

**University of
South Wales
Prifysgol
De Cymru**

vales

ACADEMIC WORKLOAD MODEL

December 2014

Content

| | | |
|----|--|----|
| 1 | The Academic Workload Model | 3 |
| 2 | The principles of the Academic Workload Model | 4 |
| 3 | The process of agreeing an Academic's Workload | 5 |
| 4 | Academic Workload Model – baseline metrics | 6 |
| 5 | Applying the Model – key components for consideration | 7 |
| 6 | Formal Scheduled Teaching | 8 |
| 7 | Basic requirements for allocation of FST..... | 9 |
| 8 | Academic-Related Duties..... | 12 |
| 9 | Basic requirements for allocation of Academic-Related Duties | 14 |
| 10 | Research and Scholarly Activity (R&SA)..... | 15 |
| 11 | Requirements for allocation of R&SA | 16 |
| 12 | Tariffs | 17 |
| 13 | Right of Appeal..... | 20 |
| 14 | Integration of TRAC | 21 |
| 15 | Review of the operation of the Academic Workload Model | 22 |

University of South Wales Academic Workload Model

1 The Academic Workload Model

1.1 Introduction

- 1.1.1 This Academic Workload Model (the Model) will provide a fair, transparent and effective framework for the allocation and distribution of academic workloads across the University and Royal Welsh College of Music and Drama (RWCMD) for all staff on Higher Education contracts. The goal is to achieve full transparency across the University and RWCMD within three years (i.e. 2015-16). The Model represents a significant change in the way we consider workloads, whilst remaining entirely consistent with the National Academic Contract (the Contract). Academic staff are professionals and must have scope to manage their own time. It is agreed that the hours when lecturers should discharge their professional duties is taken to be no more than 37 hours per week, this is consistent with the defined working week in the post - 92 Sector. However this norm, 37 hours per week, should be indicative and not regarded as either a maximum or minimum¹. (The three key elements of the Contract are: formal scheduled teaching; academic-related duties; and research and scholarly activity.) This is a workload model rather than a model for allocating teaching, and considers the workload of an academic member of staff. As such it uses nominal and actual hours.
- 1.1.2 The Academic Workload Model is underpinned by the Contract which identifies the following three key components of an academic's workload: Formal Scheduled Teaching (actual hours) (includes Duties Related to Formal Scheduled Teaching – nominal hours); Academic-Related Duties and Research and Scholarly Activity (nominal hours). The total hours available within the contract are 1576.
- 1.1.3 The input model provides a framework that outlines norms and parameters that will act as starting points for individual discussions when workloads are being allocated. Underpinning the model is the commitment to open consultation which will involve each staff member in an individual discussion with the manager allocating their workload. This will provide an opportunity for staff to be consulted about, and agree on, their workload allocation. These norms and parameters can be varied by agreement in such a way that local academic communities can understand the rationale for the variation and recognise it as fair and equitable, such variation will be recorded on an individual's workload model.
- 1.1.4 Academic Workload discussions will normally take place before the start of each Academic Year, so that the planned workload is discussed and agreed. Further discussions will be expected during the year to take account of the impact of variation in student numbers; staff commitments; research projects etc.
- 1.1.5 A set of requirements has been developed, which are designed to assist managers and staff alike when planning and discussing workload allocations.

¹ Operational Guidelines – The Contract 1994

2 The principles of the Academic Workload Model

- 2.1.1 The principles of the Model were approved by the Academic Board on 4th March 2009
– they apply to all academic staff working under an academic contract of employment.

Principles of the Academic Workload Model

The University of South Wales framework model for the allocation of academic work will be based upon the following key guiding principles and consistent with the Academic Role Profiles:

- academic workloads will be reasonable, taking account of all components of academic work
- the allocation and recognition of academic workloads should support the strategic mission and priorities of the University and faculty, whilst also having sensitivity to individual career aspirations and circumstances
- the allocation of academic work should reflect a multiplicity of career trajectories for academic staff, recognising that the emphasis between different areas of academic work for an individual member of staff may vary over time

The University is committed to:

- a reasonable, fair and equitable allocation of workload for academic staff, recognising the diversity of the University's activities
- a transparent process of workload allocation that acknowledges and accounts for the core areas of academic work
- providing an opportunity for staff to be consulted about, and agree on, workload allocation
- ensuring that staff, and where nominated by staff, their representatives, have access to a process to address any unresolved grievances or concerns about workload levels or allocations

The following principles regarding academic work and workloads will apply

- an academic staff member's workload encompasses the key elements of teaching and duties related to teaching; scholarship and/or research; and professional duties
- academic workloads need to be considered on a holistic basis which quantifies and qualitatively confirms the proportion of time to be spent on key activities and the expected inputs and outputs
- the duties allocated to staff members will be appropriate to their stage of development as members of the academic community and their associated academic role profile e.g. staff new to teaching should have a lower workload (20%) in their probationary year than that expected of experienced staff
- the allocation of academic work will be located within the parameters defined by the national contract and conditions of service, including working hours and holidays and nationally agreed and locally amended Academic Role Profiles.

3 The process of agreeing an Academic's Workload

3.1.1 Normally, the process for the development and agreement of an academic's workload would be:

| | |
|--------------------|---|
| May – July | <p>The appropriate manager will consult and agree with each academic member of staff, his/her workload allocation and key roles and responsibilities for the forthcoming academic year.</p> <p>The manager should aim to provide each member of staff with an <u>indicative</u> workload by the end of July. The individual workload for a member of staff will not be fully determined until all inter-dependent academic workloads have been agreed.</p> |
| October - November | <p>Managers are expected to review the workload allocation to take account of actual student numbers and other factors which impact workload and have changed during the summer period. Where a change effects an individual academic's workload, consultation and agreement need to take place.</p> <p>During this period managers will also confirm the previous year's Workload allocation and arrange for final sign off for Transparency Review (TRAC)</p> |
| December – January | <p>Where courses with February start dates are an option, workload allocations will need to be reviewed in respect of such deliveries.</p> |
| January - February | <p>The manager should, in consultation with individual academics, undertake a review, as part of the mid-year appraisal cycle, which will allow the academic to engage with their manager in updating their workload allocation.</p> |

4 Academic Workload Model – baseline metrics

4.1.1 The need for a baseline definition of the ‘working week’ was discussed at length within the consultation process. It is believed that such a definition must be the starting point. The Model takes into consideration an average of 43 working weeks per year.

4.1.2 The 43 working weeks is proposed from the following:

| | <u>Number of weeks</u> | <u>Based on 37 hours a week</u> |
|---------------------------------------|--|---------------------------------|
| Calendar Year | 52 weeks | 1924 hours |
| | 7 weeks leave | |
| | 8 days bank holidays | |
| Annual Leave and Bank Holidays | 1.3 weeks – discretion efficiency days | 347.8 hours |
| Working Year | 42.6 weeks | 1576.2 hours |

4.1.3 Using this calculation, the above table highlights that an academic member of staff working a notional 37 hours per week would have 1576 notional working hours per year.

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5 Applying the Model – key components for consideration

5.1.1 The Academic Workload Model is underpinned by the Contract which identifies the following three key components of an academic's workload:

- **Formal Scheduled Teaching (includes Duties Related to Formal Scheduled Teaching)**
- **Academic-Related Duties**
- **Research and Scholarly Activity**

5.1.2 The following sections focus and elaborate on each of these individual components, providing key guidance on how such components should be taken into consideration and factored into an individual's overall workload allocation. Managers, when considering workload allocations, will need to consider how they facilitate some flexibility to allow for unexpected events and activities which cannot be scheduled in advance.

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6 Formal Scheduled Teaching

6.1 Formal Scheduled Teaching (FST):

6.1.1 FST is defined as any contact time which is a specific requirement of a course or programme. Any form of teaching or learning support for students, regardless of how it is funded, should be classified as part of the formal teaching load. As outlined in the National Contract FST will normally be a weekly maximum of 18 hours and an annual maximum of 550 hours. This comprises:

- Lectures, group tutorials and group seminars
- Laboratory, workshop and studio teaching (viz. supervised and prescribed activities in these areas during which a lecturer has to be present for teaching purposes)
- Individual tutorials, project supervision, tutoring students on placement and field course teaching where specified in the currently validated version of the course
- Supervision of UG/Taught PG dissertations where specified in the currently validated version of the course
- Supervision of Doctoral research students where specified in the currently validated version of the course

6.1.2 All forms of teaching, including distance delivery, are included within the workload allocation. For undergraduate courses the normal number of teaching weeks per year is 24. However variation can be made in certain subject areas where staff members notify the manager that their teaching does not follow this normal pattern.

6.2 Duties Related to Formal Scheduled Teaching (DRFST):

6.2.1 DRFST are the duties related to contact time with students. As a norm, one hour of DRFST is allocated for every hour of FST, this is variable, up to a maximum of 1:2, based on a variety of circumstance which are detailed in section 7 below This DRFST allocation is intended to cover the duties directly arising from the FST allocation with which it is associated. This normally includes:

- Preparation, assessment, marking and moderation, including the provision of assessment feedback;
- Academic support and guidance directly related to the associated allocation of FST.

7 Basic requirements for allocation of FST

7.1 General

- 7.1.1 The Contract, that stipulates an annual maximum of 550 formal scheduled teaching/class contact hours, provides the starting point for the allocation of FST and DRFST.
- 7.1.2 The involvement of researchers and professors in teaching is one of the key elements that distinguish the University of South Wales from a number of other universities and contribute positively to the student experience. However, the University recognises that research active staff may have reduced teaching responsibilities, below the maximum allocation of 550 hours of FST. Nevertheless, **all academic staff should carry a minimum 10% teaching component**, (i.e. 55 hours FST), averaged over a three year period.
- 7.1.3 For each of the 550 hours FST, academic staff are normally allocated one hour for duties related to formal scheduled teaching (DRFST), as defined in paragraph 5 above. The number of hours allocated will be agreed between the academic and their manager, and the rationale for the allocation will be explicitly recorded on the individual's workload record. When allocating DRFST above the norm managers will take into consideration the following key factors:
- Staff teaching a new module validated in a subject area not previously delivered
 - Staff teaching in a subject area they have not previously delivered
 - Staff involved in significant changes to the delivery approaches of the module which include innovation (e.g. move to block delivery, new blended learning, creation of banks of MCQs)
 - Additional Marking and Feedback required by accrediting and professional bodies
 - Module which involves liaison with Partner College module leaders and/or HPLs
 - Multiple cohorts on a common module where content needs to be tailored by cohort. Where this is above 3, this needs to be taken into account especially in areas when different cohorts have differing professional body expectations.
- 7.1.4 The norm of FST to DRFST is a 1:1 ratio, with a maximum of 1:2. Some contact hours do not attract DRFST for example clinical supervision, theatre/musical performance and field trip attendance. This should be clearly noted on the AWM for the staff member concerned.

- 7.1.5 Flexing of FST:DRFST from 1:1 to 1:2 will reflect the issues above. To ensure equity the following calculation is applicable:

| AWM - Allocation of FST to DRFST | | | | | | | |
|--|-----|-------|-------|-------|-------|-------|-------|
| Number of Key Factors (See Bullets above) | 6 | 1:1.3 | 1:1.3 | 1:1.4 | 1:1.5 | 1:1.7 | 1:2 |
| | 5 | 1:1.2 | 1:1.3 | 1:1.4 | 1:1.5 | 1:1.6 | 1:1.9 |
| | 4 | 1:1.2 | 1:1.2 | 1:1.3 | 1:1.4 | 1:1.5 | 1:1.8 |
| | 3 | 1:1 | 1:1.2 | 1:1.3 | 1:1.4 | 1:1.4 | 1:1.7 |
| | 2 | 1:1 | 1:1 | 1:1.2 | 1:1.3 | 1:1.4 | 1:1.6 |
| | 1 | 1:1 | 1:1 | 1:1.2 | 1:1.3 | 1:1.4 | 1:1.5 |
| | 0 | 1:1 | 1:1 | 1:1.1 | 1:1.2 | 1:1.3 | 1:1.4 |
| | <25 | 25- | 50- | 75- | 100- | 150 - | |
| | | 49 | 74 | 99 | 149 | 200 | |

- 7.1.6 Line managers are expected to explicitly refer to the rationale for the additional allocation in an individual's AWM.

7.2 Staff new to Higher Education

- 7.2.1 The workload allocated to staff new to higher education should reflect the need for them to have time to establish themselves within their role. Staff who are new to teaching and required to complete a recognised teaching qualification should be given recognition of this in their workload. The workload model stipulates that, for the probationary year, 20% of each component of the total workload should be allocated to support their induction and the completion, if appropriate, of the recognised teaching qualification or other developmental requirements.

7.3 Placement supervision

- 7.3.1 Placement supervision, where specified in the currently validated version of the course, is included within the academic workload. Per capita student entitlement, in terms of frequency and duration of visits, should be clarified in advance in order to determine the allocation of FST. A flexible approach must be adopted to make reasonable provision for significant amounts of travel time within the allocation for Academic-Related Duties. The range and diversity of placements will therefore require the individual manager to exercise some discretion in the allocation of workload. Placement supervision does not attract DRFST.

7.4 Fieldwork

- 7.4.1 Fieldwork, where specified in the currently validated version of the course, is included within the academic workload. However the variable nature of fieldwork is acknowledged. The number of hours allocated to FST should reflect the student entitlement to contact time. A flexible approach must be adopted to make reasonable provision for significant amounts of travel time within the allocation for Academic-Related Duties. However this allocation should not be included in FST or DRFST as it is not directly linked to the teaching provision. Where an overnight stay is required the additional demands should be reflected in Academic-Related Duties. Where the fieldwork does not involve an overnight stay, normal methods of allocating workload prevail. Fieldwork does not attract DRFST.

7.5 Undergraduate and Postgraduate taught supervision

- 7.5.1 Supervision of dissertations and projects in taught programmes will take account of the credits associated with the dissertation or project.

For a 60 credit dissertation 18 hours are allocated per dissertation (9 FST + 9 DRFST)

For a 40 credit dissertation 12 hours are allocated per dissertation (6 FST + 6 DRFST)

For a 20 credit dissertation 6 hours are allocated per dissertation (3 FST + 3 DRFST)

Any variation from this norm will be explicitly recorded on the individual's workload record.

7.6 Postgraduate research supervision

- 7.6.1 Research supervision is included within the academic workload. Each supervisory team will be allocated up to 100 hours (50 FST + 50 DRFST) per full-time student and up to 50 hours (25 FST + 25 DRFST) per part-time student. Distribution between individual members of the supervisory team will be agreed locally.

- 7.6.2 Any variation from this norm will be explicitly recorded on the individual's workload record.

8 Academic-Related Duties

8.1 Introduction

8.1.1 Academic related duties fall into two categories. The categories are distinguished by whether they have a managerial or non-managerial nature. (a) Course related duties related to the student experience which are not managerial in nature (b) professional duties associated with the management of the University and its processes. When allocating workload priority should be given to course related duties as these directly impact on the student experience.

8.2 Course Related Duties

8.2.1 Duties related to the student experience will include those quality assurance and enhancement processes which form part of academic life but are not linked to the standard delivery of modules. This will include:

- Course Leader
- Year Tutor
- Personal/Academic Tutor
- Recruitment and admissions (work in addition to the activity undertaken as part of the Course Leader role)
- Module Leader - where co-ordinating other staff on a module
- Curriculum Updating - Academic Co-ordinator (Validation and Critical Review)
- Partnership University Link Officer
- Managing Professional Body relationships

8.3 Professional Duties

8.3.1 Professional Duties refer to the wider internal and external duties, outside FST and R&SA that an academic member of staff is expected to take on under the 'reasonable' direction of their line-manager.

8.3.2 Professional Duties may include:

- Participation and involvement in University and /or faculty decision making, governance and strategic projects including:
 - Dean of Faculty
 - Head of School
 - Associate Head of School
 - Academic Managers with Subject/Course Related Roles
 - Academic Managers with Faculty Roles
 - Contribution to University/faculty boards/committees
 - Involvement in cross University/faculty task and finish groups
- Planning and managing resources
- Staff recruitment activities
 - Shortlisting/interviews/presentations
 - Liaising with HR
 - HPL co-ordination

- External roles such as membership of advisory panels and external examining
- Mentoring of new staff
- Preparing proposals and applications to external bodies for funding and accreditation purposes
- Other duties as requested by the Dean or Head/Associate Head of School
- Other duties as necessary to ensure that the individual meets the key Leadership and Management Attributes of the University of South Wales as appropriate.
- Any necessary staff development or continuous professional development undertaken to meet the requirements of the individual's role

8.4 Accounting for key professional roles

- 8.4.1 In addition to the above professional duties, some academic staff are employed within key University/Faculty level roles, which require them to undertake additional management/professional duties. When considering the workload allocations managers should consider the totality of staff workload including those associated with Professional Duties.

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9 Basic requirements for allocation of Academic-Related Duties

9.1.1 The time spent on Academic-Related Duties will vary according to the role of the individual and the work they are requested to undertake. However all academic staff should carry at least a minimum 10% teaching component (55 hours FST), averaged over a three year period.

9.1.2 Key areas to address when reviewing staff time to be spent on Academic-Related Duties include:

- Membership of current University/Faculty/School level committees and groups
- Level of administration currently undertaken by the members of academic staff
- The individual University/Faculty management roles undertaken by the individual and their associated allocations.
- University-wide “ambassadorial” roles e.g. connected with overseas visits

9.1.3 See section 12 for specific role allocation

9.2 Individual Faculty roles

9.2.1 The University has agreed a set of institutional tariffs for key roles. It recognises that various faculty and university level roles undertaken by individuals are determined at individual faculty level, details of which are provided in each faculty’s role tariff document in section 12.

10 Research and Scholarly Activity (R&SA)

10.1 Research:

10.1.1 Activities which constitute research: 'Original investigation undertaken in order to gain knowledge and understanding' (RAE 2005:34) Research can be seen as an 'end in itself'; the outputs of which are subject to external accountability, traditionally associated with publications in refereed journals, which can be used as a measure of both the extent and quality of academic performance.

10.2 Applied research:

10.2.1 Applied research is an activity related to real life practical experience for both commercial and non-commercial activities. For instance, *Third Mission* activities concerned with the generation, use and application and exploitation of knowledge to the social, cultural and economic benefit of our country constitute applied research. This could include:

- Knowledge Transfer
- Consultancy and external income generation²
- TCS programmes
- KTP/A4B Activities
- Enterprise Activities
- Other income generation activities

Outputs from such activities can feature in the REF and would clearly be classified as research.

10.3 Scholarship:

10.3.1 Scholarship: "is the process of transmitting perspectives, skill, and knowledge to others while remaining a vital learner oneself" (Atkinson 2001:1221)³. "*To be scholarly teachers, academics need to use the same kind of thought processes in their teaching that they apply to their research*", Elton (1992)⁴ Scholarship of and for teaching involves three important integrated parts. Each part on its own is insufficient - it is the combination of the three that defines scholarship. These are:

1. engagement with the scholarly contributions of others - teaching founded on scholarly literature and best professional practice
2. excellent teaching, reflection and continuous improvement on our own teaching and professional practices including participation in the University's Reflection and Observation of Academic Practice scheme.
3. dissemination - some of this work is put into the public domain and is subject to external scrutiny; a key characteristic is that the work carries external credibility.

² Income Generation and Commercial activities - The time allocated to these activities should be at the discretion of the individual manager. As with other components of the Model, managers will need to review the level of activities being undertaken against the totality of an individual's workload. In some instances it may be necessary to explore how this can be recognised and rewarded outwith the academic contract.

³ Atkinson M (2001) The scholarship of teaching and learning: Reconceptualising scholarship and transforming the academy. *Social Forces*. 79 (4) 1217 -1230

⁴ Elton, L .1992: *Research, Teaching and Scholarship in an expanding Higher Education System*. Higher Education Quarterly, 46, pp.252-268.

11 Requirements for allocation of R&SA

- 11.1.1 The time spent on Research and Scholarly Activity will normally be 12.5% of total academic workload as reflected in the academic contract. Any R&SA above 12.5% should be dependent on the individual's research profile (i.e. Membership of a Research Institute). Explanations for the allocation between 12.5% and 20% of R&SA should be outlined explicitly in the comments section of the individual's AWM . When considering an increase in the RSA allocation priority must be given to the delivery of the academic programmes for which they are responsible. Any staff time spent on R&SA above the maximum 20%, will be dependent upon specific research income being generated by the individual.

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12 Tariffs

12.1 Agreed Tariffs for roles that are common across the institution

| | | | |
|------------------|---|---|-------------------|
| PD ⁵ | Deans | 1576 | |
| PD | Deputy Deans | 1260 | |
| PD | Head of Student Experience | 630 | |
| PD | Head of School | 1100 | |
| PD | Associate Head of School | 945 | |
| PD | Academic Managers with Subject/Course Related Roles | 788 | |
| PD | Academic Manager with Faculty Roles | 630 | |
| PD | Research Institute Directors | 315 | |
| CRD ⁶ | Course Leader ⁷ | No of students | Allocation |
| | | Up to 40 | 80 |
| | | 41-80 | 120 |
| | | 81-120 | 160 |
| | | 121-160 | 200 |
| | | 161-200 | 240 |
| | Per extra 40 students | 40 | |
| CRD | Year Tutor | Reduce allocation from Course Leader by amount given to Year Tutor etc. | |
| CRD | Personal/Academic Tutor | 50 | |
| PD | Faculty Ethics Champion (Based on different disciplinary expectations in this area) | 50-150 | |
| PD | Committee Work - Dependant on the nature of the committee and its complexity | V | |
| CRD | Recruitment (Opendays, school visits etc) | 25 | |
| CRD | Admissions Role (Interviews etc) - Allocated where there is an additional requirement beyond the work included already for Course Leaders. Dependant on course size and professional requirements | V | |
| PD | Curriculum Updating - Academic Co-ordinator (Validation and Critical Review) | V to maximum of 315 | |
| PD | Curriculum Updating (Validation and Critical Review) | 10-20 | |
| CRD | General Academic Guidance | 20-60 | |
| PD | University Link Officer (Partnerships) | No of partners | Allocation |
| | | 1 | 50 |
| | | 2 -3 | 100 |
| | | 4 – 5 | 200 |
| | >5 | 315 | |

⁵ PD = Professional Duties

⁶ CRD = Course Related Duties

⁷ If this and other roles outlined below are undertaken by staff at Head of School, Associate Head of School or Academic Manager level, these are included within the allocation for these roles and should not be counted. twice

| | | |
|----------------|---|---|
| PD | Managing Professional Body relationships - from general engagement at the bottom of the scale to reaccreditation of large professional programmes at the top of the scale | 20-315 |
| PD | External Examining ⁸ | Scholarly Activity |
| PD | External Activities (e.g. Sitting on Government advisory bodies, Chairing National Subject Groups, Sector Skills Councils). The range is indicative and may be extended in particular circumstances | 20/40/60 - narrative box to give detail |
| . ⁹ | PgCert (Staff new to teaching in HE) | 315 |
| PD | Staff Development - (Not New to Teaching - Studying to enhance curriculum expertise - eg Masters, PhD etc). This is any amount above the scholarly activity allocation. | V |
| PD | Personal Staff Development - CELT and HR Seminars, Faculty seminars, RAP, Mentoring PgC candidates | 12-60 |

12.2 Faculty Tariffs for specific roles

12.2.1 Faculty of Computing, Engineering and Science

| | | |
|-------|---|--------------------|
| ALL | Head of International Partnership | 1576 |
| PD | University Radiological Protection Supervisor & UCU H+S advisor | 40 |
| DRFST | Involves co-ordination of technicians for lab practicals/engineering projects with significant Health and Safety requirements | One point of DRFST |

12.2.2 Faculty of Business and Society

No specific role tariffs

12.2.3 Faculty of Creative Industries

No specific role tariffs

12.2.4 Faculty of Life Sciences and Education

| | | |
|-----|------------------------------|-----|
| PD | Head of Simulation | 300 |
| CRD | Erasmus Co-ordinator | 20 |
| CRD | Supporting Vulnerable Adults | 20 |

⁸ As external examining is remunerated by the host institution only a nominal allocation, for the element of the role which brings back good practice into the University of South Wales, is recognised within the model as part of the individual's scholarly activity. In line with the best practice highlighted by the QAA no staff member should have more than 3 concurrent external examiner appointments.

⁹ The Pg. allocation should be 20% across all elements of the workload.

| | | |
|-----|--|----------------------------------|
| PD | Welsh Language Support | 50 |
| CRD | CRB submissions | V – Dependent on student numbers |
| PD | Health and Safety Officer | 150 |
| PD | Clinic Director | 315 |
| PD | Clinic – Chiropractic (non course related) | 240 |
| PD | Contribution to Local Health Boards | V |

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13 Right of Appeal

- 13.1.1 It is expected that the explicit nature of the Academic Workload Model will bring clarity to the discussion between line manager and employee about workloads that will facilitate agreement over the allocation of appropriate work. However there may be occasions when an employee is dissatisfied with his/her allocation and the Model provides a Right of Appeal.
- 13.1.2 Prior to making such an appeal it is expected that the line manager and the employee will have exhausted all meaningful dialogue over the work allocation. Where failure to reach agreement occurs the employee can request a meeting with the line manager's line manager (the person making the appeal can be accompanied at the meeting by a representative of the Trade Union) where he/she can make the case as to the reasons that the workload issues cannot be agreed. The line manager will also be consulted.
- 13.1.3 If, following the meeting with the line manager's line manager, disagreement remains the case will be transferred to an appropriate senior academic manager outside the immediate faculty (senior manager will be taken to mean dean, associate dean or head of school). After hearing the case from both parties (the person making the appeal can be accompanied at the meeting by a representative of the Trade Union) the senior academic manager will reach an outcome which will be communicated to both parties. The outcome will be final and there is no further opportunity for appeal.
- 13.1.4 Timescale: Where failure to reach agreement occurs this should be registered with the more senior manager by e-mail within 5 working days. The e-mail should outline the areas for disagreement and the reasons why such disagreement have occurred. The senior line manager will hear the case from both parties within 15 working days, which can be extended by agreement. If unresolved at that stage the employee must register for the next level of appeal within 5 working days by writing formally to the Director of HR who will co-ordinate the next stage within 20 working days.
- 13.1.5 If no appeal is registered a staff member will be expected to work to the allocation and it will be recorded for management information purposes.

14 Integration of TRAC

- 14.1.1 The Transparent Approach to Costing (TRAC) is the methodology used by Higher Education institutions across the United Kingdom to measure and report the cost and income of their teaching, research and other activities. TRAC is an externally driven requirement for HE institutions to provide data on an annual basis. The data collected aims to capture the approaches to time allocation for academic activities embedded in institutions to identify costing of HE activities. In Wales HEFCW participate in the TRAC agenda and all Welsh institutions are required to complete TRAC returns.
- 14.1.2 The TRAC guidance requires that the costs of academic staff should be attributed to activities on the basis of time allocation records. The guidance defines the different types of activity, with the principal categories being teaching, research, other and support. Work has been undertaken by the University to ensure each of these categories of data are mapped into the Academic Workload Model Categories.

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15 Review of the operation of the Academic Workload Model

- 15.1.1 The Lecturer's Common Interest Group will review the academic workload agreement in the first meeting of each academic year to ensure it remains fit for purpose.

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