

Workload survey 2021

Data report

A REPORT BY UNIVERSITY AND COLLEGE UNION

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UCU workload survey 2021: data report

BACKGROUND

The aim of this survey was to investigate members' workloads in further education (FE) and higher education (HE), updating the findings of the 2016 UCU workload survey, using the following research questions:

Q1. What are members' current workloads in both HE and FE, in terms of actual hours worked and allocation of duties?

Q2. How has the size or intensity of workloads changed over the past three years?

Q3. How has the composition of workloads changed over the past three years across different categories and types of employment?

Q4. What are the main contributing factors that lead to changes in workloads and their intensity?

More than 13,000 members and non-members, working in higher education, further education colleges, prison education and adult & community education took precious time to respond to this survey.

We kept the survey questions as similar as possible to the 2016 survey to allow for longitudinal comparison, but made some small changes where necessary, in particular to allow for analysis of the impact of the Covid-19 pandemic.

KEY FINDINGS

- Staff in all sectors are working multiple unpaid days every week. Part time staff and some casualised staff are particularly impacted - working well beyond their contracted hours. Staff in FE colleges are working an average of 2 unpaid days (49 FTE hours) per week. Staff in HE are working more than 2 unpaid days (50.4 FTE hours) per week.
- Workload remains unmanageable for the vast majority of staff in all sectors. In all sectors, around 1 in 10 staff reported that their workloads were entirely unmanageable, a further third said their workloads were unmanageable most of the time.
- Workload pace and intensity continues to increase. In all sectors, around 7 in 10 respondents said workload pace & intensity had increased significantly. Workloads in all sectors are being impacted by an ever-increasing administrative burden, reduction in staff numbers, and Covid-related changes to teaching and learning. This is at the cost of professional development.

These findings will be used to inform our workload campaign.



METHODOLOGY NOTES

Any figures based on less than 10 respondents have been removed. This means that for smaller sectors with fewer responses (prison ed and adult ed), it's not been possible to produce all of the same charts.

All average hours reported here are mean average full-time equivalent (FTE) hours. Hours worked by part time staff have been uprated to their full time equivalent. When calculating unpaid hours, a 35-hour working week is assumed.

We have made comparisons with the 2016 Workload Survey, where possible. We added the task "Health and safety admin" for all workload composition questions to capture this aspect of the Covid-19 response. Where other questions have changed from 2016 to 2021 we have indicated this in the relevant section.

Many questions in the 2021 survey asked about changes "over the past three years". We can also look at changes over a 5-year period by comparing data from the 2016 and 2021 Workload surveys. Sometimes the results to similar questions are different depending on whether we compare a 3- or 5-year period. Again, this is indicated in the relevant sections.



1. Further education colleges

2900 further education college staff responded to the survey (not all respondents answered every question). See the Demographics section for more information about the respondents.

Q1 HOW MANY HOURS ARE STAFF IN FE COLLEGES WORKING?

Staff in FE colleges are working on average 49.0 hours per week FTE. This figure is slightly lower than in 2016 (51.6), but this doesn't represent any meaningful change - staff are still working the equivalent of an additional two days unpaid each week.

Tutors have the highest workloads (51.3 hours FTE), closely followed by Managers (50.2 hours FTE), Lecturers (50.1 hours FTE) and Course Leaders (49.4 hours FTE).

Table F1: Further education college - average weekly FTE hours by sector and job role

Job role	Average FTE hours worked per week	Number of responses
Administrative, technical, grounds and facilities	39.7	63
Assessor	44.5	52
Course Leader	49.4	249
Instructor	43.0	27
Learning facilitator/ Learning support assistant	40.3	123
Lecturer	50.1	1527
Manager	50.2	154
Trainer	37.8	14
Tutor	51.3	151
All respondents	49.0	2360

The vast majority of respondents were on a permanent contract. Staff on an hourly paid or annualised hours contract had higher FTE hours (51.9 and 51.7 hours FTE respectively), although the number of respondents on these contract types was small.


Table F2: Further education colleges – average weekly FTE hours by sector and contract type

Contract type	Average FTE hours worked per week	Number of responses
Permanent	49.2	2229
Open ended (with an identifiable "at risk" date but not fixed term)	48.8	13
Fixed term	45.9	59
Zero hours	49.7	43
Annualised hours	51.7	63
Hourly paid with guaranteed minimum hours	51.9	37
Term-time only	43.2	105

Note: groups are not exclusive as respondents could select multiple contract types (e.g. someone might be on permanent zero hours contract)

Part-time staff are working far in excess of their contracted hours. In the table below, all fractions have been uprated to their full time equivalent (e.g. someone employed on 0.2 fraction based on a 35 hour week is paid for 7 hours work. If they work 14 hours, their weekly FTE hours are 70 hours). Respondents working on 0.2 FTE are being paid for less than half the hours they work.

Table F3: Further education colleges – average weekly FTE hours by FTE fraction

FTE fraction	Average FTE hours worked	No. of responses
0.1		<10
0.2	92.5	10
0.3		<10
0.4	51.0	63
0.5	52.8	130
0.6	50.5	220
0.7	49.1	93
0.8	48.6	283
0.9	46.7	55
1	47.4	1411
Grand Total	49.2	2279



There is variation in working hours by subject area. Staff working in Humanities have the highest working hours by some margin, working 58.2 FTE hours per week. The next highest working hours are staff working in Health, Social Care, and Public Services, working 52.4 FTE hours per week.

Non-teaching staff have notably lower working hours (40.7 FTE hours per week), but these are still above the hours they are paid for.

Table F4: Further education colleges – average weekly FTE hours by subject area

Subject area	Average FTE hours worked clean	Number of responses
Business Administration, Management, and Professional	49.3	188
Construction	45.5	122
Engineering, Technology, and Manufacturing	46.8	164
English, Languages, and Communication	48.9	361
Foundation Programmes	51.3	107
Hairdressing and Beauty Therapy	47.1	87
Health, Social Care, and Public Services	52.4	247
Hospitality, Sports, Leisure, and Travel	51.4	120
Humanities	58.2	92
ICT	49.2	97
Land Based Provision	49.2	81
Not teaching staff - Admin, Technical, Grounds, Facilities	40.7	148
Retailing, Customer Service, and Transportation		<10
Science and Mathematics	50.4	250
Visual and Performing Arts and Media	47.9	271
Grand Total	49.1	2341



Q2 HAS THE SIZE OR INTENSITY OF WORKLOADS CHANGED OVER THE PAST THREE YEARS?

Respondents were asked “Thinking about the pace or intensity you currently work at, do you think this has changed over the last three years?”. More than 90% of respondents said pace or intensity had increased (either slightly or significantly). 3 in 4 respondents stated that the pace or intensity of work had increased significantly.

This increase in pace/intensity will have compounded the increase reported in 2016, where 94% reported an increase in pace/intensity in the preceding three years, 81.3% reported a significant increase.

Table F5: Further education colleges - change in pace and intensity over last 3 years

Responses	%	Number of responses
Decreased significantly	0.4%	10
Decreased slightly	1.2%	26
Stayed the same	5.2%	116
Increased slightly	16.4%	367
Increased significantly	76.7%	1713
Grand Total	100.0%	2232

We asked respondents how manageable their workload was, and almost a third (32.3%) said their workload is unmanageable most of the time. A further 9.3% said their workload is entirely unmanageable.

This offers little improvement on 2016 findings, where 33.4% reported unmanageable workloads most of the time, and 9.6% reported their workload was entirely unmanageable.

Table F6: Further education colleges - manageability of workload

Responses	%	Number of responses
My workload is entirely manageable	1.6%	39
My workload is manageable most of the time	19.5%	472
My workload is manageable about half of the time	37.3%	901
My workload is unmanageable most of the time	32.3%	780
My workload is entirely unmanageable	9.3%	224
Grand Total	100.0%	2416



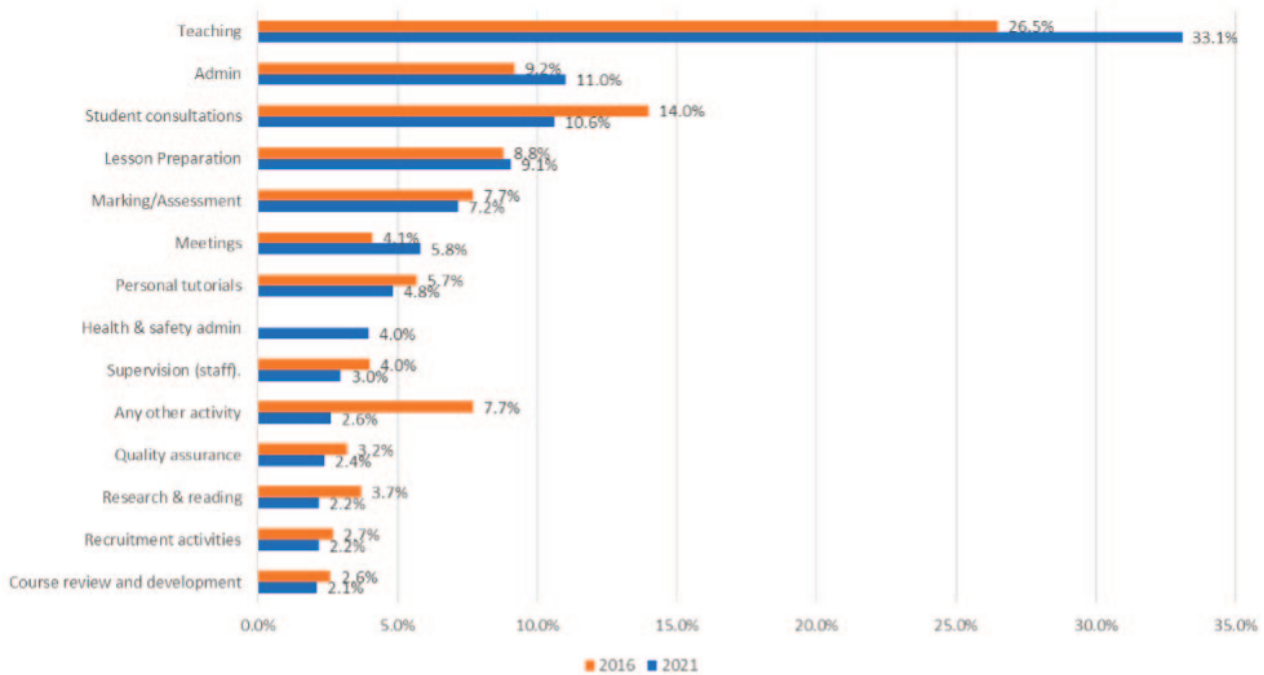
Q3 HOW HAS WORKLOAD COMPOSITION CHANGED OVER THE PAST THREE YEARS ACROSS DIFFERENT CATEGORIES & TYPES OF EMPLOYMENT?

Respondents were asked to estimate how much of their total work time each month was spent on each of a defined list of tasks.

FE staff spent a third of their time (33.1%) teaching. This is a significant increase from 26.5% of time teaching in 2016. The amount of time spent on Admin (1.8 percentage point increase) and Meetings (1.7 percentage point increase) also increased compared with 2016.

The largest decreases compared to 2016 were a reduction in time spent on Student Consultations (3.4 percentage point decrease), Research and Reading (1.5 percentage point decrease) and Other activities (5.1 percentage point decrease).

Figure F1: Further education colleges – average % working hours per activity, 2016 & 2021



Respondents were asked which aspects of their workload had increased or decreased over the past three years. The most striking changes reported were in Admin and Marking/Assessment, with 66.8% and 38% (respectively) reporting that these areas had increased significantly. In terms of reductions, 26.2% reported that time spent on “Research & reading” had reduced significantly over the last three years.

There are some differences compared with the findings above (due in part to covering a different time period - past 3 years or past 5 years), but an increased administrative burden is a key theme.



Table F7: Further education colleges – changes in workload composition over last three years

	Reduced significantly	Reduced slightly	Stayed the same	Increased slightly	Increased significantly	Total
Lesson Preparation	17.1%	15.7%	20.9%	20.3%	25.9%	1797
Personal Tutorials	9.3%	9.0%	31.6%	24.8%	25.3%	1433
Recruitment activities	3.9%	6.5%	34.0%	32.3%	23.2%	1425
Meetings	3.0%	7.2%	28.7%	32.2%	28.9%	1898
Supervision (Staff)	6.0%	4.7%	42.7%	28.5%	18.1%	930
Teaching	3.1%	8.4%	41.3%	26.0%	21.3%	1772
Student Consultations	5.0%	6.5%	32.8%	33.0%	22.8%	1494
Research & reading	26.2%	12.7%	33.2%	17.8%	10.2%	1486
Marking/Assessment	3.2%	5.2%	25.9%	27.7%	38.0%	1681
Course review & development	8.0%	6.9%	28.7%	32.0%	24.4%	1558
Quality assurance	4.6%	5.6%	30.4%	30.8%	28.6%	1533
Admin	2.1%	1.8%	8.2%	21.0%	66.8%	1885
Health & safety admin	3.2%	2.7%	47.6%	29.6%	17.0%	1255
Other	2.2%	2.0%	35.1%	27.9%	32.8%	1023



Q4 CONTRIBUTORY FACTORS

Respondents were asked to rank the top five contributory factors to changes in their workloads over the last three years from a list of twenty-one possible factors. The overall ranking of these factors is a weighed calculation incorporating frequency of selection and the ranking position selected by each respondent. The factors ranked first by respondents are given the highest value and subsequent factors are assigned values in descending order. Each factor was then assigned a total score to arrive at the rankings below.

Increased administrative work remains the biggest contribution to change in workload for staff in further education colleges. Widening of duties, increased student numbers and the reduction of staff also remain significant contributors to change in workload.

The impact of restructures and student expectations of staff availability have become less of a driver for change in workload than in 2016.

It's also clear that the Covid-19 pandemic has had a significant impact, with "Increase in online working" (previously "Increase on online course content") and "Increased use of technology for marking, communications and admin" ranking much higher than in 2016.



Table F8: FE colleges - ranked contributory factors to change in workload

Factor	2021	2016
Increased administrative work	1	1
Increased use of technology for marking, communication & admin	2	6
Widening of duties considered within my remit	3	2
Increase in online working	4	15*
Increased student numbers	5	4
Reductions in the number of staff	6	7
Student pastoral care	7	9
Student expectations of staff availability	8	3
Number of management/departmental meetings	9	8
Impacts of reorganisation or restructuring	10	5
Increased teaching contact time**	11	
Increased performance monitoring of self	12	10
Irregular timetabling, unpredictable scheduling	13	12
Funding cuts	14	13
Increased performance monitoring of others	15	14
Other factors not listed here	16	
Changing funding requirements	17	16
Insecure employment status	18	17
Reference writing	19	18
Inter-site travel	20	19
Interview coaching	21	20

*previously "Increase in online course content"

**new factor for 2021



2. Prison education

240 prison education staff responded to the survey (not all respondents answered every question). See the Demographics section for more information about the respondents.

Q1 HOW MANY HOURS ARE PRISON EDUCATORS WORKING?

Staff in prison education are working an average of 42.5 FTE hours per week. This is slightly lower than the 2016 figure (45.8 FTE hours per week), but staff are still working more than a day unpaid every week.

Table P1: Prison education - average weekly FTE hours by job role

Job role	Average of FTE hours worked clean	Number of responses
Cover Tutor	33.0	<10
Manager	45.7	17
Learner support / Student support	39.9	13
Other - Write In		<10
Tutor/Trainer/Teacher/Lecturer	42.8	162
Grand Total	42.5	201

Q2 HAS THE SIZE OR INTENSITY OF WORKLOADS CHANGED OVER THE PAST THREE YEARS?

Respondents were asked "Thinking about the pace or intensity you currently work at, do you think this has changed over the last three years?". Almost 90% of respondents said pace or intensity had increased, and more than 3 in 4 respondents stated that the pace or intensity of work has increased significantly.

In 2016, 94.6% of Prison Educators reported an increase in pace/intensity in the preceding three years, with 81.3% reporting that it was a significant increase.

Table P2: Prison education - change in pace and intensity over last 3 years

Responses	%	Number of responses
Decreased significantly		<10
Decreased slightly		<10
Stayed the same	8.2%	14
Increased slightly	13.5%	23
Increased significantly	76.0%	130
Grand Total	100.0%	171



We asked respondents how manageable their workload was, and 23.9% said their workload is unmanageable most of the time. A further 9.8% said their workload is entirely unmanageable.

In 2016, 24.5% reported unmanageable workloads most of the time, and 8.2% reported their workload was entirely unmanageable.

Table P3: Prison education – manageability of workload

Responses	%	Number of responses
My workload is entirely manageable		<10
My workload is manageable most of the time	27.3%	56
My workload is manageable about half of the time	37.6%	77
My workload is unmanageable most of the time	23.9%	49
My workload is entirely unmanageable	9.8%	20
Grand Total	100.0%	205

Q3 HOW HAS THE COMPOSITION OF WORKLOADS CHANGED OVER THE PAST THREE YEARS ACROSS DIFFERENT CATEGORIES AND TYPES OF EMPLOYMENT?

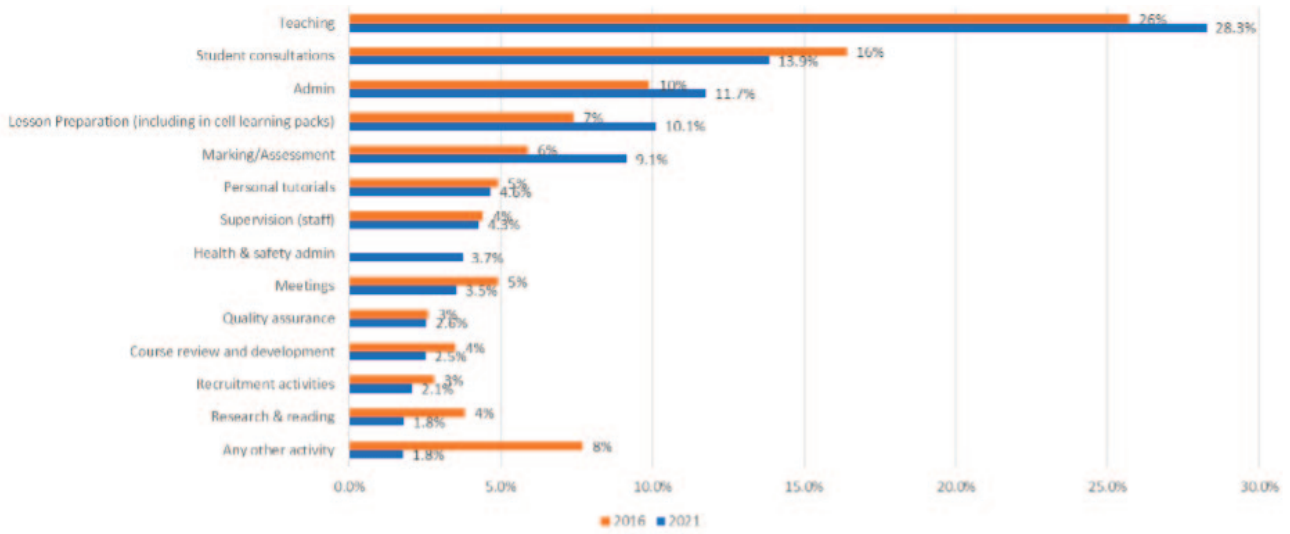
Respondents were asked to estimate how much of their total work time each month was spent on each of a defined list of tasks.

Prison Educators spend 28.3% of their time teaching. This is an increase from 26% of time teaching in 2016. The amount of time spent on Admin (1.7 percentage point increase), Lesson Preparation (3.1 percentage point increase) and Marking/Assessment (3.1 percentage point increase) also increased compared with 2016.

The largest decreases compared to 2016 were a reduction in time spent on Student Consultations (2.1 percentage point decrease), Research and Reading (2.2 percentage point decrease) and Other activities (6.2 percentage point decrease).



Figure P1: Prison education - average % working hours per activity, 2016 & 2021



Respondents were asked which aspects of their workload had increased or decreased over the past three years (see table P4). Large numbers of staff reported significant workload increases in Admin (54.8%), Lesson Preparation (54.8%) and Marking/Assessment (48.7%). We know that this in part due to changes arising from the Covid-19 response - in particular, the introduction of individualised in-cell learning for prisoners.


Table P4: Prison education - Changes in workload composition over last 3 years

	Reduced significantly	Reduced slightly	Stayed the same	Increased slightly	Increased significantly	Total
Lesson Preparation	5.7%	5.7%	11.5%	22.3%	54.8%	157
Personal Tutorials	6.5%	6.5%	32.5%	30.1%	24.4%	123
Recruitment activities	1.9%	4.6%	34.3%	29.6%	29.6%	108
Meetings	7.8%	9.1%	34.4%	27.9%	20.8%	154
Student Consultations	5.0%	6.5%	32.8%	33.0%	22.8%	1494
Research & reading	26.2%	12.7%	33.2%	17.8%	10.2%	1486
Marking/Assessment	3.2%	5.2%	25.9%	27.7%	38.0%	1681
Course review & development	8.0%	6.9%	28.7%	32.0%	24.4%	1558
Quality assurance	4.6%	5.6%	30.4%	30.8%	28.6%	1533
Admin	2.1%	1.8%	8.2%	21.0%	66.8%	1885
Health & safety admin	3.2%	2.7%	47.6%	29.6%	17.0%	1255
Other	2.2%	2.0%	35.1%	27.9%	32.8%	1023

Q4 CONTRIBUTORY FACTORS

Respondents were asked to rank the top five contributory factors to changes in their workloads over the last three years from a list of twenty-one possible factors. The overall ranking of these factors is a weighed calculation incorporating frequency of selection and the ranking position selected by each respondent. The factors ranked first by respondents are given the highest value and subsequent factors are assigned values in descending order. Each factor was then assigned a total score to arrive at the rankings below.

Comparing the findings of this survey with the 2016 Workload Survey, increased administrative work followed by widening of duties remain the biggest contributors to change in workload for Prison Educators. The reduction of staff also remains a significant factor to change in workload.



The impact of the Covid-19 pandemic is also apparent, with “Increased use of technology for marking, communications and admin” and “Increase in online working” (previously “Increase on online course content”) ranking much higher than in 2016.

Changing funding requirements, funding cuts and the number of management/departmental meetings have become less of a driver for change in workload than in 2016.

Table P5: Prison education – ranked contributory factors to change in workload

Factor	2021	2016
Increased administrative work	1	1
Widening of duties considered within my remit	2	2
Reductions in the number of staff	3	5
Increased use of technology for marking, communications & admin	4	12
Increased performance monitoring of self	5	6
Irregular timetabling, unpredictable scheduling	6	10
Impacts of reorganisation or restructuring	7	8
Increased student numbers	8	9
Increased teaching contact time**	9	
Other factors not listed here	10	
Increase in online working	11	18
Increased performance monitoring of others	12	11
Number of management/departmental meetings	13	4
Changing funding requirements	14	3
Student expectations of staff availability	15	15
Funding cuts	16	7
Student pastoral care	17	14
Insecure employment status	18	13
Inter-site travel	19	16
Interview coaching	20	17
Reference writing	21	19

*previously “Increase in online course content”

**new factor for 2021



We also asked respondents to share free text comments on why their work has intensified. There were 240 responses to the question on what had contributed to the intensification of work for staff working in prison education.

Increased administrative tasks and 'paperwork' more generally, excessive monitoring and staffing shortages were most commonly cited as reasons contributing to the intensification of work.

There are less tutors within the department and the workload is constantly being added to with more and more paperwork being required to justify our every action.

...being incessantly required to measure, record, quantify and justify every iota of our practice to the point where we no longer have the time to teach in a meaningful and properly effective manner.

Staffing levels being poor and extra work passed down at short notice from the senior team

The amount of paperwork for enrolments, completions and learner records/feedback/reviews etc is now insurmountable.

In addition, many staff note the ongoing impact of the pandemic, unrealistic expectations, widening of duties and more students needing more support leading to intensification of workload. Many staff reported working additional unpaid hours and being unable to take necessary breaks during the working day.

In the class the expectation for supporting numerous learning needs has snowballed and is unrealistic considering a majority of prisoners have severe problems with mental health and related issues

I don't have enough time to plan teaching so it is compacted into the available time. I often have multiple things on the go at once, for example in an online meeting whilst also replying to emails and planning classes due to lack of time and increase in workload.

Due to the time working from home during the pandemic, the prison seem to add pressure to education staff to get as many learners through courses in the minimum amount of time possible.

There is more admin and responsibilities put onto tutors. This includes finding new learners, invigilating exams, covering sessions regularly etc. I find I have a lot more work which needs to fit into the same amount of time.



3. Adult and community education

210 adult & community education (ACE) staff responded to the survey (not all respondents answered every question). ACE staff deliver accessible adult and community education outside of FE colleges - e.g. in local authority education services, voluntary or community organisations. See *Demographics* for more information on the respondents.

Q1 HOW MANY HOURS ARE STAFF IN ACE COLLEGES WORKING?

Staff in ACE are working on average 52.7 FTE hours per week, slightly higher than in 2016 (51.3 FTE hours per week). This equates to more than 2 days unpaid per week. Managers report working more than twice as many hours as they are paid for (note that this is based on a small number of responses).

Table A1: ACE - average weekly FTE hours by job role

Job role	Average FTE hours worked clean	Number of staff
Administrative, technical, grounds and facilities		<10
Assessor/Instructor/Trainer		<10
Course Leader		<10
Learning facilitator/ Learning support assistant		<10
Lecturer	50.2	44
Manager	73.0	18
Tutor	54.4	67
Grand Total	52.7	158

Staff on permanent and term-time only contracts reported the highest weekly working hours (55.4 & 62.6 FTE hours), although only 23 respondents were on term-time only contracts.

Table A2: ACE - average weekly FTE hours by contract type

Contract type	Average FTE hours worked clean	Number of staff
Permanent	55.4	111
Open ended (with an identifiable "at risk" date but not fixed term)		<10
Fixed term	<10	<10
Zero hours	50.7	22
Annualised hours		<10



Hourly paid with guaranteed minimum hours	52.9	12
Term-time only	63.6	23

Note: groups are not exclusive as respondents could select multiple contract types (e.g. someone might be on permanent zero hours contract)

Q2 HAS THE SIZE OR INTENSITY OF WORKLOADS CHANGED OVER THE PAST THREE YEARS?

Respondents were asked "Thinking about the pace or intensity you currently work at, do you think this has changed over the last three years?". Similarly to the other FE sectors, almost 90% of ACE respondents said pace or intensity had increased, with more than 70% of respondents stating that the pace or intensity of work has increased significantly.

Table A3: ACE - change in pace and intensity over last 3 years

Responses	%	Number of responses
Decreased significantly	0.7%	1
Decreased slightly	1.3%	2
Stayed the same	12.0%	18
Increased slightly	13.3%	20
Increased significantly	72.7%	109
Grand Total	100.0%	150

We asked respondents how manageable their workload was, and 31.3% of ACE respondents said their workload is unmanageable most of the time. A further 9.2% said their workload is entirely unmanageable. This has worsened further since 2016, when 26.1% of ACE respondents reported finding their workload unmanageable most of the time, and 6.8% reported that their workload was entirely unmanageable.

Table A4: ACE - manageability of workload

Responses	%	Number of responses
My workload is entirely manageable	2.5%	<10
My workload is manageable most of the time	24.5%	40
My workload is manageable about half of the time	32.5%	53
My workload is unmanageable most of the time	31.3%	51
My workload is entirely unmanageable	9.2%	15
Grand Total	100.0%	163



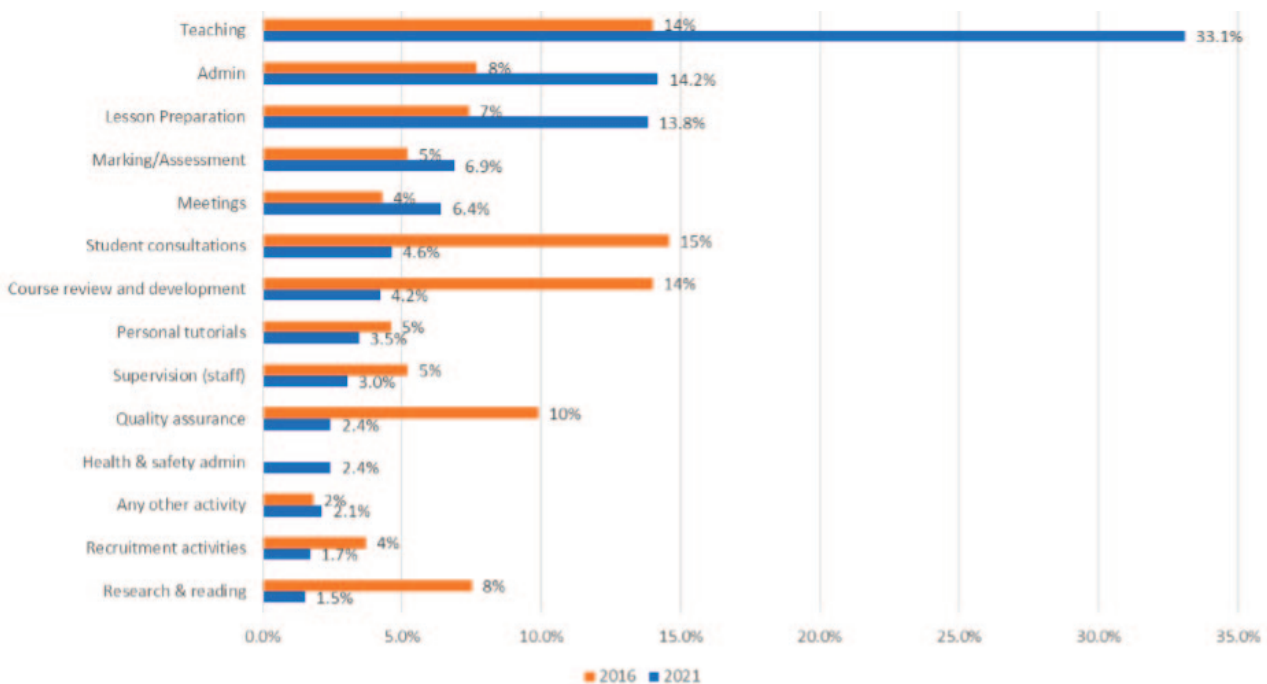
Q3 HOW HAS THE COMPOSITION OF WORKLOADS CHANGED OVER THE PAST THREE YEARS ACROSS DIFFERENT CATEGORIES & EMPLOYMENT TYPES?

Respondents were asked to estimate how much of their total work time each month was spent on each of a defined list of tasks. There have been some dramatic changes in workload composition since the 2016 Workload Survey.

The amount of time spent teaching has increased from 14% in 2016 to 33.1% in 2021. The amount of time spent on Admin (6.2 percentage point increase), Lesson Preparation (6.8 percentage point increase) has also increased dramatically.

The largest decreases compared to 2016 were a reduction in time spent on Student Consultations (10.4 percentage point decrease), Course review and development (9.8 percentage point decrease), Quality Assurance (7.6 percentage point decrease) and Research and reading (6.5 percentage point decrease).

Figure A1: ACE - average % working hours per activity, 2016 & 2021



Respondents were asked which aspects of their workload had increased or decreased over the past 3 years. The majority of staff (69%) reported that workload associated with Administration had increased significantly. Other areas where staff reported significant increases in workload were Marking/Assessment, Course Review and Development, Quality Assurance, and Other. In the question above (Figure A1), working hours spent on Quality Assurance has decreased since 2016. It's not clear why there is a decrease between 2016 & 2021, but an increase over the past three years (2018-2021).



Table A5: ACE - changes in workload composition

	Reduced significantly	Reduced slightly	Stayed the same	Increased slightly	Increased significantly	Total
Lesson Preparation	10.2%	15.3%	28.8%	18.6%	27.1%	118
Personal Tutorials	10.3%	8.0%	36.8%	29.9%	14.9%	87
Recruitment activities	3.8%	5.0%	26.3%	33.8%	31.3%	80
Meetings	4.7%	9.3%	26.4%	27.9%	31.8%	129
Supervision (Staff)	4.3%	0.0%	53.2%	12.8%	29.8%	47
Teaching	5.0%	15.8%	42.5%	23.3%	13.3%	120
Student Consultations	4.7%	8.1%	37.2%	32.6%	17.4%	86
Research & reading	16.7%	12.5%	30.2%	27.1%	13.5%	96
Marking/Assessment	2.6%	7.0%	23.5%	25.2%	41.7%	115
Course review and development	4.9%	4.9%	19.6%	33.3%	37.3%	102
Quality assurance	1.1%	1.1%	28.1%	32.6%	37.1%	89
Admin	2.3%	3.1%	10.9%	14.7%	69.0%	129
Health & safety admin	0.0%	1.2%	43.9%	29.3%	25.6%	82
Other	1.4%	1.4%	31.4%	20.0%	45.7%	70



Q4 CONTRIBUTORY FACTORS

Respondents were asked to rank the top five contributory factors to changes in their workloads over the last three years from a list of twenty possible factors (Table H6). The overall ranking of these factors is a weighed calculation incorporating frequency of selection and the ranking position selected by each respondent. The factors ranked first by respondents are given the highest value and subsequent factors are assigned values in descending order. Each factor was then assigned a total score to arrive at the rankings below.

Comparing the findings of this survey with the 2016 Workload Survey, increased administrative work remained the biggest contributor to change in workload for ACE. Widening of duties considered within remit remains a significant factor to change in workload.

Funding cuts, reductions in the number of staff and the impact of reorganising and restructuring have become much less of a driver for change in workload than in 2016.

As in other areas of FE, the impact of the Covid-19 pandemic is evident, with “Increased use of technology for marking, communications and admin” and “Increase in online working” (previously “Increase on online course content”) ranking much higher than in 2016. “Student expectations of staff availability” also ranks much higher than in 2016.


Table A6: ACE - ranked contributory factors to change in workload

Factor	2021	2016
Increased administrative work	1	1
Increased use of technology for marking, communications & admin	2	5
Widening of duties considered within my remit	3	2
Increase in online working*	4	13
Number of management/departmental meetings	5	9
Increased performance monitoring of self	6	8
Student expectations of staff availability	7	15
Reductions in the number of staff	8	4
Impacts of reorganisation or restructuring	9	3
Increased student numbers	10	10
Changing funding requirements	11	7
Other factors not listed here	12	
Increased teaching contact time**	13	
Increased performance monitoring of others	14	12
Student pastoral care	15	14
Irregular timetabling, unpredictable scheduling	16	16
Funding cuts	17	6
Insecure employment status	17	11
Inter-site travel	19	17
Reference writing	20	18
Interview coaching	21	19

*previously "Increase in online course content"

**new factor for 2021

We also asked respondents to share free text comments on why their work has intensified. There were over 130 responses from ACE staff, describing what had contributed to the intensification of their work.

Increased administrative requirements, unrealistic workload demands and widening of duties within the role were the most cited reasons for the intensification of work in ACE. Many comments highlighted the loss of administrative support, staffing shortages and changes to working practices (such as the introduction of more online working) as



significant factors leading to workload intensification. Similarly, increasing student needs and expectations, together with staffing shortages have intensified work and led to many staff working outside of their contracted hours.

Additional administration including exam marking, online contact, compulsory student survey collection, compulsory set mock exam dates, compulsory repeated induction procedures and repeated individual learning plans.

Several people have left the team so there is more work for less people and the college are very reluctant to rehire.

Adapting to delivering online and hybrid models. Learning materials needing to be adapted. Learning new ways of doing things. More learners missing classes and having to be chased.

...unrealistic demands and expectations of achievable targets within the hours of contact/class time, expectation from employer to deal learners' social and emotional problems in unpaid time. Sending, reading, replying to work emails in unpaid time.



4. Higher education

9850 Higher Education college staff responded to the survey (not all respondents answered every question). See *Demographics* for more information about the respondents.

Q1 HOW MANY HOURS ARE STAFF IN HIGHER EDUCATION WORKING?

Staff in higher education are working an average of 50.4 FTE hours per week - more than 2 unpaid days each week. This shows no improvement on the 2016 figure (50.9 FTE hours per week).

All job roles are working at least one unpaid day (7 hours) each week, with some roles working the equivalent of three or four unpaid days each week.

Academic staff are working on average 51.3 FTE hours per week – again, more than 2 unpaid days each week. Teaching Assistants/Graduate Teaching Assistants work a staggering 64.4 FTE hours per week. In many cases, this FTE figure will have been multiplied up from a small fractional contract, but nonetheless indicates that Teaching assistants/GTAs are working almost double the hours they are paid for.

Table H1: Average weekly FTE hours by academic job role

Job role	Average FTE hours worked clean	Number of staff
Clinical Academic	56.2	35
Lecturer	50.5	2490
Principal Lecturer	50.5	255
Principal Research Fellow	50.6	17
Professor	53.4	1111
Reader	51.9	523
Research Assistant	46.3	115
Research Fellow	45.5	313
Senior Lecturer	50.8	2341
Senior Research Fellow	49.9	100
Senior Teaching Fellow	54.6	77
Teaching Assistant (including Graduate Teaching Assistant)	64.4	218
Teaching Fellow	49.9	179
Grand Total	51.3	7774



Part-time staff are working far in excess of their contracted hours. In the table below, all fractions have been uprated to their full time equivalent (e.g. someone employed on 0.2 fraction based on a 35 hour week is paid for 7 hours work. If they work 14 hours, their weekly FTE hours are 70 hours). Respondents on small fractional contracts are working 2-3 times the hours that they are paid for each week.

Table H2: Average weekly FTE hours by FTE fraction

FTE fraction	Average FTE hours worked clean	Number of responses
0.1	125.1	78
0.2	69.9	108
0.3	65.7	71
0.4	59.8	120
0.5	57.3	250
0.6	52.3	285
0.7	49.9	117
0.8	49.6	387
0.9	49.6	60
1	49.6	5870
Grand Total	51.4	7346

Academic-related staff are working an average of 44.4 FTE hours per week- the equivalent of one additional unpaid day every week.

Working hours vary a lot depending on academic-related job role. Particularly high working hours are reported by academic-related staff in Research Support (48.3 FTE hours per week).



Table H3: Average weekly FTE hours by area of work – academic-related

Academic-related area of work	Average FTE hours worked clean	Number of staff
Careers & employability	45.9	30
Departmental, faculty or school administration	43.9	163
Educational, academic and curriculum development	47.6	175
E-learning and educational tech	41.3	27
Facilities, catering & events	45.3	7
Governance including academic registry, compliance and legal	41.1	27
Human Resources and personnel (including health & safety)	42.9	33
Information services, libraries & archives	40.4	122
International partnerships	42.3	11
IT	41.7	124
Museum, galleries & culture	45.4	10
Project Management	39.2	27
Public affairs & outreach (including alumni and fundraising)	39.7	9
Research support	48.3	94
Student learning support (including learning technology, disability support & language services)	41.3	54
Student recruitment & admissions	45.8	36
Student services (including student union, mental health & counselling)	42.3	65
Technician	43.7	35
Widening participation	39.5	13
Other - please specify	46.8	111
Grand Total	44.4	1185



Staff on the most casualised contracts have the highest FTE working hours. Staff on zero hours contracts, hourly paid & term-time only contracts all work the equivalent of four additional unpaid days per week. (As above, note that the FTE figures from casualised staff will have been multiplied up from a small fractional contract in many cases.)

Table H4: Average weekly FTE hours by contract type

Contract type	Average FTE hours worked clean	Number of staff
Permanent	50.1	7684
Open ended (with an identifiable "at risk" date but not fixed term)	49.0	356
Fixed term	50.9	832
Zero hours	62.8	141
Annualised hours	53.7	56
Hourly paid with guaranteed minimum hours	62.7	119
Term-time only	66.6	100

Note: groups are not exclusive as respondents could select multiple contract types (e.g. someone might be on permanent zero hours contract)



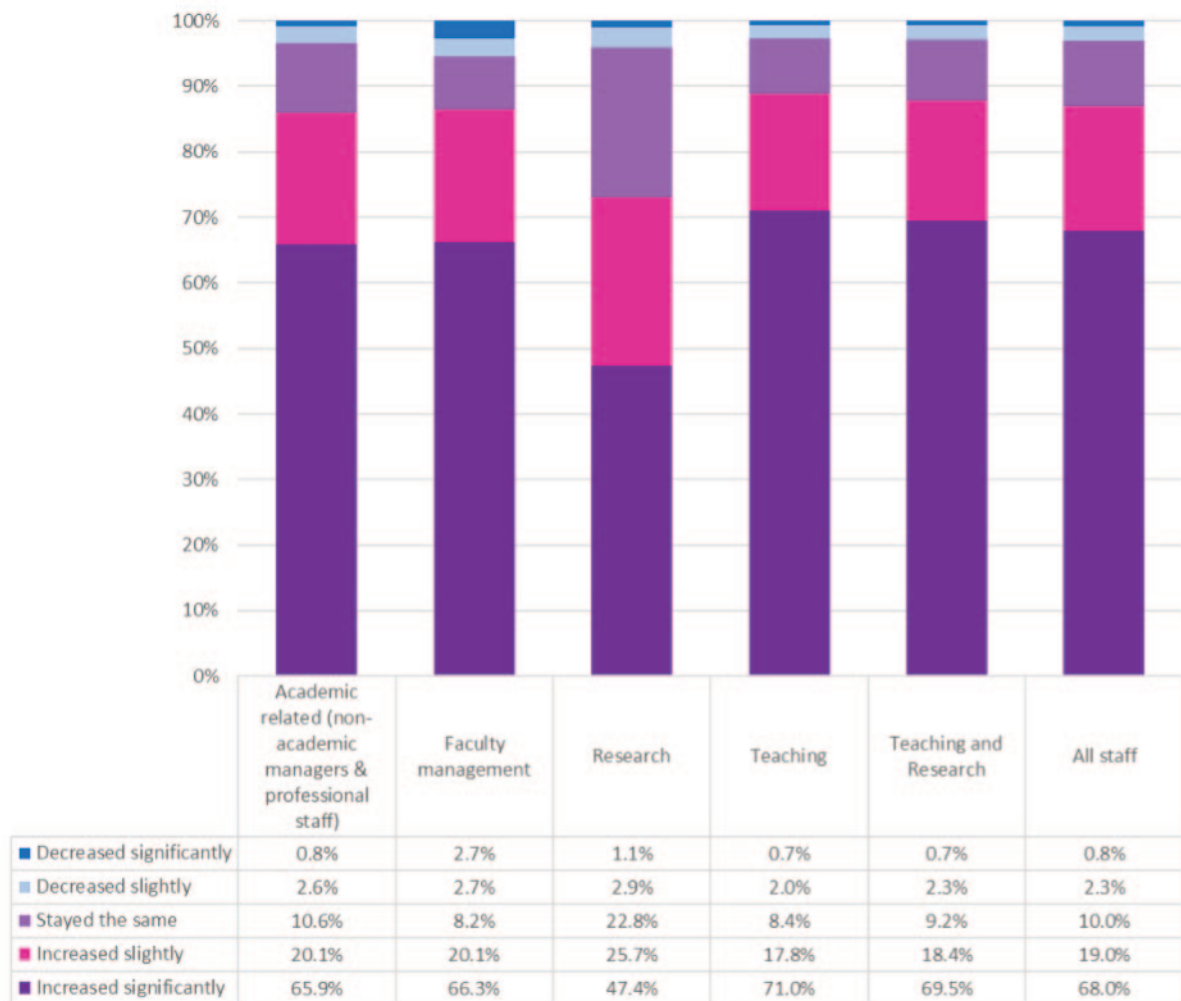
Q2 HAS THE SIZE OR INTENSITY OF WORKLOADS CHANGED OVER THE PAST THREE YEARS?

Respondents were asked “Thinking about the pace or intensity you currently work at, do you think this has changed over the last three years?”. Overall, 87% of HE staff said that workload size or intensity had increased over the past 3 years, with more than two thirds (68%) saying that it had increased significantly. This has increased since 2016, when 83.1% of HE staff said that workload pace & intensity had increased over the previous 3 years, and 59.2% said that it had increased significantly.

Teaching and teaching & research staff were most likely to report a significant increase in workload pace & intensity (71% & 69.5%). Research staff were less likely to report a significant increase in workload pace & intensity than all other staff groups (47.4%), but this still indicates that workload is a large and increasing issue for researchers.

Figure H1: Change in pace or intensity by primary activity

Change in pace and intensity over last 3 years



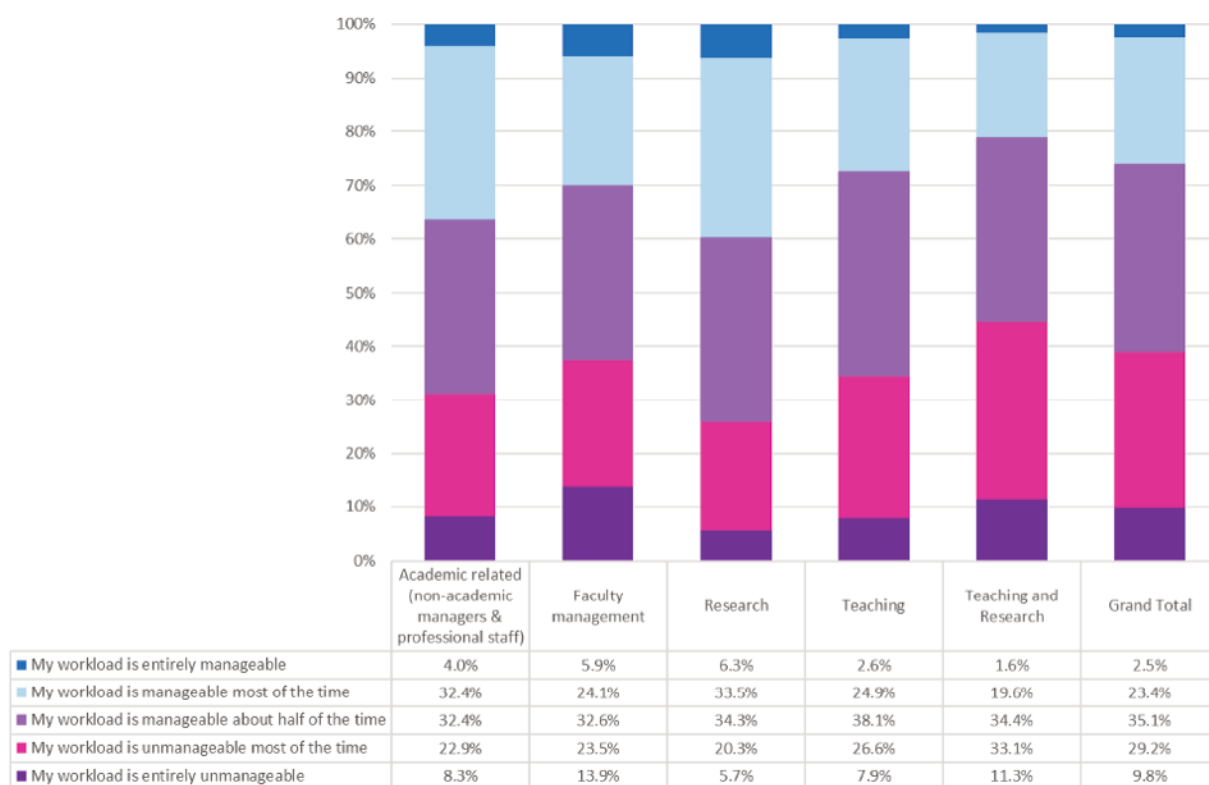


We asked respondents how manageable their workload was, and 29% of HE respondents said their workload is unmanageable most of the time. A further 9.8% said their workload is entirely unmanageable.

The situation has worsened further since 2016, when 22.9% of HE respondents reported finding their workload unmanageable most of the time, and 5.9% reported that their workload was entirely unmanageable.

All staff groups are impacted by unmanageable workloads, but teaching and research staff were most likely to report that their work was either unmanageable most of the time or entirely unmanageable (44.4%).

Figure H2: Manageability of workload by primary activity



Q3 HOW HAS THE COMPOSITION OF WORKLOADS CHANGED OVER THE PAST THREE YEARS ACROSS DIFFERENT CATEGORIES AND TYPES OF EMPLOYMENT?

Respondents were asked to estimate how much of their total work time each month was spent on each of a defined list of tasks.

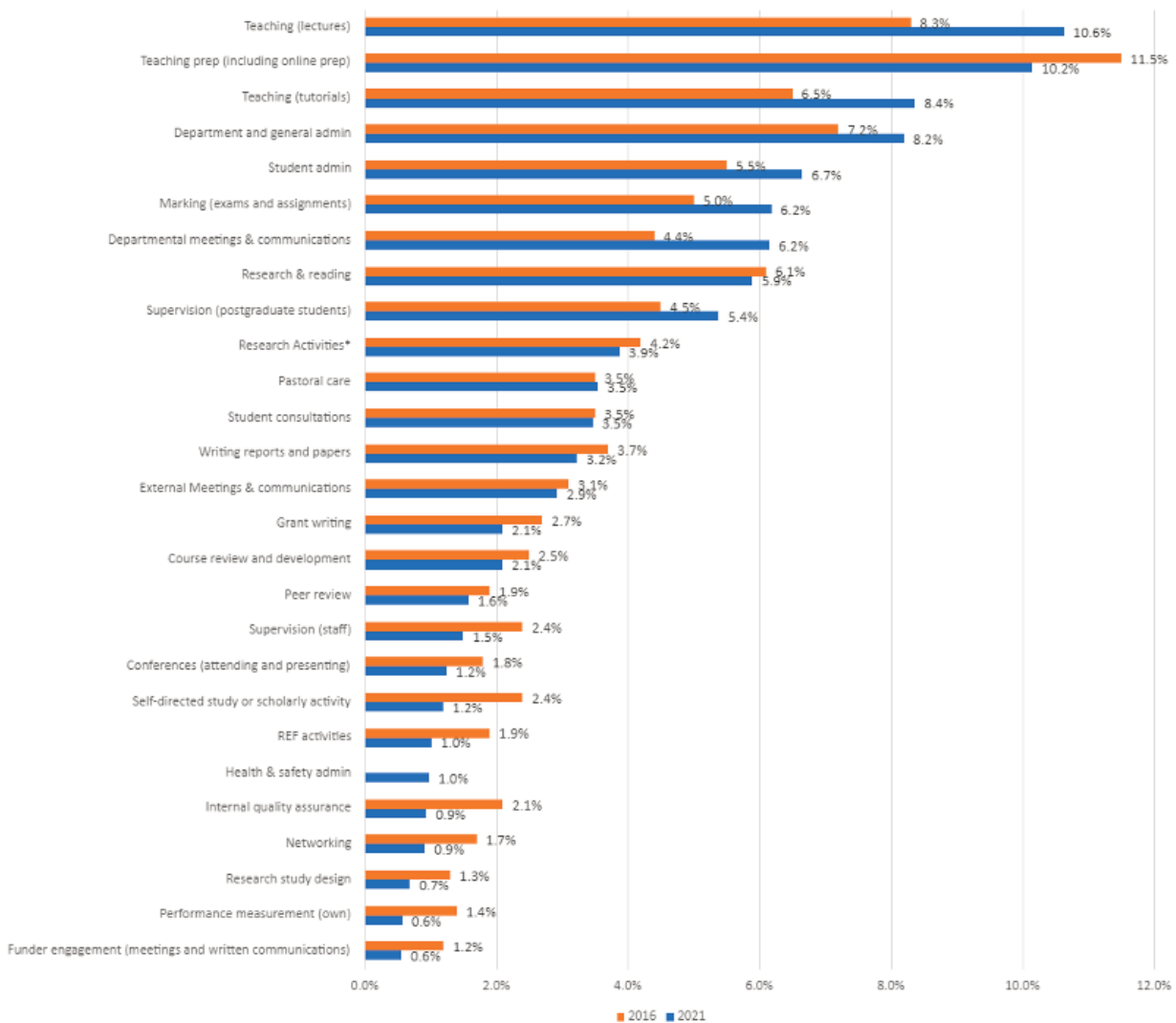
TEACHING AND RESEARCH STAFF

Teaching and research staff spend the largest amount of time on teaching activities. The proportion of time spent delivering lectures and tutorials has increased since 2016 (from 8.3% to 10.6% for lectures, and from 6.5% to 8.4% for tutorials). However the proportion of time spent on teaching preparation has fallen slightly from 11.5% to 10.2%.



Changes in other individual areas have been smaller, but it's notable that time spent on administrative & teaching tasks tends to have increased since 2016, and time spent on research tasks has generally decreased.

Figure H3: Average % working hours per activity - teaching & research staff 2016 & 2021



*Research Activities (inc. reading for lit reviews, data collection and analysis, conducting experiments)

Respondents were asked which aspects of their workload had increased or decreased over the past three years (Table H5). This is a shorter time period than the comparison between the 2016 and 2021 Workload surveys in Figure H3. More than half of teaching & research staff (52%) reported that administration (Departmental and general, Student) had increased significantly over the past three years. 50.6% reported that administration workload had increased significantly.

Workload relating to research & professional development had generally decreased, e.g. around 30% of teaching and research staff reported that the workload of the following activities had decreased significantly: Self-directed study or scholarly activity (32.3%), Research activities (28.5%), Research and reading (29.9%).



Table H5: Changes in workload composition over the past 3 years - teaching & research staff

Work area	Reduced significantly	Reduced slightly	Stayed the same	Increased slightly	Increased significantly	Total
Departmental meetings & communications	2.6%	8.0%	25.6%	29.4%	34.4%	3636
External Meetings & communications	6.3%	13.3%	44.6%	23.2%	12.5%	3341
Performance measurement (own)	5.3%	9.0%	59.7%	18.2%	7.8%	2873
Conferences (attending and presenting)	41.6%	28.6%	22.5%	5.8%	1.5%	3433
Networking	33.8%	26.3%	28.6%	7.6%	3.7%	3331
Department and general admin	1.2%	2.4%	13.5%	29.8%	53.1%	3578
Student admin	1.1%	2.0%	13.6%	28.9%	54.5%	3480
Health & safety admin	2.1%	3.1%	53.8%	25.2%	15.9%	2739
Pastoral care	1.5%	3.2%	22.8%	29.0%	43.5%	3380
Teaching (lectures)	2.2%	7.9%	34.6%	28.1%	27.2%	3554
Teaching (tutorials)	2.3%	6.0%	36.6%	27.8%	27.3%	3437
Student consultations	1.2%	3.3%	32.8%	33.3%	29.4%	3232
Teaching preparation	2.4%	4.8%	17.9%	23.2%	51.8%	3509
Research & reading	30.3%	30.7%	24.3%	8.9%	5.8%	3510
Marking (exams and assignments)	1.3%	4.4%	34.8%	29.1%	30.3%	3493
Supervision (postgraduate students)	1.8%	6.5%	41.2%	31.7%	18.8%	3255
Supervision (staff)	3.0%	4.9%	54.3%	24.9%	12.9%	2360
Course review & development	2.7%	6.3%	35.5%	31.4%	24.1%	3226
Internal quality assurance	3.3%	4.4%	47.9%	27.8%	16.6%	2767



Self-directed study or scholarly activity	32.2%	28.9%	29.9%	5.9%	3.2%	3265
Grant writing	24.3%	19.3%	30.4%	17.6%	8.3%	3151
Funder engagement (meetings and written communications)	19.3%	13.2%	48.0%	14.4%	5.0%	2579
Research study design	23.4%	22.1%	41.8%	9.5%	3.2%	2843
Research Activities (inc. reading for lit reviews, data collection and analysis, conducting experiments)	29.8%	26.8%	26.9%	10.9%	5.5%	3345
Writing reports and papers	23.7%	24.4%	29.7%	15.3%	7.0%	3362
Peer review	13.4%	15.2%	44.8%	19.6%	7.0%	3228
REF activities	13.5%	11.1%	47.5%	14.6%	13.2%	2781

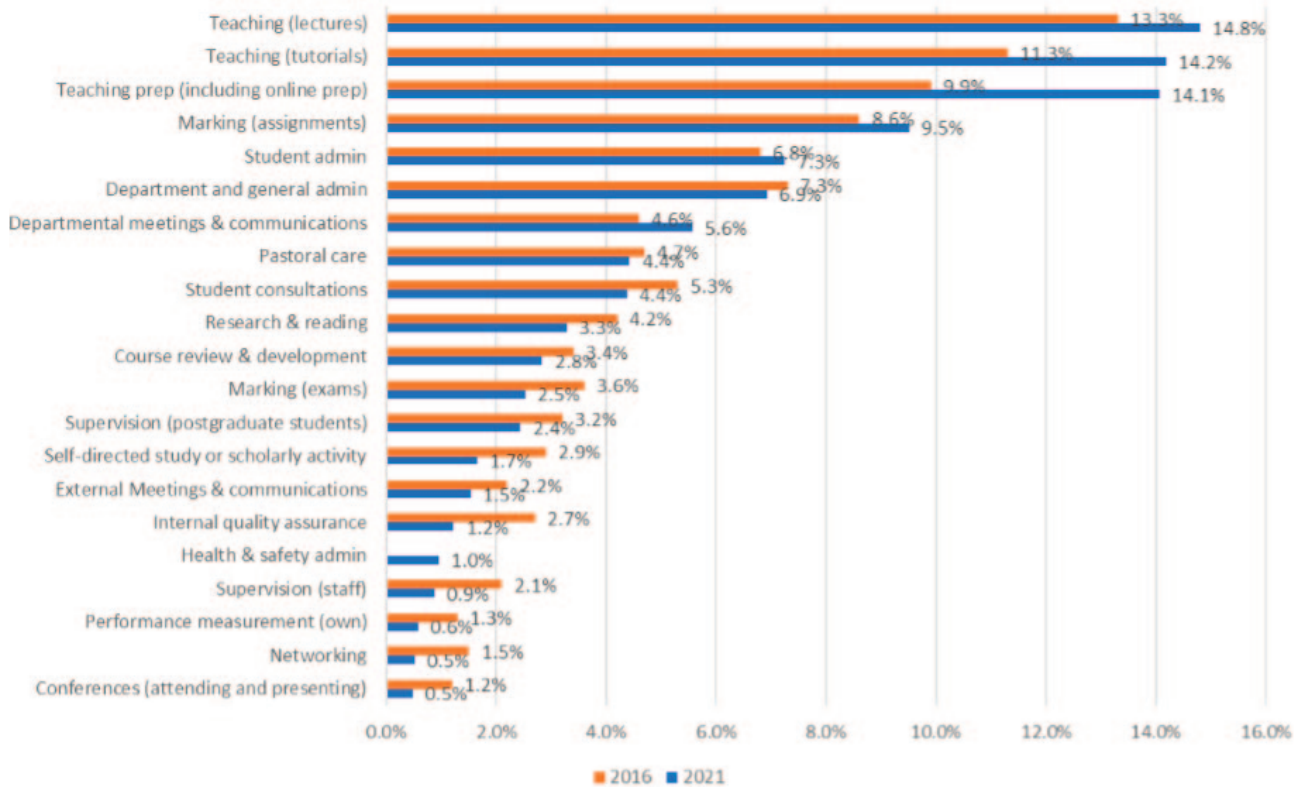
TEACHING STAFF

Teaching staff spend 29% of their working time delivering lectures or tutorials. The proportion of time spent preparing for & delivering teaching has increased since 2016, with the largest increase being time spent on preparing for teaching (from 9.9% in 2016 to 14%.1% in 2021). The shift to online delivery due to the pandemic will have played a role in this change.

Teaching staff are spending less time on most other activities, notably teaching-related activities (student consultations, course review and development, supervision of postgraduate students) & professional development (self-directed study & scholarly activity, research and reading). It paints a picture of teaching time expanding, and everything else being squeezed.



Figure H4: Average % working hours per activity - teaching



Respondents were asked which aspects of their workload had increased or decreased over the past three years - this is a shorter time period than the comparison with the 2016 Workload survey above.

More than half of staff said that time spent on Department and general admin & student admin had increased significantly (51.0% & 55.9% respectively). 51.8% of staff said that time spent on Teaching preparation had increased significantly, and 49.4% said that time spent on Pastoral care had increased significantly.

Professional development activities saw the most staff reporting significant reductions in time spent. More than 2 in 5 staff said time spent on Self-directed study or scholarship & Conferences (attending and presenting) had significantly reduced. More than a third of staff said time spent on Research & reading and networking had significantly reduced.



Table H6: Changes in workload composition over the past 3 years - teaching staff

Work area	Reduced significantly	Reduced slightly	Stayed the same	Increased slightly	Increased significantly	Total
Departmental meetings & communications	2.9%	9.9%	24.6%	29.8%	32.8%	1669
External Meetings & communications	9.5%	12.6%	47.5%	21.6%	8.8%	1353
Performance measurement (own)	10.5%	8.9%	53.8%	18.3%	8.5%	1319
Conferences (attending and presenting)	41.0%	20.2%	29.1%	7.2%	2.6%	1289
Networking	37.2%	19.7%	31.0%	8.1%	4.0%	1337
Department and general admin	1.0%	1.6%	14.1%	32.3%	51.0%	1623
Student admin	1.0%	1.4%	13.4%	28.2%	55.9%	1623
Health & safety admin	3.5%	3.4%	52.1%	27.4%	13.6%	1188
Pastoral care	1.6%	3.4%	16.8%	28.8%	49.4%	1522
Teaching (lectures)	2.9%	8.0%	35.0%	27.0%	27.1%	1581
Teaching (tutorials)	2.0%	6.6%	31.6%	29.0%	30.8%	1615
Student consultations	1.1%	3.4%	27.8%	34.4%	33.2%	1469
Teaching preparation	3.8%	6.1%	15.0%	23.3%	51.8%	1642
Research & reading	34.9%	18.1%	28.7%	12.1%	6.1%	1428
Marking (exams)	4.5%	5.6%	45.4%	22.5%	22.1%	1223
Marking (assignments)	0.9%	3.0%	28.9%	28.3%	38.9%	1613
Supervision (postgraduate students)	4.4%	4.6%	46.9%	26.9%	17.1%	928
Supervision (staff)	4.1%	3.6%	46.9%	29.8%	15.6%	784
Course review & development	4.6%	6.7%	25.8%	31.3%	31.5%	1427

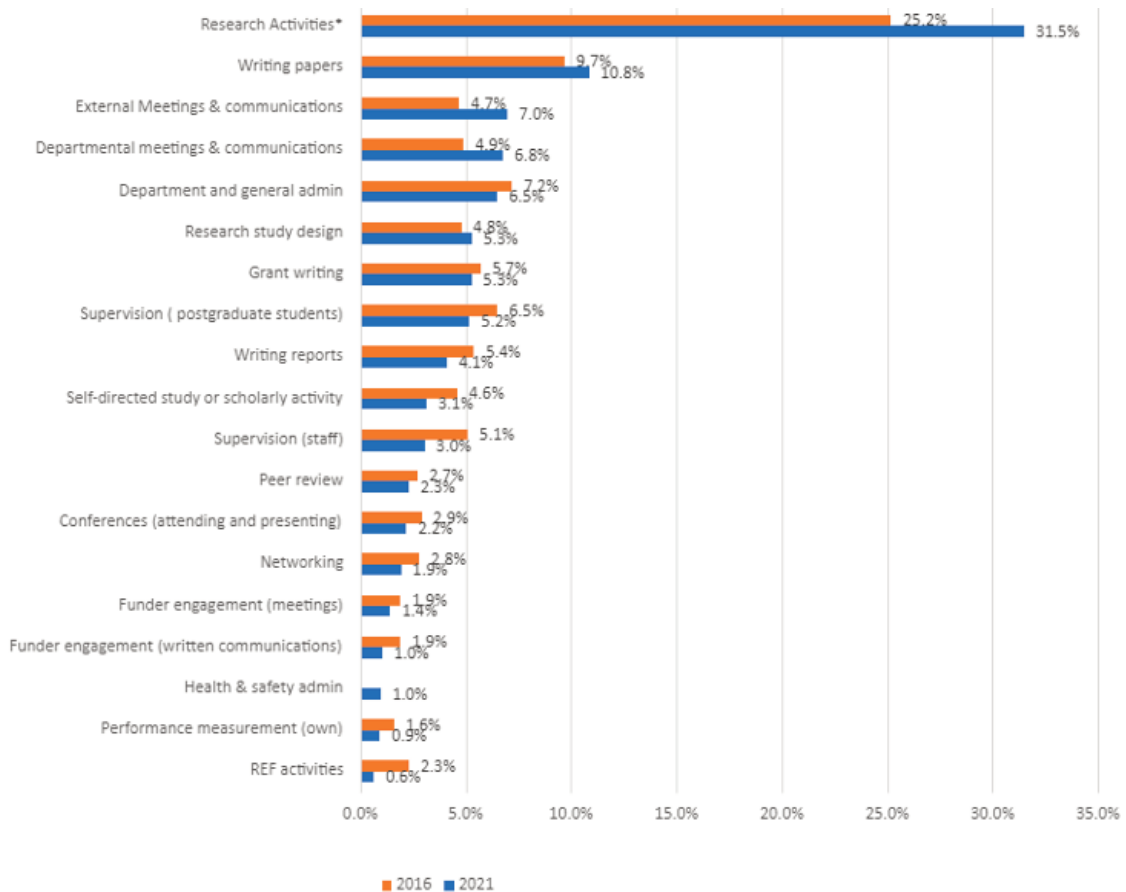


Internal quality assurance	4.5%	4.9%	34.5%	34.3%	21.8%	1262
Self-directed study or scholarly activity	41.0%	17.3%	25.3%	10.0%	6.4%	1443

RESEARCH STAFF

Research staff are spending 31.5% of their time on direct research activities, up from 25.2% in 2016. The proportion of time spent on both External and Departmental meetings & communications has also increased (from 4.7% to 7.0%, and 4.9% to 6.8% respectively). Time spent on most other activities has decreased since 2016.

Figure H5: Average % working hours per activity - research



*Research Activities (inc. reading for lit reviews, data collection and analysis, conducting experiments)

Respondents were asked which aspects of their workload had increased or decreased over the past three years - note that this is a shorter time period than the comparison with the 2016 Workload survey above.

Workload composition for Researchers was notably more stable than for academic colleagues involved in teaching, but there were still changes reported in similar areas. More than half of staff reported slight or significant increases in Departmental & External meetings & communications, Departmental and General administration, Supervision of postgraduates and Grant Writing.



More than half of researchers (55.2%) reported a reduction (slight or significant) in time spent on Conferences (attending or presenting), and just under half (46.0%) reported a reduction (slight or significant) in time spent Networking.

Table H7: Changes in workload composition over past 3 years - research staff

Work area	Reduced significantly	Reduced slightly	Stayed the same	Increased slightly	Increased significantly	Total
Departmental meetings & communications	2.2%	8.7%	35.0%	30.4%	23.7%	460
External meetings & communications	2.7%	8.4%	35.7%	27.7%	25.5%	440
Performance measurement (own)	4.6%	10.3%	65.5%	13.4%	6.3%	351
Conferences (attending and presenting)	24.7%	30.5%	30.3%	10.4%	4.1%	442
Networking	19.1%	26.9%	35.4%	13.0%	5.7%	424
Department and general admin	2.5%	4.3%	33.6%	32.2%	27.4%	441
Health & safety admin	1.7%	2.9%	63.4%	20.6%	11.3%	344
Supervision (postgraduate students)	2.4%	7.2%	35.1%	30.1%	25.3%	376
Supervision (staff)	2.9%	7.5%	44.3%	25.4%	19.9%	307
Grant writing	6.1%	9.1%	32.7%	25.9%	26.1%	394
Funder engagement (meetings)	3.2%	5.5%	57.8%	22.7%	10.7%	308
Funder engagement (written communications)	2.2%	5.2%	57.4%	24.1%	11.1%	324
Research study design	3.1%	11.7%	51.6%	22.2%	11.5%	419
Research Activities (inc. reading for lit reviews, data collection and analysis, conducting experiments)	7.1%	20.0%	35.3%	20.3%	17.2%	464
Writing papers	6.2%	18.7%	37.0%	23.8%	14.3%	449
Writing reports	3.2%	9.7%	52.0%	22.6%	12.4%	402



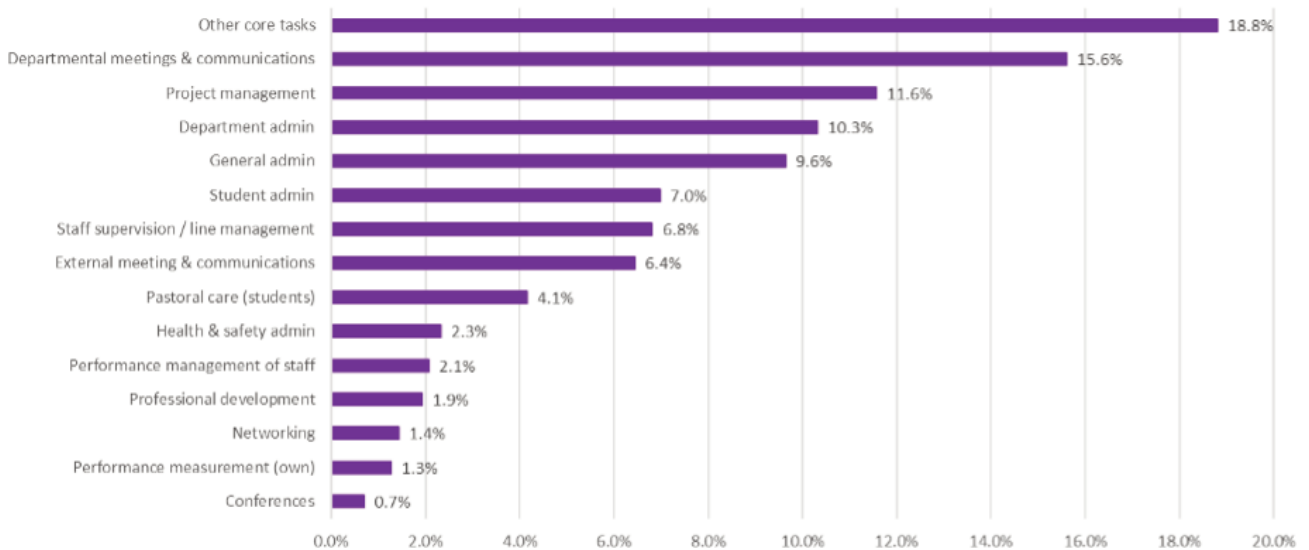
Peer review	4.0%	11.8%	47.7%	26.6%	9.8%	398
REF activities	4.6%	7.9%	65.7%	13.6%	8.2%	280
Self-directed study or scholarly activity	17.6%	23.3%	42.2%	10.7%	6.2%	403a

ACADEMIC-RELATED AND PROFESSIONAL SERVICES (ARPS) STAFF

It is a challenge to capture the varied activities undertaken by academic-related and professional staff, and Other core tasks was the largest activity in the 2016 & 2021 Workload surveys (33.4% in 2016 and 18.8% in 2021). For the 2021 survey, we added the activities Project management and Pastoral care (students), which has reduced the size of Other core tasks, but means that a comparison with 2016 is not straightforward.

Outside of Other core tasks, ARPS staff spend an average of 29.3% of their working hours on different areas of administration, 15.6% on departmental meetings & communications and 11.6% on project management.

Figure H6: Average % working hours per activity - ARPS



Respondents were asked which aspects of their workload had increased or decreased over the past three years - note that this is a shorter time period than the comparison with the 2016 Workload survey above.

ARPS staff reported workload increases in the majority of work areas (in particular meetings & administration-related tasks), at the cost of workload reductions in areas relating to professional development. The areas where more than half of staff reported reductions in workload, with around a third reporting significant reductions, were Professional development, Conferences (attending and presenting) and Networking.



Table H8: Changes in workload composition over past 3 years - ARPS

Work area	Reduced significantly	Reduced slightly	Stayed the same	Increased slightly	Increased significantly	Total
Departmental meetings & communications	3.4%	8.4%	22.7%	29.0%	36.5%	713
External meetings & communications	7.0%	15.9%	38.6%	25.4%	13.1%	642
Performance measurement (own)	12.0%	14.6%	58.2%	11.1%	4.1%	584
Professional development	12.0%	14.6%	58.2%	11.1%	4.1%	584
Conferences (attending and presenting)	37.7%	22.1%	32.1%	6.5%	1.6%	552
Networking	32.8%	22.4%	31.3%	10.5%	3.0%	607
Department admin	0.8%	3.2%	31.3%	33.0%	31.7%	6271
Student admin	4.0%	4.8%	33.5%	21.2%	36.5%	397
Pastoral care (students)	6.5%	5.9%	37.7%	22.0%	27.9%	337
General admin	0.5%	4.1%	32.9%	29.9%	32.7%	663
Health & safety admin	2.5%	5.3%	49.9%	26.5%	15.8%	475
Supervision (staff)	3.8%	4.6%	31.7%	27.6%	32.3%	504
Performance management of staff	4.3%	5.2%	48.3%	24.3%	17.9%	441
Project management	4.4%	5.8%	29.8%	29.3%	30.8%	591
Other core tasks	1.6%	4.2%	32.2%	24.6%	37.4%	625



Q4 CONTRIBUTORY FACTORS

Respondents were asked to rank the top five contributory factors to changes in their workloads over the last three years from a list of twenty-one possible factors. The overall ranking of these factors is a weighed calculation incorporating frequency of selection and the ranking position selected by each respondent. The factors ranked first by respondents are given the highest value and subsequent factors are assigned values in descending order. Each factor was then assigned a total score to arrive at the rankings below.

Increased administrative work and increase in online working were in the top 3 contributory factors for workload increase for all job families.

For Research staff, Widening of duties within remit was the other factor in the top 3. Insecure employment status was the 4th highest contributory factor to workload increase for research staff. This was not highly ranked for other job families.

For ARPS staff, reductions in the number of staff was the 2nd highest contributory factor to workload increase - ranking much higher than for other job families. The widening of duties considered within remit and the impacts or reorganisation or restructuring ranked 4th and 5th respectively.

The ranking of contributory factors was very similar overall for Teaching and Teaching & Research staff, with Increase in student numbers ranking third highest. Increased use of technology for marking, comms & admin, Widening of duties within remit & Student expectations of staff availability were reported as the other highest ranking factors across both these job families.



Table H9: Contributory factors by job family

Factor	Teaching & research	Teaching	Research	ARPS
Increased administrative work	1	1	3	1
Increase in online working	2	2	1	3
Increased student numbers	3	3	10	7
Increased use of technology for marking, communications and admin	4	5	8	9
Widening of duties considered within my remit	5	6	2	4
Student expectations of staff availability	6	4	13	10
Reductions in the number of staff	7	7	6	2
Student pastoral care	8	8	16	12
Impacts of reorganisation or restructuring	9	9	12	5
Number of management/departmental meetings	10	10	7	6
Other factors not listed here	11	13	5	8
Irregular timetabling, unpredictable scheduling	12	11	15	16
Participation in REF	13	20	18	18
Funding cuts	14	14	9	11
Increased performance monitoring of self	15	15	17	17
Insecure employment status	16	12	4	15
Increased performance monitoring of others	17	16	14	13
Changing funding requirements	18	19	11	14
Reference writing	19	18	19	20
Inter-site travel	20	17	20	19
Interview coaching	21	21	21	20



Appendix 1: Respondent demographics

Note that respondents were able to skip questions, so totals for each question may be different. This means that respondent totals in this section may be different to tables in other sections depending on which combinations of questions respondents chose to answer.

D1: Higher education respondents by subject area

Academic discipline	Number of responses	%
Agriculture/Veterinary Medicine	60	0.7%
Business and Administration, Economics	753	8.6%
Computer sciences	324	3.7%
Education/Teacher training	530	6.0%
Engineering,	406	4.6%
Humanities and Arts	2411	27.4%
Law	320	3.6%
Life sciences	631	7.2%
Medical sciences, Health sciences	958	10.9%
Physical sciences, Mathematics,	723	8.2%
Social and Behavioural sciences	1686	19.2%
Grand Total	8802	100.0%

D2: Higher Education respondents by contract type

Respondents were able to select multiple contract types

Contract type	Number of responses
Permanent	8365
Open ended (with an identifiable "at risk" date but not fixed term)	382
Fixed term	938
Zero hours	171
Annualised hours	66
Hourly paid with guaranteed minimum hours	150
Term-time only	129

**D3: Higher education respondents by FTE fraction**

FTE fraction	Number of responses	%
0.1	123	1.3%
0.2	130	1.4%
0.3	77	0.8%
0.4	152	1.6%
0.5	308	3.3%
0.6	379	4.1%
0.7	147	1.6%
0.8	508	5.5%
0.9	79	0.9%
1	7325	79.4%
Grand Total	9228	100.0%



D4: Higher education respondents by job role

Job role	Number of responses	%
Academic-related or professional services	1364	13.3%
Clinical Academic	39	0.4%
Lecturer	2847	27.7%
Principal Lecturer	287	2.8%
Principal Research Fellow	19	0.2%
Professor	1220	11.9%
Reader	577	5.6%
Research Assistant	127	1.2%
Research Fellow	363	3.5%
Section Head or Manager (non-academic)	65	0.6%
Senior Lecturer	2637	25.7%
Senior Research Fellow	109	1.1%
Senior Teaching Fellow	90	0.9%
Teaching Assistant (including Graduate Teaching Assistant)	312	3.0%
Teaching Fellow	213	2.1%
Grand Total	10269	100.0%



D5: Higher education respondents by area of work (academic-related staff only)

Area of work	Number of responses	%
Careers & employability	33	2.4%
Departmental, faculty or school administration	185	13.7%
Educational, academic and curriculum development	205	15.2%
E-learning and educational tech	32	2.4%
Estates and planning	12	0.9%
Facilities, catering & events	<10	
Governance including academic registry, compliance and legal	31	2.3%
Human Resources and personnel (including health & safety)	42	3.1%
Information services, libraries & archives	136	10.1%
International partnerships	13	1.0%
IT	137	10.1%
Museum, galleries & culture	15	1.1%
Other - please specify	128	9.5%
Project Management	30	2.2%
Public affairs & outreach (including alumni and fundraising)	11	0.8%
Research support	103	7.6%
Student learning support (including learning technology, disability support & language services)	62	4.6%
Student recruitment & admissions	39	2.9%
Student services (including student union, mental health & counselling services)	71	5.3%
Sustainability	<10	
Technician	41	3.0%
Widening participation	15	1.1%
Grand Total	1351	100.0%



D6: Higher education respondents by gender

Gender	Number of responses	%
Man	2829	41.3%
Non-binary	95	1.4%
Other - Write In	73	1.1%
Woman	3852	56.2%
Grand Total	6849	100.0%

D7: Higher education respondents by age

Age group	Number of responses	%
18-25	55	0.8%
26-30	302	4.4%
31-35	770	11.2%
36-40	1068	15.6%
41-45	1127	16.5%
46-50	1007	14.7%
51-55	1080	15.8%
56-60	899	13.1%
61-65	386	5.6%
65+	157	2.3%
Grand Total	6851	100.0%



D8: Higher education respondents by ethnicity

Ethnicity	Number of responses	%
Arab	20	0.3%
Asian or British Asian - Bangladeshi	10	0.1%
Asian or British Asian - Indian	97	1.4%
Asian or British Asian - Other	58	0.8%
Asian or British Asian - Pakistani	21	0.3%
Black or British Black - African	32	0.5%
Black or British Black - Caribbean	20	0.3%
Black or British Black - Other	<10	
Chinese	68	1.0%
Mixed - any other mixed or multiple ethnic background	114	1.7%
Mixed - White and Asian	59	0.9%
Mixed - White and Black African	14	0.2%
Mixed - White and Black Caribbean	16	0.2%
Other ethnic group	167	2.4%
White British	4113	60.1%
White English	<10	
White Gypsy or Irish Traveller	<10	
White Irish	255	3.7%
White Northern Irish	<10	
White other	1664	24.3%
White Scottish	<10	
White Welsh	99	1.4%
Grand Total	6846	100.0%



D9: Higher education respondents by disability status

Disability status	Number of responses	%
Disabled	955	14.1%
Not disabled	5814	85.9%
Grand Total	6769	100.0%

D10: Further education college respondents by subject area

Subject area	Number of responses	%
Business Administration, Management, and Professional	217	8.0%
Construction	148	5.4%
Engineering, Technology, and Manufacturing	192	7.1%
English, Languages, and Communication	415	15.2%
Foundation Programmes	125	4.6%
Hairdressing and Beauty Therapy	100	3.7%
Health, Social Care, and Public Services	295	10.8%
Hospitality, Sports, Leisure, and Travel	151	5.5%
Humanities	104	3.8%
ICT	113	4.2%
Land Based Provision	89	3.3%
Not teaching staff - Admin, Technical, Grounds, Facilities	162	6.0%
Retailing, Customer Service, and Transportation	<10	
Science and Mathematics	285	10.5%
Visual and Performing Arts and Media	318	11.7%
Grand Total	2722	100.0%



D11: Further education college respondents by contract type

Respondents were able to select multiple contract types

Contract type	Number of responses
Permanent	2521
Open ended (with an identifiable "at risk" date but not fixed term)	14
Fixed term	67
Zero hours	48
Annualised hours	66
Hourly paid with guaranteed minimum hours	42
Term-time only	118

D12: Further education college respondents by FTE fraction

FTE fraction	Number of responses	%
0.1	21	0.8%
0.2	12	0.5%
0.3	10	0.4%
0.4	73	2.8%
0.5	141	5.5%
0.6	244	9.5%
0.7	103	4.0%
0.8	328	12.8%
0.9	66	2.6%
1	1572	61.2%
Grand Total	2570	100.0%



D13: Further education college respondents by job role

Job role	Number of responses	%
Administrative, technical, grounds and facilities	81	3.0%
Assessor	61	2.2%
Course Leader	290	10.6%
Instructor	28	1.0%
Learning facilitator/ Learning support assistant	130	4.7%
Lecturer	1795	65.5%
Manager	173	6.3%
Trainer	16	0.6%
Tutor	168	6.1%
Grand Total	2742	100.0%

D14: Further education college respondents by gender

Gender	Number of responses	%
Man	659	34.8%
Non-binary	20	1.1%
Other - Write In	<10	
Woman	1211	63.9%
Grand Total	1896	100.0%



D15: Further education college respondents by age

Age group	Number of responses	%
18-25	40	2.1%
26-30	91	4.8%
31-35	163	8.6%
36-40	227	11.9%
41-45	241	12.7%
46-50	265	13.9%
51-55	368	19.3%
56-60	326	17.1%
61-65	140	7.4%
65+	41	2.2%
Grand Total	1902	100.0%

D16: Further education college respondents by ethnicity

Ethnicity	Number of responses	%
Asian	76	4.0%
Black	55	2.9%
Mixed	43	2.2%
Other ethnic group	13	0.7%
White	1726	90.2%

D17: Further education college respondents by disability status

Disability status	Number of responses	%
Disabled	237	12.6%
Not disabled	1640	87.4%
Grand Total	1877	100.0%



D18: Prison education respondents by subject area

Respondents were able to select multiple subject areas

Subject area	Number of responses
English/Maths/Functional Skills	57
Art and Design	12
Employability	16
Business	15
Induction/Mentoring	<10
ICT	31
Cover Tutor	0
Personal/Social Education	15
Painting & Decorating	<10
Construction/Bricklaying	12
Health & Safety	<10
Catering & Hospitality	26
Industrial Cleaning	<10
Beauty therapy/Hairdressing/Barbering	11
Horticulture	<10
Vehicle Maintenance	<10
Woodwork	<10
ESOL	10

D19: Prison education respondents by contract type

Respondents were able to select multiple contract types

Contract type	Number of responses
Permanent	206
Fixed term	<10
Zero hours	<10
Annualised hours	16
Hourly paid with guaranteed minimum hours	<10
Term-time only	<10



D20: Prison education respondents by FTE fraction

FTE fraction	Number of responses	%
0.1	<10	
0.2	<10	
0.3	<10	
0.4	<10	
0.5	<10	
0.6	17	8.3%
0.7	<10	
0.8	18	8.8%
0.9	12	5.9%
1	134	65.4%
Grand Total	205	100.0%

D21: Prison education respondents by job role

Job role	Number of responses	%
Cover Tutor	<10	
Deputy Education Manager	<10	
Education Manager	<10	
Hub Manager	11	4.8%
Learner support / Student support	15	6.6%
Other - Write In	<10	
Tutor/Trainer/Teacher/Lecturer	184	81.1%
Grand Total	227	100.0%



D22: Prison education respondents by gender

Gender	Number of responses	%
Man	53	33.5%
Non-binary	<10	
Woman	104	65.8%
Grand Total	158	100.0%

D23: Prison education respondents by ethnicity

Ethnicity	Number of responses	%
BAME	16	10.1%
White	143	89.9%
Grand Total	159	100.0%

D24: Prison education respondents by disability status

Disability status	Number of responses	%
Disabled	28	17.8%
Not disabled	129	82.2%
Grand Total	157	100.0%



D25: ACE respondents by subject area

Subject area	Number of responses	%
Arts and crafts / Creative	12	6.9%
Community development	<10	
Engineering	<10	
English / Literacy	23	13.3%
ESOL	48	27.7%
Family learning	<10	
Foreign languages	14	8.1%
Health and social care	<10	
ICT	<10	
Mathematics / Numeracy	17	9.8%
Other subjects	36	20.8%
Science	<10	
Technology	<10	
Grand Total	173	100.0%

D26: ACE respondents by contract type

Respondents were able to select multiple contract types

Contract type	Number of responses
Permanent	125
Open ended (with an identifiable "at risk" date but not fixed term)	<10
Fixed term	<10
Zero hours	26
Annualised hours	<10
Hourly paid with guaranteed minimum hours	15
Term-time only	25



D27: ACE respondents by FTE fraction

FTE fraction	Number of responses	%
0.1	11	6.3%
0.2	10	5.7%
0.3	<10	
0.4	15	8.6%
0.5	19	10.9%
0.6	16	9.2%
0.7	15	8.6%
0.8	20	11.5%
0.9	<10	
1	59	33.9%
Grand Total	174	100.0%

D28: ACE respondents by job role

Job role	Number of responses	%
Administrative, technical, grounds and facilities	<10	
Assessor	<10	
Course Leader	<10	
Instructor	<10	
Learning facilitator/ Learning support assistant	<10	
Lecturer	49	26.9%
Manager	19	10.4%
Trainer	<10	
Tutor	82	45.1%
Grand Total	182	100.0%



D29: ACE respondents by gender

Gender	Number of responses	%
Man	28	20.9%
Non-binary	<10	
Woman	104	77.6%
Grand Total	134	100.0%

D30: ACE respondents by ethnicity

Ethnicity	Number of responses	%
BAME	20	14.9%
White	114	85.1%
Grand Total	134	100.0%

D31: ACE respondents by disability status

Disability status	Number of responses	%
Yes	22	16.4%
No	112	83.6%
Grand Total	134	100.0%

