	General careers advisory activities (institution-wide or staff career development)	Mentoring early-career staff; delivering institution-wide career development sessions
General Support	Institutional information returns and reporting	Compiling data for government reports (e.g., HESA returns); preparing institutional statistical submissions
General Support	Sector-wide quality assurance contributions (serving on external QA panels, etc.)	Serving on Quality Assurance Agency (QAA) review panels; contributing to sector-wide accreditation reviews
General Support	Secondments, exchanges, and other tasks not attributable elsewhere	Undertaking secondments to external bodies; miscellaneous duties outside defined categories