

Counting the costs of casualisation in further, adult and prison education

Key findings of a survey conducted by the University and College Union

June 2019



Contents

EXECUTIVE SUMMARY	3
Part 1: The casualised workforce in further, higher and prison education	3
Part 2: Precarious work and the struggle to get by	3
Part 3: The costs to quality - measuring the impact of casualisation	4
Recommendations	5
PART 1: THE CASUALISED WORKFORCE IN FURTHER ADULT AND PRISON EDUCATION	5
PART 2: PRECARIOUS WORK AND THE STRUGGLE TO GET BY	7
Pay	7
Contracted and actual hours of work	8
Fair pay and working hours	9
Multiple jobs	10
Making ends meet	11
Making longer term plans	12
Wellbeing	14
Leaving the profession	16
Do people want flexibility?	18
PART 3: THE COSTS OF CASUALISED TEACHING FOR LEARNERS	20
WHAT CAN BE DONE?	24
Notes	25
Appendix: Who responded to the survey?	26



Introduction

UCU believes that the casualisation of academic labour is a massive problem for the UK further, adult and prison education sectors.

To understand why we think this, we need to do two things. Firstly, we need to look more closely at where precarious work is concentrated and understand who the casualised staff are.

Secondly, we need to understand the impact that it has on teaching staff and on their work. This report is the first to provide evidence, from casualised staff themselves, showing the real costs of employing staff on precarious contracts. Here you will hear the voices of casualised staff as they talk about how precarious contracts affect their lives, their wellbeing and their ability to do their jobs.

The findings in this report are taken from a UCU survey of casualised staff conducted between 16 January and 19 February 2019. 789 staff teaching in further education colleges, adult education or prison education participated in the survey with 538 completing every question.

Executive summary

PART 1: THE CASUALISED WORKFORCE IN FURTHER, HIGHER AND PRISON EDUCATION

- Casualisation is a massive problem for the UK further, adult and prison education sectors.
- There are approximately 51,720 teaching staff working in FE colleges.¹ Of those:
 - 18.5% are on a fixed-term contract
 - 11.7% are on a zero-hours contract (ie no work is guaranteed)
 - 12.8% are on hourly-paid contracts with minimum guaranteed hours
 - 4.5% are employed through an agency.

PART 2: PRECARIOUS WORK AND THE STRUGGLE TO GET BY

UCU conducted a survey of casualised staff between 16 January and 19 February 2019. 789 staff teaching in further education colleges, adult education or prison education participated in the survey with 538 completing every question. This survey showed that:

- On average, part-time and hourly paid teachers are doing 30% of their work without pay.
- 56% of the participants had held two or more jobs in total in the last 12 months, while 39% had held two or more jobs in the education sector.



- 72% of those responding said they had struggled to make ends meet, while 56% said they experienced problems paying bills.
- 71% of respondents reported that they believed their mental health had been damaged by working on insecure contracts, while 45% reported that they believed their working conditions had damaged their physical health.
- 75% of respondents agreed that their contractual status made it hard to make long-term financial commitments such as buying a house.
- 73% of respondents also agreed that it made it hard to make long-term family plans.
- 84% of participants said they had considered leaving, with the number one reason for doing so being the lack of job security.
- 93% of respondents on a fixed-term contract said that they would rather be on a permanent contract, while 72% of hourly paid staff responding said that they would rather be on a contract that guaranteed them hours, even if it meant less flexibility.

PART 3: THE COSTS TO QUALITY - MEASURING THE IMPACT OF CASUALISATION ON STUDENTS AND WORK

- More than 83% of participants reported regularly working more hours than they are paid for in order to do their jobs properly.
- 83% of respondents said that they did not have enough paid time to enable them to prepare adequately for their classes;
- 84% of respondents said that they did not have enough paid time to complete their marking;
- 85% of teaching staff said that they did not have enough paid time to undertake the scholarship necessary to stay on top of their subjects;
- 76% of casualised teachers said that they did not have enough paid time to give their students the feedback they deserved;
- 50% of teaching staff said they did not have access to adequate facilities to provide feedback and support to their students;
- 46% said their views were not taken into account in the development of courses and materials.



RECOMMENDATIONS

- Funders (national or regional) should set minimum standards for teacher contract terms; limiting the use of casualised contracts and prohibiting the use of zero-hours contracts.
- Call on Ofsted to inspect for any negative impact on quality of provision associated with instability in teaching teams due to casualisation of contracts.
- More further, adult and prison education need to follow the examples of the more enlightened employers in the sector. They should invest in decasualising their workforces and engage in negotiations with UCU locally to negotiate the transition of precariously employed staff onto more secure contracts.

PART 1: THE CASUALISED WORKFORCE IN FURTHER, ADULT AND PRISON EDUCATION

Despite the stated good intentions of management in the sectors and their insistence that casualisation is not a huge problem, according to our latest data from 2018 FOI returns from 226 colleges, just under 40% (38.8%) of the lecturing workforce in the FE sector are on some form of casualised contract. This is an increase from our previous surveys, so the problem is increasing, not decreasing.

Of the 51,720 teaching staff reported via our FOI request, 9565 (18.5%) are employed on fixed-term contracts, 6605 (12.8%) on hourly paid contracts with minimum guaranteed hours, 6074 (11.7%) on zero hours contracts and 2328 (4.5%) are employed through an agency.

A shocking 66 (29.2%) of colleges reported that more than 50% of their lecturing staff were on some form of casualised contract – some reporting that none of their lecturing staff were employed on permanent full time or fractional contracts. This is also a significant increase from previous years.

Of the colleges employing large numbers of prison educators, over 1/3 of teaching staff are employed on casualised contracts.

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



them have variable hours or, of course, the infamous zero hours contract. Work can shrink or diminish or even disappear entirely, and with it goes their income.

We have reported, time and time again, that the casualisation of teaching is detrimental to staff, employers and students.

In this survey we have sought to show how being employed on a casualised contract directly affects staff. What do they say about life and work employed on these contracts?

In the rest of this report, we show what casualised staff themselves say about the effects of working on precarious contracts.

I am committed to our fantastic students and love teaching and being part of their journey. However I feel very undervalued in terms of zero-hour contract and all the unpaid hours I have to do to do my job well and give the students the best possible learning experiences that they deserve.

Contracts are renewed in August, but as it is a one-year fixed term contract, by March the following year I begin to panic in regards to my contract and looking for work elsewhere

I can only afford to do this job because it is a second salary in the household.

I am employed and paid dependent on sessions I work and receive no pay during term breaks. I do not receive payment if sessions are cancelled, either class is cancelled, or student fails to attend.

Budgeting for holiday periods - when I am effectively laid off - means running up debt or asking family for help.

Being paid on an hourly basis greatly impacts my wages from month to month. I get paid for hours worked in June at the end of July. Most of my teaching responsibilities finish in May. I am expected to mark exams and lengthy coursework and drafts but these are counted as part of my teaching responsibilities so I am not paid anything extra for these, even though I then often have to pay for childcare to allow me to get this done.

Our culture of work is very slanted against tutors. We are treated with the same low regard as Deliveroo riders.

Negatives of a casualised contract: always working through an unpaid lunch break, my pay slip is regularly incorrect with hours missing due to ineffective systems, I never know how many hours (if at all) I am going to get at the beginning of an academic year. Holiday pay is 'built in' to my hourly rate - but because my hours fluctuate (or are miscalculated) - inevitably I spend this, leaving the summer/winter break with little/nothing to live on. My partner has to pick up the cost of this. I am excluded from staff professional development sessions as these aren't contracted hours.



I could have my hours cut at any time, which happened just before Christmas. Very stressful not earning a regular amount every month when you have dependents.

An inability to move on with my life. Despite being a professional, friends earn more in retail with less stress and more job security.

It is terrible. I have worked for 9 years on 12 month fixed term contracts. All the jobs I have seen advertised that is relevant to me are always advertised fixed term. I have not seen a job advertised permanent for my sector for years.

I have to prepare for courses and undertake admin work in my own time. Short notice cancellation sometimes leaves me without income. Being casually employed results in limited access to CPD.

I was off sick with cancer; I returned to work a bit too early as I wasn't receiving sick pay plus I had the constant worry someone else would be given my hours.

PART 2: PRECARIOUS WORK AND THE STRUGGLE TO GET BY

PAY

The poor pay in the further, adult and prison sectors is well documented with the average pay of FE lecturers, £7000 below teachers' average pay.

Nonetheless, the pay of staff engaged in precarious work in the sector falls well short of even that.

We asked staff to estimate their average monthly take-home pay. 603 respondents were able to do this and 69% said they earned less than £1500 a month. 87% earned less than £2000 a month.

For the purposes of comparison, median full time monthly earnings in 2018 were £2,276,² and for FE teaching staff as a whole across England and Wales median full time monthly earnings in 2018 were £2,640.³

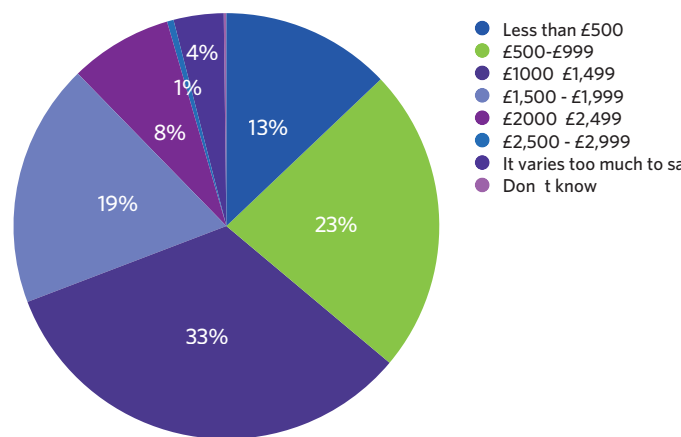
13% of the respondents estimated that their monthly earnings were below £500, the lower earnings limit for National Insurance contributions.



Table 1: Estimate your average monthly take home pay

VALUE	PERCENTAGE	COUNT
Less than £500	12.9%	81
£500-£999	23.2%	146
£1000 - £1,499	33.1%	208
£1,500 - £1,999	18.5%	116
£2000 - £2,499	7.8%	49
£2,500 - £2,999	0.5%	3
It varies too much to say	3.8%	24
Don't know	0.2%	1
Totals		628

Figure 1: Estimate your average monthly take home pay



CONTRACTED AND ACTUAL HOURS OF WORK

Part-time teaching staff are contracted in a number of ways. They can be employed on a fraction of a full time contract (0.2 or 1 day a week, 0.5 or 2 ½ half days a week), or very commonly, they can be engaged as hourly paid teachers. These are contracted to deliver a certain number of hours teaching, often with an allowance of pay to cover preparation and marking. These ‘multipliers’ are almost invariably too low to cover the amount of work associated with preparing and delivering classes, marking work and giving students feedback on their work. As a consequence, part-time teaching staff regularly report that they work many more hours than they are paid for, lowering their effective hourly rates.

Our survey shows this unpaid labour very clearly. We asked participants to tell us how many hours in an average week they were contracted to work and to estimate how many hours they actually work in an average week (as distinct from those they are contracted to work).



After subtracting those respondents contracted to work full time, we were left with 482 teaching and instructing staff who were contracted to deliver hourly paid teaching in some form. On average, these teaching staff estimated that they were working 30% longer than they were paid for to get the job done. A 'typical' part timer might be contracted to deliver 18 hours work but would take 26 hours to complete the work associated with that paid time.

FE, adult education and prison education staff, then, are contributing a large amount of unpaid labour to their employers because of the way they are employed.

Table 2: contracted and actual hours of work

482 RESPONDENTS	CONTRACTED HOURS	ACTUAL HOURS	UNPAID HOURS	% UNPAID
TOTAL	8914.1	16385.4	7471.2	45.6
AVERAGE	36.9	52.9	16.0	30.3
MEDIAN	18	26	8	30.8

I am only paid for the contact time, despite the countless hours spent preparing for sessions. There is a constant barrage of emails from my employer to my personal email address which I am expected to reply to at almost all times. We are expected to take responsibility for admin tasks such as enrolment and, at times, recruitment too, despite the fact that we are only paid to teach a particular subject.

All of my planning and preparation is done in my own time.

I use substantial amounts of my own unpaid time to research, prepare teaching materials, speak to and advise students, respond to student enquiries to the college about courses, do ever increasing amounts of administration, set up/clear studios. We also pay for all our own work-related stationery.

I am paid for 9.5 hours a week but in reality I usually work 25 to 30 hours per week in lesson preparation, marking work and admin.

I regularly have to complete prepare lessons and mark assignments at home, for which I am not paid.

FAIR PAY AND WORKING HOURS

71% of respondents did not believe that they are fairly paid for the work they do, with 83% agreeing or strongly agreeing that they regularly have to work beyond the hours they are paid for to do their jobs properly.



Table 3: Pay and hours - To what extent do you agree with the following statements?

	STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE	RESPONSES
I am paid fairly for the work I do	10 (1.5%)	86 (13.2%)	92 (14.1%)	247 (37.9%)	216 (33.2%)	651
I regularly have to work beyond the hours I am paid for to do my job properly	396 (61.0%)	144 (22.2%)	31 (4.8%)	46 (7.1%)	32 (4.9%)	649

MULTIPLE JOBS

With take-home pay for part-time staff as low as it is, it's hardly surprising that many staff teaching in colleges, prisons and adult education hold down more than one job.

Almost 56% of respondents said they had held two or more jobs in the last 12 months and 38% said they had held two or more education jobs in the same period.

Table 4: Staff with more than one job in the last 12 months

TOTAL RESPONDENTS	TWO OR MORE JOBS IN EDUCATION	% WITH TWO OR MORE JOBS IN EDUCATION	TWO OR MORE JOBS IN TOTAL	% WITH TWO OR MORE JOBS IN TOTAL
531	205	38.6	297	55.9

I have to take on marking in January and June and teaching in a revision school to make sure I have enough money to cover things like car insurance and rates.

I frequently have to accept courses far from home, which means many unpaid hours travelling, often without reimbursement of expenses. If I turn down a contract with a college because I have already accepted another elsewhere, I can find myself at the bottom of the list of casual lecturers when it comes to the next offer of work, so I don't get any offer for several months.

I was unable to afford to move out of my parents' house for years. I am now working seven days a week for other employers to make ends meet.

I am able to support myself because I have another job with fixed hours and a permanent contract in community learning. Surviving on the insecure FE contract alone would not be possible.



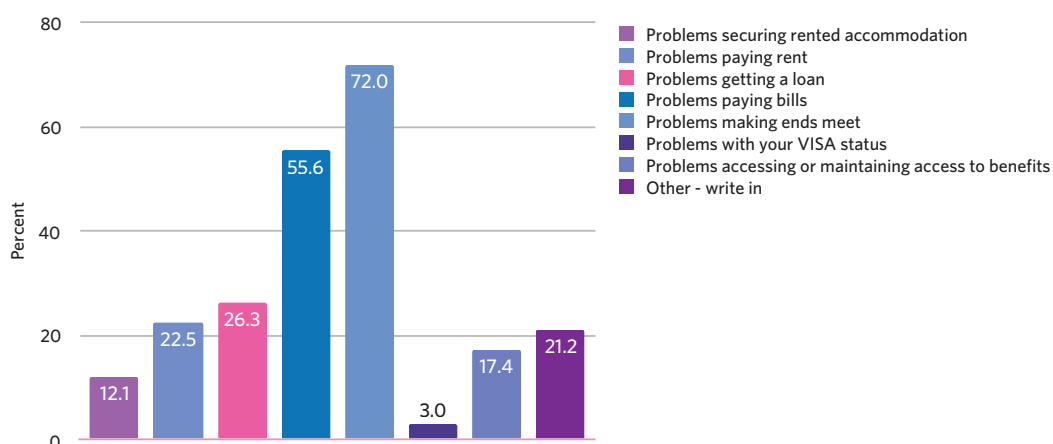
MAKING ENDS MEET

Many casualised staff face a major struggle to make ends meet, confirming the results of earlier UCU surveys. 72% of the respondents who answered these questions said that they struggled to make ends meet on these contracts, while 56% said they faced problems paying their bills.

Table 5: Have you ever experienced any of the following as issues as a result of your employment on insecure contracts? (tick all that apply)

	TOTAL RESPONDING	COUNT OF THOSE ANSWERING 'YES'	PERCENT
Problems securing rented accommodation	684	57	12.1%
Problems paying rent	471	106	22.5%
Problems getting a loan	476	124	26.3%
Problems paying bills	471	262	55.6%
Problems making ends meet	470	339	72.0%
Problems with your VISA status	466	14	3.0%
Problems accessing or maintaining access to benefits	482	82	17.4%
Other - Write In	476	100	21.2%

Figure 2: Have you ever experienced any of the following issues as a result of your employment on insecure contracts? (tick all that apply)





Only able to buy a house and have kids because my partner has a 'proper' job, despite me being nearly 40 and a highly qualified and experienced teacher.

I sometimes feel overwhelmed by what I need to do in order to get enough money to meet my financial commitments. I worry when I open my pay slip as to what it will contain. Every month it varies and I cannot be sure what I will get.

I am always applying for jobs in the hope of securing a more stable contract. I like my job but I can't afford to keep doing it!

Employment varies at different times of the year, from 3 days a week to 1 day a week and with no pay during educational holidays. This makes budgeting impossible, even if pay was higher.

Having enough money to buy substantial and healthy food once the bills are paid is sometimes near impossible. Some weeks I live on cereal and crackers and water if I am lucky.

The summer and autumn pay gap is the most difficult to manage – lasting from July until October – then only a tiny amount. First proper pay in November. I have not been able to have a holiday in 25 years, and until I received my state pension, had to try and find alternative work. I have been unable to afford to pay into a pension scheme, as simply not in the budget.

I am paid what the college calls an 'enhanced rate' (£19 per hour) supposedly to make up for no paid time for marking / preparation, but this means that actual wage for work done is close to minimum wage. My nephew at 23 earns twice as much as a delivery driver.

I definitely worry that I will be able to afford to make ends meet over the holidays, and that I have no guaranteed hours from year to year.

Over the last two years I visited a foodbank because courses which had been diarized for me were taken away and I was told they were cancelled.

MAKING LONG TERM PLANS

Beyond the immediate costs of this way of working, casualisation also casts a long shadow. The anxiety of insecure employment prevents people from making plans for their lives and leaves them in a perpetual limbo.

75% of respondents said that their contractual status makes it hard to make long-term financial plans while 73% said that it makes it hard to make long-term family plans.



Table 6: To what extent do you agree with the following statements?

	STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE	RESPONSES
My contractual status makes it hard to make long-term financial commitments (eg buy a house)	261 (49.4%)	136 (25.8%)	60 (11.4%)	56 (10.6%)	15 (2.8%)	528
My contractual status makes it hard to make long-term family plans	221 (41.5%)	166 (31.1%)	74 (13.9%)	51 (9.6%)	21 (3.9%)	533

I live from week to week, I don't make any long term plans in my own life.

There is absolutely no way I would get a mortgage with this contract. In any event, I have not been able to save anything like enough on these poverty wages.

I struggle immensely in the summer month when I don't get paid. This has affected making long term plans for the past eight years.

It is hard to know from year to year what arrangements will be necessary with regards to childcare, for example, as my timetable has changed significantly from year to year depending on need within the college.

My income (sessionally paid variable teaching hours) is not recognised by the mortgage providers.

You only look ahead for twelve months (the length of my contract).

I never know how many hours I am going to get. My hours change weekly, monthly, termly. My lessons can be cancelled without notice. I cannot plan anything and I never know how much money I am going to earn. How are you supposed to manage your finances?

I have had trouble securing rental accommodation because I can't prove my income over a full year.

I just can't even begin to imagine planning anything.

There is no job security and I never know how much work I can get. This makes it impossible to get a mortgage and buy my own property although I do not want to live in rented accommodation and especially not in a shared house for the rest of my life.

It is difficult to know when to plan to start a family as you don't know whether you will have a job to come back to after maternity leave.

Being on a fixed term contract means that being able to settle down and plant roots in a community is hard, which then has a knock on effect on being an active member in said locality.



WELLBEING

The struggle to make ends meet and the constant anxiety about whether or not they will get enough teaching hours to live on creates enormous stress and anxiety for casualised staff. This is clearly visible in our survey, in which 68% of respondents rated the experience of working on an insecure contract as very stressful.

A worrying 70% of respondents said they believed that this way of working had damaged their mental health, while 45% said they thought that their physical health had suffered.

When asked to rate how stressful they found working on an insecure contract on a scale of 1-10, where 1 = not stressful at all and 10 = extremely stressful, 88% of respondents entered a figure above 5, with 28% stating that working on an insecure contract was 'extremely stressful'.

These statistics should be a source of shame for employers in post-secondary education.

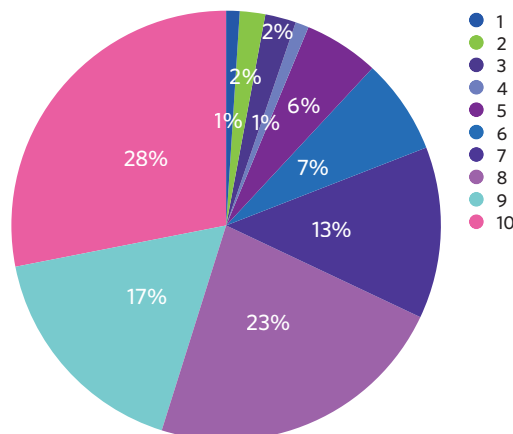
Table 7: Would you say that your mental health has been affected by working on an insecure contract?

	PERCENTAGE	COUNT
Yes	70.6%	367
No	29.4%	153
Totals		520

Table 8: Would you say that your physical health has been affected by working on an insecure contract?

	PERCENTAGE	COUNT
Yes	45.4%	236
No	54.6%	284
Totals		520

Figure 3: On a scale of 1 to 10 where 1 = not stressful at all and 10 = extremely stressful, how stressful do you find working on an insecure contract?





It's has caused lots of stress and illness which affects pay. Can't make any plans, living hand to mouth and hoping class doesn't get cancelled.

There is always anxiety about whether there will be enough enrolments to give me work every September.

The stress caused me to collapse at work. I was taken to A&E. Management never contacted me to see how I was doing nor did they send wishes for a recovery. I was abandoned and ignored by management.

It made me feel I have to prove myself in a way that I've not felt in other jobs. It made me feel undervalued and stressed about what will happen at the end of the contract. These things affected my morale and ability to concentrate on the job at hand.

Working on insecure contracts has led to anxiety attacks and constant stress. The uncertainty whether I will be retained in my role, whether it will still be there tomorrow.

I am feeling anxious and burnt out and can't face the pressures that have been imposed by poor management, a deficit in staff structure, poor marketing, poor support and a total lack of transparency and trust.

I have suffered great stress, I have been unable to sleep soundly, I have felt depressed and suicidal.

I developed a type of epilepsy which may well have been linked to the stress of losing teaching hours. It certainly led to a near nervous breakdown.

I have collapsed twice in the last few months with no physical explanation and the doctors have put it down to stress.

Always on edge and worried about my future work.

Instead of looking forward to summer holidays, I dread them, as I have no idea what will happen come September, will I have hours teaching or will I need to look about a new job?! Your anxiety hits an all-time high, you image the worst, while secretly hoping for the best.

I have a long-term mental illness which is exacerbated by the insecurity. The lack of sick pay as someone with a disability is a huge concern when my health is bad.

My mental health has been affected by constantly worrying about the future. I've got a son now, and the pressure to keep the job and earn money has only increased. I do feel disappointed and anxious quite often and it is not the state I would like to be in especially when raising a son.



I suffer from migraine and often have headaches as consequence of the high levels of stress connected to my job.

Lack of set place or work and no money to equip centres properly means carrying heavy equipment from place to place causing shoulder issues.

Having to come in, even when I am ill, means I cannot shake off the illness. I frequently have headaches - mainly due to stress, sore throats and cold sores.

I suffered a slipped disc from carrying all my teaching materials from site to site because I do not have a secure base to leave things from one lesson to the next.

I have periods of insomnia and sickness. I get repeated infections which I am unable to get over, partly as I need to get back to work quickly to get paid and also to try to keep my job.

I have ulcerative colitis which has been in remission but flaring up due to money worries associated with a temporary contract.

Physical health has been affected by the disturbed eating pattern, sleep patterns, I suffer with physical symptoms through stress of work, no motivation to be active after work. Another big factor is hot-desking. No dedicated work space means that I have carry resources and personal bags everywhere.

Constantly feeling unwell (headaches, cold) unable to recover fully as I don't feel I have enough time to rest

LEAVING THE PROFESSION

Perhaps unsurprisingly, a staggeringly high number of respondents had considered leaving the sector (84.2%), despite the majority wanting to stay in the sector.

Table 9: Would you like to stay in the education sector?

	PERCENTAGE	COUNT
Yes	59.1%	319
No	12.2%	66
Undecided	28.7%	155
Totals		540



Figure 4: Would you like to stay in the education sector?

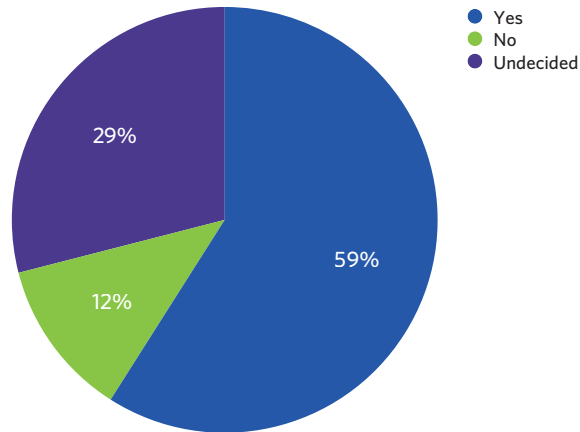
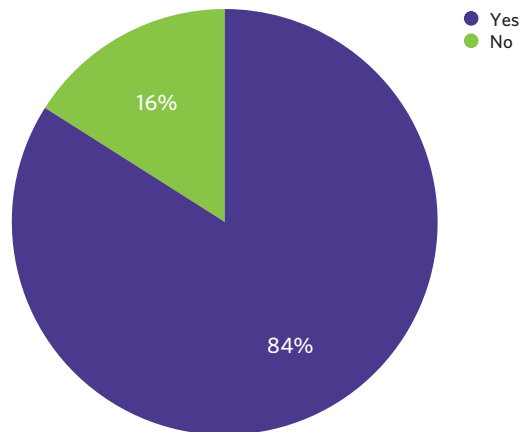


Table 10: Have you ever considered leaving the sector?

	PERCENTAGE	COUNT
Yes	84.2%	454
No	15.8%	85
Totals		539

Figure 5: Have you ever considered leaving the sector?



The single biggest factor in prompting staff to consider leaving was the absence of job security.



Table 11: If yes, please indicate the most important factors in making you consider leaving. Please rank them in order of importance:

ITEM	OVERALL RANK	SCORE	TOTAL RESPONDENTS
Lack of job security	1	1,977	369
Work-life balance issues	2	1,747	387
Prospect of better pay	3	1,676	353
Unequal treatment	4	1,373	329
Dissatisfaction with career progression	5	1,280	314
Lack of promotion opportunities	6	1,277	332
Other	7	557	193

It has contributed to my constant state of anxiety and stress regarding the possibility of losing my job at any time and whether I will be able to find another job in my area in the near future or be prepared to get a loan to finance a career change at my age. Teaching has become extremely demanding, stressful and a badly- paid activity and responsibilities have increased significantly year after year. The workload is very large and teachers find themselves working many hours unpaid or working unsociable hours to complete the work the employer requires. There is no desire to provide a better working environment or wellbeing, despite their claims they are supporting all tutors. There is no sense of value added to the work tutors do and a desire to communicate a sense of respect and appreciation. I personally feel demoralised, exhausted and over-worked. I have probably come to the conclusion I need to leave the profession I love so much and look for a job that will give me some financial stability rather than mere personal satisfaction.

Having been at same work place for 10 years on a casual contract, there is no career progression. To do my job well, I have to do unpaid work. It is demoralising.

I'm a newly qualified FE teacher and am already looking for work outside the industry because of the insecurity and precariousness of the sector.

DO PEOPLE WANT 'FLEXIBILITY'?

Employers often claim that many people value the flexibility that comes with fixed-term and hourly paid contracts. This is not really borne out by the evidence of our survey. 92.9% of respondents on a fixed-term contracts said they would rather be on a permanent contract, while 71.9% of hour paid staff responding said that they would rather be on a contract that guaranteed them hours, even if it meant less flexibility.



Table 12 & Figure 6: If you are on a fixed-term contract, would you prefer to be on a permanent contract?

	PERCENTAGE	COUNT
Yes	92.9%	195
No	7.1%	15
Totals		210

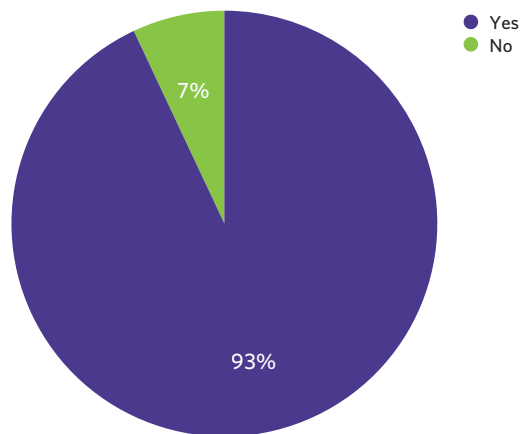
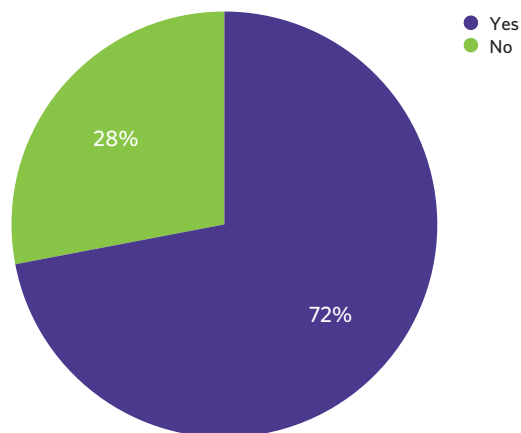


Table 13 & Figure 7: Would you prefer a contract that guaranteed you more hours at the cost of less flexibility?

	PERCENTAGE	COUNT
Yes	71.9%	187
No	28.1%	73
Totals		260





Regular hours means I could manage my finances better. It would give me some security and make me feel more valued.

Flexibility is just a code-word for managers to say zero-hour or casual contract because I still do not get a choice as to when I want to work.

I would like to know that I will definitely have work after each holiday.

I do appreciate being able to work term time only as I am a single parent but I constantly worry about taking time off sick, having very low pension contributions as I have to add lots of hourly paid jobs together and 2 of my 3 jobs have no pension scheme.

It would be great to think of this contract as a part time guaranteed income - it would make me feel more relaxed.

I would prefer guaranteed hours with one employer.

I love my job and want stability.

I don't feel by not having a contract gives me more flexibility, it just feels like more insecurity.

In real terms, despite being on a zero hours contract, I still have no flexibility. I am required to teach when I am timetabled, and although these hours can be dropped, I cannot negotiate them when I need to.

PART 3: THE COSTS OF CASUALISED TEACHING FOR LEARNERS

As we've seen, casualised teaching staff in colleges, adult and prison education provision already contribute around 30% of their work without being paid for it, with 83% saying they regularly have to work in this way to get the job done. In other words, these staff are constantly faced with the choice of cutting corners with preparation, marking and feedback or continuing to work unpaid.

As we've also seen, the majority of these staff are holding down more than one job, further squeezing their time as they travel, unpaid, between different jobs. They commonly lack access to adequate teaching facilities or to places where they can meet students and talk to them about their work.

We asked those involved in teaching to indicate the extent to which they believed their working conditions enabled or impeded them in delivering high quality teaching.

- 83% said that they did not have enough paid time to prepare for their classes.



- 84% said they didn't have enough paid time to complete their marking.
- 85% said they didn't have enough time left over after their teaching related work to keep up with their subjects.
- 76% said they didn't have enough paid time for giving students feedback.

Table 14: Please indicate to what extent you agree or disagree with the following statements

	STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE	RESPONSES
I have enough paid time to enable me to prepare adequately for my classes	1 0.2%	41 9.2%	33 7.4%	140 31.5%	230 51.7%	445
I have enough paid time to allow me to complete my marking	3 0.7%	32 7.2%	35 7.8%	137 30.7%	239 53.6%	446
I have enough time left over after my teaching related work to keep up to date with the latest scholarship in my subject	0	19 4.3%	49 11.1%	139 31.5%	234 53.1%	441
The time I am paid for enables me to give students the attention and feedback they deserve	4 0.9%	46 10.3%	58 13.0%	159 35.7%	179 40.1%	446
I am provided with the facilities I need to provide adequate feedback and support to my students (desk space, meeting rooms etc)	29 6.5%	138 31.1%	54 12.2%	105 23.6%	118 26.6%	444
My views as a teacher are taken into account in the development of courses and materials	25 5.6%	136 30.5%	78 17.5%	104 23.3%	103 23.1%	446

I have no contract. I have no work email address. I have no desk or workspace. I have issues photocopying. I don't feel like an employee. I don't belong.

I do tend to accept any work that is offered to me including teaching outside my specialist area.

Often, the learners have queries that can be dealt with only before or after a class. This interrupts the setting up and packing down times and I want my learners to feel valued. Neither of these times are paid.



I have to work in an administrative role to make ends meet. This often means I am emotionally exhausted by the time I have to step into the classroom. The more classes I take on as a result means I am not able to provide my students with the best education they deserve. Not enough time to plan classes, organise ILPs and targets and to mark student work.

Divide within staff teams. Hourly paid are regarded as not really belonging to the team. Not offered opportunities for development. Expected to show commitment by attending meetings but not paid for it. Sometimes hours are promised and then when the work is done or the meeting attended, the hours somehow evaporate.

I am not paid for travel or for travel time, and the office has now moved to the other side of the county. If I need to access course books, resources or meet other staff I have to travel there, unpaid, in my own time. It is not sustainable for me.

Not treated the same as contract 'Staff', not given same resources, or poor resources, lack of information, means I am at a disadvantage and teaching suffers as a result.

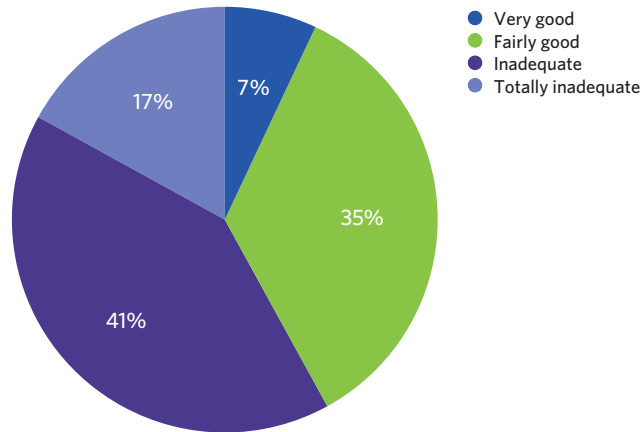
I am constantly looking for better, more stable options which eats into the time I have to teach and prepare. This generally makes me stressed, tired and less able to function well as a teacher in the classroom.

Casualised staff often experience problems accessing training and development from their employers. Too often they are seen as expendable curriculum delivery staff and not assets to be developed.

58% of respondents told us that they considered their employer’s provision of training and staff development opportunities to be inadequate or totally inadequate. The additional comments provided by respondents pointed to career development focused on internally provided CPD, often unpaid and / or at times staff on casualised contracts are unable to attend.

Table 15 and Figure 8: How would you rate your access to training and staff development opportunities?

VALUE	PERCENTAGE	COUNT
Very good	7.4%	42
Fairly good	35.0%	199
Inadequate	40.8%	232
Totally inadequate	16.9%	96
Totals		569



My employers put on a lot of training for tutors but this is mostly to prepare for Ofsted visits and not as professional development.

(Support for career development) amounts to notification of online free training for mandatory requirements, eg safeguarding. There is no financial support for professional development.

We have had zero support since I have worked there from 2015.

(Career development) is non-existent, unless you count all staff having to complete online courses like Prevent, GDPR etc.

Staff development does exist but it is mostly internal with different departments delivering specific workshops. External training opportunities are rarely promoted so staff development is a very insular experience.

We receive staff development days with sessions tailored to us but I have to attend these in my own time. I have an annual review so I keep notes about progress and development but it's up to me to find opportunities. I don't find my line manager very interested beyond making sure I keep registers and the students pass their exams.

The college offers staff development courses and have set aside an afternoon for staff to attend courses and meetings however because I am so busy I find it hard to attend those courses.

I do have some staff development, but not the same as contracted 'staff', I'm just an associate lecturer is the view... if I am trained, it is at half pay. A lot of training online in my own time, not paid for.

There is no opportunity to advance within my profession. As a zero-hour worker I am only given compulsory training with no pay.



We fill out a yearly self-assessment in which we are asked to note any training needs or career development desires but nothing happens as a result of this.

As I'm part time and CPD events are always held on the same day, when I'm not in, I always miss out.

Had lots of opportunities to support career development, although now most are in-house.

In-house CPD is pretty good, but staff on casual contracts are excluded from grants for further training.

Career development in terms of training offered by the college is good, however personal career progress within the college is not supported or offered.

I have been employed by (my) College for just over eight years and have only had one really worthy CPD session in that time relating to my trade (Motor Vehicle). In the last 3/4 years the whole department has had CPD training within our industry denied by management. This obviously impacts our course delivery for up to date technology and again has a huge impact on the learners.

Zero hours staff are not paid to do any training unlike permanent contracted staff. However we are required to do mandatory training... all of which is on line.

WHAT CAN BE DONE?

It's undeniable that the further, adult and prison education sectors have taken a battering in recent years, having been starved of funding and wracked by restructures. But that is no excuse for the increasing casualisation that blights the sector.

UCU will continue to lobby for more funding but we also need to call on government and employers to direct resources to ending the scourge of casualisation.

One way this could be done is for the funders to set minimum standards for teacher contract terms; limiting the use of casualised contracts and prohibiting the use of zero hours contracts. This could end the worst abuses in the sector almost immediately.

Whilst UCU has not been supportive of the Ofsted regime, whilst it exists, we believe that their remit could be extended to inspect for any negative impact on quality of provision associated with instability in teaching teams due to casualisation of contracts. Again, this would require employers to properly examine how and why they use casualised contracts and their impact across the institution.



However, the biggest obstacle to further progress is the fact that the vast majority of college leaderships are demonstrably unwilling to engage with UCU to address the issue of casualisation.

It is simply not necessary for employers to use precarious employment in this way. UCU is calling on the sector to talk to UCU to negotiate better workforce planning practices that can create more job security for its teaching staff.

Some FE colleges have responded well and have shown that they understand the issues. Over the last year, UCU has been able to negotiate a positive outcomes with a number of colleges including agreements:

- at CCCG to offer hourly paid lecturers who have been working for three years at 12 hours a week fractional contracts
- at Hackney College (part of New City College) to assimilate hourly paid staff who were on a fixed hourly rate to the main grade lecturer scale
- at NCG a commitment that casual contracts are no longer used for any teaching work that exceeds 8 weeks and to employing staff on open-ended fractional contracts wherever possible. The NCG agreement also commits to making fixed-term contracts permanent wherever possible
- at United College Group to improve job security for casualised lecturers including moving staff with more than 2 years' service to a permanent contract. The agreement also commits to transferring staff on open ended zero hours contracts at CONWL to guaranteed minimum hours contracts.

NOTES

¹UCU FOI results 2018

²Office of National Statistics

³ASHE 2018

⁴SIR26 Workforce Data Report Education and Training Foundation (England)

⁵SIR26 Workforce Data Report Education and Training Foundation (England)



Appendix: Who responded to the survey?

The survey was open between 16 January and 19 February 2019. 792 further, adult and prison education staff participated in the survey with 540 completing every question.

	COUNT	PERCENTAGE
Complete	540	68.2
Partial	252	31.8
Disqualified	0	0
Totals	792	

Employment sector

The majority of respondents are employed in Further Education, with a sizeable minority working in Adult and Community Education.

In which sector do you work?

VALUE	PERCENTAGE	COUNT
Further Education	83.6%	662
Adult and Community Education	13.3%	105
Prison Education	3.2%	25
Totals		792

Membership of UCU

The survey was chiefly distributed among UCU's own membership but almost 8% of respondents were not UCU members.

Are you a UCU member?

VALUE	PERCENTAGE	COUNT
Yes	92.1%	722
No	7.9%	62
Totals		784

Age

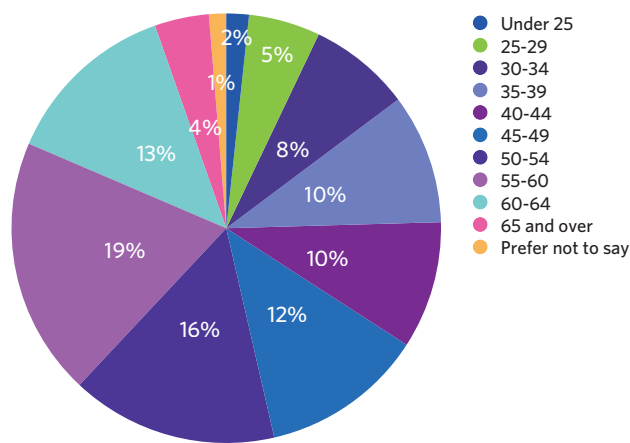
Of the respondents, 52% were aged 50 or over, with just 15% aged 34 or under.

This is an older profile than the teaching staff in the sector⁴ as a whole where 44% of teaching staff are aged 50 or over and 21% are aged under 35.



Your age

	PERCENTAGE	COUNT
Under 25	1.7%	13
25-29	5.4%	42
30-34	7.7%	60
35-39	9.8%	77
40-44	9.6%	75
45-49	12.3%	96
50-54	15.6%	122
55-60	19.5%	153
60-64	13.2%	103
65 and over	4.1%	32
Prefer not to say	1.3%	10
Totals		783

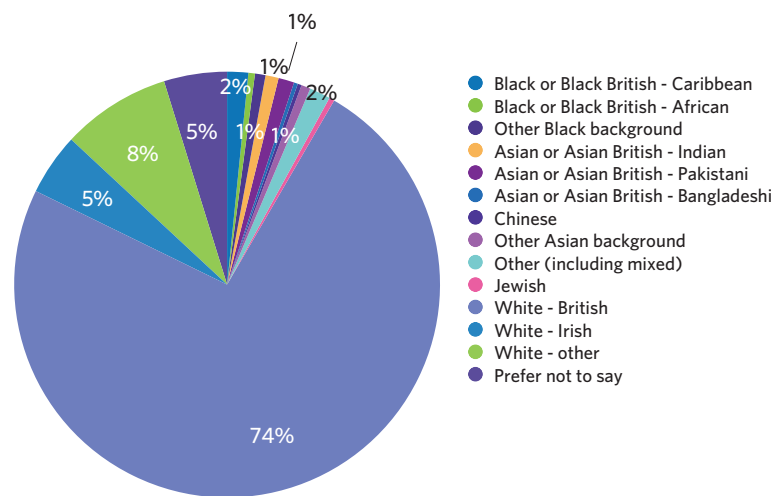


Ethnicity

The respondents in our survey were less likely to identify as ‘White British’ compared with the proportion of teaching staff across FE in England recorded in that category;⁵ 74% compared with 84%. Other comparisons are difficult because the categories used are not directly comparable.



YOUR ETHNICITY	PERCENTAGE	COUNT
Black or Black British – Caribbean	1.6%	12
Black or Black British – African	0.5%	4
Other Black background	0.8%	6
Asian or Asian British – Indian	1.0%	8
Asian or Asian British – Pakistani	1.2%	9
Asian or Asian British – Bangladeshi	0.3%	2
Chinese	0.3%	2
Other Asian background	0.7%	5
Other (including mixed)	1.6%	12
Jewish	0.4%	3
White – British	74.0%	569
White – Irish	4.7%	36
White – Other	8.3%	64
Prefer not to say	4.8%	37
Totals		769

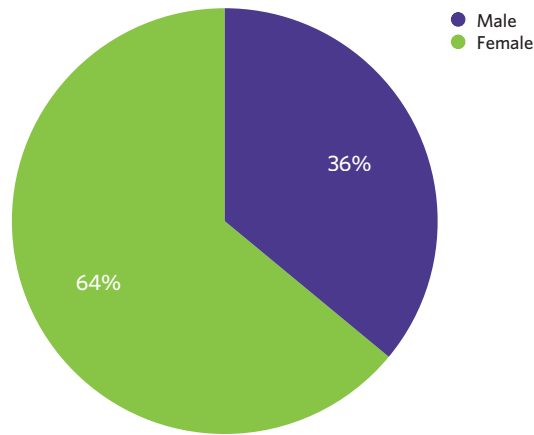


Gender

According to the latest figures from the Education and Training Foundation (England), just over half of teaching staff in FE are women. Our respondents are therefore disproportionately female.

Please select your gender

VALUE	PERCENTAGE	COUNT
Female	63.6%	499
Male	36.4%	285
Totals		3,759



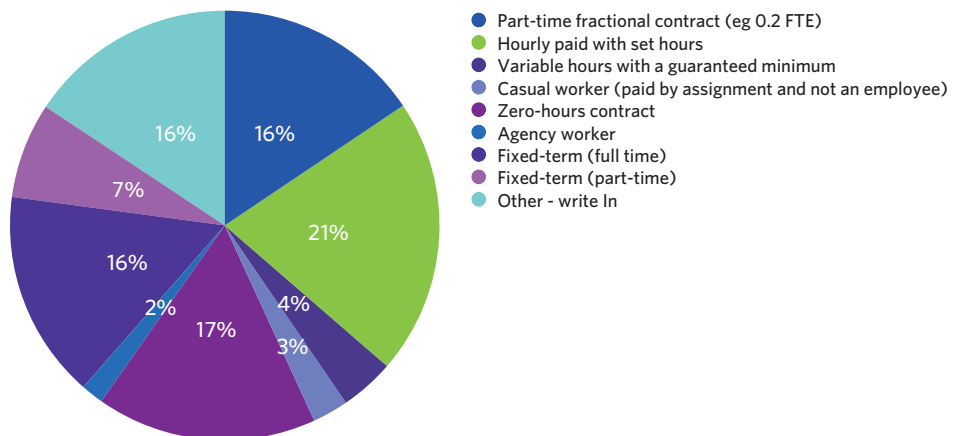
If our respondents are representative of casualised staff in the sector, then casualisation appears to disproportionately affect older, BAME and female staff.

Type of contract

Participants in the survey reported a spread of contracts types being used across the sectors.

Please select the term that best describes your contract

VALUE	PERCENTAGE	COUNT
Part-time fractional contract (e.g. 0.2FTE)	15.6%	111
Hourly paid with set hours	20.8%	148
Variable hours with a guaranteed minimum	4.1%	29
Casual Worker (paid by assignment and not an employee)	2.7%	19
Zero hours contract	16.6%	118
Agency Worker	1.7%	12
Fixed-term (full time)	15.7%	112
Fixed-term (part-time)	7.2%	51
Other - Write In	15.7%	112
Totals		712





Is your contract fixed-term or open-ended?

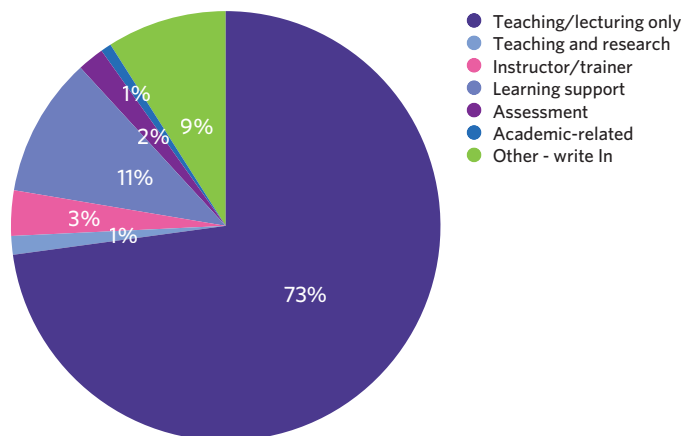
VALUE	PERCENTAGE	COUNT
Fixed Term	41.5%	291
Open Ended	54.7%	384
Open ended but with an 'at risk of redundancy' date	3.8%	27
Totals		702

Role

The vast majority of respondents described their role as teaching / lecturing although there was also a sizeable proportion of Learning support staff completing the survey.

Please select the term that best describes your role

	PERCENTAGE	COUNT
Teaching/lecturing only	72.7%	518
Teaching and research	1.4%	10
Instructor/trainer	3.4%	24
Learning support	10.5%	75
Assessment	2.0%	14
Academic-related	0.8%	6
Other - Write In	9.0%	64
Totals		711





Employer

Which FE college is your primary contract with

	PERCENTAGE	COUNT
Abingdon and Witney College	0.8%	5
Accrington and Rossendale College	0.2%	1
Activate Learning	0.9%	6
Askham Bryan College	0.2%	1
Barking and Dagenham College	0.3%	2
Barnet and Southgate College (Barnet Campus and Southgate Campus)	0.9%	6
Barnsley College	0.5%	3
Bedford College Group, The	0.2%	1
Belfast Metropolitan College	1.4%	9
Birmingham Metropolitan College (Matthew Boulton Campus)	0.6%	4
Birmingham Metropolitan College (Stourbridge Branch)	0.3%	2
Bishop Burton College	0.2%	1
Blackburn College	1.1%	7
Blackpool & The Fylde College	0.2%	1
Bolton College	0.3%	2
Bournemouth & Poole College	0.8%	5
Bracknell and Wokingham College	0.3%	2
Bradford College	1.9%	12
Bridgend College	1.4%	9
Bridgwater and Taunton College	1.4%	9
Brockenhurst College	0.2%	1
Brooklands College	0.2%	1
Brooksby Melton College	0.3%	2
Buckinghamshire College Group	0.2%	1
Burnley College	0.5%	3
Burton and South Derbyshire College	0.6%	4
Bury College	0.2%	1
Cambridge Regional College (Camre)	0.9%	6
Capital City College Group	0.9%	6
Capital City College Group, City and Islington College	0.2%	1
Capital City College Group, College of Haringey, Enfield & NE London (CHENEL)	1.1%	7
Capital City College Group, Westminster Kingsway College	0.6%	4



Capital City College Group, Westminster Kingsway College	0.8%	5
Cardiff and Vale College	1.3%	8
Cardiff and Vale College	0.3%	2
Central Bedfordshire College	0.2%	1
Chelmsford College	0.3%	2
Cheshire College South & West	0.3%	2
Cheshire College South & West	0.2%	1
City College Norwich	0.5%	3
City College Plymouth	1.4%	9
City Lit	2.4%	15
City of Bristol College	0.6%	4
City of Liverpool College	0.2%	1
City of Wolverhampton College	0.3%	2
Colchester Institute College	0.6%	4
Coleg Cambria	1.7%	11
Coleg Cambria	0.5%	3
Coleg Gwent	1.9%	12
Coleg Llandrillo	0.8%	5
Coleg Menai	0.9%	6
Coleg Sir Gar & Coleg Ceredigion	1.4%	9
Coleg Y Cymoedd	1.4%	9
Cornwall College	0.5%	3
Coventry College	0.5%	3
Craven College	0.3%	2
Croydon College	2.1%	13
Derby College	0.5%	3
Dudley College	0.2%	1
Ealing, Hammersmith & West London College	1.1%	7
East Coast College	0.5%	3
East Kent Colleges Group	0.8%	5
East Surrey College	0.2%	1
East Sussex College Group	2.2%	14
Eastleigh College	0.5%	3
Easton and Otley College	0.2%	1
Exeter College	0.5%	3
Furness College	0.3%	2
Gateshead College	0.2%	1
Gloucestershire College	0.2%	1
Gower College, Swansea	0.2%	1
Greater Brighton Metropolitan College (Brighton)	0.5%	3



Greater Brighton Metropolitan College (Northbrook)	0.3%	2
Grimsby Institute/Yorkshire Coast College	0.3%	2
Grwp Llandrillo Menai (GLLM)	1.1%	7
Grwp NPTC	0.3%	2
Hadlow College Group	0.2%	1
Halesowen College	0.2%	1
Harlow College	0.6%	4
Havant and South Downs College	0.2%	1
HCUC, Harrow College	0.3%	2
Heart of Worcestershire College	0.3%	2
Henley College	0.2%	1
Hopwood Hall College	0.5%	3
Hugh Baird College	0.3%	2
Hull College (inc. Harrogate)	0.5%	3
Kensington & Chelsea College	0.5%	3
Kingston Maurwood	0.3%	2
Kirklees College	0.8%	5
Lakes College West Cumbria	0.2%	1
Lambeth College	0.2%	1
Leeds City College	0.5%	3
Leicester College	1.3%	8
Lincoln College	0.3%	2
London South East Colleges	0.5%	3
Loughborough College	0.8%	5
Manchester College, The	0.9%	6
Merthyr Tydfil College	0.3%	2
Middlesbrough College	0.3%	2
MidKent College	0.2%	1
Milton Keynes College	0.5%	3
Morley College	1.1%	7
Nelson & Colne College	0.9%	6
New City College	0.2%	1
New City College (Hackney)	0.3%	2
New City College (THC Poplar Centre)	0.3%	2
New College Durham	0.8%	5
New College Swindon	0.2%	1
Newcastle and Stafford Colleges Group	0.2%	1
Newcastle College Group, Lewisham Southwark College	0.2%	1
Newcastle College Group, Kidderminster College	0.5%	3
Newcastle College Group, Newcastle College	0.9%	6



Newham College	0.2%	1
North Shropshire College	0.6%	4
North West Regional College	1.1%	7
Northampton College	0.5%	3
Northern Regional College	1.3%	8
Northumberland College	0.3%	2
Nottingham College	2.2%	14
NOVUS	0.3%	2
Oaklands College	0.6%	4
Oldham College	0.8%	5
Pembrokeshire College	0.2%	1
Peterborough Regional College	0.3%	2
Petroc	0.9%	6
Preston's College	0.2%	1
Queen Alexandra College	0.2%	1
Richmond Upon Thames College	0.2%	1
Runshaw College	0.5%	3
Salford City College	0.3%	2
Sandwell College of F & HE	0.9%	6
Sheffield College	2.1%	13
SK College Group	0.2%	1
Solihull College & University Centre	2.2%	14
South & City College Birmingham & Bournville College of FE	0.9%	6
South Devon College	0.2%	1
South Eastern Regional College	0.8%	5
South Essex College	0.6%	4
South Gloucestershire and Stroud College	0.2%	1
South Staffordshire College	0.2%	1
South Thames College Group	0.9%	6
South West College	0.6%	4
Southampton City College	0.2%	1
Southern Regional College	1.1%	7
Southport College	0.2%	1
St Helen College group	0.2%	1
Stockton Riverside College	0.3%	2
Stoke-on-Trent College	0.5%	3
Strode College	0.2%	1
Suffolk New College	0.3%	2
Swindon College	0.5%	3
Tameside College	0.2%	1



Telford College	0.3%	2
The Guildford College Group	0.3%	2
The Trafford College Group	0.5%	3
Truro & Penwith College	0.5%	3
Tyne Coast College	0.6%	4
United Colleges Group,	0.8%	5
Wakefield College	0.2%	1
Waltham Forest College	0.2%	1
Warrington & Vale Royal College	0.3%	2
Warwickshire College Group	1.6%	10
West Suffolk College	0.2%	1
West Thames College	0.2%	1
Weston College	0.2%	1
Wigan & Leigh College	0.2%	1
Wiltshire College	0.6%	4
Windsor Forest Colleges Group	0.6%	4
Wirral Metropolitan College	0.2%	1
Working Mens College, The	0.2%	1
Yeovil College	0.2%	1
York College	1.7%	11
Totals		634

Which ACE provider is your primary contract with?

VALUE	PERCENTAGE	COUNT
Adult Education Wolverhampton	1.2%	1
Adult Learning Lewisham	7.1%	6
Birmingham ACE	6.0%	5
Bristol ACE	2.4%	2
Cornwall Adult Education Service	3.6%	3
Croydon Adult Learning & Training (CALAT)	1.2%	1
Derby City ACE	2.4%	2
Derbyshire ACE	2.4%	2
Durham County Council	1.2%	1
Essex CC - Adult Community Learning Essex	7.1%	6
Gloucestershire City Council	1.2%	1
Hackney Learning Trust	4.8%	4
Hounslow Adult Education	7.1%	6
Idea Store (formerly Tower Hamlets ACE)	1.2%	1
Kent Adult Education Services (KAES)	6.0%	5



Kent Adult Education Services (KAES)	6.0%	5
Leicester ACE	4.8%	4
Liverpool Adult Learning	1.2%	1
Medway ACE	1.2%	1
North Lincs ACE	1.2%	1
Northamptonshire ACE	1.2%	1
Northumberland County Council	1.2%	1
Open Door Adult Learning Centre (Sheffield County Council)	2.4%	2
Realise Futures, Suffolk	1.2%	1
Royal Borough of Greenwich	1.2%	1
Sunderland City Council	1.2%	1
Vale of Glamorgan ACE	1.2%	1
Waltham Forest Adult Education	2.4%	2
Westminster Adult Ed	10.7%	9
Workers' Educational Association	14.3%	12
Totals		84

Which prison education provider is your primary contract with?

VALUE	PERCENTAGE	COUNT
Belfast Metropolitan College	4.5%	1
G4S	9.1%	2
Milton Keynes College	18.2%	4
Novus	63.6%	14
Weston College	4.5%	1
Totals		22