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WORKLOAD ALLOCATION MANAGEMENT (WAM) FRAMEWORK 2024-25

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1. INTRODUCTION TO WORKLOAD ALLOCATION MODEL (WAM)

1.1   St Mary's Workload Allocation Model (WAM) aims to ensure an equitable and transparent approach to the allocation and management of academic workloads across the organisational structure.

For the purposes of the WAM, the organisational structure includes the University, Faculties, Schools and academic colleagues across these.

1.2   The WAM is designed to help academic colleagues agree sensible and sustainable workloads as part of forward planning, and to provide a tool to help line managers discuss and resolve any in-year staffing changes.

1.3   The WAM is also designed to provide the University with a general overview of how academic staff time is deployed across the institution; mainly proportions of time spent devoted to academic and academic activities such as research, teaching, teaching-related and student related activities.

1.4   The WAM aims to provide a shared language for the discussion of academic work allocation, and a consistent set of general expectations for staff. It should be utilised alongside professional judgement and as part of an ongoing collegiate conversation about the fair distribution of work.

1.5   The WAM forms the basis of the University's TRAC (Transparent Approach to Costing) return, submitted annually and is aligned to the University's resource annual Planning Round.

1.6   Currently, information on the workloads of academic staff is recorded on a piloted system and used for planning of resources.

Work to introduce a comprehensive online reporting tool via Simitive Workload Allocation Management Software is progressing and to come into effect in 2024-25 for the 2025-26 reporting year.

The WAM is applicable specifically to staff on an academic only contracts, including teaching, research, leadership, management, Faculty and School roles, as well as development activity.

1.7   The purpose of this document is to articulate the underlying principles of the St Mary's Workload Allocation Model (WAM). This includes guidance on the usage of the WAM and the role of the Workload Steering Group.

The WAM does not cover general workload management which is dealt with under the relevant Human Resources policies. This WAM also does not cover the appraisal process.

1.8   A copy of the Terms of Reference and Membership of the Workload Steering Group is included as Appendix 1.

Please refer to section 12 below for relevant definitions referenced in this guidance document.

1.9   This document has been written in consultation with various key stakeholders and aligned to St Mary's University Vision 2030, as well as St Mary's Values of Inclusiveness, Generosity of Spirit, Respect and Excellence.

This document is for internal reference and use only and not for wider, external circulation.

2. GUIDING PRINCIPLES

2.1   The WAM is based on notional, annualised hours. It is expected that in an academic cycle there may be periods of different working intensity.

The WAM provides an overall picture of workload capacity for planning purposes.

2.2   The WAM does not seek to provide an individual 'census' of professional activity. Instead, it seeks to provide a notional mathematical model that captures the overall contours of responsibility across the year. Thus, every individual activity is not 'counted up'. General categories are designed to give a meaningful projection of overall activity.

2.3   The WAM recognises that standard allocation cannot always meet every staff circumstance. However, it is anticipated that parity can be found across a suite of allocations, each of which have in-built tolerances.

2.4   A core principle of the WAM is equity within teams. Line managers are expected to ensure utilisation patterns are as equitable as possible across and in Schools and Faculties.

2.5   Workload planning should take place in a collective and collegiate manner, based on discussion between the parties.

Workload data would be made available on a new WAMS platform with appropriate levels of access and permissions. A direct link to the new online platform is included here for ease https://wams.stmarys.ac.uk

2.6   The University aims to ensure a workload not exceeding 90%, allowing for an additional 10% allocation for "Academic Citizenship" duties falling outside the workload model's parameters.

Academic Citizenship in the context of the WAM recognises the importance of academic colleagues contributions beyond their core teaching and research responsibilities, and it acknowledges the diverse ways in which academics support the academic community and contribute to the broader goals of the University. Linked to our University values, these may broadly include:

- Peer mentoring or observation
- Advancing Equality, Diversity and Inclusivity (EDI) initiatives
- Representing the University externally for events contributing to Faculty interdisciplinary or local policy development, community education initiatives or societal impact.
- Leading on sustainability and environmental initiatives

The WAM serves as an indicative tool rather than an absolute measure, as it may not capture all work, potentially leading to overestimation through the tariff system.

It is recognised that there will be periods of fluctuation in workload level which means that some staff may spend periods of time above or below the expected normal level of workload record by the tool. It is expected that this imbalance would even out over a period of approximately three years. For reasons of employee wellbeing, it is a priority for managers to address workloads over 90% and return them to a typical level as soon as practically possible.

Year 1 of the tariffs and allocations detailed in this document pertains to the academic year 2024-25.

2.7 The total number of contractual hours available to a part-time member of staff is proportionate to the FTE.

Whilst different facets of workload allocation are not expected to be precisely proportionate to the pro-rata, there is an expectation that part-time staff remain active across the three main strands of teaching, research / enterprise and management activity, and make a collegiate contribution to the work of the University.

2.8 With the support of the relevant Faculty Operating Officers, WAM data and allocations should be populated in line with the set audit points throughout the academic year.

Heads of School are responsible for overseeing the WAM for their respective Schools, ensuring that allocations adhere to the WAM's principles, guidelines, and tariffs. They will submit an updated WAM to the Steering Group by each of the audit dates specified in section 2.9. As part of these submissions, Heads of School are requested to verify the accuracy of the WAM data for their respective areas via email to Faculty Executive Deans at each audit point. Additionally, they are required to provide a summary outlining any significant changes recorded since the previous submission. This includes from the Head of Employability Services for modules offered by the Centre of Workplace Learning (CWL), as well as the Head for the Centre of Teaching Excellence and Student Success (CTESS).

Subject Leads are responsible for inputting WAM data for their respective subject area(s). This includes from the relevant course leads for modules offered by the Centre of Workplace Learning (CWL).

Only material changes to allocated hours that occur between audit points will be logged by the relevant Head of School, CWL or CTESS services and actioned prior to each audit point.

2.9 The audit points throughout the academic year serve to capture a snapshot of workload allocations at various levels: Faculty, School, and individual, at specific intervals. The audit dates for the upcoming academic year are outlined below:

   a. Audit point 1: 30 September
   b. Audit point 2: 2 December
   c. Audit point 3: 30 April (this may be revised to take account of Easter dates)
   d. Audit point 4: 2 July (or in accordance with each Faculty teaching planning every year).

2.10 Regarding compliance, Deans are required to annually verify with the Provost and Chief Academic Officer that their Faculty adheres to the principles, use, and allocations outlined in the WAM.

The Provost and Chief Academic Officer is responsible for overall compliance and ensuring consistency with this guidance University-wide. Further, the Provost and Chief Academic Officer will also facilitate opportunities for ongoing discussion and dissemination of best practices.

2.11   The allocation and recognition of academic workloads should support the strategic Mission, Vision and priorities of the University.

3. PARAMETERS

3.1   Each workload is calculated based on 1,526.4 hours per year for each full-time member of academic staff, after accounting for annual leave entitlement and University closure dates. University closure days are not a contractual entitlement and are subject to change annually.

Workload for part-time colleagues is determined proportionately on a pro-rata basis.

3.2   In accordance with the academic careers pathways, the WAM breaks academic activity into six categories, against which time proportions are allocated relative to the total of 1,526.4 hours on a pro-rata basis:

   a. Teaching and teaching-related responsibilities, such as module convening, planning, admin, marking, student support, and dissertation supervision (at undergraduate, postgraduate taught and postgraduate research levels).
   b. Research activities.
   c. Enterprise and engagement, including consultancy and clinic work.
   d. Professional practice commitments (including compliance with Professional, Statutory, and Regulatory Bodies (PSRBs)).
   e. Academic Leadership and Management duties.
   f. Academic Citizenship

3.3   Most calculations are treated on a pure-hours basis, where a specific activity corresponds to a designated number of hours of allowance.

3.4   Exceptions to 3.3 are as follows:

   a. Some teaching activities (see section 4 below).
   b. Marking and assessment (see section 6 below).
   c. Research, where allocations are calculated as a % of FTE (see section 9 below).
   d. Administration overhead hours, where allocations are calculated based as a % of FTE, and only counted for those staff who undertake substantial teaching duties.

3.5   All discretionary and non-tariff-based hours allowances represent an extra financial commitment by the University and require approval from the appropriate academic member of the Faculty.

Upon submission of WAM summary data, the Provost and Chief Academic Officer may request written justification for additional hours tariffs, and these may undergo review or revision at that stage.

3.6   Except for academic partnership modules, the WAM should be generated based on modules outlined in SITS and should cover budgeted staff, Hourly Paid Lecturers (HPAs), Agency, and External Link Tutors.

4.   TEACHING AND TEACHING-RELATED ACTIVITIES

4.1   A workload should not exceed 550 hours per year of formal scheduled teaching responsibilities (not including preparatory and admin hours). However, this provision will not apply in subject areas where the nature of the curriculum and teaching style makes it inappropriate such as aspects of Teacher Education, Art, Design, Performing Arts, Music: in these subject areas scheduled teaching will be determined in accordance with paragraph 1.3.2 of the guidelines for the determination of duties.

4.2   Teaching is divided into contact hours (e.g. in lectures/seminars/lab sessions/practical sessions/workshops/rehearsals) and preparation hours.

Different types of contact sessions will have a different allocation of preparation hours depending on the nature of the session, as follows:

   a. Teacher-led sessions (mainly lecturer input e.g. lectures) = 1:1 (every 1 hour of contact time = 1 hour of preparation time).
   b. Teacher-facilitated sessions (shared lecture, minimal lecturer input e.g. seminars, rehearsals, lab sessions and practicals) = 1:0.5 (every 1 hour of contact time = 0.5 hours of preparation time).
   c. Recording and editing of an online session = 1:2 (every 1 hour of recorded time = 2 hours preparation time).
   d. Repeat sessions (requiring no preparation time) = 1:0 (only contact time allocated)

4.3   Module conveners are allocated 10 hours for managing a module, which includes setting up the Moodle site and online reading lists, writing assessment briefs, moderating assessments, and responding to student queries.

Module convenors whose modules contain a very high student numbers (over 100) may be allocated up to 10 additional hours to support the increased management required of a large module.

An additional 5 hours can be added by the Head of School for module convenors managing additional complexity in a module, such as Professional, Statutory, and Regulatory Bodies (PSRBs) requirements, practical examinations.

4.4   Subject to approval by the relevant Head of School, module convenors are allocated 15 hours per delivery of the module on a franchised programme.

This allows time for sharing the module learning outcomes, briefing the franchise partner staff on the module, writing the assessment brief and marking criteria, quality assurance and undertaking assessment moderation.

4.5   Regarding validation activity for a new module or programme:

a. For the development of a new 20-credit module, where little/no prior content is available, 15 hours will be allocated to module convenors.
b. The development and validation of a new undergraduate programme will be allocated 70 hours.
c. The development and validation of a new postgraduate programme will be allocated 50 hours.
d. Development allocations may be split across more than one person.

Regarding revalidation activity for an existing module or programme:

a. The revalidation of an existing programme will be allocated up to 50 hours for an undergraduate programme and up to 30 for a postgraduate programme.
b. Development allocations may be split across more than one person.

4.6 With the exception of Heads of School, a general administration allowance is added for all staff who are undertaking some teaching activity. This is calculated proportionally against FTE, 1 FTE equating to 100 hours.

These hours cover attending programme boards, examination boards, programme administration and day-to-day duties related to the University's teaching activities which colleagues may be asked to do from time to time (including, but not limited to, activities related to recruitment, attendance monitoring, retention etc.)

4.7 For cross-validated modules the module should reside in the 'home' School and hours should be allocated against any staff member teaching on the module from within the School.

For staff teaching on the module from outside the School, the hours spent on the module should be noted as 'Cross-School teaching for the staff member undertaking the teaching

4.8 In relation to formal scheduled teaching, supervision, including of dissertation/thesis/consultancy projects or placements for degree awarding modules, where this is undertaken on a 1:1 basis, is allocated as follows (per student)

|		
a.	Foundation Year	7.5 hours
b.	L4/5/6 (20 credit module)	10 hours
c.	L4/5/6 (40 credit module)	20 hours
d.	L7 (60 credit module)	20 hours
e.	Undergraduate (UG) placement year	7.5 hours
f.	Postgraduate Research (PGR) full-time	See section 4.9
g.	Postgraduate Research (PGR) part-time	See section 4.9
h.	Supervision hours also include reviewing work, feedback, and marking time (where applicable).	

4.9 Hours for PhD supervision is allocated across each supervisory team. For full-time, registered PhD students, 80 hours are allocated across the team per student per year. For part-time registered PhD students, 40 hours are allocated across the supervisory team per student per year.

The specific number of hours allocated to each individual staff member is informed by the relative supervisory contribution from that staff member as indicated on the student's research degree coversheet. For example, a member of the supervisory team who is listed

as contributing 20% across the team would be allocated 16 hours per year for a full-time student (as 20% of 80 = 16) and would be allocated 8 hours per year for a part-time student (as 20% of 40 = 8).

The following process is to be followed when proposing PhD supervisory teams:
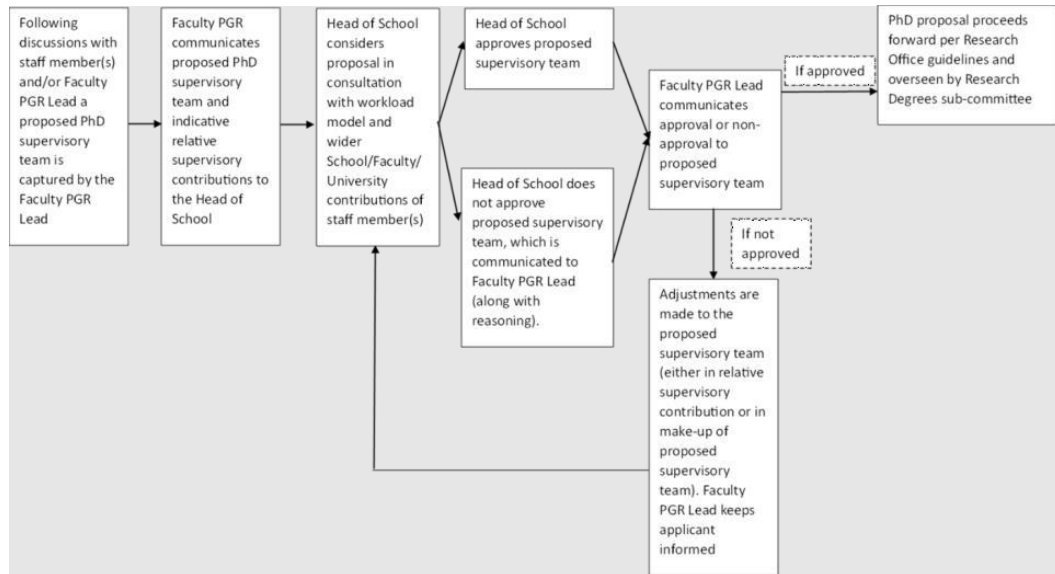
4.10   Subject to approval by the relevant Head of School, an allocation up to 60 hours can be made for an Assessment Officer.

5. STUDENT SUPPORT

5.1   Undergraduate Tutees.   Schools may adopt 1:1 (per student FTE) or group personal tutoring, depending on what is most appropriate for their student cohorts, at the discretion of the Head of School.

Allocations for personal tutoring should be entered based on 3 hours per student for 1:1 personal tutoring, or 15 hours per group for group personal tutoring (up to 10 students per group).

5.2   It is expected that in the case of 1:1 personal tutoring, while some students may require more than 3 hours of support, others will require less. This approach is designed to link to the revised Personal Tutor Policy, where flexibility and discretion is presumed of Personal Tutors.

5.3   Where the make-up of a particular tutorial group reasonably means, a personal tutor may expect to expend significantly more hours than allocated by tariff, the member of staff should consult their line manager.

Subject to Head of School approval and in suitable cases the 'additional/discretionary hours' may be used for additional hours to cover increased personal tutoring responsibilities.

5.4   In considering applications under 5.3, line managers should bear in mind that Personal tutors are not healthcare professionals, and are not expected to offer sustained social, emotional or mental-health support.

In cases where Personal Tutors are dealing with complex emotional or medical needs, students should be directed to, and supported in accessing, the relevant professional care via Student Services. In such cases, Personal Tutors are responsible for supporting student in coordinating their wider support with their studies, rather than for providing a site of primary care.

5.5   Additional allocations which have been agreed by members of the Workload Steering Group is as follows:

a.   Schools may allocate a Senior Personal Tutor, with an allocation of 60 hours, to oversee the delivery of personal tutoring within the School.

6. MARKING AND ASSESSMENT ALLOCATIONS

6.1   Marking allocations assign a bank of hours for marking and feedback on a module, based on student numbers on the module.

The hours per student depend on the level and number of credits of the modules, as follows: 20 credit modules (to be pro rata for modules with varied credit loads. For example, 10, 30 and 40 credits):

a.   Foundation Year = 1 hour per student
b.   Level 4 = 1 hour per student
c.   Level 5 = 1 hour per student
d.   Level 6 = 1 hour per student
e.   Level 7 = 2 hours per student

6.2   This allocation includes where there are multiple elements of assessment, as module convenors are expected to ensure that the volume and type of assessment is in line with the module credits overall.

Marking allocations may be divided between more than one person.

6.3   This allocation is augmented by 10% to allow for re-sits and this will be automatically reflected in data that is captured.

6.4   Subject to approval by the Head of School, an Academic Integrity Lead (AIL) for each School can be allocated up to 100 hours allocation to oversee academic integrity-related activities within the School, which includes guiding colleagues, advising on Poor Academic Practice (PAP) and referrals to Registry in more serious cases.

In larger Schools or those with larger than normal volume of cases of Poor Academic Practice (PAP) or misconduct, Heads of Schools can increase the allocation or appoint an additional Academic Integrity Lead (AIL).

In smaller Schools, the Head of School may choose to allocate a smaller number of hours to the Academic Integrity Lead (AIL) role.

6.5 Schools may allocate a Senior Personal Tutor, with an allocation of 60 hours, to oversee the delivery of personal tutoring within the School.

7. PROFESSIONAL PRACTICE

7.1 With reference to the guidance on academic careers pathways, the WAM recognises that certain academic subjects, disciplinary areas, and programme routes may require specialist or additional activities.

7.2 The following examples are activities that could reasonably be allocated additional hours on this basis:

   a. Professional and Regulatory Statutory Body (PSRB) accreditation, quality assurance and compliance.
   b. Time for additional, training, briefing, policy-updates, conference activity (or other offsite engagement), where attendance/compliance is required and monitored by a recognised external agency.
   c. Covering inspection from external agencies. For example, for Initial Teachers Education (ITE) and Apprenticeship programmes.

7.3 Mandated activities of this kind should be conducted in the way that is most efficient for the School, Faculty and University.

7.4 Head of Schools are asked to flag professional practice specialist or additional activities to Executive Deans for entering an agreed workload allocation on the platform.

7.5 Line managers are encouraged to provide an itemised account of the professional practice hours that have been granted, and the nature of the allocation in each case, using the comment function.

8. LEADERSHIP ROLES

8.1 The WAM allocates fixed hours tariffs for Faculty-based management and academic-administration duties.

8.2 These allocations are split into two broad categories:

   a. Academic Leadership roles (Dean, Director of Research and Head of School)
   b. Academic Management structure (Subject Lead or Course Lead)

8.3 Academic Leadership roles: The WAM works on the basis that academics in Faculty Management positions should continue to make a meaningful academic contribution to their discipline alongside their other responsibilities.

It is expected that up to 20% of their time will be devoted to teaching and/or research and/or enterprise activity. The nature and spread of these duties should be decided in consultation with their line manager and or Head of School.

8.4 The WAM therefore allocates hours tariffs as follows:

a. Dean (1220 hours)
b. Head of School (1220 hours, but minus general admin allowance)
c. Subject Lead (150 to 500 hours as determined by the Head of School. For example, a portfolio including complex academic partnership programmes/ multiple direct reports would attract a higher allowance).
d. Course lead (150 hours to 250 hours as determined by the Head of School and depending on the number of courses led, course size and complexity. For example, courses that meet the complexity criteria (defined as having at least two of the following: PSRB accreditation/professional recognition/placement requirement/franchise partner delivery/over 50% international students) would attract a higher allowance).
e. Partnership link tutors (25-300 hours, as determined by the Head of School. For example, simple partnership arrangements (such as articulations) would be allocated 25 hours per partner, medium complexity partnerships (such as validations) would be allocated 50 hours per partner, and high complexity partnerships (such as franchises) would be allocated a minimum of 100 hours, with additional hours allocated at the discretion of the Head of School).

8.5 Because extensive administrative time is included as part of the Head of School, staff in these roles are not provided with the additional administrative time tariff.

8.6 Time allocation will be based on complexity with allowances proposed by the Head of School and agreed with the relevant Dean of Faculty or Director of Research.

Complexity will normally include significant additional regulatory body requirements; large cohorts; Ofsted; summer school for taught credit bearing programmes; academic partnership etc

8.7 Academic Management structure duties will be actively engaged in teaching and pastoral activities and will maintain the "additional administrative hours" allocation alongside their hour's allocation.

9. RESEARCH

9.1 **Context and Background**

9.1.1 Research time is allocated as a percentage of contracted hours. Each academic member of staff will be allocated a research tariff that accounts for either 4%, 10% or 20% of their contracted hours.

9.1.2 All St Mary's University staff on academic contracts are allocated, as a minimum, 4% of their time to research in the WAM.

9.1.3 Staff on academic contracts can be allocated a higher research tariff allocation (10% or 20%) based upon their activity and performance in core areas of research. These core areas being research outputs, income generation through research, research impact and knowledge exchange, research esteem and leadership.

9.1.4 To be considered for a higher research tariff (10% or 20%), academic staff must complete a Personal Research Plan.

9.2 **Personal Research Plans* and Research Tariff Allocations**

9.2.1. Personal Research Plans capture an individual's profile and activity level in each of the core areas of research identified in 6.1.3.

9.2.2. The Personal Research Plan requires academic staff to record their achievements in each of the core areas of research (looking back), activities and projects that they are actively engaged in across these core areas of research (current activity) and specify anticipated target dates for the completion of these (looking forwards).

9.2.3. The Personal Research Plan also enables academic staff to identify any development or support requirements.

9.2.4. Review of Personal Research Plans will consider the track record of research achievements and the specific targets set for the future. Assessment of future targets will be informed by track record and trajectory.

9.2.5. Where an academic staff member is recognised as being developed and having clear and robust plans in at least three of the core areas of research then a research tariff of 20% will be allocated. Some indicative examples of activities and achievements include:

   a. Producing high-quality research outputs, aiming towards internationally excellent and world-leading standards, and as part of an ongoing personal publication strategy.
   b. Contributing to applications for funding and securing levels of income generation appropriate to the academic discipline and career stage.
   c. Contributing to the planning and delivery of research impact activities that would be of a suitable level potentially to be an impact case study.
   d. Collecting research data as part of an ongoing research and personal research and publication strategy.
   e. Professional academic activities e.g., member of peer review boards, editorial boards, membership of learned societies or academic associations
   f. University research committee representation.
   g. Demonstrably being a leading and active member of a research centre or research theme within a research centre.
   h. Being a Research Excellence Framework (REF) Unit of Assessment (UoA) or impact case study lead.
   i. Acting as a PhD Director of Studies or Supervisor.
   j. Leading and being an active contributor in organising programmes of research events (e.g., seminars, conferences, knowledge exchange)
   k. Mentoring of research staff.
   l. Effective collaboration with extensive external networks.

9.2.6. Where an academic staff member is not considered as being developed and having clear and robust plans in at least three of the core areas of research, yet their track record and current activities demonstrate that they are evidently developing then a research tariff allocation of 10% should be applied.

9.2.7.   Academic staff for who are allocated a 10% research tariff allocation should be those who demonstrate clear and reasonable potential to operate at a level in the future that would be commensurate with a 20% research tariff allocation.

9.2.8.   Academic staff who are allocated a 10% research tariff should receive research mentoring and support as part of their ongoing development. Academic staff allocated a 20% research tariff are expected to act as research mentors.

9.2.9.   When reviewing Personal Research Plans and deciding as to the research tariff, there is no fixed algorithm that is applied. Rather, as is the case when reviewing applications for academic promotion, performance and activity across the breadth of core research activities (i.e., outputs, income generation, impact and knowledge exchange, and esteem and leadership) will be considered to make an informed judgement of the research tariff that is to be allocated.

9.2.10.   It is important to note that completing a Personal Research Plan in and of itself does not guarantee an allocation of a higher research tariff than the minimum 4% allocation.

9.2.11.   Academic staff who are not allocated a 10% or 20% research tariff or who do not submit a Personal Research Plan are allocated a 4% research tariff.

9.2.12.   For the purposes of research assessment exercises (e.g., the Research Excellence Framework (REF)) where the University is required to report on staff numbers with significant responsibility for research, it is those staff who are working with at least 20% of their time allocated to research who will be identified as having 'significant responsibility for research'.

9.2.13.   Additional research time can be allocated to members of academic staff if their time is bought out using a research grant. If the time bought out clearly represents research rather than scholarship or knowledge-exchange activity, this academic staff member would then be considered as having significant responsibility for research if the threshold of 20% is reached. These instances will be considered on a case-by-case basis by the Subject Lead for Research, Faculty Dean, and Director of Research.

A revised Personal Research Plan was developed and presented at a Joint Negotiations Committee (JNC) meeting on 11th October 2022. It was accepted for use at a further JNC meeting on 9 March 2023. A copy of the revised Personal Research Plan is presented in Appendix 2.

9.3   **Personal Research Plans: Timeline**

9.3.1. Review of Personal Research Plans and decisions on research tariff allocations are to be completed in a timely fashion such that this information is available to both:

   a. inform workload planning for the next academic year, and
   b. inform meaningful discussions with line managers during appraisal meetings. With this in mind, decisions on research tariff allocation should be reached and communicated to individual members of staff by the end of May each academic year.

9.3.2. Academic staff who completed and submitted Personal Research Plans for review will have their research tariff allocation communicated in writing.

9.4 **Appeals**

9.4.1. The written communication that academic staff receive to inform them of their research tariff will also inform them of their right to appeal.

Any staff wishing to make such an appeal must do so 15 working days before the Personal Research Plan Appeal Panel meets (date to be circulated at commencement of Personal Research Plan process and within written communication).

9.4.2. To appeal against their research tariff, the staff member must do so in writing by emailing the Research Office (research@stmarys.ac.uk) to notify them of their intent to appeal. This is to ensure that the appeal is coordinated independently of the School/Faculty where the Personal Research Plan was reviewed.

9.4.3. Each appeal will be considered by a panel Chaired by the Director of Research and comprised of three independent Research Subject Leads from Faculties or Schools independent to that which the appellant is from.

In considering the appeal, the appeals panel will receive a copy of the appellant's submitted Personal Research Plan, along with the research tariff they had been allocated and accompanying notes.

9.4.4. Outcomes of appeals will be communicated to the member of staff who had submitted the appeal by Research Services on behalf of the Personal Research Plan Appeal Panel.

10. ENTERPRISE AND KNOWLEDGE EXCHANGE

10.1 Enterprise is treated by the WAM in three distinct ways:

   a. Enterprise activity for which income has been secured is recorded as 'buy-out' under the Enterprise section of the Model. The income should be translated into a working-hours value and recorded. This will need to be approved by the Head of School and the Director of Research and Knowledge Exchange

   b. On occasions, it is necessary to reserve time for the development of Enterprise activity before that activity can generate income. Where such investment is necessary, the volume of hours required should be entered as discretionary hours. This will need to be approved by the Head of School and the Director of Research.

      c.   Short Courses and Continuing Professional Development (CPD) work. Hours worked is based on the teaching tariff should be entered as agreed by the relevant Head of School.

10.2   The Enterprise Office will identify staff before completion of the WAM commences to approve any pre-emptive allocations with the Head of School.

11. ADDITIONAL DISCRETIONARY HOURS

11.1   Heads of Schools have the discretion to 'top up' hours where they have a justification for doing so and where workload allocation has not already been factored into another tariff.

           An explanation should be included in a 'comments' box attached to the relevant cell of the WAM.

11.2   Travel: Where a colleague's duties require travel, it is not expected that colleagues are allocated travel time within a discretionary hour's allocation. This is simply because travel time cannot be standardised in a way that is fair for all staff.

           Time of day, start point from which travel is undertaken, mode of transport, etc. will all contribute to the true time-burden of travel, and modelling travel in this way can be neither efficient nor equitable.

           The arrangement and time allowance for any travel should be subject to line management approval under the principles outlined in Section 1.

11.3   In recognition of the Equality Charters, Chairs of the Athena SWAN, Race Equality and future Charters will receive 150 hours remission pro rata for each Academic Year. This is to be added to specific allocations by the Head of School.

11.4   Academic colleagues who serve as members for Equality Charters, as well as the Ethics sub-Committee(s) will receive 60 hours pro rata for each academic year. This is to be added to specific allocations as agreed by the Head of School.

11.5   HEA Fellowship: Reviewers and Mentors

           a.   Colleagues who are reviewers are allocated up to 3 hours per academic year
           b.   Colleagues who are mentors are allocated up to 6 hours per academic year
           c.   Hours should be recorded under specific allocations and be approved by the Line Manager and Head of School.

11.6   The time allocation for completion of the PgCert in Academic Practice is 24 hours during the academic year. This is reflective of the contact time that staff members engage in the taught sessions for the programme.

11.7   Additional allocations which have been agreed by members of the Workload Allocation Management Steering Group are as follows:

           • Enterprise and Engagement as per section 10.1

12. DEFINITIONS AND GLOSSARY

12.1	WAM	Workload Allocation Model. See section 1 above.
12.2	Tariff	The number of nominal hours (out of per annum for an academic members of staff) assigned to an activity.
12.3	TRAC	University's TRAC (Transparent Approach to Costing).

TRAC is the standard method used to answer the all-important question of 'how much does it cost?' for UK HEIs. It is a way of allocating total costs to a UK HEI's specific income-generating activities so that an institution can determine the full cost of each of these activities. |
12.4	Enterprise	Enterprise is defined as: academic engagement with business, public and voluntary organisations to create social, cultural and economic impact through knowledge exchange. Academic staff should agree the list of activities and time allocation with Head of School.
12.5	PSRBs	Professional, Statutory and Regulatory Bodies (PSRBs) are a very diverse group of professional and employer bodies, regulators and those with statutory authority over a profession or group of professionals. PSRBs engage with Higher Education as regulators. They provide membership services and promote the interests of people working in professions; accredit or endorse courses that meet professional standards, provide a route through to the professions or are recognised by employers.
12.6	Synchronous contact	Refers to communication or interaction that occurs in real-time, where participants engage with each other simultaneously.
12.7	Academic Citizenship	Academic Citizenship in the context of the WAM recognises the importance of academic colleagues contributions beyond their core teaching and research responsibilities, and it acknowledges the diverse ways in which academics support the academic community and contribute to the broader goals of the University. Linked to our University values, these may broadly include:

• Peer mentoring or observation
• Advancing Equality, Diversity and Inclusivity (EDI) initiatives
• Representing the University externally for events contributing to Faculty interdisciplinary or local policy development, community education initiatives or societal impact.
• Leading on sustainability and environmental initiatives |
| 12.8 | Personal Research Plans | Personal Research Plans capture an individual's profile and activity level in each of the core areas of research. These core areas are identified in section 6.1.3 and include research outputs, income generation through research, research impact and knowledge exchange, research esteem and leadership. |

12.9	REF	The Research Excellence Framework (REF) is the UK's system for assessing the excellence of research in UK higher education providers (HEIs).
12.10	Unit of Assessment (UoA)	In the context of the Research Excellence Framework (REF), a Unit of Assessment (UOA) refers to a specific subject area or discipline within which research outputs and impact are evaluated. Each UOA represents a distinct academic field or interdisciplinary grouping, and Universities submit their research outputs and impact case studies to the relevant UOAs for assessment.
12.11	Knowledge exchange activity	Knowledge exchange activities brings together academic staff, users of research and wider groups and communities to exchange ideas, evidence and expertise to increase the impact of research.
12.12	Disciplinary areas	Disciplinary areas, also known as academic disciplines or fields of study, refer to distinct branches of knowledge or areas of expertise within academia. Disciplinary areas are characterised by specific methodologies, theories, concepts, and research practices that are used to study and understand particular topics.
12.13	Fellowship	Fellowships demonstrates a personal and institutional commitment to professionalism in learning and teaching in Higher Education.
		HEA Fellowship is an international recognition of a commitment to professionalism in teaching and learning in higher education and demonstrates that your practice is aligned with the UK Professional Standards Framework (UKPSF).
12.14	Equality Charters	Equality Charters enable organisations to apply for an award recognising their commitment to, and progress on, equality and diversity.
12.15	Validation and revalidations	Validation refers to the process by which new programmes are considered for approval and meets the necessary standards of academic quality, relevance, and integrity, as defined by the institution and relevant external regulatory bodies. Revalidations refers to existing programmes.
		Collectively, the process of validation and revalidations may also be a referred to as *programme approvals* at St Mary's University.
12.16	Credit and Credit bearing	Credit: A means of calculating and recognising learning, used by most higher education providers, expressed as numbers of credits at a specific level of study and used for the purpose of conferment of an award/ certification.
		Credit bearing: Refers to a course and/or award made by a provider that comprises a stipulated number of credits.
12.17	Categories of academic activities	For the purposes of the St Mary's Workload Allocation Model (WAM) and this framework document, the categories of academic activity cover the following five areas, against which proportions of time are calculated against a pro-rata total of 1526.4:

- Teaching and teaching-related activity
- Research
- Enterprise and Engagement
- Professional Practice
- Academic Leadership and Management
- Academic Citizenship

12.18	Direct and indirect contact hours	In line with QAA guidance, broadly these include:

- Lectures: A presentation or talk on a particular topic.
- Seminars: A discussion or classroom session focusing on a particular topic or project
- Tutorials: A meeting involving one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project.
- Project supervisions: A meeting with a supervisor to discuss a particular piece of work.
- Demonstrations: A session involving the demonstration of a practical technique or skill
- Practical classes and workshops: A session involving the development and practical application of a particular skill or technique.
- Supervised time in a studio/ rehearsals/workshop/lab: Time in which students work independently but under supervision, in a specialist facility such as a studio, workshop or lab sessions
- Fieldwork; Practical work conducted at an external site
- External visits: A visit to a location outside of the usual learning spaces, to experience a particular environment, event, or exhibition relevant to the course of study.
- Work-based learning (including placements): Learning that takes place in the workplace.
- Module convening management and planning: recording and editing of new online session
- Preparation for repeated session
- Setting up Moodle site
- Setting up online reading lists
- Writing Assessment briefs
- Moderating assessments
- Responding to student queries: interaction by email or electronically, 1:1 discussion of where staff are available for consultation with student.

12.19	Discretionary Allowance	Unlike fixed workload allocations for academic activities which are often defined by institutional policies or collective agreements, discretionary allowances offer flexibility to allocate time towards activities that may not fit neatly into predetermined categories.

12.20	Short Courses and Continuing Professional Development (CPD)	Short courses and Continuing Professional Development (CPD) are both forms of non-degree education offered by Universities, but they serve different purposes and target different audiences.
		Short courses tend to be more general and open to a broader audience, while CPD is specifically tailored to meet the ongoing learning needs of professionals within specific industries or professions.
12.21	Franchised programme	A franchised programme refers to an academic partnership arrangement between two or more educational institutions, where one institution (for example St Mary's University) grants permission to another institution (the franchisee) to deliver a programme of study that is validated by St Mary's University.
12.22	Levels of study	The main levels of study progress from Foundation (level 3) to Undergraduate (levels 4, 5 and 6) to Postgraduate (level 8) and Research degrees (level 8).
		The WAM applies to credit bearing modules validated to a programme of study in conferment of an approved award at St Mary's University.

13. KEY CONTACTS

Academic Strategy	• Professor Symeon Dagkas, Provost and Chief Academic Officer • Marcia Kelly, University Academic Strategy Project Manager • Associate Professor Claire McLoughlin, Head of Academic Student Experience and Enhancement
Academic Deans and Director(s)	• Professor Sara Spear, Executive Dean (FBL) • Dr Leanne Griffiths, Executive Dean (FSTHS) • Professor Jacob Phillips, Interim Executive Dean (FETTA) • Professor Adam Longcroft (CTESS) • Professor Jamie North (Director of Research)
Heads of Schools	• Professor Liz Smart (SLS) • Professor Karen Sanders (SBC) • Dr Jade Salim (SSEAS) • Dr Jess Hill (SSEAS) • Elaine Mullally (SAHLS) • Dr Jane Chambers (SE) • Dr Kim Salmons (SCLA) • Dr Jeremy Plich (ST)
Strategic Planning	• Liz Bell, Director of Strategic Planning • Andy Whateley, Head of Data Analytics and Reporting
Faculty Operations	• Laura Melcion (FETTA) • Sam Chant (FSTHS)

	• Jane Gibson (FBL)
Human Resources	• Mark Johnson, Human Resources Business Partner
Finance	• Ben Williamson, Financial Controller • Tony Langford, Head of Accounting
IT Projects	• Rob Hindle, IT Project Manager • Sheela Patel, Senior Business Analyst

14. APPENDICES

APPENDIX 1

WORKLOAD ALLOCATION MANAGEMENT (WAM) STEERING GROUP
TERMS OF REFERENCE
2024-25

1. Purpose

1.1 To develop and oversee a fair and transparent approach to the allocation and management of academic workloads across the University integrated to the Planning Round and TRAC

2. Membership

2.1 The following colleagues are core members of the Steering Group:

- Provost and Chief Academic Officer (Chair)
- Interim University Secretary and Director of Strategic Planning
- University Academic Strategy Project Manager (Secretary)
- Faculty Deans (FSTHS, FBL and FETTA)
- Dean of Learning and Teaching (CTESS)
- Director of Research
- Head of Schools (x7)
- Head of Academic Student Experience and Enhancement
- Head of Head of Data Analytics and Reporting
- Head of Accounting
- Financial Controller
- Human Resources Business Partner(s)
- Faculty Operating Officers (FSTHS, FBL and FETTA)

3. Quorum

The meeting will be quorate with 50% of attendees present. Where members are unable to attend,

details of a nominee must be sent to the Secretary ahead of the meeting. This is to ensure that quorum is met with the nominee in attendance.

4. Terms of Reference

1. Reviewing existing Workload Allocation practices and identifying areas for improvement.
2. Developing and maintaining a Workload Allocation Model (WAM) that considers teaching, research, administrative duties, and professional development.
3. Identifying workload factors and determining relevant tariffs/allocations in the Workload Model.
4. Establishing workload units for different teaching and teaching related tariffs, tasks and activities.
5. Developing formulas and algorithms for calculating workload allocations.
6. Develop, propose, consider and review changes to the Workload Allocation Model, and ensure consistency with existing policies.
7. Consulting with relevant stakeholders, such as Faculty members, Heads of School and Senior management, to ensure transparency and fairness.
8. Monitoring and evaluating the effectiveness of the Workload Allocation Model to make recommendations for improvements as needed.
9. Reviewing Workload Allocation policies on a regular basis to ensure they align with institutional goals and comply with relevant regulatory requirements.
10. Develop, propose, consider and review changes to the Workload Allocation Model, and ensure consistency with existing University Policies.
11. Ensure workload practices at St Mary's are benchmarked to sector practice(s).

5. Method of Operation

There will be five meetings across the academic year, each being two hours in duration. The meetings will be held via Zoom and the 2024-25 dates are as follows:

- Meeting 1: Thursday 3 October 2024 (10 – 12pm)
- Meeting 2: Wednesday 4 December 2024 (10 – 12pm)
- Meeting 3: Wednesday 5 February 2025 (10-12pm)
- Meeting 4: Tuesday 29 April 2025 (10-12pm)
- Meeting 5: Wednesday 2 July 2024 (10 – 12pm)

The meeting agenda and papers will be collated and circulated one week prior to the meeting. Notes from the meeting will be made available to members of the following Committee:

- Academic Strategy, Portfolio and Student Experience Committee (SPSE)

6. Delegated Power of the Committee

n/a

7. Governance and Standing Orders

n/a

8. Review of Terms of Reference

The above Terms of Reference and Membership were reviewed by members of the Steering Group on 24 April 2024 for approval by the Academic Strategy, Portfolio and Student Experience Committee.

PERSONAL RESEARCH REVIEW AND PLAN TEMPLATE

 NAME:
ACADEMIC YEAR:

RESEARCH ACHIEVEMENTS AND PLANNING
REVIEW OF RESEARCH ACHIEVEMENTS IN PREVIOUS YEAR (Looking Back):

Research Outputs/Publications in the previous year
     1.
     2.
 Etc…

External Grant Applications as Principal Investigator in the previous year:
     1.
     2.
 Etc…

External Grant Applications as Co-Investigator in the previous year:
     1.
     2.
 Etc…

PhD Completions in the previous year and Current PhD Supervisions as DoS/Supervisor:
     1.
     2.
     Etc…

Research Leadership Roles and Research Esteem Indicators in the previous year:
     1.
     2.
     Etc…

Impact, External Engagement and Research Collaboration Achievements in the previous year:
     1.
     2.
     Etc…

Other Research achievements in the previous year:
RESEARCH OBJECTIVES FOR NEXT YEAR (Looking Forward):

Objectives	Target Date
- *Each objective should specify an outcome / output; consider numerical / quality measures; consider how success will be judged.* - *Objectives should contribute to Faculty / Research theme / Research centre /*	

University research objectives / Impact and knowledge exchange plans.	
Research Outputs/Publications	Click here to enter a date.
External Grant Application(s) planned as <u>Principal Investigator/Lead Applicant</u>:	Click here to enter a date.
External Grant Application(s) planned as <u>Co-Investigator/Collaborator</u>:	Click here to enter a date.
Impact, External Engagement, Research Collaboration Objectives [Please list Objectives or specific Events/Activities planned that are linked to public engagement, links with research users/stakeholders/beneficiaries, research collaborations/networks/partnerships, responses to national/international priorities, etc]	Click here to enter a date.
Other Research Objectives: [Please list objectives/specific actions for other research related contributions to the subject area]	Click here to enter a date.
Partners / Resources *Do you need any support / resources to enable you to meet your research objectives?*	