

# UNIVERSITY OF BRIGHTON

## Workload Allocation Model – May 2017

### 1. Workload Allocation Model

- 1.1 The purpose of this document is to detail the workload allocation model to be used by academic staff working for the University of Brighton.
- 1.2 The model is based on a re-affirmation of the specifications of the current local and national contracts as regards hours of work – namely that:

*The nature of teaching posts is such that staff are expected to work such hours as are reasonably necessary in order to fulfil their duties and responsibilities. It would therefore be inappropriate to define the total hours to be worked in any week. A reasonable norm, however, having regard to the contractual position of other senior staff in the institution, would be thirty-seven, although this should not be regarded as a minimum or maximum.*

The workload model also needs to take account of the transparency requirements of the TRAC national data collection exercise. Participation in the workload planning process is therefore vital and data needs to be recorded accurately in specific categories against the actual activity undertaken.

### 2. The Workload Allocation Model

The core elements of the workload allocation model are detailed below and the figures provided are based on a full time academic. These would be pro-rated appropriately for part time staff.

- 2.1 A total maximum individual workload of 1600 hours per year.
- 2.2 An allocation of 320 hours for self-managed research and scholarly activity which is accountable in terms of activity undertaken.
- 2.3 A maximum teaching contact hours allocation of 550 per year in line with the terms of the national contract (see Appendix One). It is emphasised that the figure of 550 is a maximum, not a target or a norm and would only be expected to be reached in exceptional circumstances.
- 2.4 A transparent Teaching Related Allocation (TRA) model based on a quantitative formula – moderated by judgment - taking account of the variable amount of preparatory and contextual activity generated by each teaching hour (see Appendix Two), and governed by the principle that teaching contact hours plus TRA will not exceed 1100 hours.
- 2.5 An expectation for each School of a minimum average of 1:1.3 (i.e. a minimum overall School average allocation of 1.3 hours TRA for each teaching contact hour).
- 2.6 A minimum ratio of 1:1 (i.e. a minimum allocation of one hour TRA for each teaching contact hour). This ratio is a minimum and must not be treated as a norm or a

target; it is expected that the minimum ratio would only apply in exceptional circumstances where the amounts of teaching preparation and/or subsequent tasks (e.g. assessment) are demonstrably lower than the norm. There will be no maximum ratio, and the ratio should be appropriate to considerations such as group size and assessment load, but it should be ensured that exceptionally high TRA ratios are justified in relation to transparent and equitable criteria.

- 2.7 A transparent system for allocating hours for managerial and administrative roles – such as: Deputy Head; Division Leader; Academic Programme Leader; Course Leader; Module Leader; Admissions Tutor based on a time allocation split of 90:10 between the 1100 teaching/TRA hours and the 180 hours allocated for general administrative duties.
- 2.8 General administration is a separate provision (linked to a specific range of activities such as attending meetings, committees and responding to emails) which will have an allocation of 180 hours that is built into the university model.
- 2.9 An allocation of a minimum of 30 hours contingency from the 1100 teaching/TRA hours to allow for unexpected changes in patterns of work to be accommodated in a fair and reasonable manner. These would normally be used for teaching (contact and TRA) and shown in the workload allocation.
- 2.10 Allocations for personal tutorial meetings which include appropriate recognition of any preparation or follow-up tasks required are part of a range of direct teaching activities (which also includes mandatory placements and field trips). Further details are contained in Appendix 1.
- 2.11 In terms of field trips, it is recognised that these involve exceptions to the provisions regarding the working day and the working week contained in Section 3 of the Code of Practice. However, the Working Time Directive's upper limit on weekly working hours applies. Contact hours and their associated TRA should be allocated as part of workloads in the normal way and on a case by case basis.
- 2.12 Appropriate recognition of anticipated and essential travel time to come from the 1100 teaching (contact and TRA) allocation. For UK travel, this will be on the basis of allocated time on a 1 for 1 basis (noting that for some staff this will already be taken account of in administrative or management roles). Time for international travel will be agreed between the Head of School/designated manager and the member of staff. Should agreement not be reached then the staff member will not be obliged to undertake the travel.
- 2.13 Allocation for trained and notified reviewers to conduct SDRs; this should include appropriate time allocations for preparation and follow up work. It is noted that in some cases, time for this will already have been allocated as part of the block allocation for administrative and managerial roles. The agreement of a common cross-university tariff for this will be developed following the review of the SDR process.
- 2.14 Allocation for research student supervision in accordance with the current local agreement as detailed in the Code of Practice and Regulations for Research Degrees (see Appendix Three).
- 2.15 Any additional research time above the 320 hours will be offset against the 1100 hours teaching and TRA including for externally funded research.
- 2.16 Where staff are undertaking doctoral studies (either internally or externally) the university practice is to initially use the 20% R&SA to support this study. Where


more concentrated periods of study are needed (e.g. writing up a thesis) this can be raised with the Head of School who can allocate more time at their discretion and any additional time will be allocated with equity and transparency.

- 2.17 Open Days. The academic contract being a professional contract may involve some flexibility and occasional weekend working. Where staff attend a Saturday/ Open Day as part of their role, an allowance of 8 hours for a full day and 4 hours for a half day will be allocated from the 1100 teaching/TRA hours (this may form part of the allocation of hours for admissions tutors). Time allocations for Saturday open days would normally be discussed as part of the workload allocation process. Allocation of time will be made for interviewing where these form part of the recruitment/admission process for a school or a course.
- 2.18 Allocations for economic and social engagement according to the requirements of University policy or of identified projects.
- 2.19 Induction processes for new staff


The current local agreement is re-affirmed and states that:

- 17.1 **Heads** of department or a nominated person are responsible for allocating time to staff involved in the induction of a new member of staff, as part of the allocation of a lecturer's duties and responsibilities.
- 17.2 It is important that staff new to teaching have the maximum opportunity to gain practical experience. Heads of department should therefore be sensitive to the need to lighten the allocation of other duties. During the first year of teaching, a lecturer should not normally be required to undertake a teaching load equivalent to that of a more experienced colleague.
- 17.3 In most cases, the induction process for a lecturer new to higher education will take in the region of 25% of a full-time lecturer's total workload. This proportion of time may be shared between several individuals, including the new member of staff. The agreed allocation will therefore be appropriately distributed by the head of department.

- 2.20 All individual workloads to be published, and available or distributed to all academic staff within the School, and (in aggregation for consideration by the LCIG) from across the University.

Signed on behalf of the university .....  ..... Date 10/5/17

Professor C Pole

Signed on behalf of UCU .....  ..... Date 10/5/17

Dr Mark Abel .....

## Appendix One: Teaching Contact Hours

The increasing scale of use of technology- mediated teaching makes this concept much harder to define than when the current national and local contracts were agreed over 20 years ago. Therefore it is anticipated that, as further new teaching methods emerge, any existing definitions will need to be continually reviewed.

---

Direct teaching responsibility will constitute formal scheduled hours, defined as the actual hours timetabled or scheduled (as set out, for example, in the validated module outline) for:

- lectures
- seminars
- tutorials
- dissertation or project supervision on taught undergraduate and postgraduate programmes
- supervision and observation e.g. in studios, workshops or laboratories or in clinical or practice settings (excluding travel time which may be covered by a separate provision)
- mandatory study visits or field trips (for which a maximum of 18 hours per week should be applied as an allocation – any excess over 18 hours per week should be allocated as teaching-related)
- Where e-learning, distance learning or other asynchronous blended learning forms part of an agreed course or module outline, this should be recognised by incorporating a minimum expectation of direct student contact time per module and by an appropriate allocation of TRA for other teaching activities.
- Research degree supervision

## **Appendix Two – Teaching Related Activity**

Teaching Related Activity allocations would normally be expected to be made in relation to the scope and scale of the following activities:-

- Design of teaching material and assessment methods.
- Curriculum development within subject field.
- Carrying out of teaching and associated administrative tasks within an established programme of study.
- Setting and marking of assignments, including summative assessments, assessing the work and progress of students and providing constructive feedback to students.
- Attending and participating in module team, and liaising with colleagues as necessary.
- Reflecting on practice and development of teaching and learning skills.
- Contributing to internal and external quality assurance processes within the scope of their teaching activity.
- Compilation and maintenance of student records in relation to the assessment of students work specifically include in their teaching activity.

## Appendix Three: Research Degree Supervision

The current code of practice on research degrees states:

### 3.1 Student Entitlements

A full-time research student should be entitled to 90 hours of supervisors' time, the equivalent of 45 hours of each of two supervisors' time (or pro rata for supervisory teams greater than two in number) on an annual basis. Heads of School are expected to include this in the detailing of staff hours and duties. **A minimum of one third of this should be consultation time.** That is, each full time research student is entitled to a minimum of thirty hours consultation time per year from the supervisory team and part-time students are entitled to normally 50% of that expectation and students on continuation fee to 10% thereof (section 13 refers). The precise timings for delivery of such supervision should be agreed by mutual consent and will need to be such as to meet the needs of the students and supervisors.

Further information regarding the allocation of supervisory hours for Research students can be found in the University of Brighton Code of Practice and Regulations for Research Degrees.

#### Note:

It is noted that since the instigation of the current local agreement the University's standard number of teaching weeks has reduced from 34 to 30 weeks.

## **Appendix Four - Managerial and Administrative roles**

Following a review of internal examples within the university it was decided to focus on Deputy, Programme Leader, Course Leader and Module Leader leaving the roles of Assistant Head, Associate Head and Admissions Tutor to one side. It was also implicit that the role of head of school would be part of this work.

Some summary (overview) definitions based on existing arrangements have been developed to indicate the level of difference rather than detailed activities. Where appropriate a time allocation would also be attached to these roles (with reference to the current provisions of the Code of Practice 10-30% which are part of the 1600 hours which would in practice be counted against the 1100 allowance for teaching and TRA), or an equivalent local school based allowance. Where there is administration related to a leadership or management role, 10% general administration time can be used for this purpose (at a ratio of 9:1 i.e. 18 hours). Time allocations are specific to the role and will be discussed between the individual and head of school or nominated individual.

### Academic leadership and management context

Academic leadership and managerial responsibilities are linked to the organisation of subject areas, course and programmes and the co-ordination of associated staff (within a context of shared management responsibilities e.g. deputies, divisional heads, subject heads, programme leaders, down to course and module leader). Managerial responsibility for staff, in particular disciplinary authority, remains with the Head of School. Divisional Heads, subject heads may be covered by Deputy/Assistant/ Associate head and for this reason have not been further defined.

Other staff management responsibilities which are operational in nature (e.g. recruitment and selection/SDRs) may be shared at an appropriate senior level, relevant to responsibilities of the role and management context, using appropriate management arrangements within the school. This may involve deputies, divisional heads, subject heads, programme leaders, course and module leaders (i.e. including principal lecturers). These roles may be subject to further review.

The types of management roles in a school context are: head, deputy, academic programme leader, course leader and module leader. Further details are as follows:

### Head of School

Key aspects of the role are

Heads of School are responsible for the leadership and management of the school and for the contribution of the school to the work of the college and university. They are appointed on the basis of their national or international standing in their subject or profession and are expected to maintain an appropriate level of scholarly or professional engagement. They also make a significant contribution to the development of policy through ex-officio membership of relevant committees (school, college and university) and are responsible to the Dean for ensuring university policies are implemented within their school. Heads' responsibilities are for students, staff, subjects and programmes. They have direct responsibility for management within the school i.e. of resources, staff budgets, space and for staff, in particular disciplinary authority

Specific areas of responsibility include

### Strategic management and academic planning

- Chairing the School Board of Study and ex-officio membership of relevant committees (university, college and school). The head would normally chair a Course Examination Board and Area Examination Board or would nominate another member of staff as Chair of the board
- Strategic and academic planning in particular the quality of all aspects of the schools work including teaching, learning, and research within the framework adopted by the university and college.
- Membership of the School Executive Team and School Management Board.

### Operational management

- Managing the schools performance to ensure it meets agreed targets including student recruitment, financial targets and performance indicators
- Responsible for the effective, efficient and safe operation of school activities and effective links with central departments.

### Students

- Subject to the responsibilities of the School Board being responsible for the admission, academic support, welfare and progression of students.

### Other duties

- Contribute to the management and work of the university by carrying out university wide duties as agreed with the Dean.

### Deputy Head of School

Deputy Heads of School are academic leaders in the school, acting with delegated responsibility for the Head of School in the achievement of the school strategic and operational objectives. They have direct management responsibilities delegated by the Head of School for resources, staff, budgets and space as directed. They are appointed on the basis of their national or international standing in their subject or profession and are expected to maintain an appropriate level of scholarly or professional engagement. They make a significant contribution to the development of school policy and are responsible to the Head of School and Dean for ensuring that university policies are implemented within their school.

### Core Responsibilities

- Provide professional and academic leadership in the school for the internal academic environment of the school ensuring quality standards are maintained.
- Assist the Head of School in the strategic development and operation of the school's research, partnership engagement and learning resources.



Key responsibilities include:

- Deputise for the Head of School;
- Membership of the School Executive Team (and School Management Board);
- Take the lead on liaising with the school's strategic partnerships, collaborators and projects and ensuring these are purposefully managed and communicated;
- In collaboration with the Head of School advise on the planning, implementation and allocation of budget allocations with specific responsibility for ensuring that the physical learning resources are fit for purpose and aligned to student numbers;
- Co-ordinate and manage the quality of assessment and learning processes through examination and course boards
- Carry out SDRs as delegated by the head;
- Co-ordinate and manage HR issues in specific operational areas (as delegated by the head) in respect of:
  - Service level agreements and contracts
  - educational resource management
  - staff development
  - recruitment.

#### Roles below Deputy Head

These would be Academic Programme Leader, Course Leader and Module Leader and in summary their responsibilities would be as follows:

- A programme leader is responsible for a suite of awards (i.e. programmes or courses) e.g. Business, Business with marketing, Business with finance etc.
- A course leader is responsible for a group of modules leading to an award. These awards may vary from a University of graduate certificate consisting of 60 credits up to 480 credits in the case of the MEng etc.
- A module leader is responsible for a single module which may be 10, 20 or more CATS points. They may lead a team or have sole responsibility for a module.

#### Other roles not included

Assistant Head and Associate Head (to remain as current school arrangements pending internal review).

Admissions Tutor (to remain based on the current provisions of the Code of Practice). In most cases, the role of an admissions tutor can be expected to occupy in the region of 7 - 12% of the individual's total workload unless superseded any local arrangements arising from a local review.

Roles such as Academic Programme Leader, Course Leader and Module Leader are performed by main grade lecturers. Their responsibilities are as follows:

- A programme leader is responsible for a suite of awards (i.e. programmes or courses) e.g. Business, Business with marketing, Business with finance etc.
- A course leader is responsible for a group of modules leading to an award. These awards may vary from a University of graduate certificate consisting of 60 credits up to 480 credits in the case of the MEng etc.
- A module leader is responsible for a single module which may be 10, 20 or more CATS points. They may lead a team or have sole responsibility for a module.

Time for the undertaking of such roles is allocated in workloads as indicated in 2.7 of the agreement. The number of hours allocated for these roles will take into account the following factors:

#### Module leadership

- Module credit rating
- Module cohort size with reference to norms for postgraduate and undergraduate study
- Module complexity

It is recognised that leadership of a 10-credit module taken by a small cohort (less than 20 students) requires a minimum of 10 hours of teaching contact.

#### Course leadership

The locally agreed Code of Practice specifies a range of 10%-30% of annual hours for this responsibility, i.e. 160-480 hours. Relevant factors are:

- Course credit rating
- Course cohort size with reference to norms for postgraduate and undergraduate study
- Number of modules
- Number of staff
- Course complexity (including number of external stakeholders and monitoring bodies)

#### Academic Programme leadership

Where a suite of courses is administered as a Programme, there is no specified range for the allocation of leadership hours. The determining factors will be:

- Number of courses comprising the programme
- Number of students
- Number of modules
- Number of staff
- Degree of complexity

It is recognised that where there is a Programme Leader, hours allocated for course leadership are likely to be at the lower end of the range.

#### **Other school based roles**

Local roles (smaller school roles) other than module leadership below 50 hours (subject to review) will continue to be determined by local school based arrangements and will not be specified in the workload model.

Where the hours are larger some provision for these roles will be recognised in the workload model under management and administration.

Some examples of current local practice where the allocation may be larger are included for

information, any % are based on 1600 hours.

SASS	School wide Assessment Coordinator (PL) 100 hours.
S&SM	Local roles International Partnerships x2 320, Student experience and support x2 320, Employability, placements and alumni x2 320, L&T x1 320, Research x2 320, Curriculum mgt &QA x2 320, Ease x2 320, Marketing x1 320 hours.
SofE	Student Support and Guidance Tutor (SSGT) 600 37%, Partnership Coordinator 400 25%, Coordinator S&S experience 240 15%. Student Support Co-ordination 150 9%. Admissions Coordinator 340 21%.
Health Sciences	Practice Link Lecturers 200. Examinations and Assessment Pre Reg Dip Nursing 100 hours,
SET	Employability & Placements Coordinator 100 hours Web Leader 100 hours 6.30%. H&S Coordinator 100 hours, 6.30%. Exams Officer 100 hours 6.30%. Ethics Committee Work 50 hours, 3.15% (can go up to 100 hours). Open Day Co-ordination 50 hours, 3.15% (can go up to 100 hours).
Humanities	Year Tutor 100 hours, 6%. Research Centre Leader 200 hours, 12%.

Hours for any new roles and responsibilities will be allocated in a transparent manner as part of annual workload allocation consistent with the time the role or responsibility is expected to demand over the academic year.

