

Precarious work in further education:

Insecure employment and institutional attitudes within the English FE sector

April 2016

If the government and Ofsted want high quality FE and high quality apprenticeships, they must pay greater attention to how the sector employs its staff and regulate this accordingly.

KEY POINTS

Measuring and indexing insecurity in further education

- According to the best workforce data available in the FE sector, 34% of lecturing staff and 37% of other teaching staff in Further Education colleges are employed on precarious contracts.
- The most common form of precarious work is an hourly paid teaching contract.
- 30 colleges employ more than 50% of their staff on precarious contracts.

The local picture: insecure contracts and institutional attitudes in our colleges

- In January this year, UCU wrote to 246 colleges asking them to agree to eradicating any use of zero-hours contracts and committing to a joint review of their use of insecure contracts more generally.
- A group of 36 colleges said they were open to working with UCU to address the issue of precarious work.
- More than half the colleges we wrote to failed to reply to this correspondence.
- 35 of the 50 colleges with the highest levels of insecure employment in the FE sector did not respond or declined to engage with UCU in addressing their use of precarious contracts.

What are we asking for

- Those colleges that have not already done so should **commit to conducting a joint review with UCU of all non-permanent contracts with the express aim of increasing job security, continuity of employment and opportunities for career progression for all staff engaged in any forms of teaching.**
- If the government and Ofsted want high quality FE and high quality apprenticeships, they **must pay greater attention to how the sector employs its staff and regulate this accordingly.**

Some teaching staff are employed on 'permanent' contracts but continue to be paid by the hour. These staff are often no less precarious because they are only paid for the work they do and many of them have variable hour or zero-hours contracts. Work can shrink or diminish or even disappear entirely and with it goes their income.

PRECARIOUS WORK IN FURTHER EDUCATION

Jobs in further education are precarious for two reasons. Firstly because employment contracts can be of short duration or cover only part of the year. Many fixed-term contracts are of one year in duration. A good number are term-time only contracts. Staff employed on these contracts don't know what the next year will bring and need to spend a lot of their time worrying about and looking for their next contract. But precariousness is also about income and hours of work. Some teaching staff are employed on 'permanent' contracts but continue to be paid by the hour. These staff are often no less precarious because they are only paid for the work they do and many of them have variable-hour or zero-hours contracts. Work can shrink or diminish or even disappear entirely and with it goes their income.

Employers use a dizzying array of different contracts to achieve the same end: fixed-term employment contracts; zero-hours employment contracts; variable-hours; hourly-paid contracts; hourly-paid contracts with set hours and so on. Many also use 'banks' of agency staff taken on through contracts for services. Workers providing contracts for services don't have the same access to employment rights that come with service through employment, such as maternity leave or redundancy rights. Many colleges use agency worker employers like Protocol but some colleges have even set up their own internal agencies. In summary, the precarious population then can't be reduced to one contract form or another. Precariousness is something that comes with a range of different contracts all of which share a common feature. Employers view permanent employment as too costly or risky and use insecure contracts to offload that risk onto staff.

HOW MANY TEACHERS ARE EMPLOYED PRECARIOUSLY IN ENGLISH FURTHER EDUCATION?

The FE sector has notoriously poor workforce data. Unlike in higher education there is no central statistics agency. Until now, the best data available was gathered by the Education and Training Foundation through analysis of colleges' Staff Individualised Record data. But this was a purely voluntary process in which only around a third of colleges participated.

In 2014/15, seeking firmer workforce data, UCU conducted a Freedom of Information request on every FE college in England and Wales. The FOI asked colleges about their general employment conditions and pay rates. This was the first such exercise of its kind. The response rate, following some fairly persistent chasing, was 80%. The exercise was repeated in 2015/16 this time with an 86% response rate. Data gathered from this exercise gives us the first proper window onto precarious work in FE.

The FOI sent to FE colleges asked them to disclose the numbers of staff at three levels: Advanced teaching and training, lecturers and 'non-lecturing curriculum delivery staff (instructors, trainers, assessors). For each level, we asked for a breakdown of staff on various contract types including full-time, part-time, term-time only, variable hours or hourly paid contracts.

Looking at the results in the aggregate across the sector, we can see that:

- Precarious contracts are heavily concentrated in lecturing and non-lecturing curriculum delivery staff and that **the most common way of employing people on insecure contracts is on hourly-paid contracts.**
- There are at least **14,000 teaching staff on hourly paid contracts**, in addition to just under **3000 on variable hours contracts.**
- At lecturer level, almost **34% of the total teaching staff are employed on either hourly-paid, variable hours or term-time only contracts.**
- Among **non-lecturing curriculum delivery staff the proportion is slightly higher at almost 37%** and while the biggest category is still hourly paid staff, there are proportionately more term-time only staff at this level.

Table 1: Insecure and precarious contracts in the further education sector

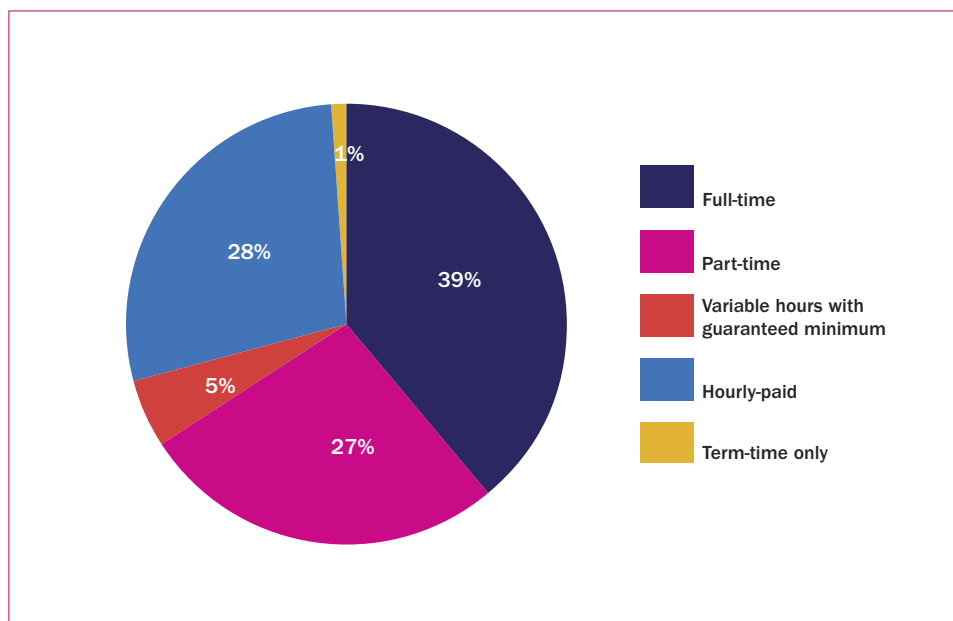
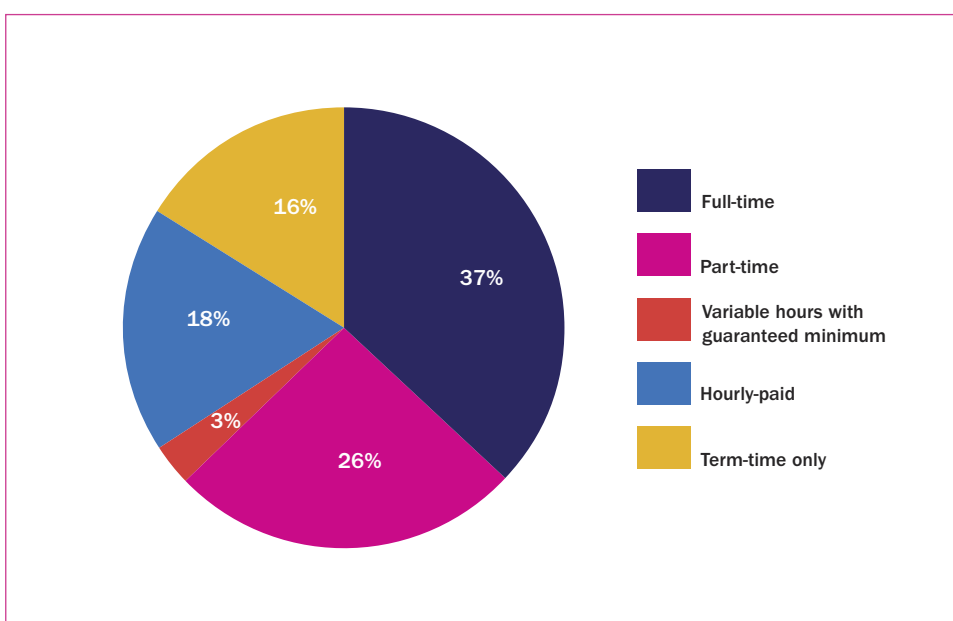
Teaching staff level	Full time	Part time (fractional)	Variable hours with guaranteed minimum	Hourly paid	Term-time only	Total	% of staff on variable, hourly-paid or term-time only contracts
Advanced teaching and training	5964	1097	25	26	0	7112	0.7%
Lecturers	20212	14130	2554	14267	722	51885	33.8%
Non-lecturer curriculum delivery staff	4550	3259	349	2257	1965	12380	36.9%

Source: Freedom of Information responses from FE Colleges to UCU, 2015. Calculations by UCU.

So, across the two biggest components of the FE teaching workforce, **just over a third of teaching staff are employed on precarious contracts.**

We also asked colleges to disclose how many agency teaching staff they had currently in employment and how many they had used over the last 12 months.

The results indicated that there were just under 2000 agency staff employed in teaching roles at the time of the request, and that colleges had used a total of 4800 over the previous 12 months

Figure 1: Proportion of lecturers on various contract forms in the FE sector**Figure 2: Proportion of non-lecturing curriculum delivery staff on various contract forms in the FE sector****WHY DOES THIS MATTER?**

Most obviously, this is deeply unfair to hard-working teaching staff. Our recent survey of casual staff indicated that there is real material hardship for those teaching in FE and Adult Learning in particular. Over half of respondents (56%) said that they had struggle to pay the bills. Nearly two-fifths (39%) had had problems keeping up with mortgage or rent commitments and three in 10 (29%) had had difficulties putting food on the table.¹

But in addition, academic work has identified a series of problems with the 'hire and fire' model of flexible labour in relation to teaching specifically and in relation to employment and service quality more generally.²

Faced with calls to act on casual contracts, employers tend to plead the need to maintain flexibility in the face of variable student demand. But learner demand does not fluctuate randomly or over particularly short periods.

For example, casual lecturing staff tend to be paid less and to be underpaid for the work that they do. Most colleges pay their casual teaching staff using a multiplied hourly rate, supposedly to cover preparation, marking and other administration time. This multiplier is often far too low to reflect the work being done. In addition, staff on precarious contracts have fewer contractual and employment rights, lower status and lesser access to vital facilities like office space, IT, administrative support or even access to photocopiers. As academic commentators have noted this leads to exclusion from the teaching community.

When we surveyed our members on casual contracts, the most common complaint they made concerning the effect on quality was that the systematic failure to pay staff properly for the work they do created a serious tension between their professional and vocational commitment to their students and the fact that they are performing unpaid labour. Lecturers either have to perform unpaid labour indefinitely or cut corners.

The most worrying feature of the survey evidence was the shockingly low morale, self-esteem and low regard for employers felt by casualised staff. This testimony reinforces academic literature on the use of flexible and casual labour which points to the enormous costs to employers in terms of commitment to the job and good will, both critical to excellent teaching provision. Recent research into the use of flexible labour has suggested that 'easy hire and fire' is a false economy that saves money only at the cost of organisational learning, knowledge accumulation and knowledge sharing, thus damaging innovation and labour productivity growth'.³

The systematic and mass use of casual contracts is taking people who are fundamentally committed and vocational teachers and 'hollowing them out'. Casualisation is testing their commitment to their profession, their students and their employers to the limits and in many cases driving them out of the sector entirely.

WHAT CAN BE DONE?

Faced with calls to act on casual contracts, employers tend to plead the need to maintain flexibility in the face of variable student demand. But learner demand does not fluctuate randomly or over particularly short periods. Yet unlike other public services, the FE sector has shown very little interest in engaging with workforce planning which can create greater stability of employment.

Some institutions have engaged with UCU in beginning to try to create greater stability and continuity of employment. For example, in 2013, **City of Wolverhampton College** announced it was going to stop using zero-hours contracts. In May 2014, **Gower College** in Wales agreed that zero hours contract lecturers working regular hours above 400 hours for four years could apply for a fractional contract. In November 2014, in the wake of Ofsted reports that commented on the stability of their teaching teams, both **City of Bristol College and Wiltshire College** agreed with UCU to move staff off agency and zero-hours contracts onto more secure fractional or hourly paid contracts. In November 2015, **South Downs College** agreed with UCU to move its hourly paid staff onto fractional contracts. Improvement is possible, but it is proving frustratingly slow work.

UCU believes that it is time to speed up the rate of change.

A CALL TO REVIEW INSECURITY

In 2013, UCU published a report into the use of zero-hours contracts in the HE sector and called on colleges to engage with us in negotiating their eradication. A few colleges did engage with us, such as City of Bristol College and Wiltshire College. But most did not.

In January this year, UCU wrote to 246 FE colleges where the union has a branch, asking them to engage with the union in tackling the abuse of casual contracts. We asked institutions to confirm that they were willing to eradicate any continuing use of zero-hours contracts at their college and engage with us in a joint review of the use of insecure contracts at their institution, informing that we intended to publish this report into the sector's practices.

The Association of Colleges (AoC) circulated to their members a suggested response to the union. This made a series of points that the employers have repeated over the years: that colleges have always needed a flexible workforce to enable them to offer a wide range of courses, and that accordingly they employ staff on employ staff on permanent, fixed-term and zero-hours contracts, on both a full-time and part-time basis, including term-time only and variable hours working patterns.

However, more helpfully, the AoC also advised that their members should meet with UCU locally, indicating a level of recognition and engagement with the issue.

The response from colleges has been highly varied. At the time of writing, **146 colleges had failed to respond** to our correspondence. A further **21 colleges sent back responses that the union considered to be negative** and failing to deal with the issues, while **43 colleges responded in a neutral or ambivalent way**.

More encouragingly, a group of **36 colleges responded positively** to say that they did recognise the issue and would be open to discussions with the union locally on creating greater job security.

AN INDEX OF INSECURITY: PRECARIOUS EMPLOYMENT IN OUR FURTHER EDUCATION COLLEGES

Methodology

On our website, we have produced an index of insecurity, measuring the extent of precarious work in our FE colleges. Using the data disclosed as a consequence of our Freedom of Information requests from summer 2015, we have attempted to pull together what we know about precarious working for each college. To this data we have added each college's response to the letter we wrote.

In addition to providing a snapshot of insecure contracts, we have created an insecurity ranking for each college. This was done by adding together the college returns for their staff on various forms of precarious contracts: term-time only; hourly paid; variable hours; agency contracts. This is then calculated as a percentage of the total workforce. The institutions with the highest percentages were ranked from 1 downwards. The full results are on our website, but below, we have extracted the top 50 colleges and providers into a table.

Results

What does this show? The first thing to note is that the top three results are atypical. They are London-based specialist providers who are not delivering general further education. **Morley College** has a high percentage of people who are practising musicians, while **City Lit** and the **Mary Ward Centre** employ large numbers of people on relatively small contracts.

Of much more interest and concern are the highly ranked general FE colleges.

Of these colleges, several appear to recognise that there is an issue with precarious work and have indicated that they are willing to talk to UCU, such as **Sussex Downs College**, **City of Westminster** and **Lowestoft Colleges**.

More worrying are those colleges which have high proportions of their staff on insecure contracts (between 40 and 70%) and have either failed to respond or responded negatively to our approach. Examples include **East Surrey College**, **Central Bedfordshire**, **Blackpool and Fylde colleges**, **North Shropshire College**, **Newcastle College Group**, **West Hertfordshire College**, **New College Swindon** and **Craven College**.

WHAT WE WANT

- UCU wants colleges and adult education services to engage with us in developing better models of workforce planning that can deliver fairer and higher quality provision. We believe that greater workforce planning and employment stability will deliver a more effective learning environment as well as a fairer workplace.
- We want to encourage those colleges who have not yet engaged with UCU in a review of their workforces to do so.
- But government and Ofsted must also play a role. The Department of Business, Innovation and Skills has published a lot about the need to reform the way colleges are governed and the composition of the sector but it has said nothing on the way that they employ their staff. Yet the truth is that teachers matter more than anything else.
- If the government and Ofsted want high quality FE and high quality apprenticeships, they must pay greater attention to how the sector employs its staff.

Table 2: 50 colleges with the highest levels of insecurity in their teaching staff, including their responses to UCU’s invitation to engage in negotiations.

***NOTE: Colleges marked with an * are atypical, London-based specialist providers who often employ large numbers of part-timer staff substantially employed elsewhere.**

Ranking	College	Number of teaching staff on secure contracts (full time & part time)	Number of teaching staff on precarious contracts (variable hours with guaranteed minimum, hourly paid, term time only, agency staff)	% of staff on precarious contracts	Response to UCU’s letter
1	City Lit*	10	1044	99.1%	The college responded by saying that it does not use zero hours contracts and that it is already in local talks with UCU reps about hourly paid staff.
2	Mary Ward Centre*	6	166	96.5%	The college did not respond to our letter, or to a follow-up letter
3	Morley College *	30	366	92.4%	The college responded positively, saying that it needs flexible variable hours contracts because many of its teachers are professional musicians, but that it was willing to discuss this issue further at with the union.
4	Abingdon and Witney College (Oxfordshire Skills & Learning Service)	49	146	74.9%	The college responded that they use a variety of contracts but are happy to talk to UCU
5	East Surrey College	101	268	72.6%	The college did not respond to our letter, or to a follow-up letter
6	South Worcestershire College	58	135	69.9%	The college did not respond to our letter, or to a follow-up letter

7	Newcastle College (Kidderminster College)	75	156	67.5%	The college has not yet responded
8	North Shropshire College	96	192	66.7%	The college responded negatively saying that it uses a range of contracts and needs the flexibility.
9	Richmond Adult Community College	241	440	64.6%	The college did not respond to our letter, or to a follow-up letter
10	West Herts College	279	468	62.7%	The college did not respond to our letter, or to a follow-up letter
11	Truro & Penwith College	313	512	62.1%	The college did not respond to our letter, or to a follow-up letter
12	New College Swindon	229	356	60.9%	The college did not respond to our letter, or to a follow-up letter
13	Warwickshire College	247	375	60.3%	The college responded to say that it does not use zero hours contracts and works hard with the local branch to ensure that people doing regular hours are employed on proper contracts.
14	Abingdon and Witney College (Not inc. recent TUPE of Oxfordshire Skills & Learning Service)	122	179	59.5%	The college responded that they use a variety of contracts but are happy to talk to UCU
15	Basingstoke College	117	165	58.5%	The college did not respond to our letter, or to a follow-up letter
16	Newham College	135	187	58.1%	The college did not respond to our letter, or to a follow-up letter
17	Sussex Downs College	281	385	57.8%	The college responded to say that it notes the union's concerns and is happy to discuss this at the next JNC
18	Craven College	107	133	55.4%	The college responded negatively saying that it will continue to operate a range of flexible contracts and that most staff employed on these contracts were happy with them.
19	Blackpool & The Fylde College	427	524	55.1%	The college responded negatively and did not engage with the issues.

20	Herefordshire and Ludlow College	92	110	54.5%	The college did not respond to our letter, or to a follow-up letter
21	Amersham and Wycombe College	113	130	53.5%	The college did not respond to our letter, or to a follow-up letter
22	City of Westminster College	125	143	53.4%	The college responded positively saying that it was committed to moving individuals from agency to permanent Hourly paid Lecturer contracts and are also committed to improving the proportion of Hourly paid Lecturers in the organisation, subject to the availability of permanent positions
23	Lowestoft College	128	146	53.3%	The college responded positively saying it was willing to discuss these issues locally.
24	Central Bedfordshire College	78	84	51.9%	The college did not respond to our letter, or to a follow-up letter
25	Sussex Coast College Hastings	179	192	51.8%	The college made partial use of the Association of Colleges' stock response and said that it employs staff on a variety of contracts, including 48 sessional lecturers. It said it was open to discussing this locally.
26	West Thames College	274	292	51.6%	The college did not respond to our letter, or to a follow-up letter
27	Bradford College	504	536	51.5%	The college responded using a stock reply from the Association of Colleges but indicated that it was open to a local meeting.
28	Bracknell and Wokingham College	141	149	51.4%	The college responded negatively and defended the need to maintain a range of flexible contracts.
29	City College Brighton and Hove	163	172	51.3%	The college responded positively saying that it does not use zero hours contracts, that it has an agreement with the unions already to restrict the amount that hours can be varied and that it was happy to discuss this further with the local branch.
30	Brockenhurst College	186	194	51.1%	The college responded without engaging with the issues
31	Bromley College	219	226	50.8%	The college responded positively by saying that it was happy to involve the unions in a review of its use of insecure contracts as part of its merger discussions.
32	Kensington &	88	87	49.7%	The college responded saying that it does not use zero hours

	Chelsea College				contracts but variable hours contracts and made no commitment to a review.
33	Hertford Regional College	158	155	49.5%	The college did not respond to our letter, or to a follow-up letter
34	East Berkshire College	172	167	49.3%	The college did not respond to our letter, or to a follow-up letter
35	Brooklands College	132	126	48.8%	The college did not respond to our letter, or to a follow-up letter
36	Exeter College	421	386	47.8%	The college did not respond to our letter, or to a follow-up letter
37	Eastleigh College	154	137	47.1%	The college has not yet responded
38	Oaklands College	266	233	46.7%	The college responded positively saying that they do not use zero hours contracts and were happy to work with UCU to reduce use of casual contracts.
39	Northbrook College	165	144	46.6%	The college has not yet responded
40	Solihull College	288	237	45.1%	The college did not respond to our letter, or to a follow-up letter
41	Southport College	148	120	44.8%	The college did not respond to our letter, or to a follow-up letter
42	Stephenson College	111	90	44.8%	The college did not respond to our letter, or to a follow-up letter
43	Activate Learning (City of Oxford College, Banbury and Bicester College, Group Services)	260	207	44.3%	The college did not respond to our letter, or to a follow-up letter
44	Great Yarmouth College	188	146	43.7%	The college responded by saying that it has worked to convert hourly paid lecturers to more established contracts and is reviewing its use of bank casual staff. It said that it is happy to continue reviewing this as part of its merger process. bank staff and happy to do so in process of merger
45	Westminster-	204	158	43.6%	Westminster Kingsway used the AoC stock form of words and

	Kingsway College				did not engage with the union's offer.
46	East Riding College	113	87	43.5%	The college did not respond to our letter, or to a follow-up letter
47	Newcastle College (West Lancashire College)	124	93	42.9%	The college has not yet responded
48	Burton and South Derbyshire College	123	91	42.5%	The college did not respond to UCU's letter or a follow-up letter.
49	Nelson & Colne College	129	95	42.4%	The college said they do use variable hours contracts but are prepared to talk to UCU locally.
50	South Staffordshire College	253	185	42.2%	The college responded to say that they do have people on variable hours contracts but claimed that these reduced last year as the college transferred many onto fractional contracts

*NOTE: Colleges marked with an * are atypical, London-based specialist providers who often employ large numbers of part-timer staff substantially employed elsewhere.

APPENDIX 1: UCU'S LETTER TO FE COLLEGES

Dear

I am writing to seek a commitment from you to work with us to ensure that your college is properly employing and supporting its teaching staff to deliver high quality further education.

Further education is undergoing a period of rapid change and is coming under increased national scrutiny in the process. The Department of Business Innovation and Skills' Area Reviews process has a stated aim to generate improvements in the quality of further education teaching provision. Similarly, Ofsted is turning its attention firmly toward the quality of leadership and teaching in further education. Recent inspections, for example, have begun to look at issues raised by instability among teaching teams and our union has been in discussion with the agency regarding colleges' over reliance on precarious contracts. The question of how to drive up the quality of provision is now at the centre of policy discussion in Further Education.

UCU considers that high quality provision depends on employing staff in clearly defined professional teaching roles and on decent and secure contracts of employment. It is a matter of shame that further education is now publicly recognised as a sector in which precarious work contracts have become normalised.

In October 2013, UCU published a report based on a Freedom of Information request showing that 61% of FE colleges employed teaching staff on highly precarious contracts that provide no ongoing guarantee of hours of work at all, so-called 'zero hours contracts'. Our subsequent research indicated that this forms part of a wider problem in which colleges rely on a large army of part-time teachers on insecure contracts. We estimate that around 30% of teaching staff may be employed on hourly-paid, variable hours or term time only contracts. In addition, colleges have expanded their use of teaching staff employed on 'support-staff' contracts. These staff are doing frontline teaching for FE colleges while receiving inferior pay rates and terms and conditions to their colleagues.

More than two years have passed since we published our report on the use of zero-hours contracts and since we wrote to colleges inviting them to publicly state their willingness to begin talks with our branches to eradicate their use. Only a handful of institutions have taken the opportunity to address the worst abuses. Most institutions appear to have done nothing. The overall impression given is of a sector that is waiting for public attention to move elsewhere and continuing to sweat its teaching staff.

UCU is not prepared to let this issue drop. There is too much at stake for our members, many of whom work on contracts that are unfit for purpose. There is also too much at stake for our learners who deserve to know that their teachers are being properly employed. Finally, there is too much at stake for our colleges who we believe risk serious reputation damage from being associated with the type of employment practices utilised by companies like Sports Direct.

That is why we will shortly be publishing a new report into the extent of the use of precarious non-permanent contracts in our colleges. This report will include our

assessment of the willingness of colleges to work with us to address the issue of precarious work and job insecurity.

We want to work with colleges to achieve positive reforms to their workforces, putting in place proper professional contracts that underpin and support high quality teaching by offering greater job security and continuity of employment. There have been too many delays on this issue and further vacillation is not acceptable to our members, the profession, nor should it be to colleges. For this reason, we are asking you to write back to us with a statement that indicates your commitment to the following:

- Eradicating any continuing use of zero-hours contracts in your institution;
- Conducting with UCU a joint review of all non-permanent academic contracts at your institution and agreeing to time-limited negotiations with the express aim of increasing job security, continuity of employment and opportunities for career progression for all staff engaged in any forms of teaching.
- Beginning discussions with us over how to deliver improvements to the contracts of 'non-lecturing grade' teaching staff at your college.

I look forward to your response by 12 February.

Yours sincerely

Michael MacNeil
National Head of Bargaining and Negotiations

APPENDIX 2: PRECARIOUS VOICES

When we surveyed our members on casual contracts, the most common complaint they made concerning the effect on quality was that the systematic failure to pay staff properly for the work they do created a serious tension between their professional and vocational commitment to their students and the fact that they are performing unpaid labour. FE lecturers either have to perform unpaid labour indefinitely or cut corners. In addition, the insecurity, uncertainty and precariousness associated with casual contracts can create practical difficulties around the student experience. For example, classes can be assigned and reassigned at short notice without the necessary support to help lecturers prepare to teach. Here are the voices of a few of them:

‘My goodwill is exhausted. I do no more than is required as my terms of employment work only in my employer’s favour.’

‘I feel concerned about the huge amounts of marking of controlled assessments I have had to do with no extra pay at all. I have also had to be tutor for some groups with no pay for the extra work that involves. I only do some of that work so it is serving the students very badly.’

‘My work duties are the same or often entail more than these of permanent members of staff. I often take work home and use my time off (holidays, term breaks), for which I am paid only a fraction of what permanent staff are paid.’

‘I have had to go in to the college to do admin (which I cannot do at home due to the online system) which is unpaid. I have to go in for "peer observations" as well as to get verbal answers for unanswered email queries – again unpaid. There was also an issue of attending weekly departmental meeting and training which I would have been obligated to attend without pay. I have to complete additional paperwork such as course reviews and updates all in my own time, There is expectation that I should do all the administrative tasks that is required, as well as the planning, making resources, marking, setting targets, developing my own scheme of work in my own time because the college provides an enhanced rate for its hourly paid staff. It is extremely frustrating and demoralising.’

‘No preparation time is paid for, no marking time is paid for, no training/staff development is paid for, no meeting time is paid for. Where do I even start to detail the consequences of this type of contract on my students (past & present)? After eight years I have decided to call it a day and am resigning at the end of this term.’

‘The main reason I left was that we were constantly moved about between classrooms, managers using the argument that we needed to teach at all levels. I would come in having prepared for one class to find I had been moved, sometimes even to a different subject.’

‘Not knowing what teaching might be available or my timetable from year to year really makes it difficult to keep up a good professional standard of work – everything is rushed and last minute.’

'Often, we have not got enough text books, we cut corners everywhere, I have sessions sometimes where I am so stretched that I fail to function adequately any more. My line manager fails to manage, says yes to each demand made upon her from her manager(s) and the principal, and then dumps it on myself and my colleagues. I find myself starting to peddle the same platitudes and fob-offs that I hear my line manager use with the students: that doesn't sit well with me; it makes me feel a fraud. It feels wrong to say that we offer a service to our students that we are increasingly unable to actually deliver.'

NOTES

¹See, 'Making Ends Meet: The human cost of casualisation in post-secondary education', UCU, May 2015. https://www.ucu.org.uk/media/7279/Making-ends-meet—the-human-cost-of-casualisation-in-post-secondary-education-May-15/pdf/ucu_makingendsmeet_may15.pdf

²See, for example, Bryson, C. & Barnes, N. (2000). The casualisation of employment in UK Higher Education. In Tight, M., *Academic Work and Life: What it is to be an academic, and how this is changing*, Elsevier, Amsterdam, 187-242; Findlay-Brooks, R. (2003). *Widening the circle: a study of part-time lecturers in art and design and their working context*, ADEPPT Project, University of Hertfordshire; Allen, L. (2001). *In from the Cold? Part-time Teaching, Professional Development and the ILT*, ULF/NAFTHE and others, London

³See, for example, Diannah Lowry, 'Employment Externalisation and Employee Commitment: A Preliminary Study', *International Journal of Employment Studies*, Volume 4 Issue 1 (Apr 1996) and, more recently, Alfred Kleinknecht, Zenlin Kwee and Lilyana Budyanto, 'Rigidities through flexibility: flexible labour and the rise of management bureaucracies', *Cambridge Journal of Political Economy* (2015).

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