Code of practice for the scheduling of teaching and assessment

Academic year 2026/27

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Context

1. This *Code of practice* applies to scheduling of University's teaching activity and assessments events at Foundation Year, undergraduate, and taught postgraduate levels.

2. As part of the University Quality Framework, this *Code of practice* should be read in conjunction with the *Regulations for taught programmes*, *Regulations for Foundation Year programmes*, as well as the *Code of practice for assessment and feedback* and *Code of practice for programme life cycle processes*.

Purpose

3. The purpose of this *Code of practice* is to establish the University's procedures, roles, and responsibilities in respect of:
   (i) the preparation and production of the University's teaching and examination timetable;
   (ii) the provision of facilities to support teaching;
   (iii) the booking of centrally managed teaching rooms for non-teaching events.

4. This *Code of practice* provides a framework to support all staff with a role in the preparation and production of the teaching timetable.

Scope

5. In producing the teaching and assessments timetable, the Student Scheduling Team recognises and acts on the requirements of a range of stakeholders including students and academic staff, aiming to produce a workable and reasonable timetable which will meet defined constraints such as the availability and number of teaching rooms and facilities.

6. This *Code of practice* seeks to ensure that the timetabling provisions are applied consistently and fairly across the University, and that the student experience and academic standards are maintained.

Principles

Guiding principles

7. The guiding principles underpinning this *Code of practice* are:
   (i) to support the delivery of high-quality teaching and assessments to students at the University;
   (ii) to ensure that students are taught and assessed in the most appropriate teaching accommodation;
   (iii) to ensure that teaching facilities and scheduling meet the needs of teaching staff;
   (iv) to utilise the University's teaching space and resources in the most effective way;
   (v) to provide efficient and effective management of teaching timetabling and room bookings.

Disability

8. In accordance with the University's policy on equality and diversity, the University will make every effort to accommodate staff with individual requirements relating to disabilities. Specific requirements must be reported to the Head of School through the annual Teaching Constraints process (to ensure they can be taken into account when scheduling teaching events).

Religious and Cultural Observance

9. The University recognises religion and belief as a protected equality characteristic. The University and our students have a mutual responsibility for accommodating religious observance within the University environment. The University works with students and their representatives to ensure that, during the course of their studies, students can access appropriate environments, such as designated Quiet Rooms, to allow religious fulfilment. The University will make every attempt to assist students in moving seminar groups where capacity allows to facilitate attendance at religious events.

Academic year structure

10. The Student and Academic Administration team oversees the structure of the academic year and confirms dates based on the following conventions. Significant amendments to the academic year structure require approval from Senate.

11. The University of Surrey works to an academic year (52 weeks) based upon two 15-week semesters. Teaching normally commences on either the last Monday of September or the first Monday in October each year. In addition, some programmes may schedule summer teaching and clinical placement modules. The standard teaching pattern adopted by the University is as follows:
    - Teaching is normally delivered in weeks 1 – 11 of each Semester plus:
    - two revision weeks (one each semester immediately prior to the examination periods);
    - one reading week (in week 15 of Semester 1);
    - eight weeks of examinations (three in January and three in May/June and two in late summer each year).

12. Usually, there are four 15-credit modules being taught each semester; however, a few programmes introduced large credit volume modules which are being taught across the academic year (for example, Health Sciences, BVMSCi and other programmes).

13. The University's Module Catalogue will provide the definitive records of modules that are being delivered during the academic year. The catalogue data will be driven by the Quality and Curriculum Management system (QCM), via approved Board of Studies modifications[1].

14. Schools determine the content and format of modules based on the validated version of the programme (and its modules) including:
    - Number of teaching events per week;
    - The format and duration of teaching events;
    - The teaching staff who will deliver the event.

Teaching week structure

15. The University's standard teaching week extends from Monday to Friday with a timetable running from 09:00-18:00 (except on Wednesdays). On Wednesdays, teaching events for students will normally be scheduled to take place between 09:00-12:00.

[1] For further information about these processes, see the *Code of practice for programme life cycle processes.*

16. Academic Schools should, wherever possible, adopt the practice of holding staff meetings on Wednesday afternoons, recognising that student representation may be required at some School meetings.

17. Normally, the University's teaching scheduling principles require that there is no teaching on a Wednesday afternoon after 12:00, except for optional modules that can be scheduled between 12:00-13:00 on a Wednesday. However, listed criteria below can be applied in *unavoidable* and *exceptional* circumstances:

- Academic Availability – An associate academic is not available at any other time in 'normal hours' or force majeure requires an academic to be scheduled on a Wednesday after 12:00 by exception.
- Guest Lecturer Availability – A Guest Lecturer is not available at any other time in 'normal hours'.
- Room Availability – The size or type of room is not available at any other time in 'normal hours'.
- Student Availability due to module selection choice – Complexity of curriculum and avoidance of clashes prevent scheduling of a module during 'normal hours'.
- Exceptional all-day delivery for sessions such as in the Medical School, School of Health Sciences, Vets, due to the content of the programme and placement visits. Any programmes or modules that are approved to include scheduled Wednesday afternoon teaching should include reference to these arrangements on any promotional material, including in Programme Specifications and Module briefs, to inform current and prospective students.
- Intense teaching methods of delivery – Where a module is delivered intensely, it may require full Wednesday scheduling.
- Optional sessions which enhance the student experience – Optional sessions such as placement talks or extension of module content that cannot fit within the standard schedule.
- Personal Tutor, Programme Leader or Module Leader meetings – Scheduled meetings, on personal timetables, with personal tutors, programme or module leaders that could occur outside 'normal hours' to free up timetabling slots for taught content in those hours.
- Any Welcome (extension of Welcome Week content) or Returners talks/events that could occur outside 'normal hours' to free up timetabling slots for taught content in those hours.

Furthermore, any lecture scheduled after 12:00 on a Wednesday should be lecture captured via Panopto, where appropriate, and uploaded for students to access as soon as possible after the session (within 24 hours).

18. Additionally, teaching events may be scheduled to take place between 18:00 and 21:00 on Mondays, Tuesdays, and Thursdays with the agreement of the Pro-Vice-Chancellor, Executive Dean of Faculty. Teaching events scheduled after 18:00 must be lecture captured where practical and uploaded for students to access.

19. Teaching at Guildford School of Acting (GSA) has the option of running from 08:00 until 22:00 (agreed by Senate in July 2009).

20. The Health and Safety issues related to evening teaching will be addressed by the appropriate Timetabling Officer.

Teaching staff: allocation of teaching events

21. Lecturers and tutors are defined as staff holding posts which include teaching responsibilities and may hold full-time, part-time, associate, or short-term teaching contracts. The definitive record of teaching staff availability is being held on CMIS and it is updated on an annual basis.

22. The Head of School shall determine the allocation of teaching staff to teaching events. Heads of School, or their nominees, are responsible for ensuring the availability of teaching staff for teaching in accordance with this *Code of practice*.

23. The University is sensitive to and supportive of individual's needs for flexibility and will try to ensure that constraints on the availability of teaching staff for teaching during the teaching week are handled in accordance with the University's Flexible Working Policy (login to SurreyNet is required). Any full-time or part-time staff member seeking constraints or specific teaching room accommodation (e.g., due to medical reasons) will need to request this annually through an *Annual Teaching Constraints Application* (see Appendix 3). Requests must have been considered and agreed by the Head of School prior to submission to timetabling (to a respective timetabler).

24. The *Teaching Constraint Application* and *Teaching Constraints guidelines* are included in Appendices 3 and 4 of this *Code of practice*. Agreement to the teaching constraints will need to be balanced against operational needs of the University to ensure that we deliver teaching that provides a positive student experience, and is scheduled at suitable times using appropriate space.

25. Any teaching constraints must be put forward as described in paragraphs 23 and 24 above; otherwise, it will be assumed that teaching staff are available to work their contracted hours at any time between Monday – Friday 9.00 a.m. – 6.00 p.m. and as follows:

- Staff on teaching-only contracts shall be scheduled to teach at any time during the teaching week;
- Staff on teaching and research contracts may be scheduled to teach at any time during the teaching week;
- Part-time, associate, and short-term teaching staff shall be scheduled to teach at times specified by the School, in accordance with their contractual arrangements;
- Constraints relating to a Head of School's/Associate Dean, Education teaching load will be considered by the Pro-Vice-Chancellor, Executive Dean of Faculty.

26. Normally, the limits on consecutive teaching hours for teaching staff will be as follows:

- Lectures/tutorials: No more than three consecutive hours.
- Class/laboratory: No more than four consecutive hours.

Local practice may vary in exceptional circumstances. There will be a one-hour lunch break every day for all teaching staff.

Students' engagement with scheduled learning and assessment events

27. Students studying on a full-time basis are expected to be available at any time during the teaching week as defined in paragraphs 15-19 above. Students studying on a part-time basis (e.g., a Master's programme taken over more than one academic year) are normally expected to select modules in accordance with the availability of the module for full-time students.

28. In preparing the timetable, the Student Scheduling Team aims to ensure that normally students are taught for no more than 3 consecutive hours, but this may extend to 4 hours in some cases. There will be a one-hour break every day for all students.

29. Students select optional modules by means of a process of module registration. The timetabling of optional modules is informed by the students' selection choices made via the module registration process. Where module choices are not received in time to inform the production of the timetable (e.g., for First year students and taught postgraduate students), the Student Scheduling Team undertakes to minimise the clashing of optional combinations of modules wherever possible.

30. In accordance with the University's Policy on Equality, Diversity and Inclusion, the University will make every effort to accommodate students with individual requirements relating to disabilities. Students requiring such individual arrangements must contact the Disability and Neuroinclusion team upon initial registration so that the requirements can be taken into consideration. Where reasonable adjustments cannot be made, students will be advised by the Student and Academic Administration team.

Scheduling of teaching events

Format of teaching events

31. Teaching may take place at both Stag Hill and Manor Park sites so long as reasonable travel time is incorporated within the timetable for staff and students, taking mobility needs into consideration. In addition, some teaching may take place offsite at local spaces, in discussion with the Students' Union, although this will be minimised.

32. Teaching starts on the hour and ends at 10 minutes before the hour to permit students to move on to their next teaching event and teaching staff time to prepare.

33. The Student Scheduling Team will provide the definitive record of the number and format of teaching events associated with a module, the weeks during which teaching events will take place, and the names of teaching staff who will deliver events. The Student Scheduling Team will then use timetabling software CMIS to produce the timetable.

34. Teaching events are defined as lectures, seminars, tutorials, laboratory sessions, practical sessions, or other structured teaching activity led by academic members of staff and tutors. In addition, students will also be expected to undertake self-directed learning outside of timetabled teaching events including engagement with captured content and guided learning activities. Definitions of key teaching event formats can be found in Appendix 2.

35. Three-hour events will only normally be scheduled at 09:00, 12:00, and 15:00 to ensure the most effective use of space and to meet an 18:00 finish time, and with agreement of the Pro-Vice-Chancellor, Education. It is recommended, where possible, that a three-hour event is broken down into two- and one-hour events, especially if the third hour is a drop-in session or smaller seminar.

36. Where a field trip is to be scheduled for students and displayed on their timetable, a room should not be booked, but the time can be blocked out for display purposes. Academic staff should liaise with the relevant Timetabling Officer in these instances.

Non-Teaching Events

37. With the exception of bookings for centrally-managed examinations and graduation ceremonies (where appropriate), bookings for teaching events including those running across semesters will take precedence over bookings for non-teaching events.

38. Normally non-teaching events out of semester time, those timetabled after 18:00 in the evening, and all events during vacation time will be dealt with by Hospitality, Conference and Catering Services. The number of participants in any non-teaching event should not exceed the size of the room allocated.

39. All non-teaching events must adhere to the University's *Code of Practice on Freedom of Speech* and must comply with the University's room booking policy.

40. Conflicts of interest which may arise when centrally-managed rooms are required simultaneously for teaching bookings and commercial bookings will be referred to the Chief Student Officer, whose decision will be final.

Changes to the teaching timetable due to clashes, cancellations, etc.

41. Timetabling clashes must be resolved (wherever possible) prior to the final publication of the timetable. Through each iteration of the timetable, the number of students affected by a clash will be identified and a solution sought. However, timetable complexity will mean this cannot always be achieved

42. Changes to the teaching timetable must be kept to a minimum and requested changes or cancellations will be managed in line with the separate cancellation procedure in the Appendix 1, *Cancellation Procedure for Teaching Events*.

43. The University recognises that students may commute, have work commitments, caring responsibilities, religious or medical related instances where another relevant teaching session for a module may be more applicable to their needs. In such an instance, students may request a relevant teaching session change via the Academic Hive. Students are normally limited to one change per semester, but additional requests can be approved on a case-by-case basis. The Hive will check that there is capacity within the new teaching session and, if possible, action the change.

44. In the case of University Student based events, such as Varsity Sports, students are responsible for determining whether they attend teaching events where there is a clash. However, where a major event is known to be taking place, the capturing of content should be encouraged to limit the impact on students wanting to attend such events.

Scheduling of assessment events

Examinations and Class Tests

45. The University has a set of agreed conventions which the Student Scheduling Team would adhere to when creating the three Examinations Timetables (Semester 1, 2 and Late Summer Assessments). These principles are as follows:

(a) Scheduling will be between 09:00 and 21:00 each day, including Saturdays.

Invigilated (traditional face to face) examinations:

(b) Students will not normally have more than 1 examination in any 18-hour period. For example, where a student has an examination in the evening on one day (i.e. finishing after 18:30), then the student will not have an examination before 12:30 the following day.

Timed Assessments:

(c) If a student has two in semester timed assessments on one day, the minimum period of time between assessments will be 90 minutes.

Online examinations:

(d) In the case that the examination is online, students will be given a specific time window in which to complete the assessment. Students will not normally have more than 1 examination underway at any time.

(e) Online exams of less than 24 hours duration will be scheduled on the same basis as traditional face to face exams, see point (b) above.

(f) Online exams of duration of 24 hours or more can be scheduled back-to-back, although this should be minimised where possible.

46. Where a student has to retake trailing credits from their previous level/stage of study, every attempt will be made to adhere to the above principles (as described in paragraph 41) where the timetable allows, but this may not be possible in some cases.

47. Examination timetables will always be scheduled with the student workload in mind and will seek to provide an acceptable period between each examination, in line with the above principles.

48. In Semester 1, the Saturday directly before examinations weeks will be used for the scheduling of examinations. In Semester 2, the Friday and Saturday before examinations weeks will be used for the scheduling of examinations, where a Bank Holiday may fall within normal examination weeks.

49. Currently, in-semester tests should be scheduled in line with the guidelines laid out in 2016/17[2]. In future years a move to digital assessment should be considered for all in-semester tests.

Changes to the assessment timetable due to Religious and Cultural Observance

50. The assessment scheduling process contributes to achieving the legitimate aim of managing University business effectively. In order to safeguard the best opportunities for all our students in terms of their academic attainment, progression and awards, and to minimise the impact on staff, the University does not permit moving any centrally scheduled assessment events to avoid clashes with significant dates in any world religion, traditions, and customs.

51. Exceptionally, the following arrangements have been agreed following consultation with The College of Chaplains:

- In the case of Shavuot, affected students should alert the University Rabbi so that they can be considered in the assessments scheduling.
- In years where Eid falls within the examination period, there will be no evening examinations and, where possible, examinations will not be scheduled on the first day of Eid.

52. Any future addendums and exceptions to this *Code of practice* should be raised by Faith and Belief groups at the earliest opportunity at the start of a new academic

[2] See *Code of practice for assessment and feedback*, Appendix 4 - Guidelines for in-semester tests.

year. Requests from individual students will be considered on a case-by-case basis provided these are received in good time. In considering requests the University will obtain advice from the Religious Life and Belief Centre on aspects of the particular religious observance cited by the student.

Management of teaching space

53. The Student Scheduling Team maintains an accurate record on CMIS of all space available for teaching. All bookings in teaching space, whether centrally-managed or departmentally-managed, are made via CMIS in order to provide accurate and comprehensive information about space utilisation and to ensure the publication of timetabling information to staff and students.

54. Responsibility for rooming all teaching space and laboratory space will pass to the Student Scheduling Team (and Hospitality, Conference and Catering Services).

55. Where previously agreed, laboratory and other specialist space (GSA, Lakeside, Dance studios, Music studios etc) will be allocated locally as appropriate. The Student Scheduling Team will room other teaching events, with non-standard programmes or units (CPD; modular MScs) being scheduled after semester-based modules have been timetabled.

56. The number of participants in a teaching event must not exceed the capacity of the room allocated.

Appendix 1 - Cancellation Procedure for Teaching Events

Summary

This appendix briefly outlines the procedure taken on cancellations, delayed starts and monitoring associated with this.

In line with the University Timetabling Policy (2.6), teaching events are defined as lectures, seminars, tutorials, laboratory sessions, practical sessions, or other structured teaching activity led by academic members of staff and tutors.

It is recognised that students have a reasonable right to expect their teaching to be delivered at the times indicated on their timetables and that we should not unnecessarily deviate from these times.

The general goal is **never to cancel sessions outright** but, where possible, to find cover or to reschedule and give students ample advance warning that this will happen.

Procedure

- Except in cases of force majeure, events will not be cancelled outright. Where possible, events that cannot occur at the advertised time will be re-scheduled to occur within the normal semester teaching period. Academic staff are expected to deliver their scheduled teaching at the times advertised to students on their timetables and should therefore plan accordingly.
- Where academic staff find that after the publication of timetables they are required to be elsewhere at a time when they are teaching, they must make a request to be absent to their Head of School.
- Any changes or cancellations must be facilitated through the Programme Manager in the first instance: the affected module, a clear rationale and the proposed resolution should be provided via email. The Programme Manager will liaise with the Head of School as necessary, and a decision will be taken.
- A record will be kept by the central Student Scheduling Team of all such occurrences.
- The Academic Administration Team will contact students to inform them of any cancellation, delays in starting lectures, and any details of re-scheduled lectures.
- Where an academic staff member calls in ill to inform HR or their Line manager of their absence, this should be passed on to the appropriate Head of School, who will take action either to find a replacement lecturer or to reschedule classes and inform students through the Academic Administration office accordingly. It would normally be expected that the lecture will be re-scheduled if arranging teaching cover is not possible.
- Where an academic staff member calls to say they intend to deliver their particular session, but will be late for the start, the Academic Administration Office should be notified as soon as possible, and the Office will inform the students by making an announcement at the normal start time. It is expected that the lecturer will ensure the material that was to be covered is covered either within the remainder of the session or by scheduling an additional session as necessary.
- Monitoring information will be provided to Programme Managers to raise at Boards of Studies and Joint Staff/Student Liaison Committee (JJSLC) meetings as necessary.

Appendix 2 - Definitions of structured and non-structured teaching and learning formats

Lectures	a teacher meets all students (usually) together to provide an introduction to, overview of, or elaboration of, key ideas, core principles, or theory
Seminars	smaller class groups discussing or exploring the key ideas in further depth such as through interactive activities, debates, discussions, group work, role-playing and question & answers
Tutorials	supporting students in small student groups or on a one-to-one basis to discuss specific subject areas or find workable solutions to problems or challenges, such as in deriving and solving equations or supporting designing and other project work
Laboratory/Fieldwork	researching, measuring, or exploring phenomenon using a range of hands-on methods/techniques/equipment
Practical/Performance	learning or refining a skill through deliberate practice
Workshop	focus is on how to translate the key ideas into practice, delivered in smaller class groups
Clinical/ Veterinary Placement	work-based learning in a clinical or veterinary setting
Independent Learning	self-directed learning which may include, for example, additional reading, assessment preparation, discussions with peers
Guided Learning	further essential learning activities as directed by the teacher outside of timetabled hours such as quizzes, essential reading, participating in discussion forums
Captured Content	delivered through recorded concepts/content relevant to the module

Appendix 3 - Application for Annual Teaching Constraints

Every year the University needs to match available teaching hours while taking into account any staff requests to vary their teaching hours because of challenging work/life balance circumstances and maximising room utilisation within a specific time period. The University appreciates that availability to deliver lectures and teaching duties may vary from lecturer to lecturer from year to year so this process is designed to ensure that requests for exceptions are properly considered and observed on an annual basis. Student and Academic Administration staff are required to annually record every member of staff's teaching requirements in the timetabling software. This is to ensure that all available hours are scheduled into the correct timetable slots and that suitable facilities and timetables are identified for individual staff needs.

The standard student timetable is Monday to Friday, 9am to 6pm, except Wednesday which is 9am to 1pm (unless varied by local arrangements). As a full-time member of staff you do not have to complete this form if you are available to teach these hours. However, if, within these hours, you have a teaching constraint, please supply this form to your Faculty Timetabler email address (fabss-timetabling@surrey.ac.uk ; FEPS-timetabling@surrey.ac.uk; FHMS-timetabling@surrey.ac.uk)**. Nil returns are not required**.

Your application will be considered by Academic Administration, who may refer to Human Resources (HR) for guidance as required.

Applications received outside of this application process and deadline above will be looked at on a case-by-case basis to assess the impact on timetabling that has already taken place.

If you are a **part-time or associate staff member** you must complete this form and confirm your working hours agreed locally with your line manager, normally the Head of School. In addition, if you have any special requirements for teaching rooms, please use this form.

Name:	School:
Job Title:	Full-Time or Part-Time?
	If Part-Time – state FTE:
Which Modules are you teaching?	
Signature:	Date:

Teaching Constraints – Please only list days/times that you **are asking not to teach** and the reasons for this. In the event of multiple constraints, these should be listed in order of priority. *For academic staff with a research day, specifying a particular day cannot normally be considered as a constraint.*

Flexible Working Arrangements – If you already have agreed flexible working arrangements in place as a result of a formal flexible working request, please give details:
Special requirements for room – e.g. "*I require wheelchair access" "Occupational Health has advised that my teaching should be restricted to two days on any given day for the next academic year."*

Preferences – It is not possible to timetable University-wide on the basis of individual preferences. However, when the timetable has been compiled in draft, it may be possible to adjust timetables accordingly.

Prima facie case for constraint agreed by Head of School	
Yes [ ] No [ ]	Signatures:
Reason if Rejected:	Date:

NB. If the request is declined, the staff member will be advised by the Student and Academic Administration and Timetabling will record the staff member as available to teach within the standard timetable, with standard room arrangements.

Appendix 4 - Teaching Constraints guidelines

FAQs FOR TEACHING CONSTRAINTS REQUESTS

PROCESS AND BENEFITS:

Why do teaching constraints requests need to be reviewed annually?

All teaching constraints requests need to be reviewed annually by the Student Scheduling Manager in the interests of achieving fairness and consistency in relation to both the changing requirements of individual staff members and also those of our learning and teaching environment. It is good practice to review any and all teaching constraints cases on an annual basis for these reasons.

How do I benefit from this process?

This standardised process offers staff the opportunity for teaching constraints requests to be considered in a transparent and consistent way. It also supports our goal to fully monitor our approaches to equality, diversity and fairness in the workplace. In order to develop our reputation for quality and excellence at a national and international level in an increasingly competitive educational environment, the University of Surrey is committed to attracting and retaining the very best staff with diverse needs at different times of their lives.

Why is it not possible to have a flexible teaching timetable driven by the needs of the individual?

Whilst it would be desirable for all staff to be able to manage their own teaching patterns, due to the complexity arising from the combination of room requirements and individual teaching constraints, we would not be able to deliver student growth by applying such a model. The Student and Academic Administration team needs to be able to develop, negotiate, and implement efficient timetables that best meet the needs of our departments, our students, and the staff in them.

How can I accommodate my work, life and family responsibilities around teaching hours which may fall any time between 9am-6pm?

As a university, we seek to respect the needs of staff members with significant caring responsibilities/health requirements. Staff are invited to complete a teaching constraints request where they are able to propose solutions to support any timetabling adjustments. In addition, all employees have the statutory right to request flexible working as per the University's Flexible Working Policy.

CHILDCARE:

Can I request family-friendly teaching hours within the context of a full FTE? For example, can I say that I can't teach between 9 – 10 am and 5 – 6pm in order to do the school pick-up every day?

We will be as flexible as possible with regards to agreeing to family-friendly teaching hours; however, there will need to be a balance between these arrangements and the teaching needs of the School. It may not be possible to agree to constraints relating to a request to accommodate both nursery/school drop offs and collections for a full 5 days of the week, (i.e. 10 drop off and collections) within the context of a full FTE.

If for family reasons you did need to accommodate both nursery/school drop offs and collections every day of the week, you could request timetabling consideration of these hours, subject to offering a flexible solution to enable this. Alternatively, you may wish to discuss an option to reduce your FTE in order to support a reduced availability. Approval of this option is of course subject to it meeting the operational needs of the School. The option to be employed at reduced FTE is already used by many staff including increasing numbers of academic staff as 'the' family-friendly option.

Would I have to consider reducing my full-time FTE if I wanted to do school drop-offs in the mornings only, and it meant that I couldn't teach till 10am?

If, for example, you were to propose that you would be able to be available for teaching daily from 10am till 6pm (due to school drop-offs), you would still need to do a teaching related flexible working application to allow this arrangement as a full-time member of staff to be considered formally. The approvals process would need to consider whether this arrangement would be able to meet the operational needs of the business.

Can I say that I can't teach till 10am and not after 5 pm in order to do the nursery drop-off and collection from our campus nursery/child-minder/private nursery?

The University nursery (as do many private nurseries) opens at 8am and closes at 6.30pm so childcare for nursery age children would not typically require a case for flexible working. In the case where full-time staff elect to use a nursery for part of the week as a matter of individual choice (and do not wish to attend the workplace on the remaining days in order to provide childcare in the home), this may be a case for requesting a reduced FTE. Once again, this would be considered as to whether this meets the needs of the business.

TRAVEL TO WORK:

Can I request a late start if I have a difficult journey into work?

Unfortunately not. Whilst the A3/town centre traffic/bus/rail travel is an understandable inconvenience, it will not be considered as an acceptable constraint. In order to arrive by 8.45am in good time to set up for a 9am lecture, many staff may need to leave their homes at 7am or earlier. If you have a medical reason which would impact on a 9am start, this may be taken into account for consideration of a revised timetable.

Can I request compressed/condensed hours as I live at distance – as I would prefer to come to campus only three days per week?

In order to meet our operational requirements, this arrangement will not normally be accommodated within the context of a full FTE. However, staff with teaching responsibilities may wish to request this flexibility through a reduced FTE.

RESEARCH:

Can I specify my own research day?

No. We will seek to provide academic staff with an entitlement to research time one complete day (or pro-rata for part-time staff) for research per week during teaching periods, along with longer periods outside of semester. In order to protect research time and to attract and retain the best academic talent to Surrey, one complete day (or pro-rata for part-time staff) per week free of teaching will be determined by the timetabling team (although it should be noted that there may be specific circumstances when this cannot be accommodated). To clarify, staff will not be able to pick a specific day unless there are clear operational grounds for this agreed by the Head of School and Pro-Vice-Chancellor, Executive Dean of Faculty.

What do I need to do to apply under this process?

If you wish to have your circumstances considered, you should complete the Application for Teaching Constraints Form and submit it to Student and Academic Administration team by the deadline.

What happens to my application once it has been submitted?

All applications will be reviewed by the Student Scheduling Manager. Applicants will be informed in writing of the outcome of their application. In all of these decisions we seek to recognise the benefits of a diverse community and to ensure that we can fully harness the talents, creativity and skills that our people bring.

Can I appeal against the outcome of my teaching constraints request?

Appeals should be made in writing to the relevant Faculty or Professional Services HR Manager within 10 University working days of receiving the decision. The appeal must be dated and clearly state the grounds on which the appeal is being made. There are no constraints on the grounds under which an employee can appeal; it may be that they want to bring to attention something their manager may not have been aware of or it may be to challenge the business decision.

The Appeal Panel will normally comprise a Pro-Vice-Chancellor, Executive Dean of Faculty, Associate Dean, Education and an HR representative.