

Guidelines for work planning at the University of South-Eastern Norway (USN)

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The guidelines for work planning at USN are based on the overarching principles adopted by the University Board on 17/06/2021 ([S ref. 36/21](#)) and apply to employees in teaching and research positions at USN. The guidelines also apply to technical employees with teaching tasks. Part 1 of the guidelines describes the purpose of the principles, the task categories and how the principles should be applied. Part 2 includes standards for what should form the basis for resource calculations for the various task categories. The guidelines as established in this document are not necessarily exhaustive for all tasks.

PART 1 – Guidelines for work planning

A. Purpose and background

The guidelines for work planning will contribute to high quality in teaching, academic supervision and research activities. The guidelines establish common conditions and should be used as a tool for managers, in consultation with individual employees, to manage employee expertise and work resources in an academically appropriate and effective manner for the primary activities of the university: *teaching, research and dissemination*. The departments have an important role to play in strategy developments at USN and will ensure that work planning takes place in accordance with both the direction of developments and the resource platform.

The purpose of the guidelines for work planning includes:

- Establishing common guidelines for work planning at the university.
- Contributing to predictability for individual managers and employees
- Facilitating collaboration and interdisciplinary development
- Prioritising resource use to support the strategy and objectives of the faculty and university
- Developing and allocating the overall expertise at the university in an appropriate manner
- Contributing to the development and establishment of the desired quality in teaching and research

- Making an important contribution to the university's HR policy
- Providing an overview of resource use in the university's core activities of teaching, research and dissemination, as well as administration

USN will use a single ICT system for work planning. The digital planning tool will provide direct insight into the university's follow-up on the requirements set down in the Supervision Regulations relating to the composition, scope and overall expertise associated with a programme of study in the academic environment. [Regulations concerning Supervision of the Educational Quality in Higher Education \(Academic Supervision Regulations\)](#)

The guidelines will be used by all faculties and underlying units within the established standards for resource allocation as described in this document.

Operationalization of the guidelines for work planning shall be discussed annually with the employee representatives at each faculty. To ensure continuity and good processes, the annual discussion should be incorporated into the faculty's annual cycle in advance of the work-planning process for the upcoming academic year.

The discussion between the parties is followed up by ensuring that managers and staff at the departments receive the necessary information and training in the use of the guidelines. The departments establish routines that ensure that the follow-up of employees' competence development plans in performance appraisal interviews is viewed in connection with the allocation of tasks in each employee's work plan and the organization's stated strategies and objectives.

B. Resource calculation for FTEs

An employee in a 100% position has 1687.5 hours net¹ and 37.5 hours net per week (excluding breaks). In other words, the employee's combined work tasks must be performed within this number of hours, usually divided into five days a week, from Monday to Friday. For employees over the age of 60, the following applies:

- **Age 60 and over** 1,650 hours (reduction of 37.5 hours per year due to 6th week of annual leave)
- **Age 62 and over:** 1,590 hours (further reduction of 60 hours per year, i.e. 8 working days, under the "extra annual leave for seniors" scheme)
- **Age 65 and over:** 1,552.5 hours (further reduction of 37.5 hours per year, i.e. 5 working days – locally negotiated seniors policy)

Extra annual leave for seniors is part of Norway's seniors policy and aims to encourage more seniors to remain in work for longer. These hours / days cannot be transferred from one calendar year to the next if they have not been used. Employees who turn 62 / 65 during the first half of the calendar year will have their workload reduced by 50% of the hours awarded to senior employees under the "extra annual leave for seniors" scheme per calendar year in the work plan for the current academic year.

The work plan period runs from 1 August to 31 July and is based on the number of teaching weeks per semester.

A teaching session lasting 45 minutes is counted as one hour in the work plan. All other tasks are calculated in real time. Time spent on learning activities that require preparation and follow-up is

¹ The annual working hours of employees in a 100% position are 1,687.5 hours. This is calculated as follows: 37.5 hours for 52 weeks, minus 5 (6) weeks' annual leave and 2 weeks in connection with Easter, Christmas and movable public holidays (Maundy Thursday, Good Friday, Easter Monday, Christmas Day, Boxing Day, New Year's Day, 1 May, Whit Monday, Ascension Day and 17 May).

determined on the basis of a factor norm. The factor includes the time spent both on carrying out the activity and on preparation and follow-up. See also part 2, item 1.1. Time allocated to different tasks is linked to a factor norm. Factor norms are intended to ensure that comparable work to a large extent receives the same resource allocation.

C. Description of task categories

The responsibilities of employees in teaching and research positions must be recorded using work plans and are split into the following categories in accordance with the Board resolution in S ref. 36/21:

1. Learning activities and assessment
2. Research, innovation, artistic development and dissemination (R&DI)
3. Professional/educational development (PED)
4. Administrative work

Re: Section 1 Learning activities and assessment (1.1-1.7)

The term learning activities encompasses the planning and implementation of learning activities and means that students will actively participate in many different ways and in different forms of learning in order to achieve the established learning outcomes. In addition to teaching with time for preparatory and follow-up work, academic supervision linked to the course (also linked to supervised professional training and laboratory activities), evaluation, examination work and assessments are also integral parts of learning activities.

Students must be offered an academically developed programme. Time resources for professional development are included as a separate item in the learning activities (Item 1.6). Professional development refers to the time each employee and the academic community linked to the learning activities has available to remain academically up-to-date, in order to offer and implement qualitatively strong facilitation of learning for students. The need for professional development will vary over time. Further development and quality development of the programmes offered can also be included in PED resources.

Re: Item 2 R&D, innovation, artistic development and dissemination (R&DI)

For the purposes of work planning, R&DI encompasses research, development, artistic development and innovation.

Research is a creative activity that is conducted systematically in order to achieve increased knowledge, including knowledge of humanity, culture, technology and society, and also encompasses the use of such knowledge to identify new applications and contribute towards technological developments.

Artistic development refers to original activities equivalent to research and development and is based on both practical and artistic experiences. Artistic development work involves production at a high level in the fields of music, theatre, art, etc. that corresponds to R&DI work in other professional areas.

Development refers to systematic activities that apply existing knowledge from research and practical experience to develop new or significantly improved products, processes, systems or services.

Innovation, in this context, must be understood as the development of new or significantly improved products, services, processes, organisational forms or marketing models that are adopted to achieve value creation and/or social benefit, cf. the Research Council of Norway's Innovation Strategy 2011–2014. [Research Council of Norway's Innovation Strategy 2011–2014](#)

Each academic employee with time resources for R&DI must have a plan for the work, including descriptions of academic quality and relevance. The plan must include a brief description of one or more

projects, including information about objectives, methodology, progress and expected outcomes. Documentation and results must be adapted to the nature of the subject. R&DI projects and results must be reported via CRISTin. Innovation activities must be reported and documented in accordance with the Oslo Manual (OECD/Eurostat 2018).

USN will contribute towards research-based knowledge development and offer research-based education. The university will efficiently manage allocated resources and will actively seek to be awarded external resources. Furthermore, R&DI activities will ensure that the university remains an internationally competitive, professional and industry-oriented, socially relevant knowledge provider.

All employees responsible for learning activities are expected to be involved in R&DI activities to a greater or lesser extent over time. It is expected that employees qualified to at least senior lecturer / associate professor level in general and professors in particular are actively involved in R&DI work. R&DI activities require a long-term perspective and predictability in allocating R&DI time to the individual. Achievement of results has an impact on the future allocation of tasks, specifically in the form of more or less R&D time. R&DI resources may be reduced and reallocated to other tasks if the expected results are not achieved.

The university is also responsible for managing the dissemination responsibilities as part of the R&DI resource. The institutions must contribute to disseminating results from research, academic and artistic development to the benefit of society and must facilitate employee participation in social debate. Employees contributing to an enlightened and well-informed public discourse through insight, facts and research-based knowledge is an important democratic function.

[Re: Item 3 Professional/educational development \(PED\)](#)

Professional/educational development refers to development linked to learning activities in the various programmes and courses that elevate the quality of learning. Development work may safeguard key teaching and learning requirements, while also helping strengthen the academic expertise of the university. Development of new forms of work in the education programmes and development of new offerings and collaborative projects for the professional field.

Professional/educational development is an important development task for USN, given the profile and ambition of the university. Professional/educational development, R&D, innovation and artistic development are equal categories in the work plan. The purpose of this category is to ensure that employees can have the time for development work for the purpose of raising the quality of education and academic supervision. Educational development will, among other things, contribute to innovation and changes to learning and assessment activities and aims to improve educational expertise at the university. Examples of professional/educational development may include:

- Development of new teaching programmes, student-led working methods, flexible access to education, including through digitalisation
- Programme revision and development of new programmes of study
- Raising the quality of learning activities
- Work associated with the improvement of courses and candidate production per academic work year and strengthening of the attractiveness of graduate students in the labour market.
- Increasing the scope of international student and employee mobility
- Development and implementation of EVU initiatives in collaboration with working life in order to strengthen regional skills development and contribute to the further development of USN flexible
- Experimentation with new learning and working methods and diversity in both formative and summative evaluations/assessments
- Contributing to universal design in order to improve students' access to education.

- Strengthening educational competence through higher education pedagogy and Ph.D. supervisor courses.

However, there are result expectations associated with resource allocations for all job categories. Achievement of results affects the future allocation of tasks, specifically in the form of more or less professional/educational development time.

Re: Item 4 Administrative work

This task category includes both academic administrative tasks/educational management and other administrative work not directly linked to the other categories. In order for the work planning tool to provide the best possible overview of resource efforts linked to learning activities, professional/educational development and R&DI, there is a need to distinguish these from one another.

Academic administrative work/educational management

Educational management and academic administrative tasks directly linked to the planning and implementation of programmes of study are included in this sub-category. Examples include course responsibility, programme and research management and certain other management tasks at level 4.

Other administrative work

This task category includes planned tasks that do not fit into any other category. Examples include:

- Time for faculty and department meetings and various collaborative meetings
- Elected office work (tasks linked to being an employee representative, working environment issues, international coordinator work, etc.).
- Participation in committees
- Participation in shared activities at the faculty/university
- Expert committee work
- Supervising colleagues
- Studies commissioned by the university

Each employee has one campus as his/her main workplace. If an employee is ordered to teach at one of the other campuses, travel time will be counted as working hours in addition to the hours calculated in the factor model. These hours are entered under this category and actual time is recorded. The same applies for travel time in connection with supervision of students on practice placements.

D. Management of the principles

Work plans shall be used in all the faculties and departments as the basis for planning, administration and follow-up of human resources. The work plans must be drawn up annually in collaboration with the employee. The work plan sets a norm for the work that has been planned for the academic year.

Calculation of time spent on tasks shall, to the greatest possible extent, reflect the tasks the employee actually has. This means that adjustments must be made during the academic year. Hours allocated to tasks that were planned but are no longer carried out are removed from the work plan, and tasks that were not planned but must be performed are added to the work plan. The time resource allocated is to be understood as a norm. If there is a need for time use beyond the norm, this must be agreed with the immediate superior.

The number of students indicated in the work plans is based on the historical average number of students and, as relevant, expected number of students for the academic year. In the event of major changes in the number of students and the scope of work for the employee during the academic year, the work plan should be adjusted. Adjustments to the work plan shall be made in collaboration with the employee.

USN will use a single ICT tool and the work plans should generally be approved no later than 15 June each year. The guidelines for work planning and the ICT system will ensure that USN can quickly retrieve management data for documentation and follow-up.

The guidelines for work planning for employees in teaching and research positions are a matter for consultation pursuant to Section 18 no. 1, g) of the Basic Agreement.

The number of activities planned must be prioritised within the allocated budget and earned funds. This means that teaching arrangements and use of resources must be adjusted according to the actual number of students who enrol for a particular course. The Dean/Head of Department/Research Group Leader/Programme Coordinator will be responsible for dimensioning each course within the allocated resource limits. The number of teaching and academic supervision hours per ECTS credit (European Credit Transfer System) must be viewed in the context of the student's workload per ECTS credit in accordance with the supplementary provisions to the regulations relating to studies and examinations at USN, see Section 3-1 in particular.

[Regulations relating to studies and examinations at the University of South Eastern Norway \(USN\)](#)

The work plans and related tasks are prepared in the individual faculty and department, in dialogue between the employee and his/her line manager (or person delegated this task). The head of department (or line manager delegated the task) determines the work plan (cf. the right to manage distribution of working hours). The work plan is a dynamic follow-up tool and can be changed during the planning period if required. Both the manager and the employee have a duty to address the need for significant changes as soon as possible and to make sure that the work plan is adjusted.

If the employee takes on or is given new tasks for which he/she is not compensated financially and which result in less time for R&DI or PED than originally determined, the employee may request an agreement regarding increased resources for these tasks in the following academic year.

Employees must reach an agreement with their immediate manager before assuming other responsibilities that could have consequences for the work plan.

Employees may also have external engagements outside of USN, within the framework set by the [Internal Guidelines for External Engagements – Secondary Employment at USN](#).

The work plan must be followed up on in line with the employer's responsibilities and the employee's duty to cooperate in the prevention and follow-up of sickness absence, as well as individual circumstances relating to follow-up of the agreement on inclusive working life. Employees shall immediately report any circumstances that might affect their workload or impact the work plan.

Assuming it is followed up on and updated during the academic year, the work plan will, in addition to providing an overview of planned tasks, also provide an overview of the actual distribution of working hours and activities performed. With this as a starting point, the work plan, together with overviews of publishing, documentation of planned R&DI activities, etc., will provide a comprehensive overview of the individual's tasks and performance. The work plan will be an important tool in employee follow-up and will form the basis for the annual performance appraisal interview. This will also be an element in the manager's follow-up with regard to result attainment.

In the event of full or partial long-term absence, all the work tasks in the work plan will normally be reduced proportionately. In the event of long-term absence (for example, illness) in the period during which the employee was supposed to perform R&DI work, this could lead to postponement of the deadlines for completion of this work, but the employee cannot expect to have the missed R&DI working hours rescheduled.

With regard to long-term absence on the part of research fellows, see Regulation 2006-01-31 no. 102: Regulations concerning terms and conditions of employment for the posts of post-doctoral research fellow, research fellow, research assistants and specialist candidates, chapter 2. Joint provision, Section 2-3 Leave of absence and renewal of the term of employment [Regulations concerning terms and conditions of employment for academic posts.](#)

PART 2 – Frameworks and standards for resource calculations

The guidelines are structured into the categories into which an academic work year will be divided and in accordance with the board matter relating to work plan principles, June 2021 (the starting point is a full-time position) (see also Part 1):

1. Learning activities and assessments as a common designation for teaching, academic supervision, including supervised professional training and laboratory supervision, evaluation, examination work (assignments, examinations, etc.) and professional development.
2. Research, innovation, artistic development and dissemination (R&DI).
3. Professional/educational development (PED).
4. Administrative work (common meetings, appointments, participation in committees, programmes and research coordination, etc.).

The tables² below show how a work plan can be broken down, with percentages for each category. The Head of Department, in consultation with the employee, will be responsible for utilising the opportunities and flexibilities of the various categories in order to create work plans to achieve the objectives of USN and ensure development and a positive working environment for the employee. The percentages must be used to determine a percentage of the work year. For the categories/columns in tables 1 and 2, this document will later explain how the percentages are converted to working hours in individual work plans.

Table 1 shows an indicative standard for time resources for each category with percentages for the responsibilities in each category and table 2 shows the ranges within which the allocations should fall.

Learning activities shall contribute to students succeeding in their studies and to academic staff having predictable conditions for planning the facilitation of student learning.

Professional development has been defined as part of category 1, learning activities. Time resources are described in further detail in Item 1.6. Resources for professional development can also be considered part of R&DI/PED. The distinction between professional development, R&DI/PED, planning and teaching preparation is not always “crystal clear”. Professional development could therefore serve several purposes and elements of professional development will also be achieved through work on R&DI and PED, as well as the planning of learning activities.

The allocation of general administration resources is set to 5% per work year for all job categories. The R&DI and PED categories have been combined and a shared time resource is therefore allocated. Each individual must have a plan for their work and the results must be documented, cf. Item 2.2 and 3.2.

² The percentages represent defined standards and ranges for each component, specified as the percentage of a work year, and are explained later in this document.

Table 1: Standards for time resources for the four task categories included in an academic work year.

Job codes	Learning activities (1)	R&DI (2) and PED – Professional/educational development (3)	Administration (4)
Professor	50%	45%	5%
Associate Professor	50%	45%	5%
Assistant Professor	80%	15%	5%
University teacher/others	85%	10%	5%

The indicative standard can be deviated from at the manager's initiative in consultation with the employee and subject to the needs of the faculty/department, the employee's desires relating to their own work situation and results achieved in categories (2) and (3).

Table 2: Ranges for time resources for the four task categories in an academic work year.

Job codes	Learning activities (1)	R&DI (2) and PED – Professional/educational development (3)	Administration (4)
Professor	25-60%	35-70%	5%
Associate Professor	40-70%	25-55%	5%
Assistant Professor	60-90%	5-35%	5%
University teacher/others	80-95%	0-15%	5%

Allocations to the R&DI (2) and PED (3) categories must be viewed as a single time resource and the allocation between the categories might be emphasised differently between different planning/academic years depending on responsibilities.

Achievement of results affects the future allocation of tasks, specifically in the form of more or less RDI (Research, Development, and Innovation) or professional/educational development time.

In order to ensure good qualitative facilitation of learning, research activity and further development of individual skills based on the characteristics of the position, the duties of the positions of assistant professor and lecturer are defined as positions that have a relatively greater proportion of PED resources and learning activities than the positions of professor and associate professor. For professors and associate professors, R&DI will be emphasised ahead of PED.

The Head of Department may deviate from standards and guidelines based on the needs of the faculty/department, available resources and management assessments relating to result attainment. In the event of disagreement between the employee and the employer, the work plan must be discussed with employee representatives.

Time resources for professional development, R&DI resources, time for professional/educational development and administrative resources are generally allocated only to employees whose main position is at USN. Employees in secondary positions may, subject to an individual assessment or agreement, be allocated R&DI and PED resources as part of their position.

1. Learning activities

Resources for learning activities are initially explained as the programme offered to students in the form of organised learning activities. Based on this, the time resource requirements will be calculated based on sub-items 1.1-1.7. The total time resources (Item 1.1-1.5) must be understood as a standard for resource requirements for the implementation of a course.

The course coordinator, in dialogue with those organizing the learning activities in the course, facilitates how the hours are used, for example, reallocation of hours between organized learning activities and various forms of guidance activities.

Time resources are independent of student numbers. Students are normally offered 12 hours + (number of credits X 4) organised learning activities in a course worth 7.5 credits. For such a course, 42 hours of organised learning activities will be delivered, regardless of whether the programme is campus-based or online. 12 hours is an expression of students being offered 12 hours of organised facilitation of learning, regardless of the scope of the course and the total number of hours, taking into account that the scope of the course will be calculated in accordance with the algorithm. If the scope of the course is greater, the time may be truncated slightly so that e.g. a course of 15 credits will equate to 72 hours. This is illustrated further in the table below:

Algorithm	12+4* number of credits	
Calculated credits	Credits	Number of
	2.5	22
	3.75	27
	5	32
	7.5	42
	10	52
	15	72
	30	132
	60	252
	0	12

In order to ensure flexibility across units/programmes of study and courses, the algorithm may be designed so that the calculations are based on ranges for the starting number of 12, e.g. must fall somewhere between 8 and 14 or even higher if justified. This will influence how many organised hours of learning activities students are offered, while also ensuring the flexibility and unique characteristics of programmes of study.

For the entire Item 1 concerning learning activities, discretion may be applied with regard to the different categories 1.1 - 1.4 in order to facilitate good qualitative learning activities that take into account both the special characteristics of programmes of study and courses, implementation forms (campus vs. digital), stimulating entrepreneurial learning methods and ensuring variation in all categories to facilitate learning so that students receive varied professional and educational facilitation. The overall resources for a course are managed by the course coordinator and the limits are calculated based on the descriptions in Items 1.1-1.7.

Faculties/Departments should compare the time use of time between study programmes and courses with a view to efficient use of resources. If there are significant differences in the use of time resources, these must be justified by differences in resource needs for students to achieve learning outcomes. Where possible, the faculty/department should define the common rates that will be applied within the given ranges.

1.1 Standardisation of employees' time resource needs for teaching

For the provision that students receive pursuant to Item 1 - learning activities above, a conversion factor of 3.5 is usually used to calculate the time resources of each employee (number of hours in the work plan) for the component. This applies to teaching at all levels.

A higher factor can be used for new employees in their first year, candidates without teaching experience, first-time teaching of a course or a course being taught more than four years after the last

time, new course (new code/new name not sufficient). In order to ensure flexibility between units and programmes of study, the conversion factor should fall within a range of 3-4. The conversion factor will be applied regardless of student numbers. The number of students is managed as described in Item 1.2.

In the event that several employees collaborate on learning activities for a single course, the resource must be proportionately divided by workload. The resources in Item 1.1 must cover the planning and implementation of the learning activities. In the event that educational or infrastructure considerations mean that it is not desirable/necessary to split teaching into smaller groups, a factor of 1.5-2 must be used for recurring groups. Any splitting of the group must be discussed between the employee responsible for the subject and their manager.

1.2 Academic supervision - time resource allocated to each employee based on student numbers.

This resource is variable and based on the number of students and scope of the course. In order to ensure flexibility based on the “special characteristics” of programmes of study and courses, the calculation of resource allocations allows for choosing between two options (determined at faculty level):

Option 1:

Resource allocation is gradually reduced with increasing student numbers based on the following:

- Student 1-20: 8 X number of credits (60 hours at 7.5 credits)
- Student 21-50: 0.2 X number of credits X (number of students - 20)
- Student 51-100: 0.1 X number of credits X (number of students - 50)
- Student 101→: 0.075 X number of credits X (number of students - 100)

Example:

7.5 credits and 20 students gives 60 hours of academic supervision resources. 60 hours will still be allocated in the event of 7.5 credits and 40 students. Additionally, $0.2 \times 7.5 \times (\text{number of students} - 20) = 30$ hours will also be allocated, a total of 90 hours. The allocation per student will decrease as student numbers increase. The total sum will increase when the student number and workload increase. The constant number (8 in the first indent above) can also vary here, e.g. in the range 6-10, so that the academic supervision resource varies based on the desired resource allocation for the category. In the example with 7.5 credits and 20 students, the first 60 hours also include resources for the launch of the programme/course so that these include a specific resource for tasks other than academic supervision.

Option 2:

Academic supervision in the course: Basic resources (2x number of credits) + variable resources (0.75 to 1.5 x number of students, default can be set to 1)

Example:

15 credits and 30 students gives $(2 \times 15) = 30 \text{ h} + (1 \times 30) = 30 \text{ h}$, => 60 hours in total (with 0.75 it becomes 52.2 hours and with 1.5 it becomes 75 hours).

Good quality in the facilitation of learning requires the course plan to clearly describe the scope of the student's coursework requirements for which they will receive feedback throughout the learning period, individually or in groups.

In the event that student facilitators or student assistants are used, it is important to consider on a case-by-case basis whether the hours in the employee's work plan will be truncated.

When the number of students forms the basis for the allocation of resources for academic supervision, figures from the last two years will be used (one year if the course has run only once and an estimate as of 1 May if the course is new). An average of the students registered for teaching per 1.10/1.3 and

students registered for assessment will be calculated. In case of discrepancies between experience figures/estimates and actual figures, an adjustment is normally made in the work plans.

1.3 Resources for courses that are individual or group-based (not “teaching-based”).

Internships:

- Course responsibility and coordination: 30 hours of course responsibility + 1.5 hours per student for coordination, see Item 4.3 for further details relating to course responsibilities for other courses.
- Teaching with a factor of 3.5 for the implementation of scheduled seminar hours.
- Academic supervision of student (or multiple students) attending an internship (at a company) + reporting: 5-10 hours + the number of credits.

Bachelor's and master's thesis:

- Course responsibility and coordination: 30 hours of course responsibility + 1.5 hours per student for coordination, see Item 4.3 for further details relating to course responsibilities for other courses.
- Academic supervision, bachelor's thesis: 5-10 hours + number of credits.
- Academic supervision, master's thesis: 5-20 hours + number of credits.

This resource expresses the normal resource required for each assignment. For group assignments, the resource may be expanded as needed. The resource encompasses the entire academic supervision pathway until the candidate has submitted and examination has been completed. Academic supervision resources include internal examination of the assignment by the academic supervisor. In the event of multiple academic supervisors, the supervisors will mutually agree how resources will be allocated.

1.4 Supervised professional training and laboratory supervision, including simulation centre.

Resources for academic supervision during supervised professional training and the implementation of laboratory experiments constitute an important aspect of the facilitation of learning for students. The employee's resources for this purpose will be used for preparation/facilitation, direct academic supervision and follow-up work (evaluation of reports, etc.).

Supervised professional training in teacher education:

8 hours fixed resource + 2 hours per student for every 15 credits, or 10 hours fixed resource + 8 hours per student per academic year. Travel time is also calculated. In the event of travel between USN campuses, the guidelines in Item 4.6 will apply.

Practical training supervisor in healthcare and social care education:

For programmes of study that include a practical training supervisor, between 7.5 and 12.5 hours will be allocated for each student in the event of practical training with a duration of 2-10 weeks. This includes preparatory and follow-up work, as well as any travel time and visits to the placement site. Alternatively, number of students x number of weeks x 1.5 hours.

Laboratory supervision in healthcare and social care education:

For teaching in laboratories and simulation centres, the following standard will form the basis for resource calculations: In the event of laboratory experiments, a factor of 2 per hour of scheduled time for laboratory experiments will be allocated, regardless of any repetitions. This includes preparatory work and follow-up work, as well as implementation. In the event of especially strict quality requirements and a significant associated need for academic supervision, a factor of 2.5 may be applied.

TNM teaching in laboratories and training simulators:

In consultation with the programme coordinator and Head of Department, the course coordinator will agree on the appropriate scope of laboratory/simulation activities.

A factor of 2 per hour of scheduled time in laboratories or simulation centres is normally used. In the event of especially strict quality requirements and/or a significant associated need for academic supervision, a factor of 2.5 may be applied.

Some programmes of study have space restrictions when it comes to the implementation of laboratory and simulation activities. For these, a total resource will be calculated for the course in question based on the number of students and room capacity. In the event of repetitive implementation of the same activity in laboratories or simulation centres, a factor of 2 will be used for the initial group and 2 or 1.5 for subsequent groups, depending on whether the amount of preparatory/follow-up work is reduced in the event of repeated sessions.

Time resources for supervised professional training and laboratory supervision must also be flexible for the various professional programmes. This means that the aforementioned standards may be deviated from in the event that there are other ways in which to organise supervised professional training and laboratory supervision than what is included in the standard average used above. This must be adapted for each unit and professional programme.

1.5 Examination of work (summative assessment)

The time resources for the examination of work are based on the rates for what is allocated to external examiners but have been broken down into fewer categories. The resource also includes the examination of re-sit examinations and justification of the grade given by the "lecturer". The following standards apply:

Written examination:

Duration of the examination	Time resource
3-4 hours	45 minutes
5-6 hours	60 minutes

Written examination without invigilation (home examination)

Number of credits for the course	Time resource
Up to 15 credits	60 minutes
Over 15 credits	90 minutes

Bachelor's thesis, master's thesis and internships

Number of credits for the course	Time resource
Bachelor's thesis of up to 15 credits	Up to 3 hours
Bachelor's thesis over 15 credits	Up to 5 hours
Master's thesis, 30 credits	10 hours
Master's thesis over 30 credits	12 hours

Oral examinations are allocated 2 hours each.

1.6 Professional development

5% of the time resource is allocated for the work year in the work plan for professional development for all academic positions. The resources can alternatively be allocated as a further defined time resource based on the hourly figure assigned to learning resources.

1.7 PhD supervision

Supervision of Ph.D. candidates is allocated a resource of 300 hours per candidate for the entire scholarship period, shared between the main supervisor and co-supervisor. A maximum of hours can be given for up to three candidates, regardless of whether one is a co-supervisor or main supervisor.

2 Research, innovation, artistic development and dissemination (R&DI)

2.1 Allocation of R&DI resources to different job categories

a) For **professor** job categories, the following applies:

- As a general rule, employees appointed as professors should spend the same amount of time on learning activities and R&DI/PED after taking into account the resources for other components.
- Employees must have a plan in place for R&DI work. Furthermore, active participation in research groups, external funding and/or regular scientific publishing, international collaboration and dissemination are also expected. The Head of Department may change the scope of the R&DI resource if the employee fails to fulfil/is unable to fulfil their R&DI obligations (results), see Item 2.2. This would be done by the Head of Department and the employee identifying the cause of R&DI work not being fulfilled and adjusting the time resource accordingly.

b) For **associate professor** job categories, the following standard will apply:

- As a general rule, employees appointed as associate professors should spend the same amount of time on learning activities and R&DI/PED after taking into account the resources for other components.
- Employees must have a plan in place for R&DI work. Furthermore, active participation in research groups, external funding and/or regular scientific publishing, international collaboration and dissemination are also expected. The Head of Department may change the scope of the R&DI resource if the employee fails to fulfil/is unable to fulfil their R&DI obligations (results), see Item 2.2. This would be done by the Head of Department and the employee identifying the cause of R&DI work not being fulfilled and adjusting the time resource accordingly.

c) For the **assistant professor** job category, the following standard will apply:

- As a general rule, this job category will be allocated R&DI resources subject to application.
- The departments may offer training and academic supervision with regard to assistant professors' work on R&DI and applications for promotion. The time resources that may be allocated should be viewed in context over time, with a view to qualifying as an associate professor.

d) For the **PhD candidate** job category, 100% of time will be allocated as R&DI time if the PhD period is three years. For a PhD period of four years, 75% R&DI time and 25% time for learning activities will be allocated. R&DI/PED support for various projects or administrative tasks will be allocated as needed.

2.2 Expectations for the results of R&DI resources

R&DI resources must be spent on research, development and innovation or artistic development that underpins the strategy, objectives and action plan of the faculty in question. The academic employee will contribute towards the faculties achieving the defined objectives derived from institutional objectives.

Feedback from the Ministry of Education and Research (KD) is particularly related to strengthening publications (publication points, impact, international co-publication) and external funding of RDI projects. These two components are also important for USN's further development as a university.

1. In the context of the work plan, individual result expectations will be defined depending on the scope of the allocated time resource for the category in accordance with the following: Anyone with R&DI resources must publish through scientific journals or in the form of anthologies/monographs approved by the national channel register (Norwegian Register for Scientific Journals, Series and Publishers) or recognised international journal guides and/or through peer-reviewed artistic productions with explicit associated reflection.
 - a. The result expectation with a time resource of around 40% is at least one publishing point per year or three points over a three-year period and/or participation in an artistic production in a peer-reviewed/juried public performance (exhibition, concert, show), alternatively work over a three-year period resulting in an original production, such as a peer-reviewed/juried solo exhibition or performance of other independent artistic work.
 - b. Co-publication with international partners.
2. Active work with externally funded projects is further expected for the allocation of RDI resources, including:
 - a. Project management of RDI projects and work on applications to the Research Council of Norway (NFR), Regional Research Funds (RFF), the EU, and others.
 - b. Work in externally funded RDI projects in collaboration with other researchers and the business community.

The publication requirement in point 1a may then be reduced.
3. Academic supervision of PhD candidates resulting in graduation.

The following R&DI resources may compensate for some of the publication expectations, e.g.:

- Developing patents, commercialisation of R&DI work, establishing “start-ups”.
- Documented artistic development.
- Dissemination of R&DI work (e.g. dissemination through the media, lectures, research events, etc.).
- Involvement of bachelor’s and master’s students in R&DI work that leads to specific results in the form of publications or reports.
- Strengthening research groups and research communities, for example by way of research management, colleague supervision (mentoring younger researchers) or application writing.

When assessing and allocating R&DI resources, it is important to also take into account that the research groups must conduct research and be able to demonstrate documented results with satisfactory quality and scope for the content and level of the programmes of study, cf. the Academic Supervision Regulations).

Managers with personnel responsibility are responsible for evaluating the results achieved by the employee through resource allocation. Achieved results shall form the basis for determining the resource allocation for the upcoming academic year and be based on points 1-3 and the bullet points above.

2.3 Guidelines for a greater R&DI resource allocation

Academic employees may be allocated a greater R&DI resource than the range indicated in Item 2.1 in order to work on externally funded R&DI projects during a limited period.

Time for application development will normally be covered under the ordinary R&DI resources. When developing larger strategic applications, the Head of Department may allocate additional time for this

beyond the “ordinary” R&DI resources. The allocation of externally funded projects allows for a greater share of R&DI resources and will then contribute towards the funding of facilitated learning.

Extended resources for the R&DI-category are generally taken relatively equally from all categories in the work plan system, but not from R&DI resources, as this is what will be increased.

3 Professional/educational development (PED)

Resources can be set aside for PED regardless of job category. The resources must be used for professional/educational development (and will be subject to result requirements), cf. Item 3.2.

3.1 Allocation of PED resources in different job categories

- a) For the **professor** and **associate professor** categories, the following will apply:
 - Resources will be allocated to these job categories by agreement.
 - Prior to each academic year, a plan for the work must be drawn up and the results must be monitored in line with Item 3.2. The time resources can be a combination of PED and R&DI resources.
- b) For the **assistant professor** job category, the following standard will apply:
 - This job category will be allocated a basic resource of 15%. Prior to each academic year, a plan for the work must be drawn up and the results must be monitored in line with Item 3.2
- c) For the job categories **training instructor** and **other categories**, the following standard will apply:
 - These job categories will be allocated a basic resource. Prior to each academic year, a plan for the work must be drawn up and the results must be monitored in line with Item 3.2

3.2 Expectations for the results of PED resources

The PED resources will contribute towards quality developments in USN’s overall portfolio of study programmes through the programmes available at each unit, the development of new programmes of study and shorter courses, new forms of facilitated learning and further development of the entrepreneurial university in the form of continuous improvements to facilitated learning for all student groups. The results will also lead to improved course and candidate production by way of credits and candidate production for each academic work year, as well as ensuring the attractiveness of graduate students in the labour market.

In the context of the work plan, individual result expectations will be defined depending on the scope of the allocated time resource for the category in accordance with the following:

- Applications for and work on externally funded projects
- Raising the quality of learning activities in each course and programme of study to improve feedback (responses) from students in the Student Survey
- Developing new teaching and evaluation methods, student-led working methods and flexible access to education, including through digitalisation
- Developing new programmes of study
- Development and implementation of EVU initiatives in collaboration with working life in order to strengthen regional skills development and contribute to the further development of USN flexible
- Improving quality in supervised professional training and laboratory activities
- Contributing to an increased degree of international student mobility and international collaboration in programmes of study.
- Experimentation with new learning and working methods and diversity in both formative and summative evaluations/assessments

- Universal design to improve students' access to education
- Awarding the status of merited teachers

When allocating resources for PED, it is also important to take into account the fact that research groups focus on the facilitation of student learning and further development of employees' professional and educational expertise.

For employees admitted to the higher education pedagogy (UH-ped) courses, 150 hours are allocated for completion.

For employees admitted to the Ph.D. supervisor courses, 112,5 hours are allocated for completion.

Evaluating the results achieved through the resource allocation is a management responsibility. Assessment of results will form the basis for determining resources for the coming academic years and will be performed based on the indents above.

3.3 Guidelines for a greater PED resource allocation

Academic employees may be allocated a greater FTE percentage than the range indicated in Item 3.1 in order to work on externally funded PED projects during a limited period.

Time for application development will normally be covered under the ordinary PED resources. When developing larger strategic applications, the Head of Department may allocate additional time for this beyond the "ordinary" PED resources. The allocation of externally funded projects allows for a greater share of PED resources.

Extended resources for the category are generally taken relatively equally from all categories in the work plan system, but not from PED resources, as this is what will be increased.

4 Administrative work, educational and research management and resources for employee representatives

A basic resource of 5% is allocated for administration in each work year. This can be increased to 10% if the employee is required to undertake particular responsibilities. The basic resource must cover scheduled meetings at the employee's unit and other administrative activities, e.g. department and faculty meetings, participation in committees and councils at the faculty and various collaborative meetings, for example those linked to courses and programmes of study. Administrative work, educational and research management and resources for employee representatives are also associated with more categories, described in 4.1-4.7.

4.1 Administrative resources for participation in committees at institutional level

Committees at institutional level are allocated additional hours in the work plan in accordance with the table below (this overview is being reworked as part of the RUN project and has not been finalised):

Committees	Time resource
The Educational Quality Committee (UFU)	80 hours
The Learning Environment Committee (LMU)	35 hours
The Research Committee	35 hours
The Appeals Committee	80 hours
The Suitability Committee	20 hours
The Appointments Committee for UF positions	85 hours
The Appointments Committee for Teaching	26 hours

The Appointments Committee for	25 hours
The Equality and Inclusion Committee (LIU)	15 hours
The Main Health & Safety Committee (HAMU)	36 hours
The Ph.D. committee	80 hours
The faculty boards	8 hours per meeting
The Nomination Committee for Elections to the	50 hours for the chair/25 hours for
Participation in external councils and committees	Determined at the unit in question

4.2 Educational administrative tasks linked to course responsibilities

Time resources for course responsibilities are set to between 20 and 30 hours depending on the scope of the course. Additional hours may be allocated per student for certain courses. Any additional hours can be calculated as follows:

20 hours + number of credits + number of students (a factor in the range of 0.5 to 2).

This may be relevant if multiple academic employees participate in teamwork in the course or the activity takes place at multiple campuses, etc.

These resources will cover tasks resulting from the USN quality assurance system. The course coordinator is responsible for submitting the examination question paper to the Examinations Office before the established deadlines. If several employees contribute learning activities in a course and an identical course is offered at multiple campuses, the course coordinator must coordinate the operational and developmental tasks in the course. Other employees associated with the course will be expected to contribute to planning and implementation.

4.3 Educational and administrative tasks linked programme and research management

Time resources for management/coordination of programmes of study and research groups will be specified in individual work plans. Any role allowances must be agreed in accordance with the USN salary policy. Time resources and any role allowances must be set down in a separate appointment letter sent to the individual and will apply for the duration of the appointment. The time resources must be recorded as educational and administrative work in the work planning tool.

Time resources for roles should generally be reduced relatively equally in all categories in the work planning system.

Any allocation of special resources for management of externally funded R&DI projects may be included in this category.

4.4 Management tasks at level 4

Employees with personnel responsibility shall not have an individual work plan for the part of the position that includes personnel responsibility.

The following level 4 roles should be developed to include consistent role descriptions:

- Deputy Head of Department
- Management of defined research groups
- This role can be viewed in the context of programme managers to the extent that an employee with level 4 management tasks can combine this with the tasks defined in Item 4.3.

Time resources for these roles should generally be reduced relatively equally from all categories in the work planning system.

4.5 PhD Expert Committee and Assessment Committee

The assessment of applicants for research positions and similar applications for promotion, cf. [internal USN guidelines](#).

Type of position	1-3 applicants	4-7 applicants	8-15 applications
PhD Candidate	15 hours	25 hours	35 hours
Assistant Professor	15 hours	25 hours	35 hours
Postdoctoral	20 hours	30 hours	40 hours
Associate Position	25 hours	40 hours	60 hours
Professor	40 hours	70 hours	90 hours

In the event that there are more than 15 applicants, the hours must be assessed on a case-by-case basis.

For members employed and paid by USN, this work is expected to fall under required duties

Doctoral degree assessment - member of the assessment committee (PhD), including administrator work, must be allocated 30 hours.

4.6 Time resources for employee representatives

The allocated time resources for employee representatives must be recorded using the administration categories and will be in addition to the basic resource. These resources will be determined based on specific discussions at the relevant organisational level.

4.7 Driving between campuses (return journey)

Time resources for driving between campuses may be awarded when learning activities are planned as part of the work year that involve campuses other than the main place of work. The number of hours that will form the basis for this calculation can be found in the table below:

Drammen – Bø: 4 hours Drammen – Kongsberg: 2 hours Drammen – Notodden: 2.5 hours Drammen – Porsgrunn: 3 hours Drammen – Rauland: 6 hours Drammen – Hønefoss: 3.5 hours Drammen – Vestfold: 2 hours Drammen – Hallingdal: 2.5 hours	Vestfold – Bø: 5 hours Vestfold – Drammen: 2 hours Vestfold – Kongsberg: 2 hours Vestfold – Notodden: 3 hours Vestfold – Porsgrunn: 2 hours Vestfold – Rauland: 6 hours Vestfold – Hønefoss: 4 hours Vestfold – Hallingdal: 3 hours	Hønefoss – Bø: 6 hours Hønefoss – Drammen: 3.5 hours Hønefoss – Kongsberg: 3 hours Hønefoss – Notodden: 4.5 hours Hønefoss – Porsgrunn: 6 hours Hønefoss – Rauland: 7 hours Hønefoss – Vestfold: 4 hours Hønefoss – Hallingdal: 2 hours
Kongsberg – Bø: 2.5 hours Kongsberg – Drammen: 2 hours Kongsberg – Notodden: 1.5 hours Kongsberg – Porsgrunn: 4 hours Kongsberg – Rauland: 4 hours Kongsberg – Hønefoss: 3 hours Kongsberg – Vestfold: 2.5 hours Kongsberg – Hallingdal: 2.5 hours	Bø – Drammen: 4 hours Bø – Kongsberg: 2.5 hours Bø – Notodden: 1.5 hours Bø – Porsgrunn: 2.5 hours Bø – Rauland: 3 hours Bø – Hønefoss: 6 hours Bø – Vestfold: 4 hours Bø – Hallingdal: 3.5 hours	Porsgrunn – Bø: 2.5 hours Porsgrunn – Drammen: 3 hours Porsgrunn – Kongsberg: 4 hours Porsgrunn – Notodden: 3 hours Porsgrunn – Hønefoss: 6 hours Porsgrunn – Rauland: 6 hours Porsgrunn – Vestfold: 2 hours Porsgrunn – Hallingdal: 4 hours

An assessment must be performed in each case to establish the number of journeys required to undertake the activities defined in Item 1 of the work plan. Time resources for driving will not apply to activities other than planned teaching at a different campus to the main place of work. Mileage will be awarded in accordance with the Norwegian government's rates.

In the event that the employee achieves a favourable route from their main place of work by teaching at a campus other than the one at which they are employed (shorter and quicker route), no time will be allocated in the work plan. However, mileage/parking allowance will still be awarded. In the event that the employee uses public transport, time spent must be used as the basis.

5 Other factors

5.1 Overtime/additional work

In the event of statutory overtime, the [guidelines for the use of overtime at USN will apply](#).

5.2 Part-time teachers

The starting point here will be ordinary resource allocation, but the immediate manager may consider remuneration in accordance with needs, market conditions and quality.

5.3 Accreditation and audits

Internal audits: 50 hours will be allocated for each programme to the programme coordinator in connection with internal audits. This type of audit is predictable and determined by the AUS, hours must be recorded under Item 3.1 or 4 in the work planning system.

Accreditation: Time resources may be allocated for the development of new programmes by agreement with the Head of Department. Allocated to employees involved but mostly to the manager.