

**BETWEEN:**

**MR P RODDIS**

**Claimant**

**-v-**

**SHEFFIELD HALLAM UNIVERSITY**

**Respondent**

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**WITNESS STATEMENT OF DR EVE STIRLING**

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I, Eve Stirling, of Sheffield Hallam University, Howard Street, Sheffield, S1 1WB will say as follows:

1. I am employed by Sheffield Hallam University ("the University") as a Subject Group Leader for the Post Graduate and Extended Degree Subject Group in the Department of Art & Design. I was originally engaged by the University as an Associate Lecturer in Art in Design in September 2008. I became a Senior Lecturer at the University in July 2013.
2. I was employed as an Associate Lecturer at the same time that Mr Roddis was employed by the University as an Associate Lecturer, but I did not know, nor work alongside, Mr Roddis. I do, however, have a good working knowledge of the role of an Associate Lecturer and of a Lecturer/Senior Lecturer at the University, as I have first-hand experience of being employed by the University in both the Associate Lecturer and Senior Lecturer roles.

**Background**

3. The majority of teaching staff at the University are employed on Lecturer/Senior Lecturer contracts, which are either on a full-time or part-time basis. In addition to Lecturers/Senior Lecturers, the University also employs Associate Lecturers on a casual basis, to provide flexible teaching resource where required by the University. Associate Lecturers are able to accept or refuse offers of work from the University as they wish. The University will typically offer work to Associate Lecturers in the following circumstances:
  - 3.1 to cover staff absences due to leave, secondments or development;
  - 3.2 where the University has vacant teaching positions and it needs to cover the teaching aspects of that role until it is recruited to;
  - 3.3 where the University only requires teaching expertise in a particularly specialised area; and/or
  - 3.4 where more teaching capacity is required due to an increase in student numbers.

**The role of a Lecturer/Senior Lecturer**

4. A Lecturer/Senior Lecturer who is employed on a full time basis is required to work 1576 hours per year. This is made up of 1406 (derived from working 37 hours a week, 38 weeks a year), plus an additional 170 hours per year for research and scholarly activity.
5. The role of a Lecturer/Senior Lecturer is comprised of three core areas:
  - 5.1 scheduled teaching duties ('STD') and teaching related duties ('TRD'), which I will explain further in this statement. (The normal maximum STD are 462 hours per year and typically, each STD will be matched with an hour of TRD. Therefore, both STD and TRD amount to 924 hours/approximately 58% of your time);
  - 5.2 management and administration (approximately 31% of your time and mainly comprised of general academic duties ('GAD') which amount to a very minimum of 125 hours per year/ 8% of your time and course management)); and
  - 5.3 self-managed time for research and scholarly activity (a minimum of 170 hours/at least approximately 11% of your time).
6. An Associate Lecturer only does one of the categories above (STD and TRD), which is approximately 58% of a Lecturer/Senior Lecturer role. So, if I compare the duties I used to perform as an Associate Lecturer with the duties I performed as a Senior Lecturer, I estimate that 40% of my Senior Lecturer duties were carried out when I was an Associate Lecturer.
7. Every Lecturer/Senior Lecturer must complete a work-plan each year, which sets out the hours they will allocate to each of the three core areas set out above, to ensure that their workload is balanced. You have an allowance of a maximum number of hours which you can dedicate to each core area, per year, as I have also set out above.
8. The University has a policy on work-planning. The relevant policy for when Mr Roddis was an Associate Lecturer is at **pages 72 to 106** of the bundle. The policy applied to Associate Lecturers, but only in relation to STD and TRD (**page 92**), and it would be based on the number of hours they had agreed to work, if they had agreed to work a set amount of hours over a semester.
9. Having reviewed the preliminary hearing bundle as part of this process, I note that Mr Roddis had work plans (**pages 48A, 64A, 66A-B** and **106A** of the bundle). You will note that Mr Roddis' work plan for the 2007/2008 academic year (**page 48A**) only details STD and TRD, because he was employed as an Associate Lecturer during that academic year and therefore only did work in that core area. Mr Roddis' work plans for later academic years include hours allocated to research and management and management and administration. I understand that this is because Mr Roddis was also simultaneously employed by the University during those years on a 0.6 fractional academic contract as an Education Adviser and his work plans therefore covered both roles and all aspects of the academic contract for those years.

*Research and scholarly activity*

10. As a Lecturer or Senior Lecturer, it is a requirement of your role to perform research and scholarly activity. Time allocated to learning and research is fairly significant at a minimum of 170 hours per year, and inherent in the life of an academic at the University. You can bid to be awarded more hours to dedicate to research and scholarly work. Currently I have 20% of my hours allocated to research and scholarly activity.

11. I refer to the job description for a Lecturer/Senior Lecturer post at the University at **pages 141A to 141B** of the bundle. 'Research and scholarly activity' is defined as an area within the main duties (**page 141A**). Research and scholarly activity includes conducting research and scholarly activity which is relevant to the lecturing role; integrating research into teaching and learning; and identifying opportunities for income generation and entrepreneurialism through research, consultancy or professional practice.
12. I also refer to the contract of employment of Mark Leader, who was a Lecturer at the University in 2012, in which research and other forms of scholarly activity are listed as contractual duties (**page 51**).
13. Research and scholarly work is self-managed time. You must agree your objectives for your research outputs with your line manager as part of the appraisal process. You must then demonstrate your research output each year and your progress against those objectives is also formally reviewed as part of the appraisal process.
14. Research and scholarly activity also includes applying for grants and generating income for and securing funding for research, writing and publishing articles in journals and writing papers, and also putting them forward for the University's submissions to the UK University's research excellent framework ("REF"). REF is an exercise that universities across the UK take part. As part of this process, universities put forward scholarly work and it is assessed across all universities. Based on those submissions, universities are given a rating based on the quality (outputs, impact and environment) of their research submissions.
15. 'Learning' for Lecturers/Senior Lecturers also includes delivering professional development training in relation to your area of specialism to colleagues, attending team away days and training student mentors. These duties are reflected in the role profile (**pages 144 to 154** of the bundle). These duties do not form part of the Associate Lecturer role.
16. The requirement to carry out research and scholarly activity is a major difference between the Lecturer/Senior Lecturer and the Associate Lecturer role. The core area of learning and research is not part of the Associate Lecturer role. Whilst the Associate Lecturer job description (**pages 128 to 129** of the bundle) states that an Associate Lecturer is required to keep up-to-date knowledge of a subject area, this does not extend to the research and scholarly activity duties of a Lecturer/Senior Lecturer, that I have explained above.
17. The research and scholarly activities I have referred to above are not contained within the Associate Lecturer job description. There is also no reference to research and other scholarly activities in Mr Roddis' contract of employment, for his Associate Lecturer role at **pages 29 to 36** of the bundle.

*Management and administration, including GAD*

18. Another key and core area of the Lecturer/Senior Lecturer role is management and administration (including GAD, which you are specifically allocated a minimum of 125 hours a year for). GAD typically includes attendance at subject group, faculty, department and similar meetings and away days, service on committees and panels, contributing to admissions and recruitment activities, staff appraisal activity, ceremonial duties such as graduation, diary management and correspondence.

19. Management and administration (and GAD) does not relate to administration linked to your own teaching (TRD), but involves broader and more 'higher level' administrative duties. For example, Lecturers and Senior Lecturers take a leading role in relation to student recruitment and admissions, and must prepare for trips and the induction week for students each academic year. This includes planning logistics as to which sessions will take place, and which students should attend, where and when. Senior Lecturers are also responsible for interviewing potential candidate students, attending career fairs, hosting open days and attending UCAS fairs. Lecturers/Senior Lecturers therefore have a more 'outward facing' role, representing the University as a whole. This aspect of the role is not just about specific subject knowledge but about knowledge of life on the University campus. In my experience, Associate Lecturers are not offered hours for this type of work and are not required to do this as part of their role.
20. Another responsibility which falls under this category is reflected in the Lecturer/Senior Lecturer job description under the heading 'Business effectiveness' (**page 141B**). Lecturers/Senior Lecturers are required to engage in generating income and developing and understanding of marketing needs, including contributing to business enhancement and maintenance of customer-focus. This also includes the outward facing element again, of 'outreach work', which involves working with schools to generate student numbers and also working with local companies in relation to student placements and live projects. These duties are not in the Associate Lecturer job description and not part of the Associate Lecturer role.
21. Lecturers and Senior Lecturers are also responsible more broadly in relation to organising the delivery of teaching, which would include course management- planning how courses and modules will run and when and what the modules should include. This is not a task for one individual alone, but for the academic team to work together. To clarify, a course will be taught over an academic year. The course will consist of 'modules', which will each be focused on a different aspect of the wider course. Students will be assessed in respect of each of their modules, to form an overall score for their course.
22. Planning the delivery of teaching includes looking at how a whole course will be taught, liaising with colleagues in the department and working together to look at the styles of learning and teaching assessment used more broadly in the department, and looking at ways to improve them, and developing strategies to assist with this. This is different to planning how you will deliver a particular module/session that you are teaching, which an Associate Lecturer would be required to do as part of their teaching duties. The Lecturer/Senior Lecturer role is more over-arching in this respect, including consideration of how teaching is delivered in line with the University's wider teaching and assessment strategies, rather than being solely focused on the material that you are personally teaching.
23. This more overarching role of the Lecturer/Senior Lecturer, with responsibility for co-ordinating and planning, is reflected in the job description for a Lecturer/Senior Lecturer. It goes further than the requirements of the Associate Lecturer role, which are to participate in these processes in respect of your own teaching. Under the heading 'Learning, Teaching and Assessment', in the Lecturer/Senior Lecturer job description, duties include planning, in addition to teaching and learning for students (**page 141A**). Whereas the Associate Lecturer job description does not include planning under the 'Teaching and Learning' heading (**page 128**).
24. Lecturers/Senior Lecturers are responsible for curriculum development. This includes the designing, drafting and assessing of courses and modules. We used to have a validation

process every five years for each course, whereby the Course leader was responsible for reviewing the course and re-writing it, where appropriate, with help of the team. In my experience, a Course Leader is always an academic member of staff and not an Associate Lecturer. Whilst Associate Lecturers may be involved in drafting a module, or may be asked for their input by Lecturers/Senior Lecturers, this is only a part of curriculum development. The University's online portal also confirms that Associate Lecturers contribute to curriculum development only in relation to a specified subject or topic that they teach (**page 177**). The full responsibility for the development of the curriculum is that of the Lecturer/Senior Lecturer.

25. As a Lecturer/Senior Lecturer, you are required to participate in more meetings that relate to wider University life, participating in the democratic processes of the institution. For example, you are normally required to sit on committees for various matters. In my role as a Senior Lecturer, I was a member of the Faculty Quality Board, which met every semester. Associate Lecturers would not typically be members of University committees or panels. Associate Lecturers may be members of course committees in respect of the courses that they teach on, but this is rare. Associate Lecturers are not members of more institutional committees. Such committees require individuals to represent the staff body. Associate Lecturers do not sit on them. Committee and panel meetings typically take place on Wednesday afternoons, as there is no standard teaching on Wednesday afternoons. This is because the University has an agreement with the Students' Union, that students can partake in student union and sports activities, which are typically on Wednesday afternoons. As students are timetable-free on Wednesday afternoons, Associate Lecturers are not usually on campus during this time, as their duties are teaching or teaching related.
26. Lecturers/Senior Lecturers have management responsibilities, in that they are required to motivate and encourage colleagues and to seek ways for their team to be more efficient and to improve, contributing to the achievement of not only what they teach, but their team objectives. Again, this is an example of how the Lecturer/Senior Lecturer role is far broader than the Associate Lecturer role, in that the focus is more about your department's and the University's objectives, rather than purely teaching. This responsibility is included in the Lecturer/Senior Lecturer job description, under the heading 'Personal effectiveness' (**page 141B**), but not in the Associate Lecturer job description. Personal effectiveness will typically include improving NSS (National student survey) grade, gaining Gold in the TEF, engaging more companies within the placement scheme and reviewing BAME student engagement and achievement.
27. As an Associate Lecturer, I did not attend team meetings and there was no requirement for me to. I recall that you could attend if you wished, but you were not required to do so. I understand that more recently, post Mr Roddis' employment at the University, it has become practice that if Associate Lecturers attend team meetings, they can claim payment for their time spent at meetings. Academic staff are now encouraged to invite Associate Lecturers to attend team and subject meetings, but there is still no requirement for Associate Lecturers to attend when they are invited to such meetings. If Associate Lecturers do attend, they are now paid for their attendance. In contrast, a Lecturer/Senior Lecturer cannot refuse to attend a meeting that they are requested to attend simply because they chose not to go.
28. In my experience, the role of an Associate Lecturer is far more 'student based', in that your main priority is to teach and support students. Associate Lecturers can therefore carry out their teaching and attend the University site as and when they consider it appropriate. An Associate Lecturer is not required to be present on site for any longer than they are needed

there to carry out the teaching hours that they have agreed to do. Some individuals prefer the Associate Lecturer role due to this flexibility. Associate Lecturers do not have allocated desk space. In contrast, as a Lecturer or Senior Lecturer, you have allocated desk space and you are required to be on site and visible throughout the working day, whether you have completed your teaching work that day or not.

29. Lecturers and Senior Lecturers are also required to work alongside the University's systems team to set up assessment deadlines for the academic year. They are also responsible for quality and moderating processes. The moderation process would start with the student work being marked. After the work is marked once, it will be moderated, with other individuals conducting a second round of marking the same work. This is to ensure that the marking is consistent. Whilst an Associate Lecturer is responsible for assessing student work and may take part in the first round of marking, a Lecturer or Senior Lecturer would typically conduct the second marking of that work, not an Associate Lecturer. A Lecturer/Senior Lecturer would also be responsible for organising that internal moderation and marking process, organising who marks at each round, together with organising and ensuring that the associated paperwork is prepared adequately and on time.
30. Once the internal moderation exercise is complete, a Lecturer or Senior Lecturer will prepare all the marking documentation for the exam boards and liaise with external examiners when they visit, providing samples of work etc, where requested.
31. The Leader for a specific module that is being assessed would attend the exam board meeting. The Module Leader must also write a review of the module for the exam board. Typically, the Module Leader will be a Lecturer or Senior Lecturer, and they may seek input from Associate Lecturers working on the module, to complete their review. It is rare, but Associate Lecturers can sometimes be Module Leaders. However, this is not typically a significant administrative task. In my experience, Associate lecturers would not be module leaders for large and/or complex modules.
32. Whilst an Associate Lecturer who is a Module Leader may attend an exam board meeting and write a review of the module, they would not have any involvement in the wider administration of the moderation process, such as organising the internal moderation and marking process, nor preparing the paperwork associated with the review of the course which the module forms part of. Associate Lecturers who are Module Leaders would only input in relation to the specific module they lead. The broader role of the Lecturer/Senior Lecturer in this respect is depicted in the job descriptions. The Associate Lecturer and Lecturer/Senior Lecturer roles are distinct in relation to quality and assessment because the Lecturer/Senior Lecturer role involves critical reflection on practice to improve performance and a requirement to contribute to innovation in learning and teaching. These duties are set out in the job description under the heading 'Teaching and Learning' (**page 141A**), and are additional to the duties of an Associate Lecturer in this regard (**page 128**). The Lecturer/Senior Lecturer also includes main duties in relation to quality management and enhancement, which include contributing to quality standards and criteria, taking part in initiatives to improve quality of educational provision and access to higher education (**page 141B**), which again, are not included within the Associate Lecturer job description.

*STD and TRD*

33. Both Lecturers/Senior Lecturers and Associate Lecturers are required to teach and carry out teaching related duties. STD includes lecturers, seminars, scheduled tutorials, teaching in laboratories, studios, workshops and other specialist rooms, scheduled teaching on residential courses including field trips, invigilation and other direct involvement in student work for assessment, scheduled supervision and scheduled contact with research students. TRD includes preparation for teaching duties, assessment and examination of student performance, teaching-related leadership, membership of examination boards, support for informal learning and updating personal subject knowledge.
34. The two roles (Associate Lecturer and Lecturer/Senior Lecturer) are similar in relation to this one element only of the three core areas. In both roles, you have an element of discretion as to how you prepare your teaching and to add your own style, to some extent, to the way you teach. You will still of course have certain constraints, in that the module or course that you teach must comply with the course framework which is drafted by Lecturer/Senior Lecturers and validated as part of the overall course management, as I have explained above.
35. Both Associate Lecturers and Lecturers/Senior Lecturers may prepare module guides for students, including a brief of the topics to be taught etc. Whilst an Associate Lecturer may draft a module guide, the responsibility to moderate the guides and ensure they are appropriate and moderated is the responsibility of Lecturers/Senior Lecturers, as set out above.
36. As Associate Lecturers are casual roles, an Associate Lecturer can accept work at short notice, for example to cover a staff absence, and in that case, they would teach using materials which have been prepared for them.
37. An Associate Lecturer is paid effectively at a rate of two and half hours' pay for each hour that they teach. Associate Lecturer roles are typical in a number of Universities and this rate of pay is typical nationally, to reflect that an hour of teaching will also entail the teaching related duties, such as preparation and marking.

**Conversion from Associate Lecturer to Lecturer/Senior Lecturer**

38. Associate Lecturers who have worked at the University for some time can make an application to become Lecturers/Senior Lecturers. Marie Williamson explains this process in more detail within her evidence. There is no natural progression from the role of Associate Lecturer to Lecturer/Senior Lecturer. The conversion process includes submitting an application form and attending a panel interview. I applied through this process in 2013 and was successfully appointed to the post of Senior Lecturer in July of that year.

**Summary**

39. Having done both the Associate Lecturer and Senior Lecturer role, I believe there are significant differences between the two roles. The majority of work that I did as a Senior Lecturer is not performed by an Associate Lecturer.

I confirm that the contents of this statement are true to the best of my knowledge and belief.

SIGNED .....

Dr Eve Stirling

DATE .....