University of Northampton

Guidance for Populating Academic Work Plans

Version 18:

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Academic workload planning

1. Context

1.1 This workload allocation model aims to achieve equity, transparency and consistency across the University together with balancing staff workloads and meeting strategic organisational need.

1.2 The University's workload agreement was locally negotiated and agreed in 1992 when the new national Lecturer's contract was re-negotiated. The agreement has been reviewed with the aim to modernise and ensure that our work planning meets three key tests; (1) it must be fair and transparent, (2) it enables academic staff and their managers to plan staff resources to meet the contemporary and complex demands of higher education in the 21st Century, (3) it complies with current practice and statutory duties in relation to Equality, Inclusion and Diversity legislation.

1.3 The University of Northampton in consultation with employee representatives recognises that academic roles and requirements have changed since the original 1992 agreement. To meet the contemporary requirements of modern HE, the way we plan annual academic work plans has been reviewed. This document recognises that the modern academic now works in a national and international market, with new modes of delivery, extended roles outside face-to-face teaching, and rising student, stakeholder and customers' expectations including flexibility. Staff and managers are able to plan academic work across a university calendar year whilst ensuring they comply with the current national agreement.

1.4 Note that the document is based on a full-time work allocation and allocations will be made pro-rata for fractional posts. While the tariffs are included to help with setting workloads, equity and transparency, we also recognise that there is a limit to how exactly workload can be calculated and urge colleagues not to become too absorbed in attempting to calculate every hour worked.

2. Populating academic work plans

2.1 The employment contract states that the duties and responsibilities of an academic are inherently of a professional nature and are wide ranging. The following guidance is an indicator of the wide range of activities an academic staff member might be involved in. It is not an exhaustive list and other responsibilities may be included. These responsibilities include:

- Face-to-face and tutor-mediated online teaching.

- Academic support for students' learning.

- Work-based learning, CPD and offsite delivery.

- Doctoral and other research supervision and mentoring.
- Funded / REF research / Enterprise/Knowledge Exchange and consultancy.

- Other forms of agreed scholarly, currency and staff development activity, curriculum development, validations, quality assurance, education management and administration, participation in the democratic processes of the institution (committee membership etc.), participation in quality assurance procedures, recruitment and admission of students, staff appraisal, income generating activities including enterprise, consultancy and oversight of national and international partnerships, delivery abroad, professional engagement and partnership working, developing and promoting social enterprise, entrepreneurship, innovation and engagement and representing the institution on or to appropriate professional, academic, public and industry external bodies.

3. The tariff framework

3.1 To assist the allocation, the tariff framework (see Annex) has been developed in collaboration with a broad range of managers from all Faculties, reviewed by the University Management Team, Executive Director of HR and Deans of Faculties based on collating best practice and existing 'custom and practice' within the Faculties.

3.2 The tariff framework and associated guidance are reviewed annually. Proposed changes are considered initially at the Trade Union Liaison Group, then by the Deans Group with final approval being required from the University Management Team. Proposals are evaluated in the context of UON strategic priorities and affordability. The tariff framework and associated guidance will normally be published by 30th November for implementation the following academic year. This timeline allows tariff changes to be configured and tested in the Workload Planner software prior to commencement of the workload planning cycle.

3.3 Due to a range of teaching and learning methods involved and the different needs in various subject areas, a precise specification of teaching hours is neither appropriate nor possible in a professional contract. Paragraph 2.1 offers some guidance.

3.4 The tariff framework builds on the prevailing workload agreements between the University and UCU. In applying the tariff, Managers and Deans should consider

the content of these documents – in particular the following principles:

- For a full-time contract formal scheduled teaching should not normally exceed 36 hours per week (this equals 18 hours' maximum face-to-face and tutor-mediated online contact and 18 hours' allowance for preparation, assessment (including moderation and second marking) and other educational administration in any week). This is equal to a total of 1100 hours across the university year, comprising 550 'Annual Teaching Responsibilities'

  (ATR) and 550 'Teaching Support' (TS) that includes preparation and assessment, including moderation and second marking as appropriate. Remission against this is provided for academic administration and other roles such as "Students, Projects and Partnerships Support" (SPPS). In addition, where staff undertake Teaching Leadership Responsibilities (TLR) these should be included in the overall figure of 1100 hours.

- Time for ATR is allocated on a 1:1 basis with TS and will normally culminate in 1100 hours over the year. The 1:1 ratio of direct student contact: teaching support is a norm but will vary where roles do not involve teaching preparation, marking or where there is a reduced or restricted requirement for such activities. Other responsibilities included as SPPS and TLR are generally represented as real time.

- Workloads should be negotiated between academic staff, subject/programme teams and the appropriate line managers accountable to the Dean.

- There should be transparency and openness in the determination of workloads. All academic work plans will be stored in the University's 'Academic Workload Planner' system through which summary information will be shared within subject teams.

- Academic work planning should align with the Faculty and University strategy and targets and work planning should include the utilisation of human resources, developing staff skills and capabilities against transparent objectives of learning and teaching, scholarly, currency and development, research, knowledge exchange and enterprise and maximise the opportunities for cross disciplinary and cross-Faculty working, to deliver desired outcomes.

4. Factors to be taken into account

4.1 There are a number of factors that managers should consider when agreeing a workload. This is not a definitive list and other roles, and modes of work can be included in the guidance to assist staff and managers (see Paragraphs 2.1, 3.2 and

3.3):

- Previous experience with particular reference to teaching in higher education.

- The numbers of students for whom there would be overall responsibility.

- Teaching group sizes, with particular regard for methods requiring interaction and the assessment implications thereof.

- Differing subject needs.

- The demands of different teaching methods.

- The number and range of the curricula to be taught, with particular consideration given to the development and delivery of new and innovative courses.

- The demands of curriculum development such as development approval, course documentation, module specification, monitoring and updating course/module content.

- The level of teaching and the varying demands that result from different levels.

- Teaching duties in relation to field visits, assessed/professional placements and other agreed off site activities.

- The desirability of achieving a reasonable balance of activities over and between academic years.

- Wider, agreed, internal and external responsibilities.

- Location and the need to travel including international travel.

- In achieving transparency, it is critical that managers also consider and respect the need for privacy where a member of staff has agreed adjustment relating to issues such as Health, Disability, Family or other Equality/Inclusion considerations. Where these arise and require significant and extended adjustments to the norms set out in this guide, HR must be consulted for advice to ensure (1) equitable treatment across all Faculties and (2) compliance with Equality Duties 2010 and the current University Equality and Diversity Policy.

- Staff may 'hold' multiple roles within a Faculty and the remission is not necessarily cumulative. The Dean will agree the hours allocated for such roles.

- Trade Union remission to be agreed by the University Management Team.

- Whilst this system is aiming to achieve consistency and transparency across the University, there is the ability to 'flex' the tariffs to meet the needs of the Faculty and with agreement of the Dean and the individual. Ultimately, it is the Dean's responsibility to ensure the workload allocation is distributed appropriately.

5. Scholarly activity, currency and development

All scholarly activity, currency and development will normally be allocated in the 25 days' scholarly leave contracted in the academic contract. For clarity, these 25 days (equivalent to 188 hours) do not form part of the 1100 teaching and teaching related administration allocations. (see Paragraph 2.1). They will be taken within the university calendar year and cannot be accumulated or carried forward. Such days and associated objectives must be agreed with staff members' line manager and recorded. It must be evident within the PDR process and will normally align with the Faculty Plan, relevant research and enterprise plans and other wider critical success factors; any additional hours will normally be supported by identified income stream and only then be allocated upon agreement by the Dean. Scholarly activity, currency and development time will normally exclude the production or updating of teaching materials associated with UMF modules.

Guidelines for determining scholarly, currency and development activity:

- Equal to 25 days (equivalent to 188 hours).

- Activities might include such work as:
  a. Knowledge exchange activities
  b. Writing books/contributions to books/journal articles (refereed/other articles);
  c. Conference papers:
  d. Research: externally or internally funded or supported, personal/group/professional research;
  e. Exhibitions of work (e.g. in Art and Design);
  f. Role related consultancy work;
  g. Developing teaching skills/capabilities/learner enhancements;
  h. Role related advisory/community & public engagement
  i. Service/relationship with professional bodies/key stakeholders;

- Studying for the PG Certificate in Academic Practice (PGCAP), other discipline-related professional recognition and relevant higher degrees may be included in the 25 days' scholarly activity. (The amount of time allocated to such CPD should be agreed with the Dean). Other training and CPD activities will fall into

the remaining available time discussed below.

6. Other Duties

6.1 Other duties are expected as part of the academic contract and must be performed by all academic staff. Remission from the 550-contract time in lieu of teaching.for these duties is not normally allocated.

6.2 Staff with leadership roles (e.g. module, programme, Heads of Subject) are expected to undertake these duties within the time allowed for these roles.

6.3 Line managers will seek to distribute activities related to other duties equitably, taking into account individual career pathways and plans and the nature of voluntary extra-curricular activities relevant to the University's objectives and interests.

These duties include but are not limited to:

- Admission and Marketing activities including open days and related student recruitment activities. Notional hours may be agreed with the Dean/Head of Subject for the Subject area

- Internal and external committee membership.

- Schools/UTC/colleges liaison.

- Self-development (e.g. mandatory university training, higher degrees, Continuous Personal Development).

- Access and Participation Plan (APP) activities including support for equality, diversity and inclusion plans.

- Overseas (International) activity other than teaching / teaching support.

- Boards of Study and exam boards.

- Participation in university governance (e.g. Senate and other university or Faculty committees).

- Curriculum Development.

- University Quality processes – (e.g. annual review, Periodic Subject Review, validations and change of approval).

- By agreement with their line manager, staff are encouraged to contribute to external examining and other academic activities essential to sustaining the wider higher education system.

Annex : Tariff Framework

These tables should be seen as an 'academic work planning toolkit' and act as a guide to enable consistency, and fair and equal treatment of all staff. The tariff is also a means of ensuring both the effective and cost-efficient delivery of a high-quality student and stakeholder experience.

The Tariff Framework is divided into 4 sections

Section 1 - Annual Teaching Responsibilities (ATR) and Teaching Support (TS)

Section 2 - Student, Project and Partnership Support

Section 3 – Teaching Leadership Responsibilities

Section 4 – Other Duties and Scholarly, Currency & Development Activities

Allocations to Sections 1, 2 and 3 (ATR, TS, SPPS & TLR) should not normally exceed the national 550 contract for ATR and the three combined should normally equal 1100.

Section 1: Annual Teaching Responsibilities (ATR) & Teaching Support (TS)

A Ratio of 1:1 for ATR and TS is assumed unless stated, published in the Faculties' work plans and agreed locally by the Dean. That is, for allocations in this table, each hour of ATR attracts one hour of TS. See paragraph 3.4 of this Guidance

Activity		Allowance
1	Formal scheduled teaching *Face-to-face and tutor-mediated online delivery, and related teaching administration and leadership.*	Key principle is a focus on the student experience, enhancing access to and support from academics and increasing student perceptions of benefit and value. Other admin allowance can be allocated beyond the 1:1 norms as required, but not to exceed 1100 hours per year. Teaching leadership duties should not duplicate (nor be compounded with) hours allocated in ATR and TS. ATR duties are allocated on the basis of 1 hour per hour of taught delivery (whether face-to-face or tutor- mediated online).
2	Fully online delivery	10 hours plus 1 hour per student (for 20 credit modules, pro-rata for other credit values). Module leadership (Section 8) is in addition to this allocation.
3	Dissertation *Allocation is per student and includes any double marking/moderation requirements. The total hours per student should not normally be exceeded if supervision is shared between 2 or more tutors.*	UG (20 credits) = 3 hrs. UG (40 credits) = 5 hrs. UG (60 credits) = 7 hrs. PG = 9 hrs.

4	Placements/work based learning	Up to 8 hours per student dependent on placement (refer to categories below);
	There will be no compounding of hours due to multiple roles without approval by the Dean. Managers should not allocate these hours above the hours for the 'taught' element of a module.	
	Innovative approaches to meeting students and partners support needs such as group meetings and the use of e-based forum, as an alternative to 1:1 must be considered before significant allocations are made	
	Definitions and allocations:	
	a) A distinct general work experience placement where the tutor has a significant role in preparing the group, generating new learning materials. The experience is seen as a course enhancement. It is not compulsory nor is the placement itself assessed through occupational skills, production of a assessed portfolio etc. The placement is organised by UCEE (or another locally) and is recorded in HEAR	1 hr. per student
	b) As above, linked to an assessment i.e. research, portfolio, work based study	2 hrs. per student
	c) Assessed work placement, work assessment includes practical as well as academic skills development and tutor is required to visit student at least once during the placement	4 hrs. per student
	d) Full professional/industry practice placement, forming a significant part of the course	8hrs. per student

	rather than one module, with a professional/industry requirement that staff support and engage with the student whilst on placement and has assessment of substance that are derived from a placement. Staff visit and assess more than once (or have long distances).	
5	PhD supervision *Hours allocated annually across a team*	Part time student = 20 hrs. Full time student = 40 hrs.

Section 2: Student, Project and Partner Support (SPPS)

Allocations for Student, Project and Partner Support (SPPS) reflect actual time and do not have a 1:1 ratio with another tariff category. The allocations in this table reflect actual time.

	Activity	Allowance
6	Additional projects, roles and similar *For example, cross Faculty roles*	To be agreed with the Dean See Section 6 above
7	Research Innovation Impact, KTP activity, Enterprise and Knowledge Exchange See also Section 21 for staff on Research & Teaching contracts	To be agreed with the Dean. Normally no remission unless costs are met by an externally funded contract
8	Probation, including requirements for Higher Education Fellowships and C@N-DO C@N-DO Mentors and Panel Member allocations are inclusive of participation on essential annual updating	Up to 100 hours depending on prior HE experience. C@N-DO Mentor (4 hours per mentee) C@N DO Panel Members (16 hours per panel member)

9	Partner Programme Counterpart Liaison *Franchise & support provider.* *Responsibilities are detailed in the 'Programme Leader Checklist (franchise)' as included in the Partner Resource Centre.*	Franchise: 8 hrs. (per programme per partner) Support Provider: Number of students to be added to onsite student numbers to determine Programme Leadership hours as detailed in Section 16
10	Partner Module Counterpart Liaison and Second Marking/Moderation *Franchise only.* *Module leadership/counterpart liaison hours apply to all module credit values.* *Taught modules: Second marking and moderation hours are for 20 credit modules – pro rata for other module credit values.* *Dissertation/Principal Modules: Second marking hours are for 40 credit modules – pro rata for other module credit values.* *Responsibilities as detailed in the 'Module Leader Checklist (franchise)' as included in the Partner Resource Centre* Taught Modules. First cohort at a Partner location. Taught Modules. Second and subsequent cohorts at a Partner location. Taught Modules. Second and subsequent cohorts at a Partner location.	 Module leadership/counterpart liaison 16hrs. per Partner location. Second marking of all assessments 1hr. per student. Module leadership/counterpart liaison 8hrs. per Partner location. Moderation of sample of assessments (per module). 0-100 students = 8hrs. 101-200 students =12hrs. 200+ students =16hrs.

	Dissertation/Principal Modules (as defined in the Staff Handbook). First cohort at a Partner location	Module leadership/counterpart liaison 16hrs. per Partner location. Second marking of all assessments 1hr. per student.
	Dissertation/Principal Modules (as defined in the Staff Handbook). Second and subsequent cohorts at a Partner location.	Module leadership/counterpart liaison 8hrs. per Partner location. Second marking of all assessments 1hr. per student.
11	Personal Academic Tutor *Allocation is per student, and may be used to deliver group tutorials.*	Level 7 = 2.0hrs.
12	Learner Support (Personal Tutor) *Allocation is per student. Total number of hours allocated is to be distributed between an indicative delivery of group tutorials, co-working sessions and associated activities as detailed in the Learner Support Model, which also details the responsibilities of Personal Tutors.*	Foundation Framework = 2.0 hrs. Level 4 = 2.0 hrs Level 5 = 1.0 hr Level 6 = 1.0 hr
13	Learner Support (Assessment Support) *Scheduled mini sessions to provide student support for assessment preparation/coaching* *(Embedded Academic Skills/Employability)* *ILS additional scheduled sessions delivered by Professional Services staff, facilitated by core module leader as part of an integrated programme delivery.*	2.0 hours per 20 credit module (pro rata for other module sizes). 1.0 hour per 20 credit core module (pro rata for other module sizes) Applies to standard taught undergraduate modules only. Excludes modules delivered by individual supervision e.g. dissertation /research project modules, placement modules.

	(as detailed in the Integrated Learner Support Model)	

Section 3: Teaching Leadership Responsibilities (TLR)

From 2017/18, TLR allocations reflect actual time and therefore do not have a 1:1 ratio with another tariff category. That is, the allocations in this table reflect actual time.

Activity		Allowance
14	Module leadership/coordination *This formula may vary by agreement with the Dean, where there is complexity without larger volume i.e. professional practice module; collaborative module, work based assessment, international/distance learning etc.*	Up to a maximum of 50 hours dependent on size and complexity; Up to 50 students =8hrs. 51 – 100 students =16hrs. 101 – 150 students =24hrs. 151 – 200 students =30hrs. 201 – 300 students =40hrs. 301 + students =50hrs.
15	Subject Leadership Head of Subject (HofS) Deputy Head of Subject (DHofS) Number of DHoS dependent on *the scale / complexity of the subject group. There will be no compounding of hours due to multiple roles without approval by the Dean.*	 Hours allocated at Deans discretion Hours allocated at Dean discretion
16	Programme Leadership *There will be no compounding of hours due to multiple roles without approval by the Dean.* *This formula may vary by agreement with the Dean, where there is complexity without larger volume.*	Up to 250 hours dependent on size and complexity; Up to 30 students = 40 hrs 31–99 students = 70 hrs 100 –199 students =100 hrs 200-299 students =150 hrs

		300-399 students =200 hrs 400+ students =250 hrs
17	Associate Professor	No formal allocation, by agreement with the Dean, based on research / enterprise plan and measurable outputs. The agreed objectives or outputs from the role will be included in the revised AWP Pro Forma and link across to the annual PDR objective setting and must be recorded. Outputs must link to: a) measurable quality research outputs and / or; b) funded / contracted research and / or consultancy / professional leadership / enterprise outputs; c) evidence of progress towards professorial promotion following agreed development plan.
18	Reader Professor	Up to a maximum of 110 hours (in addition to T&R contract) Up to a maximum of 440 hours by agreement with the Dean, based on research/enterprise plan and measurable outputs. The agreed objectives or outputs from the role will be included in the revised AWP Pro Forma and link across to the annual PDR objective setting and must be recorded. Outputs must link to: a) measurable quality research outputs and / or

		b) funded / contracted research and / or consultancy / professional leadership / enterprise outputs; and; c) visible leadership within the Faculty and wider academic community.
19	**Teaching and Research Contracts** *For staff on Teaching & Research Contracts only. Other remission for research to be considered under Dean's discretion.*	220 hours for full time staff and pro rata for fractional staff to produce a minimum of two outputs every three years or one monograph, considered eligible for entry to the Research Excellence Framework, research bidding activity and impact work.
20	**Partnership Management** *A role descriptor for Partnership Managers is included in the Partnership Handbook.*	Hours allocated within the bands depending on the complexity of the partnership (e.g. the number of programmes offered with the partner, multiple locations, maturity of the programme); Up to 250 students = 0 – 60hrs 251-500 students = 61 – 110hrs 501-1000 students = 111 – 220hrs 1001+ students = 221 – 330hrs.
21	**Faculty Equality and Student Inclusion coordinator(s)** *Duties may be shared. The demands on this role will vary across Faculties and it is expected that we will see variance in allocations between Faculties. These must be published with a short rationale.*	Up to 60 hours
22	**Faculty Academic Integrity Officer (FAIO)** - *There will be no more than one FAIO per Faculty.* **Faculty Academic Integrity Support** *The demands on this role will vary*	Up to 100 hours. (per FAIO) 50 hours

	across Faculties and a variance in allocation is expected between Faculties.	

Section 4: Other Duties and Scholarly, Currency and Development Activity

Other Duties and Scholarly, Currency and Development Activities form a wider contribution to the work of the University. See Sections 5 & 6.

	Activity	Allowance
23	Scholarly, Currency and Development Activity	Equal to 25 days (equivalent of 188 hours). Normally no remission unless costs are met by an externally funded contract. See Paragraph.
24	EDI Network Leads • GEM • Disability • Women • LGBT+	50 hours
25	PSR and Validations To support significant portfolio update development and review - Hours to be shared across the teams. For Panel Members, 8 hours plus 8 hours preparation (pro rata for shorter events)	50 hours per PSR across review team 50 hours per significant validation event across the programme team 16 hours for panel members (pro rata for shorter events
26	Other Duties	Normally no remission. See Section 6.

Formal scheduled teaching (face-to-face and tutor-mediated online) per week should not normally exceed 36 hours (this equals 18hrs. maximum face to face contact and 18 hours allowance for preparation, assessment and other educational administration) in any week or a total of 1100 hours across an academic calendar year, comprising 550 teaching contact and 550 preparation assessment, academic administration and other roles

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