Sessional Teaching Payroll framework for pilot departments 2016-17
(Approved by the Academic Resourcing Committee on 16 March 2016)

Following discussions in Departments, in the STP User Group, and at STP Steering, this document sets out amendments to the existing departmental frameworks, moving to some harmonization across all pilot departments, and towards a single framework for pilot departments across the Arts and Social Sciences.

Pilot departments include the Warwick Mathematics Institute, the Centre for Lifelong Learning, the School of Modern Languages and Cultures, and the Departments of Chemistry, History, Philosophy, Sociology, and Politics and International Studies.

The Sessional Teaching Payroll framework shall apply, for 2016-17, only to pilot departments, as the University works on expanding the pilot to further departments in 2017/18.

A – General Propositions applicable to all departments with standard teaching arrangements (up to FA8)

1. Induction/Training

Teaching is a fundamental transferable skill of academic scholarship. Therefore, the Warwick Professional Development framework will include, from 2016-17, a requirement for all first-year PhD students to engage in a basic training course (for instance offered by the LDC in conjunction with the department). Any other students who wish to transfer their academic skills through teaching will also be required to engage in training as part of the departmental transferable skills provision. Transferable Skills provision in the university is provided by the university, but attendance to it is not paid.

Where tutors wish to enhance their teaching skills through further training, including accreditation to the HEA, they will be encouraged to do so (in as much as this does not interfere with other commitments, notably their PhD research). Attendance at such training courses will not be paid.

Where Departments require bespoke additional sessions specifically for tutors as part of their teaching preparations, beyond what is offered as part of the University’s professional development provision (for instance, to provide training about technology-enhanced learning specific to the department), tutors will be paid for attendance.

Where tutors are paid at FA6 or above departments will assess if they have sufficient training: and if not they will arrange for tutors to take part in the university’s transferrable skills provision.
2. National Pay Framework - Spinal Points

For ease of administration there will not be progression from one year to the next. Instead, most tutors will be paid at the mid-spinal point of the grade (i.e. FA4 at Sp18, FA5 at Sp24). Moving towards the mid-point of the FA Scales will create more parity and will advantage those tutors who are starting to teach. In discussions it was recognised that tutors on the STP will not normally teach long enough to be able to move from bottom to top of the FA grade, so paying at the mid-level of the spinal points should, on balance, be advantageous to tutors. There will continue to be some roles that will be paid at spinal points at the top or at the bottom of a grade, notably to distinguish a variety of teaching roles within the same FA grade.

3. Preparation and Marking

Where preparation and marking requires independent academic input commensurate with what is expected in the contact time, this should be paid at the same rate. There will be classes (e.g. in some Sciences, in Languages marking, or in instances when marking is applied against a model solution) where preparation and marking will not require independent academic input and can be paid at a lower grade, provided the grade and job description are linked in appropriate ways.

Norms for marking should be based on a reasonable assessment of how much time needs to be assigned to mark the work and provide substantive feedback (where appropriate). This can be done based on the number of words that can reasonably be marked within an hour, or the numbers of questions that can be marked within an average hour.

4. Office Hours

Since considerable academic input will normally be required, these should be paid at the same rate as rates for contact time.

5. FA Grades

These remain in place as in 2015-16, except that all PhD tutors will normally be paid at FA4 or FA5.

6. Red-Circling

For existing tutors (those on the STP 2015-16, as well as tutors in the Department of History moving into STP) their existing pay for the same activity will be red-circled for two years if otherwise their pay would decrease as a result of these changes. For tutors whose pay was red-circled in 2015-16 to ensure they would not lose out through the introduction of STP, their pay will continue to be red-circled for one more year.
B. Specific STP Frameworks

1. Social Sciences and Arts (excl. CLL)

Advice and Feedback

All departments in the Arts and Social Sciences will develop very clear guidelines what type of feedback is requested from Sessional Tutors, and what should properly be done by the Personal Tutor of the students.

We will pay one hour per week for up to two seminar groups taught, and two hours for sessional teachers who have three or more seminar groups.

In addition to this, across the Arts and Social Sciences, tutors are paid for Reading Week (where no contact time or preparation is required), and in some departments there is less teaching in Week 1 of Term 1 (again tutors receive the full rate for a teaching week where this happens): this payment is made in recognition that some advice and feedback will need to be out of the office hours, and some advice and feedback will need to be by email, in ways that cannot be standardized or measured easily across the institution – nor even across single departments.

Seminars (for credit)

Three hours of preparation time per week at the seminar rate for each non-language based module taught, in addition to the contact time.

Where a tutor is giving the lecture and the seminar on the same topic, only the preparation time for the lecture will be paid as the seminar will be following up what has been raised already (by the same tutor) in the lecture.

Language Classes (for credit)

2 hours per contact hour for a credit-bearing language class (to cover preparation and marking), in addition to the contact time.

Language Classes (not-for-credit)

In practice these classes tend not to require as much marking as for-credit language classes.

1 hour per contact hour for a non-credit bearing language class, in addition to the contact time.

30 min per contact hour for Reading Group, in addition to the contact time. 1 hour per contact hour for Oral Classes, in addition to the contact time.
Lectures

5 hours preparation time per lecture (in addition to the contact time) where the lecture is given by someone at FA5 or below (i.e. pre-PhD or equivalent experience).

Where the lecture is given by someone at FA6 or above (i.e. post-PhD or equivalent experience) there are three hours preparation time, for any given year (but not for repeat lectures within the same academic year).

Attendance

Where a tutor is required to attend a lecture this will be paid, but if attendance is optional or recommended it will not be paid.
Where a tutor is required to attend departmental meetings (e.g. teaching committee or the exam board) s/he will be paid for attendance on the standard hourly rate.
Attendance at module meetings to discuss how the module is best taught is part of the preparation, and will not be paid.

PhD/PGT Dissertation Marking

On an exceptional basis, where sessional tutors are assigned to the supervision of PhD or PGT Dissertations (e.g. in the case of retired staff),

Tutors supervising PhD theses will be paid for 32 hours per year per thesis, according to their level of experience (FA7 or above), to reflect contact time and marking.

Tutors supervising PGT dissertations will be paid 8 hours per dissertation.

Notice Periods

Early termination of contract can only happen by mutual consent between Tutors and the Departments.

Non-preparation intensive classes

Where classes do not require intensive preparation (e.g. reading groups and oral classes), these will be paid at FA5.
**Assessments for essay-based modules (Formative and Summative)**

The University had proposed, for the Arts and Social Sciences, a marking payment of one hour per 4,000-5,000 words. Tutors had suggested that the amount of feedback required for three 1,500 word essays was more time-intensive than the feedback required for a single 4,000 word essay, but it was recognized that marking per 1,000 words was the only consistent criteria that could be used. Tutors especially in Philosophy and SMLC, as well as the SU, made the case for one hour to be paid per 3,000 words. Noting that there will be inevitable differences between disciplines in the time marking will take, but that there will also be differences according to experience (time spent marking will diminish with experience), the University will pay one hour per 4,000 words marked, across the Arts and Social Sciences.

**Assessments for Year-Abroad essays written in a foreign language**

These require marking and feedback both on academic content and on language accuracy and quality, thus one hour will be paid per 2,000 words marked.

**Exam Marking**

One-hour will be paid for every 4 one and a half hour scripts marked  
One-hour will be paid for every 3 two-hour scripts marked  
One-hour will be paid for every 2 three-hour scripts marked

**Expectations of Student Care**

Whilst the University has made every attempt to develop fair and transparent rates for sessional teaching, departments do expect of sessional tutors to respond to reasonable needs of some students for advice and feedback that may fall outside average norms; to account for this, departments have not only provided for paid hours in lieu of reading-week teaching; they will also pay tutors the same rate for lecture and seminar preparation irrespective of whether tutors have taught the module before or not.
2. **Department of Chemistry**

The rates of pay for laboratory demonstration duties are as follows:

<table>
<thead>
<tr>
<th>Position</th>
<th>Spinal Point</th>
<th>Base Rate</th>
<th>Holiday Pay</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Laboratory Demonstrator</td>
<td>16</td>
<td>£11.06</td>
<td>£1.33</td>
<td>£12.39</td>
</tr>
<tr>
<td>Laboratory Demonstrator</td>
<td>19</td>
<td>£11.95</td>
<td>£1.44</td>
<td>£13.39</td>
</tr>
<tr>
<td>Senior Laboratory Demonstrator</td>
<td>24</td>
<td>£13.84</td>
<td>£1.67</td>
<td>£15.51</td>
</tr>
</tbody>
</table>

All new demonstrators will be appointed as an assistant laboratory demonstrator and can progress to the higher levels through completion of training / professional development. Sessional teachers who have previously met the requirements for the Senior Laboratory Demonstrator should provide evidence on allocation of teaching duties to be contracted at the higher level.

The following activities are required and will receive remuneration:

- Face-to-face contact time in laboratory or small group teaching. Laboratory sessions finishing prior to the scheduled time will be paid for the actual contact hours subject to a minimum of 3 hours per session.
- If the physical sign in / out sheet is not completed correctly on the day of demonstrating then the average of the contact time for the experiment set in the same term will be paid.
- Scheduled time to practice experiments prior to carrying out demonstrating. Practice time will be paid for the actual hours spent in the laboratory subject to a minimum of 3 hours. This time may also be utilized to practice the assessments relating the demonstrating.
- Sessions lasting longer than 4 hours and less than 8 hours should include a paid break of up to 0.5 hours. Sessions lasting longer than 8 hours will not be scheduled but if circumstances extend the session then paid of up to 1 hour will be paid.
- Demonstrators are required to be present in the laboratory for all paid time excluding the paid breaks detailed above. If there are long reaction times etc. demonstrators should carry out teaching and learning activities with students.

The following activities are required for your professional development and are not paid:

- Department of Chemistry introduction to demonstrating training OR equivalent LDC course, which is part of the University’s Professional development requirements for all new PGR students.
- New demonstrators will shadow an existing demonstrator for whole or part of a day.

The following activities are optional and are not paid:

- If you request to change experiments after your first year demonstrating then you must practice the experiments and this will not be paid. If the department asks you to change experiment then you will be paid for the additional experiment practice time.
- Set up and maintenance of equipment / resources **unless agreed in advance.**
3. Warwick Mathematics Institute

A. Supervision Groups (for First and Second Year Undergraduate Students)

- Supervisions are groups of 4 or 5 undergraduates which focus on written assignments for core and other specific modules and are led by PhD students or fourth year MMath students (called supervisors).
- Separate groups exist for external students taking first year maths modules (on joint degrees with Statistics, Physics and Computer Science).
- The assignments are prepared by academic staff who also provide the mark scheme. Assignments are usually returned within a week and marked by the supervisors for a subsequent supervision group meeting where they will be discussed within the group. Preparation (and admin) is small and counted in the marking hours as the lessons learnt by marking will dictate the areas to cover in the meetings.
- Supervisors (allocated by DUGS to volunteers) should have the necessary pre-requisite knowledge and be ready to deal with difficulties raised by the undergraduates themselves; they can also ask their undergraduates to make short presentations at the blackboard, or stimulate discussion by asking questions in the supervisions.
- In Term 3, besides going over written homework, supervisors will often encourage their undergraduates to attempt past exam questions, and will go over their solutions with them.

Proposed Payment Schemes:

Contact (or other) hours are provisional and may be refined before the new academic year.

<table>
<thead>
<tr>
<th>Role</th>
<th>FA Grade</th>
<th>Base Hourly Rate</th>
<th>Holiday Pay</th>
<th>Total per hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact hours, marking, admin, prep</td>
<td>FA4 SP18</td>
<td>11.72</td>
<td>1.41</td>
<td>13.13</td>
</tr>
</tbody>
</table>

A1. Supervision Groups for First Year Maths Students (5 students per group)

Contact Hours

FA4 SP18 £13.13 hour

[18 hours T1 + 18 hours T2 + 5 hours T3 = 41 hours]

Marking Hours (including preparation/admin)

FA4 SP18 £13.13 hour

[= 1.5 x contact hours = approx. 62 hours]

TOTAL = 102.5 hours @ £13.13 = £1,345.83
A2. **Supervision Groups for First Year Math/Physics, Statistics and Discrete Maths Students (*4* students per group)**

**Contact Hours**

FA4 SP18 £13.13 hour

[9 hours T1 + 9 hours T2 + 0 hours T3 = 18 hours]

**Marking Hours** (includes small element for admin/preparation)

FA4 SP18 £13.13 hour

[Whilst the groups are smaller, there is proportionately more marking per student per contact hour].

**TOTAL = 45 hours @ £13.13 = £590.85**

A3. **Supervision Groups for Second Year Maths Students (5 students per group)**

**Contact Hours**

FA4 SP18 £13.13 hour

[8 hours T1 + 6 hours T2 + 0 hours T3 = 14 hours]

**Marking Hours** (includes small element for admin/preparation)

FA4 SP18 £13.13 hour

**TOTAL = 42 hours @ £13.13 = £551.46**

B. **Teaching Assistants (for Support Classes)**

- Many lectures have support classes associated with them, especially core second year modules, and many third and fourth year modules (around 70). Support classes are led by PhD students (called Teaching Assistants or TAs) and are typically for group sizes of 15 - 90.
- Support classes vary in style depending on the material, and in what way they support the lectures. Some will spend most of the time going over the assignments sheets (assessed or otherwise), and if these sheets are assessed it is usually the TA of the support class that marks them. Other classes will go over particularly difficult parts of the module, or additional examples that give a better insight. Many will be a mixture of the two.
- TAs are expected to be well prepared, competent and prepared to answer relevant questions. In particular, most of the TAs will not be experts on the course they are covering (especially higher level courses) so cannot be expected to answer questions outside of the material covered in lectures (although many will be able and willing to do so).
- The TA will mark any assessed work and return marks to the lecturer promptly.
- Students are encouraged to email the TA with suggestions for topics that they are particularly having problems with so that they have sufficient time to prepare. It is however not the TAs role to email individual solutions to students as this is what the support classes are for.
• The TAs are funded at a higher level than supervisors for the contact hour given the higher level of expertise and skills required.
• Marking rates are however consistent with that for supervisors given the similarities between marking for the two types of activity.
• Volume of marking is dependent on module registrations. Initial contracts are therefore likely to need amendment after week 3 of Terms 1 and 2.

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<tr>
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</thead>
<tbody>
<tr>
<td>Contact hours</td>
<td>FA5 SP24</td>
<td>13.98</td>
<td>1.69</td>
<td>15.67</td>
</tr>
<tr>
<td>Preparation, Marking, Admin</td>
<td>FA4 SP18</td>
<td>11.72</td>
<td>1.41</td>
<td>13.13</td>
</tr>
</tbody>
</table>

Proposed Payment Schemes:

**B1. Teaching Assistant with no marking [T_0]**

**Contact Hours**

£15.67 hour

[9 hours for a 1 term module]

**Preparation/Admin Hours**

[9 hours per term] £13.13 hour

**TOTAL per term = 9 x £15.67 + 9 x £13.13 = £259.20**

**B2. Teaching Assistant with marking for up to 15 students [T_15]**

**Contact Hours**

£15.67 hour

[9 hours for a 1 term module]

**Marking Hours** (includes small element for admin/preparation)

[= 1 hour marking/15 students/week = 9 hours/term] £13.13 hour

**Preparation/Admin Hours**

[9 hours per term] £13.13 hour

**TOTAL per term/TA = 9 x £15.67 + 18 x £13.13 = £377.37**
B3. Teaching Assistant with marking for between 15 and 30 students [T_30]

Contact Hours
FA5 SP24
£15.67 hour
[9 hours for a 1 term module]

Marking Hours (includes small element for admin/preparation)
[= 1 hour marking/15 students/week = 18 hours/term] FA4 SP18
£13.13 hour

Preparation/Admin Hours
[9 hours per term]  FA4 SP18
£13.13 hour

TOTAL per term/TA = 9 x £15.67 + 27 x £13.13 = £495.54

B4. Teaching Assistant rates (summary including larger volumes of marking)

Summary of Proposed TA rates (including holiday pay):

<table>
<thead>
<tr>
<th>Rate</th>
<th>Number of Module Registrations at Term 1/2 snapshot for modules with marking</th>
<th>Contact Hours (per term) @ £15.67 rate [FA5/24]</th>
<th>Prep/Admin Hours (per term) @ £13.13 rate [FA4/18]</th>
<th>Marking Hours (per term) @ £13.13 rate [FA4/18]</th>
<th>Termly Cost/TA</th>
</tr>
</thead>
<tbody>
<tr>
<td>T_0</td>
<td>Zero marking</td>
<td>9</td>
<td>0</td>
<td>0</td>
<td>£259</td>
</tr>
<tr>
<td>T_15</td>
<td>1-15</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>£377</td>
</tr>
<tr>
<td>T_30</td>
<td>16-30</td>
<td>9</td>
<td>9</td>
<td>18</td>
<td>£496</td>
</tr>
<tr>
<td>T_45</td>
<td>31-45</td>
<td>9</td>
<td>9</td>
<td>27</td>
<td>£614</td>
</tr>
<tr>
<td>T_60</td>
<td>46-60</td>
<td>9</td>
<td>9</td>
<td>33</td>
<td>£692</td>
</tr>
<tr>
<td>T_75</td>
<td>61-75</td>
<td>9</td>
<td>9</td>
<td>39</td>
<td>£771</td>
</tr>
<tr>
<td>T_90+</td>
<td>76-90</td>
<td>9</td>
<td>9</td>
<td>45</td>
<td>£850</td>
</tr>
</tbody>
</table>

- Marking hours for T_60 and above rise incrementally by 6 as marking larger volumes of mathematical assignments will naturally bring efficiencies.
- It may occasionally be necessary on large modules to pay a few students the marking rate to undertake the marking activity only.
C. Small Group Teaching (for module Analysis 1)

- Collaborative teaching by PhD students in group sizes of 30 (typically around 10 groups).
- PhD students must have a good track record of undertaking supervisions and/or TA work and an excellent understanding of the subject area.
- Must be able to prepare the lessons with guidance from lecturer.
- Some administration required (e.g. Moodle).
- No marking involved.

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<tbody>
<tr>
<td>Contact hours, Preparation, Admin</td>
<td>FA5 SP26</td>
<td>14.83</td>
<td>1.79</td>
<td>16.62</td>
</tr>
</tbody>
</table>

**Proposed Payment Scheme:**

**Contact Hours**

<table>
<thead>
<tr>
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[9 weeks in Term 1 x 4 hours/week = 36 hours]

**Preparation/Admin Hours**

= 1 x contact hours, plus 2 hours in total for organisational meetings = 38 hours

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<td>16.62</td>
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</tbody>
</table>

TOTAL per teacher = 74 hours x 16.62 = £1229.88

D. Teaching Assistants for module Maths by Computer

- 2 hour lab sessions led by PhD students (TAs).
- The TAs make use of their knowledge to provide guidance and advice.
- PhD students must have a good track record of undertaking supervisions and/or general TA work and an excellent understanding of the subject area.
- Marking and some preparation/administration required.

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<tr>
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<td>1.69</td>
<td>15.67</td>
</tr>
<tr>
<td>Preparation, Marking, Admin</td>
<td>FA4 SP18</td>
<td>11.72</td>
<td>1.41</td>
<td>13.13</td>
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</table>

**Proposed Payment Scheme:**

**Contact Hours**

<table>
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<tr>
<th>Role</th>
<th>FA Grade</th>
<th>Base Hourly Rate</th>
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<tr>
<td>Contact hours</td>
<td>FA5 SP24</td>
<td>13.98</td>
<td>1.69</td>
<td>15.67</td>
</tr>
</tbody>
</table>

[8 weeks in Term 2 x 2 hours/week]
Marking/Preparation/Admin Hours  

\[= 5 \text{ hours x contact hours} = 40 \text{ hours in Term 2}\]  
\[\text{FA4 SP18}\]  
\[\£13.13 \text{ hour}\]  

TOTAL per teacher = \[16 \times \£15.67 + 40 \times \£13.13 = \£775.92\]  

E. Teaching Assistants for module Experimental Maths  

- Lab sessions in group sizes of 20 led by PhD students (TAs).  
- The TAs make use of their knowledge to provide guidance and advice.  
- PhD students must have a good track record of undertaking supervisions and/or general TA work and an excellent understanding of the subject area.  
- Some preparation/administration and marking required.  

<table>
<thead>
<tr>
<th>Role</th>
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<th>Base Hourly Rate</th>
<th>Holiday Pay</th>
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<tr>
<td>Contact hours, Preparation, Admin</td>
<td>FA5 SP24</td>
<td>13.98</td>
<td>1.69</td>
<td>15.67</td>
</tr>
</tbody>
</table>

Proposed Payment Scheme:  

Contact Hours 
\[\text{FA5 SP24}\]  
\[\text{£15.67 \text{ hour}}\]  
\[4 \text{ weeks in Term 3 x 3 hours/week}\]  

Preparation/Admin/Marking Hours  

\[= 2/3 \text{rds x contact hours} = 8 \text{ hours in Term 3}\]  
\[\text{FA5 SP24}\]  
\[\text{£15.67 \text{ hour}}\]  

TOTAL per teacher = \[12 \times \£15.67 + 8 \times \£15.67 = \£313.40\]  

F. One on One Support (e.g. for SEN students)  

- Similar to supervisions but for individuals.  
- Suitably qualified students/employees (e.g. from Disability Services) who must be excellent, empathetic teachers with a good understanding of the subject area.  
- Some preparation and marking required.  

<table>
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<tr>
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<td>11.72</td>
<td>1.41</td>
<td>13.13</td>
</tr>
</tbody>
</table>
Proposed Payment Scheme:

**Contact Hours**

£13.13 hour

[Dependent on individual’s needs]

**Preparation/Marking Hours**

£13.13 hour

TOTAL per week = 2 x £13.13/student

G. Peer Tutors (for module Analysis 1)

- Second or third year maths undergraduate students who support the TAs for Analysis 1.
- No preparation and marking required.

<table>
<thead>
<tr>
<th>Role</th>
<th>FA Grade</th>
<th>Base Hourly Rate</th>
<th>Holiday Pay</th>
<th>Total per hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact hours</td>
<td>FA1 SP6</td>
<td>8.44</td>
<td>1.02</td>
<td>9.46</td>
</tr>
</tbody>
</table>

Proposed Payment Scheme:

**Contact Hours**

£9.46 hour

[9 weeks in Term 1 x 2 hours/week]

H. Exam Script Marking

- Requires PhD students who have appropriate level of subject knowledge and are accurate whilst marking quickly.

<table>
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<tr>
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<td>Marking</td>
<td>FA4 SP18</td>
<td>11.72</td>
<td>1.41</td>
<td>13.13</td>
</tr>
</tbody>
</table>

Proposed Payment Scheme:

**Marking Hours**

£13.13 hour

Based on £1 per standard question per script or, £2 per compulsory (40%) question per script
C. Departments with non-standard teaching arrangements

1. Language Centre within SMLC

**Team-Teaching**

Will be paid in the same way as individual teaching, per sessional tutor, as it requires the same amount of input; but rates for office/advice/feedback hours will be divided by the number of team tutors delivering a class/module (where applicable).

**Language Classes (not-for-credit)**

In practice these classes tend not to require as much preparation/marking as for-credit language classes.

1 hour per contact hour for a non-credit bearing language class.

**Spinal Points**

Existing arrangements in the Language Centre will be maintained given the experienced nature of their teaching staff.

2. Centre for Lifelong Learning

As the department is currently reviewing its teaching portfolio, the department will continue to monitor its assumptions. Moreover, further discussions will take place with departments such as WMG and WMS in an attempt to find more common ground for tutors with a professional background, as well as at the post-doctoral level. In the meantime, for 2016-17, the model adopted within CLL will continue to be based upon the workload allocation model that has been developed for salaried staff in consultation with representatives from teaching staff based in various programme areas within CLL.

**Preparation time - Lectures**

- For new Open Studies Certificates – 1.5 hours preparation for every classroom hour for the first presentation of the certificate
- For new modules forming part of the undergraduate or postgraduate degree programmes – 2 hours preparation for every classroom lecture hour
- For revised modules forming part of the undergraduate or postgraduate degree programmes – 1.5 hours preparation for every classroom lecture hour
- For existing modules – 1 hour preparation for every classroom lecture hour
- Where an existing module or certificate is being taught by a new tutor for the first time - 1.5 hours preparation for every classroom lecture hour
- Where a module is repeated within an academic year the preparation time is reduced to 15 minutes per lecture hour
**Preparation Time – Seminar (for credit)**

CLL do not generally operate on a model of separate lecture / seminars. Where a lecture is followed by a group discussion of the lecture material, the discussion contact hours are paid for on a contact-time only basis. No additional preparation time is added for this activity.

**Marking**

CLL use a range of assessment methods which can include online and printed portfolios and learning diaries in addition to traditional essays. Marking is therefore paid for based upon module size rather than word-count:

- 1 hour per student for each module up to and including 15 credits
- 2 hours per student per 30-credit module
- 4 hours per student per 60 credit module

Where there are additional requirements for feedback, e.g. for some non-traditional students requiring a greater amount of support and feedback than the average student in other academic departments, CLL employ staff specifically to provide additional study skills tuition and personal tutoring.

**Meetings and Exam Boards**

An allowance will be added to the contract time to enable the tutor to claim for attendance at meetings and exam board, where required.

**Personal Tutors**

If sessional teachers act as personal tutors, this will be paid pro-rata to 10 hours per year per full-time personal tutee.

**Workplace visits**

To be paid per hour (no preparation time) according to departmental requirements.

**Classroom Observations for ITT courses**

C. 5 hours per observation depending upon geographical location of trainee

**Facilitators**

Payment will be for contact-time.