NAMIBIA UNIVERSITY
OF SCIENCE AND TECHNOLOGY

WORKLOAD POLICY



WORKLOAD POLICY
Deputy Vice-Chancellor: Teaching, Learning and Technology

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	Labour Act, 2007 (Act No. 11 of 2007)	*NUST Statutes*
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University Seal

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ABBREVIATIONS AND ACRONYMS

Abbreviation	Meaning
HOD	Head of Department
NQA	Namibia Qualifications Authority
NQF	National Qualifications Framework

Acronym	Meaning
BOSEC	Board of Studies Executive Committee
NUST	Namibia University of Science and Technology
SENEX	Executive Committee of the Senate
WIL	Work Integrated Learning

DEFINITIONS

Term	Definition
Academic Staff Member	An employee of NUST whose primary assignment is to provide instruction, undertake research and render service to the institution and the public.
Administration	Service of a routine administrative nature which contributes to the academic goals and governance of a department, centre, unit, faculty and the university as a whole.
Administrative and Governance Load	The amount of work assigned to an academic staff member for administrative and governance activities during a semester or academic year.
Blended Delivery	A teaching approach that combines face-to-face classroom instruction with online learning.
Community Engagement	A strategic process of working with groups connected by location, interest or affiliation to identify and address issues affecting their well-being.
Community Engagement Load	The amount of work assigned to an academic staff member for community engagement during a semester or academic year.
Course	A building block of a programme with defined prerequisites, content, learning objectives and assessments which, if completed successfully, provides credit towards a qualification.
Course Coordination	Responsibility allocated to an academic staff member to coordinate multiple groups of a course and assume responsibility for its implementation, quality and related research.
Course Delivery	The process of facilitating learning by engaging students based on the contents of a given course.
Creative Work	Output in creative professions such as art, architecture, and design considered a scholarly contribution to knowledge and social and cultural advancement.
Credits	The notional hours of a course consisting of contact hours, directed self-learning, self-directed learning and assessment. Ten notional hours are equivalent to one credit.

Face-to-Face Delivery	A method of engaging students in person, or synchronously in a virtual environment, where interaction occurs in real time.
Faculty	An academic administrative division consisting of related departments.
Fully Online Delivery	A mode of delivery that uses an online environment exclusively for teaching and learning through synchronous and/or asynchronous engagement.
Group	A specified number of students attending a course in a particular time slot as indicated on the official timetable.
Hybrid Delivery	An instructional model where some students attend physically while others participate remotely at the same time.
Innovation	The generation of new concepts, analysis of problems, identification of causes and diagnosis of issues.
Remote Delivery	A synchronous online teaching method where the instructor and students are not in the same physical location.
Research	Creative and systematic work undertaken to advance knowledge through publications, presentations, grant writing and other scholarly activities.
Research Load	The amount of time allocated to an academic staff member for research activities during an academic year.
Semester	A period equivalent to half an academic year, comprising 904 working hours.
Supervision	The provision of technical and academic guidance to a student in relation to studies or research.
Teaching	The academic practice of inspiring, guiding and enabling students to learn in a sustained and meaningful manner.
Teaching Load	The amount of work, measured in teaching units, allocated to an academic staff member for teaching and related activities.
Teaching Unit	The teaching responsibilities allocated to an academic staff member in accordance with the curriculum and syllabi of taught courses.
Workload	The official teaching, research, administration and service activities expected of or assigned to an academic staff member by virtue of employment and job description.

1. PREAMBLE

The purpose of this policy is to set the overall framework for equal, consistent, integrated, transparent, affordable, consultative, and flexible workload allocation for academic staff across the university.

1.1 Purpose

Whereas the Namibia University of Science and Technology, hereinafter referred to as NUST, encourages and supports teaching and learning aimed at building a vibrant and engaging learning environment. Furthermore, the university promotes research, innovation, strategic partnerships and entrepreneurship to secure institutional efficiency and sustainability driven by human-centric digital transformation for Industry 4.0 and beyond.

And whereas NUST is committed to the consistent pursuit of excellence in quality of teaching and learning.

And whereas NUST is further committed to the optimum utilisation of available human resources and the fair and transparent allocation of various academic tasks to academic staff members;

Therefore, the main objective of this workload policy is to establish the fundamental principles for managing and assigning tasks to academics in an equitable, transparent, and consistent manner, and to provide guidance on the allocation of teaching, research, community engagement, and administrative duties that comprise the workload of academic staff members.

1.2 Background

The Workload Policy was developed to address the need for a transparent, equitable, and consistent framework for the allocation and management of staff workloads across the Namibia University of Science and Technology (NUST). The policy is informed by the University's strategic objectives, growth in academic and administrative responsibilities, evolving higher education demands, and the need to promote accountability, efficiency, staff well-being, and optimal utilisation of institutional resources. It also aligns with good governance principles, labour practices, and national and international trends in workload management within higher education institutions.

1.3 Objectives

The objectives of this policy are to:

1.3.1 Establish a fair, transparent, consistent, and equitable framework for the allocation and management of academic staff workloads across the University.

1.3.2 Provide clear guidelines for the planning, allocation, monitoring, and reporting of academic workloads in the areas of teaching, learning and assessment, research and innovation, administration and governance, and community engagement.

1.3.3 Promote the optimal utilisation of human resources by ensuring that academic responsibilities are distributed in a balanced and accountable manner.

1.3.4 Foster excellence in teaching, research, innovation, governance, and community engagement by creating an enabling environment that supports academic productivity and professional development.

1.3.5 Provide a measurable basis for assessing and managing academic staff contributions and performance in line with the strategic goals, mission, and values of NUST.

2. SCOPE OF APPLICATION

This policy applies to all academic staff members who are permanently appointed or appointed under fixed-term contracts for one (1) year or longer, assigned to Faculties headed by an Executive Dean or a Director reporting to the Deputy Vice-Chancellor: Teaching, Learning and Technology. This includes academic staff members who hold management positions within such Faculties.

3. POLICY STATEMENT

3.1 All NUST academic staff members are to be allocated a workload consistent with the guidelines provided for in this policy to ensure equity, consistency, transparency, affordability and flexibility to ensure that they fulfil their workload requirements effectively in support of the mission and strategic goals of NUST.

3.2 The policy aims to:

3.2.1 provide guidance on how academic workload should be assigned, managed and reported;

3.2.2 promote a solid research culture and technologically innovative ways of teaching and learning in the institution while catering for the improvement of administrative structures and service delivery within the institution and to the wider public;

3.2.3 promote a collegiate environment within the institution and satisfaction with the way the academic workload is managed;

3.2.4 provide a framework by which the output of academic staff members in the four areas of teaching, learning and assessment, research and innovation, administration and governance and community service can be measured.

4 LEGAL FRAMEWORK

The Policy is underpinned by the following legislation:

4.1 Namibia University of Science and Technology Act, 2015 (Act No. 7 of 2015)

Official source: Namibia University of Science and Technology Act, 2015

4.2 Labour Act, 2007 (Act No. 11 of 2007)

Official source: Labour Act, 2007

4.3 National Qualifications Framework Act, 2018 (Act No. 1 of 2018)

Official source: National Qualifications Framework Act, 2018

5 PRINCIPLES GUIDING PRACTICES AT NUST

5.1 The Policy is premised on the following principles:

5.1.1 NUST is a premier University of Science and Technology, committed to excellence in teaching, scholarship, research, innovation, administration and service to the University and the community at large.

5.1.2 *Equity (Fairness*): the workload of a department should be distributed in a way that academic staff contribute equally, insofar as this is possible and practicable; bearing in mind the differing requirements accompanying different types of teaching, the need to develop less experienced staff and the past contribution and future potential of a department's various academic staff.

5.1.3 *Consistency:* within each Faculty, Centre or Department, the approach to determining staff contributions must be consistent over time, so that academic staff can have confidence that the system's application of workload allocation will continue to apply and agreements about teaching load will be honoured.

5.1.4 *Consultation:* The allocation of the academic workload will involve wide and deep consultations within a department/unit to ensure that various divergent and convergent views are accommodated as much as practicable.

5.1.5 *Transparency:* the full outcomes of the workload distribution amongst the staff must be as transparent as practicable.

5.1.6 *Integration:* the academic workload distribution of the Departments should give account of all teaching, learning, and assessment; research and innovation; administration and governance; and community service activities as far as practicable.

5.1.7 *Flexibility:* the workload policy must be flexible enough to provide for differences across Faculties in terms of the academic activities of teaching, learning and assessment, research and innovation, administration and governance and community service within the confines of this workload policy.

5.1.8 *Measurability:* the workload distributed to the academic staff must be quantifiable.

5.1.9 *Professional Development: t*he workload policy must provide for the personal professional development of academic staff.

5.2 The NUST workload requirements are based on the following guiding principles:

5.2.1 In terms of the NUST Human Resources Code and the Labour Act 11/2007 academic staff members are required to work 1808 hours per year (904 hours per semester), calculated as follows:

5.2.1 There are 47 working weeks in a year (52 minus 4 weeks of annual leave and one week during which NUST is closed), thus 235 working days.

5.2.2 There are 9 public holidays in a year, leaving a total of 226 days.

5.2.3 8 hours a day x 226 days equals 1808 hours per year, or 904 hours per semester.

5.3 Academic recess periods are included in the required working hours. Under the NUST Human Resources Code, academic staff remain on duty during recess.

5.4 A typical academic staff member should spend the guideline percentages of her/his time on the academic activities listed below. This requirement excludes academic staff members in leadership positions, such as Executive Deans, Heads of School, and Heads of Department.

5.4.1 <u>Lecture intensive:</u>

Teaching, learning and assessment – 60 %

Research and innovation – 30%

Administration and Governance 5%

Community Engagement – 5%

5.4.2 <u>Research-intensive</u>

Teaching, learning and assessment – 30 %

Research and innovation – 60%

Administration and Governance 5%

Community Engagement – 5%

5.4.3 An academic staff member who does not participate in research activities will be required to have the following workload:

Teaching, learning and assessment – 90 %

Administration and Governance 5%

Community Engagement – 5%

6 POLICY CONTEXT

The Workload Policy is developed within the context of NUST's commitment to excellence in teaching and learning, research and innovation, administration and governance, and community engagement. NUST requires a structured and transparent approach to managing academic workloads to ensure the equitable distribution of responsibilities, optimal utilisation of human resources, and achievement of its strategic objectives.

The Policy responds to the increasing complexity of academic work, evolving teaching and learning modalities, growing research expectations, quality assurance requirements, and the need to balance academic, administrative, and community engagement responsibilities. It provides a consistent institutional framework for the allocation, management, and measurement of academic workloads while promoting fairness, accountability, transparency, consultation, flexibility, and professional development.

The Policy further supports compliance with applicable labour legislation, higher education quality assurance requirements, and institutional governance standards, while contributing to staff well-being, organisational effectiveness, and the sustainable achievement of NUST's mission, vision, and strategic priorities.

7. ACADEMIC WORK

All academic staff members below the rank of Senior Lecturer are required to make contributions in at least two of the four areas of academic work. However, academic staff from the rank of Senior Lecturer and above are required to make contributions in all four areas of academic work, namely, teaching, learning and assessment; research and innovation; administration and governance and community service, with a minimum of one (1) teaching unit or alternatively at the discretion of the HoD they may be allocated research-related activities.

7.1 Teaching, Learning and Assessment

7.1.1 A standard teaching load comprises 60% of the total workload of an academic staff member appointed as a lecturer, which equals 542 hours per semester.

7.1.2 An academic staff member who does not participate in research activities will be required to have a teaching load of 90%, which equals 814 hours per semester.

7.1.3 The standard teaching load for an academic staff member appointed as a researcher comprises 30% of the workload of such a staff member, which equals 271 hours per semester.

7.1.4 Teaching can be conducted through various modes, namely face-to-face, fully online, or both (blended/hybrid). Therefore, teaching includes the incorporation of contemporary smart pedagogical innovations, incorporation of new technologies and approaches to learning and assessment, course and curriculum design and development; thesis and professional project assistance, mentoring, and participation in student projects, theses, and dissertations; academic and career advising of undergraduate and graduate students; research assistants, student interns; and any valuable contributions to the university's instructional enterprise.

7.2 Teaching Unit

7.2.1 A teaching unit consists of a set of teaching activities that an academic staff member should carry out. This includes, but is not limited to:

7.2.1.1 Course delivery in accordance with the approved syllabus and the notional hours of a particular course (irrespective of the mode of delivery);

7.2.1.2 Lecture preparation of the identified topics to be packaged and covered, including the lecturer and students' activities in the physical or virtual classroom;

7.2.1.3 Providing feedback on student activities and engaging them to act on this feedback;

7.2.1.4 Setting and management of formative and summative assessments to support students' learning, including attendance at formal examinations administered by the Institution;

7.2.1.5 Engaging students in learning using appropriate strategies and methods in line with the curriculum requirements; the students' needs and the prevailing environment;

7.2.1.6 Examination invigilation for two examination events (for exam-based courses);

7.2.1.7 Administrative tasks regarding the computing and processing of marks to ensure the timely submission of students' results in accordance with the NUST Institutional Calendar.

7.2.2 Each group of a Senate-approved course will comprise a separate teaching unit.

7.2.3 The average time allocated to a standard teaching unit is 271 hours per semester.

7.2.4 The time allocated to a teaching unit will be weighted, taking into consideration the following factors as detailed in the Implementation Guidelines to this policy:

7.2.4.1 Notional hours for the course;

7.2.4.2 Type of contact time;

7.2.4.3 Group size;

7.2.4.4 Experience of lecturer;

7.2.4.5 Number of groups of the same course.

7.2.5 The following activities will comprise one teaching unit; however, it is not mandatory to apply this rigidly; these may be prorated depending on the department's needs:

7.2.5.1 Acting as marker-tutor (including tutorial classes): 50 students;

7.2.5.2 Supervision of a maximum of 8 research projects or mini theses at NQF level 7 or 8;

7.2.5.3 Supervision of Work Integrated Learning (WIL): 16 WIL students.

7.2.6 Other teaching activities (not included in the teaching units) include:

7.2.6.1 Internal moderation of courses;

7.2.6.2 Curriculum development and review.

7.3 Research and Innovation

7.3.1 A standard research load comprises 30% of the workload of an academic staff member appointed as lecture intensive, which equals 271 hours per semester.

7.3.2 The standard research load for an academic staff member appointed as research-intensive comprises 60% of the workload of such a staff member, which equals 542 hours per semester.

7.3.3 In exceptional circumstances, an academic staff member appointed as a lecturer may, at the discretion of the Head of Department in consultation with the Associate Dean of the School and the Executive Dean of the Faculty, be granted a higher research load. In such instances, the teaching, administrative and governance, or community engagement load of such academic staff members shall be reduced accordingly. Every academic staff member must have at least 1 (one teaching unit or alternatively be actively involved in post-graduate research supervision.

7.3.4 Staff members are expected to do research in their field or profession. The outcomes of research should be disseminated to the public and subjected to acceptable peer review. This not only advances a field of study but also serves as an indicator of a faculty member's and a department's expertise and productivity.

7.4 Administration and Governance

7.4.1 A standard administration and governance load comprises 5% of the workload of an academic staff member, which equals 45 hours per semester.

7.4.2 Academic staff members who are in management/leadership positions, such as Executive Deans, Heads of School/Associate Deans, Heads of Department, etc., will be granted a higher administration and governance load. In such instances, the teaching load or research load of such academic staff members shall be reduced accordingly. (See Par. 10 below)

7.4.3 In exceptional circumstances, an academic staff member may, at the discretion of the Head of Department, in consultation with the Associate Dean of the School and the Executive Dean of a Faculty, be granted a higher administration and governance load. In such instances, the research and/or teaching load of such academic staff members shall be reduced accordingly.

7.4.4 The percentage distribution between the administration and governance load and the community engagement load may be freely varied for each academic staff member to suit the needs of the Department and the individual academic staff member.

7.4.5 The allocations of administrative and committee work should be such that all academic staff members in a department carry an equal share of the load.

7.4.6 Consideration of service may distinguish between membership or leadership in the various activities and committees.

7.5 Community Engagement

A standard community engagement load comprises 5% of an academic staff member's workload, equaling 45 hours per semester.

8. WORKLOAD ALLOCATION TO ACADEMIC STAFF MEMBERS IN LEADERSHIP/MANAGEMENT POSITIONS

8.1 Due to the leadership, administrative, and governance functions performed by Executive Deans, Associate Deans of Schools, Heads of Department, Section Heads, and Programme Coordinators, the workload distribution tabulated below shall apply for such academic staff members:

Managerial Role	Teaching, Learning and Assessment %	Research and Innovation %	Administration, Governance and Community Engagement %
Executive Dean or Head of Faculty	0	10%	90%
Associate Dean or Head of School	20%	20%	60%
Head of Department	20%	20%	60%
Section Head	40%	20%	40%
Programme Coordinator	40%	20%	40%

8.2 The percentage distribution between the teaching load and the research load of individual academic staff members in leadership/management positions can be freely varied to suit the needs of the Department and the individual academic staff member.

9. STRUCTURES GOVERNING THE POLICY

9.1 Council

9.2 Senate

9.3 Deputy Vice-Chancellor: Teaching, Learning and Technology (Policy Custodian)

9.4 Executive Deans

9.5 Associate Deans/Heads of Schools

9.6 Heads of Department

9.7 Academic Staff Members

9.8 Human Capital

10. IMPLEMENTATION

10.1 Roles and Responsibilities

Structure	Responsibilities	Implementation Strategy
1. Council	Approves the Policy and exercises overall governance oversight.	Receive reports on the effectiveness of workload management and approve policy amendments where required.
2. Senate	Provides academic oversight and ensures that workload allocation supports teaching, learning, research, innovation, administration, governance, and community engagement objectives.	Monitor the impact of the Policy on academic performance and recommend improvements where necessary.
3. Deputy Vice-Chancellor: Teaching, Learning and Technology	Serves as Policy Custodian and provides institutional leadership for implementation and monitoring. Oversees compliance and resolve escalated workload matters.	Issue implementation guidelines, monitor compliance across faculties, review workload reports, and coordinate periodic policy reviews.
4. Executive Deans	Ensure implementation across Faculties and provide strategic oversight of workload-allocation practices.	Review and approve Faculty workload plans, monitor consistency across departments, and ensure alignment with Faculty objectives.
5. Associate Deans/Heads of Schools	Support implementation within Schools and coordinate workload planning and monitoring processes.	Review departmental workload allocations and advise on adjustments to ensure fairness and operational effectiveness.
6. Heads of Department	Allocate workloads, consult academic staff, monitor implementation, and manage workload-related concerns.	Prepare semester workload allocations, conclude workload agreements with staff, monitor delivery against agreed workloads, and maintain workload records.

7. Academic Staff Members	Participate in workload planning and fulfil assigned teaching, research, administration, governance, and community engagement responsibilities.	Engage in workload consultations, perform allocated duties, maintain evidence of outputs, and raise concerns through established channels.
8. Department of Human Capital	Provide advice on employment-related matters and ensure alignment with labour and institutional requirements.	Support implementation through guidance on working hours, conditions of service, and staff-related workload matters.

10.2 Support and Advice

Support and advice regarding the interpretation and implementation of this Policy may be obtained from:

10.2.1 Deputy Vice-Chancellor: Teaching, Learning and Technology;

10.2.2 Executive Deans and Associate Deans;

10.2.3 Heads of Department;

10.2.4 Department of Human Capital; and

10.2.5 Department of Governance on policy compliance and interpretation matters.

10.3 Communication

10.3.1 The Policy shall be communicated through:

10.3.1.1 Publication on the University website and intranet;

10.3.1.2 Circulars and official institutional communications;

10.3.1.3 Faculty, School, and Departmental meetings;

10.3.1.4 Orientation and induction programmes for academic staff;

10.3.1.5 Training workshops and awareness sessions; and

10.3.1.6 Any other approved institutional communication channels.

10.3.2 The Policy Custodian shall ensure that the policy initiator conducts awareness-raising workshops to inform all relevant stakeholders of their roles and responsibilities, and that implementation guidelines are readily available. Such workshops shall strengthen understanding and effective implementation of the policy.

11. COMMENTS

Members of the NUST community, including students, academic staff, administrative and support staff, organised labour representatives, and governance structures, may submit comments, suggestions, or concerns regarding the interpretation, implementation, or effectiveness of this Policy to the Policy Custodian through the appropriate institutional channels. Comments may be submitted during consultation processes, policy reviews, or through established governance and management structures. All comments shall be considered by the Policy Custodian in consultation with relevant stakeholders and governance structures, and where appropriate, shall inform policy amendments, implementation improvements, or future reviews of the Policy.

12. REVIEW

This Policy shall be reviewed every five (5) years from the date of implementation or earlier if required by changes in legislation, regulatory requirements, institutional strategy, organisational structures, operational needs, or higher education best practices.



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