



# Royal College of Art

Postgraduate Art & Design

## TEACHING AND RESEARCH CATEGORIES

### 1 Background

Under the employment framework for academic staff, tutors and senior tutors are categorised as either research or teaching.

Each category has a **maximum** proportion of the total time spent on teaching (operating as a ceiling) and a **minimum** proportion of total time spent on research (operating as a floor), with the proportions varying in each category.

There are four academic role profiles:

- senior tutor (teaching);
- senior tutor (research);
- tutor (teaching);
- tutor (research).

The table below shows the floors and ceilings for each role profile as a proportion of total time.

#### Research and teaching floors and ceilings

Role	Teaching (ceiling)	Research (floor)
Senior tutor (teaching)	70%	10%
Senior tutor (research)	50%	20%
Tutor (teaching)	70%	10%
Tutor (research)	50%	20%

Your individual appointment letter<sup>1</sup> identifies to which of these roles you are appointed.

It is important to note that it is possible for a senior tutor (research) or a tutor (research), to increase the proportion of time spent on research, through a successfully funded project, leaving less time for teaching or other activities.

By contrast, it is expected that a senior tutor (teaching) or a tutor (teaching) would always have a minimum threshold of time spent on research, in order to underpin their teaching.

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<sup>1</sup> The individual appointment letter together with the terms and conditions of employment and this teaching and research categories document, together make up the academic employment framework which constitute the contract of employment.

Teaching includes, but is not limited to: preparation, assessment, curriculum development, tutorials, lectures, seminars, master's tuition and doctoral supervision.

Teaching and research together should not fill all the time available. For all academic staff the remaining time is spent on activities including knowledge exchange, line management and leadership, college citizenship, executive education and administration.

## 2 Principles

There is a process to transfer staff between the research and teaching roles and vice versa<sup>2</sup>.

With the exception of the floors and ceilings for research and teaching, the terms and conditions of employment for all academic staff employed in the roles listed in section 1.3 above, are identical.

Adjustment of teaching loads should enable all staff to participate in a level of research appropriate to their role.

## 3 Appointment to the teaching or research category

For appointment to the research category, the academic must demonstrate evidence of one of the following:

- submission into the last Research Excellence Framework (REF) or equivalent; **or**
- evidence<sup>3</sup> of reasonable expectation of submission to REF in the next cycle, including reasonable expectation of demonstration of achievement, with the volume of output commensurate with the amount of time contracted, at the rate of one output per year of at least 3\* REF quality<sup>4</sup>; **or**
- an early career research academic (in line with the definition in section 4.1 below).

The College would take into account any individual circumstances that would qualify the academic to submit a reduced number of research outputs in accordance with the REF rules, for example absence on maternity leave occurring substantially during the REF period<sup>5</sup>.

For appointment to the teaching category, staff would normally undertake research to underpin teaching during their contracted hours.

## 4 Early career research academic

Academic staff are considered early career researcher academics for a period up to **4 years and 3 months** from the start of their academic career as an independent researcher<sup>6</sup>. An

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<sup>2</sup> The process is described which is described in the document '*Process for transfer between research and teaching categories and progression from tutor to senior tutor*'.

<sup>3</sup> Evidence for existing staff should be in the form of a current five year research plan. 'Current' meaning one that has been reviewed during the last appraisal cycle.

<sup>4</sup> As agreed in consultation with the dean (and director or research if appropriate)

<sup>5</sup> REF rules are subject to change and the College would refer to the rules in force at the time of submission.

<sup>6</sup> In line with the definition provided by the Higher Education Funding Council (HEFCE) for the 2014REF.

individual is deemed to have started their career as an independent researcher from the point at which:

- they held a contract of employment of 0.2 FTE or greater, which included a primary employment function of undertaking 'research' or 'teaching and research', with any UK institution of higher education or other organisation, whether in the UK or overseas; **and**
- they undertook independent research, leading or acting as principal investigator or equivalent on a research grant or significant piece of research work. (A member of staff is not deemed to have undertaken independent research purely on the basis that they are named on one or more research outputs.)

Based on the REF2014 census date, it is anticipated that staff fulfilling the definition in section 4.1 above, on or after 1 August 2015, are eligible for submission to REF2020 as early career researchers.

On appointment, or initial allocation, an early career research academic would hold a doctorate (or recognised equivalent) and have research at least at 2\* level. Within their first two years they would produce at least one 3\* research output. Early career research academics have a higher floor for research than other research academics, with a minimum of 30% of their time spent on research. Staff appointed as an early career research academic must obtain a professional teaching accreditation within the first two years of their appointment.

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