

UNIVERSITY OF READING

COLLECTIVE AGREEMENT –UCU (University of Reading branch) 2018/19 LOCAL PAY AND EQUALITY CLAIM

THIS AGREEMENT is made and entered into as of 18 December 2020 by and between the University of Reading, (hereinafter designated as “the University”) and the University and College Union (University of Reading branch, hereinafter designated as “Reading UCU”).

SECTION 1: INTRODUCTION

1.1 This agreement is the result of negotiations between the University and the UCU in response to specific elements of the claim submitted by UCU on 24 September 2018.

1.2 The agreement covers the following issues:

- Sessional teaching staff
- Teaching roles at Grade 6.

1.3 Both sides acknowledge the outstanding part of the claim and commit to further negotiations as soon as possible under the auspices of the University/UCU Joint Negotiating Committee.

1.4 Agreed use of terms: Explanations are provided in the accompanying guidance document, which, together with the Appendices, form part of this agreement.

SECTION 2: Sessional teaching staff

The revised arrangements herein are intended to ensure consistency of treatment for sessional teaching staff across the University, and to reinforce the obligation that they be treated no less favourably than colleagues on full-time or fractional contracts.

Restricting the use of sessional teaching staff

2.1 The University agrees that the employment of sessional teaching staff should be restricted to the following circumstances:

- a. To cover short-term staff absence;
- b. To cover other unforeseen or urgent short-term additional teaching staff needs.

2.2 There may be occasions where it is appropriate to engage a professional expert to cover a limited amount of teaching over a limited time span as part of established modules and programmes. In such cases, the engaged professional expert can be reimbursed using fees and expense claims.

2.3 A joint University – Reading UCU panel will be initiated and meet regularly to monitor the use of sessional teaching staff and professional experts, as well as permanency for staff on a succession of fixed-term contracts.

2.4 The Joint Panel will comprise three representatives of the university management (including the Head of HR) and three representatives of UCU. The panel will report to the JNC. The terms of reference for the Joint Panel can be found in Appendix 1.

2.5 At its first meeting, the Joint Panel will consider existing sessional staff with a sufficient and continuous succession of fixed-term contracts who have a legal expectation of permanency in the absence of any objective contra-indicators. The panel will by agreement initiate the conversion of relevant existing staff to permanent/open-ended fractional contracts. The appropriate fraction will be calculated in line with sections 2.7 and 2.9. The threshold for fractionalisation specified in 2.11 does not apply to this group of staff. This exercise will be completed by 31/03/2021.

Contract

2.6 It is agreed that staff should receive written information on the prospective number of contracted hours, including how these were calculated, as early as possible and in advance of starting work. Schools will be asked to ensure that staff have their contract letter (and with it access to their conditions of service) normally at least one week in advance of the commencement of employment. The duration of sessional contracts will cover the entire period during which any required activities, including marking and moderation, will take place.

Sessional teaching staff will be treated no less favourably than their colleagues on ongoing full time or fractional contracts. University of Reading recognises the importance and contribution of staff on all types of contract of employment, and all staff are treated with parity of esteem by the University.

Payment

2.7 The employer agrees that:

- a. the activities that sessional teaching staff are requested to undertake are consistent with the grade profiles against which they have been appointed;
- b. sessional teaching staff hourly rates of pay will be in line with the appropriate grade as per the University pay scales, depending on their duties (cf. section 3 below and Appendix 3) and will be consistent across the University;
- c. for every hour of contact time, all sessional teaching staff will be paid on a multiplier of 3, i.e. one hour paid for contact time and two hours paid at the same rate for preparation and module administration;
- d. hours required for marking any summative assignments are to be calculated, set out separately, and paid in addition to 2.7.c; as per Appendix 2 and illustrated within Appendix 6. The hourly rate of pay for marking will be calculated as per 2.7.b;
- e. where appropriate, sessional staff will receive normal incremental pay progression.

Training and professional development

2.8 The employer agrees that sessional teaching staff will be paid for work relating to induction, required training and agreed professional development.

2.9 A number of paid hours will be set out separately to cover required training to be agreed between the employer and the prospective employee. In addition, sessional teaching staff will be offered 3.5% of their total hours for CPD purposes. The equivalent of 3.5% of their total hours will be added to their contract after calculating time for contact, marking and mandatory

training. Those taking up the offer will/might be required to provide evidence that they have used these hours for CPD purposes/have undertaken CPD activities or training.

2.10 Sessional teaching staff can expect to have an annual opportunity for a formal discussion of progress and development with their line manager.

Conversion to part-time contracts

2.11 For staff employed on a sessional, hourly paid basis whose working hours, calculated as set out in this agreement (sections 2.7 and 2.9) are equivalent to 0.2 of a full-time academic member of staff, there will be the option of conversion to a fractional contract subject to the wishes of the individual concerned.

2.12 Hourly-rates and fractions will be calculated using a notional 35-hour working week over a 52.143-week year, pro rata to reflect the number of weeks over which the contract extends.

2.13 For hourly-paid contracts a further 18.18% will be added as payment in lieu of holiday entitlement. For fractional contracts there will be an equivalent annual leave entitlement; this will require the agreement of a fixed working pattern.

2.14 Worked examples are included in Appendix 6 to demonstrate the calculation of payment for both hourly-paid and fractional contracts.

SECTION 3: Grading of academic teaching

3.1 It is noted that Teaching Fellows as well as course tutors at the University of Reading are currently paid on Grade 6, which covers points 27 to 36 with contribution points to point 40 on the national spinal column point negotiated at New JNCHES.

3.2 In future, Grade 6 can normally only be used for contracts amounting to a maximum time span of 12 months.

3.3 The duties that can reasonably be expected of any teaching intensive staff paid on Grade 6 are those outlined in Appendix 3.

3.4 If the initial requirement for a post extends beyond one year, or beyond the duties specified in 3.3, the post should normally be at Grade 7 or higher.

3.5 In relation to existing Grade 6 teaching intensive staff in post at 30/09/2019, a joint panel (see sections 2.3 to 2.5 and Appendix 1) will meet and consider the work those staff are doing against the role profile outlines at Appendix 3 to this agreement. If existing Grade 6 teaching intensive staff are undertaking duties in excess of Appendix 3, demonstrated as per Appendix 4, they shall be converted to a Grade 7 post. Both parties accept there may need to be a series of meetings programmed. Both parties agree to make personnel available to finalise regrading by 31/03/2021 and convert staff to Grade 7 where appropriate with effect from 01/10/2019 (backdated).

3.6 In order to assess the work of currently employed Grade 6 teaching intensive staff against the role profile in Appendix 3, existing Grade 6 teaching intensive staff will be asked to fill in a questionnaire (Appendix 4) jointly with their line manager in order to ascertain whether their work exceeds the role profile in Appendix 3. Those staff consistently exceeding

the role profile in Appendix 3 in core duties and responsibilities for the role will be moved to Grade 7.

3.7 It is agreed that it is in the best interests of all concerned to minimise the number of colleagues who remain protected as teaching intensive staff at Grade 6. With this in mind, Heads of School are encouraged to provide opportunities, as appropriate, to develop relevant roles in line with the teaching needs of the School so that these staff are prepared to transfer into a Teaching Intensive Lecturer position at Grade 7 in due course and when suitable opportunities arise. Their duties will be reviewed on an annual basis, via the Joint Committee (see Appendix 1), and may result in conversion to a teaching-intensive Lecturer role at Grade 7 in due course. There will be no detriment to this group of staff and the maximum period of employment as set out under 3.2 will not apply to Grade 6 teaching intensive staff who hold permanent contracts.

SECTION 4: Academic administrative and managerial duties in relation to pay grades

4.1 Academic staff cover a range of administrative and managerial duties within the institution.

4.2 The employer agrees that substantive, higher level responsibility administrative and managerial roles should normally be linked to higher pay grades of staff undertaking these roles in order to avoid grade drift.

4.3 The employer will instruct Schools that responsibilities such as listed in Appendix 5 may only be undertaken by staff at Grade 8 or higher.

SECTION 5: Implementation

5.1 The University commits to inform and, where necessary, train key staff in due course so as to ensure that necessary changes in practice occur such as resource planning, raising staffing requests, allocating administrative duties, line management of sessional and fixed-term staff.

5.2 The University and Reading UCU commit to proactively and jointly share information about this agreement more widely. The University will ensure that where necessary, updates are made to systems and communications to reflect the present agreement.

SECTION 6: Raising concerns

6.1 It was agreed that Schools shall ensure that there is a clear escalation route available to staff covered in this agreement should they have any queries or concerns about the work they are asked to do, the time allocated, the payment rate, CPD and any other aspects of this agreement. The employer agrees that each School ensures that staff are clear to whom they raise such queries, with the initial stage expected to be informal discussion with the line manager. The Joint Panel will be supplied with details about these escalation routes.

6.2 It is agreed that where staff wish to raise concerns, they may seek advice from union representatives, HR or another appropriate member of staff. It was agreed that should these routes not resolve any concerns, then the collectively agreed grievance procedures may be invoked.

SECTION 7: Joint monitoring

7.1 Both parties agree to actively monitor the implementation of this agreement in Schools.

Signed for the University of Reading

Dated

Signed for the University and College Union

Dated

Guidance document

1 Terminology

1.1 Sessional Teaching Staff:

- a) Staff that are employed on a fixed-term contract to cover teaching needs arising within one academic session. Such appointments should be made for emergency cover when a regular member of staff is not available due to, for example, sick leave, compassionate leave or research leave. It is expected that staffing levels within Schools will be sufficient so as to cope with fluctuations in student recruitment. It should not be regular practice to cope with fluctuations in demand by appointing sessional staff.
- b) Sessional teaching staff may be employed full-time or part time (fractional contract), or on an hourly-paid basis, in accordance with section 2.11 of the Collective Agreement between the University and Reading UCU, dated 18 December 2020.
- c) Sessional teaching staff can be employed at Grade 6, if their duties are limited according to Appendix 3 of the agreement, or at a higher grade if their duties exceed those described in Appendix 3 and Section 2 below.
- d) If sessional teaching staff are employed at Grade 6, they should not be employed for longer than 12 months and/or successive academic sessions.
- e) Exceptional circumstances might justify the prolonged use of Grade 6 in some areas for specified activities, or a short extension beyond 12 months for individual contracts. The Joint Panel (see 2.3 and 2.4 in the Collective Agreement as well as Appendix 1) will monitor, consider and agree justifiable exceptional circumstances.
- f) The expectation would be that where cover is needed for teaching normally undertaken by permanent staff for a period of more than 12 months, a fixed-term, and potentially fractional, post above Grade 6 is created.

1.2 Professional Experts:

- a) Professional Experts are appointed for specific, limited and one-off pieces of work over a short and defined timescale, drawing upon their practice-based expertise. Such individuals would normally have significant professional experience, usually holding an appropriate professional qualification.
- b) Professional Experts might provide (a series of) guest lectures or seminars, based on their professional or subject expertise, normally in the area or practice of the subject they are teaching (e.g. law). Normally this contribution would be limited to a single or one-off episode during the course of an academic year, but may re-occur on an annual basis, and will be contained within a module convened by University academic staff. Any more substantial, but time-limited contribution to Undergraduate teaching should be undertaken by sessional teaching staff.
- c) Professional experts are not employees of the University, and would normally be employed elsewhere. They will not require a University username, email-address or access to University systems. Rates of pay are negotiable within reason and reflect the specific professional market rates; payment of fees and agreed expenses is made via the relevant fees and expenses form.

2. Guidance regarding new limitations for Grade 6

Teaching intensive staff paid at Grade 6 have made regular substantial contributions to the University's Undergraduate teaching provision for a number of years now, during which their range and scope of activities may have expanded beyond the original intention and rationale for employing teaching intensive staff at Grade 6. In order to rectify this development, clear limitations are now put into place concerning the use of Grade 6 for staff who provide academic teaching:

1. Only a limited range of duties can be undertaken at Grade 6.

2. Such a limited range of activities is only feasible for sessional teaching staff, to cover existing teaching, but not on a recurrent basis. Hence there is now a time-limit for Grade 6 teaching contracts of up to 12 months. Ultimately, permanent teaching intensive roles at Grade 6 should be discontinued, with the limitation of what is stated in paragraph 3.8 of the agreement.

To clarify Point 1 further, what follows are a few additional explanations regarding the description of duties included in Appendix 3:

The normal expectation is that sessional teaching staff appointed at Grade 6 would not develop module content and teaching material – they deliver, but do not develop lectures, seminars and tutorials. Developing material should not normally be involved in sessional teaching cover, but where it is, an appointment should be made at a higher grade. Regular and close guidance, instruction and supervision for Grade 6 sessional teaching staff should be provided ideally by the module convener, otherwise by the relevant programme director.

Similarly, for Grade 6, applying effective teaching methods, materials and assessment techniques does not mean selecting them – this should have been done by the regular module convener or another academic member of staff. Essentially, Grade 6 teaching intensive staff will teach effectively and assess students' learning using materials developed by others. If the sessional cover requires the selection of methods, material and assessment techniques, again, the post should be at a higher grade. Similarly, the provision of module descriptions does not mean that Grade 6 staff are expected to write their own module descriptions, but to pass on information or feedback relating to the module as appropriate.

Sessional teaching staff should be made aware of University or School T&L strategies and practices before the start of their teaching activity. They should not be expected to proactively retrieve this information themselves. While it would be expected that the sessional staff at Grade 6 share their experiences and reflections on teaching (part of) an existing module with the module convener or colleagues in the School/Department, potentially suggesting improvements, it is not expected that they engage fully with enhancing T&L practices beyond this. It is up to the regular module convener to implement any changes and adjust practices as a result of experience, student feedback, or T&L projects and reviews. A longer-term fixed-term appointment at a higher grade to replace duties of permanent staff could undertake such responsibilities, including module convening.

Scholarship can be expected of anyone involved in academic teaching, but there should be no targets for anyone appointed at Grade 6 for providing scholarly input and/or for providing input to external networks.

With regard to recruitment and outreach, again attention should be paid to the wording, in that staff appointed at Grade 6 should only be asked to support such activities, e.g. by delivering existing taster sessions or recruitment and widening participation activities developed and devised by regular colleagues, with clear instructions.

Appendix 1

University of Reading – UCU (University of Reading branch, henceforward Reading UCU) Joint Panel

Terms of Reference

1. A Joint Panel (JP) will be set up with three representatives from the University (including the Head of HR) and three representatives from Reading UCU. The JP will report to the regular University of Reading – Reading UCU Joint Negotiating Committee (JNC). Additional members can be co-opted in mutual agreement.
2. The purpose of the Joint Panel is to
 - a. Review management data on the use of sessional staff, including professional experts
 - b. Monitor the application of the criteria set-out in this agreement, including monitoring the duties and professional development opportunities of any remaining G6 teaching intensive staff.
 - c. Address the repeated or frequent use of such contracts with a view to recommending to schools their conversion to permanent/open-ended contractual arrangements
 - d. Discuss and ratify any exceptional circumstances that may lead to the employment of sessional teaching staff on Grade 6 for a period exceeding 12 months.
 - e. Approach current and recently employed staff (i.e. 2019/20) on sessional fixed-term contracts requesting them to make a case for permanency given appropriate length of service. Identify those who qualify for conversion to permanent contracts and initiate this conversion. Cases where staff have held contracts across different Schools will be included in this exercise. In those cases, the permanent contract should normally be within the School that has made the most use most consistently of the individual concerned. Cases will also be included where tasks have varied across different contracts for academic work.
3. For the purposes outlined in 2 a-e above, the JP will undertake annual meetings starting in Autumn Term 2020. One additional meeting per year will be dedicated to revising practice and policy regarding any exceptional circumstances as per 2.d. above and ensuring consistency of criteria for 2.e. above.
4. The JP will address tasks flowing from the collective agreement between the University and Reading UCU, dated 18 December 2020, as follows:
 - 4.1 A series of meetings to consider the existing group of sessional teaching staff with a view to identifying those with a sufficient and continuous succession of fixed-term contracts who have a legal expectation of permanency in the absence of any objective contra-indicators. The panel will, by agreement, initiate the conversion of relevant existing staff to permanent fractional contracts in consultation with the relevant Head of School. The appropriate fraction will be calculated in line with sections 2.7 and 2.9 of the collective agreement. The threshold for fractionalisation specified in 2.11 does not apply to this group of staff. Both parties accept there may need to be a series of meetings scheduled. Both parties agree to make personnel available to complete this exercise by 31/03/2021.
 - 4.2 Grade 6 teaching intensive staff will be approached and asked to provide information as per Appendix 4 of the agreement. Grade 6 teaching intensive staff undertaking duties in excess of Appendix 3 shall be converted to a Grade 7 post. Both parties

accept there may need to be a series of meetings scheduled. Both parties agree to make personnel available to finalise the regrading by 31/03/2021 and convert staff to Grade 7 where appropriate with effect from 01/10/2019 (backdated) where applicable, or date of appointment with the University if later.

Appendix 2 Guidance on the calculation of hours for assessment

The purpose of this guidance is to help colleagues raising staffing request forms and preparing contracts, as to how assessment should be taken into account to ensure that sessional lecturers are paid fairly and consistently for the amount of work they undertake for the University.

For all new sessional lecturer contracts, activities relating to assessment should be paid in addition to any rate for teaching. In-class formative assessment can be included in the rate for teaching, and VLE-assisted automatic marking does not have to be factored in, unless feedback is required beyond the result. However, for any formative or summative assessment that takes substantial amount of time to mark and provide feedback for outside of the scheduled classes, this time should be calculated. The amount of time it should take to mark and provide feedback for an assignment should be calculated for each assignment separately, alongside the following model:

Coursework:

Any piece of student writing (essay, report) at the length of 2500 words: 30 minutes per piece per student. This baseline can be adjusted to varying numbers of words: 1250 words = 15 minutes, 5000 words = 1 hour, 10 000 words = 2 hours.

If a sessional lecturer provided cover for a module involving two pieces of coursework, one 1250 words and one 2500 words assignment with 40 students enrolled, time for assessment should be calculated as follows:

40 x 15 minutes = 10 hours

40 x 30 minutes = 20 hours

10+20 = 30 hours for marking and feedback in addition to time paid for teaching.

This should be a guide for minimum payments which could be exceeded if, for example, the sessional lecturer is expected to give comprehensive feedback with an emphasis on points for improvement, e.g. for a shorter Part 1 piece of coursework. In such cases, time could be added to take this into account.

Exam marking:

When calculating the time required to mark test or exam scripts, consideration should be given to the length of the exam, number of questions to be answered and estimated word count of exam answers. The maximum number of scripts per hour should be 4 for 1-hour tests or exams; or exams with questions that require short answers only; and/or scripts that can be marked with a clear marking scheme/model answers.

The number of 4 scripts per hour should be reduced for longer exams requiring longer/more complex answers.

All other forms of assessment:

The module convener or colleagues involved in the same/similar assessment activities should be consulted to estimate the time it takes to mark an individual assignment, which should then be multiplied by the number of students enrolled in the module.

Where, as will be the case for Part 1 modules, the number of students cannot be ascertained at the time of issuing a contract, calculations should be made on an average student enrolment on the respective module in the past, or the best available forecast. If student numbers significantly exceed the time allocated, additional payments should be made for adjustment.

Academic Job Family

Job role title tbc Grade 6 Role Profile

Role summary

At this level, role holders will deliver a defined range of teaching activities and support teaching and learning. Roles may combine elements of teaching, scholarship and administration. Role holders may have achieved, or be working towards, Fellowship of the Higher Education Academy.

Representative work activities:

Teaching

- Deliver lectures, seminars and tutorials within an established programme, typically at Foundation and/or undergraduate level, for which other members of academic staff retain overall responsibility.
- Prepare own teaching activity using materials and curriculum provided, within the framework of the module/degree programme.
- Apply effective teaching methods, materials and assessment techniques, recognising cultural, equality and diversity challenges.
- Reflect on student feedback, student performance and peer observation in order to enhance personal teaching skills.
- Contribute to teaching-related administration such as provision of module descriptions, collating assessment marks, carrying out student evaluations of modules etc.
- Support students' academic, personal and professional development, referring them to appropriate staff or services where necessary for further help and guidance.
- Supervise the work of students on projects, dissertations, field trips or placements.
- Mark and assess student coursework and examinations, providing timely and useful feedback to students.
- Be aware of, and adhere, to the teaching and learning strategy and objectives of the School.

Teaching and learning development

- Reflect on students' learning experience, share information and make suggestions for improvement as appropriate.

Scholarship

- Maintain an appropriate level of subject knowledge in support of core teaching duties, including participation, where appropriate, in external networks to share information and ideas.

Recruitment and Outreach

- To support, where practicable and reasonable, recruitment and widening participation activities linked to core teaching duties.

Appendix 4 – Questionnaire for current Grade 6 teaching intensive staff

- UCU claim and resulting negotiations
- Relevant sections of the agreement
- Purpose of the information gathering with explicit mentioning of regrading – i.e. provide new agreed narrow role profile and indicate that given that, colleagues may not be on the correct grade and may need to be ‘upgraded’ as a consequence
- Staff should include information covering, where applicable, the last three years in their current role.
- This could be filled out by Grade 6 TI staff together with their line managers and signed off by both.

New Grade 6 profile	In excess of Grade 6	Confirmation
Core teaching duties		
Deliver lectures within established programme, for which other members of staff retain overall responsibility	Convene a module Design module curriculum and determine module content self-responsibly, incl. selecting sources (secondary literature)	Has excess occurred? Y/N
Prepare own teaching activity using materials and curriculum provided	Design own class-by-class content, tasks and exercises self-responsibly	Has excess occurred? Y/N
Apply effective teaching methods, materials and assessment techniques, recognising cultural, equality and diversity challenges	Determine teaching methods, design/create own materials, develop and set assignments, accommodating cultural, equality and diversity challenges	Has excess occurred? Y/N
Mark and assess student coursework and examinations, providing timely and useful feedback to students	Design module assessment (type, timing, weighting), design and set individual assignments, mark and provide timely feedback, provide generic feedback on exams, reflect/report on student module performance	Has excess occurred? Y/N
Reflect on student feedback, performance, peer observation in order to enhance personal teaching skills	Quality assurance related activities, e.g. engaging with external examiners, reporting and acting on feedback from students and peers	Has excess occurred? Y/N
Contribute to teaching-related administration, e.g. contribute to the provision of module descriptions, collating assessment marks, carrying out student evaluation	Carry out teaching-related administration, e.g. write or amend module descriptions, participate in module provision planning, coordinate module marking, collect and reflect and provide feedback on module evaluation	Has excess occurred? Y/N
Reflect on students’ learning experience, share information and make suggestions for	Engage with and reflect on student module evaluation, external examiner feedback, undertake peer observation for other colleagues,	Has excess occurred? Y/N

improvement as appropriate	make suggestions for reviews, improve module content or assessment	
The following might not apply to everyone, but it is likely that some of these additional activities have occurred		
Supervise work of students on projects, dissertations, field trips or placements	Set tasks for, supervise and assess student activities such as projects, dissertations or placements	Has this occurred? Y/N
Support students' academic, personal and professional development, referring them to appropriate staff or services where necessary for further help and guidance	Undertaking student support activities, such as academic tutoring, organising extracurricular activities, providing advice or targeted learning opportunities, placement provision or support	Has this occurred? Y/N
Be aware of, and adhere, to the teaching and learning strategy and objectives of the School	Engage with the School T&L strategy, priorities and enhancement, by adapting teaching and assessment practices and/or by e.g. participating in programme, module or curriculum reviews, undertaking T&L projects, review of practices regarding feedback and assessment	Has this occurred? Y/N
Maintain appropriate level of subject knowledge in support of core teaching duties, participation, where appropriate, in external networks to share information and ideas	Keep abreast of current developments and pedagogy in their field, share best practice, undertake scholarly or research activities	Has this occurred? Y/N
To support, where practicable and reasonable, recruitment and widening participation activities linked to core teaching duties	Support School recruitment and widening participation activities, e.g. staffing Visit Days, Open Days, providing taster sessions, contributing to outreach and widening participation	Has this occurred? Y/N
	Any other duties undertaken, such as administrative roles or active participation in specific projects/initiatives not covered as relating T&L above	Has this occurred? Y/N

Appendix 5 – administrative and managerial roles undertaken by academic staff at a minimum of Grade 8

Rationale: Roles which involve significant responsibilities as set out under a)-c) below should be undertaken by sufficiently experienced staff who have an increased awareness of the wider institutional as well as sectorial contexts, as normally reflected in an advanced state of their career.

- a) Involves significant responsibility in terms of decisions made that will immediately impact on students' courses, or students' ability to pursue their courses (extenuating circumstances, alternative assessment, programme transfer, change of modules, module diet provision, final marks and classification, leading programme development)
- b) and/or requires significant engagement with University-level strategies, policies and practices with regard to the rationale above, including the need to inform such strategies, policies and practices
- c) and/or requires dealing with external assessors (course accreditation, external examiners)
- d) and/or involves line management of other academic staff.

Hence, the following roles should be appointed as a minimum of Grade 8:

Head of School/Department
School Director for Teaching and Learning
School Director of Academic Tutoring
School Exams Officer
School Director of Postgraduate Studies
School Director of Postgraduate Research
Research Division Lead

Where the roles listed above exist at Departmental level, they should not be undertaken by a Grade 7 Lecturer who is on probation. Where the roles listed above exist at Departmental level, criteria a)-d) above should be considered when deciding whether this role is suitable for Grade 7 staff.

Possible exemptions could apply where

- a) colleagues on lower grades currently hold such a role and have held it for some time, allocating significant experience with it, and wishing to continue. The appropriate grade needs to be considered when re-allocating the role.
- b) up-acting towards a higher Grade – in a replacement capacity rather than longer-term – is mutually agreed as beneficial for the development of an individual member of staff, with support for the role in place, and discussion reflected in a relevant PDR document.

Appendix 6

Worked examples of determining worked hours for new fixed-term teaching roles and calculation of full-time equivalence – attached as separate document (excel worksheet).