WORKLOAD MANAGEMENT FRAMEWORK:
THE WORKLOAD ALLOCATION PROCESS AND THE WORKLOAD MODEL

A Guide for Staff in the Faculty of Arts and Humanities

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The Workload Allocation Process and the Workload Model. 
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Introduction

This document provides a guide to Workload Management for colleagues in the Faculty of Arts and Humanities. In our approach, Workload Management has two components; the workload allocation process and the workload model. Workload allocation is the process by which managers and colleagues meet to discuss, negotiate and agree workloads. The Workload Model provides the rules, guidelines and principles which inform the aforementioned discussion. The key objective of Workload Management is to resource the strategic plan of the School, while also, as far as it is possible to do so, recognising the aspirations and career progression needs of individual colleagues.

The core activities included in the model are teaching, research and study leave, PGR student supervision, scholarship, enterprise, engagement, consultancy work, academic administration and management, and professional development.

The model takes into account workload across the whole academic year. It operates on a Faculty wide basis and each school is a unit within the model, thereby adopting a consistent approach to modelling workload.

The Workload Model is reviewed and evaluated after the completion of each cycle of the allocation process. It is also our intention to conduct an Equality Impact Assessment every three years.

We welcome your feedback. If you would like to comment on any aspect of Workload Management, please contact your School Manager or the Senior Faculty Manager. Your views are important to us as they will help shape the future development of the workload model and workload allocation process.
The Workload Allocation Process

Ownership and Responsibilities

The Head of School has overall responsibility for workload allocation in their school, is responsible for agreeing the annual arrangements for the workload allocation process, for ensuring workload is allocated in compliance with the Workload Model, and ensuring the process is fully communicated to members of the school.

The School Manager is responsible for ensuring workload is allocated in compliance with the Workload Model, for rolling out communication about the process, for ensuring data is accurately recorded in the model and is up-to-date, and for providing timely advice, guidance and information on the Workload Model and the workload allocation process.

Individual staff members are responsible for engaging with the workload allocation process.

Building a Workload

Individual workloads are to be arrived at through a dialogue which takes into account the requirements of the School Plan and the multiple activities for which colleagues are to be responsible for in the following academic year. The process should be transparent and fair and ensure parity of treatment of all colleagues in the allocation of their workload.

In negotiating workloads it is desirable to agree on a workload allocation which realises the benefits of the workload model and allocation process. These include:

- Enabling the best match between Faculty and School strategic objectives and the staff resource
- Making the allocation of workload more transparent so as to build trust between staff members within a unit, foster understanding and respect for differing individual contributions to the School or Faculty, and improve morale.
- Linking workload allocation with the professional and career aspirations of individuals
- Helping the School to support its Health and Safety responsibilities through planning and allocating manageable staff workloads to prevent excessive stress for individuals
- Contributing to supporting the equality and diversity obligations of the School, for example, by addressing issues of parity of treatment for staff on fractional contracts
• Assisting planning through the provision of management information to senior management within the Schools and Faculty
• Replacing the Time allocation Survey in the Transparent Approach to Costing (TRAC), (which is in the plan for the future development of the model).

**The Process**

We recognise that the process of workload allocation is a dynamic and evolving operation. However, for the purposes of our timeline the central part of the process is concentrated between April and June in each year. Through this period a school-wide dialogue is anticipated which results in the allocation of staff resource to support the school’s requirements over the following academic year, and which also, as far as it is possible to do so, satisfies individual needs. Workload allocation includes:

• Research via Research Activity Plan
• Research or Scholarship via the Study Leave procedure
• Teaching on taught programmes via module update, the module enrolment procedure, and the teaching timetable
• Teaching: PGR Supervision
• Scholarship expressed through enterprise and engagement, continuing professional development, or negotiated time for authoring new teaching activities
• Teaching : AT allocation
• Leadership and management role holder allocation confirmed via the Autumn School Board.

**Workload Allocation Process Map**

The workload allocation process map is hosted on the Faculty intranet site and can be found here: [Workload Allocation Process Map](#)

**Communication and Information**

A clear message about the process for workload allocation will be circulated to all academic colleagues in the school at the beginning of each cycle of the process. This would normally be in January or February of each academic year. The message will include details of when the process starts, dates for the key meetings, when staff can expect to receive their workload allocation for the following year, where to find
useful information about the process, and what to do if there are concerns about workload.

The following information should be available for staff:

<table>
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<tr>
<th>Date</th>
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<tr>
<td>January</td>
<td>Communication to all academic staff in the school outlining the arrangements for the forthcoming round of the workload allocation process.</td>
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<td></td>
<td>The Staff Guide to Workload Management</td>
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<td>The HUM Workload Model</td>
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<td></td>
<td>The School Plan</td>
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<td></td>
<td>Updated Research Activity Plan</td>
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<td>June</td>
<td>Provisional individual baseline workload allocation report. (This is the expected workload allocation as negotiated and agreed with the Head of School, but may be amended in September, or at other points in the calendar, due to unforeseen developments).</td>
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<tr>
<td>September</td>
<td>Agreed individual workload allocation report. (Which may include negotiated late adjustments due to unforeseen circumstances, for example due to fluctuating new student numbers or unexpected staff absences).</td>
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**Transparency**

Following agreement on workloads, each member of staff will receive an individual Transparency Report which summarises their workload profile and shows their workload in relation to the School average (mean) – against an ATS or ATR role as appropriate. This will facilitate a sense check for individual colleagues by contextualising the recipient’s workload allocation against the unit average. The report will also list the roles they hold, the modules they will be teaching and the number of PGR students being supervised.
Concerned about your workload allocation?

Where a member of staff has concerns about their workload allocation they should contact their School Manager in the first instance and seek clarification on the issues of concern. Following clarification, the member of staff may wish to seek a discussion with the Head of School. Where this is the case, the School Manager will arrange a meeting between the Head of School, the School Manager and the member of staff. If, after the meeting, the staff member is not satisfied with the outcome they may contact the Faculty’s HR Manager and initiate the Grievance Procedure.

The Workload Model

The Workload Model is a planning tool. As such the model conceptualises the essential components of academic workload – teaching, research, scholarship, academic administration, enterprise and engagement. The model is not a 1:1 map of the experience of working in a University, it does not attempt to capture every working hour. Rather, the model is an abstraction which concentrates on essentials by keeping out the non-essential details. For the purpose of modelling workload, the model includes a number of simplified assumptions expressed through notional tariff and currency attached to core activities.

The Workload Model may be understood as a number of high level levers for moving staff resource to support key activities. It is intended to work at macro-level. It is a tool for facilitating dialogue, and the negotiation and agreement of workload. Data from the model, in the form of management information, will help Heads of Schools and Directors to formulate future school plans and activities. The model is not a tool for the micro-management of individuals. It is sensitive to the specific nature of academic work and associated professional behaviours.

The use of Tariff in the Model

The Workload Model allocates workload across the whole academic year. The annual hours adopted in the model is 1650 hours.

No individual member of staff can hold a number of academic management roles which total more than 80% in the model.

The model allows a flexible approach to the allocation of workload, and volume of workload may be flexed within year or across years in the model. The parameters in the model allow arrangements for staff to be flexed by up to 20% within the current year or across a number of years.
Most tasks related to academic management or administration are captured in the model are allocated a minimum 10%. Tasks which do not meet this threshold are not directly recognised in the model. It is expected that smaller tasks will fall into the 20% allocation for headroom and standard administration time. However, where there is agreed justification, local flexibilities for discipline specific or other reasons can be taken into account.

Allocation of tariff for academic administrative and management roles and responsibilities are based on standardised role descriptors, to ensure parity.

1. **Teaching**

1. Teaching includes timetabled delivery of taught programmes, taught programme dissertation supervision and supervising PGR students.

2. The teaching hours during semester time and before any exemptions are:

   **ATR**: A member of staff who is 1 FTE will teach a minimum of 6 hours and up to a maximum of 9 hours per week in each teaching week.

   **ATS**: A member of staff who is 1 FTE will teach a minimum of 10 hours and up to a maximum of 15 hours per week in each teaching week.

   The underlying principle regarding teaching loads for part time staff is that they will be pro-rata to that of full-time staff. However, it is recognised that there are a number of roles across the Faculty that are configured differently and which require an individual approach. Where this is the case the teaching arrangement will be agreed on a case by case basis with the Head of School.

   Buy-out from teaching is calculated against the maximum number of hours.

3. In the model taught programme teaching hours are calculated using a formulae where 1 hour of timetabled teaching time is allocated 2.5 hours of actual work time to reflect preparation, delivery, assessment and feedback, marking and moderation.

4. The tariff for an undergraduate dissertation supervision = 7.5 hours per student per year.

5. The tariff for a postgraduate taught dissertation supervision = 12.5 hours per student per year.
6. Staff writing a new teaching activity such as a lecture, workshop or seminar is to be negotiated with the Head of School and/or Teaching Director, depending on arrangements for managing workload allocation within the School.

7. Teaching hours for the delivery of Personal and Professional Development courses, Summer Schools, Bridge Courses or short courses delivered as part of an enterprise initiative are calculated using a formula where 1 hour of timetabled teaching time is allocated 2.5 hours of actual work time.

8. Tariff for PGR Supervision

- Primary supervisor = 43 hours per student per year
- Second supervisor = 12 hours per student per year

Tasks include all supervisor responsibilities listed in the policy document for Research Degrees at Code of Practice for Research Degrees

PGR supervision is modelled as a teaching activity for the purposes of workload allocation. (It is also noted that PGR supervision is included in the TRAC survey as a research activity and will be recorded as such when submitting TAS data).

2. Research

Hours, as an input in the model, are made available for ATR staff.

Outputs are to be informed by individual staff Research Activity Plans (RAP) and are discussed and agreed with Head of School (or Research Director). These include

- Planned outputs
- Project grants, studentships and fellowships
- Impact
- Contribution to the discipline.

3. Study Leave

It is a principle in the Study Leave process that key teaching, administration and other activities are supported from within the overall staff resource for the unit.

Study Leave will be for a period of 6 months. Under normal circumstances this means that Study Leave in semester 1 will be July to December and Study Leave in semester 2 will be January to June. Where an individual member of staff wishes to vary this 6 month period (for example, August to January) this should be made clear in their Study Leave application form and agreed by the Study Leave Committee.
4. Enterprise and Engagement

A standard 5% is allocated in the model to all staff for enterprise and engagement.

The Green Book sets out the minimum expectations for enterprise and engagement work, enterprise and engagement related to research activity, and enterprise and engagement related to teaching activity for ATR and ATS staff, providing a starting point for discussions between an individual member of staff and their Head of School. Staff can negotiate with their Head of School for an allotment of additional hours above the 5% standard allocation for specific projects or activities. Individual workloads will be arrived at through dialogue which takes into account the activities in which colleagues will also be involved. These include for example: developing new courses or modules; supporting the development of impact case studies; outreach and widening participation activities; innovations in teaching delivery; involvement in externally funded research or engagement projects; work with external partners; contributions to subject and other professional associations.

5. Consultancy

Staff can negotiate with the Head of School for an allotment of hours in the model for specific consultancy projects.

Where the consultancy work will impact on the availability of the member of staff to teach during semester time appropriate provision for buy-out should be agreed as part of the consultancy arrangements.

Academic Staff have the option of being paid directly for consultancy work or of “Gifting” the income for such work to the University. Should the academic wish to gift the income to the University, the workload should be included in the allocation of hours for the member of staff.

The staff member should liaise with the relevant School Manager or the Faculty Finance Office to ensure the income is paid in to the correct Cost Centre. Any income donated to the University will then be managed by the relevant Cost Centre budget manager, who will be responsible for managing the income as part of the school/departmental budget.

If the academic chooses to be paid directly for work undertaken there should be no account of the activity through the allocation of hours in the workload model. Exceptionally, a Head of School may agree to include the work in the model where there is a justifiable and tangible benefit to the School.

The staff member should arrange with the organisation employing them for the money to be paid into their own relevant bank account. They will be responsible for
making their own arrangements regarding tax and national insurance for any income received.

6. Individual Administration; Good Citizenship; Headroom

There is an allocation of 20% in the model for headroom, good citizenship and individual academic administration. Headroom is to build in some flexibility or ‘wriggle room’ in the work allocation to enable individuals to manage ‘peaks and troughs’ in their work. Examples of administration and good citizenship include, but are not limited to, advising, attendance at applicant and open days, responding to enquiries, emailing, networking, attending ad-hoc meetings, working groups, mentoring, or appraising.

7. Staff Development

Continuing Professional Development = 5% allocation in the model.

Colleagues registered on the MA HEP will be allocated an additional 15% for the duration of the course.

8. Tariff for Academic Leadership and Management Roles

The tariff is based on % of 1 FTE regardless of whether the role-holder is full- or part-time.

Roles and tariff will be reviewed after each academic year and there may be changes depending on the priorities of the Faculty and schools.

Information about tariff for Faculty specific leadership and management roles is held by the Faculty Office. The details will be published each year by the Senior Faculty Manager.

Information about tariff for school specific leadership and management roles is held by the school. The details will be published each year by the School Manager.

School specific administrative roles may be allocated time within the model at the discretion of Head of School. The % for tariff to be decided by Head of School, in consultation with the School Manager, but not, normally, at a figure below the minimum 10% threshold.

Appendix 2: Athena Swan Institution Application, Bronze and Silver Award; Workload Model
‘Describe any workload allocation model in place and what it includes. Comment on whether the model is monitored for gender bias and whether it is taken into account at appraisal/development review and in promotion criteria. Comment on the rotation of responsibilities and if staff consider the model to be transparent and fair.’

Appendix 3: Equality Impact Assessment:
Template found here: Screening, Prioritisation and Equality Impact Assessment

Appendix 4: Individual Workload Allocation Report:
An example of the individual workload allocation report can be found here at: Workload Profiles - Individual Reports