



St Mary's  
University  
Twickenham  
London

## WORKLOAD ALLOCATION MANAGEMENT FRAMEWORK 2025-26

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## 1. INTRODUCTION TO WORKLOAD ALLOCATION MANAGEMENT FRAMEWORK

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

The organisational structure for the WAM encompasses the University, Faculties, Schools, and academic colleagues within these entities. Workload allocation for the School of Medicine will take effect upon the launch of this strategic initiative.

- 1.2 The framework 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 framework helps the University understand how academic staff allocate their time, primarily among research, teaching, and student-related activities.
- 1.4 This framework 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 used alongside professional judgement and in ongoing discussions about fair work distribution.
- 1.5 Workload allocations in the framework underpin the University's annual TRAC return and aligns with the resource Planning Round.
- 1.6 Starting in the 2025-26 academic year, St Mary's University will record academic staff workloads via the newly introduced Simitive Platform. Simitive is a tool for planning and reporting that supports the WAM framework and resource planning. For more information about the Simitive Platform, please see [www.simitive.com](http://www.simitive.com).

The framework applies to workload allocation for staff on academic-only contracts, which include roles in teaching, research, leadership, management, Faculty, and School, as well as development activities.

- 1.7 This document outlines the principles of the St Mary's Workload Allocation Management (WAM) Framework, providing comprehensive guidance on its application and detailing the responsibilities of the WAM Steering Group.

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

- 1.8 Please refer to section 12 below for relevant definitions referenced throughout 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 framework is for internal reference and use only and not for wider circulation or external publication.

## 2. GUIDING PRINCIPLES

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- 2.1 Workload allocations are designed to align with institutional goals, strategy, and priorities. For instance, the Research Excellence Framework (REF), Teaching Excellence Framework (TEF), and other academic priorities specified in the University's Academic Strategy.

- 2.2 The WAM Framework is based on notional, annualised hours allowing for varying work intensity throughout the academic year.

The launch of the Simitive WAM Platform at St Mary's University offers a comprehensive overview of academic workload allocations and capacity for planning purposes.

- 2.3 The framework and platform aim to model the overall distribution of responsibility throughout the year, rather than tallying individual activities. It uses general categories, as outlined below, to project overall activity meaningfully.

- 2.4 The framework acknowledges that standard allocation may not suit all staff circumstances but expects parity through various allocations with built-in tolerances.

- 2.5 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.

- 2.6 Workload planning should be carried out collaboratively and collegiately, through discussions among all involved parties.

Workload data would be made available on a new WAM 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>

- 2.7 The University aims to maintain a workload not exceeding 90%, thereby allocating an additional 10% for "Academic Citizenship" duties that fall outside the parameters of the framework.

Academic Citizenship within WAM values contributions beyond teaching and research, acknowledging the diverse ways in which academics support the community and the University's broader goals. These contributions reflect our University values and may 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 a definitive measure, as it may not account for all work. This could lead to overestimation through the tariff system outlined below.

It is acknowledged that workload levels will fluctuate, resulting in some staff experiencing periods above or below the expected normal level recorded via the Simitive Platform. This variation is anticipated to balance out over approximately three years. Managers should prioritise addressing workloads exceeding 90% to return them to typical levels as soon as practically possible, for reasons of employee wellbeing.

The first year of tariffs and allocations outlined in this document relates to the academic year 2024-2025 informing the above-mentioned three-year rolling average effective from 2026-27.

- 2.8 The contractual hours for part-time staff are adjusted based on a one full-time equivalent (1.0 FTE). Although various aspects of workload allocation are not anticipated to be exactly proportional to the pro-rata, it is expected that part-time staff will remain active in the three primary areas of teaching, research/enterprise, and management activities. Additionally, they should contribute collegially to the overall objectives of the University.
- 2.9 At Faculty level and with the support of the relevant Faculty Operating Officers, academic workload data and allocations must be captured and populated in accordance with the established audit points throughout the academic year.

Heads of School are responsible for managing workload allocations for their respective Schools, ensuring that allocations comply with this framework. They are required to submit a report on workload allocations to the Academic Strategy, Portfolio and Student Experience Committee (SPSE) by each of the audit dates specified in section 2.10 below.

Heads of School must verify the accuracy of academic workload data via email to Faculty Executive Deans at each audit point and use Simitive to report significant changes since the last submission. This includes input from the Head of Employability Services for the Centre of Workplace Learning (CWL) modules, as well as the Dean for Education and Outcomes for colleagues within the Directorate of Educational Excellence and Student Outcomes (DEESO).

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, Head of Employability Services (for CWL) or the Dean of Education and Outcomes and actioned prior to each audit point.

- 2.10 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).
- 2.11 Deans must annually confirm with the Provost and Chief Academic Officer that their respective Faculty complies with usage and allocations specified in this Framework.

Working with Strategic Planning and Governance, the University's Academic Strategy Project Manager oversees compliance and ensures consistency with this framework across the University.

The Provost and Chief Academic Officer will facilitate opportunities for ongoing discussion and dissemination of best practices via the Academic Strategy, Portfolio and Student Experience Committee (SPSE).

- 2.12 The allocation and recognition of academic workloads should align with and support the University's Mission, Vision, and other strategic priorities.

### 3. PARAMETERS

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- 3.1 The workload for each full-time academic staff member is calculated based on 1,526.4 hours per year, taking into account their annual leave entitlement and University closure dates. Note that University closure days are not guaranteed by contract and may change each year.

The workload for part-time employees is calculated proportionately based on a pro-rata distribution.

- 3.2 In alignment with the academic career pathways, this framework categorises academic activities into six distinct areas. Time proportions are allocated for each category based on a 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 based on the number of hours allocated to specific activities within the above categories.

- 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 hour allowances need approval from the relevant Head of School within the Faculty, as they involve extra financial commitment by the University.

The Provost and Chief Academic Officer can request justification for extra hours tariffs when summary reports on workload allocations are submitted. These tariffs may be reviewed or revised at that stage.

3.6

With the exception of academic partnership modules, the workload allocation data should be derived from modules specified in Curriculum Connect. It should cover budgeted staff, Hourly Paid Lecturers (HPAs), agency personnel, and External Link Tutors.

#### 4. TEACHING AND TEACHING-RELATED ACTIVITIES

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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 of the guidelines for the determination of duties.

4.2 Teaching is divided into contact hours (e.g. lectures, workshops, seminars, and practical sessions) and preparation hours. Contact hours are defined based on [QAA definitions and guidelines](#).

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

- a. Lecture: A teacher-led session involving a presentation or talk (1hr teaching: 1hr preparation)
- b. Workshop: A teacher-led session involving delivery of a practical technique or skill (1hr teaching: 1hr preparation)
- c. Seminar - A teacher-facilitated session involving discussion or other classroom activity (1hr teaching: 0.5hrs preparation)
- d. Practical: A teacher-facilitated session involving application of a practical technique or skill (1hr teaching: 0.5hrs preparation). Recording and editing of an online session = 1:2 (every 1 hour of recorded time = 2 hours preparation time).
- e. 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 conveners 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 conveners 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 between 5 and 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 (up to 20 credit module)       | 10 hours                   |
| c. L4/5/6 (21 - 40 credit module)        | 15 hours                   |
| d. L7 (60 credit module)                 | 20 hours                   |
| e. Undergraduate (UG) placement year     | 7.5 hours                  |
| f. Postgraduate Research (PGR) full-time | 80 hours (see section 4.9) |
| g. Postgraduate Research (PGR) part-time | 40 hours (see section 4.9) |

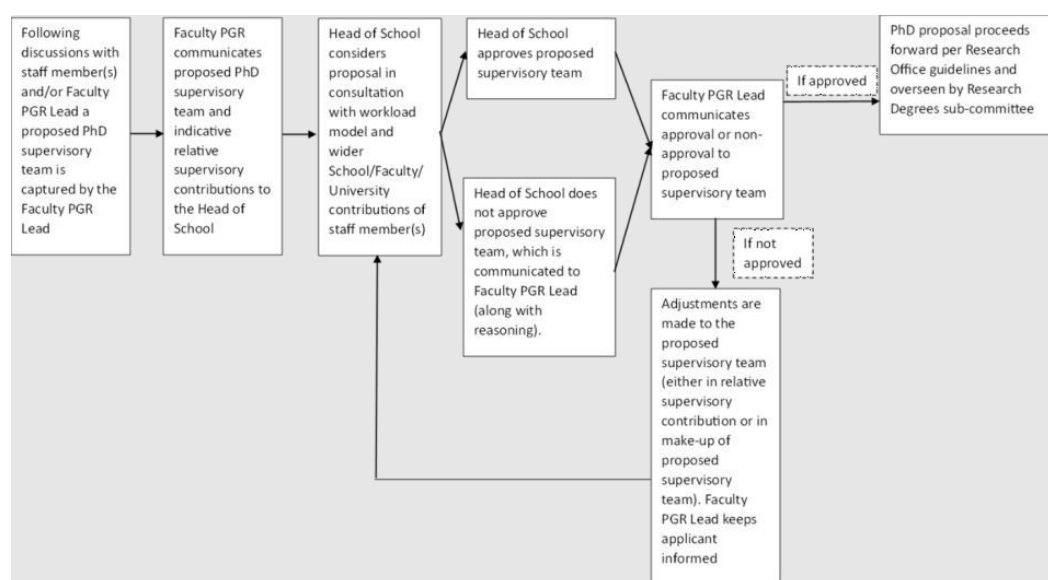


- h. Supervision hours also include reviewing work, feedback, and marking time (where applicable).

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

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- 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: up to 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.
- 6.6 Marking allocations for assessment based, zero-credit modules can be entered as discretionary hours by the relevant Head of School, as per section 6.1. As with all discretionary hours, the justification must be clear and transparent when entered onto the system.

## 7. PROFESSIONAL PRACTICE

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- 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 Staff participating in an approved St Mary's Apprenticeship programme for work-based training may record the relevant workload allocation under discretionary activities for training and development. Given the limited number of academic staff involved,

apprenticeships will be managed on a case-by-case basis, with managers integrating these activities into individual workloads as appropriate.

- 7.6 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

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- 8.1 The framework 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 Knowledge Exchange, and Head of School).
  - b. Academic Management structure (Subject Lead or Course Lead).

- 8.3 Academic Leadership roles: The framework 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, as extensive administrative time is included as part of the Head of School role.
  - c. Subject Leads for discipline areas - 500 or 700 hours, according to the complexity of the role. Where there are at least two of the following, the higher tariff will be allocated; significant line management responsibility (over 10 direct reports), responsibility for over 5 programmes, and student numbers over 400 FTE.
  - d. Subject Leads for thematic areas (research, student experience, and partnerships) - up to 500 hours. This may exceptionally be increased to up to 700 hours where the role is covering more than one School within a Faculty, or where the portfolio is particularly large or complex (for example, covering several large, high-risk partnerships), at the discretion of the Head of School.
  - e. Course Lead - 150 hours to 250 hours, 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.
  - f. Partnership Link Tutors - 25 to 300 hours, as determined by the Head of School. 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.

## 9. RESEARCH

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### 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. The Personal Research Plan template is provided as an Appendix.
- 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(s) 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.

### 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](mailto: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

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- 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 in the WAM platform. 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 and Knowledge Exchange
  - 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 Directorate of Research and Exchange will identify staff before completion of workload allocation commences to approve any pre-emptive allocations with the Head of School.

## 11. ADDITIONAL DISCRETIONARY HOURS

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- 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 regular and significant travel (for example, in delivering flying faculty arrangements or visiting placement providers), colleagues may be allocated discretionary hours for travel time.
- The arrangement and time allowance for any travel should be subject to line management, Head of School, and Dean 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 Advanced HE 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
- 11.8 Marking allocations for assessment based, zero-credit modules can be entered as discretionary hours by the relevant Head of School, as per section 6.1 and 6.6.

## 12. DEFINITIONS AND GLOSSARY

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12.1	WAM	Workload Allocation Management.
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	<a href="#">PSRBs</a>	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:

		<ul style="list-style-type: none"> <li>• Peer mentoring or observation</li> <li>• Advancing Equality, Diversity and Inclusivity (EDI) initiatives</li> <li>• Representing the University externally for events contributing to Faculty interdisciplinary or local policy development, community education initiatives or societal impact.</li> <li>• Leading on sustainability and environmental initiatives</li> </ul>
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 9 and include research outputs, income generation through research, research impact and knowledge exchange, research esteem and leadership.
12.9	<a href="#">REF</a>	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 bring 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	<p>Fellowships demonstrate a personal and institutional commitment to professionalism in learning and teaching in Higher Education.</p> <p>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 <a href="#">UK Professional Standards Framework (UKPSF)</a>.</p>
12.14	Equality Charters	Equality Charters enable organisations to apply for an award recognising their commitment to, and progress on, equality, diversity and inclusion.
12.15	Validation and <a href="#">revalidations</a>	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 referred to as *programme approvals* at St Mary's University.

Curriculum Connect refers to the newly launched platform for completing the programme approvals process, amongst other quality assurance processes.

- 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 Platform 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:
- Direct contact hours:
- 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. Please note only if structures and supervised by staff; unstructured placements do not count fully as direct hours.
- Responding to student queries involving a 1:1 in person discussion and of where staff are available for consultation with student.

#### Indirect contact hours:

- Module convening management and planning: recording and editing of new online session.
- Preparation for repeated session
- Setting up Moodle site
- Setting up Moodle site
- Setting up online reading lists
- Writing assessment briefs
- Moderating assessments
- Responding to student queries: interaction by email or electronically.
- Unstructured placements which are not directly supervised by staff.

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)	<p>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.</p> <p>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.</p>
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	<p>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).</p> <p>The WAM applies to credit bearing modules validated to a programme of study in conferment of an approved award at St Mary's University.</p>

## 13. KEY CONTACTS

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Academic Strategy	<ul style="list-style-type: none"> <li>• Professor Sara Spear, Provost and Chief Academic Officer</li> <li>• Marcia Kelly, University Academic Strategy Project Manager</li> </ul>
Academic Deans and Director(s)	<ul style="list-style-type: none"> <li>• Dr Jessica Hill, Executive Dean (FSTHS)</li> <li>• Faculty Executive Dean (FABLET)</li> <li>• Professor Amanda Harvey, Dean of Education and Outcomes</li> <li>• Professor Jamie North, Director of Research and Knowledge</li> <li>• Professor Sonia Kumar, Founding Dean, School of Medicine</li> </ul>
Heads of Schools	<ul style="list-style-type: none"> <li>• Professor Karen Sanders (SBL)</li> <li>• Dr Jade Salim (SSEAS)</li> <li>• Dr Alexandra King (SAHLS)</li> <li>• Dr Jane Chambers (SOE)</li> <li>• Dr Kim Salmons (STAR)</li> <li>• Dr Jeremy Pilch (STAR)</li> </ul>
Strategic Planning	<ul style="list-style-type: none"> <li>• Liz Bell, Director of Strategic Planning and University Secretary</li> <li>• Andy Whateley, Deputy Director of Strategic Planning.</li> </ul>
Faculty Operations	<ul style="list-style-type: none"> <li>• Samantha Chant (FSTHS)</li> <li>• Jane Gibson (FABLET)</li> </ul>
Human Resources	<ul style="list-style-type: none"> <li>• Mark Johnson, Human Resources Business Partner</li> </ul>
Finance	<ul style="list-style-type: none"> <li>• Ben Williamson, Financial Controller</li> <li>• Tony Langford, Finance Consultant</li> </ul>
CIO Projects Office	<ul style="list-style-type: none"> <li>• Rob Hindle, IT Project Manager</li> <li>• Sheela Patel, Senior Business Analyst</li> </ul>

## 14. APPENDICES

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14.1 Appendix 1: Template: Personal Research Review and Plan

14.2 Appendix 2: Tarriff summary table

## APPENDIX 1: PERSONAL RESEARCH REVIEW AND PLAN TEMPLATE

NAME:

ACADEMIC YEAR:

RESEARCH ACHIEVEMENTS AND PLANNING	
REVIEW OF RESEARCH ACHIEVEMENTS IN PREVIOUS YEAR ( <u>Looking Back</u> ):	
Research <u>Outputs/Publications</u> in the previous year 1. 2. Etc...	
External <u>Grant Applications</u> as Principal Investigator in the previous year: 1. 2. Etc...	
External <u>Grant Applications</u> as Co-Investigator in the previous year: 1. 2. Etc...	
<u>PhD Completions</u> in the previous year and Current <u>PhD Supervisions</u> as DoS/Supervisor: 1. 2. Etc...	
Research <u>Leadership Roles</u> and Research <u>Esteem Indicators</u> in the previous year: 1. 2. Etc...	
<u>Impact</u> , <u>External Engagement</u> and <u>Research Collaboration</u> Achievements in the previous year: 1. 2. Etc...	
Other Research achievements in the previous year:	
RESEARCH OBJECTIVES FOR NEXT YEAR ( <u>Looking Forward</u> ):	
<b>Objectives</b> <ul style="list-style-type: none"> <li>- Each objective should specify an outcome / output; consider numerical / quality measures; consider how success will be judged.</li> <li>- Objectives should contribute to Faculty / Research theme / Research centre / University research objectives / Impact and knowledge exchange plans.</li> </ul>	<b>Target Date</b>

<b>Research Outputs/Publications</b>	<a href="#">Click here to enter a date.</a>
<b>External Grant Application(s) planned as Principal Investigator/Lead Applicant:</b>	<a href="#">Click here to enter a date.</a>
<b>External Grant Application(s) planned as <u>Co-Investigator/Collaborator</u>:</b>	<a href="#">Click here to enter a date.</a>
<b>Impact, External Engagement, Research Collaboration Objectives</b> [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]	<a href="#">Click here to enter a date.</a>
<b>Other Research Objectives:</b> [Please list objectives/specific actions for other research related contributions to the subject area]	<a href="#">Click here to enter a date.</a>
<b>Partners / Resources</b> <i>Do you need any support / resources to enable you to meet your research objectives?</i>	

## APPENDIX 2: TARIFF SUMMARY TABLE

Framework section	Teaching and Teaching Related	Tariff/hours	Detail
4.2a	Teacher led sessions e.g. Lectures, Workshops	1:1	Every 1 hour of contact time = 1 hour of preparation
4.2b	Teacher facilitated session e.g. Seminar, Practical	1:0.5	Every 1 hour of contact time = 1/2 hour of preparation
4.2c	Recording and editing of online session	1:2	Every 1 hour of recorded time = 2 hours of preparation
4.d	Repeat sessions	1:0	No preparation time allocated
4.3	Module Convenors	10 hours	Managing a module
4.3	Module Convenors: very high student numbers	Plus 10 hours	Instances where student numbers are over 100
4.3	Additional complexity	5 hours	Head of Schools discretion for PSRB, practical examinations
4.4	Franchised course	5 - 15 hours per delivery of module	Head of Schools discretion depending on size and complexity of module
4.5a	Validation of new 20 credit module	15 hours	Can be split across more than one person
4.5b	Validation of new UG course	70 hours	Can be split across more than one person
4.5c	Validation of new PG course	50 hours	Can be split across more than one person
4.5a	Revalidation of existing UG course	50 hours	Can be split across more than one person
4.5b	Revalidation of existing PG course	30 hours	Can be split across more than one person
4.6	General administration Allowance	100 hours	Proportional, based on 1 FTE
4.8	Supervision - Dissertation, thesis, consultancy projects, placements		
4.8a	Foundation Year	7.5 hours	7.5 hours per student
4.8b	L4/5/6 for a 20-credit module	10 hours	10 hours per student
4.8c	L4/5/6 for a 40-credit module	15 hours	20 hours per student
4.8d	L7 60 credit module	20 hours	20 hours per student
4.8e	UG placement year	7.5 hours	7.5 hours per student
4.8f	PGR full time	80 hours	To be split across the supervisory team
4.8g	PGR part time	40 hours	To be split across the supervisory team
<b>5. Student Support</b>			
5.1	Personal Tutoring	3 hours per student, or 15 hours per group	Up to 10 students per group for group personal tutoring
5.5	Senior Personal Tutor	60 hours	
	Academic Integrity Lead	up to 100 hours	HoS discretion, available per School



<b>Section 6. Marking and Assessment Allocations</b>			
<b>6</b>	Marking: Based on 20 credit module. Allocation is augmented by 10% for re-sits		
6.1a	Foundation Year	1 hour	1 hour per student
6.1b	L4	1 hour	1 hour per student
6.1c	L5	1 hour	1 hour per student
6.1d	L6	1 hour	1 hour per student
6.1e	L7	2 hours	2 hours per student
<b>7. Professional Practice</b>			
	Professional and Regulatory Statutory Body (PSRB) accreditation	Appropriate additional hours	Determined by Head of School as discretionary hours
	Monitored External Activity: Training, policy updates, conference activity	Appropriate additional hours	Determined by Head of School as discretionary hours
	Inspection from External Agency	Appropriate additional hours	Determined by Head of School as discretionary hours
<b>8. Academic Leadership and Management</b>			
8.1	Dean	1220 hours	
	HoS	1120 hours	No additional administrative allowance allocated
<b>9. Research</b>			
	Research Allocation	4%, 10%, or 20% of contracted hours.	
<b>10. Enterprise and Engagement</b>			
	Enterprise Buy-out	Agreed additional hours	Externally funded activity
	Enterprise Discretionary Hours - for development of enterprise activity	Agreed additional hours	To be agreed by Head of School and Director of Research and Knowledge Exchange
	Short courses and CPD	Agreed additional hours	To be agreed with Head of School
<b>2.6 Academic Citizenship</b>			
	Broad categories include: Peer mentoring, EDI initiatives, representing the University at external events, leading on sustainability and environmental initiatives.	10% of contracted hours allocation	
<b>11. Discretionary Hours</b>			
	Chairs of Equality Charter groups	150 hours pro rata	

	Members of Equality Charters and Ethics sub-Committee.	60 hours pro rata	
	HEA Fellowship - mentors	6 hours	
	HEA Fellowship - reviewers	3 hours	
	Completion of PgCert in Academic Practice	24 hours	