

Allocation of Academic Workloads (Local)

C2.8.2 Guidelines on the Allocation of Workloads - *Agreed Local Text* **(To be read in conjunction with the National Text on the Determination of the Duties of Lecturing Staff)**

1. Pre-Amble

- 1.1 These guidelines are intended to assist in the sensible implementation of the national agreement on workload allocations at the University of Hertfordshire and should be read in conjunction with Section I of the agreed national text. They set out the main criteria for defining formal scheduled teaching and other professional duties which make up individual workloads.
- 1.2 The purpose and principles of the professional contract, as set out in the national text, are supported by the University. It is committed to ensuring the allocation of fair and reasonable workloads to all staff across the institution and the provision of adequate opportunities for their professional development.

2. The Working Year

- 2.1 The working year is arrived at after allowance for annual, statutory and occasional holidays
- 2.2 Heads of School, as academic managers, will need to keep in mind the importance of flexibility in the context of changing patterns of teaching and learning in higher education (e.g. full-time short courses, part-time schemes, student placement visits, accelerated degrees, etc). Nonetheless, efforts should be made by them, within day to day constraints, to achieve balance between the needs of the SBU and of academic staff, paying particular attention to commitments such as research activities and attendance at conferences or courses.
- 2.3 The teaching year will not normally exceed 38 weeks.

3. The Working Week

- 3.1 On the matter of the working week, it is accepted that it is not appropriate in a professional contract to be specific as to the exact hours of availability for duties. However, the National Agreement suggests that in relation to teaching duties a reasonable norm may be helpful at institutional level. Such a norm should be comparable with those of other employees in the institution and with those of related professional groups - at the University of Hertfordshire, this is regarded as 37 hours; it is not to be regarded as either a minimum or maximum.
- 3.2 At the University of Hertfordshire, teaching activities take place between 9.00 am until 9.30 pm, Monday to Friday and occasional weekend working (by individual agreement), and lecturing staff are expected to be available for formal scheduled teaching hours within this period. However, academic managers will endeavour to ensure that on each occasion that a lecturer is required to teach a session in an evening after 6.00 pm the morning sessions of either

the same day, or the following day, will be free from formal scheduled teaching hours. Normally a lecturer can be required to undertake two evening teaching sessions per week, although in exceptional circumstances might be required to teach three evenings in any week.

- 3.3 Within the concept of a reasonable workload, each individual will undertake a range of duties, The National Agreement specifies that activities classified as formal scheduled teaching responsibilities should not exceed a total 550 hours in the teaching year or 18 hours in any week. Part time staff will have a pro-rata allocation that matches their contract.
- 3.4 However, in subject areas where the nature of the curriculum and teaching style makes this weekly limit inappropriate (such as creative industries, Teacher Education, Music, Nursing, Radiography post graduate medicine and Physiotherapy), it has been agreed that there will be flexibility on averaging such that the 18 hours weekly maximum may be exceeded.

4. Quantification of Workload

- 4.1 The specific teaching responsibilities of an individual lecturer, and the time to be devoted to other duties, is a matter for discussion between the lecturer and the relevant academic manager or appraiser and will be such as to enable the lecturer to be effective in the overall discharge of his/her professional responsibilities, taking into account, inter alia, whether the lecturer is a full-time or part time appointment.
- 4.2 In attempting to ensure fair distribution of workloads borne by each member of the lecturing staff in a particular School, academic managers will quantify these duties as a proportion of a full-time workload. However, the relative weight to be attached to any particular activity (e.g. scheme tutorship, year tutorship, short course management timetabling, etc) may vary between individuals and may be negotiated between the academic manager and the individual lecturer, recognising such factors as the local School/scheme context and the individual's experience in undertaking the particular activity.
- 4.3 In apportioning responsibilities, the Head of School will take into account the requirements and targets set for the School within the framework of the institutional Strategic Plan and, at the same time, seek to distribute as fairly as practicable the loads borne by each member of the School, having regard to any working practices agreed collectively within the area. Thus, the academic manager will allocate individual workloads on the basis of openness, balancing what best meets the fair needs of the University and the individual lecturer. The annual appraisal interview provides for workloads and duties to be reviewed in the light of experience and/or new developments.
- 4.4 In allocating responsibilities to individual lecturers the Head of School will have regard to the individual's contract and to the duties outlined below in Sections I, Ia and II.
- 4.5 In the spirit of the National Agreement, management accept their responsibility to ensure that staff loadings WITHIN School will be distributed as equitably as possible although it has to be recognised that, from time to time, loads will vary according to circumstances and requirements of the School. In the same way, it is accepting that the characteristics,

requirements and activities carried out by different Schools across the University are so diverse that no standard measurement of staff loading BETWEEN Schools in the University is possible.

5. Monitoring

- 5.1 Senior management accepts that it has a responsibility to maintain an overview of staff loadings so as to ensure, as far as possible, consistency and equity of practice across the University. The chair of JNCC in assuming this responsibility, will monitor practices across the University and take prompt action to rectify anomalies. In performing this monitoring function, regard will be taken of the views expressed by the recognised trade unions. The position will be reported annually to a meeting of the Joint Negotiating and Consultative Committee.

6. Appeals

- 6.1 In the first instance, every effort should be made to rectify the grievance at informal level through consultation with the relevant Head of School, involving the Dean of Faculty as a source of counsel and advice, if necessary.
- 6.2 In the event that a member of teaching staff feels that the volume and/or balance of workload is unfair or otherwise inappropriate, recourse should be made through the appeals mechanism below which follows the general principles of the University's formal Grievance Procedure but provides for an accelerated route. It is however without prejudice to the individual's right to seek redress to the formal procedures at any time, if necessary.

6.3 Appeals Procedure

Within five working days of the individual being advised by his/her academic manager that the situation is unlikely to be resolved at that level, she/he has the right to make an appeal to the Deputy Vice Chancellor . This must be in writing and outline the workload that has been allocated and the reasons for dissatisfaction. In such instances, members of staff would also have the right to meet with the Deputy Vice-Chancellor. The Head of School would be invited to make a written submission. Staff members would be entitled to bring such supporting evidence to this meeting as they felt appropriate and to be accompanied, should they wish, by a friend who may be a representative of the recognised trade union. All such meetings would also be attended by the Director of Human Resources or his/her nominee

- (c) If the individual continues to feel aggrieved, representation may be made to the Vice-Chancellor of the University.

SECTION I - Duties constituting formal scheduled teaching hours

Lectures

Seminars, including on line seminars and tutorials in virtual environments such as second life

Laboratory and workshop practicals

Undergraduate and taught masters project supervision

Academic tutorials

Proportion of placement visits which can be equated to formal scheduled teaching (e.g. teaching practice, industrial placements)

Proportion of field trips which can be equated to formal scheduled teaching

Short course teaching

Proportion of research students supervision which can be equated to formal scheduled teaching

University INSET, CPAD programme attendance

SECTION Ia Activities allied to formal scheduled teaching load but not included within 550 hours

Preparation time, assessment time, distance learning support, feedback, marking as specified in scheme documents and preparation of reports on students' work

SECTION II Other professional activities to be taken into account

Duties of Associate Head of School/Associate Dean

These include but are not limited to:

Personal tutor

Programme tutor (major/ minor)

Unit Tutor

Year Tutor

Admissions Tutor/ Duties and interviewing

Industrial/ Teaching Practice Placement Officer (including student placement administration)

Short Courses Management (where applicable)

Course and Curriculum development including distance learning, franchising and other related initiatives

Consultancy under the auspices of UH Ventures Ltd

Research Leadership

Research Supervisor (first FT/PT)

Research Supervisor (second FT/PT)

Personal Registered Research Project

Timetabling

Laboratory/ Resources Supervisor

Central University management duties

Membership of working parties formally constituted by the Vice-Chancellor

Attendance at Central University Committees

Participation in Staff Appraisal scheme and agreed outcomes

Trade Union duties according to locally agreed facilities agreement

Duties at national level, as approved by Vice-Chancellor Designated health and safety representatives

Note

- (i) There should be not double-counting of that portion of activities in Section II where recognition has been given in section I or Ia above.

- (ii) The list in section II above is not an exhaustive or exclusive one and other professional duties - agreed between the Head of School and the lecturer may be included as appropriate, subject to the general oversight of the Deputy Vice-Chancellor.

C2.8.3 Research and Scholarly Activity (Self-Managed)

It is in the nature of research and scholarly activity that it may take place throughout the year and be integrated into the overall pattern of your activities - however, your contract provides that, normally the periods of the year outside normal teaching weeks (38 weeks), your holiday entitlement (7 weeks/35 days), and Bank holidays/ discretionary days will primarily be devoted to research and scholarly activity - this will thus be in the order of 4 weeks 2 days each year for Academic/Lecturing staff. However, for AM staff owing to the professional/managerial nature of their duties, 10 days is allocated for this purpose.

The timing for research and scholarly activity will be agreed with the Head of School.

Monitoring of your research and scholarly activities (and their relationship with your other duties) will be carried out through the staff appraisal scheme. You may find it helpful to keep a personal record of your time spent on this activity. As a guide "scholarly activity" includes:

- (i) the production of books and monographs;
- (ii) contributions to books, articles and conference papers;
- (iii) creative and original work in all medias;
- (iv) professional updating and personal academic development including external examining.

Your self-managed Research and Scholarly activity is deemed not to include the giving of short courses or other teaching.

Research does not include consultancy.

SECTION 3

PRINCIPLES

The underlying principle across all workload models is that a fair and equitable spread of activities is achieved across the school.

The output of the workload allocation system should identify the proportion of time that an individual is expected to spend on different activities. These allocations should take into account the number of students, group sizes and curriculum needs. Consideration should also be given to whether the subject area is new to the lecturer or innovative in its delivery.

The workload model should allow an allocation for additional non-teaching duties.

The workload allocation model should attempt to take into account the personal working needs of the individual in terms of personal development needs, teaching experience, the balance of activities, professional demands, research area etc.

Agreed research and scholarly activities should be supported through the workload allocation model.

The output of the workload allocation model should be visible to all those in the same School.

The workload model should follow one of three hours formula – 550, 1406 or 1571. The School of Education is an exception to this principle and will follow 1591.

GOOD PRACTICE

There should be a School meeting to explain the workload model being operated within a school. This meeting should discuss any generic issues.

Individuals should have the opportunity to discuss any personal concerns in relation to their workload allocation, or their understanding of the methodology, with the HoS or someone with delegated authority.

The workload model should aim to identify time throughout the year when individual staff are able to take holiday in blocks of a week. These may be spread across the full year and are not limited to the traditional breaks between terms or semesters if timetabling allows.

Where possible running programmes with only one lecturer or expert member of staff should be avoided, this allows for back up and eases allocation of holiday periods and time for other duties.

Schools should publish role descriptors for duties that attract workload allowances.

Heads of School should ensure that appraisal discussions in relation to workload and duties are triangulated between the workload modeller, the appraiser and the HoS.

If the person undertaking school workload modelling is different to the person undertaking school timetabling they should be encouraged to work closely together.

Heads of School should open a dialogue with staff to give input into the derivation of time and hours allocations for particular duties.

Where possible the number of modules allocated in any one programme or subject should be limited to prevent a concentration of workload around exams, marking or assessment. Where such avoidance is not possible staff should be encouraged to review the methods and timing of assessment to relieve the burden.