Attachment 2: Guidelines for Developing Workload Allowances for Course Co-ordinators

These guidelines have been developed in consultation with the Committee of Heads of School from which the information was collated by Associate Professor, Tom Watson who inspected 11 School workload policies for references to course coordination and the allowances given for this activity. He indicated that some policies are very vague while others have explicit allowances.

The main trends are:

- The allowance for course coordination is either expressed in equivalent to students per semester, typically 110, or as a share of a standard hours per semester rubric or workload allocation points.
- Some schools have a threshold in course size before an allowance is given for a major course coordination allowance. This ranges from 35 eftsu to 60 eftsu. A minor allowance may be given for numbers below this threshold.
- Some schools have a base level allowance for course coordination, which increases with course enrolments above, say, 50 students per semester.
- The allowance for coordination above the major threshold ranges from 15% to 20% of semester workload, while minor allowances are 10% or less.

With such a variety in approaches and a small sample, it is difficult to arrive with firm conclusions, however the working party recommend the following allowances as a guide to be negotiated with the Head of School. Note that these are percentages of the teaching and administration workload, that is, they do not include the 20% allowance for research:

1. less than 50 students – up to 10%
2. 50-200 students – up to 20%
3. 200-400 students – up to 40%
4. above 400 students; Courses Manager role; and/or complex course/s (examples given below) – 50%

Notes:
- larger reductions can be negotiated where considered appropriate
- where there is a Course Administrator in the School a reduction of 50% in the allowance may be considered

Schools without explicit policies that recognise course coordination should be encouraged to devise them in order to recognise the administrative and pastoral burden taken by academic staff fulfilling this role.

Examples of Complex Courses or Complex Course Coordination

This information was collated by Assoc. Professor Ross Wilson, from a number of examples obtained from Course Coordinators across all of the faculties. Examining feedback from a range of Course Co-ordinators suggests that ‘complexity’ can arise from characteristics/features specific to the course and from the role expectations placed on the Course Co-ordinator.

The following characteristics/features add complexity to the role of course co-ordination and a course that exhibited most of the following would be regarded as a complex course:

Characteristics specific to the course:
1. articulated/nested course structure allowing for more than one exit point, for example
- Bachelors degree with articulated/nested certificate, diploma, advanced diploma, and/or associate degree
- Masters degree with articulated/nested post graduate certificate and/or post graduate diploma

2. an integrated or separate honours component
3. structure of course re cores, majors/specialisations, and electives. The premise here is that the greater the degree of flexibility in subject choice (that is the less prescriptive the structure) the more likely students will be to seek advice regarding subject selection
4. where the course is in a phase in or phase out stage
5. additional admissions requirements, for example direct application, interviews, portfolio assessment
6. offered offshore and/or via ‘partners’
7. course involves ‘joint studies’ thus requiring liaison with other Course Co-ordinators, Schools and/or Faculties
8. course is a double degree or part of a double degree, thus requiring liaison with other Course Co-ordinators, Schools and/or faculties
9. professionally accredited course by one or more professional associations
10. professional accreditation requires annual/biennial reporting to accrediting bodies, that is involves reporting at times between normal accreditation reviews
11. defined articulation arrangements in place (for example with a specific TAFE program) and these require regular review, that is annual or biennial

Expectations of Course Co-ordinator:
1. size of course reflected by current total enrolment and complexity of subject structure on the course
2. number of courses co-ordinated and whether some are in phase in and some are in phase out
3. coordinating more than one (1) course
4. coordinating both undergraduate and post graduate courses
5. practical/practicum coordination where required
6. where limited administration structure or support, for example on smaller, remote campuses

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