The growing epidemic

Work-related stress in post-16 education

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UCU

University and College Union

Contents

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University and College Union (UCU)
is the largest trade union and professional association for academics, lecturers, trainers, researchers and academic-related staff working in further and higher education throughout the UK. It has more than 120,000 members.
www.ucu.org.uk

Summary

HIGHER EDUCATION

- In University and College Union's 2010 survey of its members' experience of occupational stress, there was a high level of agreement among respondents in higher education (HE) to the statement 'I find my job stressful', with four in five agreeing or strongly agreeing with this statement. More than half indicated that their general level of stress was high or very high, and over one third said they often experienced levels of stress they found unacceptable. Fewer than 2% reported that they never experienced unacceptable levels of stress at work.

- The present survey suggests that levels of perceived stress have increased in recent years. In the survey, 81% of HE respondents agreed or strongly agreed with the statement 'I find my job stressful', compared with 74% in the 2008 survey.

- Some differences between academic and academic-related employees were found in the factors that made the strongest contribution to unacceptable levels of stress or frustration. For academic employees, lack of time to undertake research and excessive workloads were the most important factors, whereas academic-related employees highlighted excessive workloads and unreasonable expectations from students, colleagues and managers. For both groups, poor work-life balance was considered an important source of stress.

- On all but one of the Health and Safety Executive stressor categories, UCU members in HE reported lower well-being than the average for those working in the HSE target group industries, including education. The biggest 'well-being gaps' related to the management of change, work demands and clarity about the employee's role. This is a similar pattern to that which emerged in UCU's 2008 study of the sector, but the well-being gaps have all widened since then, indicating a steady reduction in employees' well-being at work.

- As in the 2008 survey, levels of control in the higher education sector exceeded the benchmark from the HSE's target group industries, including education, and the HSE's interim target benchmark. Nonetheless, none of the interim targets for the other stressor categories have been met.

- UCU members in higher education typically said that they seldom had enough opportunities to question managers about changes at work. They also indicated that they were rarely consulted about changes at work and were seldom informed how these changes will work out in practice.

- In terms of demands, members in higher education were often required to work very intensively, sometimes under unrealistic time pressures. They often felt pressurised to work long hours and sometimes neglected some tasks because they had too much to do.

- UCU members in higher education said they could frequently talk to their line manager about something that had upset or annoyed them, and were sometimes given supportive feedback on the work they did. HE respondents reported that they sometimes felt supported through emotionally demanding work.

Summary

FURTHER EDUCATION

- In University and College Union's 2010 survey of its members' experience of occupational stress, there was a high level of agreement among respondents in further education (FE) to the statement 'I find my job stressful', with more than four in five agreeing or strongly agreeing with this statement. More than six respondents out of every ten indicated that their general level of stress was high or very high, and almost half said they often or always experienced levels of stress they found unacceptable. Only just over 1% reported that they never experienced unacceptable levels of stress at work.

- The present survey suggests that levels of perceived stress have increased in recent years. In the survey, 84% of respondents from further education agreed or strongly agreed with the statement 'I find my job stressful' compared with 80% in the 2008 survey.

- For respondents from further education, excessive workloads, followed by unreasonable expectations and poor work-life balance were the factors that made the strongest contribution to unacceptable levels of stress or frustration.

- On all of the Health and Safety Executive stressor categories, UCU members in further education reported lower well-being than the average for those working in the HSE target group industries, including education. The biggest 'well-being gaps' related to the management of change, demands and peer support. This is a similar pattern to that which emerged in the 2008 study of the sector, but the well-being gaps for all of the stressor categories have widened since the previous survey, indicating a steadily decreasing sense of well-being in the sector.

- None of the HSE interim targets for the management of work-related stressors in further education that were identified in the 2008 survey have been met.

- UCU members in further education typically said they seldom had enough opportunities to question managers about change at work. They also indicated that they were seldom consulted about changes at work and were seldom clear about how these changes will work out in practice.

- UCU members in further education said they often had demands from different groups at work that were difficult to combine. They often had to work very quickly and often very intensively, often under unrealistic time pressures. They often felt under pressure to work long hours, and were sometimes unable to take sufficient breaks from work.

- The majority of respondents indicated that they often received the help and support they needed, and the respect they believed they deserved, from colleagues. Similarly, respondents from further education indicated that their colleagues were often willing to listen to their work-related problems. Nonetheless, perceptions of support from peers appear to have reduced since the 2008 survey.

Introduction

The most recent Labour Force Survey (LFS) indicated that work-related stress affects an estimated 435,000 UK employees, with a total of 9.8 million working days lost in 2009/10 (HSE, 2010). As well as ill health and sickness absence, work-related stress has also been linked with other negative outcomes such as reduced job satisfaction, motivation and commitment, increased employee turnover, and impaired job performance and creativity (Jones & Bright, 2001). The incidence of workplace stress has generally risen since the mid-1990s, especially amongst public sector workers (Jones, Huxtable & Hodgson, 2006). Several large-scale studies have concluded that people working in education are at greater risk of work-related stress than most other occupational groups (Johnson, Cooper, Cartwright, Donald, Taylor & Millet, 2005; Jones et al., 2006). In response to these findings, the UK Health and Safety Executive (HSE) has emphasised the need to target stress in the education sector.

Several studies conducted over the last decade or so indicate that work-related stress is widespread in further and higher education in the UK (Tytherleigh, Webb, Cooper & Ricketts, 2005; Kinman, Jones & Kinman, 2006; Kinman & Court, 2010). The sector has experienced a considerable degree of change that has challenged the resources of organisations and employees. Student numbers have risen considerably, and a more diverse student population holding an increasingly 'consumer oriented' approach to their studies has exacerbated the demands made upon the sector (CHERI, 2007). Funding constraints and enhanced regulatory demands have been introduced. Market-led policies necessitate regular curriculum redesign and diverse modes of delivery, which require enhanced professional and technical skills from employees. University employees have also experienced increased demands for excellence in teaching, research, administration and pastoral care, as well as more pressure to boost funding through entrepreneurial activities (CHERI, 2007). Universities are also forced to compete more fiercely for research grants, as well as to recruit sufficient UK and overseas students. Fixed-term or other forms of casual contracts for staff in further and higher education are widespread - particularly for research-only academic staff. In further education in England in 2005-6, nearly half of teaching staff were on a fixed-term or otherwise casual contract, and in higher education in the UK in 2009-10 one-third of all academics, and 71% of research-only academics, were on fixed-term contracts—a factor likely to have impacted on perceptions of job security.

The findings of a national study conducted in 2002 indicated that, compared to norms from other occupational groups, UK university employees reported significantly more stress relating to job insecurity, work relationships, control, resources and communication (Tytherleigh, Webb, Cooper & Ricketts, 2005). Two UK surveys of academic and academic-related staff conducted in 1998 and 2004 found high levels of job-related stressors and a level of psychological distress that exceeded that reported by other professional groups (Kinman, 1998; Kinman & Jones 2004; Kinman et al., 2006). The most stressful aspects of work highlighted in these studies included rushed pace of work, inadequate administrative and technical support, lack of respect and esteem, too much administrative paperwork, poor promotion opportunities, ineffective

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communication, and lack of opportunity for scholarly work. Levels of many of these stressors remained high in the sector in the six year period between 1998 and 2004 (Kinman et al., 2006).

The study conducted in 2004 revealed that a considerable proportion of university employees were working in excess of the 48 hour weekly limit set by the European Union's Working Time Directive (HMSO, 1998); 59% of respondents employed on a full-time basis worked more than 45 hours in a typical week and 21% in excess of 55 hours. Almost one half of the sample worked regularly during evenings and weekends in order to cope with the demands of their work. Unsurprisingly, a high level of conflict between work and home life was reported, which was the strongest predictor of psychological distress.

The HSE management standards approach

The Health and Safety Executive (HSE: the UK body responsible for policy and operational matters related to occupational health and safety) has developed a process to help employers manage the work-related wellbeing of their staff. A risk-assessment approach is adopted whereby workplace stress is considered a serious health and safety issue, and stressors are measured and managed like any other workplace hazard. The HSE process is based around a set of standards of good management practice (or benchmarks) for measuring employers' performance in preventing work-related stress (Mackay, Cousins, Kelly, Lee & McCaig, 2004). Following extensive consultation with occupational psychologists and organisations, the HSE selected several elements of work activity (known as psycho-social hazards) that are: a) considered relevant to the majority of UK employees and b) have a strong evidence base as the 'most critical predictors' of employee wellbeing and organisational performance (Mackay et al., 2004, p. 101). The specified hazards are demands, control, social support (from managers and peers), interpersonal relationships, role clarity and involvement in organisational change.

The HSE has developed a self-report survey instrument to help employers measure the key hazards within their organisations, and compare their performance with national standards. The HSE Indicator Tool (Cousins, Mackay, Clarke, Kelly, Kelly & McCaig, 2004) comprises 35 items within seven stressor subscales:

■ **Demands** include workload, pace of work and working hours;

■ **Control** measures levels of autonomy over working methods, as well as pacing and timing;

■ **Peer support** encompasses the degree of help and respect received from colleagues;

■ **Managerial support** reflects supportive behaviours from line managers and the organisation itself, such as the availability of feedback and encouragement;

■ **Relationships** assesses levels of conflict within the workplace including bullying behaviour and harassment;

■ **Role** examines levels of role clarity and the extent to which employees believe that their work fits into the overall aims of the organisation;

■ **Change** reflects how well organisational changes are managed and communicated.

The HSE risk assessment approach is a highly structured framework through which to diagnose the most stressful aspects of work in individual organisations, occupational groups and sectors. The process allows employers to assess how well they are managing the different hazard categories, and develop more precisely targeted interventions to enhance the work-related wellbeing of their staff. Normative data from a wide range of occupational groups is also made available by the HSE, allowing employers to compare their scores for each of the hazards against national benchmarks. Where scores for any hazards are compared unfavourably, the HSE suggests target scores for the interim and over the longer term to help organisations improve their performance. The most recent survey published by the HSE suggests that psychosocial working conditions in the UK have not generally changed in the previous six years, although the scores on the Change and Managerial Support scales show a significant improvement (Psychosocial Working Conditions in Britain in 2009, Packham & Webster, 2009).

The HSE process is recommended by the University and Colleges Employers' Association as an effective way of managing work-related stress (UCEA, 2006). A growing number of colleges and universities have adopted this approach to monitor the wellbeing of their employees, with some success. In 2008, the UCU utilised the HSE approach in a large-scale national survey of members. Findings revealed that people working in higher and further education reported lower well-being than the average for the HSE's target industries, including the education sector. The biggest 'well-being gap' in higher education was in the area of change, followed by role, then equally demands and managerial support. More positively, however, levels of control in higher education exceeded the minimum level suggested by the HSE. For members in further education, the biggest well-being gap was in the area of change, followed by demands, then role and managerial support. Unlike members from higher education, however, levels of control failed to meet the HSE minimum level.

A high proportion of the sample as a whole considered their job to be stressful. Around half reported their general or average level of stress to be high or very high, and approximately one third said they often experienced levels of stress they found unacceptable. The 2008 survey also investigated the working conditions and job characteristics that were considered to make the highest contribution to stress or frustration. Respondents from HE indicated that lack of time to undertake research, followed by excessive workload and lack of resources to undertake research were the most stressful factors. In further education, the factors considered to be most stressful were excessive workloads, opportunities to develop teaching, and lack of time for research.

The UCU 2010 survey of occupational stress: aims and method

The present survey aimed to examine the extent to which universities and colleges in the UK were meeting the minimum standards stipulated by the HSE for the management of work-related stress. Mean scores were calculated

across all seven of the psychosocial hazards, with higher scores denoting more wellbeing and lower scores representing more distress relating to each dimension. Comparisons were made between the mean scores obtained in this survey for each hazard with the target industries, including education, that were selected by the HSE because they had the 'highest rates of work stress-related ill-health and absence' (Webster & Buckley, 2008, p. i).[1] Where mean scores for any hazards are compared unfavourably with benchmarks, recommendations for improvement are provided in terms of: a) interim targets (over the next six to 12 month period) based on the 50th percentile figures and b) longer term target scores obtained from the 80th percentile figures. As well as comparing the mean scores for each stressor category found in further and higher education with HSE minimum standards, the current survey will also compare them with the long-term targets based on the results of the 2008 survey.[3]

The first 35 items in the survey questionnaire were from the HSE's Management Standards Indicator Tool. In addition to the HSE questions, this survey also investi-gated the working conditions that were considered to be most stressful in UK universities and colleges (see Appendix, page XX). Levels of perceived stress were also examined, and findings compared with those from previous UCU surveys. The report includes comments from respondents in the relevant sections. These comments have been anonymised to protect the identity of the respondents. As working conditions and job characteristics differ considerably between higher and further education, separate analyses have been conducted, and data is presented in separate sections of this report. Although UCU members also work in adult education and prison education, there were insufficient respondents to enable separate reports for these sectors.

Sample

Five thousand members of UCU – 2,500 working in further education, and 2,500 in higher education - were sent an email on 5 February 2010 asking them to respond to UCU's online survey of occupational stress in further and higher education in the UK. In addition, members without access to the internet, or who might prefer to respond by post, were invited in an article in the UCU membership magazine to take part in the survey; approximately ten people responded in this way. Retired UCU members were excluded from the email survey.

Those contacted by email were initially given two weeks in which to respond. Before the initial deadline for completing the questionnaire, members in the sample were sent a further email extending this deadline by five days, to 26 February, to allow for additional responses.

There were 720 respondents to the survey. Of these, 291 were employed or principally employed in further education; 350 were in higher education; 32 were in adult education and 4 prison education. Forty-three respondents did not identify the sector in which they principally worked.[3]

[1] These target industry averages were not updated in the 2009 HSE report.

[2] The Health and Safety Executive have recently introduced a new 'organisational' benchmark which is based on the results of surveys conducted within 136 UK orga-nisations. The HSE indicates, however, that where a previous analysis exercise has used the 2004 benchmark, this should be used to facilitate comparisons between two surveys (see *www.hse.gov.uk/stress/ standards/pdfs/analysistoolmanual.pdf*).

[3] The numbers of respondents from Adult and Prison Education were too small to allow analysis as separate categories. This data was, therefore, removed from the analysis.

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Biographical information

HIGHER EDUCATION

Sample

Of the 720 members who responded to the questionnaire, 350 were employed (or principally employed) in higher education.

Gender

Of 347 respondents in higher education who indicated their gender, 52.7% were female, 47.3% were male.

Sexuality

Of 314 respondents in higher education who indicated their sexuality, 3.2% were bisexual, 92.7% were heterosexual, and 4.1% were gay or lesbian.

Ethnicity

Of 340 respondents in higher education who reported their ethnicity, 0.6% were Black or Black British—Caribbean; 1.8% were Asian or Asian British—Indian; 0.3% were Asian or Asian British—Bangladeshi; 0.9% were Chinese; 1.2% were of other Asian background; 0.9% were of other (including mixed) background and 1.8% were Jewish. Seventy-three percent were White British, 4.7% White Irish and 15% other White background.

Disability

Of the 345 respondents in higher education who responded to this question, 90.1% did not consider themselves disabled; 5.8% considered themselves disabled; and 4.1% were unsure if they were disabled.

Job

Of 350 respondents in higher education, 12.3% worked in teaching or teaching-only positions, 5.4% worked in research-only, 59.1% worked in teaching-and-research, 7.4% were managers, 4.3% were administrators, 4.9% were computing staff, 2.3% were librarians, and 4.1% had other jobs.

Mode of employment

Of the 348 respondents in higher education who indicated their mode of employment, 86.5% worked full-time; 11.8% worked part-time; 1.4% were hourly-paid; and 0.3% indicated 'other' modes of employment.

Terms of employment

Of 349 respondents in higher education who reported their terms of employment, 90.3% had an open-ended or permanent contract; 8.0% had a fixed-term contract; 0.6% had a variable hours contract; 0.3% had a zero hours contract; and 0.9% of respondents indicated 'other' terms of employment.

Hours of work

Of 300 respondents in higher education working on a full-time basis, 1.0% of respondents worked up to 30 hours a week; 17.0% worked between 31 and 40 hours a week; 44.3% worked between 41 and 50 hours a week; 25.3% worked between 51 and 60 hours a week; 12.0% worked more than 60 hours a week. In all, 81.6% of full-timers worked more than 40 hours a week, which was a slightly higher proportion that in the 2008 UCU stress survey, which found that 78.6% of full-timers worked more than 40 hours a week.[4]

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Responses to HSE stress questionnaire

HIGHER EDUCATION

Demands

A typical snapshot

UCU members in higher education said they often had demands—from different groups at work—that were difficult to combine. They often had to work very quickly and very intensively, sometimes under unrealistic time pressures. Respondents working in HE sometimes neglected some tasks because they had too much to do and sometimes felt their deadlines to be unachievable. They often felt pressurised to work long hours, and were sometimes unable to take sufficient breaks.

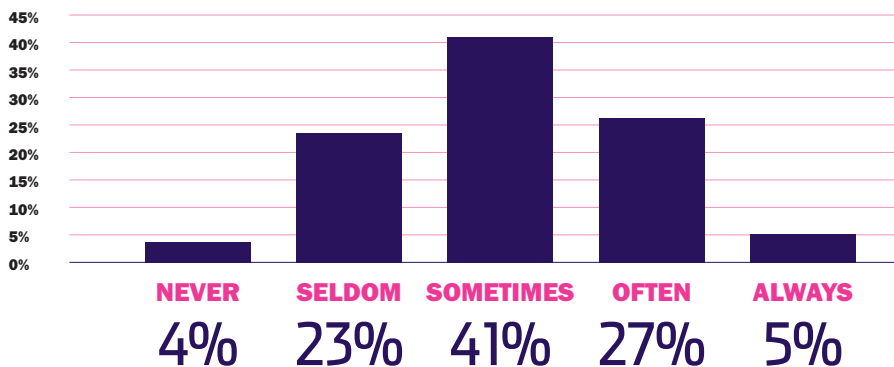**(3)** *Different groups at work demand things from me that are hard to combine*

NEVER	SELDOM	SOMETIMES	OFTEN	ALWAYS
2%	7%	35%	38%	18%
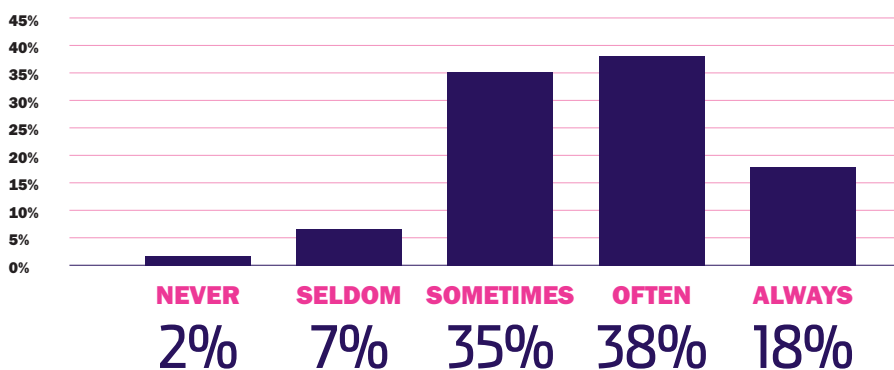
Q3	HSE scale out of 5*
Higher education	**2.36**

(6) *I have unachievable deadlines*

NEVER	SELDOM	SOMETIMES	OFTEN	ALWAYS
4%	23%	41%	27%	5%

Q6	HSE scale out of 5*
Higher education	**2.94**

* 1 = low well-being; 5 = high well-being

(9) *I have to work very intensively*

	NEVER	SELDOM	SOMETIMES	OFTEN	ALWAYS
	1%	1%	17%	46%	35%
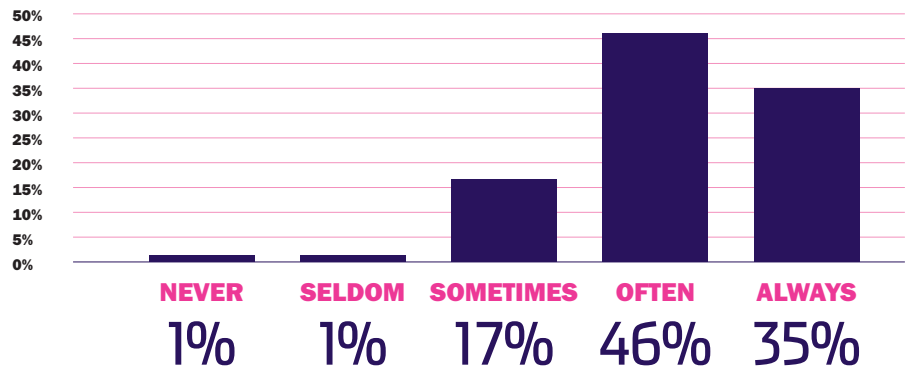
Q9	HSE scale out of 5*
Higher education	1.85

(12) *I have to neglect some tasks because I have too much to do*

	NEVER	SELDOM	SOMETIMES	OFTEN	ALWAYS
	1%	9%	33%	31%	25%
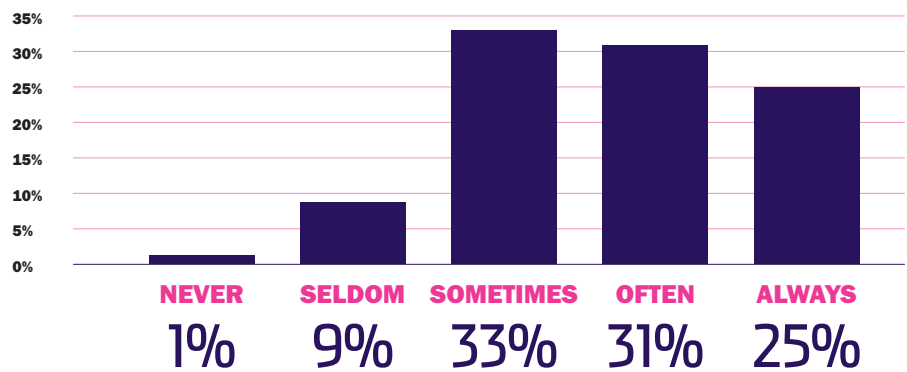
Q12	HSE scale out of 5*
Higher education	2.31

(16) *I am unable to take sufficient breaks*

	NEVER	SELDOM	SOMETIMES	OFTEN	ALWAYS
	10%	25%	30%	26%	10%
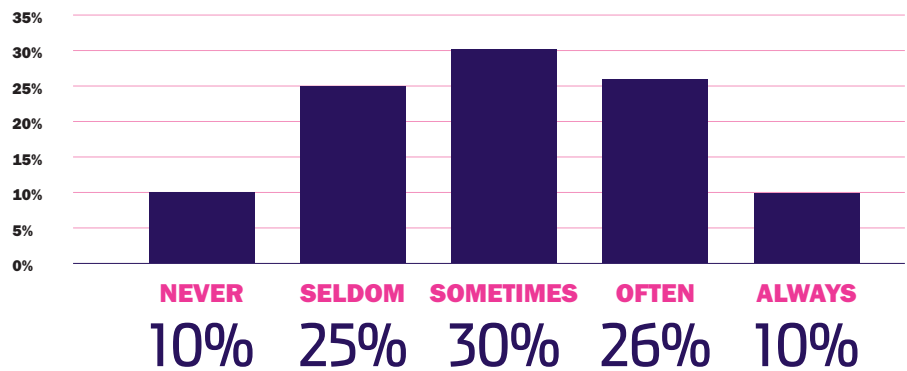
Q16	HSE scale out of 5*
Higher education	2.99

* 1 = low well-being; 5 = high well-being

(18) *I am pressured to work long hours*

NEVER	SELDOM	SOMETIMES	OFTEN	ALWAYS
8%	16%	27%	30%	18%
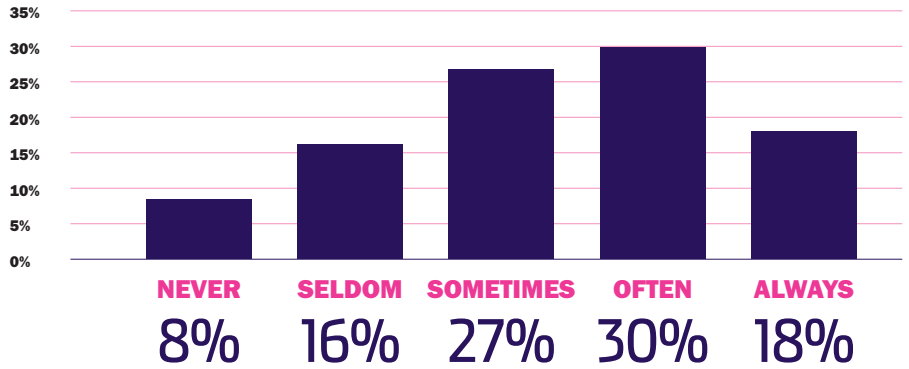
Q18	HSE scale out of 5*
Higher education	**2.66**

(20) *I have to work very fast*

NEVER	SELDOM	SOMETIMES	OFTEN	ALWAYS
1%	6%	36%	42%	15%
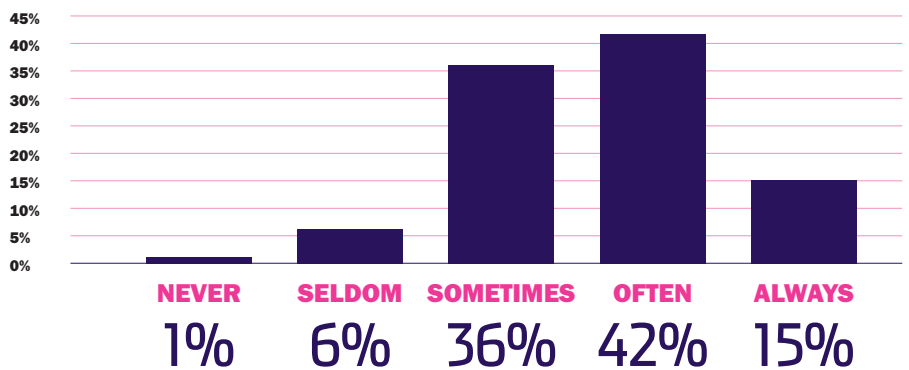
Q20	HSE scale out of 5*
Higher education	**2.35**

(22) *I have unrealistic time pressures*

NEVER	SELDOM	SOMETIMES	OFTEN	ALWAYS
2%	18%	34%	31%	16%
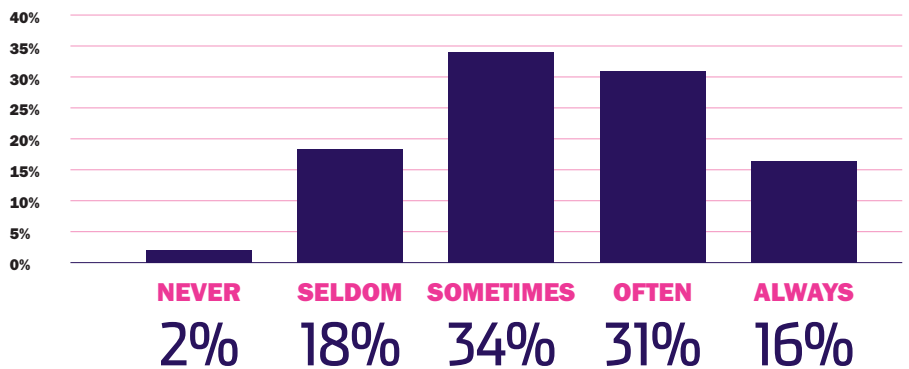
Q22	HSE scale out of 5*
Higher education	**2.59**

* 1 = low well-being; 5 = high well-being

MEMBERS' COMMENTS

I feel like I am doing three jobs: teaching, research, administrative work, when one would occupy me fully. **(LECTURER)**

Under the constant pressure to do things, it's nearly impossible to find time to learn new ways to do them and thus do them better, even when in the long run this would lead to net gains in productivity. **(ACADEMIC-RELATED STAFF)**

Unrealistic workload model that underestimates the time taken to complete tasks and doesn't allow for 'recovery' or thinking time between tasks. **(LECTURER)**

Too many stakeholders with expectations that they alone count—be they students, industry, policy makers, local government etc. **(PROFESSOR)**

Excessive workload can sometimes be stressful, but I find it also motivates me a lot, so it's quite a positive stress, but only because it is not constant.

Demands: summary

Comparison of the UCU data with the results of the Health and Safety Executive's survey *Psychosocial Working Conditions in Britain in 2008* indicated considerably less well-being in higher education than the HSE target industries, including education, in relation to the demands made on employees.
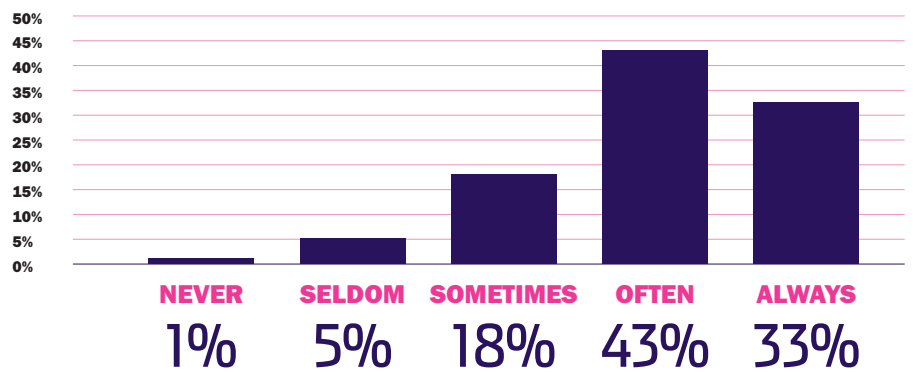
HSE scale out of 5 (1 = low well-being; 5 = high well-being)

Higher education	**2.51**
HSE 2008 survey target group mean average	3.44

Control

A typical snapshot

UCU members in higher education said they often had control over their work pace, and could often decide when to take a break. They sometimes had a choice in deciding what they do at work and often had a say in the way they work. Respondents from higher education indicated that their working time was often flexible.
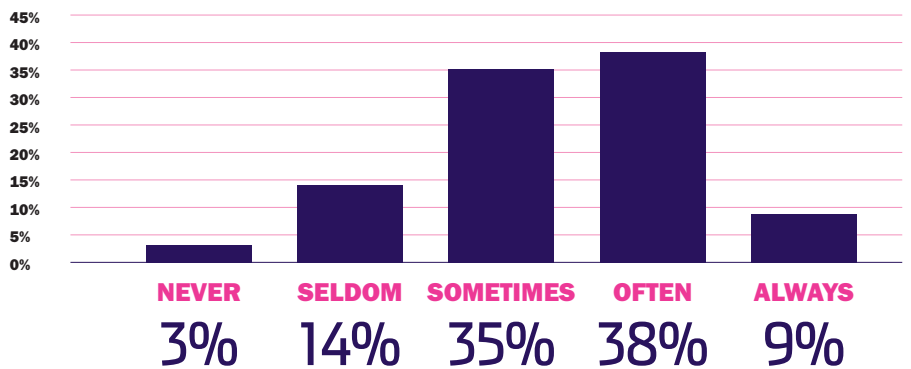
(2) *I can decide when to take a break*

NEVER	SELDOM	SOMETIMES	OFTEN	ALWAYS
1%	5%	18%	43%	33%

Q2   *HSE scale out of 5**

Higher education   **4.02**

(10) *I have a say in my own work speed*

NEVER	SELDOM	SOMETIMES	OFTEN	ALWAYS
3%	14%	35%	38%	9%

Q10   *HSE scale out of 5**
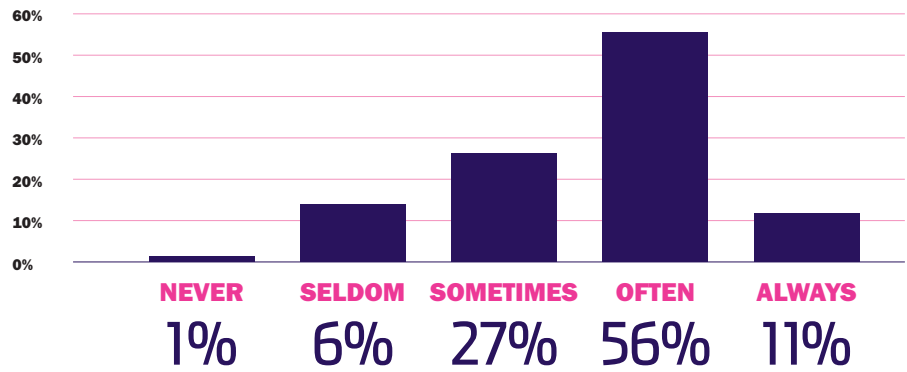
Higher education   **3.35**

* 1 = low well-being; 5 = high well-being
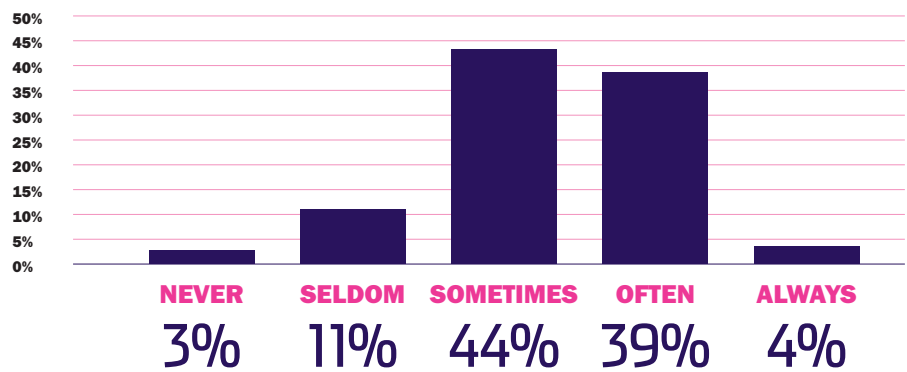
(15) *I have a choice in deciding how I do my work*

	NEVER	SELDOM	SOMETIMES	OFTEN	ALWAYS
	1%	6%	27%	56%	11%

Q15	HSE scale out of 5*
Higher education	**3.70**

(19) *I have a choice in deciding what I do at work*

	NEVER	SELDOM	SOMETIMES	OFTEN	ALWAYS
	3%	11%	44%	39%	4%

Q19	HSE scale out of 5*
Higher education	**3.39**

(25) *I have some say over the way I work*

	NEVER	SELDOM	SOMETIMES	OFTEN	ALWAYS
	1%	6%	14%	61%	18%
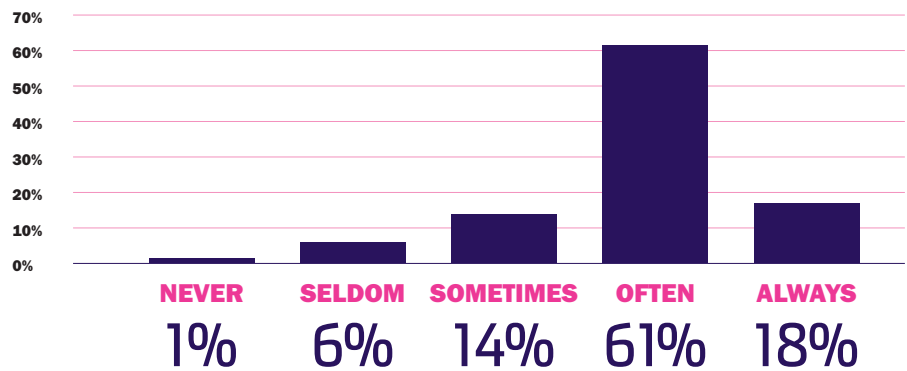
Q25	HSE scale out of 5*
Higher education	**3.88**

* 1 = low well-being; 5 = high well-being

MEMBERS' COMMENTS

Being asked to undertake tasks which should be done by more staff on a higher grade but not having the 'power' to make decisions. (SENIOR LECTURER)

No involvement or consultation on fundamentally important decisions in the department. (READER)

Lack of autonomy, constant micro-management. (LEAD TEACHER)

I am required to implement some unpopular initiatives which I have had little say in the creation of. (PRINCIPAL LECTURER)

My working hours are flexible, but as I always spend too many at work due to workloads, my home life is affected. (HEAD OF DEPARTMENT)

(30) *My working time can be flexible*

NEVER	SELDOM	SOMETIMES	OFTEN	ALWAYS
6%	9%	16%	52%	18%
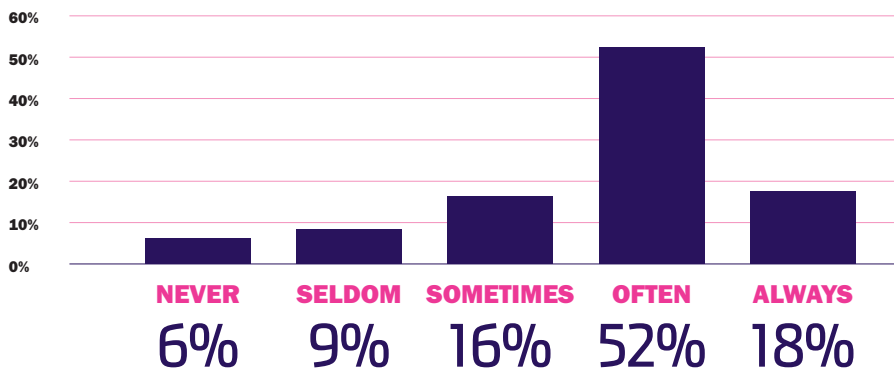
Q30	HSE scale out of 5*
Higher education	**3.69**

Control: summary

Comparison of the UCU data with the results of the Health and Safety Executive's survey *Psychosocial Working Conditions in Britain in 2008* indicated UCU members in higher education had higher levels of control over the way they work than the HSE target industries, including education.

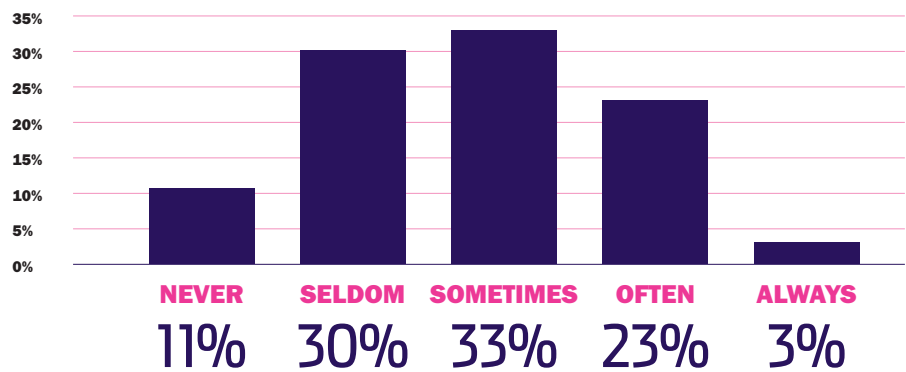|	HSE scale out of 5*
Higher education	**3.66**
HSE 2008 survey target group mean average	3.32

* 1 = low well-being; 5 = high well-being

Manager's support

A typical snapshot

UCU members in higher education said they were sometimes given supportive feedback on the work they did, and could sometimes rely on their line manager to help out with a work problem. They indicated that they could often talk to their line manager about something that had upset or annoyed them about work. Respondents from higher education said their line manager encouraged them at work at least sometimes, and sometimes felt supported through emotionally demanding work. As can be seen in the responses to individual questions below, considerable variation was found in the extent to which participants from HE felt supported on some issues.

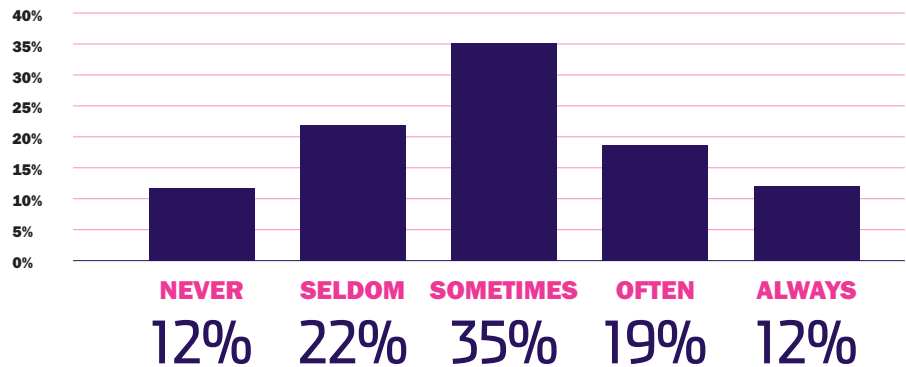**(8)   *I am given supportive feedback on the work I do***

NEVER	SELDOM	SOMETIMES	OFTEN	ALWAYS
11%	30%	33%	23%	3%

Q8	HSE scale out of 5*
Higher education	**2.77**

(23) *I can rely on my line manager to help me out with a work problem*

NEVER	SELDOM	SOMETIMES	OFTEN	ALWAYS
12%	22%	35%	19%	12%

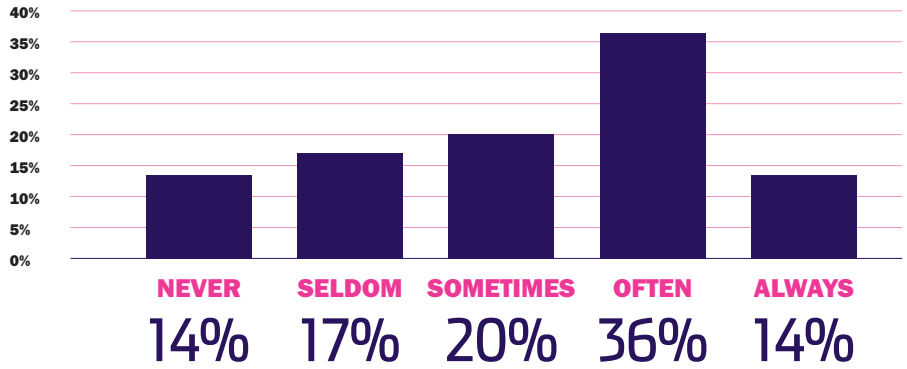| Q23	HSE scale out of 5*
Higher education	**2.95**

* 1 = low well-being; 5 = high well-being

15

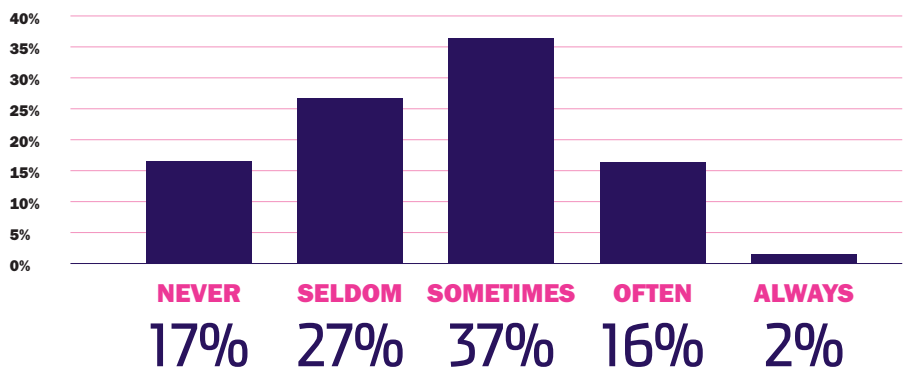**(29)** *I can talk to my line manager about something that has upset or annoyed me about work*

NEVER	SELDOM	SOMETIMES	OFTEN	ALWAYS
14%	17%	20%	36%	14%

Q29	HSE scale out of 5*
Higher education	3.21

(33) *I am supported through emotionally demanding work*

NEVER	SELDOM	SOMETIMES	OFTEN	ALWAYS
17%	27%	37%	16%	2%

Q33	HSE scale out of 5*
Higher education	2.58

(35) *My line manager encourages me at work*

NEVER	SELDOM	SOMETIMES	OFTEN	ALWAYS
15%	15%	31%	31%	8%
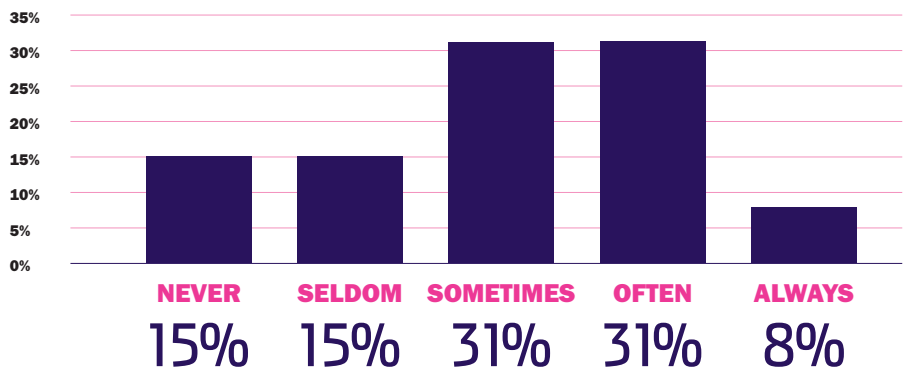
Q35	HSE scale out of 5*
Higher education	3.04

* 1 = low well-being; 5 = high well-being

MEMBERS' COMMENTS

My work is not valued by the senior management despite my having an international reputation. (LECTURER)

Unrealistic expectations by managers in the department of what staff can achieve in a normal working week. (CAREERS CONSULTANT)

For three years my line managers were incompetent, disrespectful, and dependent on a blame culture. My present line manager is fantastic and has made all the difference; unfortunately, she is so stressed that she is now leaving to take up a post elsewhere. (SENIOR LECTURER)

Although I have a great line manager there is a lack of communication from the top down. (LIBRARIAN)

Manager's support: summary

Comparison of the UCU data alongside the results of the Health and Safety Executive's survey *Psychosocial Working Conditions in Britain in 2008* indicated less well-being in higher education than in the HSE target industries, including education, in relation to the level of managers' support for employees.

*HSE scale out of 5 (1 = low well-being; 5 = high well-being)*

Higher education	**2.91**
HSE 2008 survey target group mean average	3.77

Peer support

A typical snapshot

UCU members in higher education said their colleagues would sometimes help them if work got difficult. They indicated that they often received the help and support they needed, and the respect they believed they deserved, from colleagues. Respondents from higher education indicated that their colleagues were often willing to listen to their work-related problems.

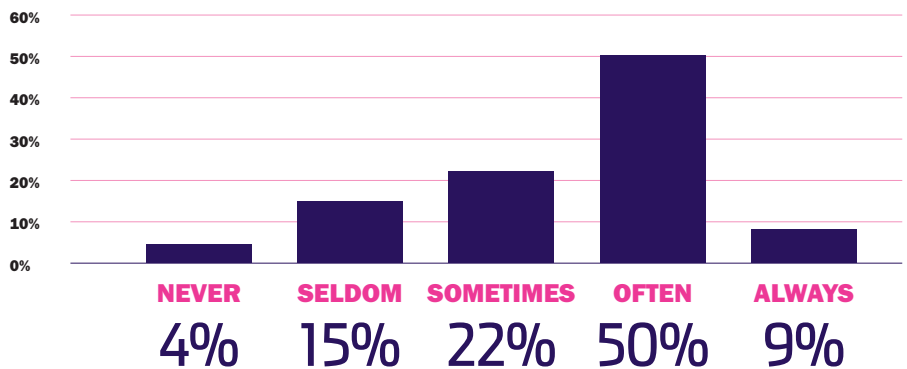**(7)** *If work gets difficult, my colleagues will help me*

	NEVER	SELDOM	SOMETIMES	OFTEN	ALWAYS
	6%	29%	42%	18%	5%
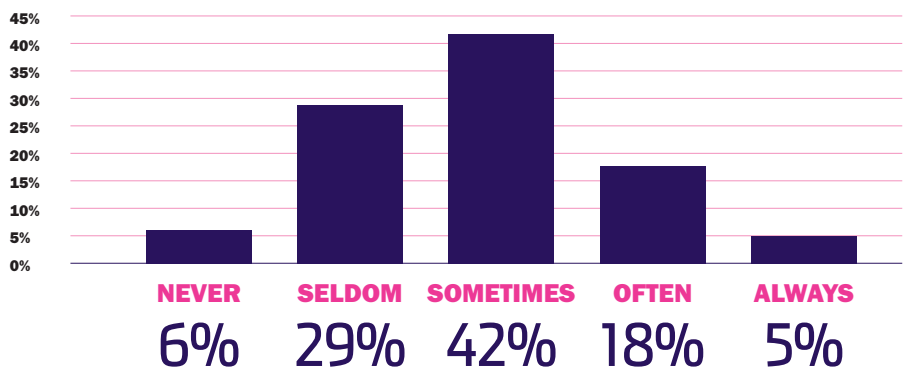
Q7   *HSE scale out of 5**

Higher education   **2.88**
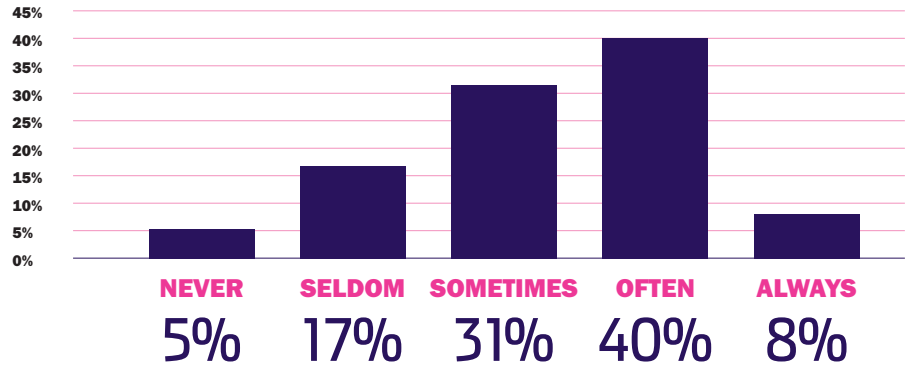
(24) *I get help and support I need from colleagues*

	NEVER	SELDOM	SOMETIMES	OFTEN	ALWAYS
	4%	15%	22%	50%	9%

Q24   *HSE scale out of 5**

Higher education   **3.45**

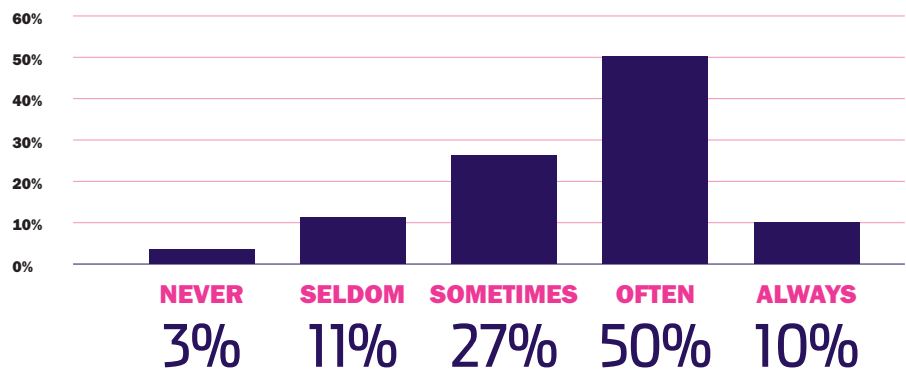**(27)** *I receive the respect at work I deserve from my colleagues*

NEVER	SELDOM	SOMETIMES	OFTEN	ALWAYS
5%	17%	31%	40%	8%

Q27	*HSE scale out of 5* *
Higher education	**3.29**

(31) *My colleagues are willing to listen to my work-related problems*

NEVER	SELDOM	SOMETIMES	OFTEN	ALWAYS
3%	11%	27%	50%	10%

Q31	*HSE scale out of 5* *
Higher education	**3.53**

Peer support: summary

Comparison of the UCU data alongside the results of the Health and Safety Executive's survey *Psychosocial Working Conditions in Britain in 2008* indicated less well-being in higher education than in the HSE target industries, including education, in relation to the level of peer support experienced by employees.

	HSE scale out of 5 *
Higher education	**3.28**
HSE 2008 survey target group mean average	4.03

MEMBERS' COMMENTS

Colleagues being difficult to work with and making it hard to get things done. (LECTURER)

Lack of collegiality and trust in the department. (LIBRARIAN)

Collegial, supportive departmental colleagues help to reduce stress on a day-to-day basis. (LECTURER)

* 1 = low well-being; 5 = high well-being

Relationships

A typical snapshot

Fewer than half of UCU members in higher education indicated that they were never subject to personal harassment at work. They said there was sometimes friction or anger between colleagues. Only 45% of UCU members in higher education could say they were never subjected to bullying at work. They were fairly evenly divided on the question of whether relationships at work were strained.

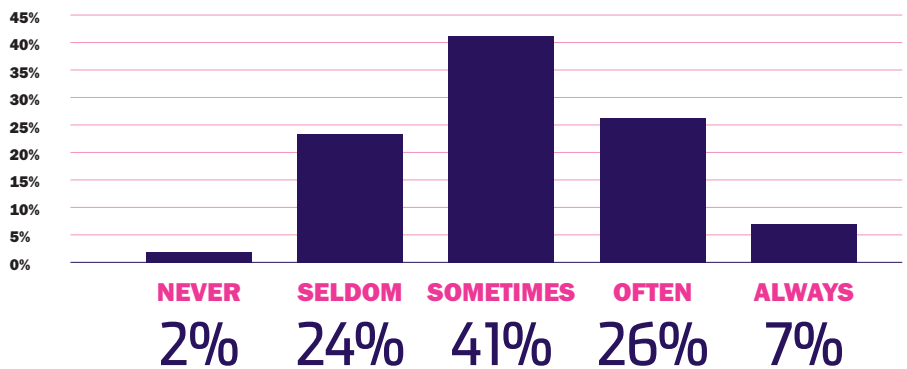**(5)** *I am subject to personal harassment at work*

NEVER	SELDOM	SOMETIMES	OFTEN	ALWAYS
39%	30%	23%	8%	1%

Q5	HSE scale out of 5*
Higher education	3.99

(14) *There is friction or anger between colleagues*

NEVER	SELDOM	SOMETIMES	OFTEN	ALWAYS
2%	24%	41%	26%	7%

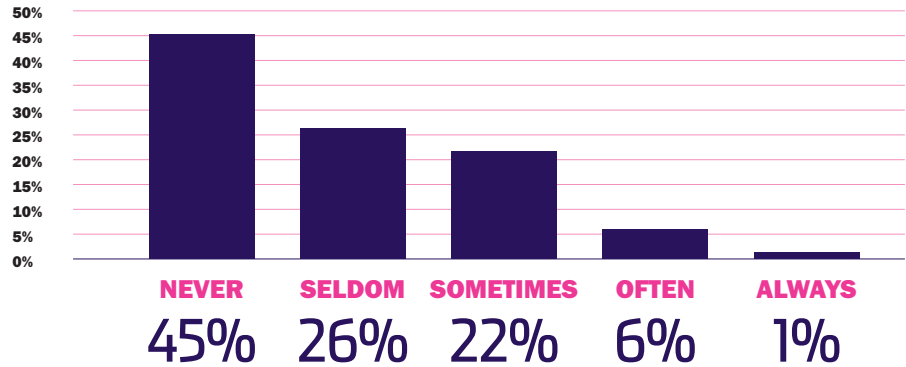| Q14	HSE scale out of 5*
Higher education	2.88

* 1 = low well-being; 5 = high well-being

(21) *I am subject to bullying at work*

Q21	HSE scale out of 5*
Higher education	**4.06**

MEMBERS' COMMENTS

I have suffered harassment from one colleague, which I found totally unacceptable. But I have received great support from other colleagues. (READER)

Difficulties as a woman in a very male department have caused problems in the past, including sexist attitudes, harassment (in the past) and sense of exclusion from the 'boys club'. (LECTURER)

There is a culture in the university of bullying which seems to be regarded as having to be 'put up with' due to individual personalities being 'unchangeable'. (LECTURER)

(34) *Relationships at work are strained*

Q34	HSE scale out of 5*
Higher education	**3.20**

Relationships: summary

Comparison of the UCU data alongside the results of the Health and Safety Executive's survey *Psychosocial Working Conditions in Britain in 2008* indicated less well-being in higher education than in the HSE target industries, including education, concerning employees' relationships at work.

	HSE scale out of 5*
Higher education	**3.53**
HSE 2008 survey target group mean average	4.13

* 1 = low well-being; 5 = high well-being

Role

A typical snapshot

UCU members in higher education indicated that they often knew what was expected of them at work, and they often had the information required to go about getting their job done. Respondents from higher education were often clear about their personal duties and responsibilities, and the goals and objectives for their department. They often understood how their work fitted in with the overall aim of their organisation.
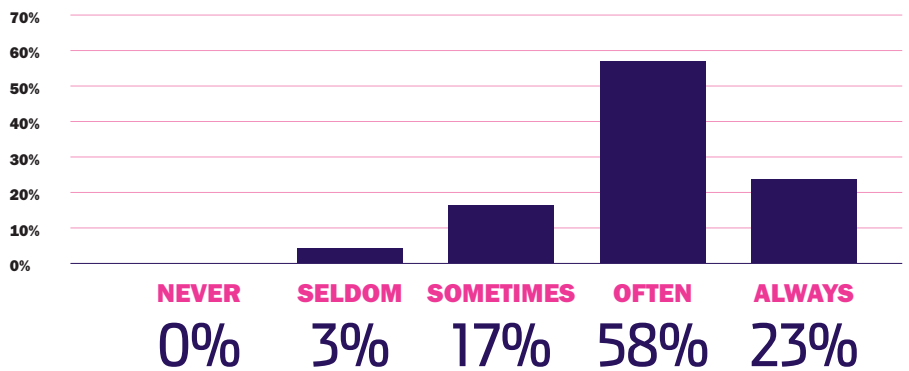
(1) *I am clear what is expected of me at work*

NEVER	SELDOM	SOMETIMES	OFTEN	ALWAYS
1%	6%	25%	56%	12%
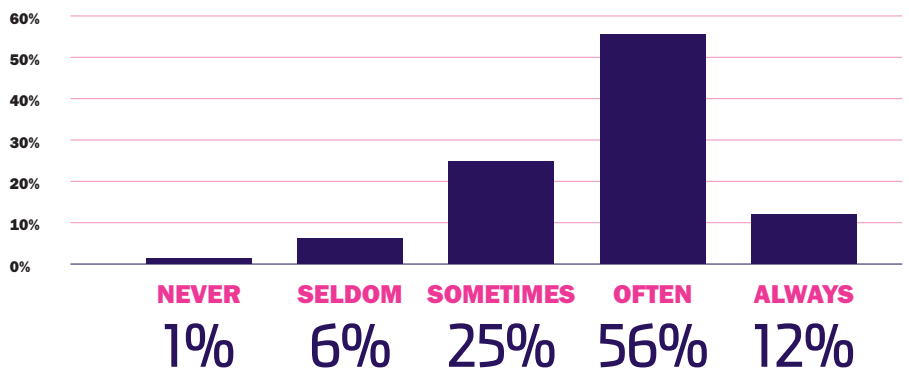
Q1	*HSE scale out of 5***
Higher education	**3.73**

(4) *I know how to go about getting my job done*

NEVER	SELDOM	SOMETIMES	OFTEN	ALWAYS
0%	3%	17%	58%	23%

Q4	*HSE scale out of 5***
Higher education	**4.08**

* 1 = low well-being; 5 = high well-being

(11) *I am clear what my duties and responsibilities are*

NEVER	SELDOM	SOMETIMES	OFTEN	ALWAYS
2%	8%	25%	49%	16%
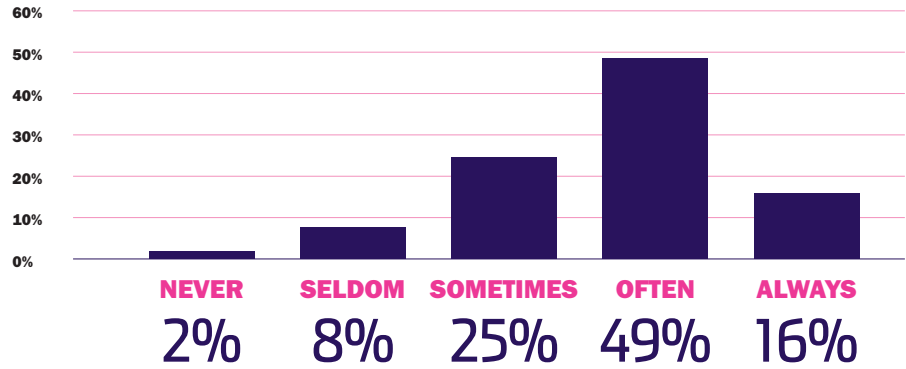
Q11	HSE scale out of 5*
Higher education	**3.70**

(13) *I am clear about the goals and objectives for my department*

NEVER	SELDOM	SOMETIMES	OFTEN	ALWAYS
3%	15%	33%	39%	9%
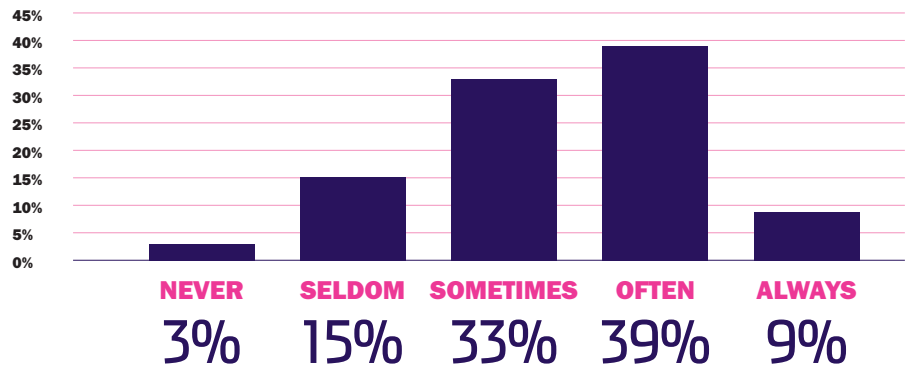
Q13	HSE scale out of 5*
Higher education	**3.35**

(17) *I understand how my work fits into the overall aim of the organisation*

NEVER	SELDOM	SOMETIMES	OFTEN	ALWAYS
2%	10%	28%	45%	14%
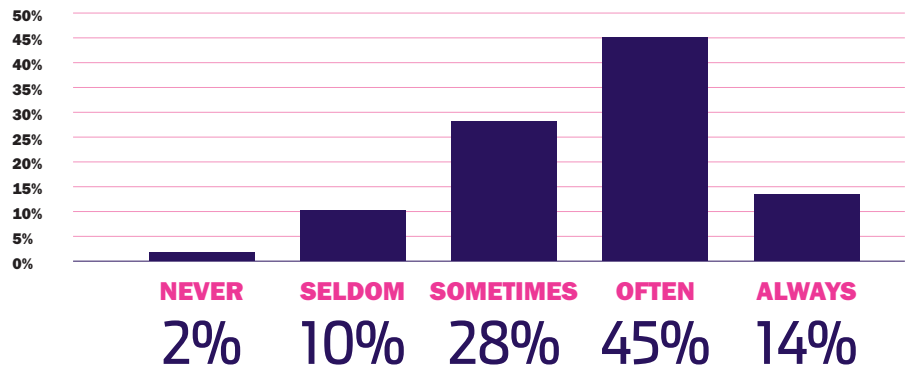
Q17	HSE scale out of 5*
Higher education	**3.59**

* 1 = low well-being; 5 = high well-being

MEMBERS' COMMENTS

I am unclear about my role and responsibilities, the direction the department is taking and how we fit into the establishment as a whole.
(HEAD OF DEPARTMENT)

My duties are spread over a wide range of different disciplines, falling into the 'jack-of-all-trades but master of none' trap. (LECTURER)

Being forced to take on a role that I do not feel comfortable with, which barely matches my job description and under-uses my skills and know-ledge, is very frustrating.
(PRINCIPAL LECTURER)

The structure of the depart-ment is changing and I am no longer clear [about] my duties.
(PROFESSIONAL TUTOR)

Role: summary

Comparison of the UCU data alongside the results of the Health and Safety Executive's survey *Psychosocial Working Conditions in Britain in 2008* indicated less well-being in higher education than in the HSE target industries, including education, in relation to how clearly employees understand their role at work.

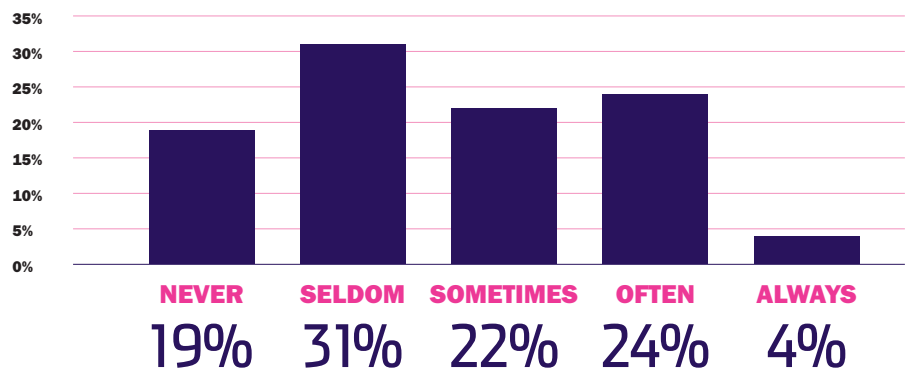*HSE scale out of 5 (1 = low well-being; 5 = high well-being)*

Higher education	**3.68**
HSE 2008 survey target group mean average	4.61

Change

A typical snapshot

UCU members in higher education indicated that they seldom had enough opportunities to question managers about change at work. They also indicated that they were seldom consulted about changes at work and how these changes will work out in practice.

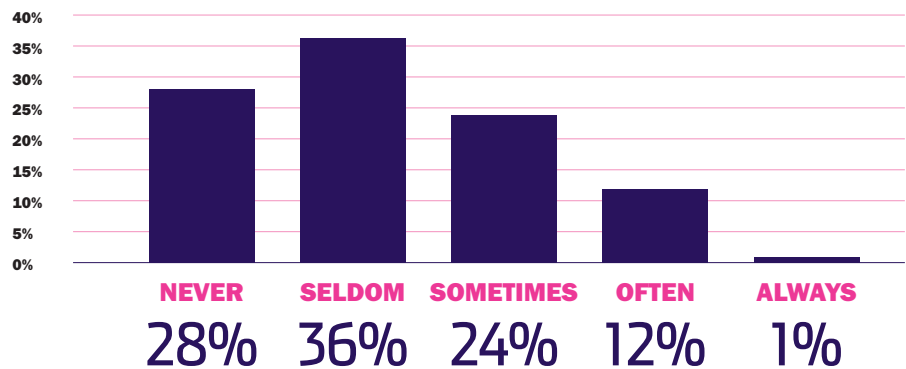**(26)** *I have opportunities to question managers about change at work*

NEVER	SELDOM	SOMETIMES	OFTEN	ALWAYS
19%	31%	22%	24%	4%

Q26	HSE scale out of 5*
Higher education	**2.63**

(28) *Staff are consulted about change at work*

NEVER	SELDOM	SOMETIMES	OFTEN	ALWAYS
28%	36%	24%	12%	1%

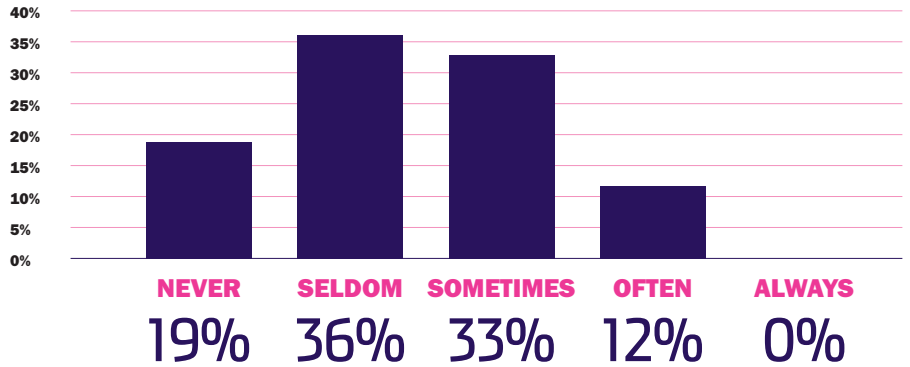| Q28	HSE scale out of 5*
Higher education	**2.21**

* 1 = low well-being; 5 = high well-being

(32) *When changes are made at work, I am clear about how they will work out in practice*

NEVER	SELDOM	SOMETIMES	OFTEN	ALWAYS
19%	**36%**	**33%**	**12%**	**0%**

Q32	HSE scale out of 5*
Higher education	**2.39**

Change: summary

Comparison of the UCU data alongside the results of the Health and Safety Executive's survey *Psychosocial Working Conditions in Britain in 2008* indicated less well-being in higher education than in the HSE target industries, including education, regarding the way change is handled at work.

	HSE scale out of 5*
Higher education	**2.41**
HSE 2008 survey target group mean average	3.54

MEMBERS' COMMENTS

Things change without advance warning. Goalposts move in such a way that you no longer have a chance to score. (PRINCIPAL LECTURER)

No involvement or consultation on fundamentally important decisions in the department. (READER)

Top-down changes are introduced without any consultation or proper understanding of their adverse impact. (LECTURER)

* 1 = low well-being; 5 = high well-being

3

Overall perception of stress

HIGHER EDUCATION

Three questions in the survey concerned overall perceptions of occupational stress. The responses indicated that those working in higher education felt under a considerable degree of stress at work. There was a high level of agreement among respondents in higher education with the statement 'I find my job stressful'. Almost one third strongly agreed with the statement, and just under half agreed. Only 2.3% (n = 8) strongly disagreed with this statement.

More than half the respondents in higher education said their general level of stress was high or very high. One third said they experienced moderate stress, whereas 9.8% said their stress level was low or very low. More than one third said they often experienced levels of stress they found unacceptable, and 5.7% said this was always the case. Twelve percent indicated that they seldom or never experienced unacceptable levels of stress.

Q36a *I find my job stressful*

	Strongly disagree %	Disagree %	Neutral %	Agree %	Strongly agree %	Total %
Higher education	2.3	6.0	10.9	49.3	31.5	100

Q36b *How would you characterise your general or average level of stress?*

	Very high %	High %	Moderate %	Low %	Very low %	Total %
Higher education	14.4	43.8	32.9	8.1	1.7	100

Q37 *Do you experience levels of stress that you find unacceptable?*

	Always %	Often %	Sometimes %	Seldom %	Never %	Total %
Higher education	5.7	35.5	46.4	10.6	1.7	100

Comparisons with previous surveys

The findings of the present survey suggest an increase in perceived stress levels from those reported in earlier studies conducted in 1998, 2004 and 2008. In the present survey, 81% of respondents from higher education agreed or strongly agreed with the statement 'I find my job stressful' compared with 74% in 2008. Comparative data is provided below from surveys of the higher education sector conducted in 1998 and 2004.

It should be emphasised, however, that data obtained in the two earlier surveys were from the former Association of University Teachers, who primarily represented members working in the 'pre-1992' sector. Data presented in the 2008 and the present survey were from members of the University and College Union, which was formed in 2006 by a merger of AUT and NATFHE.

Comparing the findings of the 2008 and 2010 surveys are, therefore, more valid as they represent the current profile of academic and academic-related employees working in higher education.

I find my job stressful

	Strongly disagree %	Disagree %	Neutral %	Agree %	Strongly agree %	Total %
HE 1998*	1.5	9.7	18.8	48.3	21.6	100
HE 2004**	2.6	10.3	18.0	42.8	26.3	100
HE 2008***	2.5	7.6	15.9	49.4	24.5	100
HE 2010	2.3	6.0	10.9	49.3	31.5	100

Totals may differ due to rounding

HE staff: 'I find my job stressful'
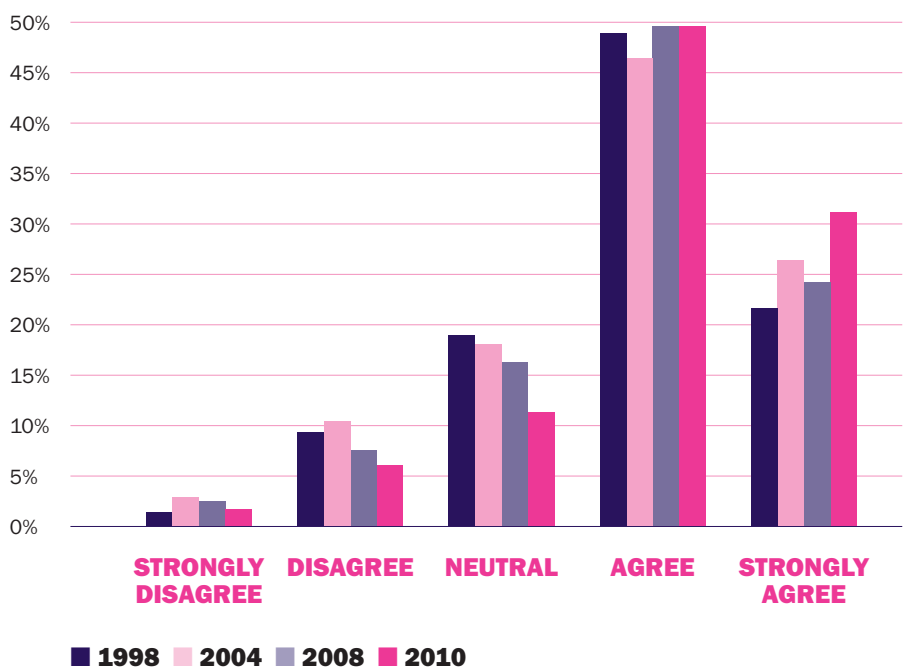
* Gail Kinman, *Pressure points*, AUT: London, 1998

** Gail Kinman & Fiona Jones, *Working to the limit*, AUT: London, 2004

***Stephen Court & Gail Kinman, *Tackling Stress in Higher Education*, UCU: London 2008 *www.ucu.org.uk/media/pdf/d/0/ ucu_hestress_dec08.pdf*

4

Main factors contributing to stress

HIGHER EDUCATION

For respondents in higher education, 'lack of time to undertake research' was the factor the highest number of respondents (65.6%) said made a high or very high contribution to unacceptable levels of stress or frustration. Next came 'excessive workloads' (60.5%) followed by 'poor work-life balance' (59.2%).

Factors contributing to stress: higher education

% of respondents saying this factor made a high or very high contribution to stress or frustration	Higher education
Lack of time to undertake research	65.6
Excessive workloads	60.5
Poor work-life balance	59.2
Unreasonable expectations from colleagues, students or your head of department	53.6
Lack of resources to undertake research, including problems in obtaining funding	50.9
Lack of time or opportunities to develop your teaching	39.6
Job insecurity	37.1
Lack of promotion opportunities	35.1
Insufficient time to respond to student queries	34.1
Teaching large classes	25.3
Bullying	19.2
Lack of opportunities for training and career development	18.7
Harassment	18.7
Complaints by students	18.6
Discrimination	15.8
Lack of choice in the subjects you teach or carry out research on	15.5
Complaints by other members of staff	14.8

5
Differences between academic and academic-related staff

HIGHER EDUCATION

Also examined was whether any differences existed in levels of stressors and perceived stress between respondents who worked in academic or academic-related (such as library, administration or IT) roles. Comparisons were also made between these two groups on the factors that were thought to make the strongest contribution to unacceptable levels of stress or frustration.

No significant differences were found academic and academic-related staff in levels of perceived stress. Only one significant difference emerged between the two groups in the HSE stressor categories, with academic staff reporting higher levels of job demands than academic-related employees (p=<.001). When the job-related factors that made the strongest contribution to unacceptable levels of stress and frustration were examined, respondents employed on academic grades rated 'lack of time to undertake research', 'excessive workloads', 'poor work-life balance' and 'lack of resources to undertake research' as the major sources of stress. Academic-related staff rated 'excessive workloads', 'unreasonable expectations from colleagues, students or Head of Department', 'poor work-life balance' and 'job insecurity' most highly.

6
Conclusion

HIGHER EDUCATION

This survey of UCU members indicates that levels of perceived stress in higher education remain high. Evidence has been provided that stress levels may have increased since the last survey was conducted in 2008. Although a degree of stress is to be expected, more than half of the sample indicated that their level of stress was high or very high, and over one third said they regularly experienced levels of stress they found unacceptable. These findings should be contrasted with those reported in 2009 by the HSE, where the proportion of UK employees in general who consider their job to be very or extremely stressful was 19.5% (Packham & Webster, 2009). This proportion is similar to those reported in previous UCU or predecessor union surveys since 2004.

In the 2008 survey, 'lack of time to undertake research' was the factor that was most frequently cited by HE respondents as contributing to unacceptable levels of stress or frustration. Next came 'excessive workloads', then 'lack of resources to undertake research, including problems in obtaining funding'. While these factors continue to be highly stressful for members in HE, 'work-life balance' was cited by many as an important source of stress. The difficulties experienced by higher education employees in achieving an acceptable balance between work and other life domains has been highlighted in previous studies conducted in the UK and other countries (eg Kinman et al., 2006; Winefield et al., 2008). A number of factors have been highlighted as contributing to work-life conflict in the sector, including job demands, perceived inequity between job-related efforts and rewards, high levels of integration between work and home life and over-commitment to the job role (Kinman & Jones, 2008).

On all but one of the HSE stressor categories, UCU members in HE education reported lower well-being than the average for the HSE UK target group, which included those working in education. The biggest 'well-being gaps' were in change, followed by demands and role clarity. On all stressors apart from control, respondents to the 2010 UCU survey failed to meet the HSE interim target. This is a similar pattern to that which emerged in the 2008 study of the sector.

The negative well-being gaps between scores in the UCU 2010 survey and the HSE target group mean average for demands, managerial support, peer support, relationships, role and change have widened since the previous survey in 2008, and the positive gap for UCU respondents relating to control has reduced since 2008.

These findings should be contrasted with those reported in the 2009 study by the HSE, where significant improvements in the change and managerial support scales for the UK workforce in general have been documented over the last few years (Packham & Webster, 2009). As in the 2008 survey of UCU members, levels of control in the higher education sector were found to be higher than the minimum levels recommended by the HSE. It should be emphasized, however, that higher levels of control were only found amongst members employed in academic roles, not academic-related staff.

As can be seen below, there continues to be a considerable shortfall between the mean levels of wellbeing on the majority of stressors and the HSE recommendations.

31

	Demands	Control	Manag- gerial support	Peer support	Relation- ships	Role	Change
HSE target group mean average	3.44	3.32	3.77	4.03	4.13	4.61	3.54
UCU members working in higher education 2010	2.51	3.66	2.91	3.28	3.53	3.68	2.41
'Well-being' gap for UCU members in HE 2010	-0.93	+0.34	-0.86	-0.75	-0.60	-0.93	-1.13
UCU members working in higher education 2008	2.61	3.75	2.94	3.40	3.57	3.72	2.54
'Well-being' gap for UCU members in HE 2008	-0.83	+0.43	-0.83	-0.63	-0.56	-0.89	-1.00
HSE interim target	3.50	3.50	3.80	4.00	4.25	5.00	3.67
HSE long-term target	4.25	4.33	4.60	4.75	4.75	5.00	4.00

* 1 = low well-being; 5 = high well-being

1
Biographical information

FURTHER EDUCATION

Sample

Of the 720 members who responded to the questionnaire, 291 were employed (or principally employed) in further education.

Gender

Of 347 respondents in further education who indicated their gender, 64.6% were female, 35.4% were male.

Sexuality

Of 250 respondents in further education who indicated their sexuality, 2.0% were bisexual, 94.0% were heterosexual, and 4.0% were gay or lesbian.

Ethnicity

Of 282 respondents in further education who reported their ethnicity, 1.8% were Black or Black British—Caribbean; 0.4% were Black or Black British—African; 0.7% were from other Black background; 0.4% were of Asian or Asian British—Pakistani; 0.4% were Chinese; 0.4% were of other Asian background; 1.4% were of other (including mixed) background and 0.7% were Jewish. Eighty-four percent were White British, 2.5% White Irish and 6% other White background.

Disability

Of the 287 respondents in further education who responded to this question, 88.9% did not consider themselves disabled; 8.0% considered themselves disabled; and 3.1% were unsure if they were disabled.

Job

Of 288 respondents in further education who responded to this question, 74.7% worked in teaching or teaching-only positions, 5.2% worked in teaching-and-research, 10.8% were managers, 1.0% were administrators, 1.4% were computing staff, 0.3% were librarians, and 6.6% had other jobs.

Mode of employment

Of the 288 respondents in further education who indicated their mode of employment, 73.3% worked full-time; 22.2% worked part-time; 3.5% were hourly-paid; and 1.0% indicated 'other' modes of employment.

Terms of employment

Of 286 respondents in further education who reported their terms of employment, 84.6% had an open-ended or permanent contract; 9.8% had a fixed-term contract; 3.5% had a variable hours contract; and 2.1% of respondents indicated 'other' terms of employment.

Hours of work

Of 210 respondents working full-time in further education who responded to this question, 3.4% of respondents worked up to 30 hours a week; 26.6% worked between 31 and 40 hours a week; 41.9% worked between 41 and 50 hours a week; 24.7% worked between 51 and 60 hours a week; 3.8% worked more than 60 hours a week. In all, 70.4% of full-timers worked more than 40 hours a week.[5] By contrast, UCU's 2008 survey of further education indicated that 65.6% of full-timers worked more than 40 hours a week.

[5] Totals may differ due to rounding.

2

Responses to HSE stress questionnaire

FURTHER EDUCATION

Demands

A typical snapshot

UCU members in further education said they often had demands – from different groups at work – that were difficult to combine. They often had to work very quickly and always or often very intensively, often under unrealistic time pressures. Respondents working in further education often neglected some tasks because they had too much to do and sometimes felt their deadlines to be unachievable. They often felt pressurised to work long hours, and were sometimes unable to take sufficient breaks from work.

(3) *Different groups at work demand things from me that are hard to combine*

NEVER	SELDOM	SOMETIMES	OFTEN	ALWAYS
3%	6%	29%	44%	17%
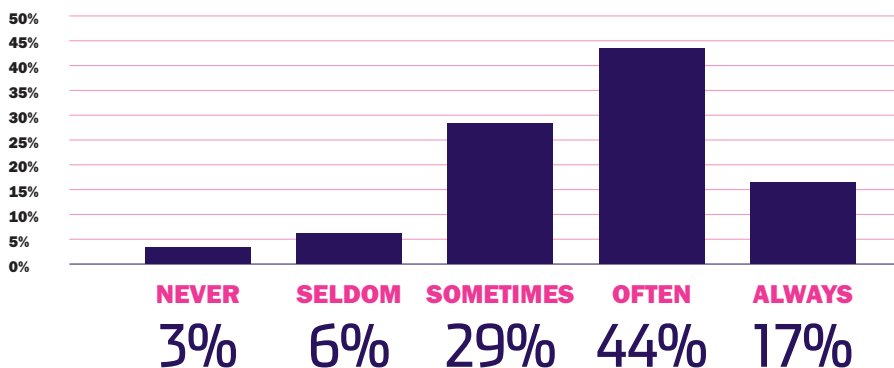
Q3   *HSE scale out of 5***

Further education   **2.34**

(6) *I have unachievable deadlines*

NEVER	SELDOM	SOMETIMES	OFTEN	ALWAYS
3%	18%	40%	30%	9%
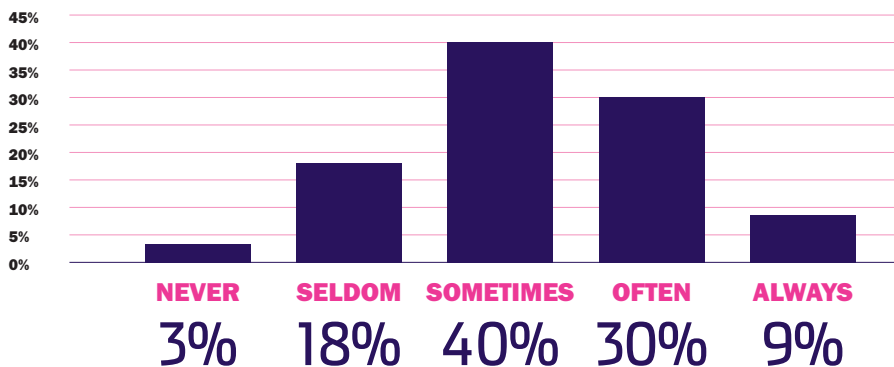
Q6   *HSE scale out of 5***

Further education   **2.74**

* 1 = low well-being; 5 = high well-being

(9) *I have to work very intensively*

	NEVER	SELDOM	SOMETIMES	OFTEN	ALWAYS
	1%	2%	12%	44%	41%
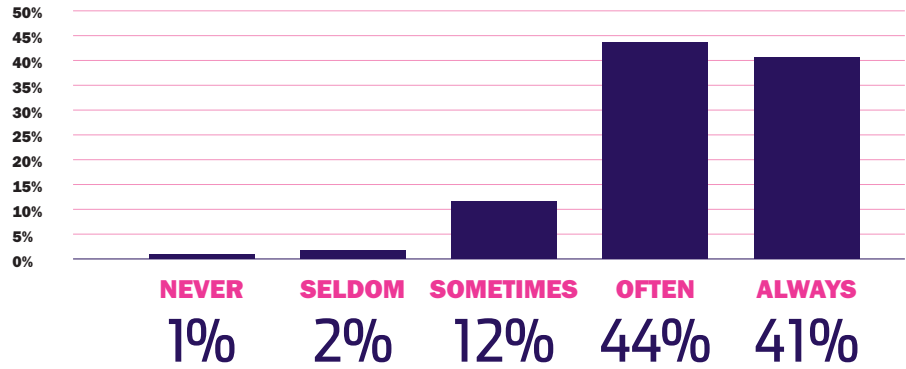
Q9 *HSE scale out of 5**

Further education 1.79

**(12)** *I have to neglect some tasks because I have too much to do*

	NEVER	SELDOM	SOMETIMES	OFTEN	ALWAYS
	1%	6%	29%	37%	26%
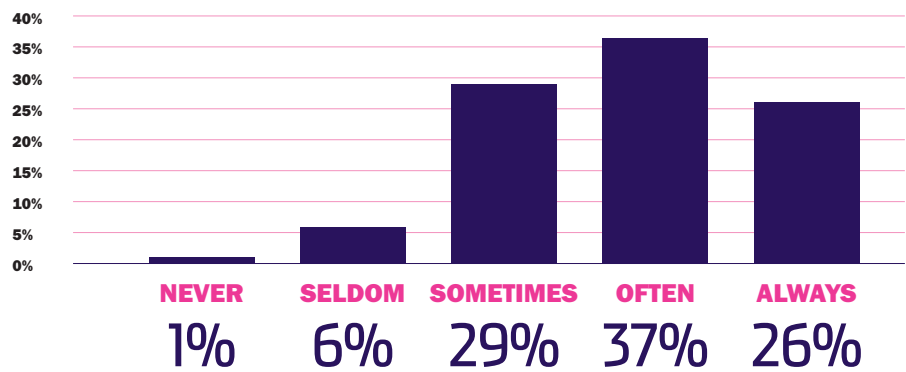
Q12 *HSE scale out of 5**

Further education 2.20

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(16) *I am unable to take sufficient breaks*

	NEVER	SELDOM	SOMETIMES	OFTEN	ALWAYS
	9%	22%	31%	24%	15%
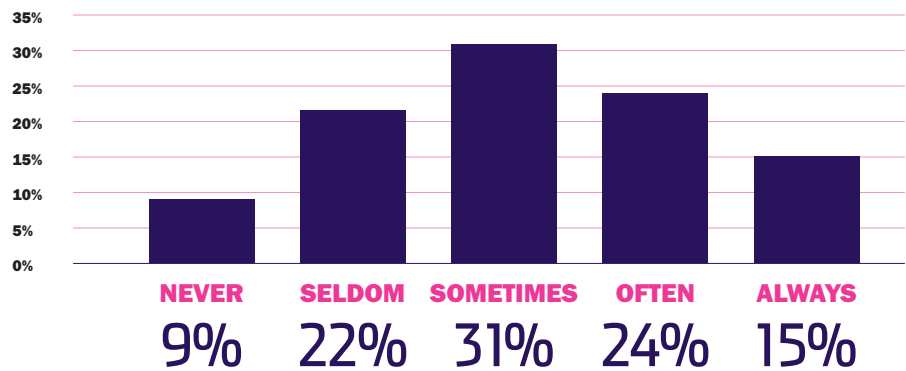
Q16 *HSE scale out of 5**

Further education 2.86

* 1 = low well-being; 5 = high well-being

(18) *I am pressured to work long hours*

NEVER	SELDOM	SOMETIMES	OFTEN	ALWAYS
6%	13%	27%	33%	21%
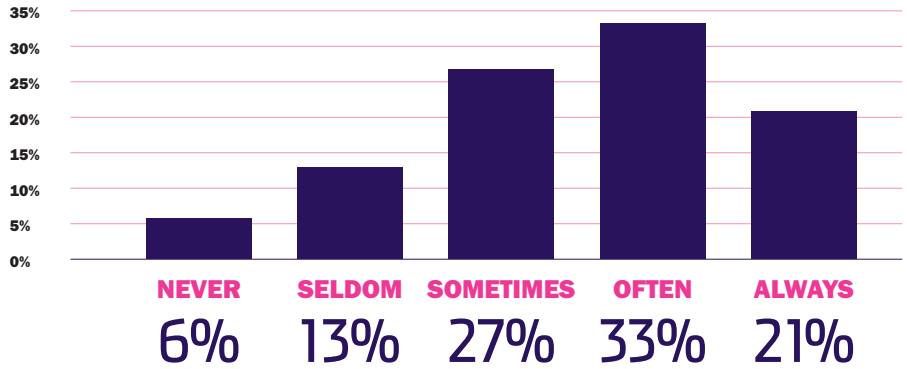
Q18 *HSE scale out of 5****

Further education **2.51**

(20) *I have to work very fast*

NEVER	SELDOM	SOMETIMES	OFTEN	ALWAYS
1%	4%	29%	44%	22%
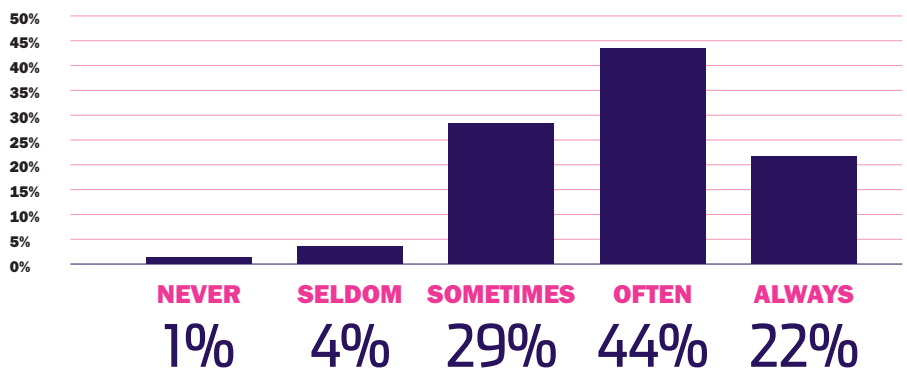
Q20 *HSE scale out of 5****

Further education **2.20**

(22) *I have unrealistic time pressures*

NEVER	SELDOM	SOMETIMES	OFTEN	ALWAYS
3%	11%	29%	36%	21%
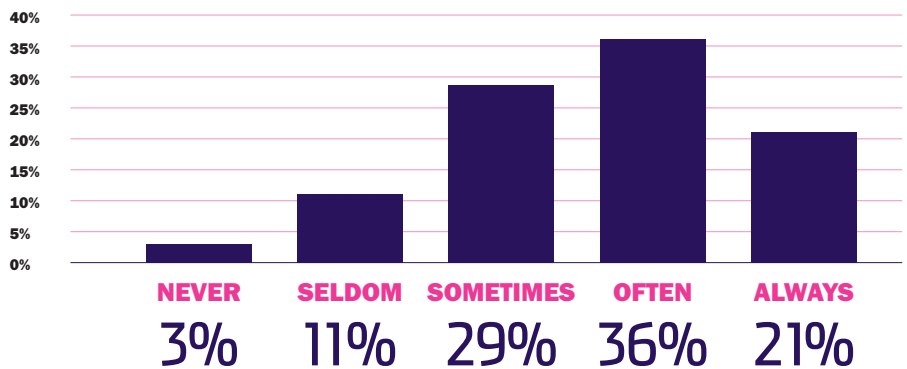
Q22 *HSE scale out of 5****

Further education **2.39**

* 1 = low well-being; 5 = high well-being

MEMBERS' COMMENTS

I work 10 hour days often with no breaks; I eat lunch at my desk—sometimes not until 3pm.
(HEAD OF DEPARTMENT)

From the minute I arrive at work to the minute I leave, I do not feel able to leave my desk or classroom for a break, even lunch. I start early and leave late and feel guilty when I go home. I also work at weekends.
(LECTURER)

HUGE amounts of paperwork leading to lack of time to spend with students.
(LECTURER)

Pressure to take on other duties when managers are sick or when staff leave and are not replaced.
(LECTURER)

Demands: summary

Comparison of the UCU data with the results of the Health and Safety Executive's survey *Psychosocial Working Conditions in Britain in 2008* indicated considerably less well-being in further education than the HSE target industries, including education, in relation to the demands made on employees.

HSE scale out of 5 (1 = low well-being; 5 = high well-being)

Further education	**2.34**
HSE 2008 survey target group mean average	3.44

Control

A typical snapshot

UCU members in further education said they sometimes had control over their work pace, and could sometimes decide when to take a break. They sometimes had a choice in deciding what they do at work and often had a say in the way they work. Respondents from further education indicated that their working time was seldom flexible.

(2) *I can decide when to take a break*

NEVER	SELDOM	SOMETIMES	OFTEN	ALWAYS
15%	24%	31%	22%	9%
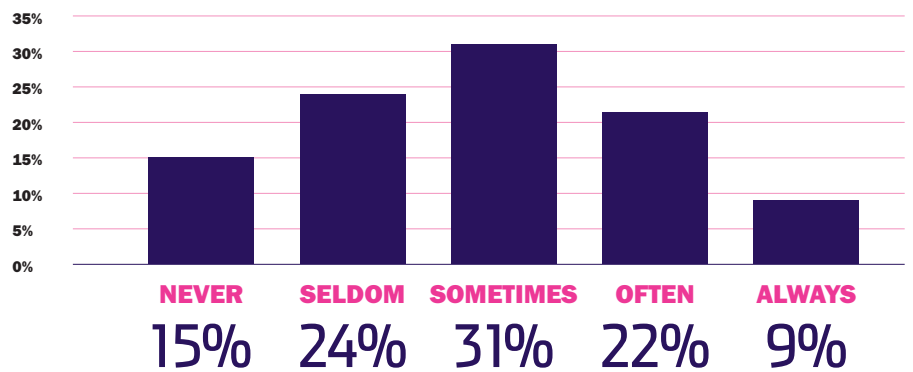
Q2	HSE scale out of 5*
Further education	**2.86**

(10) *I have a say in my own work speed*

NEVER	SELDOM	SOMETIMES	OFTEN	ALWAYS
14%	28%	35%	19%	5%
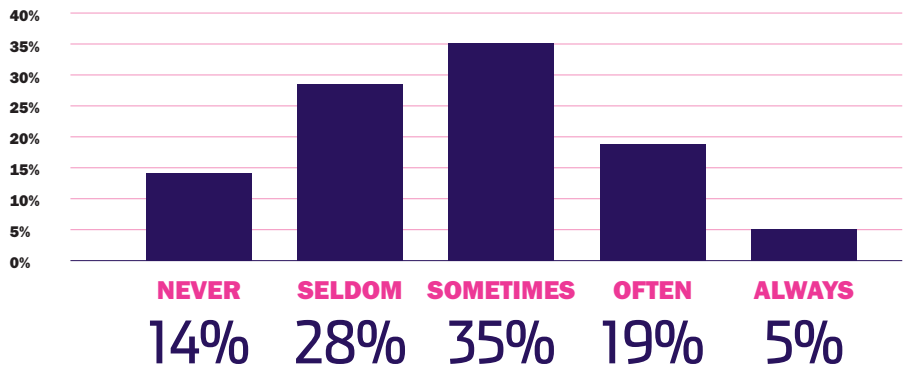
Q10	HSE scale out of 5*
Further education	**2.73**

* 1 = low well-being; 5 = high well-being

(15) *I have a choice in deciding how I do my work*

NEVER	SELDOM	SOMETIMES	OFTEN	ALWAYS
4%	18%	40%	36%	2%
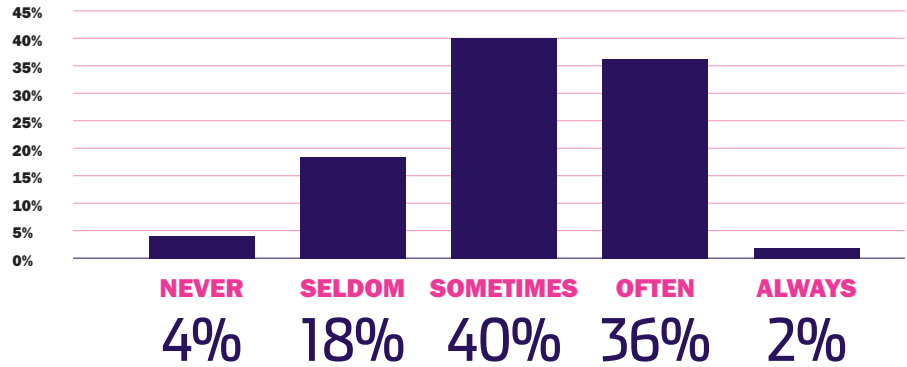
Q15	HSE scale out of 5*
Further education	**3.14**

(19) *I have a choice in deciding what I do at work*

NEVER	SELDOM	SOMETIMES	OFTEN	ALWAYS
5%	30%	41%	19%	1%
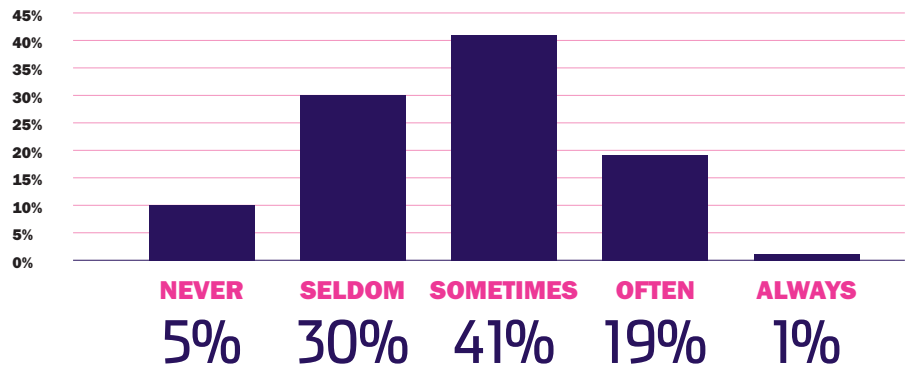
Q19	HSE scale out of 5*
Further education	**2.70**

(25) *I have some say over the way I work*

NEVER	SELDOM	SOMETIMES	OFTEN	ALWAYS
4%	16%	23%	54%	4%
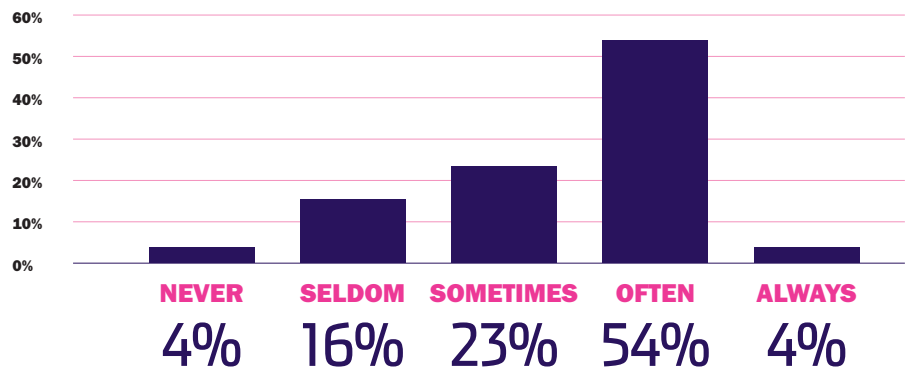
Q25	HSE scale out of 5*
Further education	**3.39**

* 1 = low well-being; 5 = high well-being

MEMBERS' COMMENTS

Having to teach subjects you are not qualified or want to teach (but you 'have to' if you want to keep your job). (LECTURER)

I am fed up of being told what to do without consultation! (ANON)

Inflexible work patterns set by the college management. (LECTURER)

(30) *My working time can be flexible*

NEVER	SELDOM	SOMETIMES	OFTEN	ALWAYS
23%	35%	22%	17%	3%
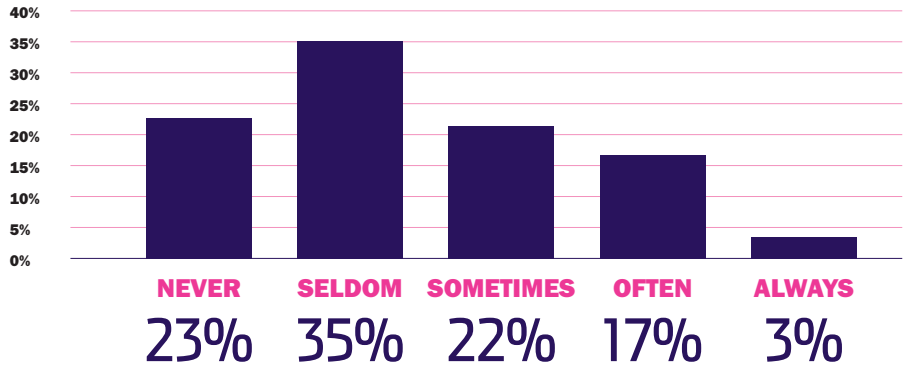
Q30	HSE scale out of 5*
Further education	**2.41**

Control: summary

Comparison of the UCU data alongside the results of the Health and Safety Executive's survey *Psychosocial Working Conditions in Britain in 2008* indicated UCU members in further education had lower levels of control over the way they work in comparison with the HSE target industries, including education.

	HSE scale out of 5*
Further education	**2.87**
HSE 2008 survey target group mean average	3.32

* 1 = low well-being; 5 = high well-being

40

Manager's support

A typical snapshot

UCU members in further education said they were sometimes given supportive feedback on the work they did, and could sometimes rely on their line manager to help out with a work problem. They indicated that they could often talk to their line manager about something that had upset or annoyed them about work. The same proportion of respondents from further education said their line manager encouraged them at work sometimes and often, but respondents seldom felt supported through emotionally demanding work.

(8) *I am given supportive feedback on the work I do*

NEVER	SELDOM	SOMETIMES	OFTEN	ALWAYS
13%	33%	37%	13%	3%
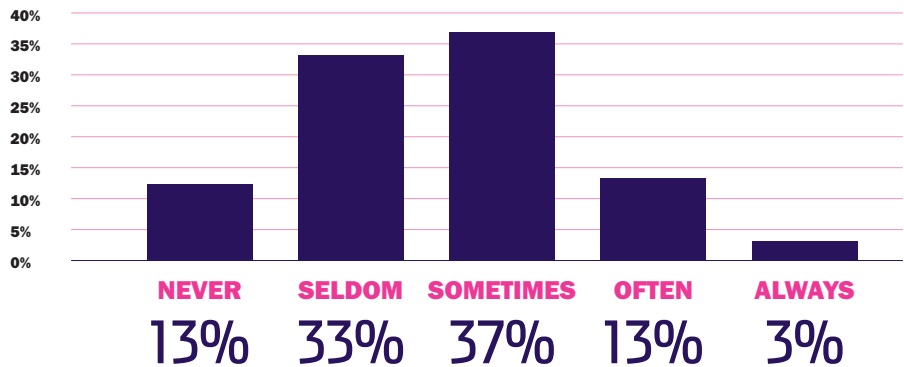
Q8	*HSE scale out of 5* *
Further education	**2.59**

(23) *I can rely on my line manager to help me out with a work problem*

NEVER	SELDOM	SOMETIMES	OFTEN	ALWAYS
9%	25%	35%	18%	12%
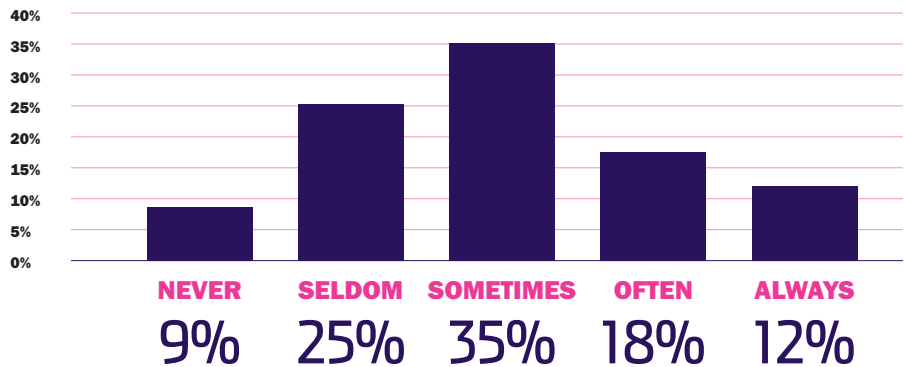
Q23	*HSE scale out of 5* *
Further education	**2.98**

* 1 = low well-being; 5 = high well-being

(29) *I can talk to my line manager about something that has upset or annoyed me about work*

	NEVER	SELDOM	SOMETIMES	OFTEN	ALWAYS
	12%	19%	21%	35%	13%
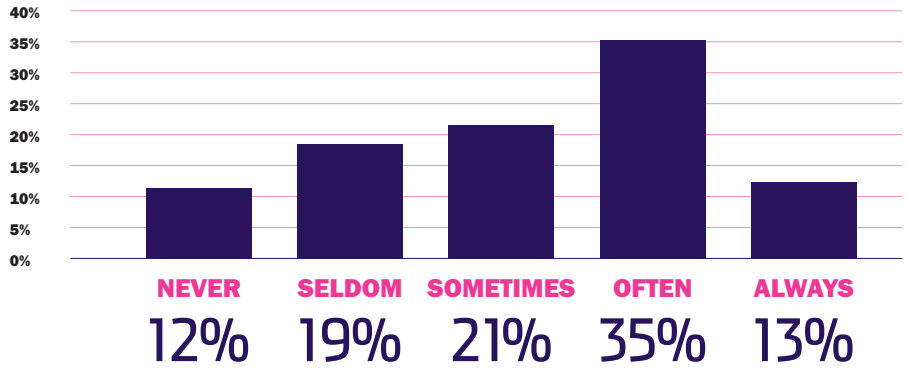
Q29   *HSE scale out of 5* *****

Further education	3.19

(33) *I am supported through emotionally demanding work*

	NEVER	SELDOM	SOMETIMES	OFTEN	ALWAYS
	19%	35%	28%	17%	2%
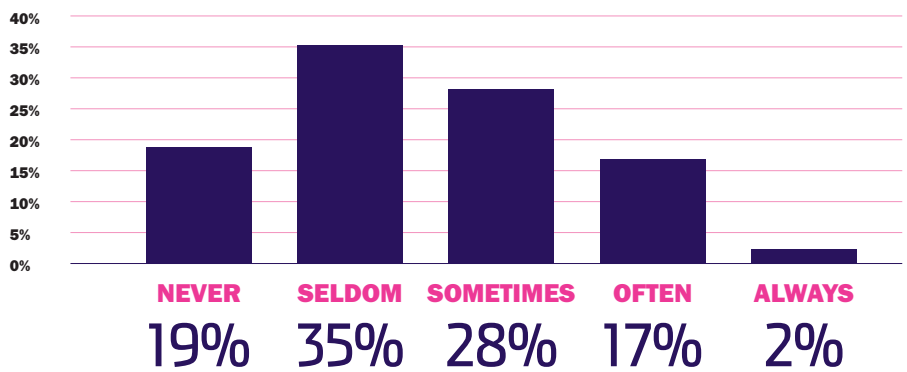
Q33   *HSE scale out of 5* *****

Further education	2.49

(35) *My line manager encourages me at work*

	NEVER	SELDOM	SOMETIMES	OFTEN	ALWAYS
	12%	20%	31%	31%	7%
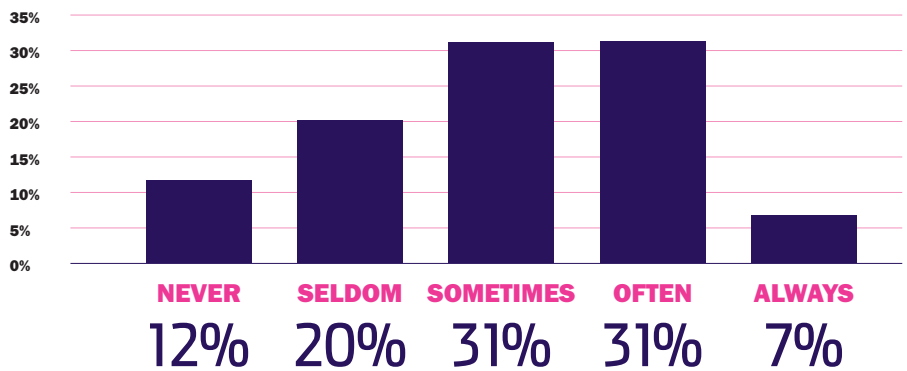
Q35   *HSE scale out of 5* *****

Further education	3.01

* 1 = low well-being; 5 = high well-being

MEMBERS' COMMENTS

Management are very quick to pick out the negatives and rarely pay attention to the positives.
(PROGRAMME MANAGER)

'My way or no way' attitude.
(LEARNING SUPPORT ASSISTANT)

The expectation from my manager (who is single) that I will work all hours needed.
(ANON)

Senior management are accountants. They have no compassion, culture or focus on anything other than a positive balance sheet.
(HEAD OF DEPARTMENT)

My line manager is excellent, my work is manageable, and I'm always involved in changes to my work.
(LECTURER)

Manager's support: summary

Comparison of the UCU data alongside the results of the Health and Safety Executive's survey *Psychosocial Working Conditions in Britain in 2008* indicated less well-being in further education than in the HSE target industries, including education, in relation to the level of managers' support for employees.

HSE scale out of 5 (1 = low well-being; 5 = high well-being)

Further education	**2.85**
HSE 2008 survey target group mean average	3.77

Peer support

A typical snapshot

UCU members in further education said their colleagues would sometimes help them if work got difficult. The majority of respondents indicated that they often received the help and support they needed, and the respect they believed they deserved, from colleagues. Similarly, respondents from further education indicated that their colleagues were often willing to listen to their work-related problems.

(7) *If work gets difficult, my colleagues will help me*

NEVER	SELDOM	SOMETIMES	OFTEN	ALWAYS
14%	31%	39%	13%	3%
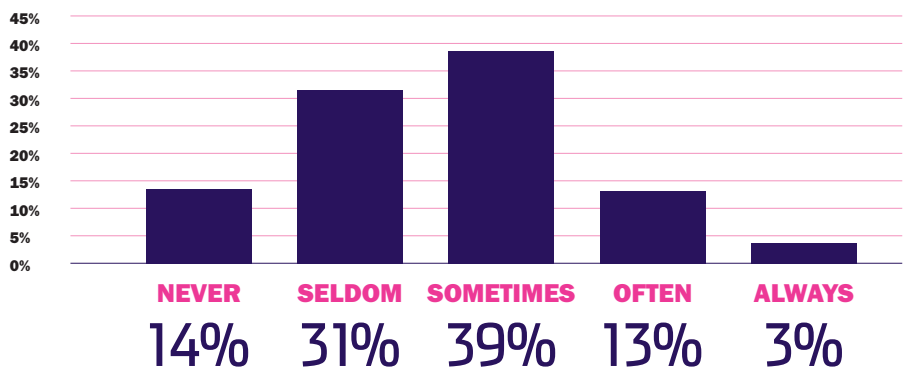
Q7   *HSE scale out of 5**

Further education   2.62

(24) *I get help and support I need from colleagues*

NEVER	SELDOM	SOMETIMES	OFTEN	ALWAYS
3%	10%	23%	49%	15%
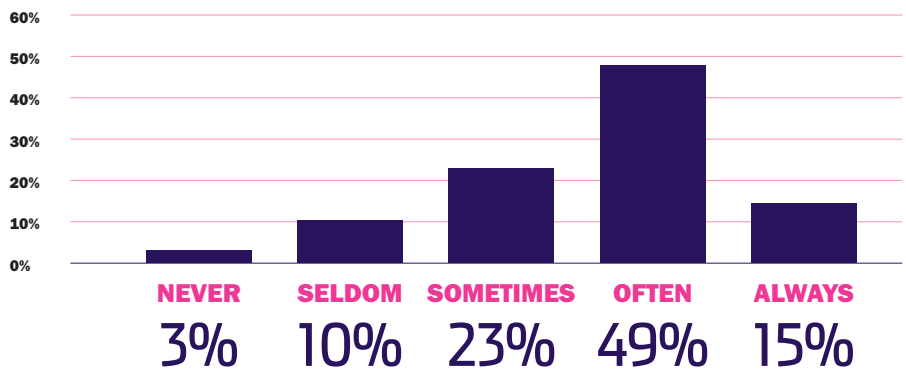
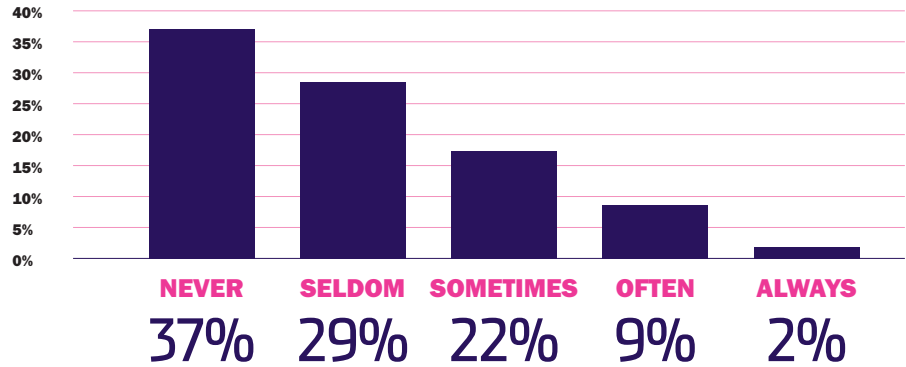Q24   *HSE scale out of 5**

Further education   3.62
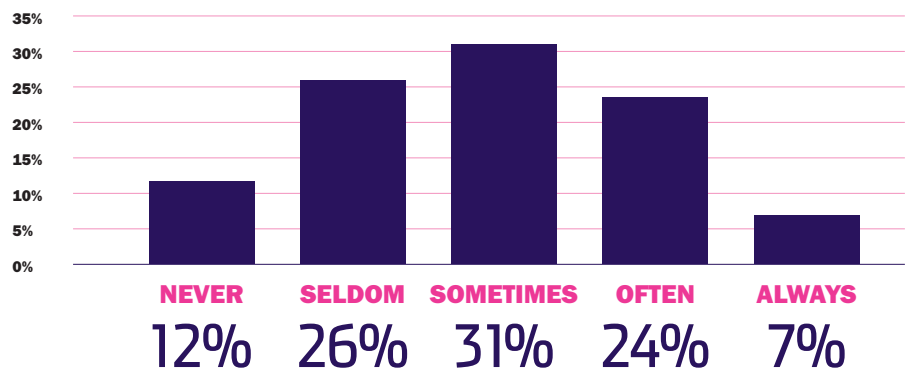
* 1 = low well-being; 5 = high well-being

MEMBERS' COMMENTS

One of the primary sources of stress is trying to get other members of staff to do their job. I am often waiting for infomation or content from other members of staff causing great disruption to my work.
(TECHNICAL SUPPORT)

Because my colleagues are also overburdened with marking there is little that can be done to support me when I am drowning in paperwork.
(LECTURER)

More and more out-of-work duties have been added to the workload without consultation so we are tired and irritable most of the time.
(LECTURER)

The people I work with are lovely.
(LECTURER)

(27) *I receive the respect at work I deserve from my colleagues*

NEVER	SELDOM	SOMETIMES	OFTEN	ALWAYS
5%	16%	22%	49%	8%
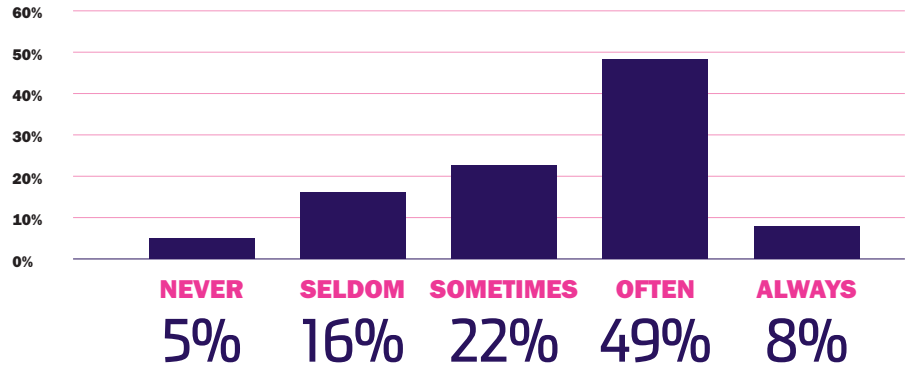
Q27	HSE scale out of 5*
Further education	3.40

(31) *My colleagues are willing to listen to my work-related problems*

NEVER	SELDOM	SOMETIMES	OFTEN	ALWAYS
2%	10%	26%	50%	12%
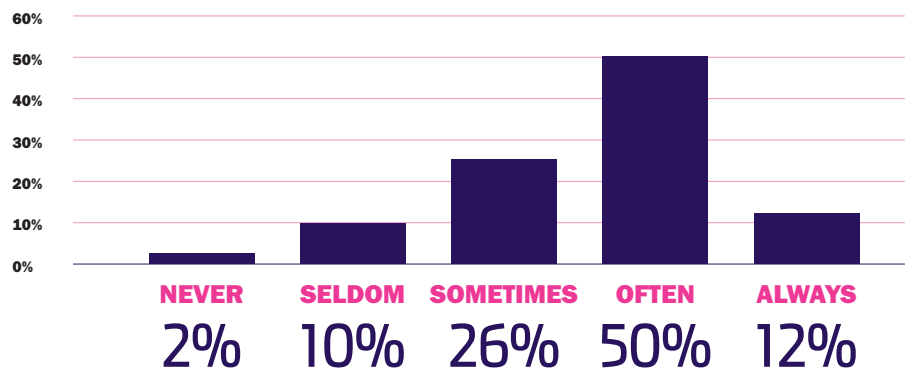
Q31	HSE scale out of 5*
Further education	3.60

Peer support: summary

Comparison of the UCU data alongside the results of the Health and Safety Executive's survey *Psychosocial Working Conditions in Britain in 2008* indicated lower levels of well-being in further education than in the HSE target industries, including education, in relation to the level of peer support experienced by employees.

	HSE scale out of 5*
Further education	3.31
HSE 2008 survey target group mean average	4.03

* 1 = low well-being; 5 = high well-being

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Relationships

A typical snapshot

UCU members in further education indicated that they were seldom subject to personal harassment at work. They were fairly evenly divided on the questions relating to whether relationships at work were strained, and whether there was friction or anger between colleagues. Only 37% of UCU members in further education could say they were never subjected to bullying at work.

(5) *I am subject to personal harassment at work*

NEVER	SELDOM	SOMETIMES	OFTEN	ALWAYS
30%	36%	22%	10%	3%

Q5	HSE scale out of 5*
Further education	**3.80**

(14) *There is friction or anger between colleagues*

NEVER	SELDOM	SOMETIMES	OFTEN	ALWAYS
5%	24%	40%	23%	8%

Q14	HSE scale out of 5*
Further education	**2.97**

* 1 = low well-being; 5 = high well-being

46

(21) *I am subject to bullying at work*

NEVER	SELDOM	SOMETIMES	OFTEN	ALWAYS
37%	29%	22%	9%	2%

Q21	HSE scale out of 5*
Further education	**3.91**

(34) *Relationships at work are strained*

NEVER	SELDOM	SOMETIMES	OFTEN	ALWAYS
12%	26%	31%	24%	7%

Q34	HSE scale out of 5*
Further education	**3.11**

Relationships: summary

Comparison of the UCU data alongside the results of the Health and Safety Executive's survey *Psychosocial Working Conditions in Britain in 2008* indicated less well-being in further education than in the HSE target industries, including education, concerning employees' relationships at work.

	HSE scale out of 5*
Further education	**3.44**
HSE 2008 survey target group mean average	4.13

* 1 = low well-being; 5 = high well-being

MEMBERS' COMMENTS

At the college where I work there is now a persistent culture of bullying and I particularly find that this leaves everyone on edge. (LECTURER)

I am not alone in experiencing ongoing harassment and scapegoating by an immediate line manager. (TEAM LEADER)

I teach large numbers of often unmotivated, aggressive students who are sometimes extremely disrespectful of me as a person. (LECTURER)

Role

A typical snapshot

UCU members in further education indicated that they often knew what was expected of them at work, and they often knew how to go about getting their job done. Respondents from further education were often clear about their personal duties and responsibilities, and the goals and objectives for their department. They often understood how their work fitted in with the overall aim of their organisation.

(1) *I am clear what is expected of me at work*

NEVER	SELDOM	SOMETIMES	OFTEN	ALWAYS
1%	7%	27%	53%	12%
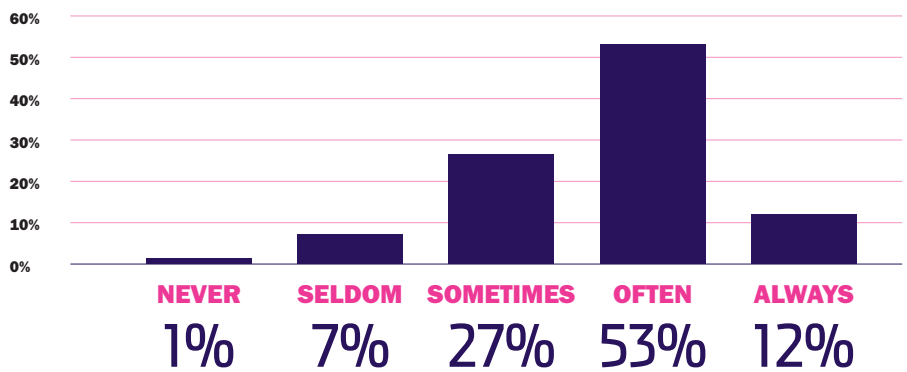
Q1	HSE scale out of 5*
Further education	**3.68**

(4) *I know how to go about getting my job done*

NEVER	SELDOM	SOMETIMES	OFTEN	ALWAYS
0%	5%	15%	57%	23%
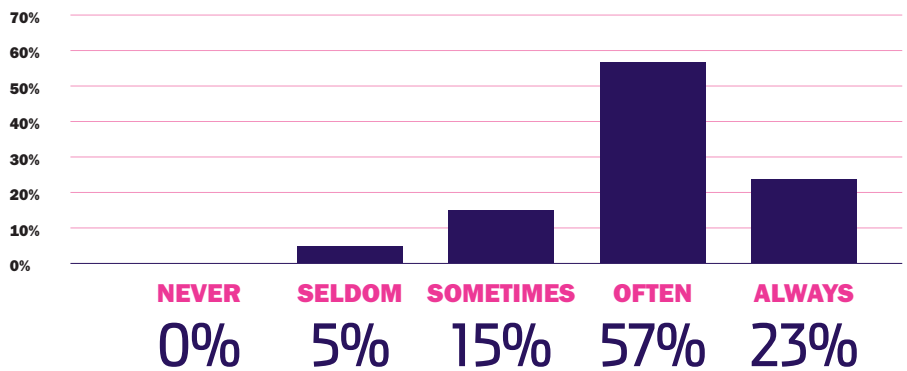
Q4	HSE scale out of 5*
Further education	**3.98**

* 1 = low well-being; 5 = high well-being

(11) *I am clear what my duties and responsibilities are*

	NEVER	SELDOM	SOMETIMES	OFTEN	ALWAYS
	1%	9%	32%	42%	16%
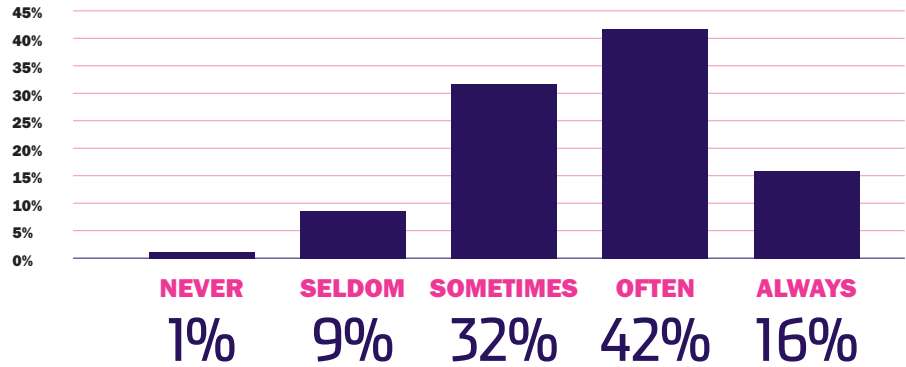
Q11	HSE scale out of 5*
Further education	**3.61**

(13) *I am clear about the goals and objectives for my department*

	NEVER	SELDOM	SOMETIMES	OFTEN	ALWAYS
	4%	13%	34%	35%	14%
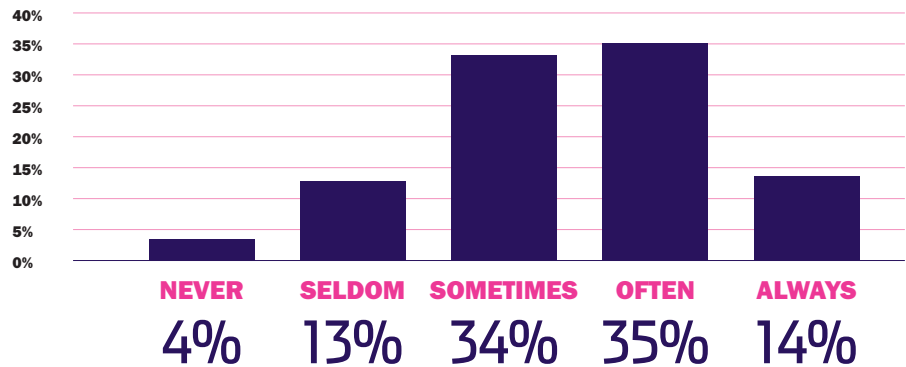
Q13	HSE scale out of 5*
Further education	**3.43**

(17) *I understand how my work fits into the overall aim of the organisation*

	NEVER	SELDOM	SOMETIMES	OFTEN	ALWAYS
	4%	13%	27%	42%	14%
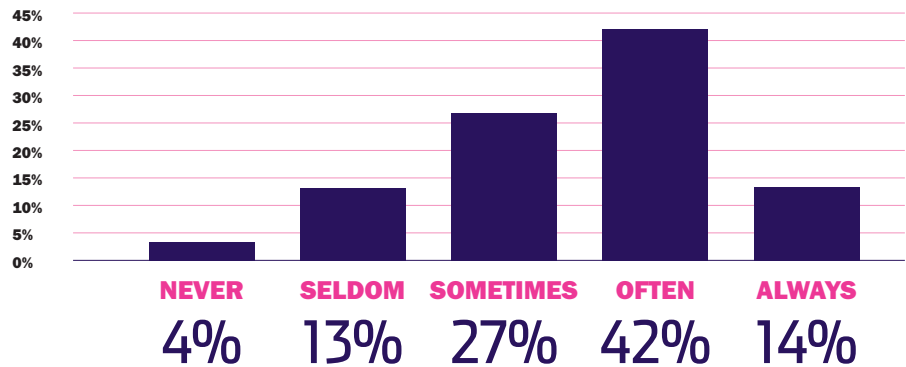
Q17	HSE scale out of 5*
Further education	**3.48**

* 1 = low well-being; 5 = high well-being

MEMBERS' COMMENTS

My work itself is not difficult but the amount and variety of responsibilities given leads to stress and poor work-life balance.
(HEAD OF DEPARTMENT)

Being told to teach a subject that you have no experience in, and then not being offered training so you are able to do the job well. (LECTURER)

Too many job roles culminating in lack of time to carry out your own job responsibilities, and losing track of own job role and responsibilities.
(LECTURER)

Role: summary

Comparison of the UCU data alongside the results of the Health and Safety Executive's survey *Psychosocial Working Conditions in Britain in 2008* indicated less well-being in further education than in the HSE target industries, including education, in relation to how clearly employees understand their role at work.

HSE scale out of 5 (1 = low well-being; 5 = high well-being)

Further education	**3.63**
HSE 2008 survey target group mean average	4.61

Change

A typical snapshot

Half of UCU members in further education indicated that they seldom or never had opportunities to question managers about change at work. They also indicated that they were seldom consulted about changes at work and were seldom clear about how these changes will work out in practice.

(26) *I have opportunities to question managers about change at work*

NEVER	SELDOM	SOMETIMES	OFTEN	ALWAYS
19%	31%	22%	24%	4%

Q26	HSE scale out of 5*
Further education	**2.37**

(28) *Staff are consulted about change at work*

NEVER	SELDOM	SOMETIMES	OFTEN	ALWAYS
28%	36%	24%	12%	1%
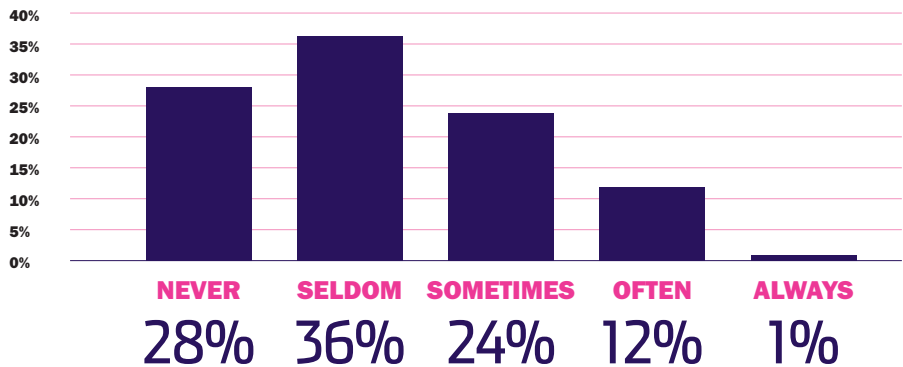
Q28	HSE scale out of 5*
Further education	**2.02**

* 1 = low well-being; 5 = high well-being

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MEMBERS' COMMENTS

Lack of clear overall organisational guidance: decisions made and notified without consultation.
(LECTURER)

Constant changes which affect teaching and students and cause undue pressure as we have no say in the matter.
(LECTURER)

Too many rapid changes i.e. government agendas, OFSTED, changes to college systems and having to adapt immediately.
(CURRICULUM MANAGER)

We are regularly given information regarding important changes to our working environment at short notice and are expected to assimilate changes within inadequate time constraints.
(LECTURER)

(32) *When changes are made at work, I am clear about how they will work out in practice*

	NEVER	SELDOM	SOMETIMES	OFTEN	ALWAYS
	19%	36%	33%	12%	0%
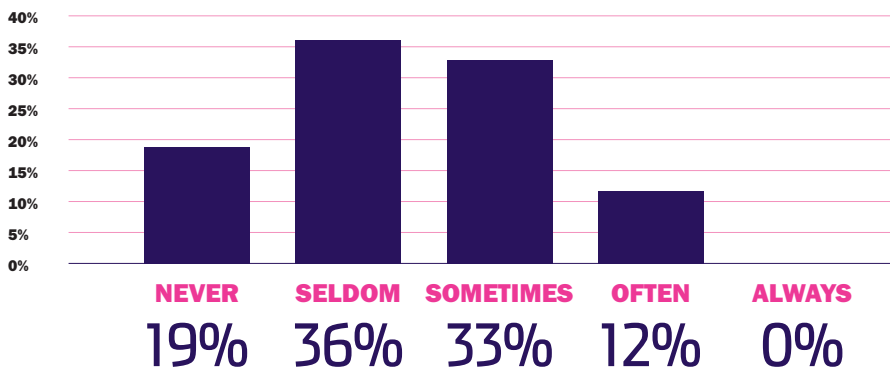
Q32	HSE scale out of 5*
Further education	**2.30**

Change: summary

Comparison of the UCU data alongside the results of the Health and Safety Executive's survey *Psychosocial Working Conditions in Britain in 2008* indicated less well-being in further education than in the HSE target industries, including education, regarding the way change is handled at work.

	HSE scale out of 5*
Further education	**2.23**
HSE 2008 survey target group mean average	3.54

* 1 = low well-being; 5 = high well-being

52

3

Overall perception of stress

FURTHER EDUCATION

Three questions in the survey concerned overall perceptions of occupational stress. The responses indicated that those working in further education (FE) felt under a considerable degree of stress at work. There was a high level of agreement among respondents in further education with the statement 'I find my job stressful'. More than one-third (38.8%) strongly agreed with the statement, and just under half (45%) agreed. Eight percent disagreed or strongly disagreed with this statement.

Nearly two-thirds of the respondents in further education (64.3%) said their general level of stress was high or very high. Thirty percent indicated that they experienced moderate stress, whereas 5.5% said their stress level was low or very low. More than one third (36.4%) said they often experienced levels of stress they found unacceptable, and 8.2% said this was always the case. Nine percent indicated that they sometimes or never experienced unacceptable levels of stress.

Q36a I find my job stressful

	Strongly disagree %	Disagree %	Neutral %	Agree %	Strongly agree %	Total %
Further education	5.5	2.1	8.6	45.0	38.8	100

Q36b How would you characterise your general or average level of stress?

	Very high %	High %	Moderate %	Low %	Very low %	Total %
Further education	14.1	50.2	30.2	4.8	0.7	100

Q37 Do you experience levels of stress that you find unacceptable?

	Always %	Often %	Sometimes %	Seldom %	Never %	Total %
Further education	8.2	36.4	46.0	7.9	1.4	100

Comparisons with previous surveys

The findings of the present survey suggest an increase in perceived stress levels from those reported in an earlier study conducted in 2008. In the present survey, 83.8% of respondents from further education agreed or strongly agreed with the statement 'I find my job stressful' compared with 79.8% in 2008.

I find my job stressful

	Strongly disagree %	Disagree %	Neutral %	Agree %	Strongly agree %	Total %
FE 2008*	2.4	5.0	13.0	49.4	30.4	100
FE 2010	5.5	2.1	8.6	45.0	38.8	100

Totals may differ due to rounding

* Stephen Court & Gail Kinman, *Tackling Stress in Further Education*, UCU: London 2008
www.ucu.org.uk/media/pdf/d/7/ ucu_festress_dec08.pdf

4
Main factors contributing to stress

FURTHER EDUCATION

For respondents from further education, 'excessive workloads', followed by 'unreasonable expectations' and 'poor work-life balance' were the factors that made the strongest contribution to unacceptable levels of stress or frustration.

Factors contributing to stress: further education

% of respondents saying this factor made a high or very high contribution to stress or frustration	Further education
Excessive workloads	73.4
Unreasonable expectations from colleagues, students or your head of department	64.8
Poor work-life balance	57.9
Lack of time to undertake research	52.9
Insufficient time to respond to student queries	51.0
Lack of resources to undertake research, including problems in obtaining funding	46.4
Job insecurity	39.7
Lack of time or opportunities to develop your teaching	39.6
Teaching large classes	36.2
Lack of promotion opportunities	33.0
Lack of opportunities for training and career development	31.1
Lack of choice in the subjects you teach or carry out research on	26.6
Harassment	21.2
Bullying	19.0
Complaints by students	17.0
Discrimination	13.2
Complaints by other members of staff	11.8

5
Conclusion

FURTHER EDUCATION

This survey of UCU members indicates that levels of perceived stress in further education remain high. Evidence has been provided that stress levels may have increased since the last survey was conducted in 2008. Although a degree of stress is to be expected, more than six respondents out of every ten indicated that their level of stress was high or very high, and over one third said they regularly experienced levels of stress they found unacceptable. These findings should be contrasted with those reported in 2009 by the HSE, where the proportion of UK employees in general who consider their job to be very or extremely stressful was 19.5% (Packham & Webster, 2009). This proportion is similar to those reported in previous surveys since 2004.

Similar to the findings of the 2008 survey, excessive workloads was the factor that was most frequently cited by respondents in further education as contributing to unacceptable levels of stress or frustration. Next came 'unreasonable expectations from colleagues, students or your head of department'. Problems achieving 'work-life balance' were also considered by a high proportion of respondents in further education to cause stress and frustration. The difficulties experienced by employees in post-compulsory education in achieving an acceptable balance between work and other life domains has been highlighted in previous studies conducted in the UK and other countries (eg Kinman et al., 2006; Winefield et al., 2008). A number of factors have been highlighted as contributing to work-life conflict in the sector, including job demands, perceived inequity between job-related efforts and rewards, high levels of integration between work and home life and over-commitment to the job role (Kinman & Jones, 2008). 'Lack of time to undertake research' and 'insufficient time to respond to student queries' were also important contributors to unacceptable levels of stress and frustration for respondents from further education.

For all of the stressor categories in the 2010 survey, UCU members in further education reported lower well-being than the average for the HSE's UK target industries, including those working in education. The biggest 'well-being gaps' were in change, followed by demands and peer support. UCU further education responses in all stressors failed to meet the HSE interim target.

This is a similar pattern to that which emerged in the 2008 study of the sector, but the well-being gap for all of the stressor categories (particularly for peer support, change and demands) has widened in the two years since the previous survey, indicating a steadily decreasing sense of well-being in the sector.

As can be seen below, there continues to be a considerable shortfall between the mean levels of wellbeing on all of the stressor categories and the HSE recommendations. These findings should be contrasted with those reported in the 2009 study by the HSE, where significant improvements in the change and managerial support scales in the UK workforce in general have been documented over the last few years (Packham & Webster, 2009).

	Demands	Control	Managerial support	Peer support	Relationships	Role	Change
HSE target group mean average	3.44	3.32	3.77	4.03	4.13	4.61	3.54
UCU members working in further education 2010	2.34	2.87	2.85	3.03	3.44	3.63	2.23
'Well-being' gap for UCU members in FE 2010	-1.10	-0.45	-0.92	-1.00	-0.69	-0.98	-1.31
UCU members working in further education 2008	2.52	3.05	2.98	3.56	3.52	3.71	2.38
'Well-being' gap for UCU members in FE 2008	-0.92	-0.27	-0.79	-0.47	-0.61	-0.90	-1.16
HSE interim target	3.50	3.50	3.80	4.00	4.25	5.00	3.67
HSE long-term target	4.25	4.33	4.60	4.75	4.75	5.00	4.00

* 1 = low well-being; 5 = high well-being

Endnote: tackling occupational stress

This survey of occupational stress was undertaken by UCU with the intention of gathering data leading to recommendations to inform local and national negotiations. UCU provides support at a national and local level to inform members of the nature of occupational stress, and of their employer's responsibility to ensure that workloads and working hours are such that employees do not become a source of stress-related illness. UCU has produced a stress toolkit, available online at: *www.ucu.org.uk/index.cfm?articleid=2562*. The toolkit has guidelines for UCU officers on how to deal with stress and on supporting individual cases. There is also information of treating occupational stress as a health and safety issue, undertaking a risk assessment and monitoring hours of work. UCU has also produced a model questionnaire for local use. UCU's website provides links to other organisations such as the advice, aid and counselling organisation Recourse, which is supported by UCU, and the Health and Safety Executive. UCU also works together with employer bodies, such as the Association of Colleges and the Universities and Colleges Employers Association, to tackle this problem. UCU's first UK-wide Anti-Stress and Bullying Week is in the week beginning 7 November 2011.

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Appendix: the questionnaire

Introduction

This questionnaire about your experience of occupational stress is anonymous, and all information will be treated with confidentiality.

If you have any enquiries, please contact UCU senior research officer Stephen Court at scourt@ucu.org.uk.

If you have more than one employer, please refer where possible to your principal employer.

Questions 1-35 are from the Health and Safety Executive's Management Standards Indicator Tool. The remaining questions were added by UCU.

Please respond to closed questions by putting an 'X' in the appropriate box.

Questions 5 and 21 refer to harassment and bullying. Bullying is not against the law, but is understood as a form of harassment. ACAS definition: 'Bullying may be characterised as offensive, intimidating, malicious or insulting behaviour'. Harassment is legally defined as violating a person's dignity or creating a hostile working environment. It is illegal when on grounds of sex, race, disability, sexual orientation, gender reassignment, religion/belief or age.

The survey should take less than 30 minutes to complete.

Please respond by Friday 19 February 2010.

1	I am clear what is expected of me at work	Never	Seldom	Sometimes	Often	Always
		□ 1	□ 2	□ 3	□ 4	□ 5

2	I can decide when to take a break	Never	Seldom	Sometimes	Often	Always
		□ 1	□ 2	□ 3	□ 4	□ 5

3	Different groups at work demand things of me that are hard to combine	Never	Seldom	Sometimes	Often	Always
		□ 1	□ 2	□ 3	□ 4	□ 5

4	I know how to go about getting my job done	Never	Seldom	Sometimes	Often	Always
		□ 1	□ 2	□ 3	□ 4	□ 5

5	I am subject to personal harassment at work (see definition in introduction)	Never	Seldom	Sometimes	Often	Always
		□ 1	□ 2	□ 3	□ 4	□ 5

6	I have unachievable deadlines	Never	Seldom	Sometimes	Often	Always
		□ 1	□ 2	□ 3	□ 4	□ 5

7	If work gets dificult, my colleagues will help me	Never	Seldom	Sometimes	Often	Always
		□ 1	□ 2	□ 3	□ 4	□ 5

8	I am given supportive feedback on the work I do	Never	Seldom	Sometimes	Often	Always
		□ 1	□ 2	□ 3	□ 4	□ 5

9	I have to work very intensively	Never	Seldom	Sometimes	Often	Always
		□ 1	□ 2	□ 3	□ 4	□ 5

10	I have a say in my own work speed	Never	Seldom	Sometimes	Often	Always
		□ 1	□ 2	□ 3	□ 4	□ 5

11	I am clear what my duties and reponsibili-ties are	Never	Seldom	Sometimes	Often	Always
		□ 1	□ 2	□ 3	□ 4	□ 5

12	I have to neglect some tasks because I have too much to do	Never	Seldom	Sometimes	Often	Always
		□ 1	□ 2	□ 3	□ 4	□ 5

13	I am clear about the goals and objectives for my department	Never	Seldom	Sometimes	Often	Always
		□ 1	□ 2	□ 3	□ 4	□ 5

14	There is friction or anger between colleagues	Never	Seldom	Sometimes	Often	Always
		□ 1	□ 2	□ 3	□ 4	□ 5

15	I have a choice in deciding how I do my work	Never	Seldom	Sometimes	Often	Always
		□ 1	□ 2	□ 3	□ 4	□ 5

16	I am unable to take sufficient breaks	Never	Seldom	Sometimes	Often	Always
		□ 1	□ 2	□ 3	□ 4	□ 5

		Never	Seldom	Sometimes	Often	Always
17	I understand how my work fits into the overall aim of the organisation	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
18	I am pressured to work long hours	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
19	I have a choice in deciding what I do at work	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
20	I have to work very fast	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
21	I am subject to bullying at work (see definition in introduction)	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
22	I have unrealistic time pressures	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
23	I can rely on my line manager to help me out with a work problem	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
24	I get help and support I need from colleagues	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
25	I have some say over the way I work	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
26	I have sufficient opportunities to question managers about change at work	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
27	I receive the respect at work I deserve from colleagues	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
28	Staff are always consulted about change at work	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
29	I can talk to my line manager about something that has upset or annoyed me about work	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
30	My working time can be flexible	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
31	My colleagues are willing to listen to my work-related problems	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
32	When changes are made at work, I am clear about how they will work out in practice	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5

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33 I am supported through emotionally demanding work

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
☐ 1	☐ 2	☐ 3	☐ 4	☐ 5

34 Relationships at work are strained

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
☐ 1	☐ 2	☐ 3	☐ 4	☐ 5

35 My line manager encourages me at work

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
☐ 1	☐ 2	☐ 3	☐ 4	☐ 5

36a I find my job stressful

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
☐ 1	☐ 2	☐ 3	☐ 4	☐ 5

36b How would you characterise your general or average level of stress?

Very low	Low	Moderate	High	Very high
☐ 1	☐ 2	☐ 3	☐ 4	☐ 5

37 Do you experience levels of stress that you find unacceptable?

Never	Seldom	Sometimes	Often	Always
☐ 1	☐ 2	☐ 3	☐ 4	☐ 5

38 For each of the following factors, please indicate the extent to which they contribute to unacceptable levels of stress or frustration by marking them 0 to 5, with 5 indicating a very high contribution (items which may not be applicable to all UCU members have a n/a response category):

(a) Job insecurity

0	1	2	3	4	5
☐	☐	☐	☐	☐	☐

(b) Lack of promotion opportunities

0	1	2	3	4	5
☐	☐	☐	☐	☐	☐

(c) Discrimination

0	1	2	3	4	5
☐	☐	☐	☐	☐	☐

(d) Bullying (see definition in introduction)

0	1	2	3	4	5
☐	☐	☐	☐	☐	☐

(e) Complaints by other members of staff

0	1	2	3	4	5
☐	☐	☐	☐	☐	☐

(f) Excessive workloads

0	1	2	3	4	5
☐	☐	☐	☐	☐	☐

(g) Unreasonable expectations from colleagues, students or your head of dept

0	1	2	3	4	5
☐	☐	☐	☐	☐	☐

(h) Lack of opportunities for training and career development

0	1	2	3	4	5
☐	☐	☐	☐	☐	☐

(i) Poor work-life balance

0	1	2	3	4	5
☐	☐	☐	☐	☐	☐

(j)   Harrassment (see definition in introduction)

0	1	2	3	4	5

(k)   Complaints by students

0	1	2	3	4	5	n/a

(l)   Lack of time to undertake research

0	1	2	3	4	5	n/a

(m)   Lack of resources to undertake research, including problems in obtaining funding

0	1	2	3	4	5	n/a

(n)   Lack of time or opportunities to develop your teaching

0	1	2	3	4	5	n/a

(o)   Insufficient time to respond to student queries

0	1	2	3	4	5	n/a

(p)   Teaching large classes

0	1	2	3	4	5	n/a

(q)   Lack of choice in the subjects you teach or carry out research on

0	1	2	3	4	5	n/a

(r)   Other (please provide details)

0	1	2	3	4	5	n/a

39   Please provide brief details of any of the above factors in question 38 which make a significant contribution to stress or frustration:

40   Which sector do you (principally) work in?

Adult ed	Further ed	Higher ed	Prison ed
1	2	3	4

41 Your gender

Female	Male	Transgender/transsexual
☐ 1	☐ 2	☐ 3

42 Your sexual orientation

Bisexual	Heterosexual	Lesbian or gay
☐ 1	☐ 2	☐ 3

43 If you are lesbian, gay, bisexual or trans, does your employer know?

Yes	No	Not sure
☐ 1	☐ 2	☐ 3

44 Your ethnicity

(a) British or Black British—Caribbean ☐ 1   (b) British or Black British—African ☐ 1

(c) Other Black background ☐ 1   (d) Asian or Asian British—Indian ☐ 1

(e) Asian or Asian British—Pakistani ☐ 1   (f) Asian or Asian British—Bangladeshi ☐ 1

(g) Chinese ☐ 1   (h) Other Asian background ☐ 1

(i) Other (including mixed) ☐ 1   (j) Jewish ☐ 1

(k) White—British ☐ 1   (l) White—Irish ☐ 1

(m) Any other White background ☐ 1

45 Your disability

(a) Do you consider yourself to be disabled?

Yes	No	Not sure
☐ 1	☐ 2	☐ 3

(b) If yes, does your employer know you are disabled?

Yes	No	Not sure
☐ 1	☐ 2	☐ 3

46 Your job

ACADEMIC FUNCTION

(a) Teaching or teaching-only ☐ 1   (b) Research-only ☐ 1

(c) Teaching-and-research ☐ 1

ACADEMIC-RELATED/SUPPORT OCCUPATION

(d) Manager ☐ 1   (e) Administrator ☐ 1

(f) Computing staff ☐ 1   (g) Librarian ☐ 1

(h) Other ☐ 1   (i) Not applicable ☐ 1

47	Your mode of employment	(a)	Full-time	☐ 1	(b)	Part-time	☐ 1
		(c)	Hourly-paid	☐ 1	(d)	Other	☐ 1

48	Your terms of employment	(a)	Open-ended/permanent contract	☐ 1	(b)	Fixed-term contract	☐ 1
		(c)	Zero hours contract	☐ 1	(d)	Variable hours contract	☐ 1
		(e)	Other	☐ 1			

49 Current job grade or main pay level

(a) Job or grade title:

(b) Spine point:

(c) Hourly-paid, usual hourly rate: £

(d) Other:

50	The average number of hours you work per week (on/off site) during term-time (work means any task related to your contract of employment)	(a)	10-14 hours	☐ 1	(b)	11-15 hours	☐ 1
		(c)	16-20 hours	☐ 1	(d)	21-25 hours	☐ 1
		(e)	26-30 hours	☐ 1	(f)	31-35 hours	☐ 1
		(g)	36-40 hours	☐ 1	(h)	41-45 hours	☐ 1
		(i)	46-50 hours	☐ 1	(j)	51-55 hours	☐ 1
		(k)	56-60 hours	☐ 1	(l)	Over 60 hours	☐ 1

Thank you for completing this questionnaire