

GSA ACTIVITY PLANNING 2016-2017

GUIDANCE

The Glasgow School of Art**Activity Planning – Guidance Notes for Academic Session 2016-2017****1 Introduction**

This document is to assist all academic staff with the Activity Planning process which applies to staff employed under the terms of HE2000 contract. However, for the benefit of all staff, activity planning will also cover those remaining staff employed under the FE64 contract where they choose to participate.

From Academic Session 2015-2016 GSA is rolling out an enhanced Activity Planning model as one element of the institution's Staff Development and Career Review scheme. We wish to improve the effectiveness of Activity Planning at GSA for the benefit of staff and the School by having a clearer link between: the Activity Plan itself (teaching/scholarship/research/administration/consultancy and the link to the appropriate role profile, Teaching & Research, Teaching & Scholarship or Research); within it the development of an Annual Research Plan (as relevant to a staff member's role profile); in turn requiring appropriate support and mentoring; all this included in the next annual Staff Development and Career Review meeting.

2 Activity Planning Key Principles and Objectives**Principles of Activity Planning**

2.1 Activity Planning is designed to be transparent, flexible and responsive to organisational needs, individual staff development, career review needs and planning cycles.

2.2 An Activity Plan will include jointly agreed objectives, including milestones and outcomes expected.

2.3 An Activity Plan will achieve an appropriate balance of teaching, research, consultancy, scholarly activity, and personal development and other possible activities within the duties of an academic (see duties 4.1 Appendix A) as relevant to their academic role profile GLARP (see Appendix B)

Objectives of Activity Planning

2.4 Activity Planning respects the value of scholarship for all academic staff role profiles at GSA and apportions time for that purpose.

2.5 Ensure research time, based on Annual Research Plans within Activity Planning, is allocated in order to maximise the number of high quality submissions to REF 2020

2.6 Provide those who secure external research funding with more research time that is concomitant with that allocated in a bid if applicable.

2.7 For staff with research time allocated engagement with Activity Planning and Annual Research Planning will facilitate opportunities for Research Mentoring.

2.8 GSA requires academic managers and Heads of Department to agree an Activity Plan with their staff in a collegial and consultative manner.

2.9 To assist staff in achieving a work-life balance and in recognizing the importance of taking daily lunch and other regular breaks.

2.10 Staff should not have to work excess hours for normal progression and promotion.

2.11 There may be fluctuations in work load. Significant excess load in one academic year should be rectified in the following year.

3 Activity Planning – The Process

Activity Planning is a requirement for all academic staff and is undertaken on an annual basis as one element of the ongoing Staff Development and Career Review process. Component parts of Activity Planning relevant to an academic staff member's role profile should be discussed and agreed and in place for the new academic year. Activity Plans should be reviewed and updated during the course of an academic session to take heed of relevant contingencies and to identify any support and mentoring required.

Activity Planning is intended to ensure a sustainable working environment characterised by high quality teaching, research and other professional activities and to ensure that staff have balanced and reasonable workloads. The principles of the process are for it to be transparent, flexible and responsive to organisational needs, individual staff development and career review needs and planning cycles.

The production of relevant components of the Activity Plan is the responsibility of each member of staff and their line manager. This exercise should be carried out in line with current GSA and School planning cycles and individual needs i.e. career review and development and probationary reviews.

An Activity Plan should include an appropriate balance of teaching, scholarship and research (where applicable) and other self-directed professional activities as identified above. It should also include jointly agreed objectives, including milestones and outcomes expected with available resources.

Record keeping of agreed Activity Plans will follow good practice in the same way as established for Staff Review and Career Development.

4 Duties and Responsibilities of Academic Staff

The duties and responsibilities of a GSA academic vary according to specific circumstances and individual School/Department/Programme and GSA wide objectives. Duties include an appropriate balance of the following areas:

- Direct teaching time (FST)
- Tutorial guidance including PhD supervision (FST)
- Research
- Scholarship
- Curriculum development
- Assessment
- Educational management/admin
- Committee membership
- Recruitment and admissions
- Income generating activities
- Representing the School

Activity Planning from 2015-2016 will use as a base unit, a 'session', meaning one half-day – i.e. a nominal 3.5-hour session. For a 1FTE there are ten sessions in a working week, therefore, pro-rata for part-time staff. After deducting appropriate sessions for statutory holidays and annual leave from a calendar year maximum of 520 sessions, there is a total maximum number of 428 *working* sessions in an Activity Plan across an academic year (1st August to 31st July cyclically).

The 428 working sessions cover research, scholarship, staff development and teaching & assessment and other as relevant to an individual's role profile, including adequate contingency time.

The updated suite of Activity Planning paperwork from 2015-2016 will allow staff to record in discussion with their line manager an appropriate number of sessions against each of the relevant duties and responsibilities for their role and place these into a year planner.

5 Activity Planning from 2015-2016

Activity Planning from 2015-2016 incorporates an enhanced approach to planning for research and research mentoring. All research active staff will complete an Annual Research Plan (ARP) as a component part of Activity Planning, and research time allocated to an ARP will be factored as a volume of sessions, and can be placed into the Year Planner.

The HE2000 contract does not specify the amount of time to be dedicated to research. However, it is common practice across the sector to assign a notional 20% of hours (2 sessions per week, 90 sessions in a working academic year in this model) to research and research-related activity. Where research time is allocated to a member of staff with a relevant role profile through, by or peer review of an ARP within Activity Planning, it will be reckoned normatively at 20% of a working week (2 sessions) for a 1FTE, with a view to evidentially progressing to a greater percentage in order to secure and sustain 4* and 3* outputs (see below for Peer Review Group process).

Where a staff member has secured external research funding and where those funds move through GSA Research, additional sessions can be secured to meet the expectations of the grant or specific conditions of award. An individual can detail significant contributions to bid writing, research development, dissemination, impact or knowledge exchange in their Annual Research Plan for consideration for additional sessions by the GSA ARP Peer Review Group.

Studying for a PhD can be cited as a reason for the possible allocation of research sessions through an ARP, but this activity will be reviewed by the ARP Peer Review Group in light of other research outputs in parallel to the individual's course of study.

Annual Research Plans will be submitted via RADAR and administered by the Research and Doctoral Studies department on behalf of the GSA ARP Peer Review Group. The review of the Annual Research Plans will be conducted by the Peer Review Group which will comprise School-based discipline-specific knowledge as well as expert knowledge of REF-style quality measures and RCUK quality standards. This process is intended as a helpful support to staff, effectively a trial run at anticipated external peer review in the same way as mentoring is designed to support, in part, the production of ARPs (see section 1, 'Introduction').

Each ARP will be reviewed by two members of the GSA ARP Peer Review Group. Review comments will be submitted into RADAR and made available to the GSA ARP Peer Review Group chair and members. ARPs will then be considered by the group, which will collectively agree recommendations for the outcomes of each ARP. Summary comments and recommended outcomes will be moderated by the Head of Research before final outcomes are recorded.

All staff submitting an ARP will receive feedback on their plan. Written feedback on each ARP reviewed by the Peer Review Groups will be made available to individuals via RADAR. Heads of Schools and Line Managers will be made aware of the outcomes of the annual peer review process to inform departmental and school planning from May in any year.

6 Research Mentoring

To strengthen the GSA research environment, support the production of the Annual Research Plan, and to prepare for REF audit, the enhanced Activity Planning scheme includes Research Mentoring.

Mentoring will be tailored to individuals' needs as relayed to the Peer Review Group in an Annual Research Plan. Staff can discuss with Research Office colleagues mentoring interests and needs by way of iteration of the ARPs.

Staff can arrange access via the Research Office to the Vitae Researcher Developer Framework to support their research planning.

7 Scholarship

The Activity Planning model recognises the value of scholarship to academic development and to assuring currency of professional academic practice. There is incorporated into the Activity Planning

model a discrete volume of sessions (10% or 1 session per week) for academic scholarship.

8 Annual Leave Entitlement

35 days leave plus 11 public holidays with 15 days continuous leave as a minimum in any leave year

9 Normal Working Week for full time staff

Nominal 35 hours over a normal working week of 5 days, with no specified daily total – flexible time devoted as reasonably necessary to fulfill duties of the post, which may include evening and/or weekend work deemed to form part of the 5 days. Planning can take the week, month or year as the basis for identifying an appropriate balance of duties – this is to provide flexibility in the way the plan is completed.

One of the aims and objectives of Activity Planning is to provide a transparent and useful common method of timetabling the sessions relevant to an individual's Activity Plan to achieve an appropriate balance for that individual and so as also to avoid overwork.

Although there will be variation in the allocation of sessions to specific activities based on Schools' academic needs, it is recommended that staff and line managers use the common year planner to timetable the academic activities for the coming year.

10 Formal Scheduled Teaching (FST)

The National Framework Agreement defines FST as any direct teaching which is a specified requirement of a programme. It comprises:

- lectures, group tutorials and group seminars
- workshop and studio teaching (viz. supervised and prescribed activities in these areas during which a lecturer has to be present for teaching purposes)
- individual tutorials, dissertation and project supervision, tutoring students on placement and field trip teaching and PhD supervision
- Assessment is not part of the FST unless it forms part of the teaching approach (e.g. crits)

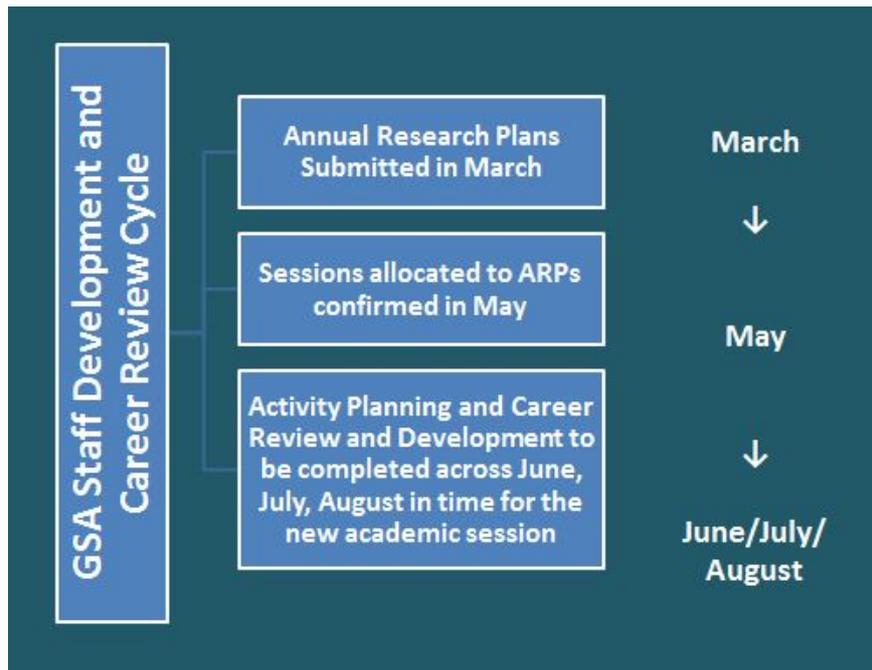
GSA guidance for Activity Planning is that FST should not normally exceed 18 hours in any one working week, or a maximum of 6 sessions in any week of an Academic Session.

11 Staff Development

The HE2000 contract guarantees five days for staff development activity for a 1FTE.

12 GSA Staff Development and Career Review

In order to see the ARP and broader Activity Planning work in concert with the Staff Career Review and Development meeting, the following yearly cycle is proposed for application in all schools:



There may be reason for variation to this cycle depending upon Programme timetables and Schools' needs. However, a common approach to Activity Planning is strongly advocated, in which the Staff Development and Career Review meeting is informed by, and informs, the next cycle of Activity Planning.

13 Activity Planning in 2016-2017: Teaching Norms

Work on Teaching Norms (TNs) is ongoing in 2016-2017, overseen by the Activity Planning Working Group. The ambition is to set down norms for all GSA schools that will improve academic planning between staff and line managers and at scale for the institution.

14 An Activity Planning model suited to GSA

A guiding principle of the Activity Planning Working Group has been that the model must suit GSA's purposes, whilst adhering to the HE2000 contract. The Working Group will collate feedback on the enhanced model and commit to making improvements to ensure a fitness for GSA's purpose.

15 Equality Impact Analysis

The Activity Planning Working Group registers GSA's duty to conduct Equality Impact Assessment (EIA) for the enhanced Activity Planning scheme, in order that it functions to serve equality of opportunity for all academic staff. The EIA which accompanied approval of the Activity Planning policy and guidance will be visited annually and updated to include reflection and action with iterations of the Activity Planning model.

16 Roll-out of GSA Activity Planning model from 2015-2016

Activity Planning at GSA is an iterative process, steered by the Activity Planning Working Group. The Activity Planning Working Group will continue throughout the 2016-2017 cycle to develop a list of additional duties and teaching norms in order to inform the planning information base for all schools.