

# School of Health Sciences Work Plan Policy 2025<sup>1</sup>

Version 1.0 15<sup>th</sup> November 2024

## 1. Preamble

This preamble provides context to the School of Health Sciences Work Plan implementation as prescribed in Clause 22.10 of the Academic Agreement. The School's Work Plan Policy has been framed to support the Strategic Goals of the School and the University, specifically:

- To support effective, innovative, and engaged teaching and learning as essential priority.
- To continually improve the School's research culture and increase the number, quality and impact of research outputs and partnerships.
- To enhance the School's reputation locally, nationally and internationally.

The School offers both undergraduate and postgraduate programs in the discipline areas of: (i) allied health, (ii) public health and health services, and (iii) sport, health and exercise sciences. The School delivers programs across multiple campuses, combining on-campus and blended learning, as well as fully online programs, with teaching and learning activities taking place across most sessions of the academic calendar. Many programs include industry experience and clinical placements, requiring ongoing partnerships with a range of external organisations, as well as on-campus placement experiences at the Campbelltown Campus UniClinic. External professional accreditation is an essential requirement of many programs. Internationalisation of programs has been a key focus, including creating opportunities for international students to study with the School, and facilitating international exchange and placement opportunities across a range of programs in the School. Research endeavours focus on achieving high quality outputs that have a positive impact on the health and well-being of individuals, communities and populations. Research relevant to Western Sydney is a particular focus. The diversity of the School's research is recognised and valued. The various ways that research productivity, output and impact are recognised in the School, and reflected in the work planning process, have been articulated in this policy.

The diversity of and within academic disciplines in the School means that it is difficult to anticipate all contingencies. In this spirit, the School Work Plan Policy sets out the aims of the work plan process, and the principles and procedures to guide development and negotiation of Individual Work Agreements that are equitable, aspirational, and achievable.

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<sup>1</sup> This document should be read in conjunction with the University Workplan Policy 2023 and *Part F – Workloads and Career Development* of the Academic Staff Agreement 2022-2025.

## 2. School of Health Sciences Work Plan Committee

2.1. The School of Health Sciences Work Plan Committee must consist of:

- a. A Chair appointed by the Dean;
- b. At least two employees appointed by the Dean; and
- c. Elected employees equal in number to those appointed by the Dean under clause 2.1(b).

2.2. A quorate meeting requires attendance of four members, including the Chair (or nominee) and at least one elected representative.

2.3. The School of Health Sciences Work Plan Committee must:

- a. annually review this Work Plan Policy;
- b. monitor the equitable distribution of workloads in accordance with this Work Plan Policy; and
- c. report to the University Work Plan Committee on an annual basis.

2.4. The School of Health Sciences Work Plan Committee may choose to summarise this policy in a table or spreadsheet, which may act as a numeric workload calculator to total up different policy elements.

2.5. Any workload calculator used must be consistent with the requirements of this policy.

2.6. If disparity arises between the numeric workload calculator and the School of Health Sciences Work Plan Policy, the policy document will prevail.

## 3. Definitions

### General Definitions

3.1. **Academic unit** means a School or Institute.

3.2. **Employee** means an academic staff member of the University employed on an ongoing, fixed term, or casual basis who is covered by the Western Sydney University Academic Staff Agreement 2022-2025.

3.3. **Supervisor** means the person nominated by the University to whom an employee reports, whether directly or indirectly.

3.4 **Scholarship** means to develop expertise in teaching, research, and governance.

### **Academic Work Definitions**

As set out in clauses 23.22-23.26 of the Academic Staff Agreement, academic work is comprised of teaching; research and development; administration and governance; and approved service to the community.

3.4. **Teaching** includes:

- a. scholarly activities of acquisition, aggregation and synthesis of knowledge in the preparation of teaching materials;
- b. design and/or delivery of face-to-face, online, blended learning, and other subject/program delivery modes;
- c. delivery of lectures, tutorials, laboratory classes, seminars, workshops, practicum, clinical education, and blended learning;
- d. development and/or delivery of non-award short courses and programs including preparatory, supplementary, and Continuing Education programs;
- e. supervision of postgraduate coursework and honours students, research higher degree students and student placements, clinical learning, and practicums;
- f. design and preparation of student assessment;
- g. marking and student feedback;
- h. availability for student consultation relating to an individual's own teaching;
- i. scholarly and professional engagement to maintain currency in a discipline and professional area; and
- j. scholarly activity to develop and maintain teaching skills and understanding of pedagogy.

3.5. **Research and development** includes:

- a. scholarly activities of acquisition, aggregation, and synthesis of knowledge in the preparation of research projects and associated activities;
- b. planning, constructing, undertaking, analysing, and publishing research;
- c. writing articles and other works for publication;

- d. preparing and submitting external research grant proposals;
- e. developing collaborative research networks both nationally and internationally;
- f. presenting and/or publishing scholarly papers, addresses to conferences, and the like;
- g. approved consultancy research and associated work; and
- h. development of intellectual property, patents and commercialisation.

3.6. **Administration and governance** includes:

- a. program and subject coordination, including new and existing program and subject development, development and evaluation of materials, benchmarking curriculum and learning outcomes, and obtaining professional accreditations;
- b. management or coordination of centres, units, and/or academic organisational sub-units or functions;
- c. contributions to committees;
- d. formal Employee supervision;
- e. management, coordination, development, or promotion of University enterprises, programs, or commercial activities;
- f. general administration of policies and work of the Employee's academic unit; and
- g. contribution to institutional leadership and/or governance at the University.

3.7. Where relevance to the work of the University can be demonstrated, **approved service to the community** includes:

- a. contributions to, and involvement with, professional or academic associations, business, unions, and industry;
- b. contributions to, and involvement with, government and community bodies and associations relevant to the University's engagement strategy;
- c. involvement in academic publishing through refereeing articles, editing journals, and participating in editorial boards; and
- d. promotion of the University in the community.

## 4. Principles

This document provides principles and procedures in relation to managing these areas of academic work, including how the unit's policy guides the development of Individual Work Agreements.

- Principle 1. In developing individual work agreements both critical teaching as well as effective teaching are essential considerations.
- Principle 2. This policy aims to positively promote quality educational experiences for students.
- Principle 3. This policy aims to support the career development aspirations of academic staff at all stages of their career, with opportunities to develop scholarship as a part of their professional development.
- Principle 4. This policy aims to provide opportunities for excellence across all aspects of academic work.
- Principle 5. Work planning should be based on supporting staff in their teaching and research goals.
- Principle 6. Workload discussions and negotiations should be conducted in a collaborative and co-operative manner.
- Principle 7. Workload allocations should be unambiguous, fair, and efficient.
- Principle 8. Work plans should be adaptable and responsive to changing circumstances, allowing for continuous improvement and the pursuit of excellence in upholding the principles outlined above.

## 5. Individual Work Agreements

5.1. Individual Work Agreements are negotiated on an annual basis between an employee and their supervisor, who should be familiar with the Academic Staff Agreement 2022-2025, the University Work Plan Policy, and this work plan policy.

5.2. Supervisors must then recommend the signed Individual Work Agreement for approval by the Dean, as per clause 23.34 of the Academic Staff Agreement 2022-2025.

5.3. Individual Work Agreements are agreed through a process of negotiation. This is distinct from the leadership and support provided during Academic Career Development, Planning and Review.

5.4. Individual Work Agreements must be collegially negotiated and agreed in writing.

5.5. Individual Work Agreements must be approved by the Dean by 31 March each year.

5.6. Individual Work Agreements are subject to renegotiation if circumstances substantially change after the date they are agreed.

5.7. In addition to the content requirements of clause 23.28 of the Academic Staff Agreement 2022-2025, Individual Work Agreements must make allocations as required by clauses 6-8 below.

5.8. Individual Work Agreements for part-time staff are guided by Clause 28 of the University Work Plan Policy.

5.9. Work plan negotiations within the School will be conducted in an open, collaborative and co-operative manner initially in designated groups, to be known as 'academic groups'. The designated academic groups for the purpose of work plan discussions will be as follows:

- Occupational Therapy
- Physiotherapy
- Podiatric Medicine
- Paramedicine
- Speech Pathology
- Traditional Chinese Medicine
- Undergraduate and Postgraduate Health Sciences and Public Health
- Health and Physical Education and Sport Development
- Sport and Exercise Science

5.10. Final Work Agreements that have been signed by the Dean will be sent to a SharePoint site as a Work Agreement repository that all academic staff can access to provide full transparency of Work Agreements across the School.

5.11. To ensure equity, transparency and compliance with the School Work Plan Policy, the School Work Plan Committee will monitor the equitable distribution of workloads and review the general Work Agreement allocations resulting from the collegial discussions referred to in Clause 5.9 above.

5.12 Workload allocation for decasualisation staff relating to research, scholarship, and maintenance of disciplinary currency should refer to WSU EBA Clause 16.13.

## 6. Teaching

### Standard Principles

6.1. Apart from Deans, Deputy Deans, Directors, Deputy Directors, and research only academics, all staff have a minimum 20 percent teaching allocation, with at least 10 percent allocated to coursework teaching.

6.2. There is a maximum teaching load of 50 EFLS per year or 12 hours per week (unless the teaching has minimal or no preparation).

6.3. There is a possible teaching allocation of 5% a year (to a maximum of 10%) to enable participation in Foundations of University Learning and Teaching (FULT).

6.4. Staff are eligible for marking relief if they are responsible for more than 150 students in a teaching period.

6.5. Travel time of 2 hours is allocated for employees required to teach on more than one campus in a single day. This allocation may be varied if a reason is specified in an Individual Work Agreement.

6.6. Subject to the operational requirements of the School of Health Sciences, employees may concentrate their teaching to manage their research.

### **School of Health Sciences Principles**

#### 6.7. Teaching load

Global limits on teaching, as set out in Clause 23(5) of the Agreement, should be the broad measure of an acceptable workload. Individual Work Agreements will report the agreed responsibilities, including subjects to be taught, teaching hours, subject coordination, and research student supervision. This covers teaching load irrespective of mode of delivery.

Other factors will be taken into consideration when determining overall teaching allocation. These will include initial versus repeat delivery of a class, teaching a subject for the first time, size of subjects, subject assessment load, and other relevant factors. These factors will inform negotiations of each Individual Work Agreement. Other duties such as the development of new programs and subjects, significant revision of current subject content and/or mode of delivery, program accreditation or program review activities, and attendance at mandatory courses, will also be considered when negotiating workload allocation.

Consideration of mode of delivery in the above is guided by e-learning principles outlined in the University Work Plan Policy, clauses 73-76.

The following table provides a *guide* relevant to workload allocation and total teaching hours, noting variations as per clause 6.2 above.

The percentage allocation for each teaching hour carries with it an additional allocation of time that recognises the effort spent on scholarship, including preparation required.

Percentage Teaching Allocation	Estimated proportional marking hours in a teaching period
20 – 25	Up to 75
26 – 35	
36 – 45	Up to 125
46 – 55	

56 – 65	Up to 150
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## 6.8. Number and type of subjects taught

Some of the variables involved in negotiation of the number of subjects taught during the academic year include: teaching hours; type of teaching contribution (e.g. lectures, tutorials, practical classes, clinical classes, field work, e-learning); number of repeat classes; and whether new material is required to be developed. Normally, for staff with a developing research profile, the maximum number of subjects taught would be 4 per year.

## 6.9. Subject coordination

Some of the variables involved in negotiation of the number of subjects coordinated by a staff member include:

- subject coordination with minimal delivery versus subject coordination with full delivery;
- number of students in the subject;
- number of staff being supervised as part of the role;
- and industry placement/involvement or clinical placement.

Normally, staff with a developing research profile may coordinate up to a maximum of 6 subjects over a calendar year.

Subject co-ordination allocations are on a sliding scale. The following table shows the subject enrolment ranges and respective subject coordination allocation. This should be used as a *guide* to determine appropriate subject coordination administrative allocations. It is recognised that some circumstances will require a variation from these guidelines.

The ranges within the table are a *guide*. Upper and lower ends of subject enrolment are not in a direct relationship to upper and lower ends of administrative allocation per subject. Allocations take into account the complexity and nature of coordination activities of the subject and the number of sessional staff to be supervised, hence the range allocated to larger subject enrolments. Subject coordinators may negotiate variations to subject allocation where a case can be made that the subject coordination demands are particularly complex or involve extra time outside the standard sessions.

Subject Enrolments	Subject coordination allocation per subject
1 – 50	2%
51 – 99	3%
100 – 199	4%
200 – 399	5 – 9%
400 – 599	10 – 14%
600 – 799	15 – 19%
800 – 1099	20 – 24%
1100 and above	25%



Subject coordination activities may be apportioned across teams and for subjects with 800+ students, co-coordination can be considered. School subject co-ordinators or DAPs who provide assistance with the coordination of subjects being offered by Third Party Providers (e.g. quality assurance activities such as assessment marking/benchmarking and scrutiny or results) may negotiate associated workload allocation.

Coordination of subjects with international mobility experiences will be negotiated on a case-by-case basis.

As part of their normal duties, staff are expected to participate in routine subject and program development. In cases where there is a heavy curriculum development load and/or major change in mode of delivery, recognition may be allowed for this load following discussion with the supervisor regarding agreed upon outcomes. This recognition may take the form of a reduction in the staff member's other responsibilities, including research, teaching and/or administration.

#### 6.10 Supervision

Allocations for the supervision of Western Sydney University Higher Degree Research and embedded Honours candidates are determined at 5% per EFTSL, which includes responsibilities associated with honours marking. The same allocation (5% per EFTSL) and conditions apply to research projects within postgraduate coursework programs and to all undergraduate research project subjects. Pro rata percentages are allocated where the responsibilities are shared across a supervisory team. The upper limit on allocations for supervision (all categories above) is 25%.

Allocation for supervision of the Stage 1 (coursework) of the Master of Research will be 2% for the primary supervisor and 1% for a co-supervisor per EFTSL.

## 7. Research

Allocation of research time to staff in School of Health Sciences aligns to the research profiles and percentage ranges of the University Research Profiles.

The research profiles relevant to Schools are as follows:

### 7.1. **Scholarship or Developing Research Profile:** 20 percent research allocation

- This profile is characterised by few, if any, recognised high-order publications over the previous three years. Employees in this profile may be early career academics, developing their research profile, or returning to more active research. Supervisors and academic group colleagues should assist research development by encouraging teaching and research synergies, and by allocating workloads accordingly. A workload allocation for a research higher degree (RHD) enrolment may be granted for this profile, subject to

satisfactory annual RHD progress.

Research productivity indicative of achieving 20% in this profile would normally include four research outputs over the previous three years. Staff in this category may also be enrolled in a PhD. Staff should be developing their research profile by increasing journal publications that are of high quality, and by attracting internal funding to support their research. The determination of research allocation also includes consideration of the negotiated proposed research plan.

Judgement of impact of non-conventional research outputs will be guided by the Australian Research Council definitions see:

<https://dataportal.arc.gov.au/era/nationalreport/2018/pages/section1/non-traditional-research-outputs-ntros/>

## 7.2. **Substantial Research:** 20–40 percent research allocation

- Employees in this profile will have substantial research standing in their discipline and, depending on the character and methods of their research, will generally aspire to achieve national and/or international publication as well as competitive external funding.

This research profile is determined by research productivity (including quality, impact and quantity) over the previous three years, or pro rata. The 20% threshold is normally 5-6 research outputs over the triennium, primarily obtained through high quality publications, with a developing funding portfolio drawn increasingly from external sources.

An allocation of 40% requires 10-12 research outputs over the previous three years. Normally, staff at this level would be increasingly expected to be applying for, and successful in, gaining external funding (level of funding will be taken into consideration).

Early career researchers (up to 5 years post PhD) may request up to an additional 10% research workload (capped at 40% total research workload) if they are leading a new Category 1 grant.

Staff achieving a research allocation in the higher end of the profile would normally have a greater proportion of outputs emanating from research activities beyond those related to research student supervision. Allocations between 20% and 40% will be calculated proportionally. The determination of research allocation also includes consideration of the negotiated proposed research plan.

Judgement of impact of non-conventional research outputs will be guided by the Australian Research Council definitions see:

<https://dataportal.arc.gov.au/era/nationalreport/2018/pages/section1/non-traditional-research-outputs-ntros/>

## 7.3. **Research Leaders and Mentors:** 40–60 percent research allocation

- Academic staff in this profile will have an advanced research output in their discipline area, usually including significant external income and a well above average publication output. They will be required to play a research leadership and/or mentoring role for staff in the other profiles. Leadership and mentoring may include being the head of a recognised research program or unit, and/or guiding and supporting the research efforts of less experienced researchers.

The threshold standard for entry into this research profile is determined by research productivity (including quality, impact and quantity) over the previous three years, or pro rata, including external research funding (level of funding will be taken into consideration), and undertaking a formal research leadership and/or formal mentoring role. Research productivity should be high impact relative to the discipline.

The entry point for an allocation of 40% requires 10-12 research outputs over the previous three years, with an expectation of significant external funding, and demonstration of a formal research leadership and formal mentoring role. Publication and funding should be high impact relative to the discipline field.

An allocation of 60% requires 25-30 research outputs across the previous three years. Normally, substantive external research income coming to WSU that is commensurate with research leadership at a national level in the discipline field will be included from either a single grant or a combination of grants. In this category, it is expected that the researcher will be the research leader (CI-A) in funded projects. In addition to their leadership and mentorship roles, staff with a 60% allocation must have a recognised international profile within their area of specialisation. Publications should be in the highest ranked journals in the discipline field.

Staff with a research allocation in this profile would normally have a greater proportion of outputs emanating from research activities beyond those related to research student supervision.

Leadership and mentoring may include being the formally appointed head of a recognised research unit or formally recognised research group, and/or recognised mentoring the research efforts of less experienced researchers primarily across the School, or in some instances the University, to build research capacity and outcomes. Demonstrated mentoring may include an agreed structured program of activities and measurable outcomes, with evidence of these elements. Researchers at the higher end of this profile allocation would be expected to have evidence of mentoring/leadership that has been sustained over the previous triennium.

Research Leaders and Mentors would normally be senior members of the Professoriate. Any staff member wishing to be classified at this level should make a specific case to the Dean for that classification.

Allocations between 40% and 60% will be calculated in a proportional manner. The

determination of research allocation also includes consideration of the proposed research plan.

Judgement of impact of non-conventional research outputs will be guided by the Australian Research Council definitions see:

<https://dataportal.arc.gov.au/era/nationalreport/2018/pages/section1/non-traditional-research-outputs-ntros/>

The research profile relevant to Institutes is as follows:

#### 7.4. **Research Intensive Scholars:** 60–70 percent research allocation

- This profile relates to academic staff in University-designated Institutes, where competitively appointed RIF-funded scholars from Levels A to E are expected to have an advanced research standing relative to their colleagues at the same level, and where their primary role is to advance the research standing of the University.

This profile is not currently applicable to the School of Health Sciences.

In addition, the following category is recognized:

#### 7.5. **Research-Only Scholars:** 70–100 percent research

- Clause 23.1 of the Enterprise Agreement exempts ‘research-only academics’ from academic workloads. Research-only academics include those employed on research contracts of five years or less which may include positions funded by external grants or fellowships (such as DECRA and Laureate Fellows). Such scholars can take on administration and teaching, including HDR supervision, at their own discretion.

#### 7.6. **Research Profile Allocation Process**

- a. Allocations to research profiles will be made on a triennial basis, taking into account reasonable breaks in research activity for parental leave, illness, or other valid reasons.

Most Individual Work Agreements will include allocations for Research. These allocations will emanate, initially, from collegial discussions at the level of the academic groups, in the same way as teaching activities but will be informed by realistic and strategic prospective research plans as well as research productivity over the previous triennium.

The following factors provide a framework for the negotiation with the supervisor of the appropriate research workload:

- i. research productivity in the preceding 3 years relative to opportunity and career disruptions;

- ii. Pro rata yearly research grant income for 2025;
- iii. a research plan for 2025 that is developed by the staff member and discussed with the supervisor as part of the work plan negotiation process. Negotiations will be governed by the descriptions of the three University Research Profiles.

The **research plan** – the research plan will:

- i. outline progress against the previous year's research plan;
- ii. provide details of planned research outcomes from proposed research to be undertaken in 2025; and
- iii. demonstrate how the plan will lead to high quality and impactful traditional and non-traditional research outputs

The data for research productivity and grants will be considered in conjunction with the research plan in discussions between the staff member and supervisor for the Research allocation in the Work Agreement. If a staff member is not a research leader/mentor, the research allocation can only be above 40% with specific approval from the Dean on recommendation of the Associate Dean (Research) and Deputy Dean.

**Research productivity** - research performance using verified triennium publication and funding data is an indicator of potential performance during 2025. These data will be taken from the University Researcher Portal but data from other readily verifiable sources will also be considered.

Research grants often include HDR supervision as part of the grant. Where this is the case, supervision should be accounted for under section 6.11 and adjusted in an academic's individual prospective research workload allocation.

It is recognised that active research funding, particularly short-term consultancy-type funding, may change from time to time during the year and this may require adjustments in individual Work Agreements.

- b. An employee's entire workload may be allocated to activity other than research if:
  - i. the employee has had opportunities to produce research outcomes; and
  - ii. in the preceding 3 years, without good reason, has consistently not produced evidence of reasonably productive engagement in research consistent with the employee's academic level, discipline and personal career plans.
- c. The Academic Career Development, Planning and Review Process is the ongoing reference point for expected research outcomes. If an employee has shown signs of positive research engagement, they will be invited to submit a research plan which may inform their forthcoming research allocation.

## 8. Administration and Governance

8.1. In School of Health Sciences, a standard administration and governance allocation of 10% is allocated to academic staff cover administrative duties and collegial responsibilities such as Open Day, careers markets, academic advising (not covering formal academic program advice as provided by appointed Academic Program Advisors) and graduations.

8.2. Academic leadership positions attract the following administration and governance allocations:

School Role	University Designated Work Agreement Allocation
Deputy Dean	80%
Associate Deans	
Associate Dean, Research	40%
Associate Dean, Learning and Teaching	40%
Directors of Academic Programs	
Director of Academic Program – Postgraduate Health Sciences	30%
Director of Academic Program – Health and Physical Education and Sport Development	30%
Director of Academic Program – Sport and Exercise Science	30%
Director of Academic Program – Undergraduate Health Sciences	30%
Director of Academic Program – Occupational Therapy	30%
Director of Academic Program – Physiotherapy	30%
Director of Academic Program – Podiatric Medicine	30%
Director of Academic Program – Paramedicine	30%
Director of Academic Program – Traditional Chinese Medicine	20%
Director of Academic Program – Speech Pathology	30%
Academic Program Advisors	
Academic Program Advisor – Postgraduate Health Sciences	30%
Academic Program Advisor – Health and Physical Education and Sport Development	30%
Academic Program Advisor – Sport and Exercise Science	30%
Academic Program Advisor – Undergraduate Health Sciences	30%

Academic Program Advisor – Occupational Therapy	30%
Academic Program Advisor – Physiotherapy	30%
Academic Program Advisor – Podiatric Medicine	30%
Academic Program Advisor – Paramedicine	30%
Academic Program Advisor – Traditional Chinese Medicine	20%
Academic Program Advisor – Speech Pathology	30%

8.3 Administration and governance allocations for leadership roles consider the following factors:

- a. The nature of the work;
- b. The number of staff-members being supervised; and
- c. The student load in a program.

#### 8.4. University-Agreed Administration and Governance Allocations

University-Wide Administrative Activity	Source of Allocation	Time %	Days per Week	Hours per Week
Disability Coordinators	UWPP cl 67.a	5%	0.25	1.75
University Governance Committees	UWPP cl 67.b	5%	0.25	1.75
Human Research Ethics Committee (HREC)	UWPP cl 67.c, also refer to <a href="#">HREC Terms of Reference</a>	5%, 10% or 20%	0.25, 0.5 or 1.0	1.75, 3.5 or 7
Low and Negligible Risk Human Research Ethics Committee (LNR HREC)	UWPP cl 67.d, also refer to <a href="#">LNR HREC Terms of Reference</a>	5%, 10% or 20%	0.25, 0.5 or 1.0	1.75, 3.5 or 7
Academic Unit Work Plan Committees	UWPP cl 67.e	2%	0.1	0.7
Senate-mandated academic unit committees or sub-committees	UWPP cl 67.f	2%	0.1	0.7
Health and Safety Representative	UWPP cl 67.g	2%	0.1	0.7
Health and Safety Deputy	UWPP cl 67.h	1%	0.05	0.35
Equity and Diversity Working Party Members	UWPP cl 67.i.i	1%	0.05	0.35
Equity and Diversity Working Party Dual SAGE – Self-Assessment Team Members	UWPP cl 67.i.ii	2%	0.1	0.7

Equity and Diversity Working Party Allocations Chairs	UWPP cl 67.i.iii	3%	0.14	1
<p>For further guidance please see Administration and Governance Allocations (UWPP cll. 66-71), that discuss the University-wide allocations for these responsibilities.</p> <p>Workloads for Health and Safety representatives in School of Health Sciences have been developed in consultation with relevant Health and Safety Committees and Campus Provosts.</p>				

### 8.5. School-based responsibilities

Workload for committee membership cannot be claimed by staff whose committee membership is implied by other roles for which they receive a workload allocation. For instance, DAPs cannot claim a separate workload allocation for being on SAC. Staff who do not hold a formalised leadership role in the School such as DAP/APA/Associate Dean, but who are engaged in School or University-based roles and responsibilities approved by the Dean, such as being a representative on a working party or being an Indigenous Strategy Working Party staff member, may discuss a workload allocation commensurate with the requirements of the task, ranging between 1-3%.

### 8.6 External governance responsibilities

External governance responsibilities must be supportive of the School strategy, and previously approved by the Dean in line with WSU EBA Clause 23.26 to a maximum of 5%.

## 9. Dispute Resolution

9.1. Disputes about Individual Work Agreements must be referred to either the Dean or the School of Health Sciences Work Plan Committee for resolution in the first instance.

9.2. The School of Health Sciences Work Plan Committee must either attempt to resolve the dispute or escalate the dispute to the Dean.

9.3. The Dean must attempt to resolve any dispute referred to them.

9.4. If the dispute remains unresolved, either person may refer the dispute to the University Work Plan Committee.

9.5. The University Work Plan Committee will determine if the workload allocation process has complied with the Academic Staff Agreement 2022-2025, the University Work Plan Policy, and the Academic Unit Work Plan Policy.

9.6. Decisions of the University Work Plan Committee will be binding and final.



## 10. Consultation

Group Consulted in Policy Development	Date of Consultation
School of Health Sciences Workplan committee	April 2024
School of Health Sciences Workplan committee	August 2024
School of Health Sciences all staff feedback survey	August – September 2024
School of Health Sciences Workplan committee	October 2024