



PRIFYSGOL
BANGOR
UNIVERSITY

**ACADEMIC WORKLOAD POLICY
AND GUIDELINES**

Rev	Date	Purpose of Issue/Description of Change		Review Date
1.				
Policy Officer	Senior Responsible Officer	Approved By	Date	
Director of HR	Deputy Director HR (Development)	HR Task Group		

POLICY

PURPOSE

The purpose of this policy is to set out broad principles to ensure that workload distribution for academic staff is equitable and transparent.

SCOPE

This policy is relevant to academic staff.

RESPONSIBILITIES

Individual Colleges and Schools have responsibility and flexibility to interpret the University's principles and framework within the context of their own priorities.

Deans of College

The Deans are responsible for the overall management of workloads in the College and must consult with the Heads of School to ensure, where possible, that there is parity of workloads across the College.

Heads of School

The Heads of School will ensure that each academic staff member has a balanced and reasonable workload in terms of activities and overall contribution relative to all academic staff in the School.

The Heads of School are responsible for collecting and monitoring data relating to workloads in conjunction with the relevant line-managers in the School and consulting and communicating with the School Management Team regarding the allocation on an annual basis.

Line-managers

Individual academic workloads should be reviewed annually, normally in the PDR (Performance Development Review). These discussions will be shared with the Head of School before deciding on the distribution of workload in the School.

Individual Staff

Academic staff are expected to take full responsibility for managing their own time in order to undertake agreed duties effectively and are expected to demonstrate flexibility in order to meet the changing demands of the School/College.

CORE PRINCIPLES

- The University recognises that work life balance is important to ensure the wellbeing of its staff and this policy aims to ensure that academic workloads are equitable and ensure that requests for flexibility are dealt with fairly and against the requirements of the School and University guidelines in this area.
- It is expected that important meetings held in the Schools and Colleges are held at times to accommodate childcare and caring responsibilities wherever possible.
- The University values all areas of academic activity and recognises that academic staff should have an appropriate level of professional autonomy. The University recognises that staff generally have considerable flexibility and goodwill with regard to workload allocation.
- There is a reasonable distribution of activity among all academic staff which is commensurate with their career grade.
- Schools will establish a transparent process to inform staff of workload allocations that best suit their individual needs.
- There is an appropriate balance of activities assigned to staff.
- There are no significant over and under-allocation of duties.
- The need for efficiency of staff deployment is balanced with ensuring quality of research, teaching and student satisfaction.
- The University through the Colleges ensures that the health, safety and wellbeing of staff particularly in relation to work-life balance are addressed.
- The University as an employer will ensure that it complies with its legal obligations and operates within

the spirit of the Working Time Regulations.

- The University meets its equality and diversity commitments with due regard given to staff with disabilities, working on a part-time basis or returning to work from a period of absence.

RELEVANT LEGISLATION / UNIVERSITY RELATED POLICIES AND PROCEDURES

- The Working Time Regulations 1998
- Academic, managerial and professional staff standard terms and conditions of appointment
- Health and Safety Policy
- Equality and Diversity Policy
- Performance Development Review Policy and Procedure
- Flexible working Policy
- School Study Leave Guidelines
- Regulations for Post Graduate Research Programmes
- Capability Policy and Process
- Bangor University Consultancy Policy

PROCESS

Workload allocation will not remain constant from year to year as changes to the level, scope and nature of individual responsibilities change. Workload allocation should therefore be reviewed on an annual basis as follows:

- Each Head of School should produce a draft plan outlining the duties to be allocated to each member of staff, taking account of the absolute and relative size of each staff member's workload normally before the start of the PDR process.
- The draft plan will normally be discussed with individual members of staff in their PDR. This will provide staff with the opportunity to share their views regarding the overall plan particularly regarding its impact on their individual workload.
- The Head of School and relevant line-managers will agree the final draft of the plan and consult with members of the School. This will enable them to consider the views of staff and individual circumstances and ensure appropriate parity of responsibilities across the School.
- The Head of School will also consult with the Dean of College at this point to inform a review of workloads across the College.
- Schools and Colleges may already have processes in place to address certain aspects of the workload e.g. distribution of administrative roles. However, there is an expectation that the main discussion regarding individual workload allocation will be undertaken as part of the annual PDR.
- There may, in exceptional circumstances be a need to review any workload allocation during the academic year.

APPEAL PROCESS

If a member of staff is concerned that the application of the workload allocation in their School results in an allocation of work which they believe to be excessive or unfair, in the first instance they should discuss these concerns with their Head of School and any special circumstances should be highlighted and discussed at this point. If, following these discussions, their concerns remain unresolved; the member of staff may raise these concerns informally with their Dean. Exceptionally, where the concerns have not been resolved informally or in the PDR, the member of staff may follow the appropriate grievance procedure.

ACADEMIC WORKLOAD GUIDELINES

1	<p>SCALE AND SCOPE OF ACTIVITY - GENERAL GUIDELINES</p> <p>Colleges and Schools will have different practices by which they manage academic workloads. This section will contain those that are generic and key factors that must be considered when deciding on workload allocation. Colleges and School can then supplement these guidelines with their own.</p> <ul style="list-style-type: none"> • The academic workload allocation will normally include teaching and scholarship, research, administration and other activities as required by the University. • Heads of School must consider the impact of a workload allocation with regard to a normal weekly allocation and spread of allocation across the calendar year within available resources. • Expectations will be different depending on an individual’s career position and adjustments will be made to reflect those differences. • Heads of School must consider all elements of workload, including teaching and scholarship, research, administration, personal/professional development and external activities. • The workload of individual staff should be appropriately distributed over a period of time, so that any potential imbalances in one year are rectified in subsequent years where possible. • Recognise that workload associated with a particular task may change due to various factors such as the introduction of new systems, fluctuations in student numbers etc. • Ensure a consistency of treatment within the College, while allowing for differences in teaching and scholarship, research and administration between academic disciplines. • Consider the impact of a pro-rata allocation for part-time staff and staff who have returned from; sabbaticals, study leave, maternity, paternity, illness etc. <p>It is recognised that Schools will have their individual requirements regarding workload allocation parameters. Therefore, the considerations noted below are only an outline of the various factors that impact on considering academic workloads.</p>
1.1	<p>TEACHING AND LEARNING</p> <p>The following should be considered:</p> <ul style="list-style-type: none"> • The number of modules being taught and the number of contact hours required for each module and the level of related activity to develop the modules. • The number of students undertaking a module and the resultant impact on administration, assessment and marking. • Responsibilities as a module leader or deputy module leader. • Level of post-graduate teaching. • Commitment to a School’s Welsh medium teaching must be addressed. • PhD supervision. • The number of international students undertaking a module. • Dissertation supervision (Masters and undergraduate levels) • Staff who have Teaching and Scholarship contracts can apply for sabbatical / study leave but these must be applied for within the College guidelines in this area. • Staff are able to request flexibility regarding teaching time to manage childcare and caring responsibilities completing the ‘Lecturer Availability’ form. This must be agreed with the Head of School before consideration by the Timetabling Unit.
1.2	<p>RESEARCH</p> <p>Due consideration should be given to:</p> <ul style="list-style-type: none"> • How much research time is allocated for research active staff who also teach. • In the case of Contract Research Staff, the day to day management responsibility lies largely with the Grant Holder. Heads of School should ensure that Grant holders take appropriate action to monitor the workloads of their staff and provide sufficient time for professional development as required by the Concordat to Support the Career Development of Researchers. • External activities such as; Membership of national committees, editorial boards, reviewing for national

	<p>and international journals, maintenance of a portfolio of research activity, development of research proposals, and management of research projects, as appropriate to the field, mentoring of early career staff, level of applications to recognised research funding bodies, with a success rate appropriate for the discipline, level of KTP and exploitation of intellectual property and applications for external funding.</p> <ul style="list-style-type: none"> • Time given to the grant application process. • Staff who supervise post-graduate students should also fulfil the commitments noted in the Regulations for Postgraduate Research Programmes regarding the Guidelines for Availability of Academic Staff.
	<p>WIDER CONTRIBUTION AND LEADERSHIP</p> <ul style="list-style-type: none"> • It is expected that staff undertake an equitable level of administrative and leadership roles within the School, College and University. Examples of these include; Senior Tutor, Exams Officer, Admissions Tutor at School or College level, contribution to marketing and publicity events, community engagement, validation, membership of decision making committees at School, College and University levels, Athena SWAN activities, union representation etc. Heads of School should recognise the workloads associated with these roles and allocate appropriate time to support these activities. • Administrative duties such as monitoring student attendance and engagement processes. • Staff should also recognise these roles as essential to the effective management of the School, College and University.
2	<p>PROFESSIONAL DEVELOPMENT</p> <p>The University expects that all staff are provided with the opportunity to address their professional development through on-going development activities. This is relevant to research active staff and contract research staff to ensure that the University the requirements of the Concordat for the Career Development of Researchers.</p>
3	<p>NEW STAFF UNDER PROBATION</p> <p>Staff who are new to higher education will need time to effectively establish themselves in their role. Staff who also teach should be provided with sufficient time to complete the PGCert(HE) and receive mentorship in their new role.</p>
4	<p>WORKING AWAY FROM BANGOR</p> <p>Staff who have to work away from Bangor for any period of time such as; teaching in other campuses, undertaking research, fieldwork etc. must be addressed flexibly but the Dean / Head of School must consider the level of time spent away from Bangor and the likely impact that will have on an individual staff members ability to undertake their normal duties and investigate if any reasonable adjustments to their workload is possible.</p>
5	<p>ATTENDANCE</p> <ul style="list-style-type: none"> • Academic Staff with teaching responsibilities are expected to be available for attendance at the University during the teaching semesters except where alternative arrangements are agreed. This includes being available for student consultation within departmental tutorial guidelines. • Academic staff with teaching responsibilities will not normally, without the Head of School's agreement, take annual leave during term time. Academic staff who have agreed to teach other modules outside term time will not normally take annual leave during the period of the modules on which they teach. • All absences from the University during such teaching periods should be notified to the School through the agreed procedures. All absences of more than three consecutive normal working days in any one week must be with the agreement of the Head of School. • Where relevant, line-managers and staff must comply with the University's visa monitoring requirements.
6	<p>PLANNED AND UNPLANNED ABSENCE AND MANAGING THE IMPACT OF ABSENCE ON OTHERS</p> <ul style="list-style-type: none"> • The University recognises that unplanned absences can have considerable impact on a School but these should also be managed within the context of the University's policies. • Heads of School must consider the impact of long-term absence on others in the School to ensure that staff do not have to undertake excessive additional workloads. Heads of School should take all reasonable action to, if possible, plan ahead and distribute workloads as equitably as possible.
7	<p>STAFF UNDERTAKING CONSULTANCY WORK</p> <ul style="list-style-type: none"> • Consultancy to external organisation may only be undertaken without detriment to the member of staff's

	<p>academic, research or administrative duties and if the consultancy will not adversely affect the workload of other staff members.</p> <ul style="list-style-type: none"> • Each College or Institute is responsible for recording the days a member of staff devotes to consultancy. • Members of staff must declare annually in their 'Declaration of Outside Interests' the number of days spent on University supported consultancy.
8	<p>WELLBEING AT WORK</p> <p>All line-managers should be aware of the potential impact of the long hours culture on staff and should aim to support staff by:</p> <ul style="list-style-type: none"> • Encouraging staff to take regular periods of annual leave at times agreed with the relevant manager. • Monitor sickness absence in order to identify any patterns of sickness, which may indicate work-related illness and take action to address the issue if workload is a contributor. • The University has considerable guidance on staff wellbeing on the intranet.
9	<p>MANAGING PERFORMANCE</p> <p>Deans of College / Heads of School should ensure that as far as possible workload should be shared equally among staff. Common problems that arise with workload allocation in schools include lack of equity regarding distribution due to:</p> <ul style="list-style-type: none"> • Staff being unwilling to undertake certain duties e.g. administrative roles thus leading to a lack of equity and transparency in the allocation of duties. • The capability of the member of staff to successfully carry out certain duties. • Lack of co-operation of other staff due to perceived lack of equity of workloads. <p>There is an expectation that staff undertake the broad range of duties as specified (usually for a fixed period of time) in their job descriptions and contract and that all staff contribute to the effective management of the School. Through the long-term planning of academic workloads in the School that are discussed and agreed transparently it is hoped that staff will be willing to share responsibilities for a various duties over a period of time. This will ensure that the same staff do not have to take on administrative duties over a number of academic years.</p> <p>In circumstances in which a member of staff is unwilling to undertake a specific responsibility it is hoped that this will be resolved as locally and informally as possible. Where this is not possible the matter can be raised with the Head of School and only in exceptional circumstances should the matter be dealt with at College level.</p> <p>Again, in the area of competency, this should be dealt with as informally and as locally as possible with the relevant line-manager and the matter can be raised with the Head of School (and in exceptional circumstances the Dean of College) if no resolution is found. In the area of capability, the line-manager can arrange additional training and address the issue through the University's Capability Policy and Process.</p> <p>The expectation is that issues such as those noted above can be dealt with informally to ensure equitable workloads for staff over a period of time to ensure the co-operation and contribution of all staff.</p>