

## **Academic Work Allocation Guidelines**

### **1. Introduction**

These guidelines provide a broad framework to support the work allocation process and to promote equity, fairness and transparency across the relevant staff group and to aid managers in balancing the workload of colleagues.

It is the responsibility of the Dean of School to ensure that these guidelines are applied appropriately and that any employee concerns in relation to work allocation are considered promptly.

A wide range of factors are relevant in the assessment of what constitutes a reasonable workload for each member of staff. Reasonableness both for the individual employee and in the context of the relevant staff group is central to the operation of these guidelines.

These guidelines apply to staff on the Lecturer, Senior Lecturer, Principal Lecturer grade, (including Reader and Course Director) and to related research positions in so far as these guidelines are relevant.

### **2. The key components of an Academic Role**

These guidelines outline the key components of an academic role and it is under these broad headings that workload allocations should be assigned and monitored.

The examples given below should not be seen as exhaustive. All academic staff are expected to be flexible in their approach to their workload and during their time at our University will be required to engage in a wide range of activities. The balance of activities in any given year is a matter for discussion between the Dean of School or nominee and the member of staff.

#### **Formal Scheduled Teaching (FST)**

Includes direct interaction with students including class contact (lectures, seminars, workshops, laboratories, clinics, studios), tutorials and other feedback/support sessions, distance learning teaching, independent study including dissertation and project supervision, PhD and other Doctorate supervision and field course. FST is inclusive of all modes of delivery, including on-line or other forms of distance communication.

#### **Teaching Related Activities (TRA)**

Includes updating modules/new module development, preparation of learning materials, module management, personal tutorship, year tutor / level leader, marking, assessment and moderation, attendance at exam committees and boards, invigilation, involvement in student appeals/complaints/hearings and student placements.

V1017

## **Academic Management and Planning**

Includes Course Director, Collaborative Delivery Co-ordinator/Link Tutor, course marketing, admissions (including admissions tutor), new course development, attendance at induction/graduation/applicant/open days and specific administrative duties, School/University representative (including external), University/School committees (member/Chair), leadership of a staff group, leadership of a specific project and union representation.

## **Research, Scholarly Activity and Income Generation**

All academic staff are expected to engage in Research; Scholarly Activity; and where appropriate, wider income generation activities, promoting knowledge transfer and supporting a high quality learning experience for our students.

These activities include active research, publication for journals, book publication, conference papers, doctoral studies, Post Graduate Research supervision and examination, Head of Research Institute/Group or Leader for REF submission, Knowledge Transfer Partnership (KTP) supervision, preparation of externally funded projects including grant applications, commercial tenders, CPD activities in response to employer needs, engaging in externally funded projects, special projects and consultancy.

These activities are in addition to the general updating of teaching and teaching materials and should be discussed as part of the Performance and Development Review (PDR) process.

## **3. Workload Allocation**

The workload allocation process is concerned with the determination of the profile of work for the academic year for each individual member of staff in order to allow the balancing of workloads across identified teams. The University recognises that increases in efficiency cannot be achieved directly as a consequence of academic staff working harder. The on-going review of the learning process including mode of delivery and assessment, will give full consideration to staff workloads as well as to efficiency and effectiveness.

A professional contract should focus on outputs and meeting the needs of our students and wider clients. These outputs, and individual personal development needs (both as a teacher and a subject specialist, and in relation to research, scholarly activity and income generation, and to overall career development) to help achieve them, will be identified as part of the Performance and Development Review (PDR) and on-going discussions through the year.

Staff are responsible for the delivery of their full profile of work and to achieve their objectives as outlined through the PDR process. In return and as professional members of staff they have a significant degree of discretion and flexibility in terms of how they undertake their duties and responsibilities and the amount of time they spend on them. Workload allocation is a complex, dynamic process and the duties and responsibilities of academic staff are inherently of a professional

nature and are wide ranging. The proportion of time spent on these activities is a matter of professional judgement which is necessarily made on an individual basis.

Workload allocation should not over rely on a purely numerical and mechanistic approach. The focus is to provide staff with a balanced profile which enables professional growth and development whilst fully meeting the needs of our students. There are, however, a number of operational protocols to which managers and members of staff should adhere. These are outlined at [Appendix 1](#). These are intended to help achieve a fair distribution and a 'balanced' workload and give staff the opportunity to engage in the wide range of activities reasonably expected of academic staff and which are fundamental to the success of our University.

The Dean of School (or nominee) will, in discussion with each member of staff, make an individual determination of duties and responsibilities, based on individual talents and aspirations, taking full account of the relevant Key Performance Indicators, ensuring a full contribution to our University's Strategic Plan.

An indicative workload for each member of staff, using the broad categories outlined above, based on an early assessment of student numbers, will be determined in early summer, prior to the commencement of the academic year. Although the main work allocation happens at this time, with further refinements early in the academic year following the confirmation of student numbers, work allocation is an iterative process that continues throughout the year.

Once an initial allocation has been made these will be openly shared with all members of the group in order to set each individuals workload in the context of the overall workload of the group.

#### **4. Monitoring Framework**

Implementation of the guidelines will be monitored by the Deputy Vice Chancellor Resources, in conjunction with the Deans, in order to ensure a transparent and consistent approach which takes full account of the overall profile of work expected of staff. Schools will be given the opportunity to review and provide feedback on a regular basis through these meetings.

It is not appropriate or desirable in a professional contract to allocate time to every activity. This is a matter for professional judgement. The balance of activities in any year is a matter for discussion between the Dean of School (or nominee) and each member of staff.

The main activities should be listed on the recording template which will be made available to all staff in the relevant group.

#### **A Balanced Workload**

Our University is committed to ensuring that staff have a balanced workload both in terms of the range of activities they engage in, and where reasonably practicable, balanced throughout the academic year. This will require professionalism on the part of both the Dean of School (or nominee) and the member of staff.

It is also important that overall workloads are reasonable and that a healthy work-life balance is maintained, including the opportunity for appropriate breaks during the working day and that full annual leave entitlement is taken. Where possible, consideration will also be given to family responsibilities. The University Flexible working and Parental Leave Policy and Guidelines may also be relevant.

It is the responsibility of the Dean of School to ensure 'reasonableness' in the allocation process. If members of staff feel the workload allocated to them is unreasonable, they should discuss and resolve the matter with the Head of Subject. In exceptional circumstances where individuals may be unable to resolve the matter with their Head of Subject, they should submit a formal appeal to the Dean of School.

The Dean of School is responsible for recording workload allocations in order to provide a broad overview of work allocation and to demonstrate equity and fairness.

## **Appendix 1: Workload Allocation**

### **Operational Protocols – including agreed national text**

- i. It is not appropriate in a professional contract to be specific as to the exact hours of availability for duties. It is accepted that in the case of the obligation to undertake research and other scholarly activity that obligation will not necessarily require attendance at the institution. At the same time it is important that staff are available for students and colleagues, and to actively engage in the School and wider University as appropriate.
- ii. Due to the range of teaching and learning methods involved and the different needs in various subject areas, a precise specification of teaching hours is neither possible nor appropriate in a professional contract. As a general guide, however, academic staff may normally expect to have formal scheduled teaching responsibilities for students within a band of 14 to 18 hours a week on average over the anticipated teaching year of that lecturer.
- iii. Formal scheduled teaching responsibilities should not exceed 18 hours in any week or a total of 550 hours in the teaching year. However, this provision will not apply in subject areas where the nature of the curriculum and teaching style, or work, make it inappropriate.
- iv. The teaching year will not normally exceed 38 weeks of which the equivalent of 2 weeks will be spent on teaching-related administration.
- v. While some flexibility may be required in organising the teaching year, a member of staff will not be required to undertake more than 14 consecutive weeks of teaching, except with prior agreement.
- vi. Academic staff are expected to engage in Research and Scholarly Activity. It is expected that this will be integrated into the overall pattern of activities unless discussed with Head of Subject and agreed by Dean.

It is recognised that there will be circumstances when academic staff will need or may wish to work outside these parameters. This will be done by mutual agreement.

### **Factors to be taken into Account – agreed national text**

The allocation of duties requires flexibility and professionalism on the part of both managers and staff and will take into account the factors outlined below.

- i. The full range and extent of actual duties to be performed.
- ii. Professional development needs both as a teacher and as a subject specialist, and in relation to research and other scholarly activity and to overall career development.
- iii. Teaching experience.

- iv. The number of students for whom there would be overall responsibility.
- v. Teaching group sizes, with particular regard for methods requiring interaction (eg seminars), and the assessment implications.
- vi. Differing subject needs.
- vii. The teaching methods appropriate.
- viii. The number and range of the curricula to be taught, with particular consideration given to the development and delivery of new (for the member of staff) and innovative courses.
- ix. The desirability of achieving a reasonable balance of activities.
- x. Wider internal and external responsibilities.

### **Other Provisions**

The provisions below should also be observed.

- Newly appointed lecturers with no previous teaching experience will be supported to undertake an appropriately recognised academic accreditation as specified by Academic Board, and encouraged to continue to enhance their research profile.
- Formal Scheduled Teaching should not exceed 3 consecutive hours and no more than two evenings (teaching after 6.00 pm) a week unless agreed with the member of staff.
- Lecturers should have the opportunity for a period of at least one hour free of formal scheduled teaching for a break during their normal teaching day.
- Formal scheduled teaching starting before 9.00 am or extending beyond 9.00 pm will be by agreement with the staff members concerned; such agreement will not be unreasonably withheld.
- Academic staff should not normally be required to be available for formal scheduled duties for a period of more than 8 hours in a day, Monday to Friday.
- Consideration of travel time where appropriate, including within and between campuses.

The University is increasingly offering flexible, business facing programmes and other activities (including open days and applicant days) and therefore academic staff by agreement may from time to time work weekends and this should be recognised within the work allocation.

It is recognised that there will be circumstances when academic staff will need to or may wish to work outside these parameters. This will be done by mutual agreement.