

Workload is an education issue

UCU WORKLOAD SURVEY REPORT 2016



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Acknowledgement

Thank you to the 18,000 UCU members who participated in this survey and volunteered their valuable and precious time. Time, that this report reveals, is increasingly under pressure.

Devolution statement

Divergence in higher education policies and funding arrangements between Scotland, Wales, Northern Ireland and England, that may have an impact on issues raised around workloads raised herein, need to be considered when reading this report.

In the further education sector in Wales and Northern Ireland, different contractual arrangements exist to regulate the working hours of members working in colleges. The survey results in Wales and Northern Ireland need to therefore be aligned with these arrangements. Further education colleges in Scotland are not included in this report as UCU does not cover the further education sector in Scotland.

Executive summary and key findings

This report provides the results of the 2016 UCU workload survey. It reveals how working hours and workloads have increased; how our members' jobs have changed and how they are expected to do more in less time.

The main aim of the survey was to investigate members' workloads in the further education ("FE") and higher education ("HE") sectors in the UK by asking the following research questions:

- What are members' current workloads in both HE and FE, in terms of actual hours worked and allocation of duties?
- Has the size or intensity of workloads changed over the past three years?
- How has the composition of workloads changed over the past three years across different categories and types of employment?
- What are the main contributing factors that lead to increases/decreases in workloads and their intensity?

5 Key findings

1. Staff in both HE and FE are working an average of more than two days unpaid every week

Staff working in FE colleges work a mean average of 51.6 hours per week, and in HE institutions, academic staff working across all disciplines work 50.9 hours per week on average.

2. Workload is unmanageable and unsustainable for the majority of academic staff and lecturers

The vast majority of staff reported that the pace and intensity of their workloads have increased in recent years. In HE, 83% of academic staff reported that the pace or intensity of work has increased over the past three years and in FE nearly all staff (95%) reported that it has increased with the vast majority, 81%, reporting it had increased significantly in this time.

In FE, more than three quarters (78%) reported that their workload is unmanageable at least half the time. Within this, one third of all staff (33%) reported that their workload is unmanageable most of the time and one in ten (10%) reported that their workload is entirely unmanageable. In HE, two thirds of staff reported that their workload is unmanageable at least half of the time and more than a quarter of respondents (28.8%) said that their workloads were unmanageable all or most of the time.

3. Staff are taking on more responsibility and administration

In both sectors the most frequently reported and highest ranked contributing factors to workload increases were the increasing administrative burden and the widening of duties considered to be within members' remit. These were closely followed by the impact of restructuring and reductions in staff numbers. Academic staff and lecturers are expected to perform more administrative and departmental tasks and present themselves as more available to students to meet rising expectations, on top of core teaching activities including developing and delivering courses, programmes and research objectives.

4. Student expectations have increased

Rising student expectations caused by policy changes aimed at shifting the focus towards students being treated as fee paying consumers, have increased the workloads of academic teaching staff and FE lecturers.

More than 70% of FE staff reported that the demands of student administration have increased and 50% indicated that time spent on student consultations has increased. Marking, and in particular marking exams, accounts for a much larger proportion of the FE workload than it did three years ago, with 46% stating that the amount time spent marking exams has increased significantly.

In HE, more than 75% of teaching staff said that student administration has increased and more than half indicated that student consultations and pastoral care has increased. Around 33% of HE teaching staff stated that the time they spend marking assignments has increased significantly when compared to three years ago.

5. Professional and career development is suffering as a result of increasing workload

When asked whether the proportion of their time spent on certain activities had increased or decreased over time, both teaching and research academics in HE and FE teaching staff uniformly reported a significant decline in time spent on development activities including attending and presenting at conferences and networking, research and reading, self-directed study or scholarly activity.

Next steps

We call on employers in both FE and HE to recognise their responsibility to take the issue of unsustainable workloads seriously. Not only are excessive workloads bad for our members; they are also detrimental to the delivery of a quality educational experience.

This report will be used to inform revised bargaining guidance for branches.

Structure of the report

The results for the further education and higher education sectors are presented in separate sections, structured in four parts each, reflecting the four research questions outlined above. Each section is preceded by a summary of its key results.

Part A reports on the survey results in relation to actual hours worked per week. Part B reports on the survey results in relation to how workloads have intensified over the past 3 years. Part C looks at how the composition of workloads have changed over the past three years and Part D ranks the main contributing factors that are causing the increase and intensity in workloads.

The main demographic, activity and contractual characteristics of survey respondents in each sector are included in the appendices to this report.

Section 1 Further Education, Adult and Prison Education

Key Findings: Further, Adult and Prison Education

A total of 4,364 responses were received from members working in further education from across all subject areas. 235 were from adult community education (“ACE”) and 110 were from prison education. Responses from the adult and community education and prison sectors have generally incorporated into the overall results for FE and separated out where appropriate.

The majority of respondents were women (58.3%), identified as being white (93.7%), are employed on permanent contracts (89.9%) and are employed full time (64.7%). Two thirds of respondents were employed as lecturers, with the remaining employed as course leaders (14.9%), Tutors (7.2%) and non-teaching managers (5.3%).

The key conclusions that can be drawn from the survey results in FE include:

Working hours:

- All staff work a mean average of 51.4 hours per week. Staff working in FE colleges work a mean average of 51.6 hours per week. This equals more than two days of unpaid work per week
- The gender analysis has revealed that across the sector women work on average 2.4 hours per week more than men. Women work 52.6 hours FTE hours per week and men work an average of 50.2 hours FTE hours per week
- The vast majority (83.8%) of staff working in further education work more than 40 hours in an average week and more than a third (34.9%) work in excess of 50 hours per week
- A culture of long working hours exists amongst staff in the early stages of their careers. One in five FE teaching staff with less than 2 years of experience working in the sector works in excess of 60 hours per week
- Across the sector more than four in five people stated that their workload has increased over the last 3 years with more than half saying it had increased significantly. The most severe increase was seen for those working in FE colleges

Workload increases and intensification:

- Nearly all staff (93.9%) reported that the pace or intensity of work has increased over the past three years with 80.6% reporting it had increased significantly
- Most notably one third of FE college respondents reported that their workload is unmanageable most of the time. Staff working in prison and adult and community education were slightly less likely to report that workloads were unmanageable most of the time (24.5% and 26.1% respectively)

Changing composition of workloads:

FE Colleges:

- Based on the average FTE working week of 51.6 hours, teaching staff spend 46.2% of total time or 23.8 direct contact hours per week teaching, in student consultations and giving personal tutorials
- Departmental and general administration was the workload component most cited as having increased in demand over the past 3 years, with 62.2% of teaching staff saying that it had increased significantly. A very high percentage of FE staff also reported that time spent on student administration (50.3%) and marking exams (45.8%) had increased significantly
- More time is being spent by teaching staff on administrative tasks than on lesson preparation. On average, FE teaching staff spend less than 2 hours per week on research and reading
- Time spent by teaching staff on recruitment activities has increased for more than 50% of staff

Prison educators:

- Departmental and general administration is cited by a huge number of prison educators as having increased significantly over the last three years. 70.0% stated that it has increased significantly and 15.0% stated that it had increased slightly
- Cuts to funding, resulting in increased administration demands and a widening of duties, are driving workload changes for prison education staff, and changing funding requirements were also seen as much more important for prison educators

Adult and community education:

- Restructuring and resultant reduction in staff numbers were reported by ACE staff as driving factors for increased workload

Contributory factors:

- The top five contributory factors for all staff working in further education included, in order, increased administrative work, widening of duties considered beyond my remit, student expectations of staff availability, increased student numbers and the impacts of organisation and restructuring. The two most frequently cited and highest ranking factors are increased “administrative work” and “widening of duties considered within my remit”

Respondents and Demographics

A total of 4,709 members from Further Education Colleges (FEC), Adult and Community Education (ACE) and Prison Educators started the survey, and of these, 3,168 answered all questions.

Of the total responses, 4,364 were from FECs, 235 were from ACE and 110 were received from prison educators. As 93% of responses received were from members working in further education colleges, most analysis will focus on their responses. Data for ACE and prison education staff will be presented in tables and discussed where the number of responses allows a robust analysis and there are significant differences in results at sub-sector level. For the purposes of this report, “further education” refers to all three subsectors combined, and further education colleges (FEC) excludes ACE and prison education.

Characteristics of respondents

Subject area

Respondents from FECs were spread across all subject areas, with English, Languages and Communication (14.0%), Visual and Performing Arts and Media (13.8%) and Health, Social Care and Public Services (10.5%) the most prominent subject areas.

Among ACE respondents 21.3% teach ESOL, 14.9% teach creative pursuits including arts and crafts, and 12.3% specialise in English and Literacy.

Nearly half (46.4%) of prison educators included in the survey teach English and Maths, 16.4% teach IT.

Gender

Across the further education sector 58.3% of respondents were female and 41.7% were male. There was significant variation in the gender of respondents at the subsector level, with survey respondents from ACE being overwhelmingly female (79.2%) while 69.2% of prison educators are male. 56.9% of respondents from further education colleges are female, close to the sector average. 0.3% of people identified as a gender other than that which they were assigned at birth.

Ethnicity

93.7% of respondents identified as White, 2.5% identified as Asian 1.6% Black and 1.0% of Mixed Ethnicity.

Disability

9.6% of people stated that they considered themselves to have a disability, although this figure was higher among prison educators (14.3%) and ACE staff (11.0%).

Contract type

Across the entire sector, the vast majority (89.9%) of respondents are employed on permanent contracts, 2.4% are on fixed term contracts and 2.5% are on zero hours contracts. Less than 1% each are employed on guaranteed minimum hours and open ended contracts. This heavy weighting of responses towards those on permanent contracts is very different to the overall further education workforce, but more closely in line with UCU's membership, although, responses from each subsector show a varied picture in terms of contract type and employment security.

Job role

As in the general FE staff population, two thirds of respondents (66.9%) are employed as lecturers, and a further 14.9% are course leaders. 7.2% of respondents are tutors and 5.3% are non-teaching managers.

64.7% of survey respondents are employed full-time and the vast majority of these are permanently employed (63.0% of all staff). 10.4% are employed four days a week, 7.6% are employed 2.5 days per week and 7.5% are employed three days a week.

3.0% of survey respondents are employed in the sector in non-teaching roles.

Tables showing full demographic details for all respondents are at Appendix A.

Part A Hours worked

Average hours worked per week

All average hours reported here are mean average full time equivalent hours. Hours worked by part time staff have been uprated to their full time equivalent.¹ The 9.6% of staff on insecure contracts of varying hours were asked to provide a monthly average, and full time equivalent hours for these respondents is derived from this monthly average.

All respondents to the survey work a mean average of 51.4 hours per week FTE. The median and mode averages are both 50 hours FTE, demonstrating an even distribution cross the total range of values.

Full time staff indicated that they work an average of 49.1 hours each week. Table 1, below, shows the range of FTE hours worked by job role and sub-sector.

Table 1: Average FTE hours by sub-sector and job role (n=3,993)

Average of FTE hours per week	Admin, technical, grounds and facilities	Assessor	Course Leader	Instructor	Learning facilitator	Lecturer	Manager	Trainer	Tutor	Grand Total
Adult and Community education	44.4	46.0	47.2	-	41.0	54.9	45.7	48.0	54.9	51.3
Further education	41.4	49.0	52.2	44.0	40.7	52.0	52.9	48.7	51.5	51.6
Prison Education	45.0	41.8	42.8	-	42.5	46.1	45.8	41.2	47.8	45.8
Grand Total	41.8	48.2	51.9	44.0	40.8	52.0	51.7	46.7	51.6	51.4

Staff in further education colleges report the longest working hours overall (51.6 Hours FTE), closely followed by staff in ACE (51.3 hours FTE) and prison education staff (45.8 hours FTE). Looking at the individual job roles, lecturers and course leaders work the longest hours (52.0 and 51.9 FTE hours per week respectively). The workloads of tutors (who are often employed on terms and conditions below those of lecturers) are also very high - tutors in ACE work an average of 54.9 FTE hours per week and those in further education colleges work an average of 51.5 hours per week. Outside of the lecturer and tutor roles, working hours in excess of 50 hours per week are only seen among managers and course leaders.

¹ Full time equivalent hours have been calculated in the following way – actual hours worked / FTE fraction = FTE hours. Respondents whose FTE hours totalled less than 28.8 (more than two standard deviations below the mean) have been excluded from the analysis.

Table 2: Average FTE hours by sub-sector and contract type (n=3,993)

Average of FTE hours per week	Annualised hours	Fixed term	Guaranteed minimum hours	Open ended	Permanent	Sessional	Zero hours	Grand Total
Adult and Community education	48.9	55.6	63.8	48.8	48.5	58.1	56.4	51.3
Further education	54.0	52.9	51.9	52.4	51.3	58.2	53.8	51.5
Prison Education	49.5	-	66.7	-	44.6	39.8	46.7	45.5
Grand Total	52.3	53.2	55.8	51.9	51.1	57.8	53.8	51.4

Among further education staff, people on all contract types report working in excess of 50 hours per week FTE on average, and those on sessional contracts report the highest weekly FTE working hours of any staff type, followed by those on annualised hours contracts (54.0 FTE hour per week) and those on zero hours contracts (53.8 FTE hours per week). The very high average of 60+ hours per week FTE reported for staff on guaranteed minimum hours working in ACE and prison education should be viewed in light of the very small number of responses reported for this contract type in these two subsectors (27 in total) and the ability of a very small number of people working very excessive hours to skew the average for ACE and prison education.

Table 3: Average FTE hours by part time/full time status and full time equivalent (n=3,993)

Full Time equivalent	Adult and Community education	Further education	Prison Education	Grand Total
0.2	61.4	81.9	50.0	73.1
0.3	57.2	74.2	70.8	69.6
0.4	64.7	59.4	43.8	60.0
0.5	56.2	59.1	47.5	58.7
0.6	51.4	54.3	49.9	54.1
0.7	43.1	52.1	45.0	51.2
0.8	46.4	52.0	42.1	51.4
0.9	47.5	49.3	53.0	49.6
1	44.5	49.3	43.0	49.1
Grand Total	51.2	51.6	45.5	51.4

Table 3 above shows that those working part time are working well beyond their contracted hours, when uprated to their full time equivalent. Staff working one day or one and a half days a week are essentially being paid for half the time they put in, and those working two days a week are working 60 hours FTE on average.

This phenomenon is particularly noticeable in staff working in FECs, where part time staff are working between 2.2 times their contracted hours (at 0.2 FTE or one day per week) and 1.4 times their contracted hours (at 0.8 FTE or four days per week.)

Figure 1: Distribution of working hours by sector (n=3,993)

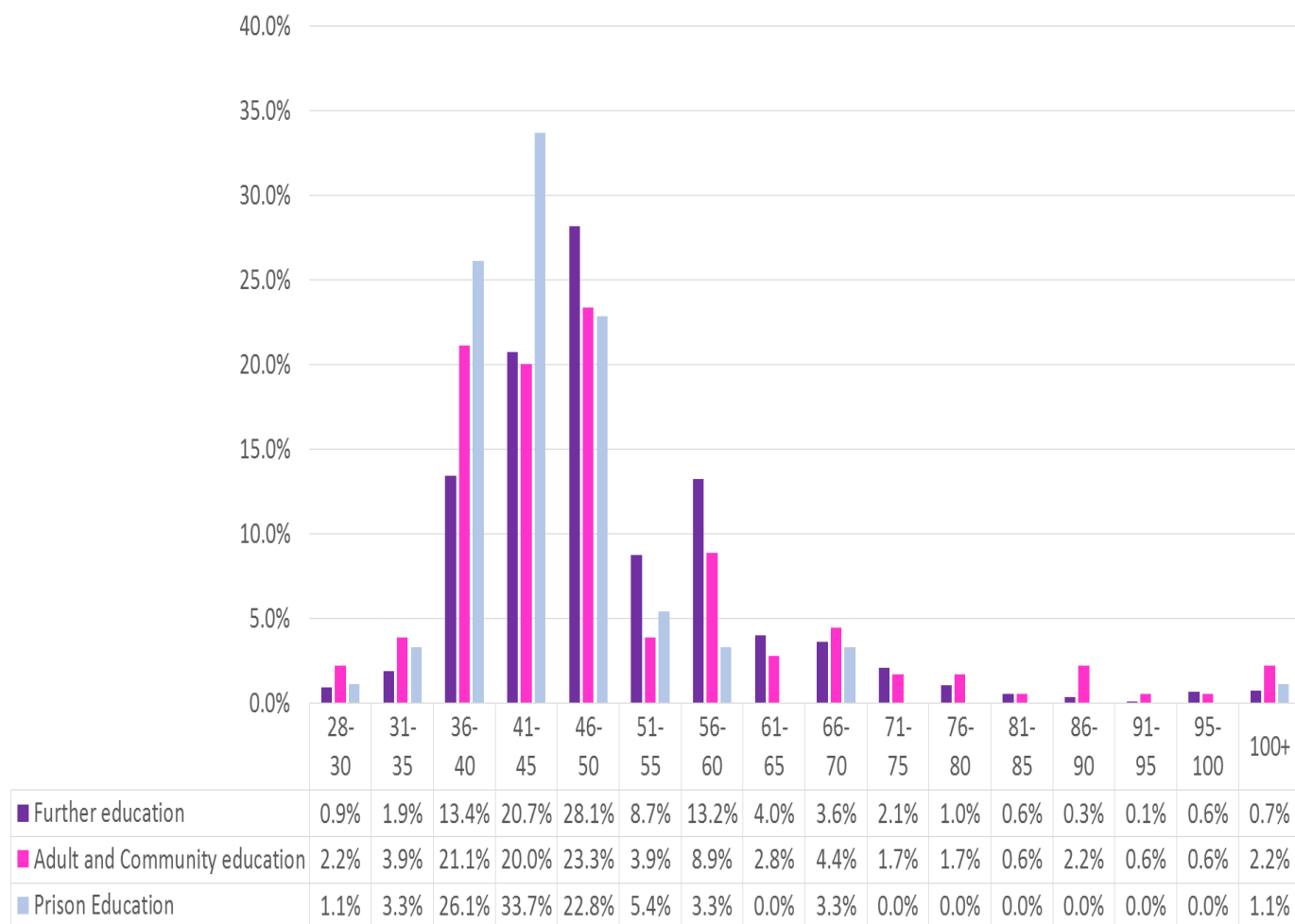


Figure 1 above shows the distribution of hours worked by staff in further education, ACE and prison education. 83.8% of staff in further education work more than 40 hours in an average week, and more than a third (34.9%) work in excess of 50 hours per week.

Table 4: Distribution of working hours by contract type (Further Education Colleges) (n=3,993)

	Total hours worked per week															
	28-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66-70	71-75	76-80	81-85	86-90	91-95	95-100	100+
Annualised hours	2.4%	14.3%	7.1%	4.8%	19.0%	7.1%	9.5%	16.7%	7.1%	4.8%	2.4%	4.8%	0.0%	0.0%	0.0%	0.0%
Fixed term	2.2%	2.2%	17.6%	16.5%	17.6%	5.5%	17.6%	4.4%	6.6%	2.2%	4.4%	2.2%	0.0%	0.0%	1.1%	0.0%
Guaranteed minimum hours	0.0%	6.7%	33.3%	0.0%	26.7%	6.7%	0.0%	6.7%	0.0%	6.7%	6.7%	6.7%	0.0%	0.0%	0.0%	0.0%
Open ended	0.0%	0.0%	16.7%	25.0%	33.3%	0.0%	0.0%	0.0%	8.3%	16.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Permanent	0.8%	1.4%	13.2%	21.4%	28.7%	8.9%	13.3%	3.8%	3.6%	1.9%	0.9%	0.4%	0.3%	0.0%	0.6%	0.6%
Sessional	1.7%	15.0%	10.0%	16.7%	15.0%	6.7%	15.0%	3.3%	0.0%	1.7%	1.7%	1.7%	3.3%	0.0%	3.3%	5.0%
Zero hours	6.2%	4.6%	20.0%	9.2%	27.7%	9.2%	7.7%	3.1%	0.0%	4.6%	0.0%	0.0%	1.5%	1.5%	1.5%	3.1%
Grand Total	0.9%	1.9%	13.4%	20.8%	28.1%	8.7%	13.2%	4.0%	3.6%	2.1%	1.0%	0.6%	0.3%	0.1%	0.6%	0.7%

The shading in table 4 (darker = higher percentage) shows a significant grouping of college staff on all contract types at around the 46-50 FTE hours per week, however it also shows a range of average weekly FTE hours, with substantial groups of staff at 56-60, 61-65 and 71-75 FTE hours per week. It should be noted that as 91.8% of survey respondents in further education colleges are employed on permanent contracts, the totals for some contract types (such as open ended and guaranteed minimum hours contracts) are small and don't provide entirely reliable results when presented in percentage terms. However, among the more 3,434 permanent staff included in table 4, 84.6% work in excess of 40 hours per week and 34.4% work in excess of 50 hours per week.

Table 5: Distribution of working hours by length of time working in sector (Further Education Colleges) (n=3,981)

	Total hours worked per week															
	28-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66-70	71-75	76-80	81-85	86-90	91-95	95-100	100+
Less than 1 year	0.0%	4.2%	16.7%	20.8%	20.8%	6.9%	11.1%	4.2%	5.6%	1.4%	1.4%	2.8%	1.4%	0.0%	1.4%	1.4%
1-2 years	0.7%	2.8%	10.5%	20.3%	25.9%	9.1%	10.5%	6.3%	6.3%	2.1%	1.4%	0.0%	0.0%	0.0%	1.4%	2.8%
2-5 years	1.7%	2.5%	14.1%	18.7%	25.3%	8.8%	13.7%	4.4%	4.6%	1.9%	1.3%	1.1%	0.0%	0.2%	0.6%	1.1%
6-10 years	0.8%	1.9%	12.9%	20.1%	29.0%	9.5%	13.3%	5.0%	2.3%	2.0%	1.2%	0.6%	0.4%	0.0%	0.6%	0.6%
11-15 years	0.8%	1.5%	15.3%	23.0%	28.2%	7.9%	14.1%	3.1%	2.4%	1.4%	0.6%	0.5%	0.5%	0.1%	0.4%	0.4%
15 - 20 years	0.9%	1.4%	11.7%	21.3%	30.9%	7.9%	11.8%	3.9%	5.2%	1.9%	1.1%	0.5%	0.0%	0.0%	0.8%	0.8%
More than 20 years	1.0%	1.7%	13.2%	20.0%	27.3%	9.7%	13.8%	3.0%	4.1%	3.3%	1.0%	0.3%	0.5%	0.0%	0.6%	0.3%
Grand Total	0.9%	1.9%	13.4%	20.7%	28.1%	8.7%	13.2%	4.0%	3.6%	2.1%	1.0%	0.6%	0.3%	0.1%	0.6%	0.7%

Those at the earlier stages of their teaching careers are more working the most excessive hours. 39.9% of those with between 1 and 2 years experience, 37.7% of those with between 2 and 5 years experience and 37.5% of those with less than one year of experience in the sector all work more than 50 hours per week on average. Furthermore, one in five of those with less than two years; experience in the sector is working in excess of 60 hours per week, compared to 13.0% of those at all experience levels combined.

Those within the first two years of their current employment (462 respondents in total) were asked whether they were still within their probationary period, and 143 responded that they were. Perhaps counterintuitively, those on probation are not working more hours per week than those not on probation. Table 6, below, shows that those a higher percentage of those not on probation present at the above 60, 50 and 40 hours per week levels when compared to those still within the probationary phase of employment.

Table 6: Distribution of working hours by probation status (Further Education Colleges) (n=462)

	Total hours worked per week															
	28-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66-70	71-75	76-80	81-85	86-90	91-95	95-100	100+
Yes	0.7%	3.5%	16.1%	21.7%	21.0%	9.1%	11.2%	3.5%	4.9%	2.1%	2.1%	1.4%	0.7%	0.7%	0.7%	0.7%
No	0.3%	2.7%	11.3%	21.0%	25.4%	10.0%	11.0%	4.8%	5.8%	3.1%	0.3%	0.0%	0.3%	0.0%	1.7%	2.1%
Not sure	0.0%	7.1%	21.4%	7.1%	17.9%	0.0%	14.3%	7.1%	10.7%	3.6%	0.0%	0.0%	0.0%	0.0%	3.6%	7.1%

Part B Changes in working hours, workload volume, pace and intensity

Table 7: Changes in working hours by sector (n=3,372)

	Reduced significantly	Reduced slightly	Stayed the same	Increased slightly	Increased significantly
Adult and Community Education	5.2%	7.0%	19.8%	26.7%	41.3%
Further Education College	1.9%	3.0%	11.7%	25.4%	58.0%
Prison Education	0.0%	7.0%	27.9%	27.9%	37.2%
Grand Total	2.0%	3.3%	12.5%	25.5%	56.7%

Survey respondents were asked “over the last three years, have your working hours increased, stayed the same or reduced”. Across the sector more than four in five people stated that their workload had increased over the last 5 years, with more than half (56.7%) stating it had increased significantly and 25.5% stating it had increased slightly. The largest and most severe increase was seen for those working in further education colleges, where 58.0% responded that their workload had increased significantly and 25.4% said it had increased slightly. Only 11.7% indicated that their working hours had not changed and less than 5% stated that working hours had reduced.

Pace or intensity of work

Table 8: Changes workload pace and intensity by sector (n=3,734)

	Decreased significantly	Decreased slightly	Stayed the same	Increased slightly	Increased significantly
Adult and Community education	1.0%	1.5%	11.6%	19.1%	66.8%
Further education	0.2%	0.7%	4.8%	13.0%	81.3%
Prison Education	0.0%	1.1%	4.4%	13.2%	81.3%
Grand Total	0.3%	0.7%	5.1%	13.3%	80.6%

Nearly 95% of respondents said that the pace or intensity with which they work had increased over the last three years, with 80.6% across the three sub-sectors saying that it has increased significantly, and 13.3% indicating it has increased slightly. Almost identical percentages of staff working in further education colleges and prison educators reported this increase in the pace or intensity of their work. The increase reported by ACE staff was slightly less extreme, but more than two thirds reported a significant increase in the pace or intensity of their work and 19.1% of ACE staff reported a slight increase.

Across all subsectors 5.1% indicated that the pace or intensity of their work had not changed in the last three years and only 1.0% indicated that it had either significantly or slightly reduced.

Manageability of workloads

Table 9: Manageability of workload by sector (n=3,979)

	My workload is entirely manageable	My workload is manageable most of the time	My workload is manageable about half of the time	My workload is unmanageable most of the time	My workload is entirely unmanageable
Adult and Community Education	4.3%	30.0%	32.9%	26.1%	6.8%
Further Education	1.3%	20.1%	35.5%	33.4%	9.6%
Prison Education	1.0%	26.5%	39.8%	24.5%	8.2%
Grand Total	1.5%	20.7%	35.5%	32.8%	9.5%

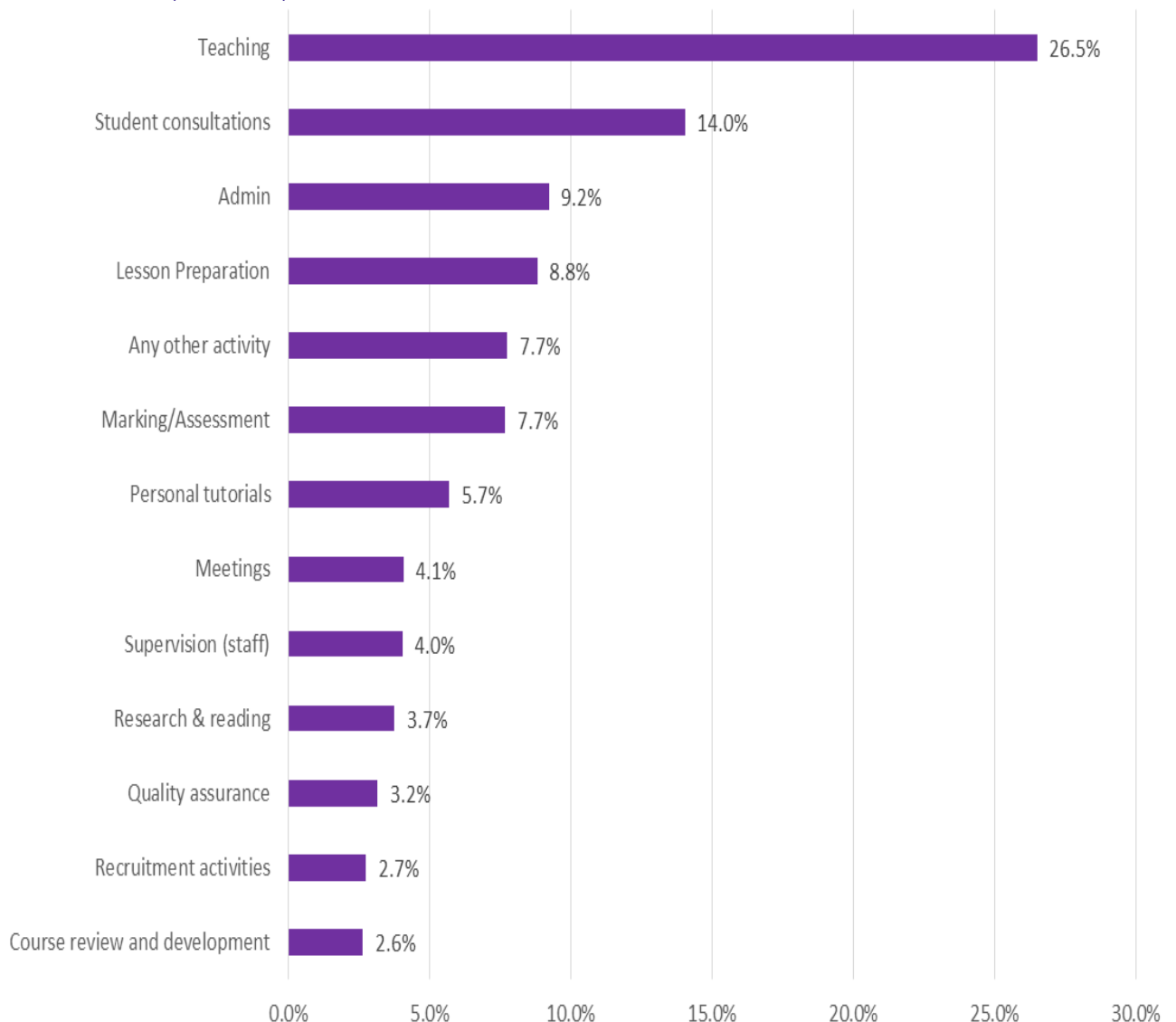
When asked whether they are able to manager their workloads day to day, a third (33.4%) of further education college respondents said that their workload is unmanageable most of the time, and a further 35.5% indicated that it is unmanageable about half of the time. 9.6% stated their workload is entirely unmanageable, and only 1.3% of people said that their workload is entirely manageable.

Staff working in prison education and ACE were slightly less likely to report unmanageable workloads most of the time (24.5% and 26.1% respectively) or all the time (8.2% and 6.8% respectively) than their colleagues in further education colleges.

Breakdown of component activities

The survey asked respondents to estimate how much of their total work time each month was spent on each of a defined list of tasks, using an allocation model approach. Members employed in each of the three subsectors were assigned different and specific sets of tasks against which to plot their time. The results presented below are an average of the proportions of total time reported by staff in each sector.

Figure 2: Average % working hours per activity (Further Education Colleges)
(n=3,065)



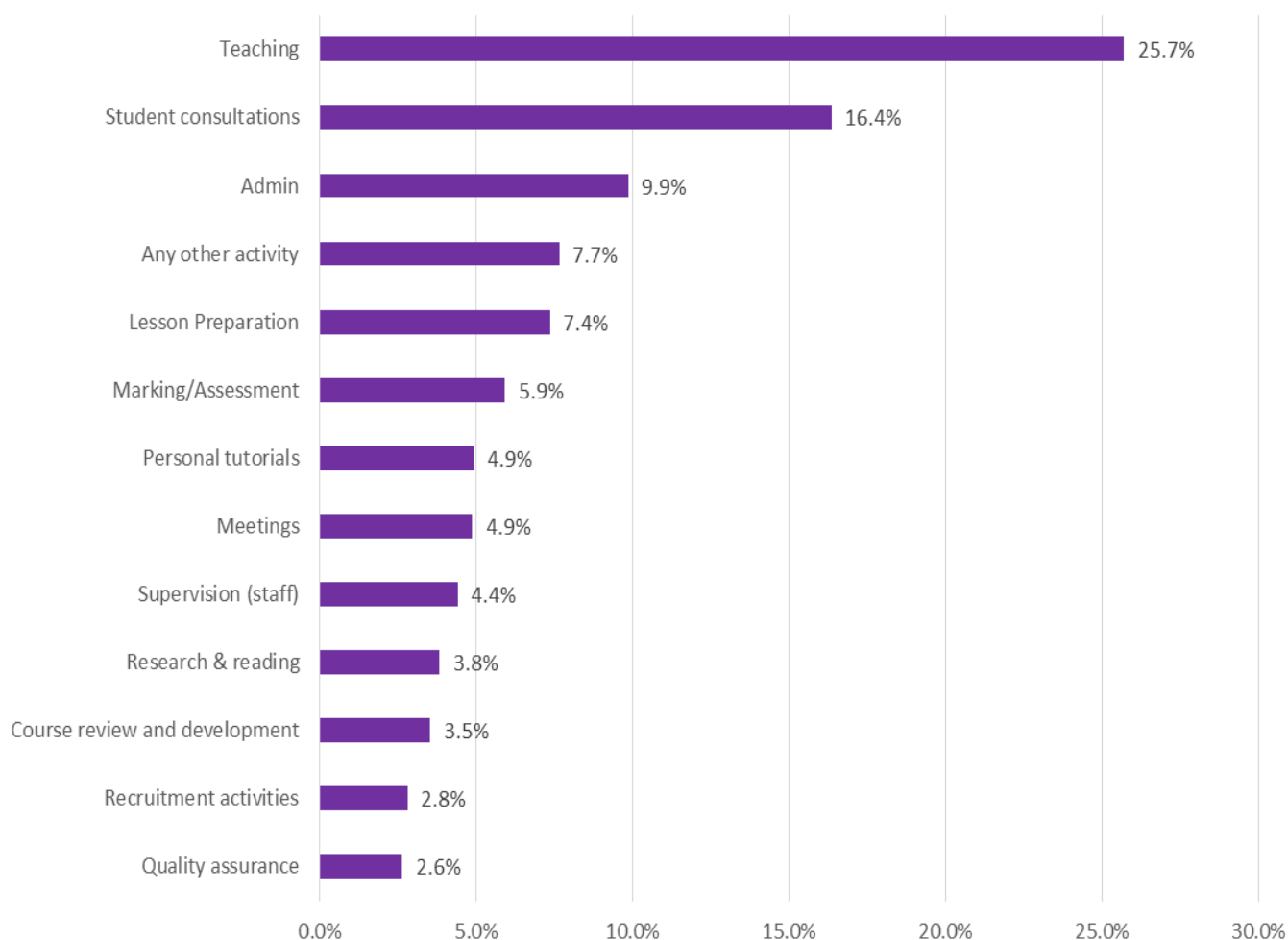
Staff in further education colleges spend just over a quarter of their time teaching (26.5%), 14.0% of their time engaged in student consultations and 5.7% of their time giving personal tutorials to students. Across the average FTE working week of 51.6 hours this equals 46.2% of total time, or 23.8 direct contact hours per week.

Nearly 10% of all available time is spent on administrative tasks (9.2%), and by comparison, 8.8% is spent on lesson preparation. 7.7% of FE staff time is spent on marking or assessment. The increasing demands of student expectations of staff availability are evident in the survey results - 5.7% of staff time is spent on personal tutorials for students in addition to the 14.0% spent on student consultations mentioned above. Conversely, only 2.6% of staff time is spent on course review and development and only 3.7% of time, less than two hours per week, is spent on research and reading.

Higher Education programmes in Further Education Colleges

It is worth noting that a substantial proportion (25.7%) of staff in further education colleges indicated that they teach higher education programmes and that on average, they spend 51.1% of their working time on teaching, preparation and marking for these higher education programmes but only 12.0% receive any remittance time for study or scholarly activity related to these courses. Of the small minority who do receive remittance for teaching higher education programmes, the average is 3.7 hours per week.

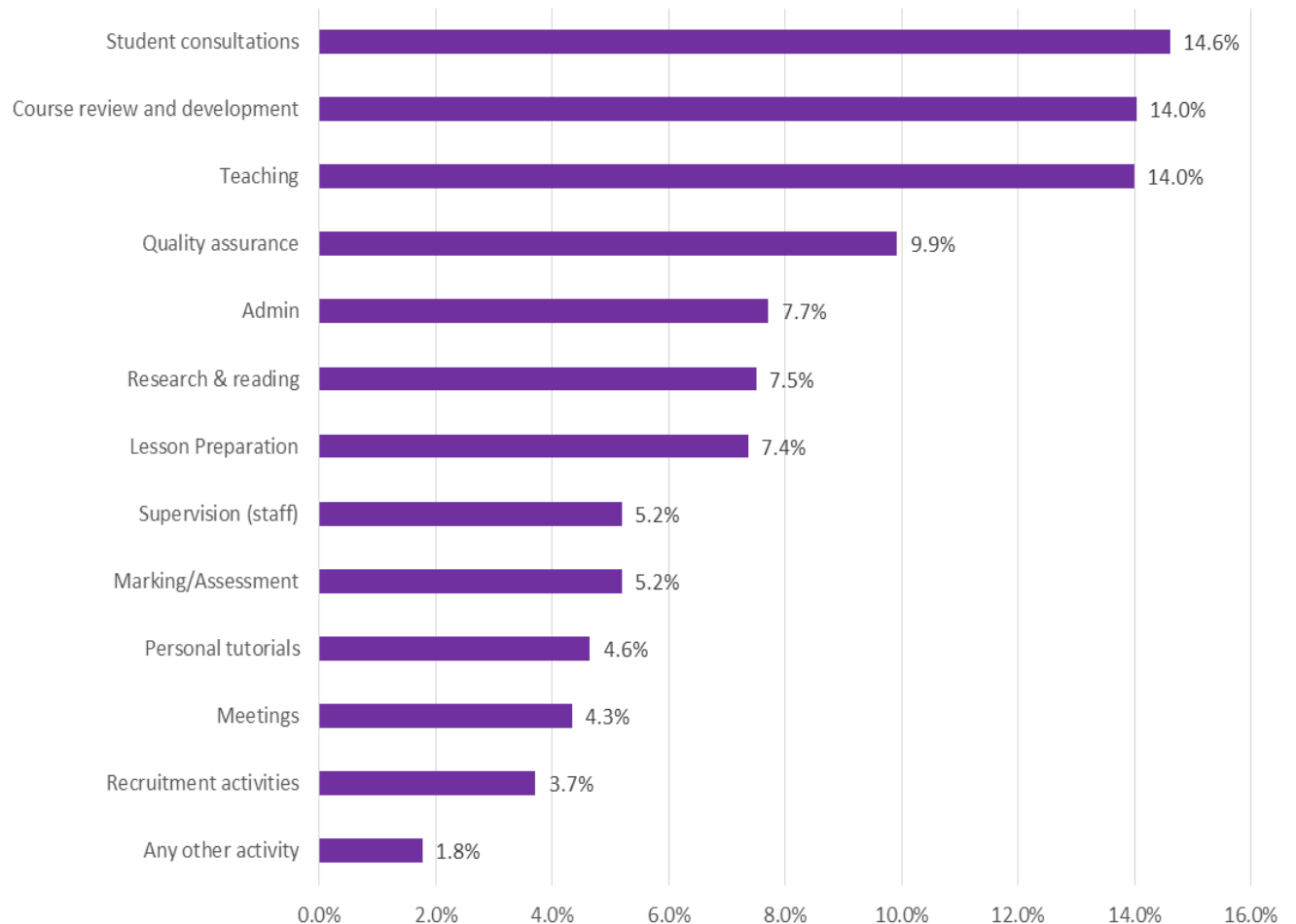
Figure 3: Average % working hours per activity (Prison Education) (n=69)



The breakdown of activities undertaken by prison educators is very similar to that reported by further education college staff above. 25.7% of time is spent teaching and 16.4% is spent on student consultations. Administration accounts for 9.9% of time and 'other activities' (mostly related to the security and accountability requirements of working in the prison environment) account for 7.7% of time in total.

Research and reading (3.8%) and course review and development (3.5%) are among the activities with the lowest percentages of total work time attached.

Figure 4: Average % working hours per activity (Adult and Community Education) (n=135)



ACE staff spend the largest percentage (14.6%) of their time engaged in student consultations and an almost equal proportion of their time undertaking course review and development and teaching (both 14.0%). Quality assurance figures much more highly for ACE staff, at 9.9% of total time, when compared to staff working in the other two sub-sectors. ACE staff also commit a larger percentage of their total time to research and reading (7.5%), around double what further education college staff and prison educators are able to allow.

Part C Changes in Workload Composition

In addition to quantifying the hours worked by staff across the sector each week, a primary purpose of the survey was to determine whether the composition of workloads has changed over the last three years, and whether any changes had altered the relative proportion of time that staff in further education spend on the various tasks that constitute the whole their workload across the various sub-sectors.

In order to gain greater insight into the impact of any changes in workload composition by primary activity respondents were also presented with a list of activities suitable to their sub-sector. All survey respondents were also asked to indicate whether any changes to workload composition had resulted in an increase or decrease in the pace or intensity of their working practice over the last three years.

The results for staff in FECs, ACE and prison education are presented below.

Table 10: Changes in workload composition over last three years (Further Education Colleges) (n=3,111)

	Reduced significantly	Reduced slightly	Stayed the same	Increased slightly	Increased significantly	Not applicable
Lesson Preparation	19.0%	13.7%	21.0%	20.5%	22.5%	3.3%
Invigilation	4.1%	3.7%	27.9%	11.5%	7.7%	45.1%
Personal Tutorials	8.7%	8.9%	27.7%	19.3%	17.3%	18.1%
Recruitment activities	2.9%	3.8%	26.0%	30.5%	21.9%	14.9%
Supervised learning	2.7%	3.5%	29.6%	18.3%	11.8%	34.1%
Supervision (staff)	3.4%	8.6%	29.1%	28.4%	27.2%	3.2%
Teaching	3.1%	5.0%	26.8%	27.4%	18.9%	18.8%
Student consultations	13.8%	12.9%	18.7%	25.2%	24.9%	4.5%
Research & reading	2.2%	3.1%	23.1%	18.9%	20.1%	32.5%
Marking (exams)	2.2%	2.6%	17.4%	24.5%	45.8%	7.6%
Marking (assignments)	1.8%	2.6%	28.1%	23.7%	19.5%	24.4%
Supervision (students)	2.3%	2.3%	23.5%	14.4%	8.2%	49.3%
Course review and development	4.8%	6.6%	22.7%	31.1%	27.5%	7.4%
Internal quality assurance	3.0%	3.8%	18.3%	30.0%	36.7%	8.3%
External quality assurance	2.2%	2.6%	25.8%	24.2%	21.3%	23.8%
Department and general admin	2.0%	1.2%	6.8%	23.0%	62.2%	4.8%
Student admin	1.8%	1.3%	11.4%	26.0%	50.3%	9.3%
Other	0.9%	0.3%	17.2%	13.9%	24.9%	42.8%

The demands of administrative tasks have increased most over the last three years for further education college staff. 62.2% of respondents said that department and general administration had increased significantly and a further 26.0% said it had increased

slightly. Only 3.2% of further education college staff said that departmental and general admin demands had reduced over the last three years.

Additionally, over three quarters of further education college staff said that the demands of student admin had increased in recent years, with 50.3% saying that it had increased significantly and 26.0% saying that it had increased slightly. Only 3.1% of staff said that student administration demands had reduced.

The demands of marking on staff time, and the demands of marking exams in particular, have increased substantially over the last three years. 45.8% of teaching staff said that the amount of time they spend marking exams has increased significantly and 24.5% said it has increased slightly. Less than 5% of staff indicated that time spend on marking either exams or assignments had decreased over the last three years.

Time spent on recruitment activities has increased for more than 50% of staff. 21.9% stated that time spent on recruitment activities had increased significantly and 30.5% stated that it had increased slightly.

Table 11: Changes in workload composition over last three years (Adult and Community Education) (n=145)

	Reduced significantly	Reduced slightly	Stayed the same	Increased slightly	Increased significantly	Not applicable
Lesson Preparation	6.9%	11.7%	24.8%	22.8%	20.0%	13.8%
Invigilation	2.2%	5.1%	27.9%	8.1%	4.4%	52.2%
Personal tutorials	3.6%	7.2%	33.1%	18.7%	4.3%	33.1%
Recruitment activities	4.2%	2.8%	26.1%	28.2%	14.8%	23.9%
Supervised learning	0.7%	1.5%	19.3%	12.6%	8.1%	57.8%
Supervision (staff)	3.6%	0.7%	17.3%	18.0%	14.4%	46.0%
Teaching	6.9%	11.0%	40.0%	11.7%	18.6%	11.7%
Student consultations	2.9%	4.3%	38.4%	19.6%	4.3%	30.4%
Research & reading	11.5%	12.2%	35.3%	18.0%	8.6%	14.4%
Marking (exams)	1.5%	1.5%	19.5%	18.0%	19.5%	39.8%
Marking (assignments)	0.7%	2.9%	20.3%	24.6%	29.0%	22.5%
Supervision (students)	0.0%	2.2%	26.9%	15.7%	11.2%	44.0%
Supervision (staff)	1.5%	0.0%	15.8%	19.5%	15.0%	48.1%
Course review and development	2.8%	10.6%	24.1%	31.9%	22.0%	8.5%
Internal quality assurance	2.8%	2.8%	17.4%	30.6%	34.0%	12.5%
External quality assurance	0.8%	3.0%	18.0%	30.1%	18.8%	29.3%
Department and general admin	2.0%	1.3%	9.4%	24.8%	53.7%	8.7%
Student admin	0.7%	1.4%	16.3%	31.2%	35.5%	14.9%
Other	2.5%	0.8%	18.0%	12.3%	29.5%	36.9%

The most striking change reported by those working in ACE is that over half of respondents stated that the time they spend on departmental and general admin has increased significantly over the last three years. The demands of student administration have also increased, with two thirds of ACE respondents stating that these have increased in the last

three years (35.5% said student admin has increased significantly and 31.2% said it had increased slightly).

Time spent on quality assurance has increased according to ACE staff, with 34.0% saying that internal quality assurance had increased significantly and 30.6% stating that it had increased slightly, and nearly 50% saying that external quality assurance had also increased in the last three years.

ACE staff pointed to marking, and in particular, marking assignments as having increased over time. 29.0% stated that the demands of marking assignments had increased significantly and 24.6% said that they had increased slightly.

Table 12: Changes in workload composition over last three years (Prison Education) (n=76)

	Reduced significantly	Reduced slightly	Stayed the same	Increased slightly	Increased significantly	Not applicable
Lesson Preparation	8.1%	16.2%	28.4%	17.6%	27.0%	2.7%
Invigilation	1.4%	2.8%	15.3%	26.4%	6.9%	47.2%
Personal tutorials	2.8%	9.9%	14.1%	9.9%	18.3%	45.1%
Recruitment activities	4.1%	6.8%	17.8%	16.4%	5.5%	49.3%
Supervised learning	0.0%	1.4%	23.3%	19.2%	17.8%	38.4%
Supervision (staff)	1.4%	1.4%	11.6%	7.2%	14.5%	63.8%
Teaching	5.3%	11.8%	31.6%	18.4%	30.3%	2.6%
Student consultations	1.4%	6.8%	20.5%	17.8%	6.8%	46.6%
Research & reading	19.4%	13.9%	16.7%	22.2%	16.7%	11.1%
Marking (exams)	2.8%	4.2%	20.8%	18.1%	29.2%	25.0%
Marking (assignments)	0.0%	5.3%	18.4%	28.9%	36.8%	10.5%
Supervision (students)	2.8%	1.4%	18.1%	19.4%	25.0%	33.3%
Supervision (staff)	0.0%	1.4%	7.2%	11.6%	11.6%	68.1%
Course review and development	6.8%	8.1%	24.3%	17.6%	36.5%	6.8%
Internal quality assurance	5.2%	6.5%	14.3%	19.5%	41.6%	13.0%
External quality assurance	2.8%	1.4%	19.4%	19.4%	15.3%	41.7%
Department and general admin	3.8%	1.3%	5.0%	15.0%	70.0%	5.0%
Student admin	4.1%	1.4%	16.2%	8.1%	52.7%	17.6%
Other	0.0%	1.6%	14.3%	19.0%	25.4%	39.7%

Departmental and general administration is cited by a huge number of prison educators as having increased significantly over the last three years. 70.0% stated that it has increased significantly and 15.0% stated that it had increased slightly. The demands of student administration and increased marking were also cited as driving changes in workload over the past three years, with 60.8% of prison educators reporting that student administration had increased (52.7% increased significantly) and 65.7% stating that time spent marking assignments had increased, with 36.8% stating that it had increased significantly. Time spent on internal quality assurance processes was also highlighted as having increased over the last three years, with 41.6% stating that time spent on it has increased significantly over the past three years.

Part D Contributory Factors

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

Table 13: Ranking of contributory factors by sector (n=2,370)

	Ranking		
	FEC	ACE	Prison
Increased administrative work	1	1	1
Widening of duties considered within my remit	2	2	2
Student expectations of staff availability	3	15	15
Increased student numbers	4	10	9
Impacts of reorganisation or restructuring	5	3	8
Increased use of technology for marking, communications and admin	6	5	12
Reductions in the number of staff	7	4	5
Number of management/departmental meetings	8	9	4
Student pastoral care	9	14	14
Increased performance monitoring of self	10	8	6
Participation in Research Excellence Framework	11	N/A	N/A
Irregular timetabling, unpredictable scheduling	12	16	10
Funding cuts	13	6	7
Increased performance monitoring of others	14	12	11
Increase in online course content	15	13	18
Changing funding requirements	16	7	3
Insecure employment status	17	11	13
Reference writing	18	18	19
Inter-site travel	19	17	16
Interview coaching	20	19	17

Across all parts of the further education sector increased administration and the widening of duties were uniformly chosen as the biggest contributors to changes in workloads over the last three years.

Staff in FECs strongly indicated an increase in demands associated with students, ranking students' expectations of staff availability as the third most important contributory factor and increased student numbers as the fourth most important factor.

The impact of restructuring and reorganising was cited by all staff groups as important as were staff reductions, with both factors scoring highly across all three subsectors.

Cuts to funding were seen as driving workload changes for ACE and prison education staff in particular, scoring much higher from staff in these institutions than from staff in FECs, and changing funding requirements were also seen as much more important for staff working in ACE and prison education than for staff in FECs.

Section 2 Higher education

Key Findings: Higher Education

A total of 12,113 higher education members participated in the survey. The overwhelming majority of respondents were employed on permanent full-time contracts (85.4%), were spread across all academic disciplines, and 93.1% identified as white. The gender analysis revealed a fairly even split of responses between men and women. Survey responses from academic related, professional staff working in HE, whilst low in relation to the overall HE response (12.8%), was a good representation of staff in the sector. Academic related, professional staff cover a wide variety of skills, specialisations, roles and level of responsibility, therefore it is difficult to measure changes in workload related to specific tasks/activities for this group.

The key conclusions that can be drawn from the results in higher education include:

Working hours:

- Academic staff working across all disciplines work an average of 50.9 hours FTE per week. There is only minor divergence between post and pre-92 institutions
- Nearly four in ten (39.0%) of academics work more than 50 hours per week and a staggering 28.5% of academic staff work an average of more than 55 hours per week
- Professors (56.1 hours), principal research fellows (55.7 hours) and teaching assistants (54.9 hours) reported the highest average FTE hours per week
- A significant proportion of academic staff are working unreasonable, unsafe and excessive hours (12.8%)
- A culture of long working hours exists amongst early career academics. 26.9% of all teaching assistants reported that they are working more than 60 hours FTE per week on average and 13.4% work more than 95 hours FTE. One in six academics aged 25 years or under work 100 or more hours per week when part time appointments are adjusted to their full time equivalent
- Academic related, professional staff work on average of 42.4 hours per week
- The majority of non-academic professional staff without management responsibilities work within 40 FTE hours per week, above the standard working week. Non-academic managers work significantly longer hours than non-managers. More than half of non-academic managers work in excess of 50 FTE hours in an average week
- There is little difference in weekly hours worked between women and men for full time staff. However, women who work part-time with small fractions (one to two days per week) have significantly longer FTE adjusted average weekly working hours than men employed on the same fraction
- The vast majority of all staff (83.1%) reported that the pace or intensity of work has increased over the past three years
- Most notably, more than half of faculty managers reported a significant increase in the pace or intensity or workload over the past three years. They also reported the highest level of “entirely unmanageable” workloads at 9.3%

- Academics engaged in teaching reported a severe increase in workload over the past 3 years. Nearly half of responses from those employed on teaching focussed and teaching and research contracts reported that their working hours had increased significantly over the past 3 years
- Over half of academic related, professional staff stated that their working hours had increased in the last three years, signalling a possible creep towards longer working hours
- Across all staff working in HE, More than a quarter of respondents (28.8%) said that their workloads were unmanageable all or most of the time. Two thirds of staff (65.5%) stated that their workload was unmanageable at least half of the time

Changing job profiles:

- *Teaching and research staff* spend more than double the amount of their time on teaching specific activities than they do on research. A large proportion of respondents reported that the level of departmental and general administration had increased with over half stating that it had increased significantly. Overall, the results suggest a move away from a generally accepted even split between teaching and research, tipping the scales towards more of a teaching focussed contract
- *Teaching focused staff* spend an increasing amount of time on administrative tasks, student consultations and marking assignments (less on exams). Teaching activities (including teaching and preparation for lectures and tutorials, marking and course review and development) account for over half of the time spent working
- *Research staff* spend a greater proportion of their time on core activities than teaching focused or teaching research staff do. Overall 25.2% of time is spent on research activities (including reading for literature reviews, data analysis and conducting experiments). Departmental demands are taking up more time with half of research staff saying that they have increased. Additionally, for nearly half of respondents, the demands associated with applying for funding have increased
- All staff reported that the proportion of time being spent on professional and career development activities (including training and professional development, networking, attending and presenting at conferences and self-directed scholarly activity) has decreased

Contributory factors:

- The top five contributory factors for all staff working in higher education included, in order, increased administrative work, widening of duties considered beyond my remit, student expectations of staff availability, increased student numbers and the impacts of organisation and restructuring. The two most frequently cited and highest ranking factors are increased “administrative work” and “widening of duties considered within my remit

Respondents and Demographics

A total of 12,113 higher education members started the survey, and of these, 8,146 answered all questions. The total number of complete responses available for each individual question is always used in this analysis, so the total for each question will vary based on the number of responses received to that specific question.

The main demographic, activity and contractual characteristics of survey respondents are detailed at Appendix B.

52.8% of respondents were female and 47.2% were male. 0.4% of people identified as a gender other than that which they were assigned at birth.

93.1% of respondents identified as White, 1.9% identified as Asian, 0.8% identified as Black and 0.9% identified as being of Mixed Ethnicity.

8.8% of people stated that they consider themselves to have a disability.

The majority of respondents (56.2%) are employed on combined teaching and research contracts, and a further 21.7% are employed on teaching focused contracts. Research only staff (6.5%) and academic related, professional staff (12.8%) are underrepresented amongst our responses when compared to the general academic workforce.

The vast majority (85.4%) of respondents are employed on permanent contracts, 7.4% are on fixed term contracts and 5.1% are on open ended contracts. Less than 1% each are employed on zero hours and sessional contracts. This heavy weighting of responses towards those on permanent contracts is very different to the overall HE workforce, but in line with UCU's membership.

83.6% of survey respondents are employed full time, 4.2% are employed four days a week and 3.8% are employed three days a week. 2.9% of respondents are employed half time (0.5 FTE) and 1.6% are employed two days per week (0.4 FTE).

More than half (56.3%) of those responding are employed on Teaching and Research Contracts and 21.6% are employed on Teaching Focused contracts. 6.5% of respondents are employed on Research only contracts.

12.8% of responses were received from Academic Related members, a figure in line with the overall proportion of UCU's ARPS membership.

Among the 87.2% of respondents employed on academic contracts, respondents were spread across all academic disciplines and academic related fields, with Arts and Humanities (24.3%), Social and Behavioural Sciences (14.9%) and Medical and Health Sciences (9.5%) accounting for almost half of the total responses received from academics.

Part A Hours worked

Average hours worked per week

All average hours reported here are mean average full time equivalent hours. Hours worked by part time staff have been uprated to their full time equivalent.² The 1.9% of staff on insecure contracts of varying hours were asked to provide a monthly average, and full time equivalent hours for these respondents is derived from this monthly average.

All respondents to the survey work a mean average of 50.9 hours per week. The median and mode averages are also both 50 hours, demonstrating an even distribution cross the total range of values.

Table 14: FTE hours per week by academic discipline (n=10,530)

	Average of FTE Hours per week
Agriculture/Veterinary Medicine	52.9
Business and Administration, Economics	51.6
Computer sciences	51.4
Education/Teacher training	51.2
Engineering,	51.2
Humanities and Arts	53.3
Law	52.9
Life sciences	52.6
Medical sciences, Health sciences	50.2
Not applicable - not an academic	42.4
Physical sciences, Mathematics,	51.7
Social and Behavioural sciences	51.9
Grand Total	50.9

Academic staff across all disciplines work more than 50 hours per week on average and all disciplines report average weekly working hours of between 50.2 and 53.3 hours per week. Those working in the Arts and Humanities work the highest total FTE hours per week, at 53.3 hours, whereas those working in Medical and Health Sciences have the lowest mean average hours per week among academic staff, at 50.2 hours. The very narrow range between the top and bottom demonstrates the uniformity of working excess hours across all academic fields. Academic related, professional staff work an average of 42.4 hours per week.

² Full time equivalent hours have been calculated in the following way – actual hours worked / FTE fraction = FTE hours. Respondents whose FTE hours totalled less than 28.8 (more than two standard deviations below the mean) have been excluded from the analysis.

Table 15: FTE hours per week by role profile (n=10,198)

	Average of FTE hours per week
Lecturer	52.2
Non-academic professional	41.9
Principal Lecturer	52.4
Principal Research Fellow	55.7
Professor	56.1
Reader	53.5
Research Assistant	42.8
Research Fellow	45.9
Section Head or Manager (non-academic)	46.2
Senior Lecturer	51.5
Senior Research Fellow	51.0
Senior Teaching Fellow	50.0
Teaching Assistant	54.9
Teaching Fellow	51.5
Grand Total	50.9

Particularly long hours are prevalent at both very senior and junior levels. Professors reported the highest average hours worked, at 56.1 FTE hours per week, and principal research fellows reported an average of 55.7 hours per week. The majority of grades, including most mid-career levels report FTE averages of between 50.0 and 52.4 hour per week. Those employed at the AC1 teaching assistant level report very high FTE hours, an average of 54.9 FTE hours per week. This is not replicated among research assistants at the same grade, who report an average of 42.8 hours per week. Teaching fellows report an average of 51.5 hours per week while research fellows reported 45.9 hours per week on average.

It is worth noting that many early career teaching staff are employed on fractional contracts, for example, 34.7% of teaching assistants are employed at 0.2 FTE and 57.1% are employed at 0.4 FTE or less, whereas for all staff types only 3.5% are employed at 0.4 FTE or less. When full time equivalent hours are extrapolated from actual hours worked against small part time fractions, the resulting full time figure is amplified and it can appear that very long hours are being worked. For this reason, attention is drawn to the high percentage of part time junior teaching staff, and working hours are presented at table 20 on page 24 as a percentage of total contracted time in addition to FTE hours. A table showing the percentage of staff at each FTE for each contract type is included in Appendix B.

Workloads for academic related, professional staff are in excess of contracted hours. Non-academic professionals (without management responsibilities) report an average weekly FTE total of 41.9 hours and non-academic section heads or managers' report an average of 46.2 FTE hours per week.

Table 16: FTE hours per week by primary activity (n=10,541)

	Average of FTE hours per week
Academic related (non-academic managers & professional staff)	42.9
Faculty management	53.3
Research	48.8
Teaching and Research	52.8
Teaching focused	51.2
Grand Total	50.9

Faculty Management report the highest weekly hours, 53.3 on average, and of the non-management group, staff on combined Teaching and Research contracts report the highest average, 52.8 hours, followed by those in Teaching focused contracts, at 51.2 hour per week. Research only staff report an average of 48.8 hours per week and academic related, professional staff report an average of 42.9 hours per week.

The results in the two tables above point to the increasing and often unquantified additional workload associated with teaching - that of preparation outside of work hours, repeat marking and student consultations. This phenomenon will be explored later in this report.

Table 17: FTE hours per week by time working in sector (n=10,564)

	Average of FTE hours per week
Less than 1 year	49.4
1-2 years	50.9
2-5 years	50.3
6-10 years	50.5
11-15 years	50.4
15 - 20 years	50.8
More than 20 years	52.1
Grand Total	50.9

Table 18: FTE hours per week by length of time in current employment (n=10,535)

	Average of FTE hours per week
Less than 1 year	49.4
1-2 years	50.9
2-5 years	50.9
6-10 years	50.9
More than 10 years	51.2
Grand Total	50.9

The most striking finding in the two tables above is the uniformity of average hours across the range of work experience. There is only 1.4 hours difference in the average working week between those with less than one year of experience (49.4 hours per week) and those with up to 20 years' experience (50.8 hours per week). Those with over 20 years of experience report a higher average of 52.1 hours per week. Those who have been employed at their current institution for between one year and ten years report the exact same average hours per week – 50.9, and only those with very little experience (less than one year in the sector or at their current employer) and those with a lot of experience (more than twenty years in the sector or ten years with their current employer) deviate from this average in any significant way.

The totals shown above suggest that the allocation and volume of work, and additional time required to perform it satisfactorily, is not linked to seniority or career progression. Conversely, these results suggest that workload pressures are being applied equally across grades and demonstrate that higher education staff of all levels of seniority are working well in excess of their contracted hours.

Table 19: FTE hours per week by gender (n=7,697)

	Average of FTE hours per week
Female	51.0
Male	51.3
Grand Total	50.9

There is very little difference in weekly hours worked between women and men, just 20 minutes per week on average. Women who work part time with small fractions (0.2 to 0.3) have significantly longer FTE adjusted average weekly working hours than men (73.1 vs. 61.2 at 0.2 FTE and 79.7 vs. 60.9 at 0.3 FTE) whereas from 0.4 to 0.8 FTE part time men work slightly longer hours when adjusted for FTE. Men employed full time work slightly longer hours than full time women, 50.8 per week compared to 50.0 per week.

Table 20: Percentage of contracted hours worked per week by gender (n=7,697)

	Full Time Equivalent								
	0.2 FTE	0.3 FTE	0.4 FTE	0.5 FTE	0.6 FTE	0.7 FTE	0.8 FTE	0.9 FTE	1.0 FTE
Female	206.6%	198.0%	154.5%	148.4%	132.6%	137.5%	124.9%	118.4%	130.4%
Male	172.5%	164.6%	166.3%	168.5%	132.5%	149.4%	125.1%	137.3%	134.5%
Grand Total	193.0%	190.3%	158.5%	154.8%	132.5%	139.3%	125.0%	121.8%	132.5%

Examining hours worked as a percentage of total contracted hours reveals a substantial difference between women and men. While both men and women are working well in excess of their contracted hours at all FTE fractions, at small FTE fractions of 0.2 – 0.4 women are working much further beyond their contracted hours than men. Women at 0.2 and 0.3 FTE are working double their contracted hours and men are working between 64.6% and 72.5% in excess of their contracted hours. The ratio narrows at 0.6 FTE men and women are both working approximately one third over their contracted hours. From 0.7 FTE onwards, men work marginally more hours at each FTE fraction than women.

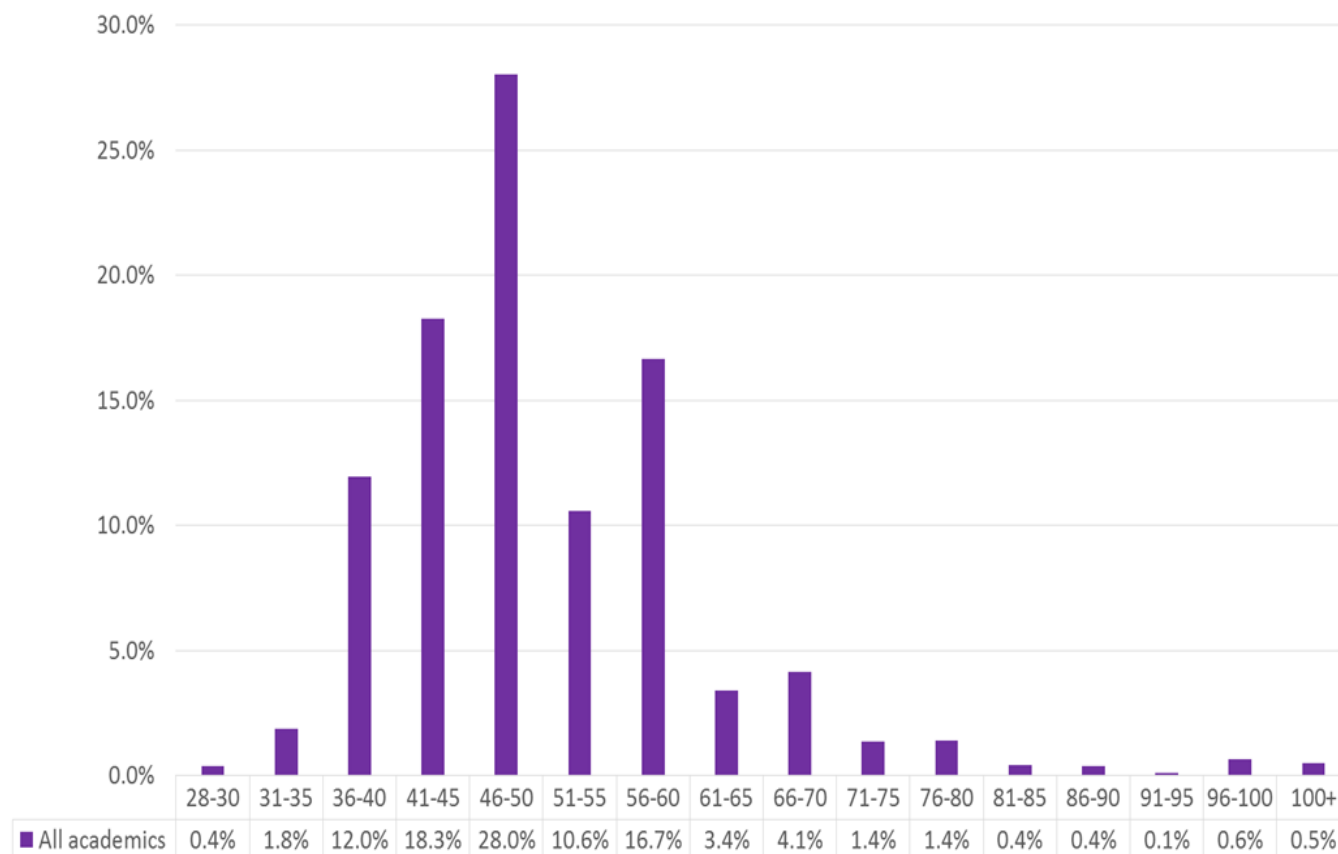
Table 21: FTE hours per week by disability status (n=7,649)

	Average of FTE hours per week
Disability	52.9
No Disability	51.0
Grand Total	50.9

8.8% of higher education respondents identified as having a disability. Staff with disabilities work 1.9 hours more per week FTE adjusted than those who specified that they did not have a disability. 22.8% of staff with disabilities work part time, compared to 15.8% of staff without disabilities. However, there is no overall indication that part time staff with or without disabilities consistently work more hours than the other. Part time staff with disabilities at 0.4 and 0.6 FTE work slightly longer hours than staff without disabilities at the same fractions, whilst part time staff without disabilities work longer hours from 0.7 FTE to 0.9 FTE. Overall, when all part time fractions are adjusted to FTE totals, staff with disabilities work an average of 1.9 hours per week longer than staff without disabilities.

Distribution of working hours

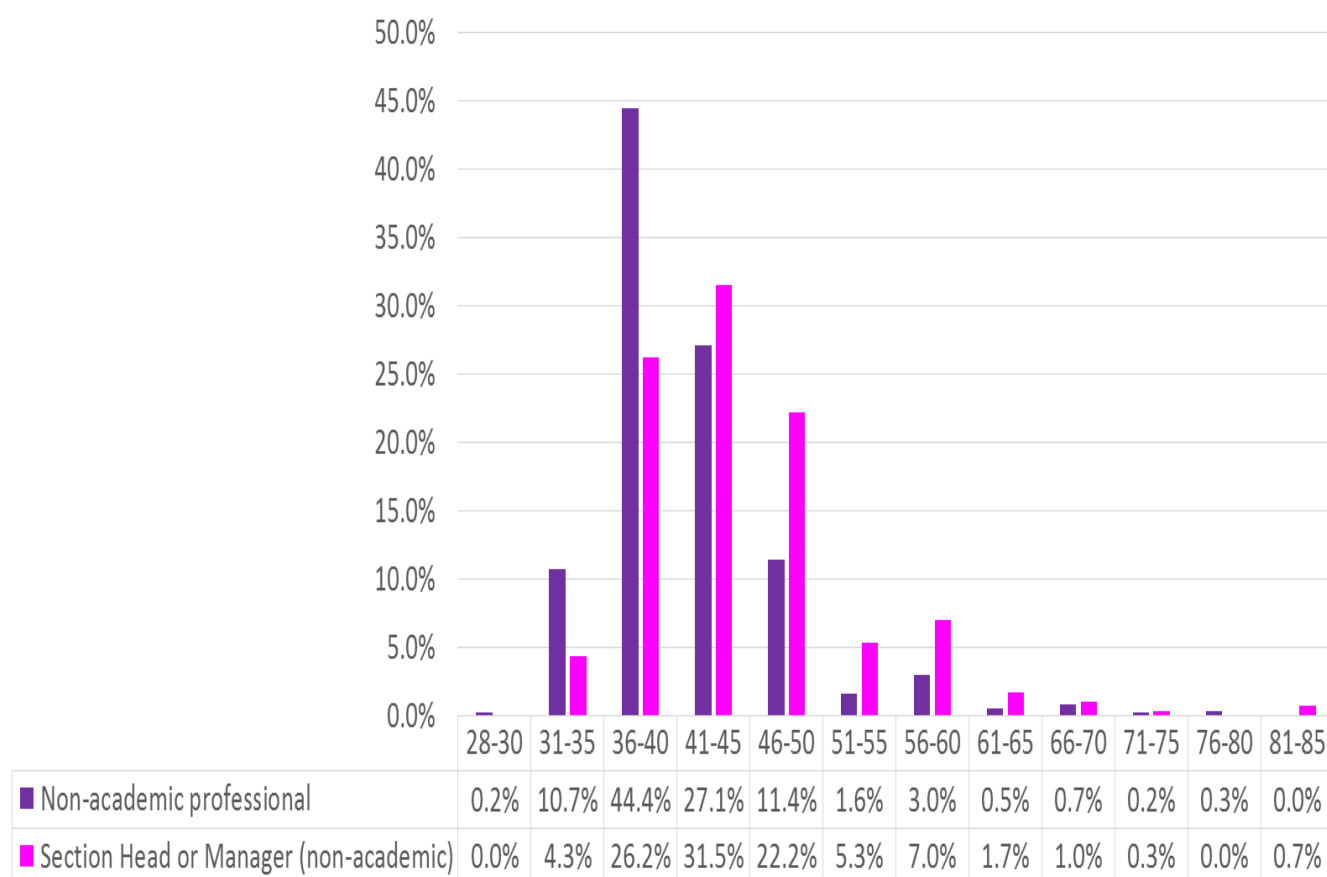
Figure 5: Distribution of working hours (All academic staff) (n=9,057)



As shown in Figure 5 above, over a quarter of all academics work between 46 and 50 hours per week and there is also significant spike at 41 to 45 hours per week. Most notable, however, is the finding that one in six (16.7%) of academic staff work an average of between 56 and 60 hours per week FTE.

39.5% of academic staff work over 50 hours in an average week and 85.8% work beyond 40 hours FTE each week. A very significant minority of 12.3% work in excess of 60 hours each week - a clearly unsustainable level.

Figure 6: Distribution of working hours (All Academic Related, Professional Services staff) (n=1,312)

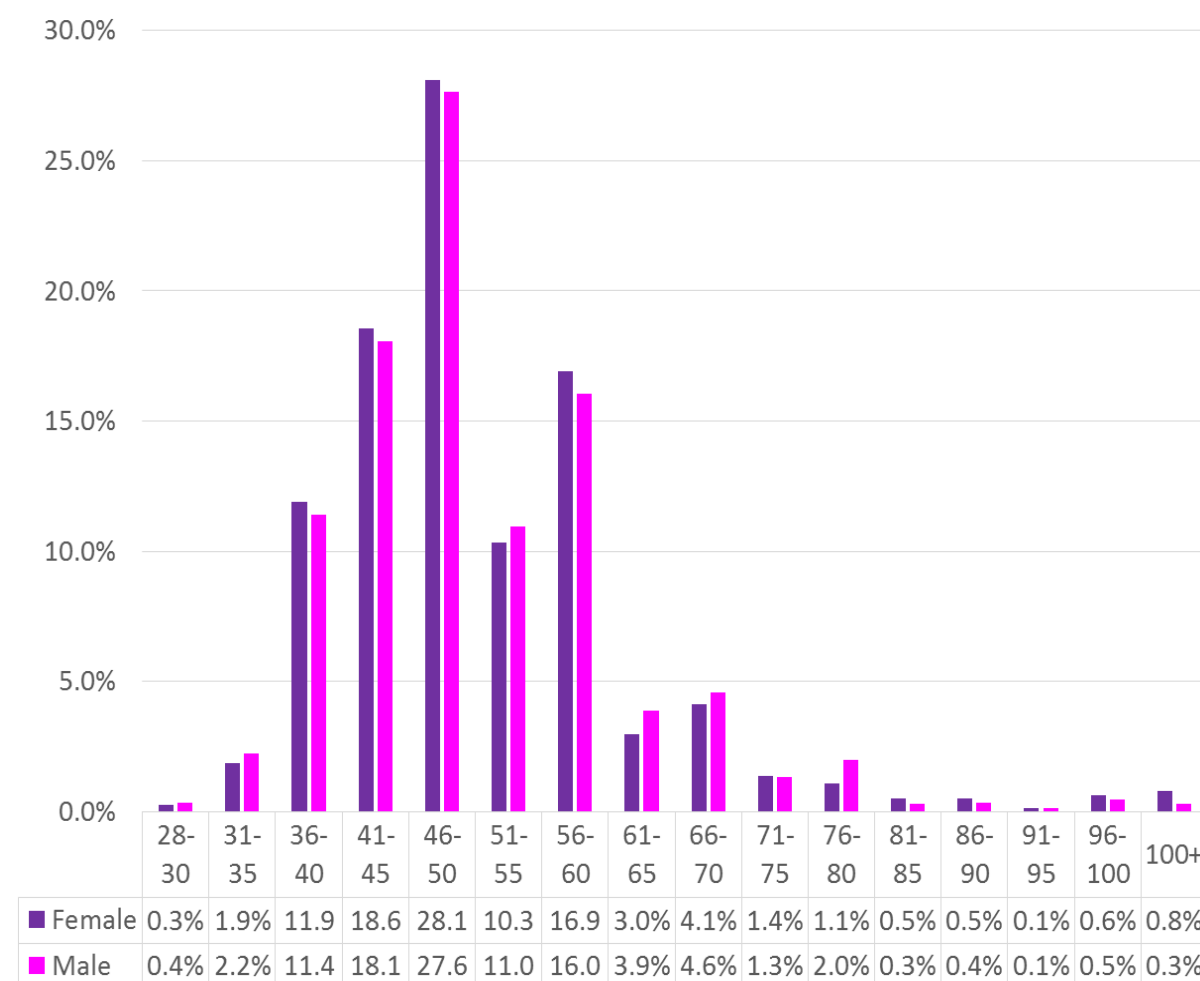


Academic related, professional staff cover a very wide variety of skills, specialisations, roles and levels and responsibility. Within the larger category, non-academic professionals includes skilled professionals without line management responsibilities, usually at grades 6 and 7, and non-academic managers includes team leaders, sections heads and managers (usually at grades 8-10).

The majority (55.2%) of non-academic professional staff (non-managers) work within 40 hours per week FTE, over a quarter (27.5%) work between 41 and 45 hours per week. An additional 11.4% work an average of 46 to 50 hours per week. Overall, 6.2% of staff at the non-managerial level work in excess of 50 hours FTE in an average week.

Non-academic managers work significantly longer hours than non-managers. Less than a third work under 40 hours per week and 15.9% work more than 50 hours in an average week. More than half of non-academic managers work between 40 and 50 hours FTE each week.

Figure 7: Distribution of working hours by gender (All academic staff) (n=6,640)

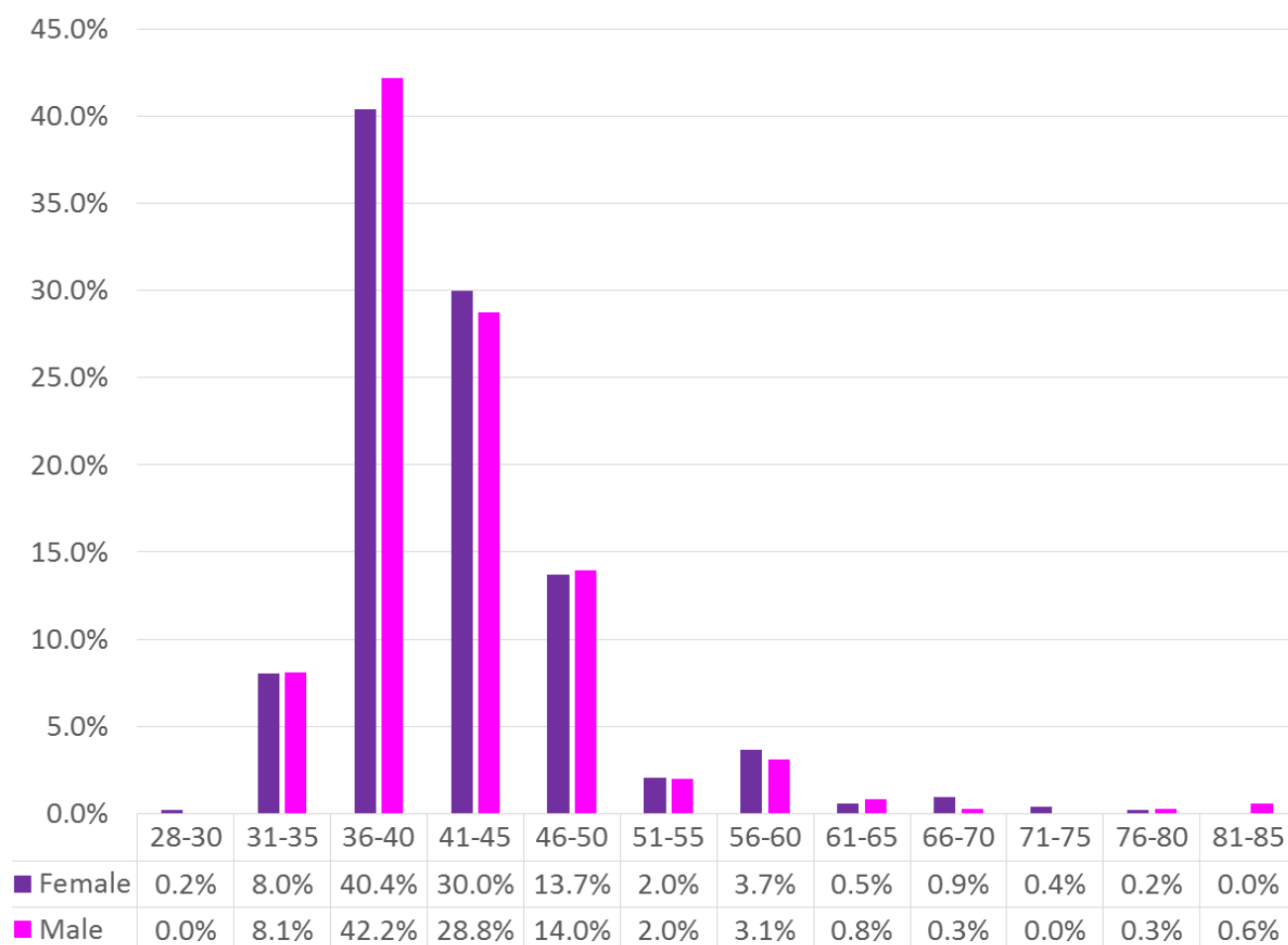


90.3% of male academics who responded to the survey work full time, and 78.6% of female academics work full time. The working hours reported by part time staff have been uprated to FTE hours for ease of comparison.

There is little gender difference in the distribution of working hours for academic staff. Both men and women show substantial spikes at 46-50 hours FTE per week (28.1% of women and 27.6% of men) and at 56-60 hours per week (16.9% of women and 16.0% of men). Women are slightly more likely than men to occupy the distributional blocks of 36-40 hours, 41-45 hours, 46-50 hours and 56-60 hours. Women are also very slightly more likely to work at the extreme upper end of hours possible – 0.8% of female academics work in excess of 100 hours per week FTE, compared to 0.3% of men. By comparison, men are slightly more likely to occupy the blocks of 61-65 hours, 66-70 hours and 76-80 hours.

The differences for each of the distribution blocks mentioned above are very small, however, and an overall comparison shows no major deviation for either gender from the working hours distribution for all academics as shown in figure 5.

Figure 8: Distribution of working hours by gender (All academic related, professional staff) (n=936)



Among academic related, professional staff the percentage of men working full time is identical to academic staff (90.3%). A slightly lower percentage of academic related women work full time (72.4%) when compared to female academics.

Over 40% of both male and female academic related, professional staff work between 36-40 hours per week FTE. Once working hours exceed 40 hours per week FTE, women are very slightly more likely than men to work excessive hours. 30.0% of women work 41-45 hours per week as do 28.8% of men and 3.7% of women work between 56-60 hours per week compared to 3.1% of men. Once 60 hours per week FTE is exceeded, a small but significant proportion of both men and women report long hours. 0.8% of men work 61-65 hours per week and 0.9% of women work 66-70 hours per week. At the very upper end of working hours for academic related, professional staff, 0.6% of men report working over 80 hours per week.

Table 22: Distribution of working hours by role profile (all staff) (n=10,035)

	Total hours worked per week																Total 50+	Total 60+
	28-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66-70	71-75	76-80	81-85	86-90	91-95	96-100	100+		
Professor	0.1%	0.8%	5.5%	11.6%	25.4%	15.1%	24.4%	5.3%	5.0%	1.9%	2.0%	0.3%	0.5%	0.2%	1.2%	0.6%	56.6%	17.1%
Reader	0.0%	0.9%	7.7%	15.6%	28.4%	13.5%	19.0%	5.8%	5.1%	1.0%	1.5%	0.3%	0.5%	0.2%	0.3%	0.0%	47.4%	14.9%
Principal Lecturer	0.0%	0.2%	9.9%	18.9%	32.0%	9.9%	18.0%	3.5%	3.9%	1.8%	0.4%	0.2%	0.4%	0.0%	0.7%	0.2%	39.0%	11.2%
Principal Research Fellow	0.0%	0.0%	4.0%	20.0%	32.0%	12.0%	20.0%	0.0%	4.0%	0.0%	0.0%	0.0%	0.0%	0.0%	8.0%	0.0%	44.0%	12.0%
Senior Lecturer	0.3%	1.5%	11.4%	19.9%	30.6%	10.0%	15.6%	3.3%	3.8%	1.1%	1.2%	0.5%	0.4%	0.1%	0.3%	0.2%	36.3%	10.8%
Senior Research Fellow	0.0%	1.7%	20.0%	25.8%	20.8%	13.3%	12.5%	0.8%	0.8%	0.0%	1.7%	0.8%	0.0%	0.0%	0.0%	1.7%	31.7%	5.8%
Research Fellow	0.0%	8.1%	29.5%	24.9%	18.9%	6.0%	7.4%	0.7%	1.8%	0.7%	1.4%	0.4%	0.0%	0.0%	0.4%	0.0%	18.6%	5.3%
Lecturer	0.5%	1.8%	12.7%	18.9%	27.8%	9.7%	16.3%	2.5%	4.6%	1.6%	1.5%	0.3%	0.4%	0.1%	0.7%	0.7%	38.4%	12.3%
Senior Teaching Fellow	1.5%	1.5%	10.3%	22.1%	25.0%	11.8%	14.7%	2.9%	4.4%	2.9%	1.5%	1.5%	0.0%	0.0%	0.0%	0.0%	39.7%	13.2%
Teaching Fellow	2.0%	4.0%	17.2%	19.2%	25.2%	6.0%	11.9%	2.0%	7.9%	0.7%	0.7%	0.7%	0.0%	0.0%	0.7%	2.0%	32.5%	14.6%
Research Assistant	0.7%	11.3%	43.7%	23.2%	14.1%	2.1%	2.8%	0.7%	0.0%	1.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	7.0%	2.1%
Teaching Assistant	5.9%	7.6%	16.0%	10.1%	21.8%	7.6%	4.2%	6.7%	0.8%	3.4%	2.5%	0.0%	0.0%	0.0%	5.0%	8.4%	38.7%	26.9%
Section Head or Manager (non-academic)	0.0%	4.3%	26.2%	31.5%	22.2%	5.3%	7.0%	1.7%	1.0%	0.3%	0.0%	0.7%	0.0%	0.0%	0.0%	0.0%	15.9%	3.6%
Non-academic professional	0.2%	10.7%	44.4%	27.1%	11.4%	1.6%	3.0%	0.5%	0.7%	0.2%	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%	6.2%	1.7%
All staff	0.4%	2.9%	15.9%	19.6%	26.0%	9.5%	14.9%	3.0%	3.7%	1.2%	1.2%	0.4%	0.3%	0.1%	0.5%	0.4%	35.3%	10.9%

Table 22 shows the extreme hours that are being worked by some higher education staff across all profiles and levels of seniority, and the final two columns show the extent to which excessive hours have been normalised across the sector.

The most striking aspect of the table above is the extreme and excessive hours being worked by some of the most junior teaching staff in the higher education sector. 26.9% of all teaching assistants work more than 60 hours per week on average, and shockingly, nearly one in seven (13.4%) work more than 95 hours FTE per week on average.

Although not as extreme as the workloads of many teaching assistants described above, teaching fellows and senior teaching fellows also exhibit very long working hours. Nearly one third (32.5%) of teaching fellows work more than 50 hours per week on average and nearly four in ten (39.7%) senior teaching fellows more than 50 hours per week. 38.4% of lecturers work in excess of 50 hours per week, although their working hours are more evenly distributed around the median (50) than the more junior teaching grades outlined above. The concentration of junior teaching staff working very long hours is only matched by those at the most senior academic grades of principal lecturer and principal research fellow, reader and professor.

Table 23: Distribution of working hours by primary activity (all staff) (n=10,369)

Row Labels	Total hours worked per week															
	28-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66-70	71-75	76-80	81-85	86-90	91-95	96-100	100+
Academic related (non-academic managers & professional staff)	0.1%	8.7%	40.4%	29.0%	13.9%	2.1%	3.9%	0.5%	0.6%	0.2%	0.2%	0.2%	0.0%	0.0%	0.1%	0.0%
Faculty management	0.0%	2.7%	15.2%	11.4%	27.3%	7.6%	20.1%	6.4%	5.3%	0.8%	1.5%	0.8%	0.0%	0.0%	0.4%	0.8%
Research	0.3%	6.4%	25.1%	21.7%	20.7%	7.0%	11.5%	1.5%	2.1%	0.6%	0.7%	0.3%	0.0%	0.4%	0.6%	0.9%
Teaching and Research	0.2%	1.1%	10.1%	17.7%	28.6%	11.8%	18.0%	3.6%	4.3%	1.4%	1.6%	0.3%	0.3%	0.1%	0.6%	0.3%
Teaching focused	1.1%	2.8%	13.7%	19.5%	28.0%	8.4%	13.7%	3.1%	4.0%	1.7%	1.0%	0.7%	0.6%	0.0%	0.8%	0.8%
Grand Total	0.4%	2.9%	15.9%	19.6%	26.0%	9.5%	14.9%	3.0%	3.7%	1.2%	1.2%	0.4%	0.3%	0.1%	0.5%	0.4%

Research staff typically display a more uniform pattern with less extremes. 43.7% of research assistants work between 36 and 40 hours per week, and 62.5% of research fellows work 45 hours or less per week. 68.3% of senior research fellows work fifty hours or less per week.

These results suggest that while research staff are subject to the demands of funders and other stakeholders and to pressures created by submission and publication schedules, for the majority of research focused staff, these pressures are able to be (at least partially) contained. For teaching staff (and for junior teaching staff in particular), the increased focus on marking and assessment and the rising expectation of staff availability to students has created a situation where staff are expected to maintain unsustainable, and in many cases unsafe, hours in order to keep on top of the amount of work generated. The fact that the most extreme burden of this work falls on the most junior teaching staff and that these junior staff are sometimes working up to 100 hours per week indicates that the current and increasing level of time intensive work placed on teaching staff across the higher education sector is entirely unsustainable.

Table 24: Distribution of working hours by age group (All academic staff) (n=6,635)

	Total hours worked per week															
	28-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66-70	71-75	76-80	81-85	86-90	91-95	96-100	100+
18-25	0.0%	5.6%	22.2%	0.0%	22.2%	5.6%	16.7%	5.6%	0.0%	5.6%	0.0%	0.0%	0.0%	0.0%	0.0%	16.7%
26-30	0.5%	6.5%	21.2%	14.7%	23.5%	9.2%	10.1%	3.7%	3.2%	1.4%	0.9%	0.0%	0.5%	0.0%	1.8%	2.8%
31-35	0.1%	2.5%	14.4%	21.5%	28.0%	10.4%	12.4%	2.8%	3.0%	0.7%	2.2%	0.6%	0.0%	0.1%	0.6%	0.6%
36-40	0.1%	3.4%	12.4%	21.1%	27.7%	10.6%	13.4%	2.8%	4.1%	1.5%	1.4%	0.5%	0.1%	0.1%	0.5%	0.3%
41-45	0.3%	1.7%	12.2%	19.5%	26.8%	10.9%	16.2%	3.3%	4.8%	1.4%	1.3%	0.3%	0.5%	0.1%	0.4%	0.4%
46-50	0.1%	0.9%	10.5%	18.1%	27.8%	10.8%	20.4%	3.6%	3.8%	1.2%	1.3%	0.3%	0.4%	0.2%	0.5%	0.1%
51-55	0.3%	1.3%	11.0%	16.4%	30.1%	11.6%	17.3%	3.4%	4.7%	0.9%	1.6%	0.3%	0.4%	0.0%	0.4%	0.4%
56-60	0.4%	1.5%	9.8%	18.5%	27.9%	11.1%	18.1%	4.5%	4.5%	0.9%	0.8%	0.4%	0.6%	0.1%	0.5%	0.4%
61-65	0.9%	3.4%	6.9%	16.0%	30.0%	7.4%	20.6%	2.9%	4.6%	3.7%	2.6%	0.6%	0.3%	0.0%	0.3%	0.0%
65+	2.5%	3.3%	13.3%	6.7%	21.7%	8.3%	9.2%	5.0%	9.2%	3.3%	5.8%	0.0%	2.5%	0.8%	4.2%	4.2%
Grand Total	0.3%	2.1%	11.7%	18.3%	27.9%	10.6%	16.5%	3.4%	4.3%	1.3%	1.5%	0.4%	0.4%	0.1%	0.6%	0.5%

In the previous section this report highlighted the unsustainable workload burden being carried by some of the most junior academic staff in UK universities. The above breakdown of workload distribution by age group confirms that young academics, at the very start of their careers, are working longer hours than their more established colleagues. Table 25 shows that for academic related, professional staff, there is a slight peak in weekly working hours at age groups between 36 and 50.

Incredibly, one in six (16.7%) academics aged 25 years or under work upwards of 100 hours per week, FTE adjusted. While many of these young academics are employed on fractional contracts (41.4% of the total) and their level of work above contracted hours is amplified to an extent by the FTE adjustment, the amount of unpaid work being done by very early career academics is staggering. Academics aged under 25 are working an average of 70 hours per week FTE adjusted – exactly double the hours for which they are being paid. The only other age group that displays FTE adjusted hours similar to the youngest academics is those aged 65 years and over, who have 8.4% working more than 95 hours per week. Like their younger colleagues, many academics (46.2%) aged over 65 years are employed part time (many of these part time academics aged 65 years or more are likely to be semi-retired). However, unlike the youngest group, more than half (51.7%) are employed at the senior levels of principal lecturer or research fellow, reader or professor.

While extreme workloads are not acceptable at any career stage, there is a significant difference between an academic at a very senior level (possibly semi-retired) working far in excess of contracted hours out of choice, and a young teaching assistant employed on a fractional fixed term contract, having to work twice the number of hours they are paid for in order to keep up with the demands being placed on them.

Table 25: Distribution of working hours by age group (All academic related, professional staff) (n=932)

	Total hours worked per week											
	28-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66-70	71-75	76-80	81-85
18-25	0.0%	28.6%	28.6%	28.6%	14.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
26-30	0.0%	10.0%	63.3%	13.3%	10.0%	0.0%	3.3%	0.0%	0.0%	0.0%	0.0%	0.0%
31-35	0.0%	18.1%	38.9%	29.2%	11.1%	2.8%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
36-40	0.0%	8.3%	47.9%	24.8%	10.7%	1.7%	2.5%	1.7%	1.7%	0.0%	0.8%	0.0%
41-45	0.0%	7.9%	44.4%	28.5%	10.6%	4.0%	2.6%	0.0%	0.0%	0.7%	0.0%	1.3%
46-50	0.0%	6.7%	37.1%	31.5%	16.3%	2.8%	3.9%	0.6%	0.6%	0.6%	0.0%	0.0%
51-55	0.0%	5.9%	41.8%	29.4%	15.0%	0.7%	4.6%	0.7%	1.3%	0.0%	0.7%	0.0%
56-60	0.7%	8.5%	36.6%	33.1%	13.4%	1.4%	5.6%	0.0%	0.7%	0.0%	0.0%	0.0%
61-65	0.0%	2.3%	34.9%	30.2%	23.3%	0.0%	4.7%	4.7%	0.0%	0.0%	0.0%	0.0%
65+	0.0%	0.0%	0.0%	85.7%	14.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Grand Total	0.1%	8.2%	41.0%	29.5%	13.6%	2.0%	3.5%	0.7%	0.7%	0.2%	0.2%	0.2%

Academic related, professional staff display a much more uniform distribution of working hours across age groups than their academic colleagues. All age groups except those aged 61 to 65 years have more than three quarters of staff working at or under 45 hours per week on average, and there is no indication in the distribution that younger age groups of academic related staff are uniformly working well beyond their contracted hours. There is a slight spike in hours for the age groups covering 36 years to 50 years, where between 8.3% and 8.6% of people work in excess of 50 hours per week, and another spike among staff aged 61 to 65 years, where 9.3% work between 56 and 65 hours per week on average.

Table 26: Distribution of working hours by time working in sector (All academic staff) (n=9,082)

	Total hours worked per week															
	28-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66-70	71-75	76-80	81-85	86-90	91-95	96-100	100+
Less than 1 year	0.9%	5.5%	32.1%	12.8%	16.5%	8.3%	11.0%	0.0%	5.5%	0.9%	1.8%	0.0%	0.9%	0.0%	0.9%	2.8%
1-2 years	1.9%	5.3%	15.5%	14.5%	24.6%	9.7%	11.1%	3.9%	4.8%	3.4%	1.0%	0.5%	0.0%	0.0%	1.9%	1.9%
2-5 years	0.4%	3.7%	16.2%	20.5%	26.0%	8.4%	13.3%	2.2%	3.6%	1.1%	2.2%	0.2%	0.2%	0.0%	0.7%	1.2%
6-10 years	0.3%	2.4%	13.1%	18.8%	28.6%	9.8%	15.7%	3.1%	3.8%	1.4%	1.2%	0.4%	0.3%	0.1%	0.5%	0.5%
11-15 years	0.3%	1.6%	12.7%	18.6%	28.5%	10.5%	17.0%	3.4%	3.5%	1.3%	1.0%	0.5%	0.3%	0.2%	0.5%	0.2%
15 - 20 years	0.1%	1.0%	11.1%	20.1%	28.6%	10.7%	16.6%	3.9%	4.5%	0.8%	1.1%	0.5%	0.3%	0.1%	0.4%	0.1%
More than 20 years	0.5%	1.5%	9.6%	16.1%	27.8%	11.9%	18.5%	3.9%	4.7%	1.7%	1.6%	0.4%	0.5%	0.1%	0.8%	0.4%
Grand Total	0.4%	2.0%	12.3%	18.2%	27.8%	10.5%	16.5%	3.4%	4.1%	1.4%	1.4%	0.4%	0.4%	0.1%	0.6%	0.5%

The distribution of average weekly FTE hours worked by length of experience in the higher education sector shows a similar phenomenon to the distribution for hours worked by age group. The extreme end of the distribution, over 95 hours FTE per week, is dominated by those with minimal experience – 3.7% of academic staff with less than one year of total experience work above 95 hours per week FTE, as do 3.8% of those with one to two years of experience. 17.4% of those with one to two years of experience work in excess of 60 hours FTE per week on average, a significantly higher figure than the 12.4% of all academics who do. While the total percentage of those working 40 hours per week is higher among academics with more experience (79.6% at 2-5 years, 84.1% at 6-10 years, 85.4% at 11-15 years, 88.4% at 15-20 years and 88.4% at more than 20 years of experience) there are noticeably higher percentages of staff at the very early stage of their academic careers working above the range of 60 hours per week than there are among more established academics.

Table 27: Distribution of working hours by time working in sector (All academic related, professional staff) (n=1,310)

	Total hours worked per week												
	28-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66-70	71-75	76-80	81-85	96-100
Less than 1 year	0.0%	21.4%	50.0%	21.4%	0.0%	0.0%	0.0%	7.1%	0.0%	0.0%	0.0%	0.0%	0.0%
1-2 years	0.0%	18.4%	36.8%	36.8%	2.6%	0.0%	2.6%	0.0%	2.6%	0.0%	0.0%	0.0%	0.0%
2-5 years	0.0%	9.9%	49.5%	24.3%	13.5%	0.9%	0.9%	0.9%	0.0%	0.0%	0.0%	0.0%	0.0%
6-10 years	0.0%	11.5%	45.6%	23.5%	9.7%	3.5%	3.1%	0.4%	0.4%	0.4%	0.9%	0.4%	0.4%
11-15 years	0.4%	9.2%	42.7%	28.1%	12.7%	1.9%	3.5%	0.4%	1.2%	0.0%	0.0%	0.0%	0.0%
15 - 20 years	0.0%	8.4%	34.1%	32.9%	15.7%	1.6%	5.2%	0.0%	0.8%	0.4%	0.4%	0.4%	0.0%
More than 20 years	0.0%	4.9%	37.4%	31.4%	17.9%	2.4%	5.1%	0.5%	0.3%	0.0%	0.0%	0.0%	0.0%
Grand Total	0.1%	8.7%	40.4%	29.0%	13.9%	2.1%	3.9%	0.5%	0.6%	0.2%	0.2%	0.2%	0.1%

Although academic related, professional staff exhibit greater density around the 36-40 hour per week mark than academic staff, many are still working substantially beyond contracted full time hours. While the vast majority of staff with less than one year of experience work 45 hours per week or less, 7.1% of those new to the sector work over 60 hours per week. On average, 50.7% of academic related, professional staff work more than 40 hours per week FTE, with the most experienced working the longest hours – 57.4% of those with 15 to 20 years of sector experience and 57.7% of those with over 20 years of sector experience work more than 40 hours per week.

Table 28: Distribution of working hours by time in current employment (All academic staff) (n=9,058)

	Total hours worked per week														
	28-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66-70	71-75	76-80	81-85	86-90	91-95	96-100
Less than 1 year	1.1%	3.6%	21.2%	19.3%	24.0%	8.8%	10.1%	2.1%	4.1%	1.1%	1.5%	0.4%	0.2%	0.0%	1.1%
1-2 years	0.5%	3.7%	14.1%	18.1%	25.0%	9.5%	14.5%	3.9%	3.6%	1.3%	2.6%	0.5%	0.6%	0.0%	1.3%
2-5 years	0.4%	2.7%	12.9%	18.1%	27.9%	10.4%	16.3%	2.3%	4.1%	1.2%	1.4%	0.4%	0.2%	0.1%	0.6%
6-10 years	0.4%	1.8%	12.0%	17.9%	27.9%	11.1%	17.0%	3.4%	3.9%	1.8%	1.0%	0.2%	0.3%	0.2%	0.5%
More than 10 years	0.3%	1.3%	10.8%	18.3%	28.5%	10.7%	17.4%	4.0%	4.3%	1.3%	1.3%	0.5%	0.4%	0.1%	0.5%
Grand Total	0.4%	2.0%	12.3%	18.2%	27.8%	10.5%	16.5%	3.4%	4.1%	1.4%	1.4%	0.4%	0.4%	0.1%	0.6%

Table 29: Distribution of working hours by probation status (All academic staff) (n=1,108)

	Total hours worked per week															
	28-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66-70	71-75	76-80	81-85	86-90	91-95	96-100	100+
Yes	0.6%	3.1%	17.1%	21.0%	25.0%	9.0%	14.6%	2.5%	3.3%	1.5%	1.3%	0.2%	0.0%	0	0.6%	0.2%
No	0.8%	4.3%	16.8%	18.0%	24.8%	9.3%	11.2%	3.5%	3.5%	1.0%	2.9%	0.8%	0.8%	0	1.2%	0.8%
Not sure	0.8%	3.3%	19.2%	11.7%	20.8%	10.0%	10.8%	4.2%	6.7%	0.8%	2.5%	0.0%	0.8%	0	3.3%	5.0%
Grand Total	0.4%	2.0%	12.3%	18.2%	27.8%	10.5%	16.5%	3.4%	4.1%	1.4%	1.4%	0.4%	0.4%	0.1%	0.6%	0.5%

The distribution tables 28 and 29 above do not support a significant link between the length of time in current employment and weekly average hours worked. Distributions across all lengths of time in current employment are fairly uniform and display an incremental, but gradual increase in the percentage of those working more than 40 hours per week as time in current employment increases. Those with less time in their current position are more likely to work at or slightly above their contracted hours and those with more than 5 years in their current position are more likely to work more than 55 hours per week.

Similarly, there doesn't appear to be any link between hours worked and probation status. This question was asked of those who indicated that they had worked in their current position for less than two years. This time period was chosen to accommodate the extended probation arrangements prevalent at some pre 92 institutions. Very similar numbers of respondents with less than two years' service at their current institution indicated that they were still on probation (488) and were not on probation (498).

Around a quarter of those who are both within their probationary period and those not on probation work more than 55 hours per week. There is slightly higher percentage of those on probation working between 56-60 hours per week (14.6% vs. 11.2%) but the overall proportion of those working beyond 40 hours per week is very similar (79.2% vs. 78.1%). Those with less than two years in their current position who are not sure whether they are on probation show higher totals hour worked per week, but the small number of responses in this category (120) makes it difficult to analyse these responses.

Table 30: Distribution of working hours by time in current employment (All academic related, professional staff) (n=1,309)

	Total hours worked per week												
	28-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66-70	71-75	76-80	81-85	96-100
Less than 1 year	0.0%	18.1%	44.6%	20.5%	8.4%	4.8%	0.0%	1.2%	0.0%	0.0%	1.2%	0.0%	1.2%
1-2 years	0.0%	14.7%	37.1%	31.9%	7.8%	0.9%	3.4%	0.9%	2.6%	0.0%	0.0%	0.9%	0.0%
2-5 years	0.0%	8.4%	41.8%	27.4%	14.3%	4.2%	3.8%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
6-10 years	0.4%	8.6%	42.8%	29.6%	11.7%	0.4%	5.1%	0.4%	0.0%	0.4%	0.4%	0.4%	0.0%
More than 10 years	0.0%	6.5%	38.9%	30.0%	16.8%	1.9%	4.2%	0.5%	0.9%	0.2%	0.2%	0.0%	0.0%
Grand Total	0.1%	8.7%	40.4%	29.0%	13.9%	2.1%	3.9%	0.5%	0.6%	0.2%	0.2%	0.2%	0.1%

Table 31: Distribution of working hours by probation status (All academic related, professional staff) (n=202)

	Total hours worked per week												
	28-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66-70	71-75	76-80	81-85	96-100
Yes	0.0%	16.0%	50.0%	16.0%	10.0%	4.0%	0.0%	2.0%	0.0%	0.0%	0.0%	0.0%	2.0%
No	0.0%	15.9%	37.2%	31.0%	6.9%	2.1%	2.8%	0.7%	2.1%	0.0%	0.7%	0.7%	0.0%
Not sure	0.0%	33.3%	33.3%	0.0%	33.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Grand Total	0.1%	8.7%	40.4%	29.0%	13.9%	2.1%	3.9%	0.5%	0.6%	0.2%	0.2%	0.2%	0.1%

Tables 30 and 31 above show that the length of time employed by their current institution or probationary status are not drivers of excessive hours for academic related, professional staff. Those employed for less than one year and those on probation are slightly more likely than others to work between 51 and 55 hours per week, and there are small clusters of staff within their probationary periods who work between 61-65 hours and 96-100 hours per week. However, due to the relatively small number of academic related, professional staff respondents within their probation period (50 total) it is not possible to attribute any meaning to this result.

Pre 92 and Post 92 Institution comparison

The analysis below presents an overview of the average FTE hours worked per week into Pre 92 and Post 92 institutions. While there is very little difference between the two groups when working hours are taken as a whole, splitting the results by factors such as primary activity and academic discipline highlights some differences.

Table 32: Average FTE hours all staff (Pre 92 and Post 92 HEIs) (n=9,100)

	Average of FTE hours per week
Post 92	51.2
Pre 92	50.8
Grand Total	50.9

Table 32 above shows a negligible difference in total average hours worked between staff in Pre 92 and Post 92 institutions – 24 minutes or 0.4 hours per week. Additionally, there is no significant gender difference between hours worked by staff at Pre 92 and Post institutions, and hours worked by disabled staff at Pre 92 and Post 92 institutions are almost identical and do not deviated from the total hours worked by disabled a staff as outlined earlier in this this report.

However, when average hours are split by both Pre 92/Post 92 status and primary activity, some further differences become apparent. As shown in Table 33, below, non-academic managers & professional staff in Post 92 institutions work an average of 45.1 hours FTE hours per week, and those at Pre 92 institutions work an average of 42.6 hours per week. Staff at Post 92 institutions working in faculty management also work longer hours than those at Pre 92 universities, an average of 54.9 hours per week compared to 52.2 hours per week. Research only staff at Post 92 institutions report an average of 52.5 hours per week, whereas those at Pre 92 institutions report an average of 47.9 hours per week. Conversely, staff on combined teaching and research contracts, and those on teaching focused contacts, at Pre 92 institutions work slightly longer hours than their Post 92 colleagues. Those on Teaching and Research contracts at Pre 92 universities work an average of 53.3 hours per week vs. an average of 51.8hours per week at Post 92 universities and staff on Teaching focused contracts work an average of 51.9 hour per week at Pre 92 institutions and an average of 50.6 hours per week at Post 92 institutions.

Table 33: Average FTE hours by primary activity (Pre 92 and Post 92 HEIs) (n=1,309)

	Post 92	Pre 92	Grand Total
Academic related (non-academic managers & professional staff)	45.1	42.6	42.9
Faculty management	54.9	52.2	53.6
Research	52.5	47.9	48.7
Teaching and Research	51.8	53.3	52.8
Teaching focused	50.6	51.9	51.2
Grand Total	51.2	50.8	50.9

Table 34: Average FTE hours by academic discipline (Pre 92 and Post 92 HEIs) (n=10,370)

	Post 92	Pre 92	Grand Total
Agriculture/Veterinary Medicine	47.2	54.2	52.5
Business and Administration, Economics	51.1	52.1	51.6
Computer sciences	51.0	51.6	51.3
Education/Teacher training	51.6	51.0	51.3
Engineering,	50.7	51.5	51.2
Humanities and Arts	52.6	53.7	53.3
Law	51.4	54.1	52.9
Life sciences	52.4	52.7	52.6
Medical sciences, Health sciences	50.0	50.3	50.2
Not applicable - not an academic	43.4	42.3	42.4
Physical sciences, Mathematics,	51.1	51.8	51.7
Social and Behavioural sciences	51.1	52.3	51.8
Grand Total	51.2	50.8	50.9

Staff working in most disciplines in both Pre 92 and Post 92 universities display very similar total average FTE weekly hours. For example, table 34 shows very small differences of less than an hour per week in the Pre 92 and Post 92 weekly average hours for Business and Administration, Economics, Computer Sciences, Education/Teacher Training, Engineering Life Sciences. Medicine and Health Sciences and Physical Sciences and Mathematics. Gaps of just over an hour are evident for academics working in Arts and Humanities and for Social and Behavioural Sciences. Larger gaps are evident for Agriculture and Veterinary Medicine, where Pre 92 academics work an average of 54.2 FTE hours per week compared to 47.2 FTE hours per week for Post 92 academics, and in Law, where those on Pre 92 institutions work an average of 54.1 hours per week compared to 51.4 hour in Post 92 institutions.

Table 35: Average FTE hours by time working in sector (Pre 92 and Post 92 HEIs) (n=10,398)

	Post 92	Pre 92	Grand Total
Less than 1 year	51.6	47.9	49.1
1-2 years	49.8	51.6	51.0
2-5 years	51.7	49.4	50.2
6-10 years	51.5	49.9	50.5
11-15 years	50.7	50.2	50.4
15 - 20 years	50.7	50.8	50.8
More than 20 years	51.9	52.2	52.1
Grand Total	51.2	50.8	50.9

Table 35 shows that differences in total average FTE hours worked by Pre and Post 92 status are negligible for those with more than ten years' experience in the higher education sector. The only real differences apparent between Pre and Post 92 institutions split by length of experience is at the early career stage, and within this there is no overall disposition towards either grouping demanding more hours of early career staff. Pre 92 academics with less than one year of sector experience work 51.6 hours per week,

compared to an average of 47.9 hours in Pre 92 institutions. Whereas among those with one to two years of sector experience, Pre 92 institutions work 1.8 hour more per week on average than those in Post 92s. At both two to five years' and six to ten years' experience those working Post 92 institutions work slightly longer hours than their colleagues in Pre 92 institutions – averaging 51.7 hours and 51.5 hours FTE per week respectively, compared to 49.4 and 49.9 hours in Pre 92 institutions.

The phenomenon of wider divergence in working hours among early careers academic staff is also seen in table 36, showing average FTE hours by time in current employment below. Those in Post 92 institutions work longer hours than their Pre 92 colleagues at each experience level up to five years' experience. From six years' experience onwards, there is no real difference.

Table 36: Average FTE hours by time working in current employment (Pre 92 and Post 92 HEIs) (n=10,373)

	Post 92	Pre 92	Grand Total
Less than 1 year	51.5	48.3	49.4
1-2 years	51.4	50.6	50.9
2-5 years	52.3	50.2	50.9
6-10 years	50.8	51.0	50.9
More than 10 years	50.9	51.3	51.2
Grand Total	51.2	50.8	50.9

Part B Changes in working hours, workload volume, pace and intensity

In addition to quantifying the hours worked by staff across the sector each week, one of the primary purposes of the survey was to determine whether the composition of workloads has changed over the last three years, and whether any changes had altered the relative proportion of time that staff in higher education spend on the various tasks that constitute the whole of the academic and academic related, professional staff workloads.

To determine whether changes in pace, intensity or composition of work had occurred, survey respondents were given a list of tasks appropriate to their primary activity as academic staff or academic related, professional staff. In order to gain greater insight into the impact of any changes in workload composition by primary activity academic staff were also presented with a list of activities suitable to their contract type (teaching focused, combined teaching and research or research only for academic staff) and academic related, professional staff were asked to indicate how their workload had changed for core tasks included in their job description and non-core tasks outside of their job description. All survey respondents were also asked to indicate whether any changes to workload composition had resulted in an increase or decrease in the pace or intensity of their working practice over the last three years.

The results for all staff, the three academic contract types, and for academic related, professional staff are presented below.

Changes in working hours over time

Across all staff types. More than four fifths (83.1%) of people indicated that their workload has increased either significantly (59.2%) or slightly (23.9%) over the last three years. Only 13.8% indicated that their workload had not changed and only 3.1% stated that their workload had reduced. Of those who said their workload had reduced over the last three years, the majority said that this was due to them taking deliberate steps to reduce it - i.e. going part time or taking a position with less responsibility.

Figure 8: Changes in working hours over time by primary activity (n=8,764)



In line with the results described elsewhere in this report, academics engaged in teaching reported the most severe increase in total workload. Nearly half of staff on teaching focused contracts (48.6%) stated that their working hours had increasing significantly over the last three years and 30.7% reported that they had increased slightly. Very similarly, 46.7% of staff on combined teaching and research contracts reported that working hours had increased significantly and a further 34.2% reported that they had increased slightly. Research only staff reported a lower overall increase in working hours (54.9% saying they had increased either significantly or slightly) with a greater proportion saying the increase was slight when compared to their teaching colleagues. Over a third (35.3%) of research only staff reported that their workload had not shifted over the last three years, almost double the proportion of all staff (and more than double the proportion of teaching staff) who reported no change.

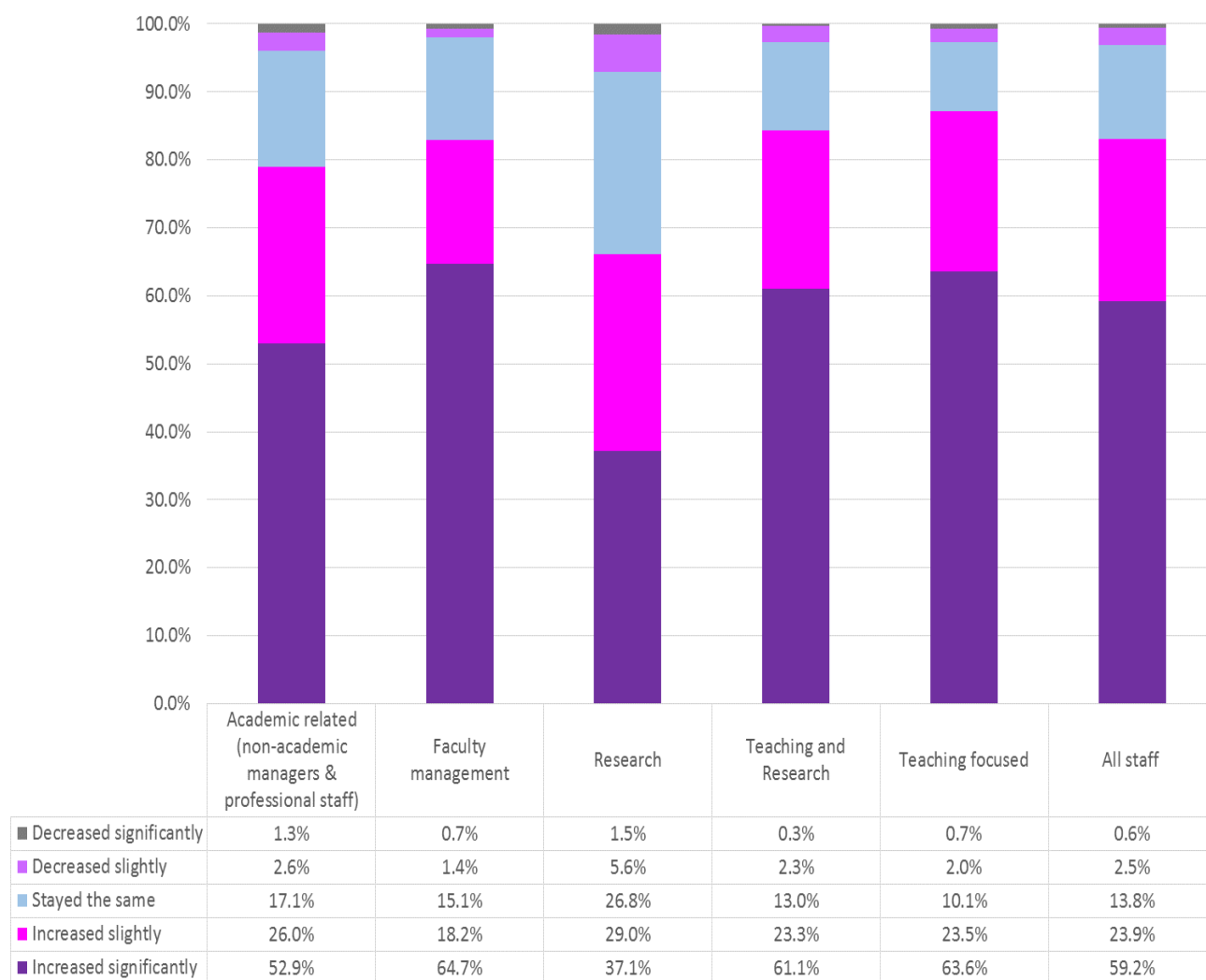
The response of faculty managers is notable as the group reporting the single largest significant increase in workload over the last three years (51.4%), with only 2.8% of faculty management reported any reduction in workload over this time.

Over 50% of academic related, professional staff stated that their working hours had increased either significantly (24.4%) or slightly (36.8%) over the last three years. Almost a

third stated that their workload had not changed in this time and 7.3% said that it had reduced.

Change in pace or intensity of work over time

Figure 9: Changes in pace or intensity of work over time by primary activity (n=10,504)



83.1% of all higher education staff indicated that the pace or intensity at which they work has increased over the last three years, with 59.2% saying that the it has increased significantly, and 23.9% indicating it has increased slightly. 13.8% indicated that the pace or intensity of their work had not changed in the last three years and only 3.1% indicated that it had either significantly or slightly reduced.

Nearly two thirds of staff on teaching focused contracts (63.6%) stated that the pace or intensity of their workload had increased significantly over the last three years and 23.5% reported that it had increased slightly. Very similarly, 61.1% of staff on combined teaching and research staff reported that pace or intensity had increased significantly and a further 23.3% reported that it had increased slightly. Research only staff reported a large overall

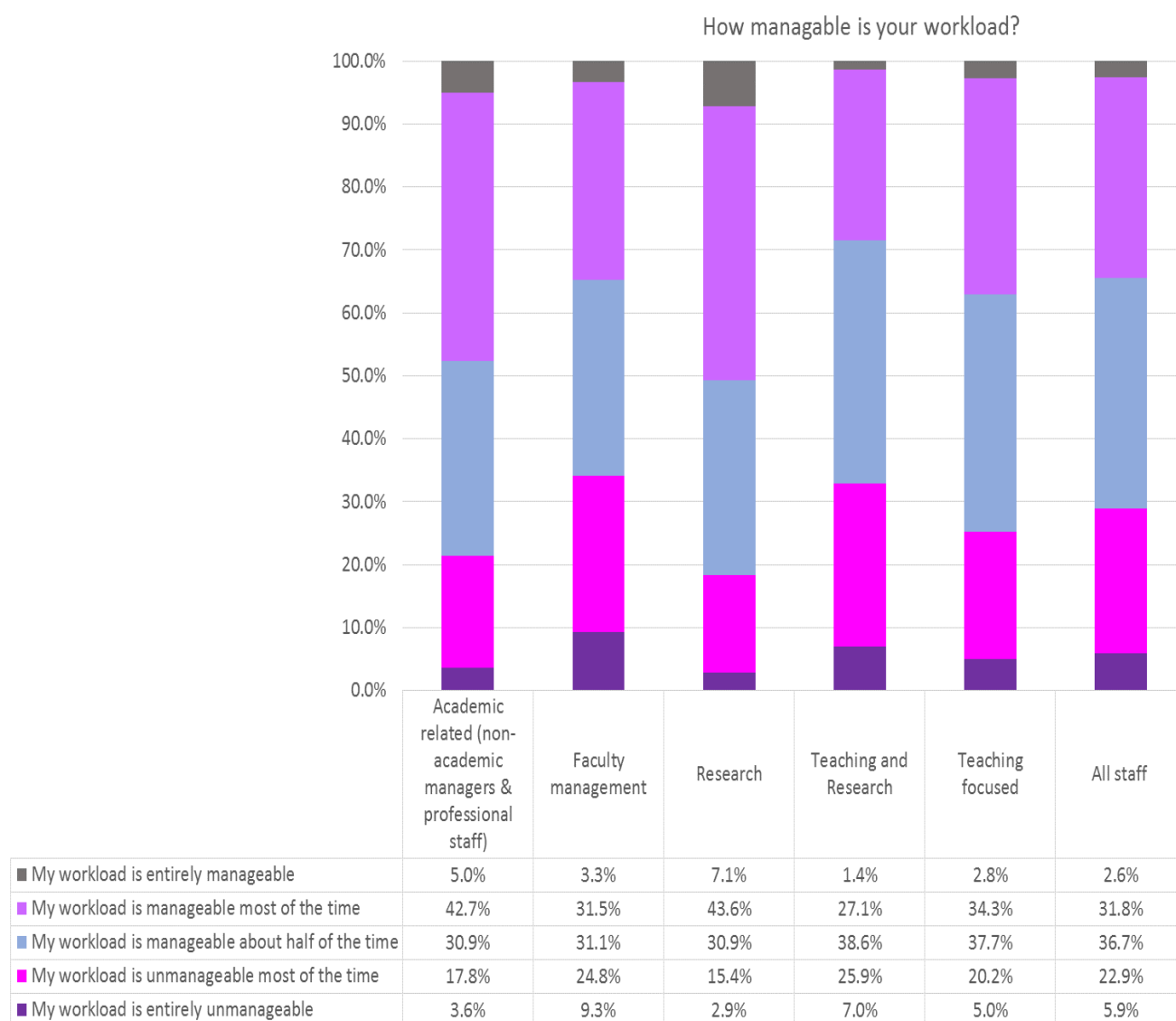
increase in the pace or intensity of workload (66.1% saying they had increased either significantly or slightly) but the intensity of the increases was more evenly split than for teaching staff. Over a quarter (26.8%) of research only staff reported that the intensity of their workload had not shifted over the last three years, almost double the proportion of all staff (and more than double the proportion of teaching staff) reported no change.

Again, the response of faculty managers reported the single largest significant increase in the pace or intensity of workload over the last three years (64.7%), and only 2.1% of faculty management reported any reduction over this time.

52.9% of academic related, professional staff stated that the pace or intensity which with they work has increased significantly over the last three years, and a further 26.0% said that it had increased slightly. Only 3.9% said that the pace or intensity of their workload had decreased in this time.

How manageable are workloads in Higher education?

Figure 10: Manageability of workloads by primary activity (n=10,993)



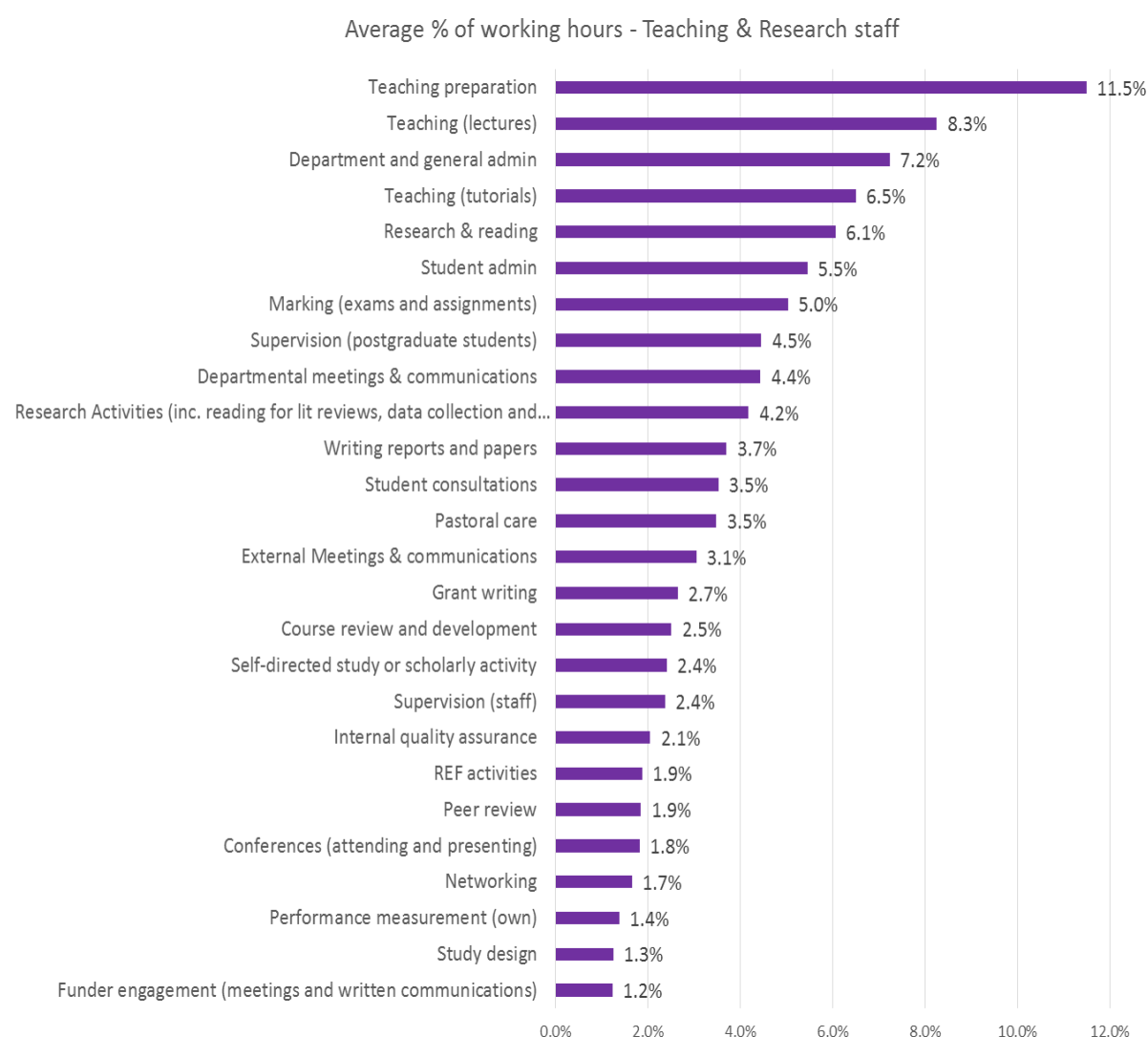
Across all staff types, more than a quarter of respondents stated that their workload is unmanageable, either entirely (5.9%) or most of the time (22.9%). Faculty management reported the highest level of 'entirely unmanageable' workloads at 9.3%, and a third of both faculty management and staff on teaching and research contracts stated that their workload was unmanageable entirely or most of the time. Staff in every contract type stated that their workload is unmanageable at least half of the time (with the exception of research only staff at 49.2%). Research staff and academic related, professional staff also had the highest proportion of respondents who said that their workload was mostly manageable, at 43.6% and 42.7% respectively.

Part C Changes in Workload Composition

The survey asked respondents to estimate how much of their total work time was spent on each of a defined list of tasks, using an allocation model approach.

Members employed on each contract type (teaching and research, teaching focused, research only and non-academic / academic related) were assigned different and specific sets of tasks against which to plot their time.

Figure 11: Breakdown of component activities (Teaching and Research staff) (n=6,585)



Staff on teaching and research contracts spend 7.2% of their time on department and general admin. They also spend 5.5% of their time on student admin.

Teaching and research staff spend more than double the amount of their time on teaching than they do on research. When all teaching specific activities are combined (teaching lectures and tutorials, student consultations, teaching preparation, marking and course review and development) they amount to 37.3% of total available time. When all research specific activities (writing reports and papers, research activities, grant writing, funder engagement, study design, peer review) are combined, they account for 15.0% of total available time.

Table 37: Workload changes over the last three years by activity (Teaching and Research staff) (n=6,585)

	Reduced significantly	Reduced slightly	Stayed the same	Increased slightly	Increased significantly	Not applicable
Departmental meetings & communications	2.6	6.1	29.3	30.6	30.8	0.7
External Meetings & communications	3.0	6.5	44.5	26.1	13.9	6.1
Performance measurement (own)	2.3	4.1	44.8	24.2	12.5	12.1
Conferences (attending and presenting)	16.5	22.0	44.3	11.4	3.2	2.6
Networking	13.3	18.0	44.9	14.3	3.9	5.6
Department and general admin	1.2	2.3	12.3	31.9	50.8	1.5
Student admin	1.4	2.7	16.5	32.0	44.9	2.6
Pastoral care	2.1	4.9	34.3	28.8	25.6	4.3
Teaching (lectures)	2.9	9.5	40.6	26.9	17.9	2.2
Teaching (tutorials)	3.0	8.7	40.9	25.5	16.8	5.1
Student consultations	2.0	3.8	38.0	31.9	18.9	5.5
Teaching preparation	4.4	13.4	39.8	23.0	17.7	1.7
Research & reading	19.9	28.7	29.1	13.5	7.4	1.4
Marking (exams and assignments)	1.8	5.4	32.6	30.3	27.6	2.3
Supervision (postgraduate students)	2.1	6.3	35.7	29.0	17.5	9.3
Supervision (staff)	2.2	3.6	37.8	18.9	9.6	28.0
Course review and development	2.4	5.5	35.8	29.1	21.1	6.2
Internal quality assurance	1.6	2.7	33.3	29.3	20.8	12.4
Self-directed study or scholarly activity	19.7	25.9	35.0	9.2	4.3	5.8
Grant writing	12.5	14.0	30.0	19.6	12.3	11.7
Funder engagement (meetings and written communications)	8.6	7.9	38.8	15.5	5.2	24.1
Study design	8.0	10.0	44.8	10.7	4.5	21.9
Research Activities (inc. reading for lit reviews, data collection and analysis, conducting experiments)	18.7	23.2	29.0	15.7	7.9	5.6
Writing reports and papers	11.9	20.1	31.5	20.8	11.2	4.5
Peer review	5.5	10.0	44.4	23.4	8.9	7.9
REF activities	7.6	7.5	36.3	19.5	14.3	14.8

For staff on combined teaching and research contracts the time spent on departmental duties has increased more significantly than for teaching focused or research only staff. The

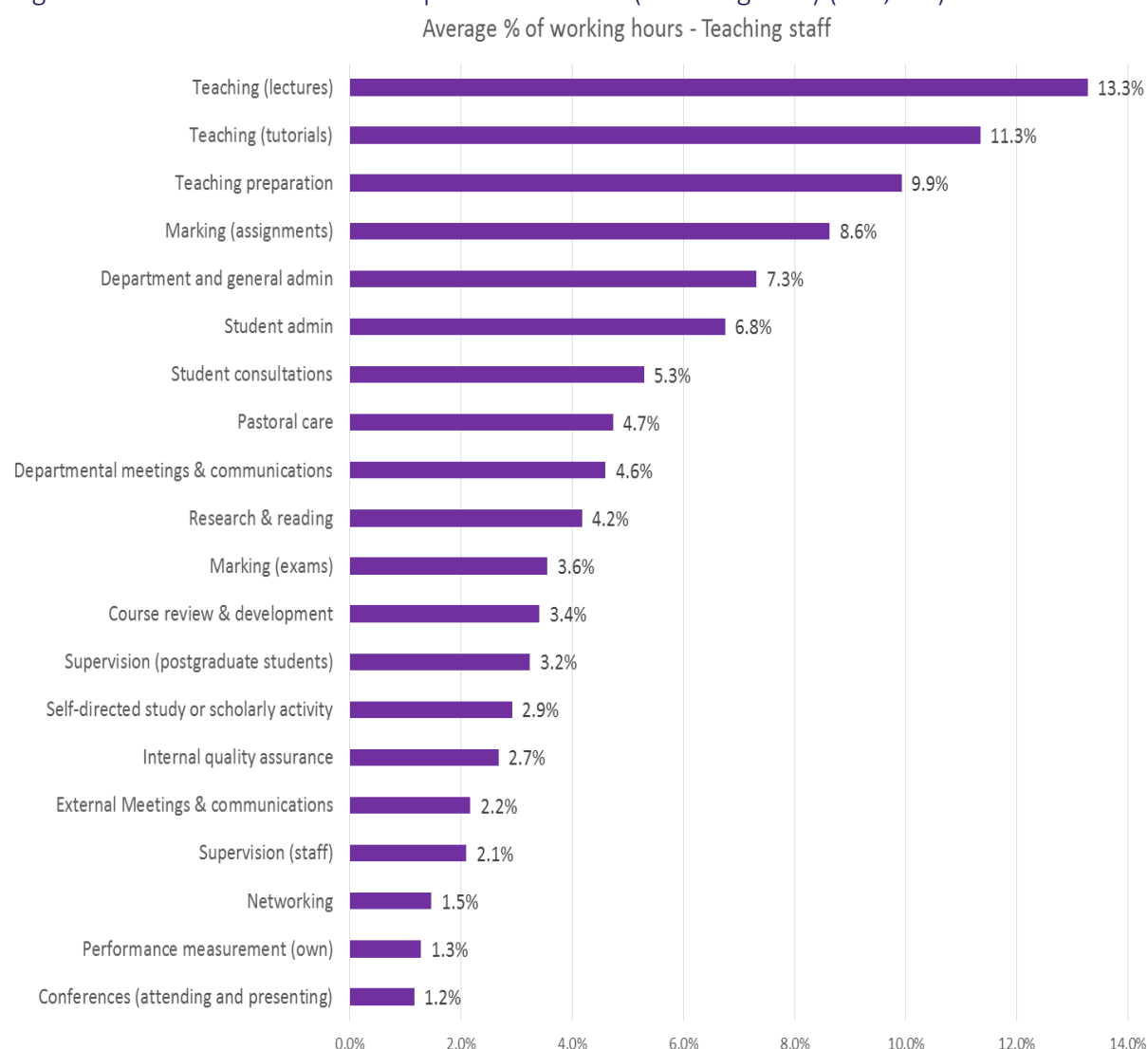
amounts of time spend on departmental administration, meetings and communications have all increased substantially. Additionally, 54.4% of teaching and research staff indicated that the time spend on pastoral care has increased in the last three years.

82.7% of teaching and research staff stated that their level of departmental and general admin has increased over the past three years, with 50.8% stating that it has increased significantly. 76.9% said that the time demands of student administration have increased, with 44.9% saying they have increased significantly.

57.9% of staff said that time spent marking assignments and exams has increased and 60.1% said that time spend on internal quality assurance has increased over the last three years, and 50.1% said that the time they spend on course review and development has increased.

The proportion of total time spent attending conferences, networking, research and reading and self-directed study or scholarly activity has reduced from three years ago. Research activities and writing reports and papers have also declined (by 52.2% and 51.6% respectively), signalling a possible rebalancing of combined teaching and research contracts away from a generally accepted (or even contractually detailed) even split between teaching and research and towards a greater focus on teaching.

Figure 12: Breakdown of component activities (Teaching staff) (n=2,534)



Teaching staff spend a large amount of their time on admin related tasks - 7.3% on general and department administration and another 6.8% on administration related to students.

On average, 24.6% of time is spent actually teaching, either in lectures or tutorials, and 12.2% of all available time is spend on marking, with the bulk of this (8.6%) spent marking assignments.

The increasing demands of student expectations of staff availability are evident in the survey results. Academics employed on teaching contracts spend nearly 5% of their time on student pastoral care and another 5.3% on student consultations.

In all, activities that could be described as being directly related to teaching (including teaching and preparation for lecturers and tutorials, research and reading, marking, and course review and development) account for 54.3% of the total time that academics employed on teaching focused contracts spend working.

Table 38: Workload changes over the last three years by activity (Teaching staff)
(n=2,534)

	Reduced significantly	Reduced slightly	Stayed the same	Increased slightly	Increased significantly	Not applicable
Departmental meetings & communications	3.8	7.2	29.8	30.1	24.3	4.9
External Meetings & communications	4.6	7.4	43.3	21.2	8.5	15.2
Performance measurement (own)	5.1	5.1	50.2	18.3	6.6	14.7
Conferences (attending and presenting)	20.8	12.9	37.0	7.9	1.7	19.7
Networking	16.8	13.4	39.7	9.9	2.3	17.9
Department and general admin	1.1	1.9	15.4	33.0	43.8	4.9
Student admin	1.0	1.8	15.8	34.8	42.1	4.5
Pastoral care	2.2	3.8	28.4	30.3	29.3	6.0
Teaching (lectures)	2.5	7.8	36.2	27.3	19.2	7.0
Teaching (tutorials)	2.3	7.0	37.7	28.4	20.2	4.3
Student consultations	1.7	2.8	32.7	33.5	20.7	8.7
Teaching preparation	7.2	14.0	34.8	23.5	18.4	2.0
Research & reading	24.8	20.5	28.3	11.6	4.4	10.4
Marking (exams)	1.8	5.0	39.7	19.0	14.0	20.6
Marking (assignments)	1.3	3.6	28.3	28.3	33.9	4.7
Supervision (postgraduate students)	4.1	3.9	31.8	12.2	7.5	40.6
Supervision (staff)	2.6	2.5	30.3	14.7	6.9	43.0
Course review & development	2.5	4.8	28.1	30.3	22.9	11.4
Internal quality assurance	1.5	2.6	28.7	28.5	21.9	16.8
Self-directed study or scholarly activity	26.3	19.4	26.6	9.5	5.9	12.4

The demands of administrative tasks have increased most over the last three years for teaching staff. 43.8% of respondents said that department and general administration had increased significantly and 33.0% said it had increased slightly. Only 3.0% of teaching staff said that departmental and general administration demands had reduced over the last three years.

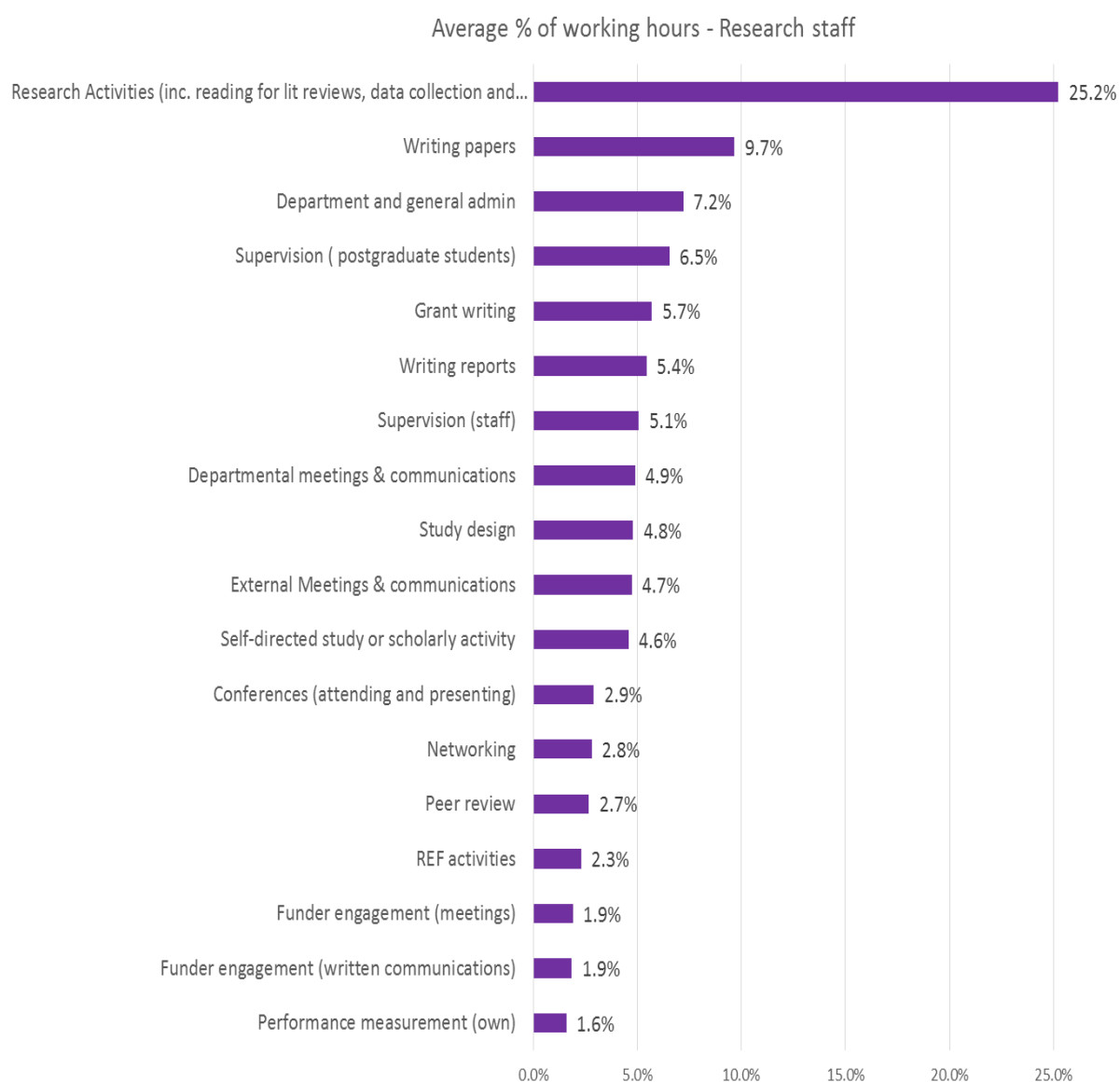
Student administration has increased by a very similar margin, 42.1% of teaching staff said that it has increased significantly and 34.8% said it had increased slightly over the last three years, with only 2.8% reporting that the amount of student administration they undertake has reduced.

The demands of marking on staff time, and of marking assignments in particular, have increased substantially over the last three years. 33.9% of teaching staff said that the amount of time they spend marking assignments has increased significantly and 28.3% said it has increased slightly. Interestingly, a much smaller increase in time spent marking exams was reported (14.0% increased significantly, and 19.0% increased slightly).

Nearly 60% of teaching staff noted an increase in the amount of time spent on pastoral care, with 29.3% saying it is increased significantly and 30.3% reporting that it has increased slightly.

What has reduced across the board are activities that staff undertake to improve their teaching practice or expertise, but that are not easily quantified through student numbers or departmental processes. Substantial numbers of teaching staff reported a decline in time spent attending and presenting at conferences (20.8% reduced significantly and 12.9% reduced slightly), networking (16.8% reduced significantly and 13.4% reduced slightly), time spent on research and reading (24.8% reduced significantly and 20.5% reduced slightly), and time spent on self-directed study or scholarly activity (26.3% reduced significantly and 19.4% reduced slightly).

Figure 13: Breakdown of component activities (Research staff) (n=759)



Research only staff spend a greater proportion of their time on core activities than teaching focused or teaching and research staff do. Departmental administration takes up the same amount of time as it does for teaching staff but the absence of student based demands on time mean that core activities are more prominent for researchers than for teachers.

Overall, 25.2% of their time is spent on research activities (including reading for literature reviews, data collection and analysis, conducting experiments) and a further 15.1% is spent on writing papers and reports and 4.8% on study design. Nearly 10% of researcher time is spent engaging with funders, either through writing grant applications (5.7%), meeting funders or written communications to them (1.9% each).

Table 39: Workload changes over the last three years by activity (Research staff) (n=759)

	Reduced significantly	Reduced slightly	Stayed the same	Increased slightly	Increased significantly	Not applicable
Departmental meetings & communications	3.1	9.3	33.2	28.9	20.8	4.8
External Meetings & communications	2.9	6.2	38.3	27.0	15.7	10.0
Performance measurement (own)	2.6	3.8	44.6	17.5	9.2	22.2
Conferences (attending and presenting)	8.6	17.3	45.2	16.4	6.9	5.7
Networking	5.2	8.7	46.2	22.8	7.8	9.3
Department and general admin	2.0	4.7	27.7	32.2	25.5	7.9
Supervision (postgraduate students)	2.6	5.3	27.7	26.9	20.3	17.2
Supervision (staff)	1.5	3.2	32.1	16.6	14.7	31.9
Grant writing	4.1	6.8	28.7	21.9	25.2	13.3
Funder engagement (meetings)	1.0	4.4	40.4	19.7	5.2	29.3
Funder engagement (written communications)	0.8	4.6	41.3	21.2	5.7	26.4
Study design	3.1	8.6	41.1	19.5	8.2	19.5
Research Activities (inc. reading for lit reviews, data collection and analysis, conducting experiments)	6.9	15.7	32.9	23.0	18.7	2.9
Writing papers	6.6	13.1	34.9	25.6	15.3	4.6
Writing reports	1.7	7.3	41.9	25.1	12.7	11.4
Peer review	1.9	8.2	39.5	26.4	9.5	14.7
REF activities	3.1	4.6	35.9	15.7	10.2	30.5
Self-directed study or scholarly activity	13.3	15.9	40.5	11.4	4.4	14.6

Research only staff do not show the large deviations in the amount of time spent on certain activities that teaching focused staff do, although there are clearly some areas where time demands have increased at the expense of others.

Departmental demands are taking up much more time with 20.8% of research staff stating that departmental meetings and communications have increased significantly and 28.9% stating that they have increased slightly. Over a quarter of research staff said that departmental and general administration has increased significantly and a further 32.2% said it has increased slightly.

The demands of gaining and maintaining funding have increased over the last three years, with 25.2% of research staff stating that the time they spend writing grant applications has increased significantly and 21.9% stating that it has increased slightly. Overall, 24.9% of staff said that the time taken up by meetings with funders had increased, and 26.9% said that the amount of time spent on written communications to study funders had increased.

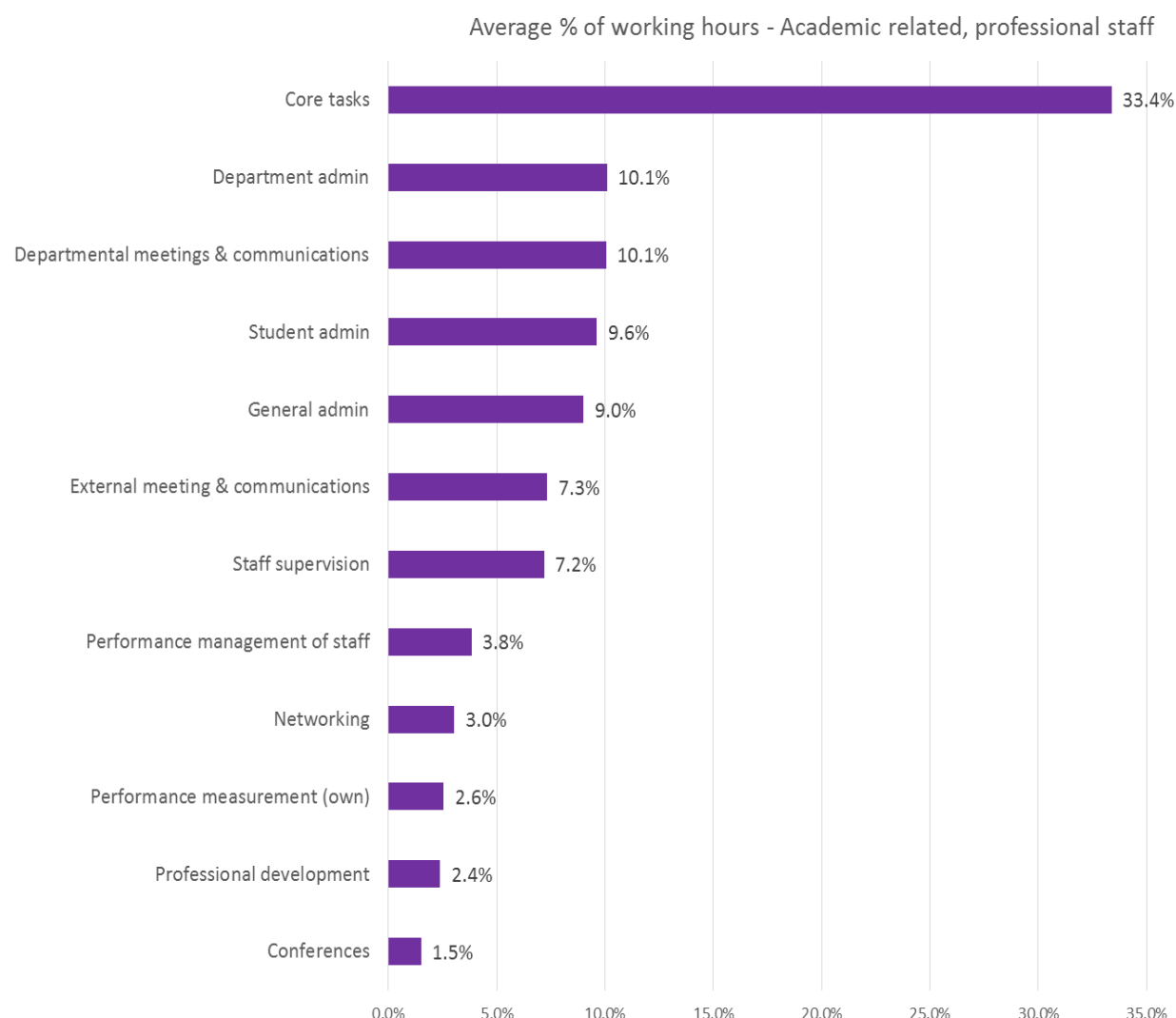
As with teaching staff, time spent on activities where benefits are not easily quantifiable has reduced. 25.9% of research staff are spending less time attending and presenting at conferences than they were three years ago, 22.6% have reduced the time they spend on

research activities, 19.7% have reduced time spent on writing papers. The largest reduction has been for self-directed study or scholarly activity, for which 29.2% of research staff have reduced their time over the last three years.

Academic related, professional staff

30.7% of academic related, professional staff stated that they spend significant amounts of their time doing work that is not included in their job description.

Figure 14: Breakdown of component activities (Academic related, professional services staff) (n=1,495)



Due to the very wide range of duties and specialisations included under the academic related banner, it is not possible to draw a conclusion about changes in workload composition for the entire membership group. However, the composition of workloads as reported by academic related members shows that departmental and administrative activities account for a large proportion of staff time. Departmental meetings and communications and departmental admin account for 10.1% of academic related staff time each, student administration accounts for 9.6% of time and general administration accounts for 9.0%.

Professional development only takes up 2.4% of staff time and activities such as attending conferences (1.5%) and networking (3.0%) are the lowest scoring components of total workload.

Table 40: Workload changes over the last three years by activity (Academic related, professional services staff) (n=1,495)

	Reduced significantly	Reduced slightly	Stayed the same	Increased slightly	Increased significantly	Not applicable
Core tasks	3.4%	5.0%	24.7%	27.3%	34.6%	5.0%
Departmental meetings & communications	2.3%	7.8%	33.6%	32.2%	20.6%	3.5%
External meeting & communications	3.3%	9.5%	40.0%	25.5%	13.2%	8.4%
Performance measurement (own)	6.3%	10.1%	50.5%	13.1%	5.7%	14.4%
Professional development	19.3%	23.7%	36.8%	10.1%	2.4%	7.6%
Conferences	15.8%	18.0%	38.6%	8.1%	1.6%	17.9%
Networking	11.0%	17.1%	41.7%	13.6%	3.7%	12.8%
Department admin	1.7%	2.9%	32.3%	28.6%	23.8%	10.8%
Student admin	1.8%	4.2%	29.6%	12.3%	14.6%	37.6%
General admin	0.8%	3.4%	35.7%	29.1%	22.7%	8.3%
Staff supervision	3.5%	5.1%	30.0%	21.1%	16.9%	23.4%
Performance management of staff	3.4%	4.0%	31.7%	17.5%	13.0%	30.5%

Academic related, professional staff highlight an increase in the time demands of their core tasks, with 34.6% saying that they have increased significantly and 27.7% saying that they have increased slightly over the last three years. Department administration has also increased over this time (23.8% increased significantly and 28.6% increased slightly) as has general administration (22.7% increased significantly and 29.1% increased slightly) and student administration (14.6% increased significantly and 12.3% increased slightly).

As shown clearly by the shading in the table above, what has reduced across the board are activities that staff undertake to improve their professional knowledge or further their careers. 43.0% of academic related staff reported a reduction in conference attendance (19.3% reduced significantly and 23.7% reduced slightly) and in time spent engaged in professional development over the last three years. There is also a marked reduction in the amount of time spent attending conferences (15.8% reduced significantly and 18.0% reduced slightly), networking (11.0% reduced significantly and 17.1% reduced slightly).

Part D Contributory Factors to Changes in Workload

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

Table 41: Ranking of contributory factors by primary activity (n=7,830)

Contributing factor to changes in workload	Ranking			
	Teaching and Research staff	Teaching staff	Research staff	Academic related, professional services staff
Increased administrative work	1	1	2	2
Widening of duties considered within my remit	2	2	1	1
Student expectations of staff availability	3	3	13	8
Increased student numbers	4	5	14	6
Increased use of technology for marking, communications and admin	5	4	11	7
Impacts of reorganisation or restructuring	6	7	6	3
Reductions in the number of staff	7	6	7	4
Number of management/departmental meetings	8	9	4	5
Participation in REF	9	18	9	18
Increased performance monitoring of self	10	13	8	12
Student pastoral care	11	8	16	15
Irregular timetabling, unpredictable scheduling	12	10	15	16
Funding cuts	13	14	10	9
Changing funding requirements	14	17	5	11
Increase in online course content	15	11	19	14
Increased performance monitoring of others	16	15	12	10
Insecure employment status	17	12	3	13
Reference writing	18	16	18	20
Inter-site travel	19	19	17	17
Interview coaching	20	20	20	19

Table 41 shows the factors ranked as the most significant contributors to workload changes for each of the main contract types in higher education.

The most striking detail of this table is the consistency with which those undertaking teaching, research and non-academic work rank the same factors as the main contributing factors to workload changes. For all four contract types listed below, the two most frequently cited and highest ranking factors are 'increased administrative work' and the 'widening of duties considered within my remit'.

The impact of increasing student numbers, expectations of staff availability and associated demands all rank very highly for staff who teach, with staff on both combined teaching and research contracts and teaching focused contracts ranking both factors within their top five. The increased use of technology for marking, communications and administration also featured prominently, at number four for teaching and research staff and number five for teaching focused staff.

For research staff, insecure employment status was ranked as the third most important contributing factor to their workload, followed by the number of management or departmental meetings and changing funding requirements.

Academic related, professional services staff emphasised the impact of restructuring and reductions in the number of staff as the third and fourth most important contributing factors in workload changes.

Appendix A: Demographic and employment details of survey respondents working in Further Education

Table 42: Response by subject area (Further Education Colleges)

Subject area	Total	%
Business Administration, Management, and Professional	378	8.7%
Construction	258	5.9%
Engineering, Technology, and Manufacturing	312	7.1%
English, Languages, and Communication	613	14.0%
Foundation Programmes	235	5.4%
Hairdressing and Beauty Therapy	172	3.9%
Health, Social Care, and Public Services	458	10.5%
Hospitality, Sports, Leisure, and Travel	249	5.7%
Humanities	203	4.7%
ICT	262	6.0%
Land Based Provision	138	3.2%
Not teaching staff - Admin, Technical, Grounds, Facilities	71	1.6%
Retailing, Customer Service, and Transportation	7	0.2%
Science and Mathematics	405	9.3%
Visual and Performing Arts and Media	603	13.8%
Grand Total	4,364	100.0%

Respondents from further education colleges were spread across all subject areas, with English, Languages and Communication (14.0%), Visual and Performing Arts and Media (13.8%) and Health, Social Care and Public Services (10.5%) the most prominent subject areas.

Table 43: Response by subject area (Adult and Community Education)

Subject area	Total	%
Arts and crafts / Creative	35	14.9%
Community development	9	3.8%
Engineering	2	0.9%
English / Literacy	29	12.3%
ESOL	50	21.3%
Family learning	5	2.1%
Foreign languages	8	3.4%
Health and social care	5	2.1%
ICT	13	5.5%
Mathematics / Numeracy	18	7.7%
Other subjects	59	25.1%
Science	2	0.9%
Grand Total	235	100.0%

A quarter of ACE respondents stated that they taught a subject not included on the subject

list provided, although the majority of these did not specify what these subjects were. Of those who selected a specialism from the available list, 21.3% teach ESOL, 14.9% teach creative pursuits including arts and crafts, and 12.3% specialise in English and Literacy.

Table 44: Response by subject area (Prison Education)

Subject area	Total	%
Art & Textiles	4	3.6%
Catering & Cookery	6	5.5%
Construction (Carpentry, Plastering, Brickwork)	4	3.6%
Customer Services	4	3.6%
Distance Learning	2	1.8%
Diversity (Mentoring)	1	0.9%
English & Maths	51	46.4%
Hairdressing & Barbering	5	4.5%
Industrial Cleaning	2	1.8%
IT	18	16.4%
Media & Creative Writing	1	0.9%
NVQs	6	5.5%
Vocational (Painting & Decorating)	4	3.6%
Waste Management	2	1.8%
Grand Total	110	100.0%

Nearly half (46.4%) of prison educators included in the survey teach English and Maths, 16.4% teach IT.

Table 45: Response by contract type and Further Education sub-sector

	Adult and Community education	Further education	Prison Education	Grand Total
Annualised hours	6.2%	1.1%	12.7%	1.7%
Fixed term	6.6%	2.4%	0.9%	2.5%
Guaranteed minimum hours	3.5%	0.4%	0.9%	0.6%
Open ended	2.2%	0.4%	0.9%	0.5%
Permanent	58.8%	91.8%	76.4%	89.9%
Sessional	14.6%	1.8%	2.7%	2.4%
Zero hours	8.0%	2.1%	5.5%	2.5%

Across the entire sector, the vast majority (89.9%) of respondents are employed on permanent contracts, 2.4% are on fixed term contracts and 2.5% are on zero hours contracts. Less than 1% each are employed guaranteed minimum hours and open ended contracts. This heavy weighting of responses towards those on permanent contracts is very different to the overall further education workforce, but more closely in line with UCU's membership, although, as shown in table 44, responses from each subsector show a very varied picture in terms of contract type and employment security.

Job role

As in the general FE staff population, two thirds of respondents (66.9%) are employed on as Lecturers, and a further 14.9% are Course Leaders. 7.2% of respondents are Tutors and 5.3% are non-teaching managers.

64.7% of survey respondents are employed full time and the cast majority of these are permanently employed (63.0% of all staff). 10.4% are employed four days a week, 7.6% are employed 2.5 days per week and 7.5% are employed three days a week.

3.0% of survey respondents are employed in the sector in non-teaching roles.

Demographics

The main demographic, activity and contractual characteristics of survey respondents is outlined below. Throughout this report, where of significance, results are presented for each of the characteristics listed below.

Table 46: Response by gender and Further Education sub-sector

	Adult and Community Education	Further Education Colleges	Prison Education	Grand Total
Female	79.2%	56.9%	69.2%	58.3%
Male	20.8%	43.1%	30.8%	41.7%

Across the further education sector 58.3% of respondents were female and 41.7% were male. The percentage of female staff is slightly higher than in the sector nationally. There is significant variation in the gender of respondents at the subsector level, with survey respondents from ACE being overwhelmingly female (79.2%) while 69.2% of prison educators are make. 56.9% of respondents from further education colleges are female, close to the sector average. 0.3% of people identified as a gender other than that which they were assigned at birth.

Ethnicity

93.7% of respondents identified as White, 2.5% identified as Asian 1.6% Black and 1.0% of Mixed Ethnicity.

Disability

9.6% of people stated that they consider themselves to have a disability, although this figure was higher among Prison educators (14.3%) and ACE staff (11.0%).

Appendix B: Demographic and employment details of survey respondents working in Higher Education

Respondents

A total of 12,113 higher education members started the survey, and of these, 8,146 answered all questions. The total number of complete responses available for each individual question is always used in this analysis, so the total for each question will vary based on the number of responses received to that specific question.

Contract mode, type & FTE

As in the general HE staff population, the majority of respondents (56.2%) are employed on combined teaching and research contracts, and a further 21.7% are employed on teaching focused contracts. Research only staff (6.5%) and academic related, professional staff (12.8%) are underrepresented amongst our responses when compared to the general academic workforce.

The vast majority (85.4%) of respondents are employed on permanent contracts, 7.4% are on fixed term contracts and 5.1% are on open ended contracts. Less than 1% each are employed on zero hours and sessional contracts. This heavy weighting of responses towards those on permanent contracts is very different to the overall HE workforce, but in line with UCU's membership.

Table 47: Contract mode

Contract mode	Total	%
Annualised hours	33	0.3%
Fixed term	883	7.4%
Guaranteed minimum hours	21	0.2%
Open ended	605	5.1%
Permanent	10,148	85.4%
Sessional	89	0.7%
Zero hours	106	0.9%
Grand Total	11,885	100.0%

Table 48: Full-time equivalent

Full Time Equivalent	Total	%
0.2	192	1.6%
0.3	88	0.8%
0.4	165	1.4%
0.5	335	2.9%
0.6	441	3.8%
0.7	151	1.3%
0.8	487	4.2%
0.9	63	0.5%
1	9,777	83.6%
Grand Total	11,699	100.0%

83.6% of survey respondents are employed full time, 4.2% are employed four days a week and 3.8% are employed three days a week. 2.9% of respondents are employed half time (0.5 FTE) and 1.6% are employed two days per week (0.4 FTE).

Table 49: Role profile by Full Time Equivalent

	Full Time Equivalent								
	0.2 FTE	0.3 FTE	0.4 FTE	0.5 FTE	0.6 FTE	0.7 FTE	0.8 FTE	0.9 FTE	1.0 FTE
Lecturer	3.0%	1.3%	2.1%	3.6%	4.1%	1.5%	3.8%	0.6%	80.1%
Non-academic professional	0.6%	0.2%	1.7%	2.8%	4.6%	1.7%	9.0%	1.4%	78.0%
Principal Lecturer	0.2%	0.0%	0.2%	1.2%	1.9%	0.6%	4.4%	0.8%	90.7%
Principal Research Fellow	0.0%	0.0%	3.1%	9.4%	6.3%	0.0%	3.1%	0.0%	78.1%
Professor	0.6%	0.5%	0.7%	2.1%	1.4%	0.0%	1.0%	0.2%	93.5%
Reader	0.0%	0.0%	0.3%	1.8%	1.8%	0.8%	2.0%	0.3%	92.9%
Research Assistant	3.2%	0.6%	3.2%	5.8%	6.5%	1.3%	4.5%	0.6%	74.0%
Research Fellow	1.3%	0.6%	0.6%	3.2%	1.6%	2.2%	4.2%	0.6%	85.6%
Section Head or Manager (non-academic)	0.0%	0.0%	0.0%	1.7%	3.2%	1.7%	5.4%	1.1%	86.8%
Senior Lecturer	0.2%	0.3%	0.8%	2.6%	4.0%	1.1%	3.9%	0.3%	86.9%
Senior Research Fellow	2.3%	0.0%	0.0%	3.9%	3.9%	2.3%	7.0%	1.6%	79.1%
Senior Teaching Fellow	1.3%	3.8%	0.0%	5.1%	5.1%	2.6%	7.7%	0.0%	74.4%
Teaching Assistant	34.7%	12.9%	9.5%	4.8%	5.4%	4.1%	4.1%	0.7%	23.8%
Teaching Fellow	2.4%	2.4%	3.6%	9.0%	8.4%	7.2%	5.4%	0.6%	61.1%
Grand Total	1.5%	0.7%	1.3%	2.9%	3.6%	1.3%	4.1%	0.5%	84.1%

Table 50: Primary activity

	Total	%
Academic related (non-academic managers & professional staff)	1,495	12.80%
Faculty management	332	2.80%
Research	759	6.50%
Teaching and Research	6,585	56.30%
Teaching focused	2,534	21.60%
Grand Total	11,705	100.0%

More than half (56.3%) of those responding are employed on teaching and research contracts and 21.6% are employed on teaching focused contracts. 6.5% of respondents are employed on research only contracts.

12.8% of responses were received from academic related, professional staff members, a figure in line with the overall proportion of UCU's membership for this staff category.

Table 51: Academic discipline

	Total	%
Agriculture/Veterinary Medicine	60	0.50%
Business and Administration, Economics	937	7.70%
Computer sciences	243	2.00%
Education/Teacher training	805	6.60%
Engineering,	629	5.20%
Humanities and Arts	2,943	24.3%
Law	347	2.9%
Life sciences	822	6.80%
Medical sciences, Health sciences	1156	9.50%
Not applicable - not an academic	1429	11.80%
Physical sciences, Mathematics	937	7.70%
Social and Behavioural sciences	1,805	14.90%
Grand Total	12,113	100.0%

Among the 87.2% of respondents employed on academic contracts, respondents were spread across all academic disciplines and academic related fields, with Arts and Humanities (24.3%), Social and Behavioural Sciences (14.9%) and Medical and Health Sciences (9.5%) accounting for almost half of the total responses received from academics.

Demographics

52.8% of respondents were female and 47.2% were male. 0.4% of people identified as a gender other than that which they were assigned at birth. These figures are similar to the overall HE staff population.

93.1% of respondents identified as White, 1.9% identified as Asian, 0.8% identified as Black and 0.9% identified as being of Mixed Ethnicity.

8.8% of people stated that they consider themselves to have a disability.

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