**TRANSFERRING ALs TO FRACTIONAL CONTRACTS**

The following are potential scenarios for associate lecturers (ALs) who have worked two or more years and done 110 or more teaching contact hours. They are therefore eligible for consideration over conversion to a fractional contract.

The principles guiding transfer include:

* Transfer should be voluntary: it is recognised that some ALs may chose not to transfer to a fractional contract for personal reasons (e.g. those in professional practice).
* ALs will be matched to the grade according to the appropriate role profile or job description. These can be accessed via the following link: <http://www.brookes.ac.uk/services/hr/reward/academic/index.html>

This would be to determine whether the AL is close to the appropriate profile with the demonstrable potential/ability to fully meet it within a reasonable period.

* Financially, those transferring should be no worse off than had they continued as ALs.

**Scenario A**

AL#1 works in a Faculty and did 250 hours teaching contact time in 2019/20 and, while some claims are still outstanding for 2020/21, their scheduled teaching time will be more this year at approx. 300. All these contact hours were at the comprehensive rate. Plus, they have claimed 75 hours as the basic rate (25 hours to support a field trip; 20 administrative work when they supported an academic colleague with some module leadership work; 30 hours for additional assessment).

They teach UG and PG level and are midway through a relevant PhD. The PhD is also in a topic that is highly congruent with a programme research group. They have undertaken a number of the [EXPLORE](https://www.brookes.ac.uk/ocsld/teaching-and-learning/explore-brookes/) programme workshops and are a member of the HEA.

This AL also has a part-time position in professional practice and a successful career in this field.

The two areas of work overlap and their Head of School reports that this AL brings a lot of their professional practice experience to bear on their teaching. They also bring their professional contacts, allow the students the benefit of their external networks and has therefore, albeit informally, brought some tangible knowledge exchange activity into the programme.

The head of department feels this knowledge exchange activity has real potential and if the current AL policy allowed it would like to give hours expressly for this as he feels it would benefit both students and wider teaching team.

The AL has voluntarily attended programme team meetings (though never claimed for them as they often take place at lunchtime on a day when they teach), actively contributes to these meetings and they also attend departmental academic staffing meetings too, one of the few ALs who do.

The AL meets the role profile for lecturer. Both the head of department and AL would like to make a permanent fractional appointment (while maintaining their other employment). Bearing in mind the work the AL has been doing, a contract at c. 0.5FTE would seem appropriate, plus any other fraction agreed between the AL and HoS for research/ke.

**Scenario B**

AL #2 works in a Faculty and did 220 hours teaching contact time in 2019/20 and although some claims are still outstanding for 2020/21 their scheduled teaching time remains at that level. All their hours were at the comprehensive rate though they also did additional hours at the basic rate during 2020/21 for additional marking and administration.

AL #2 has also and exceptionally, been identified as amodule leader and has led two undergraduate modules as the subject-specific nature of those modules means no substantively employed academic staff can lead them instead. They have completed some of the [EXPLORE](https://www.brookes.ac.uk/ocsld/teaching-and-learning/explore-brookes/) workshops run by OCSLD and they are an Associate Fellow of the HEA. They are enrolled for a PhD.

This AL does not yet fulfil all the duties of the Lecturer role description. The Head of School recommends that they be converted onto a fractional Gr. 8 Teaching Fellow contract. The HoS would be prepared to support them in expanding their role (e.g. by providing a mentor, allowing time to attend the [Staff in their First Three Years](https://www.brookes.ac.uk/ocsld/teaching-and-learning/staff-in-their-first-three-years/) programme and supporting them to complete the PhD) with a view to moving them to Lecturer within no more than three years.

Their total earnings for their contact teaching time during this current year will be (£43.79 x 200) = £8,758. NB as with all AL work their current annual leave entitlement is ‘rolled-up’ into the hourly rate.

Using this year’s teaching contact earnings as a proportion of the bottom of Gr. 8, AL #2 would be offered a (£8,758/£31,866) 0.27 contract, at minimum. This maintains their teaching income. In addition, they will accrue nine and a half days annual leave and a proportion of bank holidays/concessionary days. They will have three years of incremental progression and when they reach the top of their grade their salary by today’s levels will be about £9,200 (not including increases for annual pay awards). The AL and HoD will need to agree an appropriate FTE to recognise ongoing work that has previously been carried out at the basic rate, plus time for attending the First Three Years programme.

This scenario only uses teaching contact income to calculate a future FTE but total AL earnings as a whole would be included.

**Scenario C**

AL #3 works in a Faculty and did 150 hours teaching contact time in 2019/20 and although some claims are still outstanding for 2020/21 their scheduled teaching time remains at that level. All their hours were at the comprehensive rate though they also did additional hours at the basic rate during 2020/21 for additional marking and administration.

They teach UG language courses and, because no other full contracted academic staff within their department speaks this language, they are also module leader for two undergraduate modules. They are regarded as very capable in this respect.

They have a degree in their field, more than five years teaching experience (in HE) and informally they have contributed to wider curriculum developments, advised on assessment best practice and contributed towards short-courses for programme CPD income activity. They have been paid for these activities. However, they have no plans or aspirations for research, nor is the dept research-active in this area. There is no scope for knowledge exchange equivalent activity.

The Head of School recommends that they be converted to a fractional Gr. 8 Language Instructor position as the duties of such are role match closely what they already do and they meet all of the person specification requirements for an Instructor position. They do not fulfil all the requirements of the L/SL role descriptions.

The Head of School would like to discuss fraction as she feels the AL has demonstrable skills & capabilities that could allow them to transfer not just all teaching activity but also maintain module leadership and even grow some other areas.

NB. There is currently no progression route for Instructors to achieve Gr. 9 or beyond unless they apply for a vacancy at lecturer/SL. Progression routes are currently being looked at though by the University.

**Scenario D**

AL#4 works in a Faculty and has done 200 hours of teaching contact time in the current academic year as well as last year. They have a PhD and in their own time have written a small number of publications. They have shown an interest in one of the research groups within their host School and stated their desire to work with that group should an opportunity arise. The head of that research group would support this.

They are a HEA Fellow and have experience of teaching at both under and postgraduate level. They have also supervised undergraduate dissertations and recently completed the Brookes training to supervise PhD students.

The Head of School is supportive of a fractional contract. Furthermore, due to the retirement of a colleague this year in the subject team the Head of School would like to offer additional work to the AL as part of any new contract which the AL is receptive to.

It is proposed that a fractional SL contract is offered and this colleague is allocated hours for research. The fraction considered is greater than the equivalent AL hours as all parties are happy to offer more, given the new modules to be taught and this person will do the academic advisor training asap so that they can take on this responsibility.