Stressed out

THE REPORT OF A SURVEY INTO OCCUPATIONAL STRESS IN ADULT EDUCATION

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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.
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Summary

■ Seven in every ten UCU members working in adult education agreed or strongly agreed with the statement 'I find my job stressful'. Half indicated that their general level of stress was high or very high, and over one third said they often or always experienced levels of stress they found unacceptable.

■ A significant proportion of UCU members from adult education working on a full-time basis exceeded the weekly 48 hour maximum number of working hours stipulated by the EU Working Time Directive (HMSO, 1998), with almost one in five working more than 50 hours a week.

■ On all of the Health and Safety Executive stressor categories, UCU members in adult education reported lower well-being than the average for those working in the HSE target group industries. The biggest 'well-being gaps' related to change, role clarity, work demands, and manager's support, highlighting particular problems in these areas.

■ UCU members in adult education who had a bigger well-being gap on the HSE stressor categories tended to experience more work-related stress and have a poorer work-life balance.

■ Respondents with poorer well-being on the HSE stressor categories (particularly in relation to relationships, manager's support, and change management) and who reported higher levels of perceived stress had taken more days off sick in the previous 12 month period.

■ The work-life balance of UCU members from adult education was generally poor. More than four respondents in every 10 (42%) indicated that they were unable to set a firm boundary between their work and home life and more than half (52%) indicated that they often neglected their personal needs because of the demands of their work. Those who had a poorer work-life balance and weaker boundaries between work and home tended to report higher levels of work-related stress.

Introduction

Work-related stress is defined as 'The adverse reaction people have to excessive pressures or other types of demand placed on them at work' (HSE, nd1). It is one of the most commonly reported health problems experienced by employees. According to data from the Labour Force Survey, work-related stress, depression or anxiety caused or made worse by the employee's current or most recent job, for people working in the preceding 12 months, affected an estimated 369,000 employees in 2011/12 in the UK, with a total of 9,072,000 working days lost (HSE, nd2). Within that total, teaching and educational professionals reported the highest average number of days lost per worker due to work-related stress depression and anxiety.

As well as ill health and sickness absence, work-related stress has also been associated with reduced levels of job satisfaction, motivation and commitment, increased employee turnover, impaired job performance and creativity, and a range of counterproductive workplace attitudes and behaviours such as cynicism, incivility and sabotage (Kinman & Jones, 2001; Spector et al., 2005). The negative impact of work-related stress is also likely to 'spill over' into the home domain and limit opportunities for relaxation and recovery, leading to impaired health and job performance (Allen et al., 2000).

The incidence of workplace stress has generally risen since the mid-1990s, especially among public sector workers. There is evidence, however, that people working in education are at greater risk of work stress and stress-related absence than most other occupational groups (as noted above). Unsurprisingly, education has been identified as a priority area for the reduction of work-related stress (Tyers et al., 2009). Several studies conducted in recent years indicate that work-related stress is widespread in post-compulsory education in the UK (Villeneuve-Smith et al, 2008; Court & Kinman, 2009a, 2009b, 2009c).

Several factors are likely to have contributed towards the poor work-related well-being of UCU members. Post-compulsory education in the UK has undergone a period of considerable change that has challenged the resources of organisations and employees. Fixed-term or other forms of casual contracts for staff in further education are widespread. In further education in England in 2005-6, according to the FE Staff Individualised Record, nearly half of teaching staff were on a fixed-term, casual or agency contract—a factor likely to have impacted on perceptions of job security.

Research conducted over the last 10 to 15 years indicates that levels of psychological distress amongst employees in post-compulsory education are comparatively high. Research in the further education sector suggests that lecturers experience high levels of stress and 'emotional labour' due to coping with challenging students and college management structures (Jephcote et al, 2008). The results of a survey by University and College Union of occupational stress among further education lecturers in 2008 found a high level of agreement among respondents in further education with the statement 'I find my job stressful'. More than half said their general or average level of stress was high or very high. One third said they often experienced levels of stress they found unacceptable, and 6% said this was always the case. Excessive workloads was

the factor the highest number of respondents of UCU members working in further education said made a very high contribution to unacceptable levels of stress or frustration. Next came lack of time or opportunities to develop their teaching, poor work-life balance and lack of time for research. FE members consistently reported lower well-being than the average for the target group (which included the education sector) in the HSE's survey 'Psychosocial Working Conditions in Britain in 2008' (Webster & Buckley, 2008). The biggest 'well-being gap' to the detriment of FE members was in the area of change, followed by demands, then role and managerial support (Court and Kinman, 2009a).

Fixed-term or other forms of casual contracts for staff in post-compulsory education are widespread. In further education in England in 2005-6, nearly half of teaching staff were on a fixed-term or otherwise casual contract—a factor likely to have impacted on perceptions of job security. High levels of job insecurity have been found in previous studies of UCU members (Court & Kinman, 2009a, 2009b, 2009c).

From the research discussed above, it is clear that the post-compulsory education sector in the UK is continuing to experience fundamental changes. This is likely to have a continued negative impact on the well-being of UCU members. It is likely that work-related stress is likely to continue to be high.

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 well-being of their staff. A risk-assessment approach is advocated 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 from occurring at source (Mackay et al., 2004).

Following extensive consultation, the HSE selected several elements of work activity (known as psychosocial 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 well-being 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 et al, 2004) comprises 35 items within the seven hazard categories:

- **Demands** includes 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 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 widely utilised by individual organisations, occupational groups and sectors to diagnose the most stressful aspects of work. The process allows employers to assess how well they are managing the different hazard categories within their workforce, and helps them develop precisely targeted interventions to enhance the work-related well-being of their staff. The HSE provides normative data from a range of occupational groups, enabling employers to compare their scores for each of the hazards against these national benchmarks. Where scores for any of the hazards are compared unfavourably, the HSE suggests interim and longer-term target scores to help organisations improve their performance.

The HSE process is recommended by the University and Colleges Employers Association as an effective way of managing work-related stress (UCEA, nd). A growing number of colleges and universities have adopted this approach to conduct independent surveys to assess the well-being of their employees, with some success. In 2008, the University and College Union utilised the HSE method in a large-scale national survey of members in academic and academic-related roles (n = 14,270). Findings revealed that people working in higher, further and prison education reported lower well-being than the average for the HSE's target industries, including the education sector (Court & Kinman, 2009a, 2009b, 2009c). Some key differences were found between sectors. 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 and adult education, the biggest well-being gap was in the area of change, followed by demands, then role and managerial support. For UCU members in prison education, the widest gaps were in change, relationships and management support. Unlike members from higher education, however, levels of control reported by respondents from further and prison education failed to meet the HSE minimum level.

A high proportion of the sample from the 2008 survey 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 survey also investigated the working conditions and job characteristics that were considered to make the highest contribution to stress or frustration amongst UCU members. Respondents from higher education 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 and adult education, the factors considered to be most stressful were excessive workloads, opportunities to develop teaching, and lack of time for research. The most frequent responses from respondents in prison education related to lack of resources to undertake research (including problems in obtaining funding), lack of time or opportunities to develop teaching, excessive workloads and poor work-life balance. Similar findings emerged from a smaller-scale survey of UCU members conducted in 2010 (n = 720), but responses from members in prison education were not sufficient to analyse independently (Kinman, G., 2011).

The UCU 2012 survey of occupational stress: aims and method

The current survey aimed to examine the extent to which higher education institutions, further education colleges, adult education institutions and prison education departments 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 hazard categories, with higher scores representing more well-being and lower scores denoting 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). 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.

The first 35 items in the survey questionnaire (see Appendix) were from the HSE's Management Standards Indicator Tool. In addition to the HSE questions, this survey examined levels of perceived stress and working hours, and compared findings with those from several UCU surveys conducted over the last decade. The extent of work-life conflict experienced by UCU members was examined using a questionnaire developed by Fisher et al. (2009). In order to assess the extent of integration between work and home life, respondents were asked to indicate on a nine-point scale (where 1 denoted total separation and 9 represented total integration) the following: a) the extent to which their work and home lives were separated/integrated and b) the extent to which they wished their work and home lives to be separated/integrated. The degree of fit between the level of integration currently experienced and that which is desired was then calculated.

Working conditions and job characteristics differ considerably between higher, further, adult and prison education. This is reflected in the findings of previous surveys of UCU members reported above, where the HSE hazard categories with the biggest well-being gap and the features of work that are considered most stressful were found to vary. Accordingly, separate analyses have been conducted for higher, further, adult and prison education and data is presented in separate reports. Where appropriate, comparisons have been made on levels of key variables such as gender, age, contract type, and mode and length of employment in the sector.

Sample   All active members of UCU were sent an email on 16 April 2012 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 10 people responded in this way. Retired UCU members were excluded from the email survey.

Those contacted by email were initially given three weeks in which to respond. Before the initial deadline for completing the questionnaire, members who did not respond were sent two reminder emails.

There were 24,030 respondents to the survey after deleting non-complete responses. Of these, 7,110 were employed or principally employed in further education, 1,097 in adult education, 14,667 in higher education and 187 in prison education. A number of respondents (969) did not identify the sector in which they principally worked.

Findings 1: Biographical information

Sample
Of the 24,030 members who responded to the questionnaire, 1,097 were employed in adult education.

Gender
75% of participants were female, 25% were male.

Sexuality
93% were heterosexual, 3% gay or lesbian and 4% bisexual.

Ethnicity
In terms of ethnicity, 1.8% were Black or Black British—Caribbean; 0.5% were Black or Black British—African; 0.4% other Black background; 2.7% were Asian or Asian British—Indian; 1.2% were Asian or Asian British—Pakistani; 0.4% were Chinese; 0.5% were of other Asian background; 1.8% were of other (including mixed) background and 0.9% were Jewish. 78% were White British, 4.2% White Irish and 8.1% other White background.

Disability
87% did not consider themselves disabled; 10% identified themselves as disabled; and 3% were unsure if they were disabled.

Job
Of the 640 respondents from adult education who identified themselves as academic employees, 85% worked in teaching or teaching-only positions, 1.6% worked in research-only, 13.4% worked in teaching-and-research. Of the 308 respondents working in academic-related roles, 44% were managers, 4.2% were administrators, 2.6% were computing staff, 2.3% were librarians, and 20% had other jobs.[1]

Mode of employment
53% worked full-time; 33% worked part-time; 13% were hourly-paid; and 1.4% indicated 'other' modes of employment.

Terms of employment
A considerable majority, 73%, had an open-ended or permanent contract; 15% had a fixed-term contract; 7% had a variable hours contract; 2% had a zero hours contract; and 3% of respondents indicated 'other' terms of employment.

Hours of work
35% of participants in adult education worked up to 30 hours per week, 27.9% between 31 hours and 40 hours; 27.8% worked between 41 and 50 hours a week; 8% worked between 51 and 60 hours a week; 2% worked more than 60 hours a week. In all, 63% of respondents employed on a full-time contract worked more than 40 hours a week and 17% worked more than 50 hours a week.

[1] These categories are not mutually exclusive as some respondents identified themselves as both academic and academic-related, for example as both researchers and managers.

DEMANDS

A typical snapshot

UCU members in adult education said they often or sometimes 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 adult education often or sometimes neglected some tasks because they had too much to do and sometimes felt their deadlines to be unachievable. They sometimes felt pressurised to work long hours, and were sometimes unable to take sufficient breaks. Their level of well-being at work relating to the demands made on them was below the average for Britain's working population.

(3) *Different groups at work demand things from me that are hard to combine (n=1,089)*

ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
11.1%	32.0%	39.4%	13.9%	3.7%
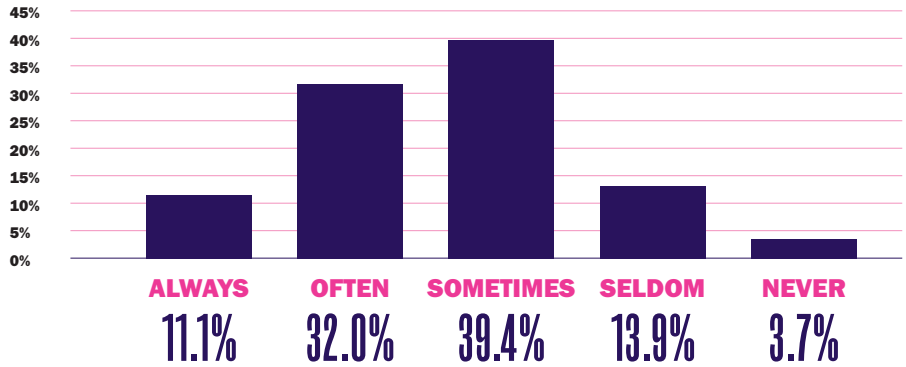
Q3   *HSE scale out of 5**

Adukt education   **2.67**

(6) *I have unachievable deadlines (n=1,095)*

ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
7.7%	20.5%	39.9%	23.7%	8.2%

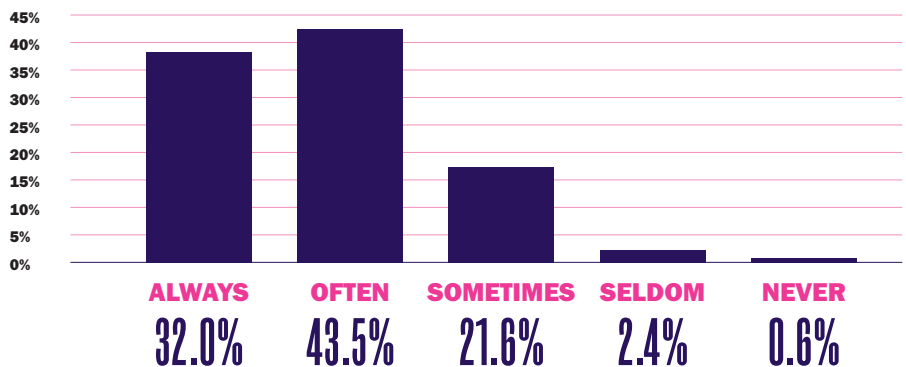**Q6**   *HSE scale out of 5**

Adult education   **3.04**

(9) *I have to work very intensively (n=1,089)*

ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
32.0%	43.5%	21.6%	2.4%	0.6%

Q9   *HSE scale out of 5**
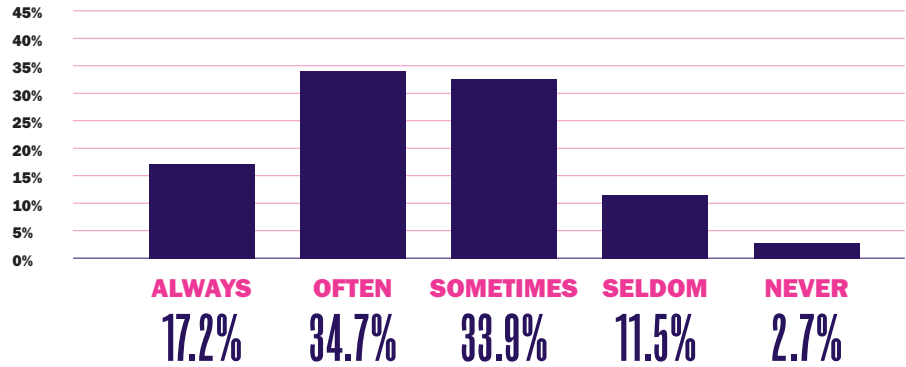
Adult education   **1.97**

* 1 = low well-being; 5 = high well-being
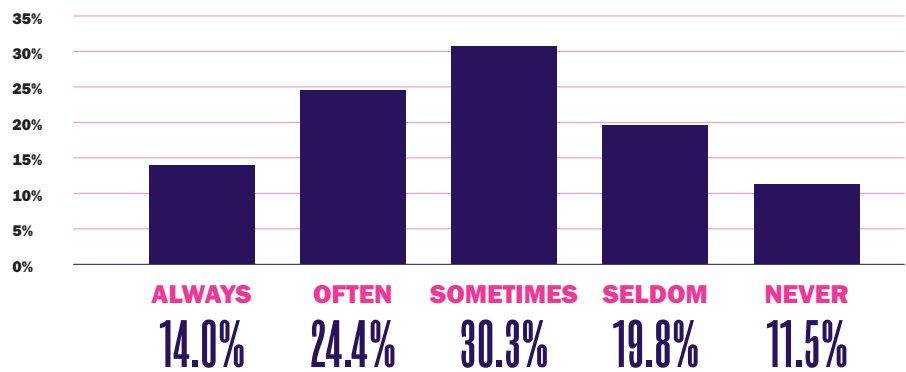
(12) *I have to neglect some tasks because I have too much to do (n=1,091)*

	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
	17.2%	34.7%	33.9%	11.5%	2.7%

Q12   *HSE scale out of 5* *

Adult education   **2.48**

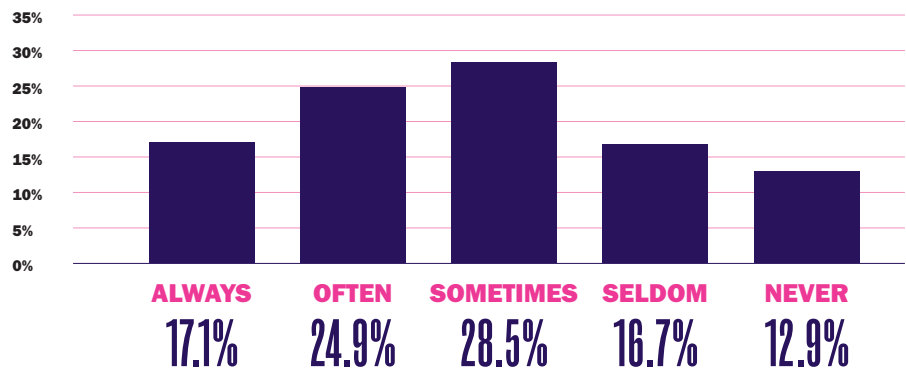
(16) *I am unable to take sufficient breaks (n=1,092)*

	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
	14.0%	24.4%	30.3%	19.8%	11.5%

Q16   *HSE scale out of 5* *

Adult education   **2.90**

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(18) *I am pressured to work long hours (n=1,085)*

	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
	17.1%	24.9%	28.5%	16.7%	12.9%

Q18   *HSE scale out of 5* *
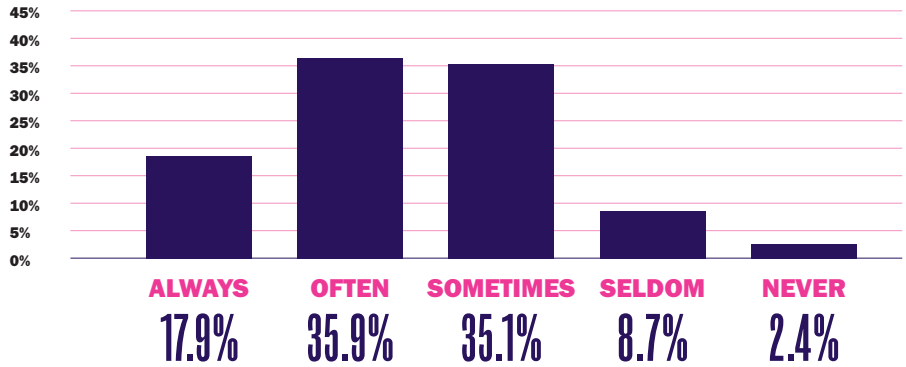
Adult education   **2.84**

* 1 = low well-being; 5 = high well-being
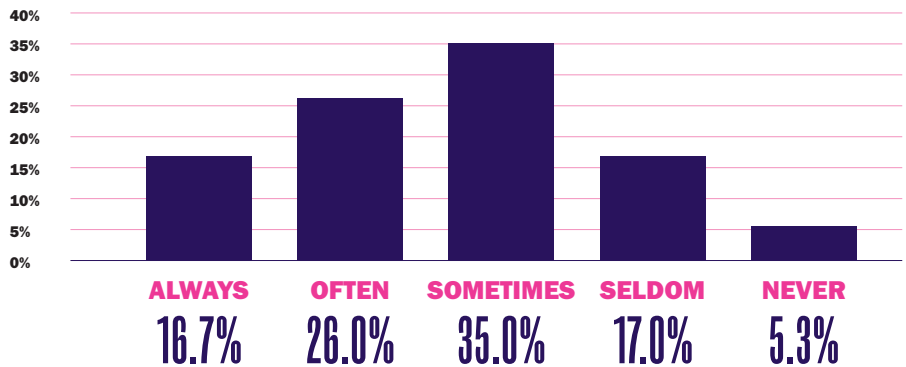
(20) I have to work very fast (n=1,083)

	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
	17.9%	35.9%	35.1%	8.7%	2.4%

Q20	HSE scale out of 5*
Adult education	2.42

(22) I have unrealistic time pressures (n=1,086)

	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
	16.7%	26.0%	35.0%	17.0%	5.3%

Q22	HSE scale out of 5*
Adult education	2.68

	HSE scale out of 5*
Adult education	2.63
HSE 2008 survey target group mean average	3.44

Demands: summary

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

UCU 2012 stress survey sector results: DEMANDS
(1=low well-being, 5=high well-being)

	HIGHER EDUCATION	FURTHER EDUCATION	ADULT EDUCATION	PRISON EDUCATION	HSE AVERAGE
	2.52%	2.43%	2.63%	2.67%	3.44%

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

CONTROL

A typical snapshot

UCU members in adult education said they sometimes had control over their work pace, and could often decide when to take a break. They sometimes had a choice in deciding what they did at work and often had a say in the way they worked. Respondents generally agreed that their working time could be flexible.
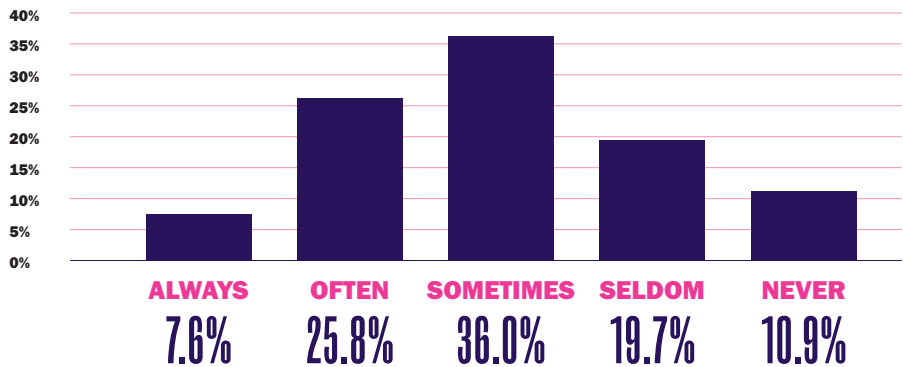
(2) *I can decide when to take a break (n=1,090)*

	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
	21.7%	30.9%	25.2%	13.7%	8.4%

Q2   *HSE scale out of 5**

Adult education   **3.44**

(10) *I have a say in my own work speed (n=1,084)*

	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
	7.6%	25.8%	36.0%	19.7%	10.9%

Q10   *HSE scale out of 5**

Adult education   **2.99**

(15) *I have a choice in deciding how I do my work (n=1,086)*

	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
	11.6%	40.8%	32.9%	10.7%	4.1%
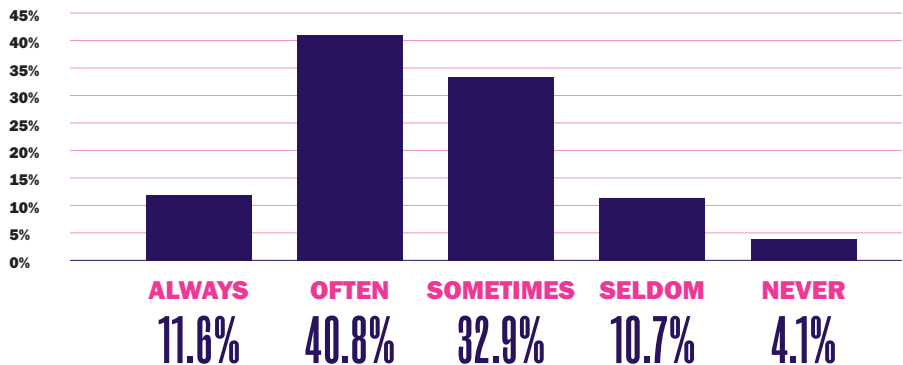
Q15   *HSE scale out of 5**

Adult education   **3.45**

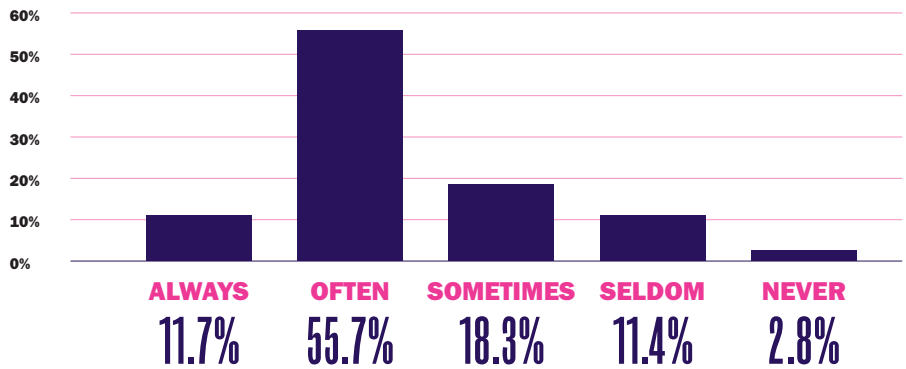**(19) *I have a choice in deciding what I do at work (n=1,083)***

	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
	6.5%	25.1%	38.5%	20.9%	9.0%
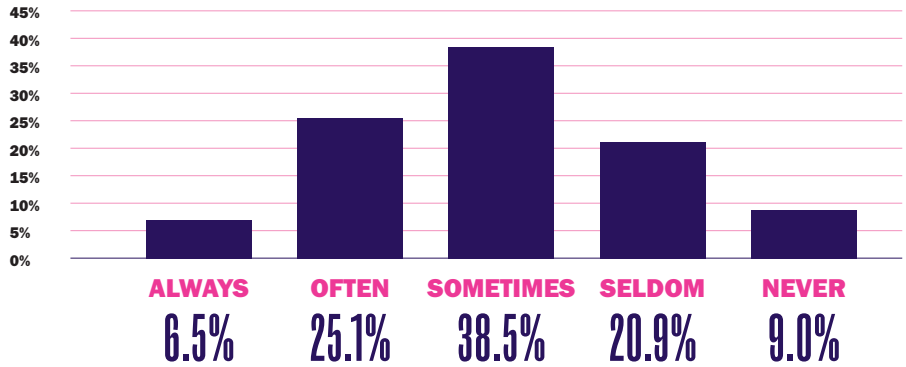
Q19	HSE scale out of 5*
Adult education	2.99

(25) *I have some say over the way I work (n=1,091)*

	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
	11.7%	55.7%	18.3%	11.4%	2.8%

Q25	HSE scale out of 5*
Adult education	3.62

(30) *My working time can be flexible (n=1,095)*

	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
	9.4%	31.9%	23.9%	20.7%	14.1%
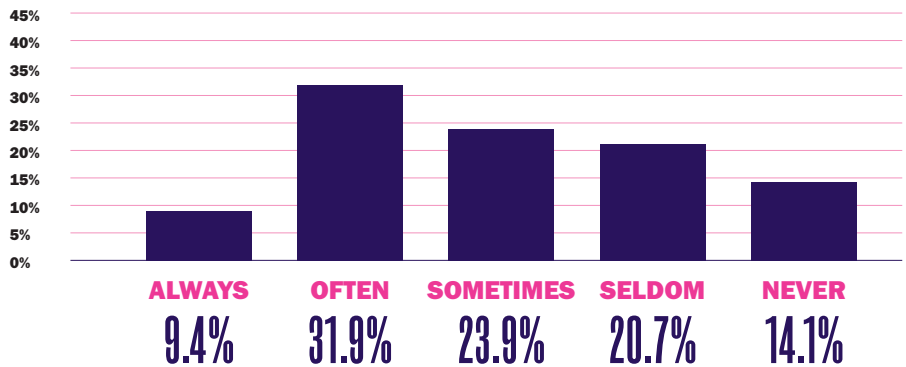
Q30	HSE scale out of 5*
Adult education	3.02

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

Control: summary

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

Adult education	3.25
HSE 2008 survey target group mean average	3.32

UCU 2012 stress survey sector results: CONTROL
(1=low well-being, 5=high well-being)

HIGHER EDUCATION	FURTHER EDUCATION	ADULT EDUCATION	PRISON EDUCATION	HSE AVERAGE
3.62%	2.92%	3.25%	2.60%	3.32%
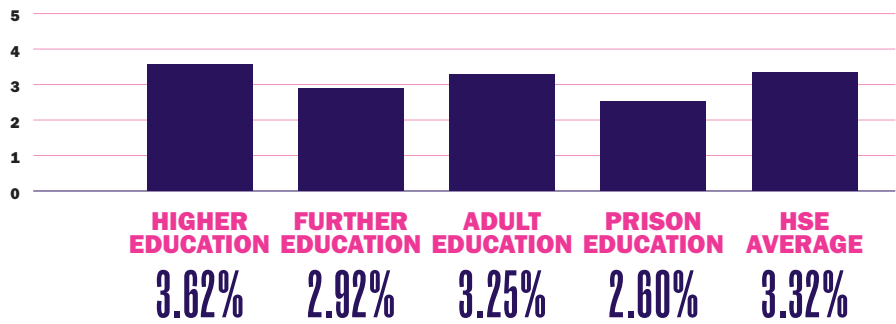
* 1 = low well-being; 5 = high well-being

MANAGER'S SUPPORT

A typical snapshot

UCU members in adult 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 agreed that they could often talk to their line manager about something that had upset or annoyed them about work. Respondents from this sector agreed that their line manager encouraged them at work, but were undecided whether they were supported by them through emotionally demanding work.

(8) *I am given supportive feedback on the work I do (n=1,090)*

ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
6.3%	20.7%	36.2%	26.4%	10.3%

Q8   *HSE scale out of 5* *****

Adult education   **2.86**

(23) *I can rely on my line manager to help me out with a work problem (n=1,090)*

ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
19.0%	24.3%	31.4%	15.7%	9.6%
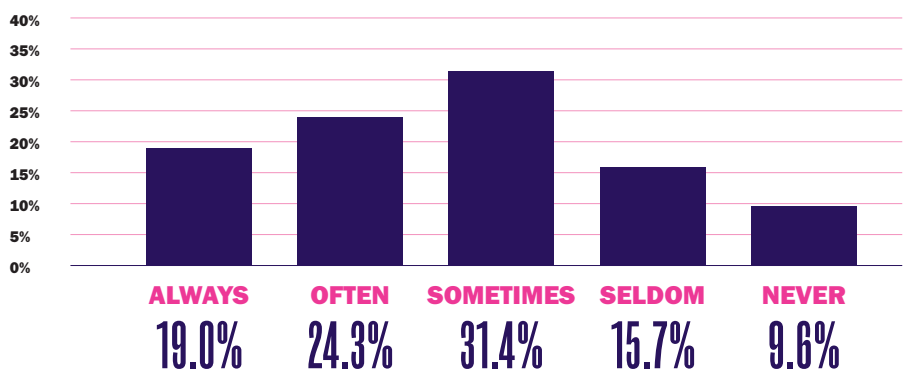
Q23   *HSE scale out of 5* *****

Adult education   **3.27**

(29) *I can talk to my line manager about something that has upset or annoyed me about work (n=1,094)*

ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
19.3%	36.5%	17.6%	15.6%	11.0%
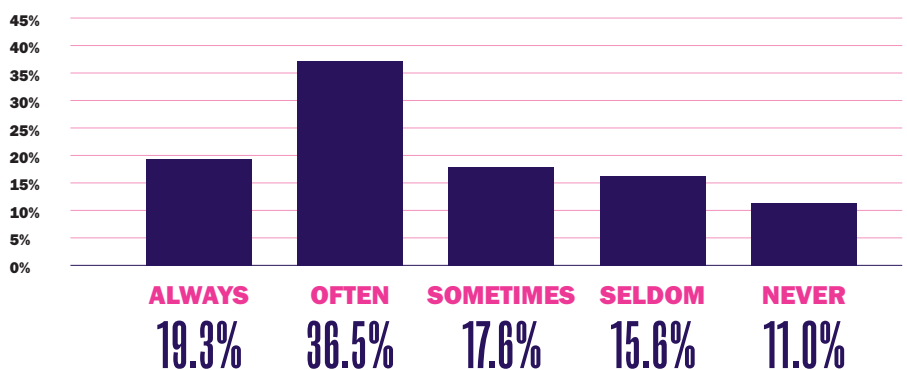
Q29   *HSE scale out of 5* *****

Adult education   **3.37**

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

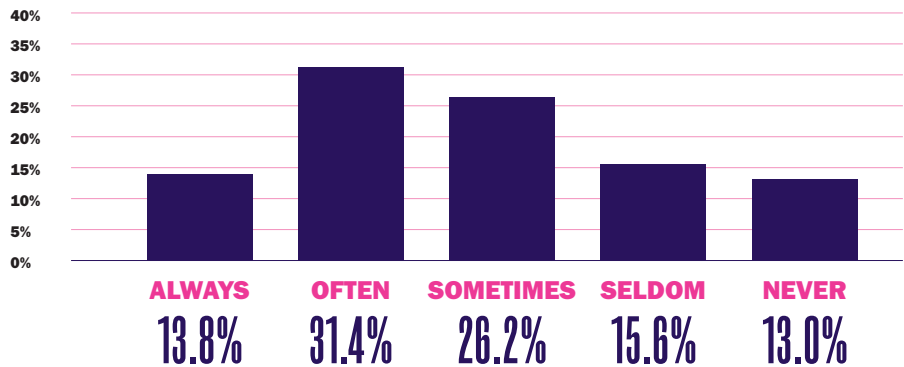**(33) *I am supported through emotionally demanding work (n=1,094)***

	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
	4.8%	17.6%	35.6%	27.9%	14.0%
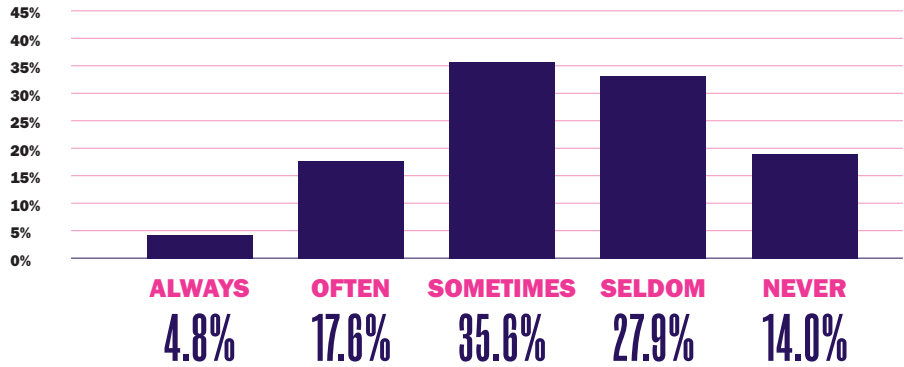
Q33	HSE scale out of 5*
Adult education	**2.71**

(35) *My line manager encourages me at work (n=1,093)*

	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
	13.8%	31.4%	26.2%	15.6%	13.0%

Q35	HSE scale out of 5*
Adult education	**3.17**

	HSE scale out of 5*
Adult education	**3.08**
HSE 2008 survey target group mean average	3.77

Manager's support: summary

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

UCU 2012 stress survey sector results: MANAGER'S SUPPORT (1=low well-being, 5=high well-being)

HIGHER EDUCATION	FURTHER EDUCATION	ADULT EDUCATION	PRISON EDUCATION	HSE AVERAGE
2.91%	2.98%	3.08%	2.70%	3.77%
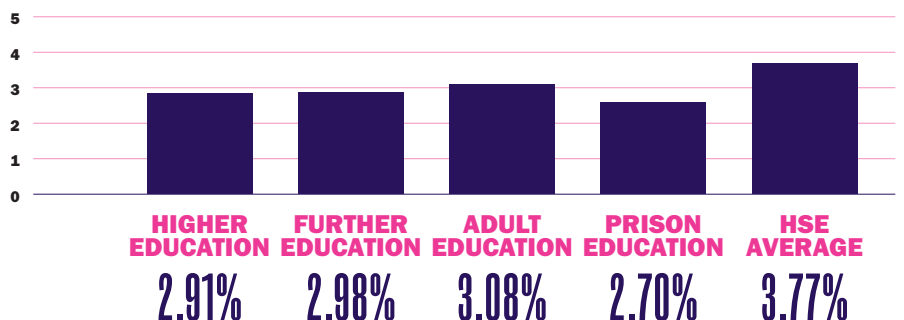
* 1 = low well-being; 5 = high well-being

PEER SUPPORT

A typical snapshot

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

(7) *If work gets difficult, my colleagues will help me (n=1,088)*

ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
14.6%	31.8%	36.5%	13.2%	3.9%
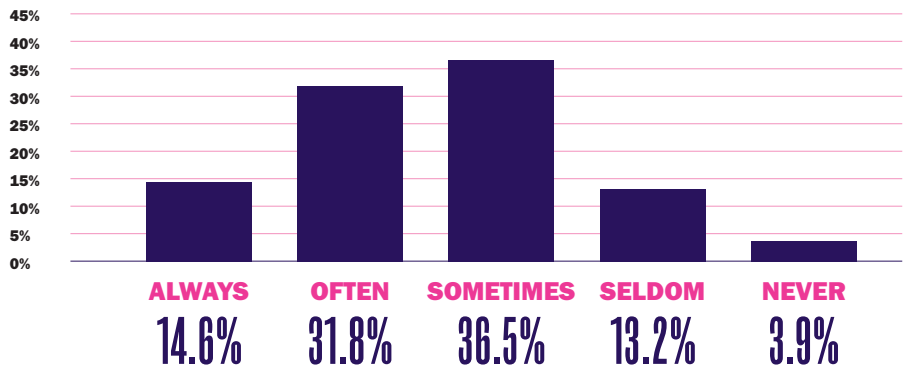
Q7 *HSE scale out of 5* *****

Adult education   **3.40**

(24) *I get help and support I need from colleagues (n=1,095)*

ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
14.9%	50.4%	23.9%	8.2%	2.6%
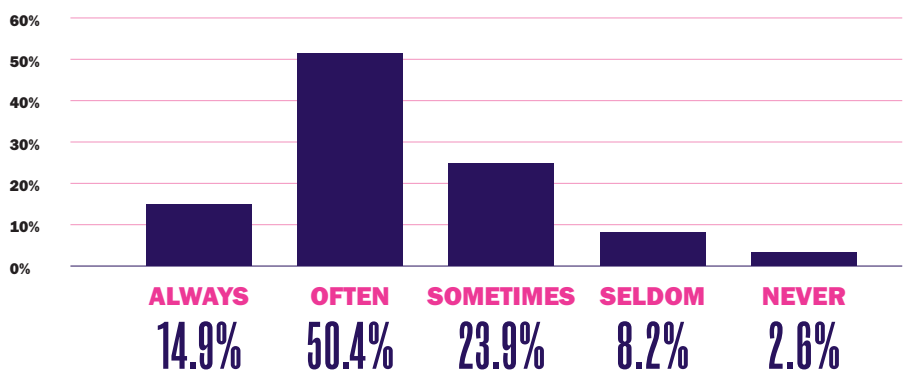
Q24 *HSE scale out of 5* *****

Adult education   **3.67**

(27) *I receive the respect at work I deserve from my colleagues (n=1,093)*

ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
14.4%	45.3%	25.3%	11.1%	3.9%
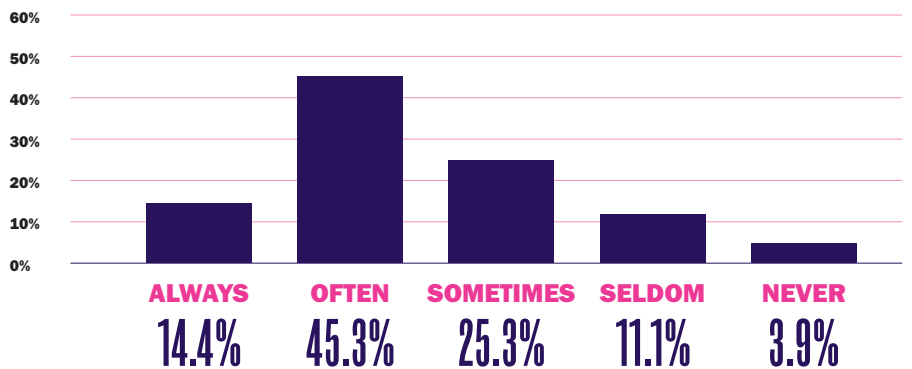
Q27 *HSE scale out of 5* *****

Adult education   **3.55**

(31) *My colleagues are willing to listen to my work-related problems (n=1,095)*

ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
13.8%	53.2%	23.2%	6.5%	3.3%
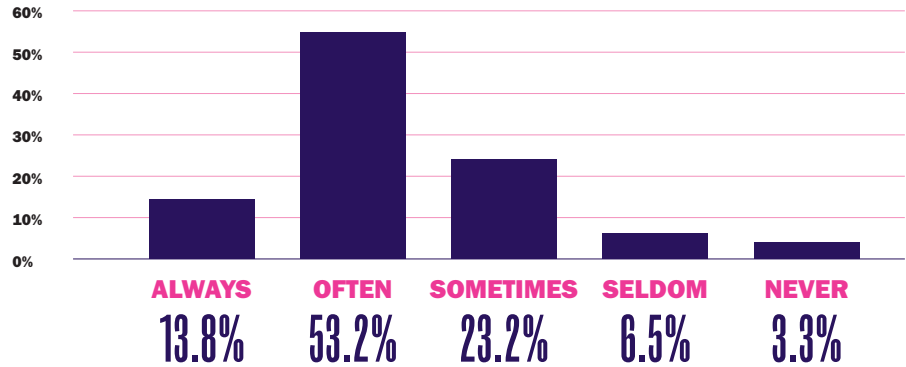
Q31	HSE scale out of 5*
Adult education	**3.68**

	HSE scale out of 5*
Adult education	**3.57**
HSE 2008 survey target group mean average	4.03

UCU 2012 stress survey sector results: PEER SUPPORT (1=low well-being, 5=high well-being)

HIGHER EDUCATION	FURTHER EDUCATION	ADULT EDUCATION	PRISON EDUCATION	HSE AVERAGE
3.39%	3.59%	3.57%	3.40%	4.03%
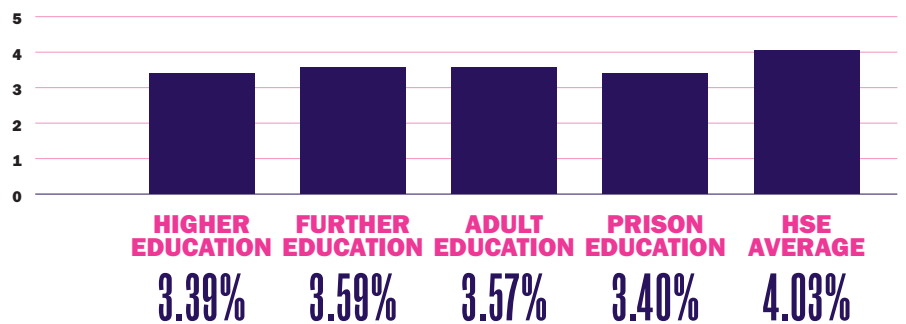
Peer support: summary

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

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

RELATIONSHIPS

A typical snapshot

Only just over half of UCU members in adult education (51%) indicated that they were never subject to personal harassment at work. They said there was sometimes friction or anger between colleagues. Only 57% of UCU members in this sector stated that 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 (n=1,079)*

ALWAYS	**OFTEN**	**SOMETIMES**	**SELDOM**	**NEVER**
1.7%	5.4%	18.1%	23.9%	51.0%
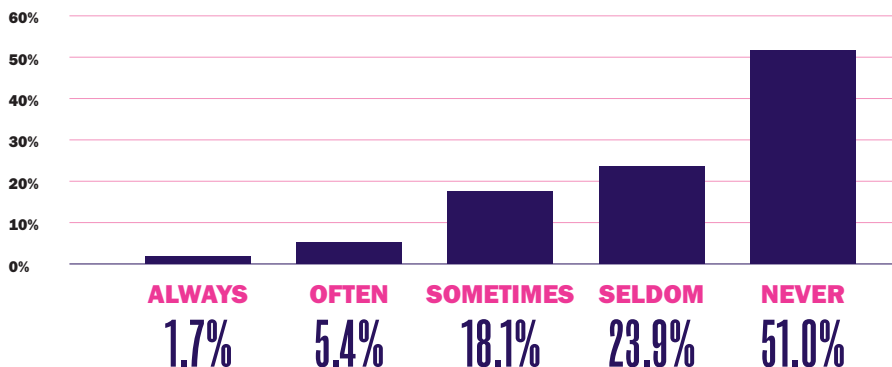
Q5   *HSE scale out of 5* *

Adult education   **4.17**

(14) *There is friction or anger between colleagues (n=1,089)*

ALWAYS	**OFTEN**	**SOMETIMES**	**SELDOM**	**NEVER**
7.5%	15.0%	36.7%	31.3%	9.5%
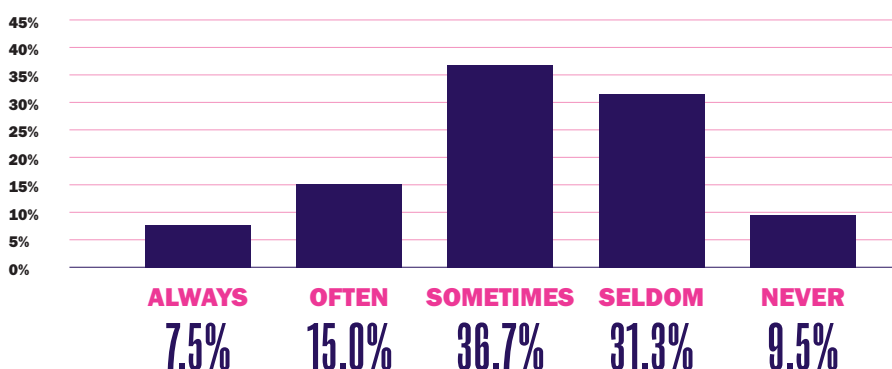
Q14   *HSE scale out of 5* *

Adult education   **3.20**

(21) *I am subject to bullying at work (n=1,097)*

ALWAYS	**OFTEN**	**SOMETIMES**	**SELDOM**	**NEVER**
3.6%	6.0%	13.7%	20.2%	56.6%
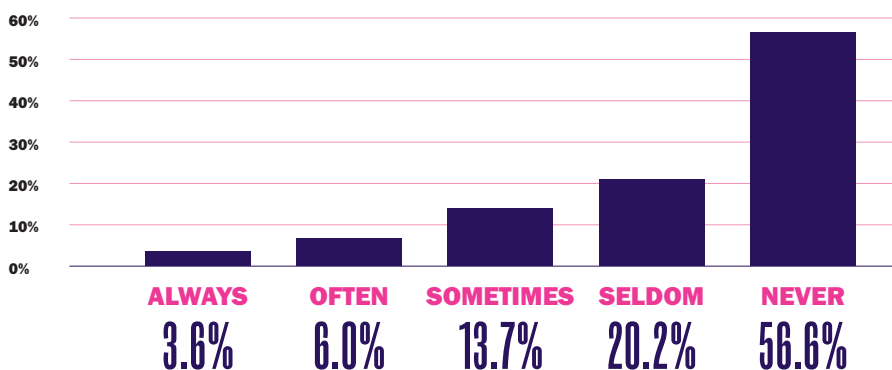
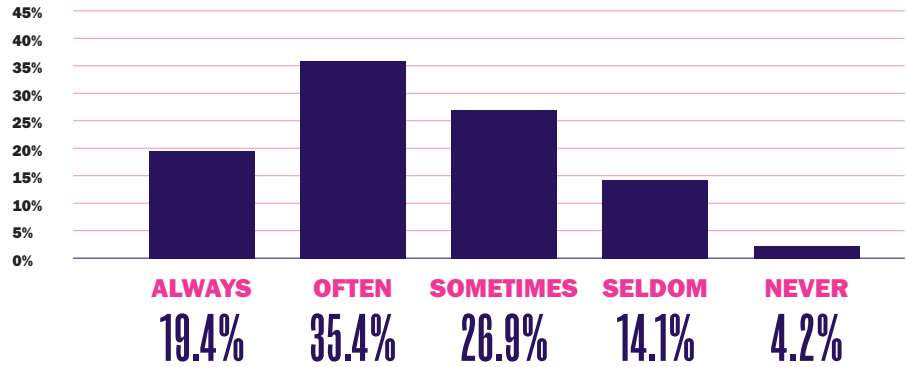**Q21**   *HSE scale out of 5* *

Adult education   **4.20**

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

(34) *Relationships at work are strained (n=1,088)*

	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
	9.8%	**26.3%**	**27.8%**	**26.4%**	**9.8%**
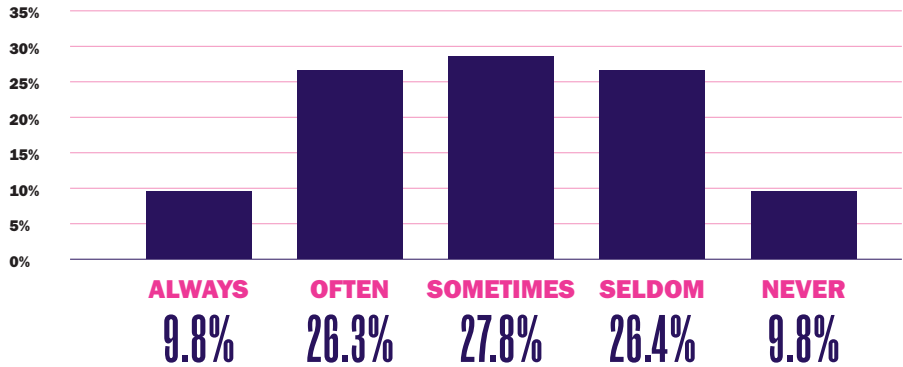
Q34	*HSE scale out of 5**
Adult education	**3.00**

	*HSE scale out of 5**
Adult education	**3.64**
HSE 2008 survey target group mean average	4.13

Relationships: summary

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

UCU 2012 stress survey sector results: RELATIONSHIPS (1=low well-being, 5=high well-being)

HIGHER EDUCATION	FURTHER EDUCATION	ADULT EDUCATION	PRISON EDUCATION	HSE AVERAGE
3.53%	**3.51%**	**3.64%**	**3.05%**	**4.13%**
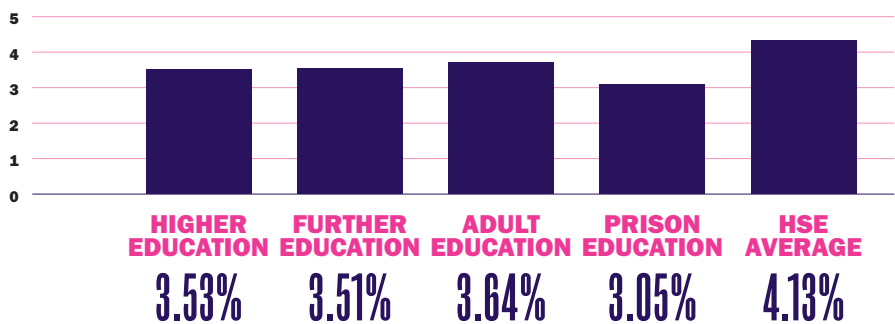
* 1 = low well-being; 5 = high well-being

ROLE

A typical snapshot

UCU members in adult 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 this sector were often clear about their personal duties and responsibilities. They were often clear about the goals and objectives of their department and how their work fitted in with the overall aim of the organisation.

(1) *I am clear what is expected of me at work (n=1,096)*

ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
23.4%	47.3%	24.3%	3.9%	1.2%
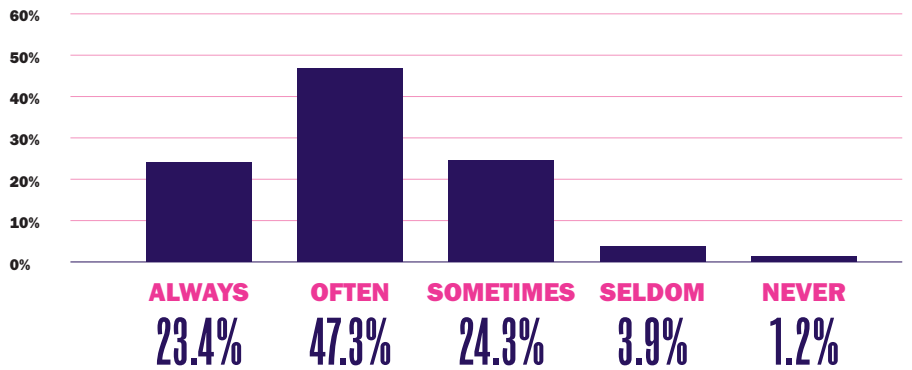
Q1 *HSE scale out of 5* *****

Adult education — **3.88**

(4) *I know how to go about getting my job done (n=1,089)*

ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
31.3%	50.9%	15.2%	2.0%	0.6%
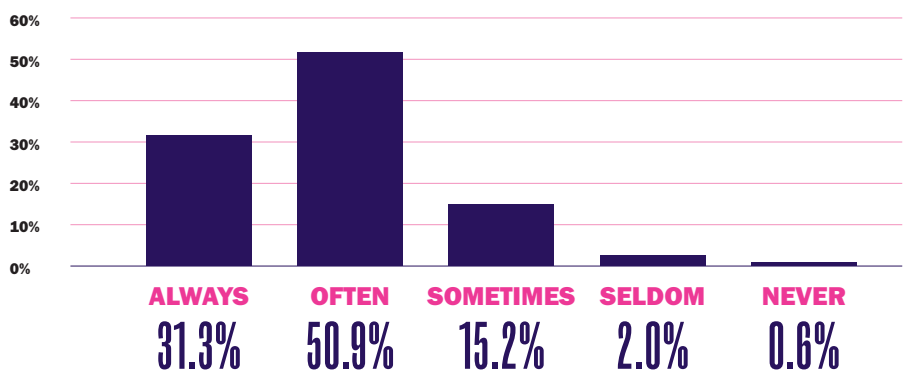
Q4 *HSE scale out of 5* *****

Adult education — **4.10**

(11) *I am clear what my duties and responsibilities are (n=1,089)*

ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
25.3%	43.2%	23.3%	7.0%	1.3%
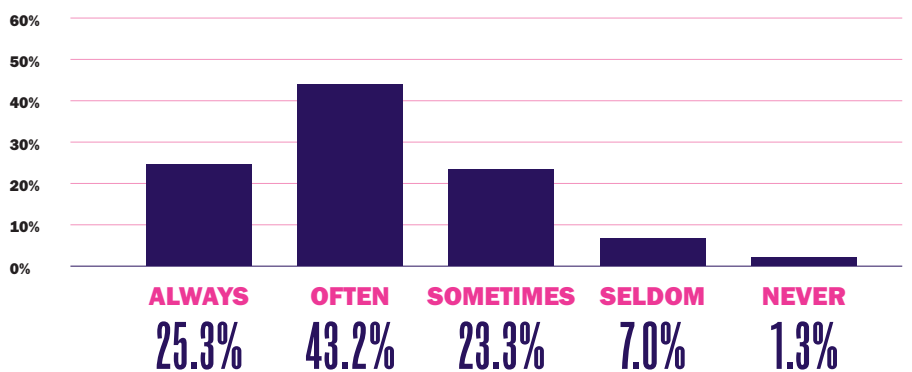
Q11 *HSE scale out of 5* *****

Adult education — **3.52**

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

(13) *I am clear about the goals and objectives for my department (n=1,091)*

	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
	19.4%	35.4%	26.9%	14.1%	4.2%

Q13	*HSE scale out of 5**
Adult education	**3.52**

(17) *I understand how my work fits into the overall aim of the organisation (n=1,085)*

	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
	20.5%	38.9%	27.6%	9.6%	3.5%
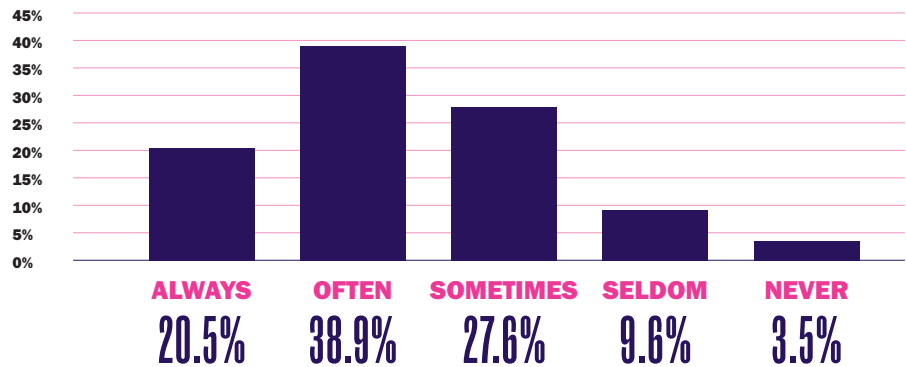
Q17	*HSE scale out of 5**
Adult education	**3.63**

Role: summary

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

	*HSE scale out of 5**
Adult education	**3.79**
HSE 2008 survey target group mean average	4.61

UCU 2012 stress survey sector results: ROLE (1=low well-being, 5=high well-being)

HIGHER EDUCATION	FURTHER EDUCATION	ADULT EDUCATION	PRISON EDUCATION	HSE AVERAGE
3.66%	3.74%	3.79%	3.62%	4.61%
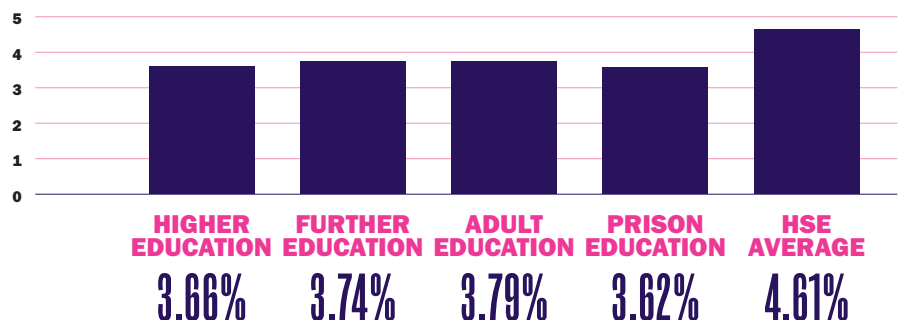
* 1 = low well-being; 5 = high well-being

CHANGE

A typical snapshot

UCU members in adult education disagreed that they had sufficient opportunities to question managers about change at work. They also disagreed that they were always consulted about change at work and how these changes would work out in practice.

(26) *I have sufficient opportunities to question managers about change at work (n=1,092)*

ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
4.7%	24.5%	23.3%	28.3%	19.3%
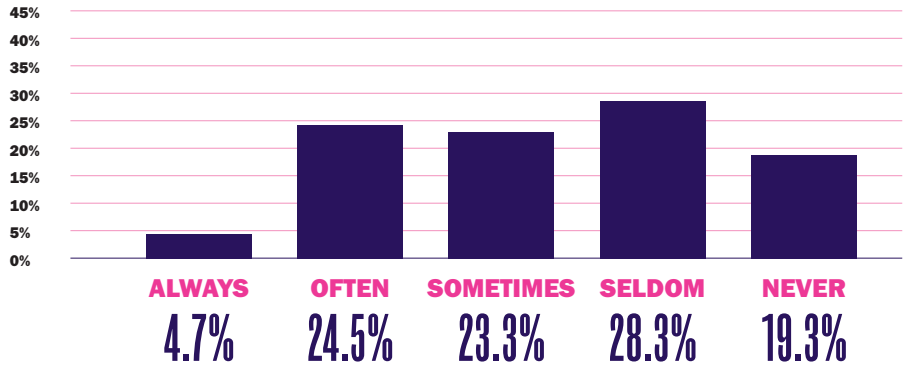
Q26   *HSE scale out of 5* *****

Adult education   **2.67**

(28) *Staff are consulted about change at work (n=1,093)*

ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
1.8%	11.6%	21.0%	40.7%	24.9%
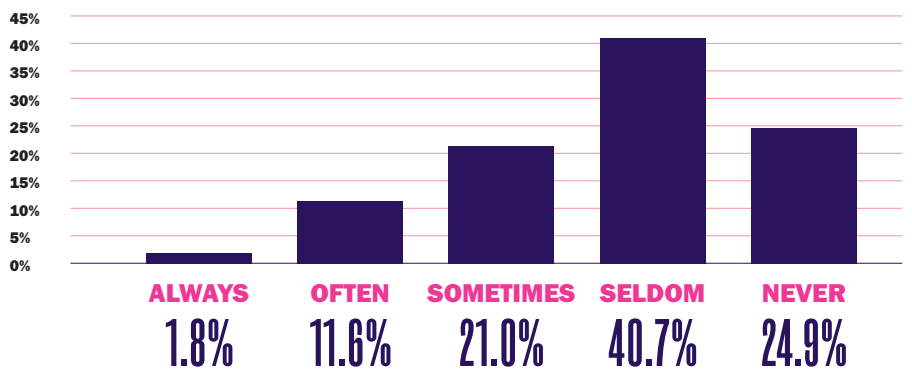
Q28   *HSE scale out of 5* *****

Adult education   **2.25**

(32) *When changes are made at work, I am clear about how they will work out in practice (n=1,096)*

ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
2.0%	15.1%	29.7%	34.1%	19.1%
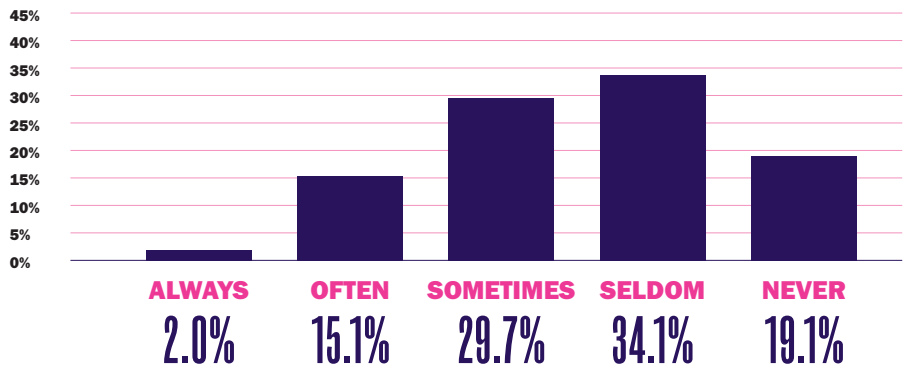
Q32   *HSE scale out of 5* *****

Adult education   **2.47**

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

Change: summary

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

Adult education	2.46
HSE 2008 survey target group mean average	3.54

UCU 2012 stress survey sector results: CHANGE
(1=low well-being, 5=high well-being)
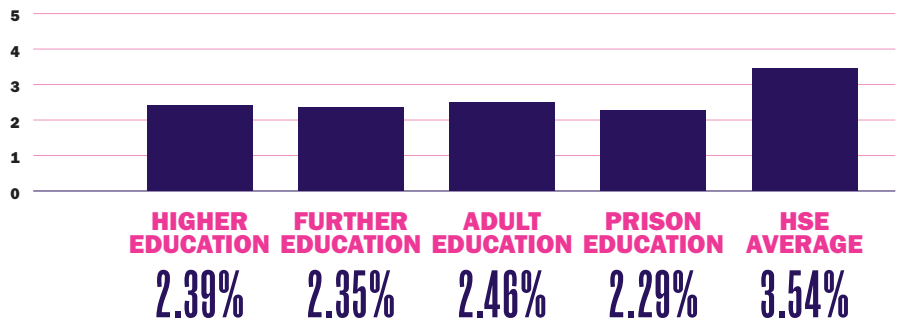
HIGHER EDUCATION	FURTHER EDUCATION	ADULT EDUCATION	PRISON EDUCATION	HSE AVERAGE
2.39%	2.35%	2.46%	2.29%	3.54%

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

27

Three questions in the survey concerned overall perceptions of occupational stress. The responses indicated that UCU members working in adult education felt under a considerable degree of stress at work. There was a high level of agreement among respondents with the statement 'I find my job stressful'. 70% strongly agreed or agreed with the statement. Only 3% (n=158) strongly disagreed.

Half of the respondents from adult education said their general level of stress was high (37%) or very high (13%). Over one-third (40%) said they experienced moderate stress, whereas 10% said their stress level was low or very low. Over one-third of respondents from this sector said they often (29%) or always (7%) experienced levels of stress they found unacceptable. 18% stated that they seldom or never experienced unacceptable levels of stress.

The responses of UCU members from adult education for the three questions relating to perceived stress are shown below, together with the data from higher, further and prison education.

Q36a *I find my job stressful*

	Strongly disagree %	Disagree %	Neutral %	Agree %	Strongly agree %
Adult education	**2.6**	**8.1**	**19.1**	**38.7**	**31.5**
Higher education	2.2	7.2	17.8	40.2	32.6
Further education	1.8	4.8	14.9	37.5	40.9
Prison education	1.1	5.9	21.0	35.5	36.6

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

	Very high %	High %	Moderate %	Low %	Very low %
Adult education	**12.5**	**37.4**	**40.0**	**8.5**	**1.7**
Higher education	15.7	38.8	36.5	8.6	1.2
Further education	15.8	43.1	34.1	6.0	1.0
Prison education	13.7	36.3	38.5	9.3	2.2

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

	Always %	Often %	Sometimes %	Seldom %	Never %
Adult education	**7.2**	**29.4**	**45.4**	**15.5**	**2.4**
Higher education	7.1	31.9	43.2	15.3	2.4
Further education	9.2	36.1	42.4	10.5	1.8
Prison education	8.3	28.7	47.5	11.6	3.9

Comparisons with previous surveys

Separate responses from UCU members in the adult education sector were not gathered in previous surveys.

Findings   4: Work-life balance and stress

The evidence from this survey is that work-life balance amongst UCU members in adult education is poor. Findings indicate that they often neglect their personal life and sometimes miss out on important activities due to the demands of their work. Respondents from this sector also come home from work too tired to do the things they would like to do on a regular basis. Participants who reported more work-life conflict also tended to report lower levels of well-being in relation to demands, control, support from colleagues and managers, role clarity, relationships at work and management of change, and perceive higher levels of work-related stress. Of the HSE stressor dimensions, demands—and to a lesser extent lack of control and peer support—were the most powerful predictors of work-life conflict.

Work-life conflict questions (1='not at all', 5='almost always')

I have to miss important personal activities due to the amount of time I spend working — 3.1

My personal life suffers because of my work — 3.4

I often neglect my personal needs because of the demands of my work — 3.5

My job makes it difficult to maintain the kind of personal life I would like — 3.5

I come home from work too tired to do the things I would like to do — 3.8
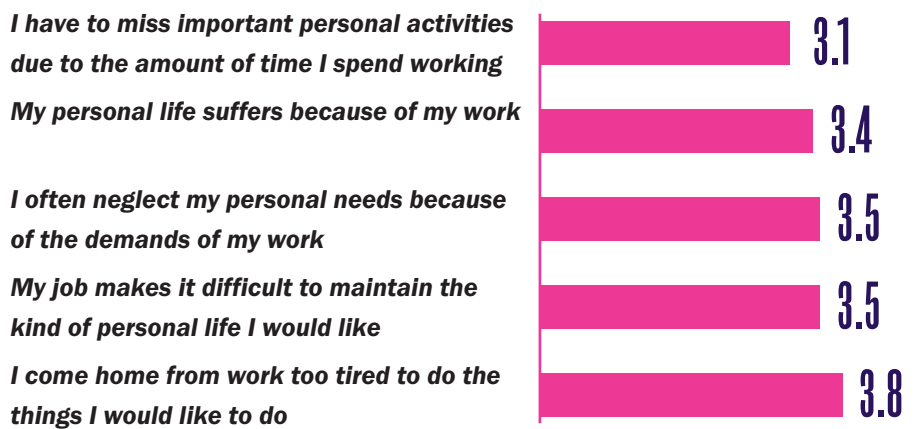
For UCU members from adult education, considerable variation was found in levels of work-life integration (see figure below). For 23% of respondents, 'work' and 'home' were mainly segmented (scoring 1 to 3 on a 9 point scale). A high proportion, however, had a high degree of integration between their work and home lives (with 52% scoring 6 or above).

Current levels of work-life integration (%)

1	2	3	4	5	6	7	8	9
4.9	7.3	11.0	9.8	14.7	10.4	22.1	13.0	6.8

Total separation ← → Total integration
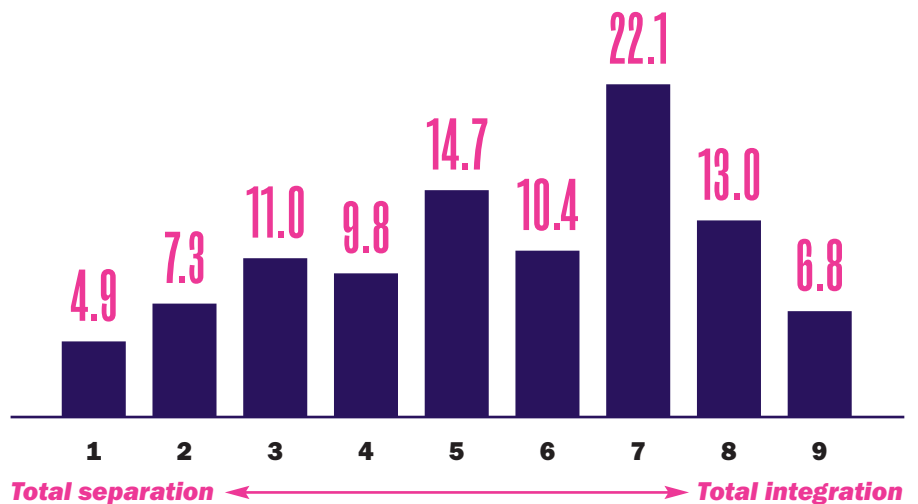
Some variation was found in ideal levels of work-life segmentation/integration (see figure below): a considerable majority (i.e. 80%) desired firm boundaries between the two domains (scoring 1 to 3), 18% preferred a moderate level of integration (scoring 4 to 6), with the remainder (3%) favouring a high degree of integration (scoring 7 to 9).

Current and ideal levels of work-life integration (%)

Total separation ⟵⟶ **Total integration**
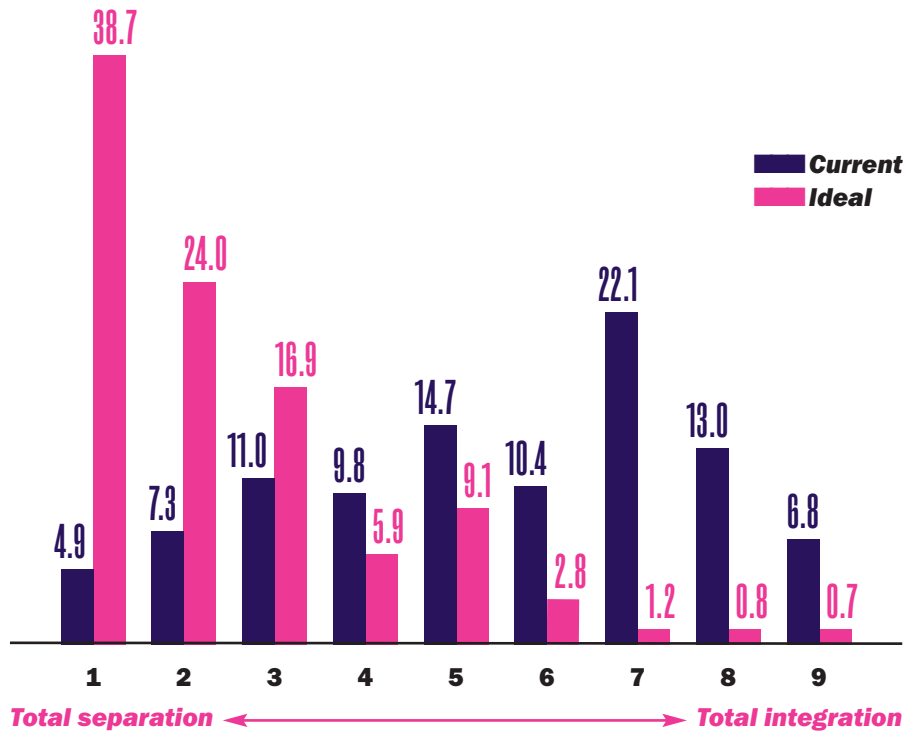
Findings 5: Sickness absence

A high proportion of respondents from adult education (37%) had not taken any sick leave in the 12 months prior to the survey being conducted. Of those who had taken sick leave, however, the average number of days off was 9.9 (SD = 24.8). On average, respondents with poorer well-being on all of the HSE stressor categories, and who reported higher levels of perceived stress and work-life conflict, had taken more days off sick.

Findings   6: Differences between groups

Also examined was whether any job-related or demographic differences existed in levels of work-related stressors, work-life balance and perceived stress. No gender differences were found in levels of demands and control, or perceptions of change management. On average, however, male UCU members from adult education reported poorer well-being in relation to all of the other HSE stressors (i.e. managers' support, relationships, role and, to a lesser extent, peer support). No gender differences were found in levels of perceived stress, work-life conflict or work-life integration. Male respondents from adult education tended to work longer hours than females. No differences in relation to age or length of time working in adult education were found. Respondents who identified themselves as disabled had poorer well-being in relation to peer support and relationships in general.

No differences were found in levels of well-being or perceived stress between adult education staff who were employed on a full-time or part-time basis. UCU members who were hourly paid, however, tended to report significantly better well-being in relation to job demands and lower levels of stress than those on part-time and full-time contracts. Relating to terms of employment, respondents who were employed on a permanent contract had less well-being related to demands than those who had fixed-term, variable hours or zero hours contracts.

Findings 7: Conclusion

Although a degree of stress is to be expected in any professional role, this survey of UCU members indicates that stress in adult education is a cause for concern. The majority of respondents from this sector (i.e. 70%) agreed or strongly agreed that their job was stressful, one half experienced high or very high levels of stress, and 37% reported that they often or always experienced levels of stress they found unacceptable. These findings should be contrasted with those reported in 2010 by the HSE, where the proportion of UK employees in general who consider their job to be very or extremely stressful was 15%.

Evidence has been found that adult education employees have problems achieving an acceptable balance between work and other life domains. A considerable proportion of respondents (52%) indicated that they were unable to set a firm boundary between their work and home life. More than half (52%) indicated that they often neglected their personal needs because of the demands of their work. A number of factors have previously been highlighted as contributing to work-life conflict in the post-compulsory education 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). The findings of the present survey indicate that demands, and to a lesser extent lack of control and peer support, were the most powerful predictors of work-life conflict.

On all of the Health and Safety Executive stressor categories, UCU members in adult 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 change management, job demands and role clarity. These findings should be contrasted with those reported by the HSE for the UK workforce in general (Webster & Buckley, 2008). As can be seen below, there continues to be a considerable shortfall between the mean levels of well-being on all but one of the stressor categories and the HSE recommendations.

	Demands	Control	Managerial 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 adult education 2012							
	2.63	3.25	3.08	3.57	3.64	3.79	2.46
'Well-being gap' for UCU members in adult education 2012							
	-0.81	-0.07	-0.69	-0.46	-0.49	-0.82	-1.08
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

Urgent action is required to enhance the well-being of UCU members working in higher, further, adult and prison education. The fact that respondents who had poorer work-related well-being and who experienced unacceptable levels of stress tended to report higher levels of sickness absence is a serious cause for

concern for employers. A strong business case for managing the work-related well-being of staff in higher education has been made from the finding of a three-year project piloted and evaluated interventions to enhance well-being in UK universities and disseminate best practice. Significant improvements were demonstrated in several universities in sickness absence rates, as well as employee performance and engagement and overall levels of student satisfaction (Shutler-Jones, 2011).

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 experience stress-related illness. UCU has produced a stress toolkit, which is available at *http://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.

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Appendix   The questionnaire

Introduction

How stressful is your workplace? We need every full member to respond to UCU's 2012 Occupational Stress Survey to give us enough data to pinpoint the most and least stressful colleges and universities to work at in the UK and to campaign to give you a better life at work.

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 4 May 2012.

Name of institution

FE College (please select from drop down list):

HE institution (please select from drop down list):

Other (please enter text)

QUESTIONNAIRE

1	I am clear what is expected of me at work	Never □ 1	Seldom □ 2	Sometimes □ 3	Often □ 4	Always □ 5
2	I can decide when to take a break	Never □ 1	Seldom □ 2	Sometimes □ 3	Often □ 4	Always □ 5
3	Different groups at work demand things of me that are hard to combine	Never □ 5	Seldom □ 4	Sometimes □ 3	Often □ 2	Always □ 1
4	I know how to go about getting my job done	Never □ 1	Seldom □ 2	Sometimes □ 3	Often □ 4	Always □ 5
5	I am subject to personal harassment at work (see definition in introduction)	Never □ 5	Seldom □ 4	Sometimes □ 3	Often □ 2	Always □ 1
6	I have unachievable deadlines	Never □ 5	Seldom □ 4	Sometimes □ 3	Often □ 2	Always □ 1
7	If work gets dificult, my colleagues will help me	Never □ 1	Seldom □ 2	Sometimes □ 3	Often □ 4	Always □ 5
8	I am given supportive feedback on the work I do	Never □ 1	Seldom □ 2	Sometimes □ 3	Often □ 4	Always □ 5
9	I have to work very intensively	Never □ 5	Seldom □ 4	Sometimes □ 3	Often □ 2	Always □ 1
10	I have a say in my own work speed	Never □ 1	Seldom □ 2	Sometimes □ 3	Often □ 4	Always □ 5
11	I am clear what my duties and reponsibili-ties are	Never □ 1	Seldom □ 2	Sometimes □ 3	Often □ 4	Always □ 5
12	I have to neglect some tasks because I have too much to do	Never □ 5	Seldom □ 4	Sometimes □ 3	Often □ 2	Always □ 1
13	I am clear about the goals and objectives for my department	Never □ 1	Seldom □ 2	Sometimes □ 3	Often □ 4	Always □ 5

14	There is friction or anger between colleagues	Never ☐ 5	Seldom ☐ 4	Sometimes ☐ 3	Often ☐ 2	Always ☐ 1
15	I have a choice in deciding how I do my work	Never ☐ 1	Seldom ☐ 2	Sometimes ☐ 3	Often ☐ 4	Always ☐ 5
16	I am unable to take sufficient breaks	Never ☐ 5	Seldom ☐ 4	Sometimes ☐ 3	Often ☐ 2	Always ☐ 1
17	I understand how my work fits into the overall aim of the organisation	Never ☐ 1	Seldom ☐ 2	Sometimes ☐ 3	Often ☐ 4	Always ☐ 5
18	I am pressured to work long hours	Never ☐ 5	Seldom ☐ 4	Sometimes ☐ 3	Often ☐ 2	Always ☐ 1
19	I have a choice in deciding what I do at work	Never ☐ 1	Seldom ☐ 2	Sometimes ☐ 3	Often ☐ 4	Always ☐ 5
20	I have to work very fast	Never ☐ 5	Seldom ☐ 4	Sometimes ☐ 3	Often ☐ 2	Always ☐ 1
21	I am subject to bullying at work (see definition in introduction)	Never ☐ 5	Seldom ☐ 4	Sometimes ☐ 3	Often ☐ 2	Always ☐ 1
22	I have unrealistic time pressures	Never ☐ 5	Seldom ☐ 4	Sometimes ☐ 3	Often ☐ 2	Always ☐ 1
23	I can rely on my line manager to help me out with a work problem	Never ☐ 1	Seldom ☐ 2	Sometimes ☐ 3	Often ☐ 4	Always ☐ 5
24	I get the help and support I need from colleagues	Strongly disagree ☐ 1	Disagree ☐ 2	Neutral ☐ 3	Agree ☐ 4	Strongly agree ☐ 5
25	I have some say over the way I work	Strongly disagree ☐ 1	Disagree ☐ 2	Neutral ☐ 3	Agree ☐ 4	Strongly agree ☐ 5
26	I have sufficient opportunities to question managers about change at work	Strongly disagree ☐ 1	Disagree ☐ 2	Neutral ☐ 3	Agree ☐ 4	Strongly agree ☐ 5
27	I receive the respect at work I deserve from colleagues	Strongly disagree ☐ 1	Disagree ☐ 2	Neutral ☐ 3	Agree ☐ 4	Strongly agree ☐ 5
28	Staff are always consulted about change at work	Strongly disagree ☐ 1	Disagree ☐ 2	Neutral ☐ 3	Agree ☐ 4	Strongly agree ☐ 5
29	I can talk to my line manager about something that has upset or annoyed me about work	Strongly disagree ☐ 1	Disagree ☐ 2	Neutral ☐ 3	Agree ☐ 4	Strongly agree ☐ 5

30	My working time can be flexible	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
		□ 1	□ 2	□ 3	□ 4	□ 5

31	My colleagues are willing to listen to my work-related problems	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
		□ 1	□ 2	□ 3	□ 4	□ 5

32	When changes are made at work, I am clear about how they will work out in practice	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
		□ 1	□ 2	□ 3	□ 4	□ 5

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
		□ 5	□ 4	□ 3	□ 2	□ 1

37	Do you experience levels of stress that you find unacceptable?	Never	Seldom	Sometimes	Often	Always
		□ 5	□ 4	□ 3	□ 2	□ 1

LEAVE

38a How many days off sick did you take (if any) during the previous 12 months? □ **Days**

38b What is your anual leave entitlement? □ **Days**

38c How much of your leave entitlement did you actually take last academic year? □ **Days**

WORK-HOME BALANCE Please indicate the frequency with which you feel this way:

I come home from work too tired to do things I like to do	Not at all	Rarely	Sometimes	Often	Almost always
	□ 5	□ 4	□ 3	□ 2	□ 1

My job makes it difficult to maintain the kind of personal life I would like	Not at all	Rarely	Sometimes	Often	Almost always
	□ 5	□ 4	□ 3	□ 2	□ 1

I often neglect my personal needs because of the demands of my work	Not at all	Rarely	Sometimes	Often	Almost always
	□ 5	□ 4	□ 3	□ 2	□ 1

My personal life suffers because of my work	Not at all	Rarely	Sometimes	Often	Almost always
	□ 5	□ 4	□ 3	□ 2	□ 1

I have to miss out on important personal activities due to the amount of time I spend doing work	Not at all	Rarely	Sometimes	Often	Almost always
	□ 5	□ 4	□ 3	□ 2	□ 1

My job gives me energy to pursue activities outside of work that are important to me	Not at all	Rarely	Sometimes	Often	Almost always
	□ 5	□ 4	□ 3	□ 2	□ 1

Because of my job, I am in a better mood at home	Not at all	Rarely	Sometimes	Often	Almost always
	□ 5	□ 4	□ 3	□ 2	□ 1

The things I do at work help me deal with personal and practical issues at home	Not at all	Rarely	Sometimes	Often	Almost always
	□ 5	□ 4	□ 3	□ 2	□ 1

Please rate your *current position* on the following scale:

My work and home lives are completely separate

1	2	3	4	5	6	7	8	9

There is no separation between my work and home lives

Please rate how you would *ideally like to be*:

My work and home lives are completely separate

1	2	3	4	5	6	7	8	9

There is no separation between my work and home lives

39 How long have you worked in the post-16 sector you currently work in?

(a) 0-4 years □ 1   (b) 5-9 years □ 1

(c) 10-14 years □ 1   (d) 15-19 years □ 1

(e) 20-24 years □ 1   (f) 25-29 years □ 1

(g) 30-plus years □ 1

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 ☐ 1   No ☐ 2   Not sure ☐ 3

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

Yes ☐ 1   No ☐ 2   Not sure ☐ 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/per-manent contract ☐ 1   (b) Fixed-term contract ☐ 1

(c) Zero hours contract ☐ 1   (d) Variable hours contract ☐ 1

(e) Other ☐ 1

49 **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

49 **Your age**

(a) Under 25 ☐ 1   (b) 25-29 ☐ 1

(c) 30-34 ☐ 1   (d) 35-39 ☐ 1

(e) 40-44 ☐ 1   (f) 45-49 ☐ 1

(g) 50-54 ☐ 1   (h) 55-59 ☐ 1

(i) 60-64 ☐ 1   (j) 65 and over ☐ 1

Thank you for completing this questionnaire