

MAH Guidance for Annual Planning of Academic Workload used for planning in the 2022-2023 planning year [Published August 2023]

[Process notes: guidance will be published annually to reflect the workload modelling already used. The guidance published in summer 2023 reflects the guidance used through the previous years' planning process – i.e. planning that was carried out through 2022-2023 for 2023-2024 – which in turn reflects the operation and experience of the year 2023-2024. This will be reviewed annually by the MAH School Leadership Team and published each summer.]

Tariffs are agreed at SLT – informed by relevant committees in the School or University – and held as a record by the Associate Dean for Education and Education Managers.

Role Descriptions are reviewed, recorded and held by the Associate Dean for People, Culture and Inclusion, and the PCIC Committee, supported by the EA to the Dean and Operations Managers.]

Overview:

Academic workload planning is based on a modelling process that aims to be transparent and equitable across the School, both in terms of process and outcome. As a process it is iterative, starting a year ahead of implementation and in discussion between Heads and their teams; changes occur through the process. It is always prospective – i.e. for planning – with the exception of PhD supervision tariffs which are always retrospective but these also extend one year after completion to reflect this.

It tries to account for major teaching and research activity, sizable allowances, and substantial administrative roles. Teaching activity is time-sensitive and although all activity is important, teaching is at the centre of what we do, is central to student experience and subsidises all other activity (at 97% of School revenue). As such, it should be prioritised when in conflict with other activities.

In principle, multiple leadership roles should be avoided, and where anyone has an existing role, any additional roles should be considered carefully for parity of opportunity and workload consideration. Two roles would be a usual maximum. Tariffs attached to roles will reduce allocation across categories such that the usual percentage allocations may no longer apply. No one person should take on multiple tariff roles such that this comprises a total FTE. All role allocations should leave 20% for Research or Scholarship.

The workload model does not attempt to account for every single hour of a working day, and this would be impracticable and counter-productive to achieve. This is a planning model and smaller admin, teaching, scholarship, and research-related activities are accounted for

by means of a 100 hours citizenship allowance in the model. This is based on expected activity such as:

- Attendance at graduation ceremonies
- Participation in relevant department and school meetings
- Participation in relevant teaching and learning and research events
- Smaller tasks like covering for someone who is sick for a week
- Contribution to research and scholarship-related activities (e.g. internal reviews, organisation of seminar series, coordination of working paper series),
- Contribution to teaching-related activities (e.g. guest lectures, peer evaluation of teaching)
- Carrying out other miscellaneous activities in the course of one's professional life as and when appropriate

Basic principles

- 1.0 FTE = 1650 available hours.
- For part-time contracts the hours are 1650 multiplied by your fractional appointment (see below).
- The workload year broadly follows the academic year (Sept-Aug) with potentially extension through September from the previous year for resit assessments.

General academic allowances

- Citizenship Allowance: 100 hours per year (see above).
- Approximate Research Allowance Guidance: 40% is allocated to research (approximately 660 hours for 1.0 FTE) to those on the Education and Research (E&R) pathway.
- Scholarship Allowance: 20% is allocated to scholarship (330 hours for 1.0 FTE) to those on the Education & Scholarship (E&S) pathway.
- Probation Allowance: 10% or 165 for the first year, in addition to relevant PG Cert, research and scholarship development allowances

Staff are expected to teach over at least two terms and four assessment periods in the current academic structure. Annual leave should be taken so as not to conflict with teaching duties or core meetings. This includes marking and resit periods. There is a MAH policy on how assessment and marking is managed in relation to research/scholarship leave [[MAH Research and Scholarship Leave Policy](#)] Please consult with the Research team for teaching implications of externally funded research grants.

ODL, pre-session course, summer school activity, admissions, resits and clearing activity all run through August and relate to many roles in the School.

If substantive medical, or other unplanned leave arises during particularly intense teaching periods, then teaching duties (including marking) may be readjusted throughout the remainder of the academic year to compensate those who provided cover during the leave.

More generally, and while the intention is to plan teaching for the full academic year, teaching allocations can change throughout the year depending on staff departures and other unforeseen events.

NB: In very exceptional cases workload remission may be carried forward – but this is an exception to the rule - and is only applicable in cases when this is substantive and all other means of balancing out workload – or all other forms of support, remission or reward have been considered first.

[HoDs can use up to 250 hrs per FTE to use at their discretion to help compensate staff for which current provision is deemed to be insufficient. This allocation should be documented in the model and not used for sick leave or other personal circumstances (for which there are other mechanisms). Personal adjustments, OH considerations and disability related allowances should be recorded confidentially through the relevant category with a note recorded for the Education Manager. NB not consistent in 2022-2023 modelling but agreed for everyone for 2023-2024 (SLT 30.05.23)]

Appendices:

1. FTE models

The working year is set at 1650 hours pa, +/-10%

1=1650 hrs (206.25 days) 5 days a week

0.9 = 1485 (185.6 days)

0.8 = 1320 (165 days)

0.7 = 1155 (144 days)

0.6 = 990 (123.75 days)

0.5 = 825 (103 days) two and a half days a week

0.4 = 660 (82.5 days)

0.3 = 495 (almost 62 days)

0.2 = 330 (just over 41 days)

0.1 = 165 hrs (20.6 days) half a day a week

.05 = 83 hrs (rounded up - 10 days) one day per month/a few hours a week

Approximate percentage allocation guide:

Faculty on an Education and Research contract have an approximate workload division of 40/40/20 or 660/660/330 hours (teaching, research, service). Faculty on an Education and Scholarship contract have an approximate workload division of 60/20/20 or 990/330/330 (teaching, scholarship, service). Where there is greater use of one category this will reduce the available allocation in other categories

Variations in excess of 10% should have a clear rationale and be agreed by the School Management Team (SLT) and Subject Head, or by Chair's action with the colleague's agreement. Variations should not normally be organised on a compensation basis from one year to the next. PGR supervision is the only retrospective allocation (i.e. based on whether the student started rather than if they applied).

2. PGR Supervision:

- Allowance for PG supervision is 30 hours per student per year FT; 15 for PT.
- Pre-submission PGR s – 20 hrs per student per year; 10 for PT
- Continuation PGRs - 0 hours (no fee income is received)
- Where supervision is shared between academics, the allowance is made on a pro-rata basis.
- Allowance is given retrospectively
- The maximum supervision load is 6 Doctoral Researchers with a share of 30 % or above.

3. Activity and Role Tariffs

Activity Education and Teaching related (not ODL)

Title	Tariff hours	Descriptions
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Teaching	1	1 hour per contact hour
Teaching preparation (tutor's existing module)	1	1 hr per contact hour first time (not for repeated seminars) 30 mins per contact hour for repeats. (Updating of canvas site/reading lists covered under module convening.) Prepare existing material for delivery (e.g. update powerpoint, notes). Attendance monitoring; student conversations.
New module preparation (new to tutor)	11 per semester	1 hour x session in addition to standard model
Marking	1	That's per student per module
Moderation (also for resits)	0.5	That's 0.5x student numbers x10% for moderation on 10% of scripts
Preparation for some Practical areas where necessary (tutor's existing module)	2	2 hr per contact hour – if extra factors around equipment, set up etc. (instead of preparation – not in addition to preparation)
Short course delivery (graduate, practitioner, continuing education)	6	That's 6 hrs per day for 1 week (30 hours) - New teaching - double that
Supervision/facilitation/observation	1	That's 1 hour per contact hour. Activities needing a member of staff present but not involving preparation eg rehearsal processes, 1-2-1 music teaching, placement visits, student trips
CPD	22	CPD Activity
International Student Support	15	Mentor co-ordinator
Liberal Arts development and support	37.5	Working party of 6 first year of degree
Mentoring a member of staff doing PG Cert	15	3 hours of meetings, plus a teaching observation, attendance at a training session, reviewing drafts of assessment and generally acting as a critical friend when needed
New short course development (graduate, practitioner, continuing education)	8	Faculty developing module
PGCert/HEA Fellowship	20	PG Cert Fellowship of HEA

ODL

Title	Tariff hours	Descriptions
ODL Course Convenor	330	
ODL Deputy Course Convenor	150	
ODL Facilitators	14	Can be added to Convenor's responsibilities or a separate individual (can be a DT/AT). If over 40 students on a module, must have a Convenor + Facilitator.
ODL Module Convenor	20	Convening including Mon/Fri announcements to cohort, includes refresh
ODL delivery	9.5	0.5 for announcements per week (x7) 1 hr for live sessions (3-4 sessions) 0.5 session prep per session
ODL Faculty entirely new to ODL	10	ODL training
ODL Faculty new to module	10	To familiarise with module
ODL Marking	1	that's 1 hour per student
ODL Moderation	varies	0.5 per student x 10%

Roles Education related:

Title	Tariff hours	Descriptions
Ass Dean Education	825	
Department Exams/Assessment Convenor/officer	110/165/220	
School Director for Exams and Assessment	330	
Director of CPD (ends at end of 23/4 AY)	825	ENDS at end of 2023/4 academic year
Director of Learning Enhancement (ends at end of 23/4 AY)	825	
Director of Scholarship & Knowledge Exchange	660	
DTL UG & PGT (Becomes Director of Education in 2023/4)	660	

Investigating Officer/Misconduct Panel member	40	
Misconduct Panel Chair	180	
Module Convenor (several teaching)	varies	15 credit module – 13 hrs 30 credit module – 23 hrs Moving by 0.5 hours per teacher on the module Convene module; co-ordinate assessments; set up and maintain canvas site; supervise/organise teaching staff; liaise with students
Module Convenor (single taught)	varies	15 credit module – 10 hrs 30 credit module – 20 hrs Convene module; set up, maintain, ACR; Canvas site; set up content, reading lists, assessments; including resits; liaise with students, revise annually
Module Convenor with DTs	10	Per module (or 5 hours per DT)
PGT Convenor	330	0.2 - Chair of MA Convenor's group, deputy chair of PGT exams etc.
Programme / BA Degree Convenor	165	Standard is 0.1/165 hours. If convenor also takes on line management, PAW or other major work, can go up to 0.2 - some transition roles at 0.3 (e.g. American Studies)
School Research Ethics Officers	110	

Roles and Activity Doctoral Related:

Ass Dean PGR	825	
CHASE selection panel members	10	
Department PGT Convenor (Under Review)		
Director for CHASE	495	0.3 (0.2 from CHASE and 0.1 from MAH)
Doctoral Convenor (Under Review)	100 + 5 per students (2.5 for PT)	Under review for 2023 – subject related oversight of admissions and student experience, supports Associate Dean Doctoral and Subject Head

Internal viva	20	Liaise with external; 11 hrs reading thesis; 1 hr writing examiners' report to be exchanged with external; 1hr writing post-exam report, 2hrs approving corrections. Trailing hours to be added to next year's PAW.
Lecturer Training Programme Convenor	15	Update Canvas and Reading List, adjust topics according to feedback, secure tutors for each week, coordinate placements with PS team
LTP Placement Tutor	6	
LTP Tutor	2	
PGR Supervision	30	30 hrs per student (pro rata by % of supervision – retrospective)
Research Degrees Exam Board	50	

Engagement, Recruitment and Admissions Related

Title	Tariff hours	Descriptions
Ass Dean Engagement, Recruitment, Admissions	825	
Director of Admissions and Recruitment	495	
AVD/Open Days	6	
Department UG Admissions Tutor	248	Smaller group
Department UG Admissions Tutor	330	Larger group
Year Abroad and V&E Convenor	330	0.2
Year Abroad Convenor (American Studies)	165	0.1

Student Experience Related:

Ass Dean Student Experience	825	
Director of Student Wellbeing	495	
Student Well Being Advocate	230	Larger role
Student Well Being Advocate	115	Smaller role

People, Culture and Inclusion Related:

Ass Dean People, Culture & Inclusion	825	
Athena Swan Lead	330	

Chair Resource Cttee	330	NEEDS REVIEW
Deputy Race Equality Director	165	REVIEW AT END OF 2023/24
Disability Lead	330	
Good citizenship	100	100 hours per annum (in allowance)
LGBTQ+ Lead	330	
MAH Union Reps	83	NEEDS REVIEW - orig. agreed 4, currently have 8
Member of ADR Team	3	That's 3 hours per person that you are appraising.
Race Equality Director	330	
Return from Carer's Leave (incl mat leave, shared parental leave, adoption leave, leave to care for dependents)	120	That's 120 pro rata. Return from a period of carer's leave of 3 months+

Research Related:

Associate Dean for Research and Knowledge Exchange	825	If also PI for IAA + 0.1
Director of Research - Grant Capture	660	
Director of Research - KE and Impact	660	
Director of Research - KE and Impact	660	
Externally-funded leave – Research and Scholarship	varies	proportion related to amount and funding body
Peer Reviewing / Internal Grant Reviewing	varies	Peer reviewing – 7 hours for large or complex bids or Leverhulme Fellowship internal selection panel; 3 PAWS for smaller bids.
Reframe Leads x2	70	That's 70 hours per lead (2 leads)
SHL Director	varies	was 0.9/3 (so 3x 0.3) - is moving to 0.6 (0.2 x 3) and overall movement to 0.5 in 2 years time. Standard SHL associate is 0.1 fixed

Other Governance/Leadership:

Head of Department smaller	660	Art History, Drama, Music, Philosophy, ELL, Film
Head of Department larger	825	English, History, Media +, CCP, DoLS (split if job share)
Senate	83	University Tariffs - agreement is between Dean, individual and the University in lieu of Governance Effectiveness Review outcomes

Notes in relation to previous models:

- MFM used a 3-hour multiplier against 220 hours (660 teaching)
- HAHP used the Simitive PAWs university tariffs – largely the same as the current model
- English and Sussex Centre for Language Studies (DoLS) – no specific model and different agreements

The current model differs from all previous models and attempts to align practices. For example, it gives an uplift when compared to seminar-based teaching in the previous MFM, and is similar to HAHP with some elements added or brought across from the MFM model, and some roles new to the School:

Comparing teaching - for example – currently:

30 credit module – seminar-based teaching – 2 hours a week x 11 week term x 1 group (25 students)

20 convening

22 hours direct teaching activity

22 hours preparation (sometimes applied as 11 due to difference in understanding of application of model)

25 hours marking activity

89 total (or 78 if applied as 11) - for comparison - would have been 66 on previous MFM model