

Workload Policy, Modelling Principles, and Parameters

1. Aim

The aim of the workload policy is to encourage the principles of equity, transparency, and flexibility for academic staff¹ to manage their workload in a way that is most effective for them and in support of the mission and strategic directions of the University, College, School, and/or discipline and so their career progression and satisfaction.

2. Key Principles

1. Every effort should be made to agree workload allocations in a collective and collegiate manner. Where a member of staff disagrees with their workload allocation, they should discuss this with their line manager in the first instance
2. There must be transparency in the model, to aid equality and equity of treatment of staff, and a full understanding of the scheme by all staff
3. Workloads should be compatible with reasonable expectations of work-life balance, and facilitate a healthy working environment
4. Staff should be allocated work that has been assessed as being achievable in a normal working week, averaged out over a year, by a member of staff performing at an acceptable standard
5. Time should be made available during reasonable working hours for the full range of activities expected of staff (e.g., teaching, research & administrative). The detailed allocation of time will depend on the member of staff's balance of activities that will reflect their contract/career pathway. It is important that the overall allocation incorporates the total workload.
6. Staff should have access within normal working hours to reasonable professional development time (and resource) for training appropriate to their role and career trajectory. Training and development needs will normally be identified through Annual Review.
7. The workload allocation should allow appropriate time for unscheduled activities such as emergency cover, illness or some other unexpected development that may require workloads to be adjusted during the course of the year.
8. The model should be sensitive to the effort/time required and should be based on real time [not notional] values.
9. Different tasks that require broadly the same effort will be measured with the same effort/time.
10. The model must evolve to reflect any changes in effort required for duties. Each School should regularly review its model against local needs and concerns to ensure it remains practical and does not require disproportionate effort to maintain; the correct balance between the cost of maintaining the model and the benefits to be derived from it must be borne in mind

¹ For the purpose of this policy academic staff include any member of staff who is on either the teaching and scholarship or teaching and research track.

3. Objectives

Each unit will develop a model sensitive to their specific circumstances while ensuring that workload modeling adheres to the aim and principles of this workload policy with the objectives of ensuring:

- a reasonable distribution of activity among all academic staff
- that an appropriate balance of activities are assigned to staff
- there is not any significant over and under-allocation of duties
- a transparent process to inform staff of workload allocations.
- efficiency of staff deployment is balanced with ensuring the quality of research, teaching and student support.

The model should enable comparisons with the Transparency Review through activity-based reporting and with the development towards the implementation of full economic costing.

4. Responsibilities

The responsibility for allocation of workload ultimately lies with the Head of School. In practical terms, a consultative process involving the employee and, for example, head of subject or research centre, is important to ensure quality by matching workload requirements to the employee's job, knowledge and skills. There should be a clear process for dealing with any concerns about workload, including whom to contact.

The Head of School is responsible for:

- workload allocation within the school, setting work priorities and discussing with staff the most efficient ways of achieving strategic goals
- consulting with staff in respect of the allocation of duties
- monitoring changes in workload and ongoing evaluation of the impact of workload
- providing adequate support to staff.
- providing opportunity for and actively encourage staff to take annual leave, and to keep records of annual leave.
- providing opportunities for and actively encouraging staff to take reasonable breaks from work.
- carefully managing instances where staff are judged to be working excessive hours or are not taking their holiday allowance.

Staff are responsible for:

- working efficiently and towards individual and University/College/School goals;
- participating in discussions concerning workloads with the aim of reaching a common understanding of the issues
- reporting any workload difficulties and variations to line managers.

5. Workload Modelling High Level Parameters

Ensuring a fair allocation of work requires a notional figure for what constitutes total managed hours. This notional figure is to ensure a fair modelling process and is not intended to imply a contractual or defined working period.

Many Universities use 1650 hours as the notional managed hours (e.g., Exeter, Sussex). This figure derives from the RCUK definitions used for full economic costing in which a full time academic role is assumed as equating with 1650 hours per year.

In addition to defining the notional contribution across a year, it is useful to define the baseline for the spread of activities in three major categories of activity (research/scholarship, teaching, & administration). However, it is recognised that there will be overlap between these activities and that the balance of the effort may not be distributed equally across a year. Based on the most commonly reported percentage allocations, in both the UK and Internationally (e.g., Sussex, Manchester, Sydney), and guidelines for staff on RCUK funded contracts, the recommended baseline proportions for time on activities for each career track for full time academic staff are shown in table 1.

Career Track	Research/Scholarship (%)	Teaching (%)	Administration (%)
Teaching & Scholarship ²	15		85
Research & Teaching	40	40	20
Research ³	85		15

Table 1: Baseline percentage of time per activity for each of the three nationally agreed career pathways.

To provide further context for the above figures, in terms of total institutional income teaching (fees + T grant) accounts for 41% and research (fees + R grant, grants & contracts), 42%. In terms of the SFC core funding, the teaching grant accounts for 64% and the research grant, 34%. In comparison with the Institutional income streams, TRAC data indicate that staff report being engaged 35% on teaching and teaching support versus 51% on research and research support.

For any individual the final balance of activities should take account of the principles stated in section 2 above, in particular principles 1 to 5. To facilitate staff development activities and contingency planning (principles 6 & 7), the notional hours initially available for allocation to other activities should be considered as 1600.

On the basis of the above baseline values, a member of staff on a research and teaching track would be expected to spend up to 640 hours in teaching related activities (contact time, preparation, marking) per annum. On a similar basis, a member of staff on the teaching and scholarship track would be expected to spend up to 1360 hours on teaching and administrative duties per annum. The hours allocated to any activity should take account of principles 8 and 9 above.

² There is significant variability in the available data for teaching and scholarship track ranging from 10% to 30% scholarship (e.g., Glasgow, Sussex, Cardiff).

³ Based on 37.5 hours/week and up to 6 hours teaching the split would be 84% Research:16% Teaching

