



**PRACTICAL GUIDANCE FOR
SCHOOLS/DEPARTMENTS ON THE
DEVELOPMENT AND APPLICATION OF ACADEMIC
WORKLOAD DISTRIBUTION MODELS**

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1. Purpose

- 1.1 The University has established a set of broad principles regarding the distribution of workload for academic staff in its [Balanced and Appropriate Workload Distribution: A Guidance Framework](#). This present document, developed collaboratively between the University and the University and College Union (UCU), provides practical guidance to Schools/Departments on how they should operationalise these broad principles. As such, this document should be read alongside, and considered to be an annex to, the University's existing Guidance Framework.

2. Principles

- 2.1 The core principles that should underpin academic workload distribution are set out in the Guidance Framework and include:

- a student-centred approach to workload distribution planning.
- a commitment to fairness in workload distribution.
- a commitment to achieving a 'balanced and appropriate' workload distribution.
- a commitment to openness, transparency and clarity.
- a commitment to giving due regard to the health and wellbeing of staff.
- a commitment from all parties to flexibility.

- 2.2 Since the Guidance Framework was produced, the University has launched a new institutional strategy: [People, Place and Partnership: Delivering Sustainable Futures for All](#). The strategy makes nine fundamental commitments, two of which are directly relevant to this document:

- Taking proactive stances on equality, diversity, and inclusion.
- Helping our staff achieve a work-life balance that allows them to flourish in both.

- 2.3 These two commitments have framed the development of the practical guidance provided below in two key respects. Firstly, the guidance ensures that individual colleague's circumstances that may have an impact on workload are explicitly acknowledged and considered, including:

- Family and caring responsibilities (including maternity, paternity, parental or adoption leave).

- Sex and gender, including periods of absence arising from gender reassignment.
- Black and minority ethnic backgrounds.
- Disabilities, including neurodiverse conditions, and periods of absence arising from ill-health, including disability or long-term conditions, mental health or injury.
- Part-time working.
- Secondments and career breaks.
- Other personal non-academic circumstances that have a sustained impact on work.

2.4 Secondly, and at a School/Department and institutional level, the practical guidance set out below enables much greater, and ongoing, monitoring and analysis of workload distribution between differing groups of staff. This, in turn, will achieve a step-change in our ability as a University to generate and use robust evidence to identify and address any inequalities in workload distribution.

3. Achieving a Balanced Workload

3.1 The current University Guidance Framework includes a clear commitment to achieving a ‘balanced and appropriate’ workload distribution for academic staff and states that Heads of School/Department must give this due regard. More specifically, the Guidance clarifies:

‘It is normally expected that all academic staff will have a workload distribution which includes teaching and teaching related administration and most, but not all, will have a workload which includes research and/or academic enterprise activities. The proportion of time devoted to research, academic enterprise teaching and teaching related administration will vary by member of staff.’

3.2 This supplementary document provides practical guidance on how this principle of achieving a ‘balanced and appropriate’ workload can be more clearly and consistently applied and how resultant distributions can be monitored and kept under review at individual, School/Department and Faculty/University levels.

3.3 The original Guidance Framework was produced in 2013 and reflected the categorisation of activities used at that time. Given the current context, the practical guidance set out below organises workload activities into three core domains:

- Teaching
- Research
- Institutional and Professional

- 3.4 Rather than designating civic activities as a separate entity, it is recognised that colleagues make significant and varied civic contributions through each of the above three domains at local, regional national and international levels. This continues to be a core priority for the University, as set out in our institutional strategy: *People, Place and Partnership: Delivering Sustainable Future for All*, and reflected in two of our nine institutional commitments: to being a partner for industry, and for the cultural and social life of our communities respectively. As such, civic contributions should be acknowledged as appropriate under the three core domains, and thus as they align to the University's core business and priorities.

Annual Leave

- 3.5 The University is committed to ensuring that all academic staff have opportunities to take significant periods of annual leave.
- 3.6 The academic contract of employment states: 'Hours of work and holiday entitlement for academic staff are not specified. You will be required to work for such periods as are necessary to carry out the duties of your post and holidays will be taken at such times as will permit satisfactory performance of duties. Any duties which require your attendance during a particular period of the long vacation shall be agreed with the Head of School before the end of the Spring term.'
- 3.7 Academic staff should inform their line manager of their intention to take any leave that interferes with teaching responsibilities, or other responsibilities that would need to be covered by other staff.
- 3.8 As part of annual leave, it is acknowledged that all academic staff should have the opportunity to take a significant block of leave during the year. This is most likely to take place over the summer but may, by agreement, need to take place at other times depending on their specific teaching and other responsibilities.

Personal Circumstances

- 3.8 In line with our University commitments to work-life balance and equality, diversity and inclusion, there will be other personal circumstances that may need to be considered for individual academics, and that may require some workload adjustments. These are set out clearly in Section 9 below.

Travel

- 3.9 For roles and responsibilities that include travel (excluding travel to and from home to their main campus location), where it is not already factored into the guidance below, time for travel should be incorporated into the hours allocated to an individual colleague's workload for that specific activity.

4. Achieving a Fair Workload Distribution

- 4.1 For the purposes of the advice provided below, a full workload for a full-time academic is defined as **1,550 hours**. This is a notional figure and is not intended to imply a contractual or defined working period. Rather, it provides a clear reference point for Schools/Departments to ensure a fair allocation of work.
- 4.2 As a general rule, an individual colleague's total workload should normally fall within 10% of this total figure. It should not be consistently above this range over two or more consecutive years. Where there are variations across years, efforts should be made wherever possible to balance out workload allocation for that individual colleague over a three-year cycle.
- 4.3 Where an individual receives an allocation outside this 10% range, either in excess or below, this will trigger a 'stop, start, continue' discussion with their respective Head of School/Department. This discussion will focus on which duties should be stopped, started or continued to rebalance the workload to a figure that falls within this range.

Fractional Contracts

- 4.4 For colleagues on fractional contracts, their full workload should be calculated as a proportion of the total hours as set out above. Thus, for example, for an individual on a 0.5 FTE contract, a full workload would be 775 hours (i.e. 0.5 x 1,550 hours). Within this, the other guidance set out above regarding hours allocated in any given year falling within the range of 10% of this total figure (paragraph 4.2) and Heads of School/Department giving due regard to achieving a balanced workload (paragraph 3.1) apply equally to those on fractional contracts.
- 4.5 It is recognised that there are additional pressures on those academics working on fractional contracts. As such, and wherever possible, particular efforts should be made to ensure that total workload allocations for those on fractional contracts do not exceed their total pro-rata limit.

5. Research

- 5.1 The University values equally teaching, research and other academic enterprise activities. Staff who are designated to have significant research responsibility (SRR) will normally have a research time allocation of between 20%-40%.
- 5.2 The specific allocation for research for SRR staff will be determined by the Head of School/Department, in consultation with the Director of Research, on receipt and agreement of a clear research plan that includes key anticipated deliverables. The allocation of hours should be sufficiently itemised to demonstrate how each key deliverable is to be supported. The development, agreement and monitoring of the research plan, together with the allocation of

hours to be made, should be undertaken within the context of the Developmental Appraisal Review (DAR) process.

- 5.3 The overall allocation of hours for research between members of staff across a School/Department will be informed by the need to ensure that all other core business regarding teaching and institutional and professional contributions is met. Where required, priority will be given to those members of staff costed into externally-funded research grants, where the Head of School/Department will ensure that they are allocated hours commensurate with the time they have been costed into that grant. Beyond this, priority will be given to those whose planned activities and deliverables align most strongly to REF preparations and School/Department priorities.
- 5.4 The allocation of hours is expected to vary between individuals, depending on their other duties and responsibilities. Individually, the allocation of hours is also likely to vary from one year to the next, reflecting how individual research plans develop and change over time and how other demands in respect of their teaching and institutional and professional contributions vary within each School/Department.
- 5.5 As set out in our current [University Research Strategy 2023-2028](#) we are fully committed to equality in research and to celebrating diversity and fostering inclusion. To facilitate this, the practical guidance detailed in this document will create greater clarity and transparency regarding the allocation of research time. This will enable ongoing monitoring and review of such allocations at an individual level as well as within individual Schools/Departments and at a wider University level. This will allow for enhanced opportunities to identify any differential patterns between academic staff in relation to their backgrounds and personal circumstances and the development of plans to address these as may be required.

6. Teaching

- 6.1 The overall allocation of hours for teaching includes: direct time associated with the delivery of modules (i.e. preparation and contact time); supervision (including doctoral supervision); assessment; module-related administrative duties (i.e. module convenor); scholarship¹; and an allocation for a range of other, miscellaneous activities. The hours allocated provide sufficient time to enable individual colleagues to comply with University learning and teaching policies and processes in full.

¹ Scholarship activities, specifically as they are applied to teaching, are to be defined as part of a colleague's Professional Development and time allocated in line with the guidance set out in Section 7.

Teaching and Assessment

6.2 The approach set out below provides a consistent and comparable approach to the allocation of hours for the preparation and delivery of modules (teaching) and for assessment. As such, for all taught modules (undergraduate and postgraduate), the following three-stage process should be adopted:

1. The total hours for teaching and for assessment required to fully deliver each module is determined and set out clearly in the School/Department's published workload model.²
2. For each module, a decision is made regarding how those hours are to be distributed among the academics involved in the teaching and assessment of that module.
3. An additional allowance will be made for those contributing to the teaching of a module for the first time.

6.3 The initial calculation and allocation of hours for teaching and assessment will need to be made in good time prior to the start of a new academic year. Exceptionally, the hours allocated for each module may need to change once final numbers of students registered for that module are confirmed in September/October of that year. It is therefore expected that some adjustments to each individual's academic workload allocation may need to take place within any year, and wherever possible, to accommodate these late changes and to ensure that overall workload allocations remain within the broad parameters set (see Section 4).

Stage 1: Calculation of Total Teaching and Assessment Hours Per Module

6.4 It is recognised that there is considerable variation between modules in relation to their modes of delivery and approaches to assessment. For reference, the hours to be allocated for a 'standard module', that typically includes between 3-5 hours of contact per week (typically including lectures, seminars and/or tutorials), can be calculated using the algorithm summarised in Table 1.³

² See Appendix 1 for further guidance on how this should be set out.

³ For example, the total teaching and assessment hours for a 20-credit point module with 75 students would be calculated as follows:

- Total teaching hours = **155 hours** i.e. 5 hours x 20 credit points for the first 20 students (i.e. 100 hours) plus 0.05 hours x 20 credit points x 55 students for the additional students (i.e. 55 hours).
- Total assessment hours = **75 hours**: i.e. 0.05 hours x 20 credit points x 75 students.

Table 1. Total Teaching and Assessment Hours to be Allocated to the Delivery of Modules (per credit point)*

Activity	Standard Hours
Teaching	5 hours per credit point for modules up to 20 students, and then 0.05 additional hours per credit point for each additional student above 20.
Assessment ⁴	0.05 hours per credit point per student.

*Assuming that those delivering the module have taught it before.

- 6.5 This algorithm can either be used directly to calculate total teaching and assessment hours or as a reference point to then scale the total allocation of hours for a particular module as appropriate. Regarding the latter, modules may, for example, require a higher level of contact hours, may be mainly practical/lab-based, may have assessment practices that are broadly automated (i.e. using multiple choice questions) and/or where double-teaching is required. In these circumstances, the initial allocation of hours calculated using the algorithm can then be scaled up, or down, by an appropriate factor to be decided by the Head of School/Department in consultation with colleagues. For transparency, the rationale for such an increase/decrease should be provided.
- 6.6 In considering hours to be allocated for the teaching and assessment of each module, there is a need to ensure alignment with what is specified in terms of contact time and assessment for those modules. As such, there may be occasions where colleagues will need to adapt their current teaching contact time and/or assessment requirements so that these are fully aligned with what is set out in module outlines.

Stage 2: Agreement of Proportionate Contribution to Delivery of a Module

- 6.7 If an individual colleague is solely responsible for the delivery of a module, they will be allocated the total number of hours for teaching and for assessment for that module.
- 6.8 If two or more academics share the teaching and assessment of a module, the proportionate share of hours between them should be determined by the Head of School/Department in consultation with the colleagues concerned. The proportions for teaching should not just reflect actual hours but should account for variations in the preparation time required for differing elements of teaching delivery (i.e. giving a lecture compared to leading a tutorial group or supervising a lab). The allocation of hours should also bear in mind any part-time hours allocated to support the delivery and/or assessment of particular modules, with the total hours to be allocated to members of staff to be reduced accordingly.⁵

⁴ This is broadly based on the principle of academic equivalency in relation to assessment, where the total amount of assessment should be broadly equivalent between modules of the same number of credit points. See: [University's Assessment Workload Equivalent Guide](#).

⁵ For example, taking the module from the previous footnote, with a total of 155 hours for teaching and 75 hours for assessment; if there are two colleagues that agree a proportionate share of 60% (Colleague A)

Stage 3: Additional Allowance for Preparation for Modules being Taught the First Time

- 6.9 For individual colleagues teaching a module for the first time, additional preparation time will be added to their specific allocation for the teaching component of the module. This will typically be achieved by multiplying the total number of teaching hours allocated to that individual for that module by 1.5.⁶ This only applies to additional preparation time for teaching and not for assessment.

Other Teaching-Related Activities

- 6.10 In addition to hours allocated for teaching and assessment, additional hours should be allocated for the roles of Module Convenor and for supervision of undergraduate and masters dissertation students. Beyond this, rather than attempting to account for every other specific teaching-related activity, a standard proportion of time should also be allocated to each individual to encompass 'all other duties' (i.e. preparations for and attendance at exam boards, engagement in staff-student consultative committee meetings, contributions to course revalidations and so on).
- 6.11 Table 2 summarises the allocations to be addressed in each School/Department workload distribution model. The activities included in Table 2 should be regarded as the basic minimum for each School/Department to include. If required, each School/Department can add further activities. In such cases, specific allocations in relation to hours should be detailed and care should be taken to ensure these activities should not be double-counted under 'Civic and Institutional Contribution' (see next section).

and 40% (Colleague B) respectively for both elements, then the hours that each would be allocated for this module would be:

- Colleague A: 93 hours for teaching (i.e. 60% of 155 hours) and 45 hours for assessment (i.e. 60% of 75 hours); and
- Colleague B: 62 hours for teaching (i.e. 40% of 155 hours) and 30 hours for assessment (i.e. 40% of 75 hours).

⁶ For example, to continue with example set out in the previous two footnotes, Colleague A has taught the module before, but Colleague B is teaching it for the first time. The teaching hours allocated to Colleague A will therefore remain the same (93 hours). However, the teaching hours allocated to Colleague B will be 93 hours in total (i.e. the initial allocation of 62 hours x 1.5). The hours allocated for assessment for both colleagues will remain the same.

Table 2. Workload allocation for teaching activities

Activity	Allocation
Teaching	A total allocation of hours, to be determined for each module, to cover all activities associated with the delivery of teaching for that module (to include preparation and contact time). ⁷
Assessment	A total allocation of hours, to be determined for each module, to cover all assessment required for that module. ⁷
Supervision ⁸	<p>Undergraduate and postgraduate dissertation supervision:</p> <ul style="list-style-type: none"> • Typically 10 hours for each UG dissertation student and 25 hours for each postgraduate dissertation student <p>MPhil/PhD student supervision:</p> <ul style="list-style-type: none"> • Typically 50 hours for each full-time MPhil/PhD student per year • Typically 25 hours for each part-time MPhil/PhD student per year <p>The split of total hours for supervision for MPhil/PhD students will reflect the agreed proportionate contribution of first and second supervisors.</p> <p>An additional 10 hours can be allocated to an early career academic who joins a supervisory team as a third member to gain supervision experience and thus for the purposes of professional development.</p>
Module Convenor	15 hours for each module, plus an additional 0.1 hours for every student registered on the module.
Other Activities	Typically, a standard allocation of 40 hours to all full-time academics (adjusted proportionately for part-time colleagues) to cover all other education-related activities that an academic would be expected to undertake during the year, as requested by their line manager. ⁹ There may be occasions where an individual is asked to undertake a teaching-related task that is considered to be above and beyond typical responsibilities and that is not accounted for elsewhere in this model. In such circumstances, the Head of School/Department has the discretion to increase this allocation of hours as appropriate.

⁷ Where there are two or more colleagues contributing to the delivery of a module or its assessment, the actual hours allocated to each person for their respective contributions will be determined as a proportionate split of the total hours allocated as calculated above. Where part-time hours are used to support colleagues in the teaching and assessment of a module, those part-time hours will be deducted from the total allocation of hours for that module.

⁸ The hours allocated for supervision and for module convenor responsibilities will reflect standard role descriptors to be developed and agreed for each. For supervisors, this will include expectations regarding typical number of supervision meetings and reading of drafts.

⁹ This will typically include preparation for and attendance at exam boards, staff-student consultative committee meetings, course team meetings, and university annual reviews of courses/subjects.

7. Institutional and Professional Contribution

- 7.1 The overall allocation for institutional and professional contribution should ensure that all key roles and responsibilities are fully acknowledged and included in an individual colleague's workload allocation. Table 3 sets out a minimum set of core roles that each School/Department is normally expected to include in its Workload Distribution Model, together with an indicative list of additional roles that may also be included, depending on the activities being undertaken within each School/Department and their organisation and management of these.
- 7.2 The indicative list of roles/activities is not exhaustive, and Schools/Departments can add to these as they wish, allowing for the bespoke nature of their operations. In all cases, the specified role/activity should have a clearly stated number of hours allocated to it. Moreover, the hours allocated to each role should reflect standard role descriptors that will be developed for each role, where they do not currently exist.
- 7.3 In addition, and rather than attempting to count every possible activity, there is also a standard allocation for each colleague to cover all other administration and leadership-related activities that they may be required to be undertaken to varying degrees (i.e. school visits, recruitment and conversion activities, attendance at School meetings and so on).
- 7.5 In addition to these School-level roles and responsibilities, there will be other administrative and leadership roles that are filled through internal recruitment and operate at Faculty or University level, such as Research Directors, Faculty EDI (Equality, Diversity and Inclusion) Leads, Faculty Partnership Managers and Associate Deans. For each position, an allocation of hours will be determined and specified at Faculty/University level alongside the role descriptor/job description for that post when advertised.
- 7.6 Finally, there may be other external roles that are deemed to be strategically important for the School/Department and/or University, such as Chair of a Professional Body, Membership of a Government Review Panel or member of a REF Sub-Panel. Where these are agreed with the Head of School/Department, they should also be given an agreed allocation of hours and added to the list of responsibilities under this section.

Table 3. Allocation for school-level administration and leadership

Role/Activity	Allocation
Core Roles/Activities	
Head of School	Specified at Faculty level, depending on the size and complexity of the School/Department.
Deputy Head of School	Specified at Faculty level, depending on the size and complexity of the School/Department.
Learning, Teaching and Quality Director	Specified at Faculty level, depending on the size and complexity of the School/Department.
Research Director	Specified at Faculty level for each Research Director, depending on size of their Unit of Assessment.
Course Director	155 hours plus 0.5 additional hours for each student enrolled (all years, excluding those on a placement year).
Other Activities	Typically, a standard allocation of 40 hours to all full-time academics (adjusted proportionately for part-time colleagues) to cover all other administration and leadership-related activities. ¹⁰ There may be occasions where an individual is asked to undertake a teaching-related task that is considered to be above and beyond typical responsibilities and that is not accounted for elsewhere in this model. In such circumstances, the Head of School/Department has the discretion to increase this allocation of hours as appropriate.
Other Indicative Roles/Activities	
Research Ethics Committee Chair Research Ethics committee Member Timetabling Coordinator Schools Liaison Champion Placement Coordinator External Partnerships Coordinator Athena Swan or EDI Lead Employability Lead	Subject Lead Academic Lead Year Tutor ¹¹ Studies Adviser Revalidation Coordinator PhD Tutor Sustainability Lead PSRB School/Department Lead

¹⁰ This will typically include: any activity associated with student recruitment, including school visits, attendance at University Open Days and Offer Holder Events; attendance at subject team meetings and School-level meetings such as School Board; and representing the School on internal Faculty- and/or University-wide groups and committees and at meetings with external partners.

¹¹ Where a School/Department has Year Tutors, the hours allocated to these roles are typically taken from the total hours allocated to the Course Director.

8. Professional Development

- 8.1 There is an expectation that each academic will be involved in continuing professional development. This could include, for example: preparation of applications for FHEA, SFHEA and PFHEA; scholarly activity associated with teaching; attendance on specialist training and courses; and engagement in other significant academic and professional bodies and groups. To reflect this, an individual colleague's workload allocation may include normally up to 10% of their time for professional development. This allocation could be applied to any one of the three core areas specified in the academic profiles, depending on the nature of the professional development activity.
- 8.2 This proportion of time is not allocated automatically but needs to be agreed by the Head of School/Department as part of the Developmental Appraisal Review (DAR) process. The allocation of hours should be made in relation to specific activities to be undertaken over the academic year in question and aligned clearly with School/Department priorities. It is not possible to set out an exhaustive list of potential professional development activities here. However, and through the DAR process, specific activities should be identified and agreed with the Head of School/Department and, where possible, a time allocation (in hours) given for each. Such allocations will depend on the ability to balance out other demands on an individual's time in relation to teaching, research and/or institutional and professional activities.

9. Other Circumstances

- 9.1 There are other circumstances that should also be considered and reflected in an individual colleague's workload allocation. Table 4 summarises these and how they should be recognised in relation to workload reduction.
- 9.2 For transparency, and for the purposes of comparison, the actual allocation of hours in an individual colleague's workload will be labelled simply as 'Other Circumstances'. Details relating to these will be kept strictly confidential and will not be included in any summaries produced. However, such an allocation should be included to demonstrate that this proportion of an individual colleague's time has been considered and agreed with the Head of School/Department, rather than just reflecting an under-allocation of workload.

Table 4. Accounting for other circumstances

Activity	Allocation
Early Career	<p>This applies to those where their current post is their first substantive appointment in an academic position as a Lecturer. During their first two years of appointment, they will normally be given the following allocations in their workload to provide protected space for additional preparation:</p> <ul style="list-style-type: none"> • 20% of total hours in the first year (i.e. 310 hours for a colleague working full-time, or pro-rata for those working part-time). • 10% of total hours in the second year (equivalent to 155 hours for a colleague working full-time, or pro-rata for those working part-time).
Returning Carers	<p>This allocation is made under the University's Returning Carers' Scheme that aims to assist the career and professional development of those who have taken periods of leave to care for family, typically supporting a return to work after extended leave of four months or more, whether coming back to work following maternity, paternity or adoption leave, or after a period caring for a dependent.</p> <p>In each case, a plan should be agreed between the colleague and their line manager regarding what support they should receive over the 12 months following their return to work. The plan will include one or both of the following two elements:</p> <ul style="list-style-type: none"> • an allocation of hours to provide protected time to undertake specified continual professional development activities as agreed with their line manager. The allocation should be agreed on a case-by-case basis but will typically be in the region of 10%-30% of the colleague's time for the semester following their return to work; and/or <p>an application for funding of up to £1,500 from the Returning Carers' Scheme to cover associated costs.</p>
Other Circumstances	<p>There may be other circumstances, and these should be considered on a case-by-case basis with the individual colleague concerned. These may include, for example: reasonable adjustments for disabled staff and/or staff with caring responsibilities for a disabled dependant; phased return to work following illness; and / or short-term adjustments. Where it is appropriate, a clear reduction in workload should be agreed and incorporated in that individual colleague's workload allocation. These conversations are between the individual and their Line Manager. As with standard practice, and where it may be necessary following these conversations, Line Managers may consider referring an</p>

	<p>individual to Occupational Health in line with standard operating procedures.</p> <p>As part of the pilot, the University will keep under review the volume of additional engagements sought with Employee Wellbeing Advisors and Occupational Health colleagues, and learn and take action from any themes that occur.</p>
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10. Publication of Workload Models and Presentation of Workload Allocations and Distributions

- 10.1 Each School/Department should produce a Workload Model that is shared amongst colleagues and that is reviewed and updated on an annual basis. The Model should detail all allocations of hours for teaching and institutional and professional contributions following the guidance set out above. The Model should be set out using the standard pro-forma illustrated in Appendix 1.
- 10.2 Each year, the total workload allocation for each individual should be calculated and set out clearly and shared with that colleague as illustrated in Appendix 2. For illustrative purposes, this contains exemplars of the workloads of four different academics, representing varied circumstances.
- 10.3 To ensure fairness and equity, a summary of the workload allocations of all academic staff in the School/Department should be provided to all staff as illustrated in Appendix 3. In addition, it is acknowledged that some subject areas work together closely to review workloads. In such cases, and with the agreement of those involved, detailed workload allocations can be shared between team members.

11. Continuous Review of Workload Distribution

- 11.1 Each School/Department's draft Workload Distribution Model should be considered and approved by their respective Faculty. In doing this, faculties will seek to ensure consistency in hours allocated to roles/activities across their Schools/Departments. An annual university review will also take place to consider and ensure consistency of approaches across the four faculties and to identify and agree actions to address any issues or concerns.
- 11.2 Workload distribution data will also be kept under review by each School/Department, not just in relation to seeking to ensure an overall fair and balanced distribution across all academic staff, but also to analyse and review any differences that may exist between different groups of staff. This level of review and the evidence generated from it will also feed into each School/Department's EDI Action Plans.

- 11.3 At an institutional level, data from all Schools/Departments will be combined to monitor patterns and trends, particularly with regarding to the University's commitments to actively promoting EDI and ensuring a health work-life balance.
- 11.4 Where new and substantive leadership and/or administrative roles are to be introduced, at School or University level, an allocation of hours should be specified and aligned to a clear description of the roles and their accompanying responsibilities. In the development of such roles, due consideration should be given to existing workload commitments as set out in School/Department Workload Models (as per Appendix 1).

Appendix 2: Exemplar Workload Allocations

Exemplar 1: Full-time academic (research active)

Name: XXXXXX XXXXXXXXXXXXXXXX		School/Department: School of XXXXXXXXXXXXXXXX
Area	Details	Hours
Teaching	Module ABC123 (20 credits, 44 students) <ul style="list-style-type: none"> • Teaching (100%) • Assessment (100%) • Module Convenor Module ABC234 (20 credits, 180 students) <ul style="list-style-type: none"> • Teaching (30%) • Assessment (25%) • Module Convenor Module ABC345 (20 credits, 65 students) <ul style="list-style-type: none"> • Teaching (70%) • Assessment (50%) Supervision <ul style="list-style-type: none"> • 8 UG dissertations • 2 PG dissertations • 2 PhD (FT) (50% each) • 4 PhD (PT) (50% each) Other Activities (Standard) Sub-Total (Teaching – 47.7%)	124.0 44.0 19.4 78.0 45.0 33.0 101.5 32.5 80.0 50.0 50.0 50.0 40.0 747.4
Research	Research Plan Professional Development (Specialist Training) Sub-Total (Research and Impact – 39.7%)	560.0 62.5 622.5
Institutional and Professional	Year Tutor Ethics Committee Chair Other Activities (Standard) Sub-Total (Institutional and Professional – 12.6%)	80.0 78.0 40.0 198.0
Other	No entry Sub-Total (Other – 0.0%)	0.0 0.0
Total (Actual)		1567.9
<i>Total (Full-time equivalent)</i>		<i>1567.9</i>

Exemplar 2: Full-time academic (teaching-focused)

Name: XXXXXX XXXXXXXXXXXXXXXX		School/Department: School of XXXXXXXXXXXXXXXX
Area	Details	Hours
Teaching	Module ABC123 (40 credits, 35 students) <ul style="list-style-type: none"> • Teaching (78%) • Assessment (100%) • Module Convenor Module ABC234 (20 credits, 80 students) <ul style="list-style-type: none"> • Teaching (100%) • Assessment (50%) • Module Convenor Module ABC345 (20 credits, 70 students) <ul style="list-style-type: none"> • Teaching (50%) • Assessment (50%) • Module Convenor Module ABC367 (20 credits, 220 students) <ul style="list-style-type: none"> • Teaching (50%) • Assessment (20%) Supervision <ul style="list-style-type: none"> • 7 UG dissertations • 6 PG dissertations Other Activities (Standard)	180.0 70.0 18.5 160.0 40.0 23.0 75.0 35.0 22.0 150.0 44.0 70.0 150.0 40.0 Sub-Total (Teaching – 70.3%)
Research	Professional Development (Scholarship) School EDI Lead Sub-Total (Research and Impact – 10.1%)	155.0 40.0 155.0
Institutional and Professional	Course Director (210 students – 70 intake per year) Other Activities (Standard) Sub-Total (Institutional and Professional – 19.6%)	260.0 40.0 300.0
Other	No entry Sub-Total (Other – 0.0%)	0 0
Total (Actual)		1532.5
<i>Total (Full-time equivalent)</i>		<i>1532.5</i>

Exemplar 3: Part-time academic (0.50 FTE) (research active)

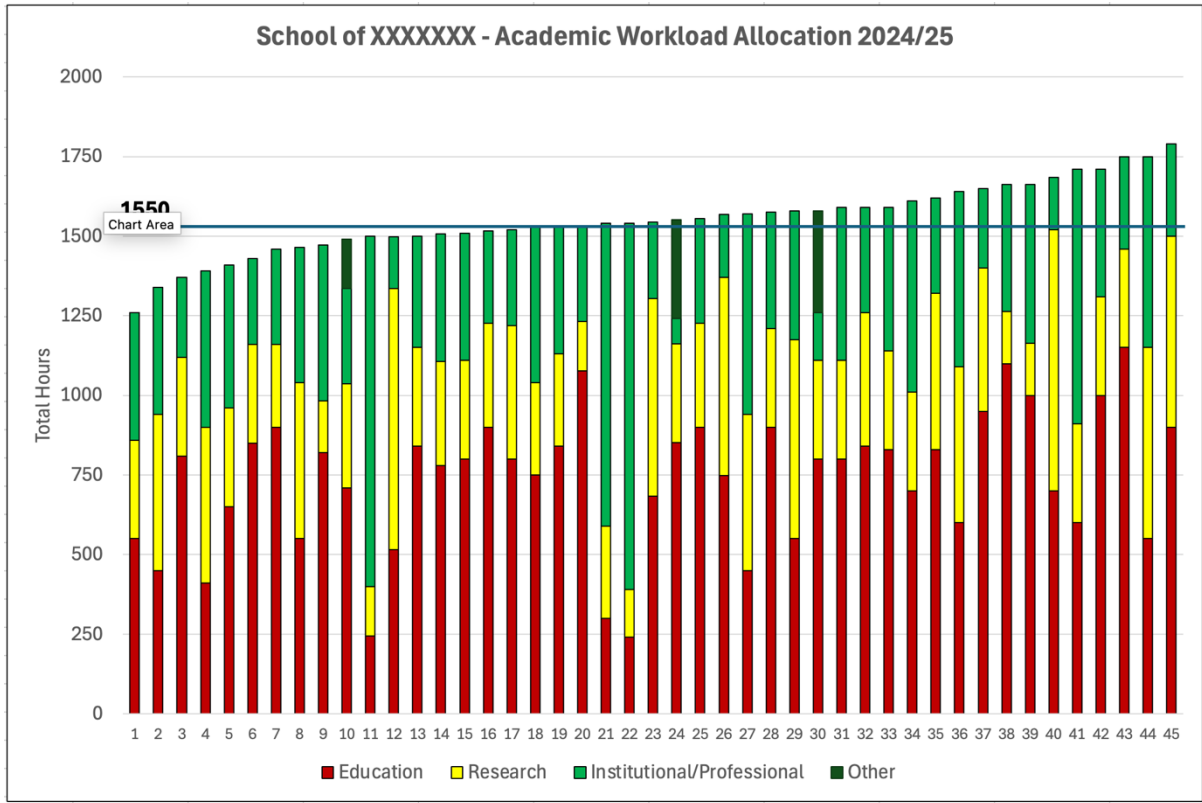
Name: XXXXXX XXXXXXXXXXXXXXXX		School/Department: School of XXXXXXXXXXXXXXXX
Area	Details	Hours
Teaching	Module ABC123 (20 credits, 40 students) <ul style="list-style-type: none"> • Teaching (10%) • Assessment (100%) • Module Convenor Module ABC234 (20 credits, 70 students) <ul style="list-style-type: none"> • Teaching (30%) • Assessment (30%) • Module Convenor Supervision <ul style="list-style-type: none"> • 3 UG dissertation • 2 PhD (PT) (50% supervision) Other Activities (Standard) (50% of full-time total, 40) Sub-Total (Teaching – 44.3%)	120.0 40.0 19.0 45.0 21.0 22.0 30.0 25.0 20.0 342.0
Research and Impact	Research Plan Sub-Total (Research and Impact – 40.2%)	310.0 310.0
Institutional and Professional	Year Tutor Other Activities (Standard) (50% of full-time total, 40) Sub-Total (Institutional and Professional – 15.5%)	80.0 20.0 120.0
Other	No entry Sub-Total (Other – 0.0%)	0 0
Total (Actual)		772.0
<i>Total (Full-time equivalent)</i>		<i>1544.0</i>

Exemplar 4: Full-time academic (early career - 1st year probation)

Name: XXXXXX XXXXXXXXXXXXXXXX		School/Department: School of XXXXXXXXXXXXXXXX
Area	Details	Hours
Teaching	Module ABC123 (20 credits, 50 students) <ul style="list-style-type: none"> • Teaching (100%) (1.5 times normal hours of 130.0)* • Assessment (100%) • Module Convenor Module ABC234 (20 credits, 140 students) <ul style="list-style-type: none"> • Teaching (90%) (1.5 times normal hours of 198.0)* • Assessment (37%) • Module Convenor Supervision <ul style="list-style-type: none"> • 5 UG dissertations Professional Development (FPHEA Preparation) Other Activities (Standard)	195.0 50.0 20.0 297.0 51.0 29.0 50.0 120.0 40.0 852.0
Research	Research Plan Sub-Total (Research and Impact – 20.0%)	310.0 310.0
Institutional and Professional	Ethics Committee Member Other Activities (Standard) Sub-Total (Institutional and Professional – 5.2%)	40.0 40.0 80.0
Other	Early career (1 st year probation allowance of 20%) Sub-Total (Other – 20.0%)	310 310
Total (Actual)		1552.0
<i>Total (Full-time equivalent)</i>		<i>1552.0</i>

*Allocated 1.5 times the normal hours as teaching module for the first time

Appendix 3: Exemplar of School/Department Workload Distribution Summary



Please note that a separate sheet will be provided that lists each member of staff against their number in the table.

For reference, the four exemplars (Appendix 2) are included in the above chart:

- Exemplar 1 – number 26
- Exemplar 2 – number 20
- Exemplar 3 – number 23
- Exemplar 4 – number 24