

# Tackling Stress in prison education

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**ucu**  
University and College Union

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*Quotes from respondents in prison education are shown thus.*

*Where necessary after a quote, the respondent's job is shown capitalised in brackets: eg (LECTURER).*

*Quotes are anonymised to protect confidentiality.*

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*The form of average used in this report is the mean average.*

# Summary

The University and College Union (UCU) represents nearly 120,000 academics, lecturers, trainers, instructors, researchers, managers, administrators, computer staff, librarians and postgraduates in universities, colleges, prisons, adult education and training organisations across the UK. Approximately 1.100 UCU members work in adult prisons and young offenders' institutions. UCU was formed on 1 June 2006 by the amalgamation of the Association of University Teachers (AUT) and NATFHE—the University & College Lecturers' Union.

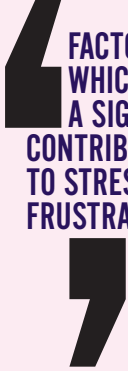
A survey of occupational stress experienced by UCU members took place in April and May this year. This report of the results of the survey provides information about the nature of the occupational stress affecting UCU members in higher education, and the ways our members would like their working lives to be improved.

Prison education staff make a vital contribution to the tasks of enabling offender learning and of rehabilitating offenders. But it is clear from the results of this survey that our members in prison education are working under high stress levels – considerably worse than national averages. We are concerned that this level of stress is hampering members' work in offender education and rehabilitation, and supporting that work. This report provides information about the nature of the occupational stress affecting UCU members in PE, the ways our members would like their working lives to be improved, and how UCU is tackling this situation.

There was a very high level of agreement among PE members with the statement 'I find my job stressful'. 40% strongly agreed with the statement, and 40% agreed. Nearly two thirds of respondents said their general or average level of stress was high or very high. More than one third of PE respondents said they often experienced levels of stress they found unacceptable, and 9% said this was always the case.

Respondents were asked to indicate the work-related factors that made the strongest contribution to unacceptable levels of stress or frustration. The most common responses from respondents in PE were, in order of importance: 'Lack of resources to undertake research, including problems in obtaining funding'; 'Lack of time or opportunities to develop teaching'; 'Lack of time to undertake research'; 'Excessive workloads'; and 'Poor work-life balance'.

UCU members in PE consistently reported lower well-being than the average for the British working population target group (which included the education sector) in the HSE's survey 'Psychosocial Working Conditions in Britain in 2008'. The biggest 'well-being gap' to the detriment of PE members was in the area of change, followed by managerial support, then relationships and understanding of role (see Introduction for further information).



**FACTORS  
WHICH MAKE  
A SIGNIFICANT  
CONTRIBUTION  
TO STRESS AND  
FRUSTRATION**

**CHANGE**

*We are currently having a review of the role of the prison in terms of the age group held there. Any changes may see a number of job losses. (TEACHER)*

*I particularly feel that over the years what we do has been devalued and has deteriorated from a hugely rewarding profession into a mindboggling morass of bureaucracy and meaningless paperwork. (TEACHER)*

*Another college took over the contract 18 months ago. They have little understanding of the teaching implications and barriers we encounter teaching offenders. They have imposed college ethics and practices that are clearly not suitable for prisons. Only now have they begun to listen, but I fear bridges are past mending. Most of the existing staff (myself included) are actively seeking employment elsewhere—we have lost three in the last three weeks. (TEACHER)*

**MANAGERIAL SUPPORT**

*Working in a prison is a stressful responsibility in itself. I do not feel that we receive sufficient training to deal with difficult students at the beginning of our life 'inside' and that when problems arise there is not always enough support to back us up or to remedy the problem. The paperwork is increasing weekly. (TEACHER)*

*Line manager is very demanding and does not understand the concepts of education in HMPs. Split job tasks between HMP and college can cause a great deal amount of stress, as reporting to two different heads of department. Very little time to carry out work related duties for college whilst in my work place, due to heavy demands from HMP for crisis management tasks. (LECTURER)*

**ROLE**

*Lack of communication between management and staff, causing insecurities with job roles and responsibilities. unsure of what is required. (TEACHER)*

**RELATIONSHIPS**

*Students in prison environment can have a bullying attitude to staff—especially females—and to other learners; having to watch they are not stealing things is stressful; the fact that they—and sometimes other staff—smoke throughout the workplace although this is not actually allowed; prison environment generally very physically unpleasant; no breaks except lunch. (TEACHER)*

*Bad management structure—causing bullying and victimization amongst staff—which is supported by management. (TEACHER)*

*Poor management, favouritism at work, cliques and distrust in the staffroom, working with disturbed young offenders. (TEACHER)*

*I have witnessed much bullying over many years, and feel I have been subjected to this, and particularly harassment in terms of the creation of a hostile working environment. I have suffered and witnessed discrimination mostly in the way teaching hours are given and removed at the manager's will. Discrimination is mostly not on the basis of race or the other (illegal) criteria, but on the basis of the manager's personal likes and dislikes and political agenda. (TEACHER)*

To tackle these problems, our members working in prison education would like:

- more involvement in decision-making
- better management of change
- permanent contracts
- greater esteem
- improved working facilities
- more support from their line managers
- improved communication with management
- more equal opportunities
- access to appropriate training.

In addition, our members who are teachers in prison education would like:

- decent break times
- improved arrangements for covering lessons
- pay in line with schoolteachers
- improved teaching resources
- internet access
- more awareness of the problems of institutionalised learners
- time allowance for research.

The findings of this survey suggest that support from managers and peers may help to offset the negative impact of low levels of control at work and high levels of demand. Interventions should be developed that enhance support from these sources. In addition, the use of temporary or permanent contracts emerged in the analysis as an important predictor of stress: we strongly urge use of permanent contracts as good practice in employment policy throughout the sector.

University and College Union is aware of the problem of occupational stress in post-16 education in the UK, and is committed to taking action to tackle this situation. UCU provides support at a national and local level to inform members of the nature of occupational stress, and of their employer's responsibility to ensure that workloads and working hours are such that employees do not become at risk of stress or stress-

related illness. UCU's website has further details at: [www.ucu.org.uk/index.cfm?articleid=2562](http://www.ucu.org.uk/index.cfm?articleid=2562). UCU also works together with the College and University Support Network and employer bodies, such as the Association of Colleges and the Universities and Colleges Employers Association, to deal with occupational stress.

The findings of this survey, particularly the measures that members would like taken to improve their working lives, will be used to guide future UCU policy. UCU thanks the many thousands of members who helped with this research.

*Prison education staff deal with a high level of students with special needs. We often do not have sufficient resources or training to deal with these students. It is an emotionally draining job and this is completely ignored—no support, debriefings or counselling opportunities from management. A distinct lack of communication between all departments of the prison and a general apathy and acceptance that we are 'second class citizens' (notions compounded by our wages and general treatment) who can never change the system'. (TEACHER)*

*...I have been employed on a part-time fractional basis in FE in the prison service for eight years yet my pay is capped at point 3 on the sixth form lecturers scale, I have no opportunity to obtain a permanent contract which would enable me to progress up the pay scale, any holidays I take are unpaid, also bank holidays, yet my contract could be terminated at only two weeks notice. I feel that as a 50-year old with a BA (Hons), an MSc and postgraduate teaching qualifications that I should have my qualifications and experience recognised by my employers. (TEACHER)*



# Introduction

The financial costs of occupational stress to business and industry are well documented. The Health and Safety Executive<sup>1</sup> recently indicated that work-related stress accounts for over a third of all new incidences of ill health, estimating that a total of 13.8 million working days were lost to work-related stress, depression and anxiety in 2006/07. A number of large-scale studies conducted in the USA, Europe and the UK have reported that the incidence of self-reported workplace stress has risen since the mid-1990s (Cox, Griffiths & Rial-Gonzalez, 2000) especially amongst public sector workers such as nurses, social workers and teachers (Jones, Huxtable & Hodgson, 2006).

Research conducted over the last decade or so indicates that occupational stress in UK further and higher education institutions is widespread. Several reasons could be provided including rising student numbers without a corresponding increase in resources, enhanced regulatory demands, as well as increased pressure to boost funding through entrepreneurial activities. Market-led policies have demanded regular curriculum redesign, extensive domestic and overseas marketing to boost recruitment, diversification of modes of delivery, and increasingly skilled classroom performance. There is fiercer competition for students and research grants. Universities and colleges have also moved towards providing their services over a wider range of hours and for a higher proportion of the working year. A more diverse student population holding an increasingly 'consumer oriented' approach to their studies is likely to have exacerbated these demands (Chandler, Barry & Clark, 2002; Bareham, 2004).

Fixed-term contracts for staff in further and higher education are widespread, particularly for research-only academic staff—a factor likely to have increased perceptions of job insecurity. Just over half of further education teaching staff are on permanent contracts; the remainder are on fixed-term contracts (32%), casually employed (7%), agency staff (4%) or self-employed (5%).<sup>2</sup> In 2006-7, 38% of all academics in UK higher education were employed on a fixed-term contract. Of these, 54% of academics employed on a teaching-only basis had fixed-term contracts; 78% of academics employed on a research-only basis had fixed-term contracts; and 12% of academics employed on a teaching-and-research basis had fixed-term contracts (source: HESA data supplied to UCU). Data from the Labour Force Survey (January-March quarter, 2008) indicated that 17.4% of those working in adult education had a job that was not permanent, as did those working in first and post-degree level education. This was the second-highest level of casualisation of any employment group in the economy. In addition, for those working in technical or vocational secondary education, the level of casualisation was 10.6% (UCU analysis of Labour Force Survey data).

In 2002, the Higher Education Funding Council for England (HEFCE) commissioned a study of occupational stress in employees in higher education institutions. This research aimed to provide benchmarks to facilitate inter-institutional comparisons of stressors and strains experienced by university employees, and enable comparisons

<sup>1</sup> The UK body responsible for policy and operational matters related to occupational health and safety.

<sup>2</sup> Source: DfES analysis of Staff Individualised Record 02/3, in [www.dfes.gov.uk/furthereducation/ferereview/Paul\\_Mounts\\_FE\\_presentation.pdf](http://www.dfes.gov.uk/furthereducation/ferereview/Paul_Mounts_FE_presentation.pdf)—Appendix 5 of the Foster Report (2005)

to be made with norms from other professional groups. A stratified random sample of all categories of staff working in several UK universities completed the ASSET questionnaire (Cartwright & Cooper, 2002). Job insecurity was found to be the most stressful aspect of work for all categories of employee (Tytherleigh, Webb, Cooper & Ricketts, 2005). Furthermore, in comparison with norms from other occupational groups, university employees were found to report significantly more stress relating to work relationships, control, resources and communication.

Three national surveys of work-related wellbeing in further and/or higher education conducted since 1996 on behalf of the education trade unions NATFHE and AUT<sup>3</sup> found high levels of job-related stressors and levels of psychological distress that exceed those of other professional groups and the general population (Kinman, 1996; Kinman, 1998; Kinman & Jones, 2004). Findings revealed that the most stressful aspects of work included frequent interruptions, rushed pace of work, lack of respect and esteem, too much administrative paperwork, inadequate administrative and technical support, lack of opportunity for promotion, ineffective communication and lack of opportunity for scholarly work. The 1996 survey of NATFHE members found that respondents from further education institutions tended to report more extreme levels of job-related stress than those from HE establishments. The 1998 and 2004 surveys of AUT members highlighted perceptions amongst employees that demands had increased in recent years and that levels of job control and support had decreased. Levels of key stressors remained high in the six year period between these surveys (Kinman, Jones & Kinman, 2006).

A report published by the Trades Union Congress (TUC, 2005), compiled from UK statistics, found that lecturers and teachers are more likely than any other occupational group surveyed to do unpaid overtime—on average in excess of 11 hours extra work each week. A considerable proportion of respondents to the 2004 survey appeared to be working in excess of the 48-hour weekly limit set by the European Union's working time directive. Almost half of respondents indicated that they found their workloads unmanageable. Forty-two percent of respondents worked regularly during evenings and weekends in order to cope with the demands of their work. Unsurprisingly, high levels of conflict between work and home were reported, which was the main contributor to psychological distress.

### **The HSE management standards approach**

In 2004, after extensive public consultation, the Health and Safety Executive (HSE) developed a process to help employers manage work-related stress more effectively. This process is based on a set of standards of good management practice (or benchmarks) for measuring employers' performance in preventing work-related stress (Mackay, Cousins, Kelly, Lee & McCaig, 2004). The management standards approach assesses levels of six elements of work activity that are considered relevant to the majority of UK employees and have been consistently associated with wellbeing and

<sup>3</sup> These merged in 2006 to form the University and College Union (UCU).

organisational performance, namely: demands, control, social support, interpersonal relationships, role clarity, and involvement in organisational change (Mackay et al., 2004).

Before the revised process was introduced by the HSE, cut-off points were set for each stressor category, indicating that organisations would achieve the minimum standard only if a specified percentage of employees indicated that they were satisfied with the way each element of work activity was managed. A 2004 survey of AUT members examined the extent to which the HE sector was meeting the recommended HSE standards for the management of workplace stressors. Findings revealed that the benchmark minimum concerning the quality of interpersonal relationships was exceeded, and that relating to role clarity was met. Nonetheless, several of the HSE standards were not met (Kinman et al., 2006). At that time, the HSE recommended that at least 85% of employees should state that they are able to cope with the demands of their work; only 38% of university employees that responded indicated that they were able to do this. Levels of control were somewhat lower than the recommended level and levels of support from managers were considerably lower.

The HSE has recently developed a self-report survey based around the six management standards to help employers measure levels of key stressors within their organisations and compare their own performance with national standards (Cousins et al., 2004). Employers are able to monitor their own performance on these different domains and assess the impact of any interventions they may put in place to improve work-related wellbeing by readministering the survey. The Indicator Tool comprises 35 items within seven stressor subscales (in this paragraph, the stressors are indicated in bold text). **Demands** include issues like workload, pace of work and working hours. **Control** measures levels of autonomy over working methods, pacing and timing. **Peer support** encompasses the degree of help and respect received from colleagues, whereas **Managerial support** reflects supportive behaviours from line managers and the organisation itself, such as feedback and encouragement. **Relationships** assesses levels of conflict within the workplace including bullying behaviour and harassment. **Role** examines levels of role clarity and the extent to which the employee believes that her or his work fits into the overall aims of the organisation. Finally, **Change** reflects how well organisational changes are managed and communicated within the organisation. Although the Indicator Tool is designed to be used as a multi-dimensional measure (Cousins et al., 2004), recent research by Edwards, Webster, van Laar and Easton (2008) suggests that it can also be used to calculate a global measure of stressors experienced in the workplace based on average scores across the seven subscales.

The 35 items and the stressor sub-scales are measured on a scale of 1 to 5, with 1.0=low well-being; 5.0=high well-being. Averages for the HSE's so-called 'target group' of employees—which included the education sector—from the most recent of

the HSE's annual reports, 'Psychosocial working conditions in Britain in 2008', were used to provide a point of comparison between UCU members and the wider working population. In this report, relevant HSE target group data is provided at the end of each section about the stressors. Where the UCU score was more than 1.0 different from the HSE target group average, this difference is described as 'considerable'. It is worth noting that an earlier HSE report, 'Psychosocial Working Conditions in Great Britain in 2004', said that scores at or above the 80th percentile—ie the top 20%—should represent the 'aspirational targets' for organisations (p. 18).

The HSE risk assessment approach is a highly structured and tangible framework through which to diagnose accurately the most stressful aspects of work in individual organisations or occupational groups. This information is essential for the development of more precisely targeted interventions. Several individual colleges (see [www.hse.gov.uk/stress/casestudies/education/cornwall.htm](http://www.hse.gov.uk/stress/casestudies/education/cornwall.htm) and [www.hse.gov.uk/stress/casestudies/education/glanhafren.htm](http://www.hse.gov.uk/stress/casestudies/education/glanhafren.htm)) and universities (see [www.hse.gov.uk/stress/casestudies/education/johnmoores.htm](http://www.hse.gov.uk/stress/casestudies/education/johnmoores.htm)) have adopted the HSE approach with some success.

### **The UCU 2008 survey of occupational stress**

There were 14,270 respondents to the UCU 2008 survey of occupational stress. Of these, 3,190 were employed or principally employed in further education; 9,740 were in higher education; 60 were in prison education; and 1,280 respondents did not identify the sector they principally worked in—this may have been due to shortcomings in the questionnaire design, and/or to the possibility that some respondents divided their time fairly equally between working in further and higher education. The initial questionnaire only asked respondents whether they principally worked in the further or higher education sectors—prison education was not offered as a further option. Subsequent analysis of the responses showed that 60 of the respondents worked in prison education. These responses, although very small in number in comparison with those from further and higher education, were analysed separately because it was felt that working in prisons was sufficiently different from the other two sectors to warrant its own section.

In all, there are three reports about the survey, covering further, higher and prison education respectively. The reports of the survey separately analyse results from further, higher and prison education, and include comments from respondents in the relevant sections. These comments have been anonymised to protect the identity of the respondents.

The present survey is a step towards highlighting the extent to which universities and colleges in the UK are meeting the minimum standards stipulated by the HSE for the management of work-related stress. The survey utilised the Indicator Tool to measure levels of occupational stress in further, higher and prison education. In addition to the HSE Indicator Tool questions, the UCU questionnaire (Appendix 4) used questions

about stress from previous surveys to provide the basis for a through-time comparison. Respondents were also asked which factors contributed to unacceptable levels of occupational stress, in an attempt to provide greater depth to the analysis. Through open-ended questions, respondents were asked to provide details of factors adding to stress, and to describe measures which could be taken to improve their working life.

Further analysis was undertaken to measure the level of occupational stress and bullying in individual higher education institutions; a similar analysis of responses from members in further education was not undertaken because of the lower number of respondents in FE, and the higher number of separate employers in FE, compared with higher education. The low number of respondents in prison education also made an employer-level analysis impossible.

### **Statistical analyses**

Average levels of each stressor category were calculated and comparisons made between further and higher education and between academic and academic-related (ie those working in professional support roles, such as administrators, computer staff and librarians) employees. A series of multiple regression equations were conducted to ascertain which stressor dimensions were the strongest predictors of perceived stress and poor work-life balance. As previous studies have found that working conditions within further and higher education and between academic and academic-related staff are likely to differ (Kinman & Jones, 2004), separate analyses were conducted for these groups.

In both further and higher education, job demands were the most powerful predictors of perceived stress and work-life conflict; relationship stressors also made a significant positive contribution to perceived stress. In higher education, for academic grades, job demands were the most powerful predictor of perceived stress and work-life conflict. For academic-related staff, while job demands were the most powerful predictor, relationship stressors were also significant in a positive direction (see Appendix 1).

One of the most influential models of work stress is Karasek's (1979) Job Strain model. This suggests that psychological strain and poor physical health result from the combined effects of high levels of job demand and low levels of control. In contrast, a 'low strain' job is one that is characterised by low demands and high control. Further elaboration of this model resulted in the job demand-control-support model that highlights the importance of support from supervisors and colleagues (Johnson & Hall, 1988). This model posits that jobs that are characterised by high demands, low control, and low levels of workplace support will be more likely to result in strain. Additive effects of job demands, control and support are expected. A central feature of the job demand-control model, however, is the interactive effect, whereby control can moderate the negative effects of high demand on wellbeing. Similarly, the

expanded job demand-control-support model stipulates that social support can moderate the negative impact of high strain jobs on employee wellbeing. This model is tested utilising the UCU survey data, with perceived stress as the outcome variable.

Analysis of the sample as a whole indicated that social support from managers and peers to some degree offset the negative impact of low job control; such support may moderate the negative impact of a high strain job on well-being. Separate analyses of the FE and HE sectors, and of academic and academic-related grades within HE, were carried out, with similar findings to the whole sample, indicating that social support to some degree offset the negative impact of low control. Appendix 2 shows results of the analysis of the whole survey sample, covering further, higher and prison education. Reliability scores for responses in UCU survey relating to HSE stressors are indicated in Appendix 3.

**1**

**Biographical  
information**



- Total response** Approximately 61,000 members of UCU were sent an email in the week beginning 21 April 2008 asking them to respond to UCU's online survey of occupational stress in further and higher education in the UK. In addition, members without access to the internet, or who might prefer to respond by post, were invited in an article in the UCU membership magazine to take part in the survey; approximately ten people responded in this way. Retired UCU members were excluded from the email survey.
- Those contacted by email were initially given two weeks in which to respond. A day before the initial deadline for completing the questionnaire, members were sent a further email extending this deadline by five days, to 7 May, to allow for additional responses.
- In all, 14,270 members responded to the questionnaire, indicating a response rate of 23.4%, ie almost 1:4 responding.
- Although the questionnaire (Appendix 3) only asked respondents to specify whether they principally worked in further or higher education, subsequent analysis indicated that 60 respondents were employed (or principally employed) in prison education.
- Gender** Of the respondents in prison education, 74.1% were female and 25.9% were male; there were no transgender or transsexual respondents.
- Sexuality** Of the respondents in prison education indicating their sexuality, 1 was bisexual, 2 were gay or lesbian, and the remainder were heterosexual. Of those indicating that they were gay, lesbian, bisexual or trans, three said their employer did not know, none said they were not sure if their employer knew, and two said their employer knew.
- Ethnicity** Of the respondents in prison education, 1.7% were Black or Black British–Caribbean; 1.7% were Black or Black British–African; 0% were of other Black background; a total of 3.5% of respondents indicating their ethnicity were Black. 1.7% of respondents indicating their ethnicity were Asian or Asian British–Indian; 0% were Asian or Asian British–Pakistani; 0% were Asian or Asian British–Bangladeshi; 0% were of other Asian background; a total of 1.7% of respondents indicating their ethnicity were Asian. 0% of respondents indicating their ethnicity were Chinese; 1.7% were of other (including mixed) background. In all, 93.1% of respondents indicating their ethnicity were white, and a total of 6.9% were of Black or minority ethnic background.
- Disability** Of the respondents in prison education, 84.2% did not consider themselves disabled; 3.5% were not sure if they were classified as disabled; and 12.3% considered themselves disabled. Of those in prison education indicating that they were disabled, three said their employer did not know, one said they were not sure if their employer knew, and seven said their employer knew.
- Job** Of respondents in prison education, 82.8% worked in teaching or teaching-only, 0% worked in research-only, 3.4% worked in teaching-and-research, 8.6% were managers, 1.7% were administrators, 0% were computing staff, 0% were librarians, and 3.4% had other jobs.

<b>Mode of employment</b>	Of respondents in prison education, 58.6% worked full-time; 19.0% worked part-time; 20.7% were hourly-paid; and 1.7% indicated 'other' modes of employment.
<b>Terms of employment</b>	Of respondents in prison education, 66.7% had an open-ended or permanent contract; 17.5% had a fixed-term contract; 10.5% had a variable hours contract; 1.8% had a zero hours contract; and 3.5% of respondents indicated 'other' terms of employment.
<b>Hours of work</b>	Of respondents in prison education employed on a full-time basis, 54.6% worked between 31 and 40 hours a week; 30.3% worked between 41 and 50 hours a week; and 15.2% worked 51 hours and over. In all, 45.5% of full-timers worked more than 40 hours a week.
<b>Socio-economic background</b>	Of those in prison education indicating the occupation of their father, mother, carer or guardian when they were a teenager, 16.4% said 'manager or senior official'; 34.6% said 'professional occupation'; 5.5% said 'associate professional or technical occupation'; 7.3% said 'administrative or secretarial occupation'; 20.0% said 'skilled trades occupation'; 0% said 'personal service occupation'; 5.5% said 'sales or customer service occupation'; 5.5% said 'process, plant or machine operative'; 5.5% said 'elementary occupation'. In all, 56.5% of respondents had a managerial or professional socio-economic background.

# 2

## Health and Safety Executive stressors

## Demands

### A typical snapshot

UCU members in prison education tended to have demands – from different groups at work – that were hard to combine. They sometimes had unachievable deadlines and frequently had to work very intensively. They tended to neglect some tasks because they had too much to do, and were often unable to take sufficient breaks. They were sometimes pressured to work long hours. They sometimes had to work very fast, and tended to have unrealistic time pressures. Their level of well-being at work relating to the demands made on them was below the average for Britain's working population.

### FACTORS WHICH MAKE A SIGNIFICANT CONTRIBUTION TO STRESS AND FRUSTRATION

*Excessive workload, little administration time, lack of time to undertake research and resource development. (TEACHER)*

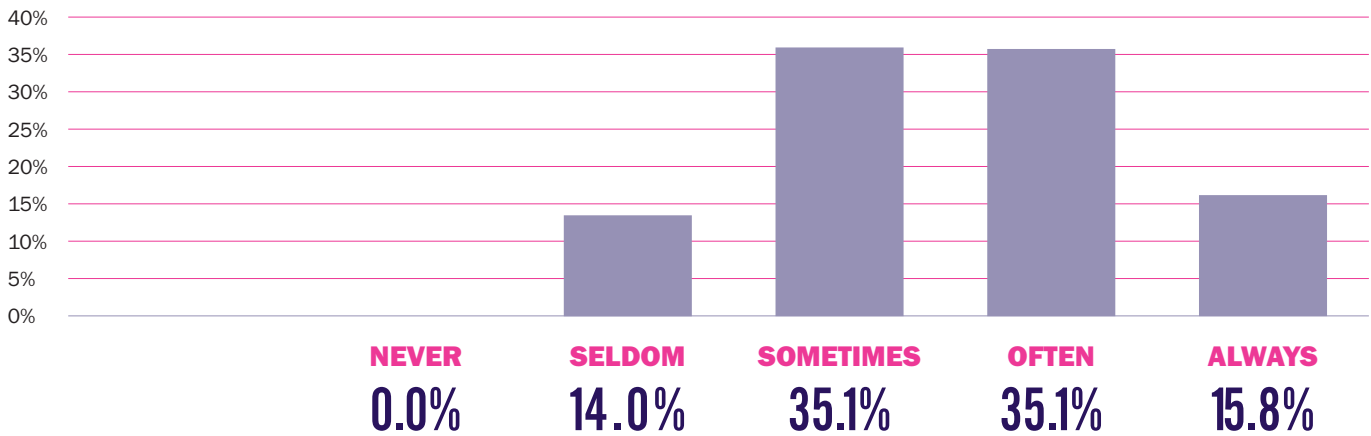
*No resources, only personal time to do any research, am currently at college doing PGCE and have had to get very long extension to complete as I have no spare time to do work. (TEACHER)*

*Excessive workloads result in poor quality, long hours, working at home to save time the next day. (MANAGER)*

*I work in a prison education department for a college and trying to reconcile the demands of the prison regime and the college/LSC contractual expectations is very difficult. The prison demand bums on seats out og [sic] cells and this can often conflict with offering appropriate quality provision but they are critical if they observe or monitor delivery and leads to stress for all staff. They demand innovative teaching but the security regime means that we are very resticted in the type of resources and activities we can provide. The length of sessions is dictated by staffing of movement and so the sessions are 2.75 hours long which is a long time to be expected to keep learners engaged in meaningful activity. (MANAGER)*

*There is a large amount of paperwork involved with the job, that there seems insufficient time to mark students work, and no time to develop the coursework. (TEACHER)*

**(3) Different groups at work demand things from me that are hard to combine**



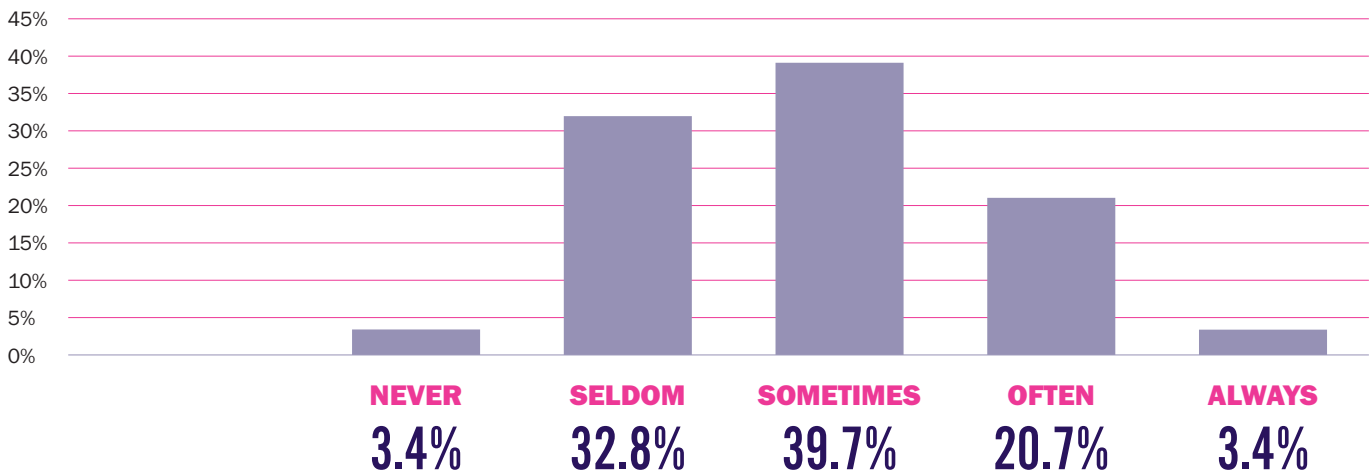
**Q3**

**HSE scale out of 5**

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

Further education	2.53
Higher education	2.51
<b>Prison education</b>	<b>2.47</b>

**(6) I have unachievable deadlines**



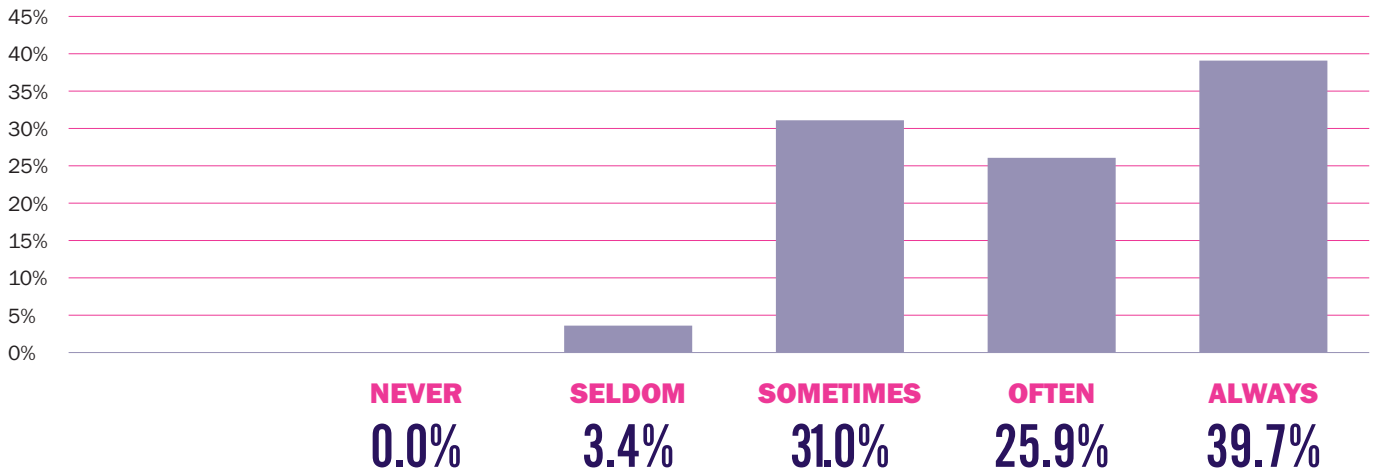
**Q6**

**HSE scale out of 5**

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

Further education	2.94
Higher education	3.02
<b>Prison education</b>	<b>3.12</b>

**(9) I have to work very intensively**



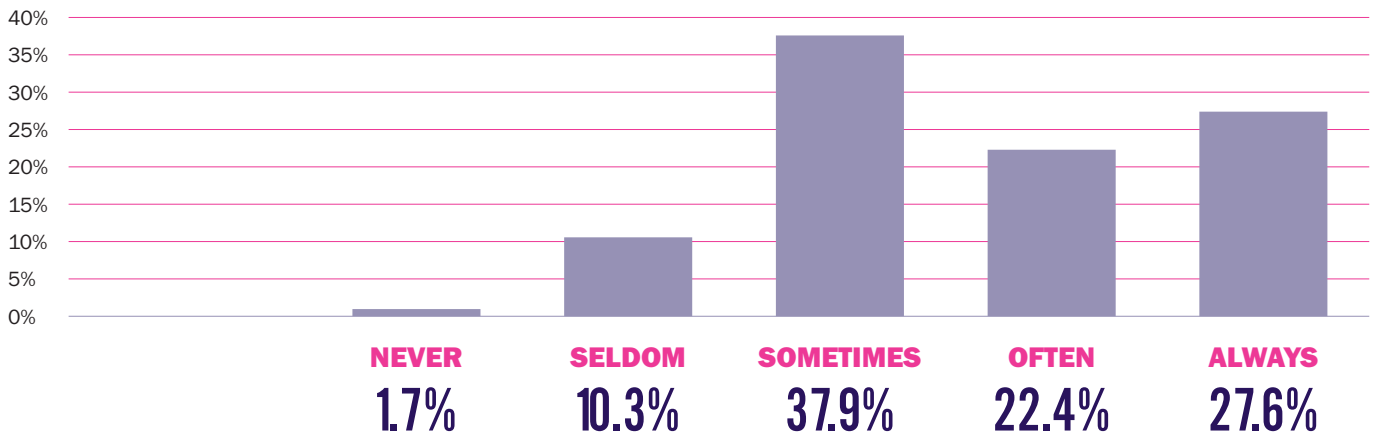
**Q9**

**HSE scale out of 5**

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

Further education	1.93
Higher education	1.97
<b>Prison education</b>	<b>1.98</b>

**(12) I have to neglect some tasks because I have too much to do**



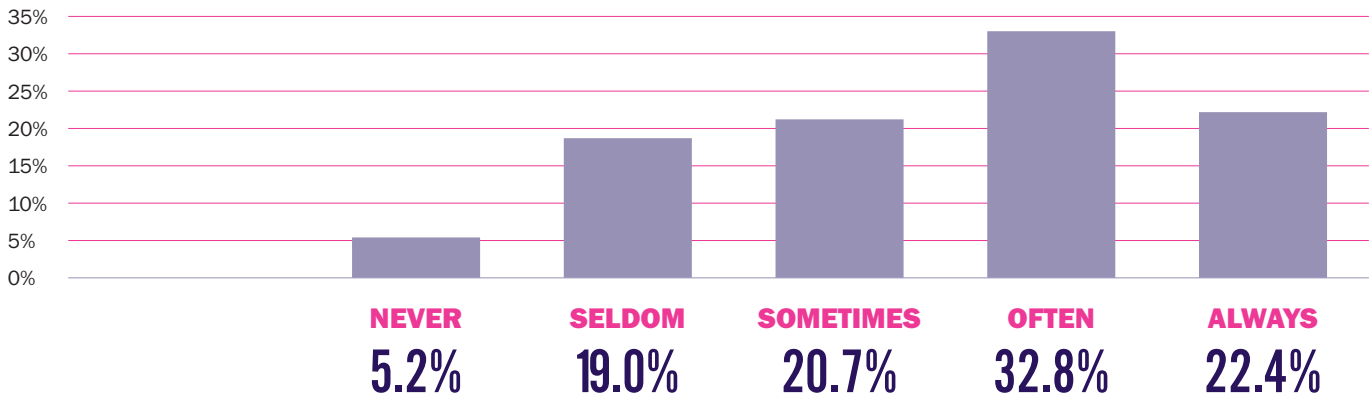
**Q12**

**HSE scale out of 5**

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

Further education	2.35
Higher education	2.41
<b>Prison education</b>	<b>2.36</b>

**(16) I am unable to take sufficient breaks**



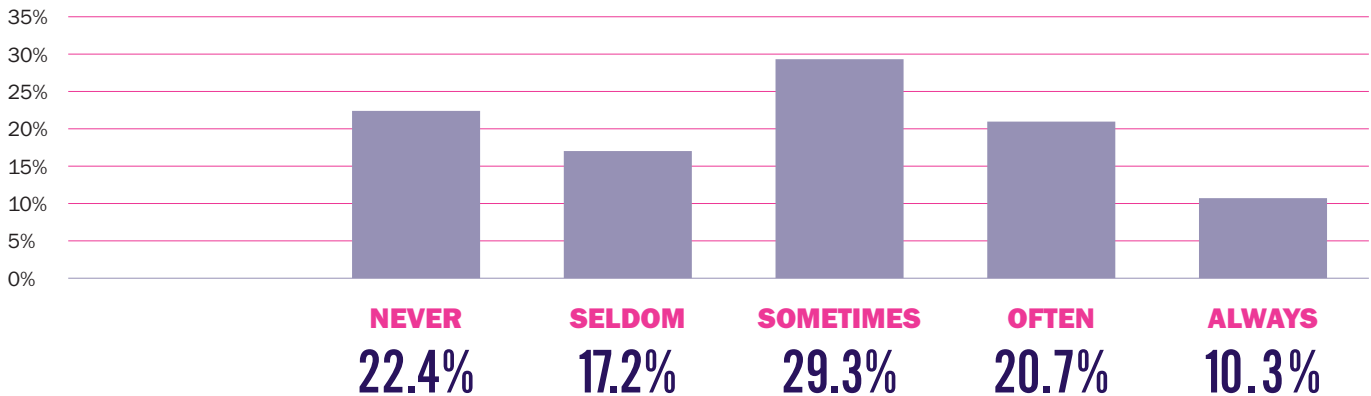
**Q16**

**HSE scale out of 5**

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

Further education	2.78
Higher education	3.12
<b>Prison education</b>	<b>2.52</b>

**(18) I am pressured to work long hours**



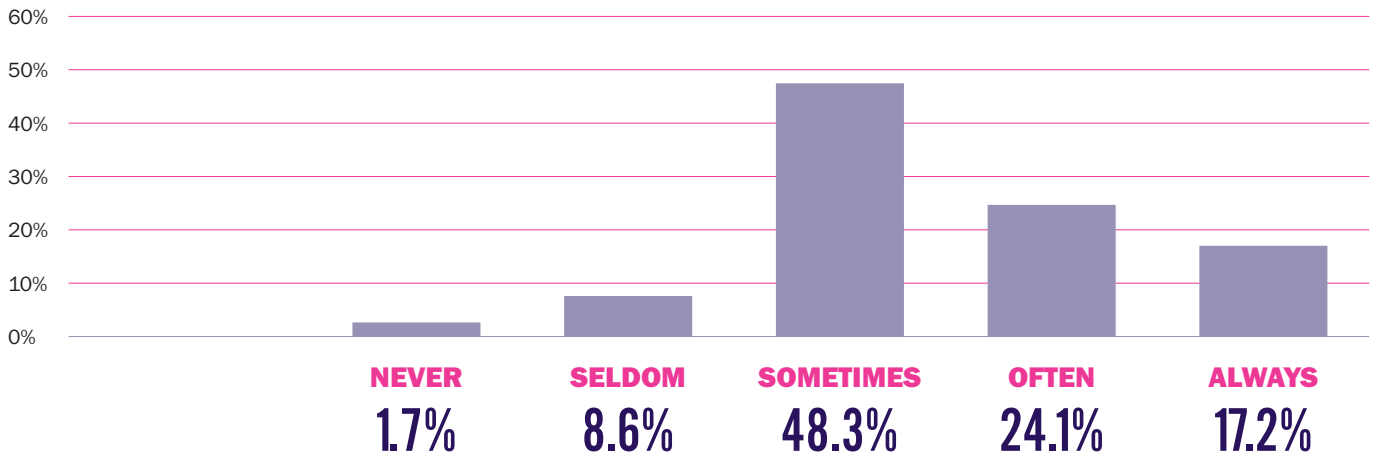
**Q18**

**HSE scale out of 5**

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

Further education	2.69
Higher education	2.73
<b>Prison education</b>	<b>3.21</b>

**(20) I have to work very fast**



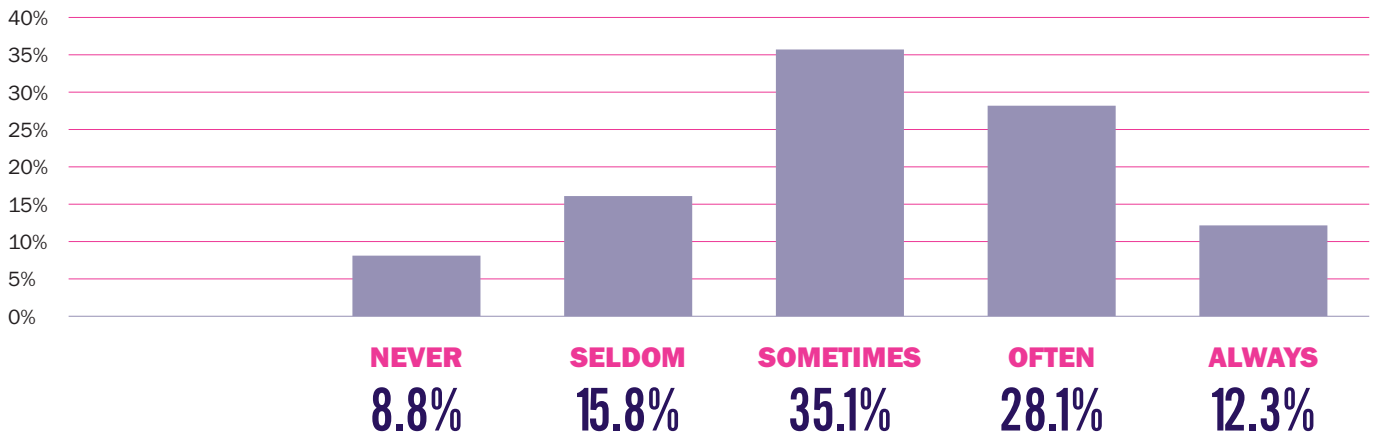
**Q20**

**HSE scale out of 5**

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

Further education	2.35
Higher education	2.41
<b>Prison education</b>	<b>2.53</b>

**(22) I have unrealistic time pressures**



**Q22**

**HSE scale out of 5**

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

Further education	2.61
Higher education	2.70
<b>Prison education</b>	<b>2.81</b>



**Demands: summary** Comparison of the UCU data alongside the results of the Health and Safety Executive’s survey ‘Psychosocial Working Conditions in Britain in 2008’ indicated less well-being in higher education than in the working population target group (including education) in relation to the demands made on employees.

<b>‘Demands’ well-being</b>	<b>HSE scale out of 5</b>
Further education	2.52
<b>Higher education</b>	<b>2.61</b>
Prison education	2.63
<b>HSE 2008 survey target group average</b>	<b>3.52</b>

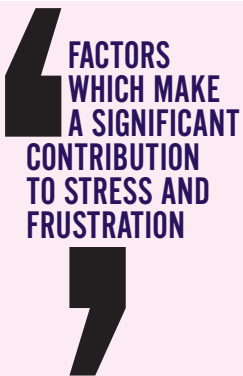
1 = low well-being; 5 = high well-being



## Control

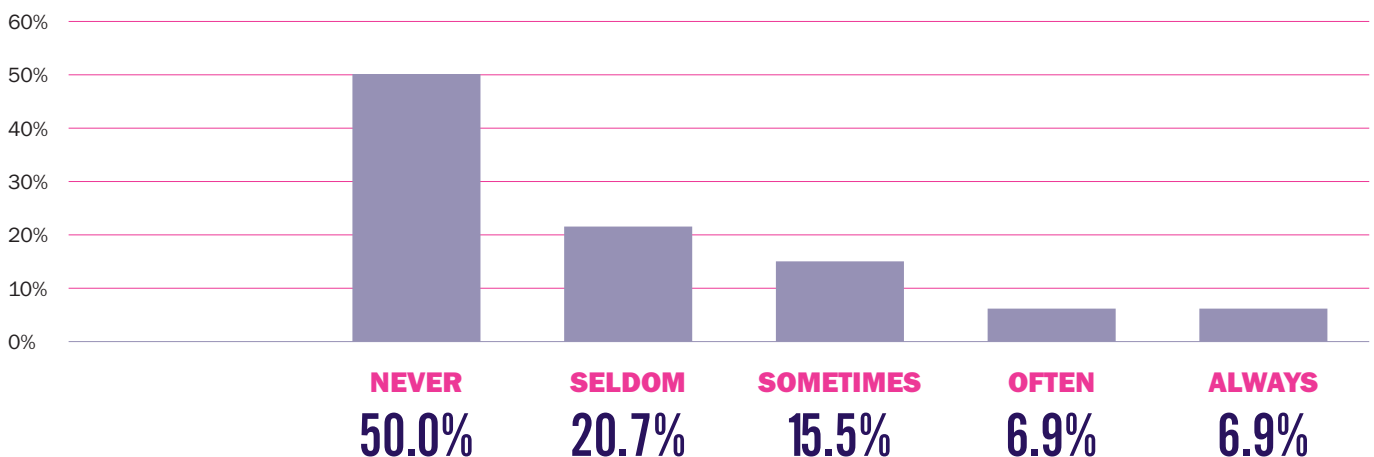
### A typical snapshot

Half of UCU members in prison education said they were never able to decide when to take a break. They sometimes had a say in their own work speed. They often had a choice in deciding how they did their work, and sometimes had a choice in deciding what they did at work. They tended to agree that they had some say over the way they worked. They strongly disagreed that their working time could be flexible. Their level of well-being at work relating to control was below the average for Britain's working population.



*... our manager has no idea on how to approach members of staff and is taking taking over the running of their respective areas, we do not feel that the courses that we are to run are ours, no ownership at all. (TEACHER)*

### (2) I can decide when to take a break



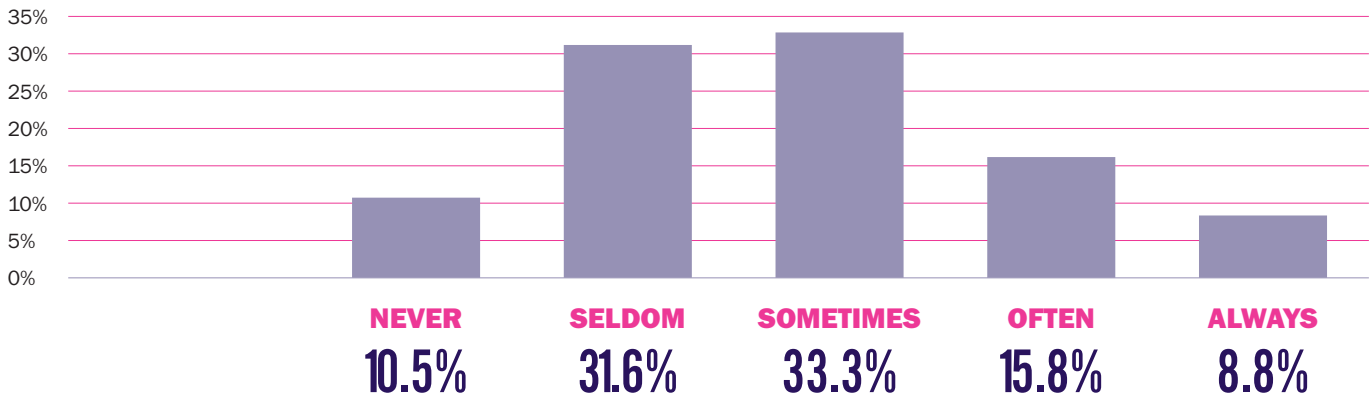
### Q2

### HSE scale out of 5

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

Further education	3.13
Higher education	4.09
<b>Prison education</b>	<b>2.00</b>

**(10) I have a say in my own work speed**



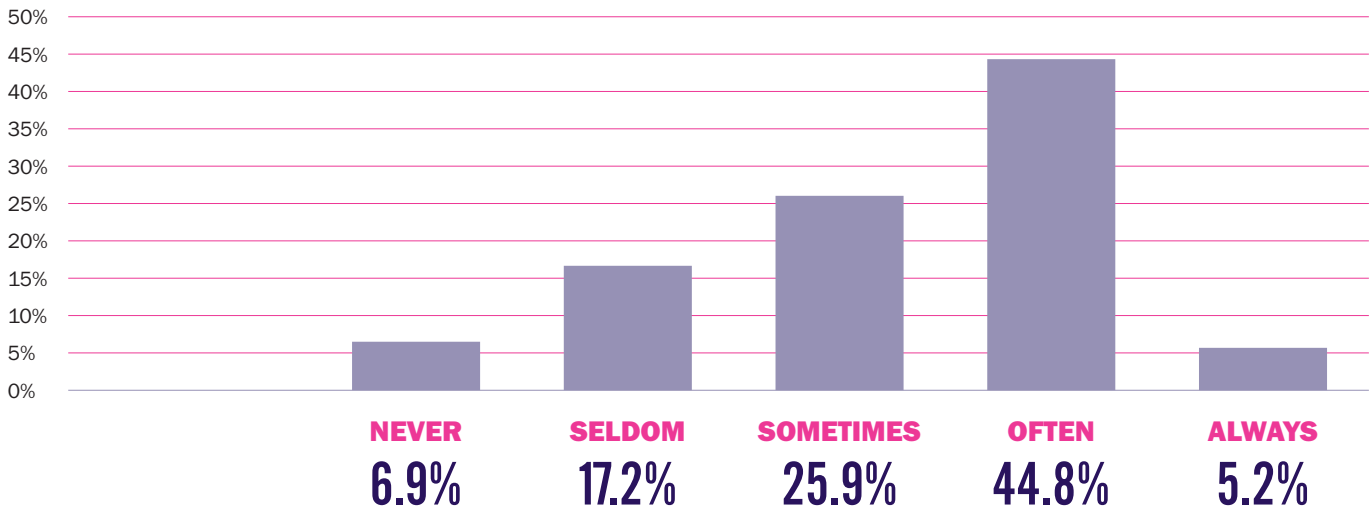
**Q10**

**HSE scale out of 5**

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

Further education	2.86
Higher education	3.44
<b>Prison education</b>	<b>2.81</b>

**(15) I have a choice in deciding how I do my work**



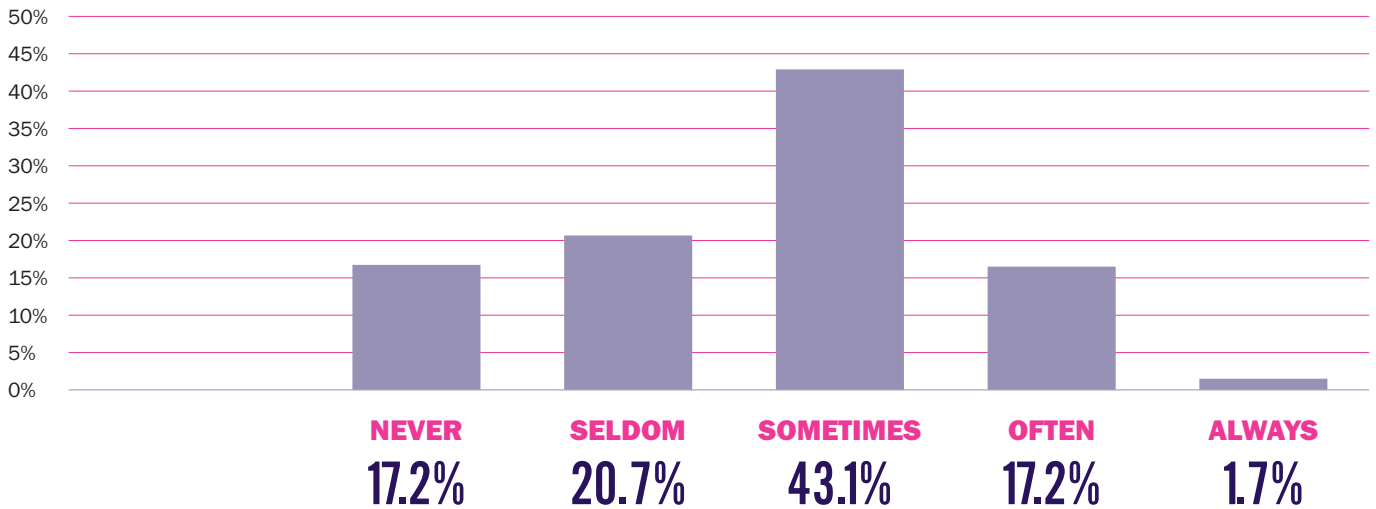
**Q15**

**HSE scale out of 5**

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

Further education	3.32
Higher education	3.81
<b>Prison education</b>	<b>3.24</b>

**(19) I have a choice in deciding what I do at work**



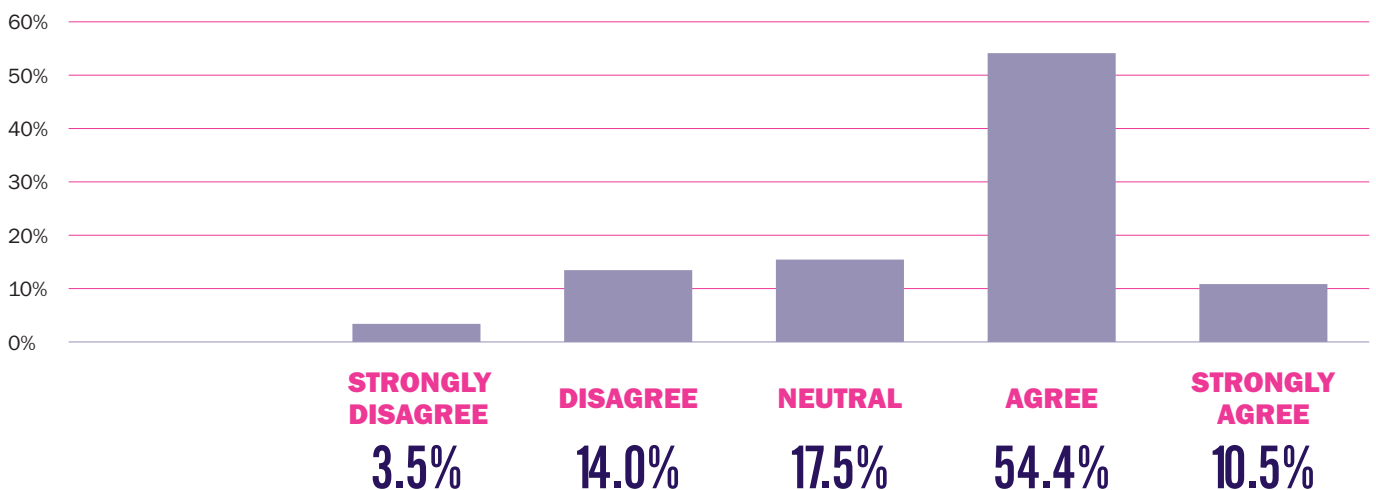
**Q19**

**HSE scale out of 5**

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

Further education	2.83
Higher education	3.39
<b>Prison education</b>	<b>2.66</b>

**(25) I have some say over the way I work**



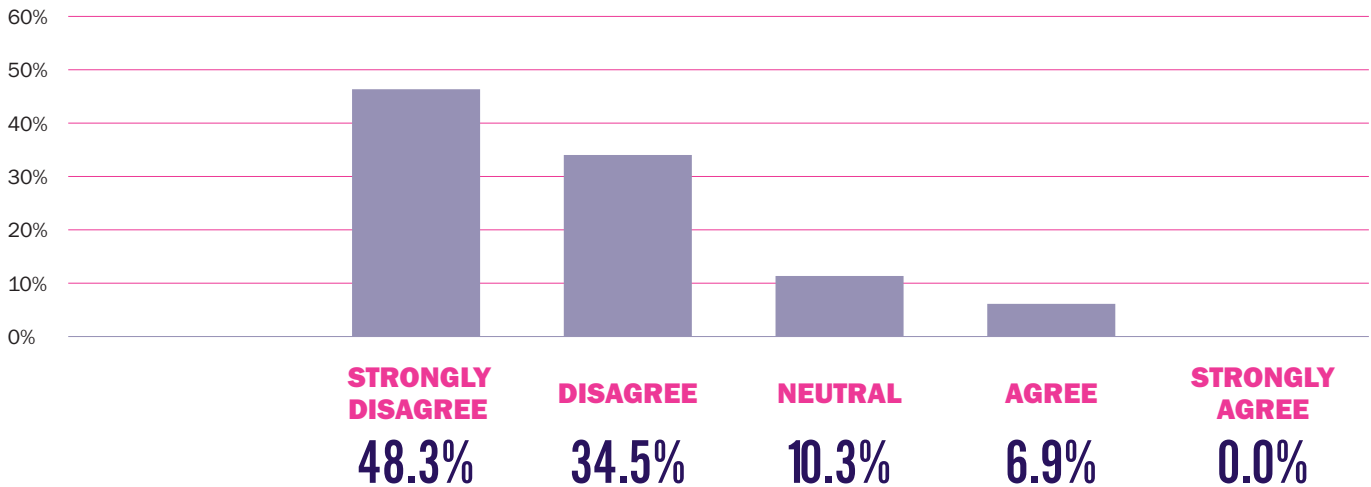
**Q25**

**HSE scale out of 5**

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

Further education	3.54
Higher education	3.98
<b>Prison education</b>	<b>3.54</b>

**(30) My working time can be flexible**



**Q30**

**HSE scale out of 5**

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

Further education	2.64
Higher education	3.79
<b>Prison education</b>	<b>1.76</b>

**Control: summary**

Comparison of the UCU data alongside the results of the Health and Safety Executive’s survey ‘Psychosocial Working Conditions in Britain in 2008’ indicated less well-being in prison education than in the working population target group (including education) in relation to the control employees have over the way they work.

**‘Control’ well-being**

**HSE scale out of 5**

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

Further education	3.05
Higher education	3.75
<b>Prison education</b>	<b>2.67</b>
<b>HSE 2008 survey target group average</b>	<b>3.45</b>



## Managerial support

### A typical snapshot

UCU members in prison education said they tended not to be given supportive feedback on the work they did. They said they could sometimes rely on their line manager to help them out with a work problem, and tended to agree that they could talk to their line manager about something that had upset or annoyed them about work. They disagreed with the statement: 'I am supported through emotionally demanding work'. Their level of well-being at work relating to managerial support was considerably below the average for Britain's working population.

### FACTORS WHICH MAKE A SIGNIFICANT CONTRIBUTION TO STRESS AND FRUSTRATION

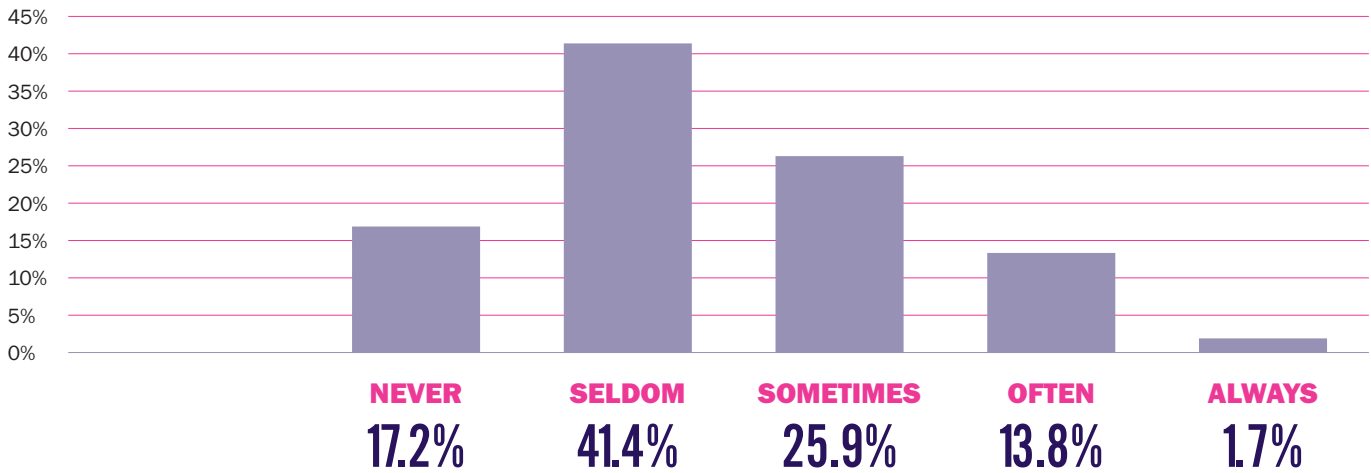
*Working in a prison is a stressful responsibility in itself. I do not feel that we receive sufficient training to deal with difficult students at the beginning of our life 'inside' and that when problems arise there is not always enough support to back us up or to remedy the problem. The paperwork is increasing weekly. (TEACHER)*

*Being taken out of my work place (HMP) to attend meetings at the college. Line manager is very demanding and does not understand the concepts of education in HMPs. Split job tasks between HMP and college can cause a great deal amount of stress, as reporting to two different heads of department. Very little time to carry out work related duties for college whilst in my work place, due to heavy demands from HMP for crisis management tasks. (MANAGER)*

*There is a lack of support for me as an inexperienced teacher and I am expected to work miracles with students who are not choosing my courses and have no motivation to be there. I am also teaching across too broad a range of levels (E1-L2) in the same class, with difficult learners and no support despite numerous requests for learning support for some learners, requests for a classroom assistant. (TEACHER)*

*Inflexibility of the line and department managers. Their unwillingness to listen to staff suggestions and lack of support when the going gets tough as a result of one of their decisions. ('OTHER' EMPLOYMENT CATEGORY)*

**(8) I am given supportive feedback on the work I do**



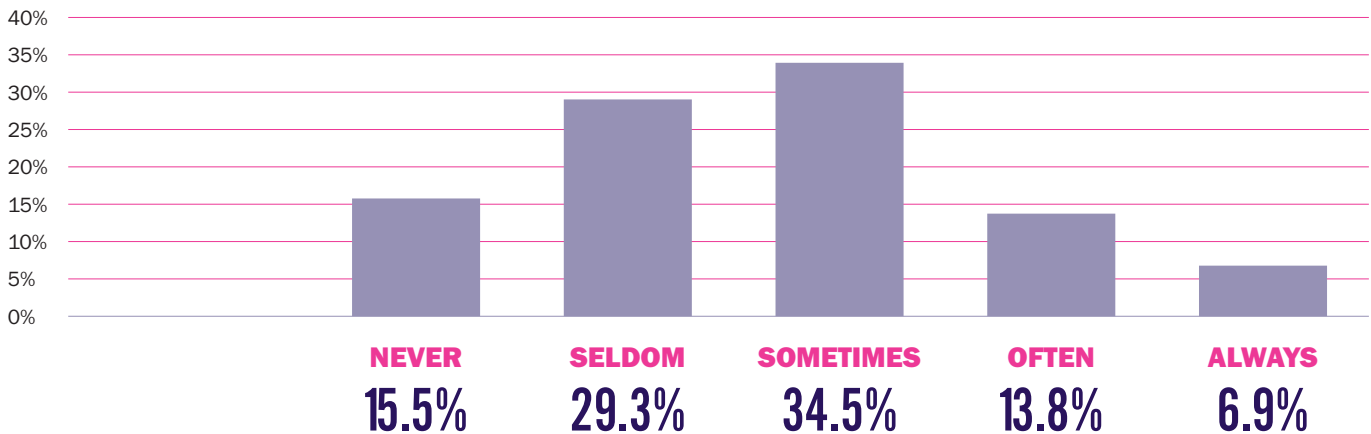
**Q8**

**HSE scale out of 5**

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

Further education	2.76
Higher education	2.72
<b>Prison education</b>	<b>2.41</b>

**(23) I can rely on my line manager to help me out with a work problem**



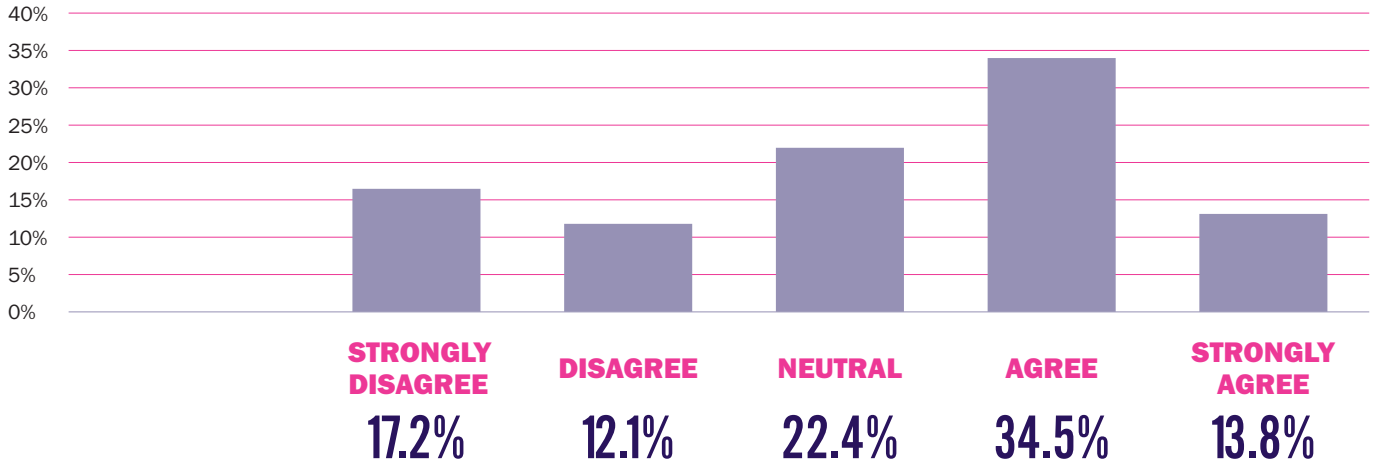
**Q23**

**HSE scale out of 5**

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

Further education	3.13
Higher education	2.97
<b>Prison education</b>	<b>2.67</b>

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



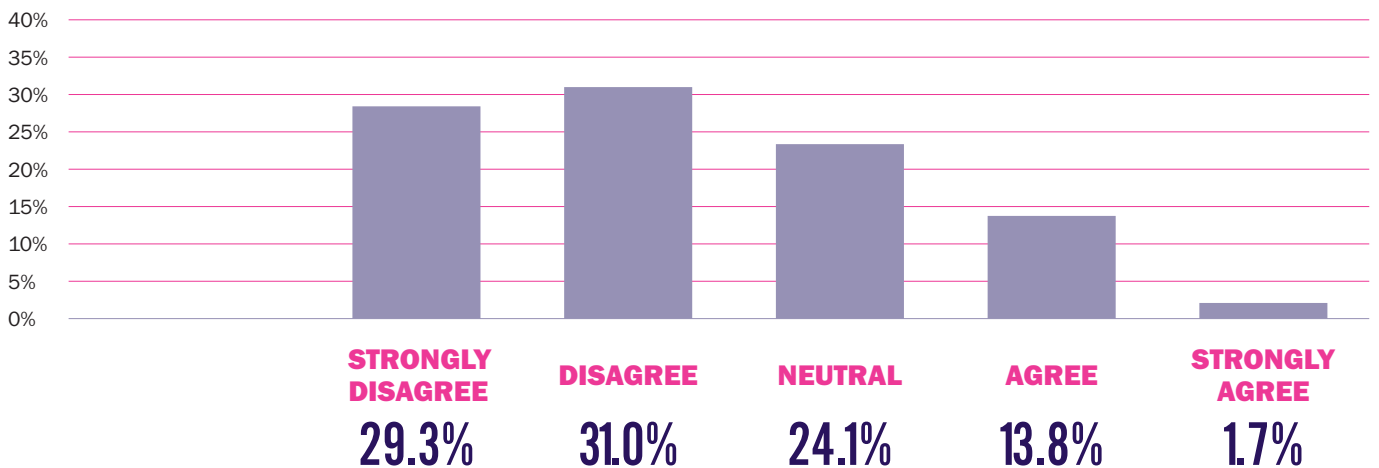
**Q29**

**HSE scale out of 5**

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

Further education	3.31
Higher education	3.27
<b>Prison education</b>	<b>3.16</b>

**(33) I am supported through emotionally demanding work**



**Q33**

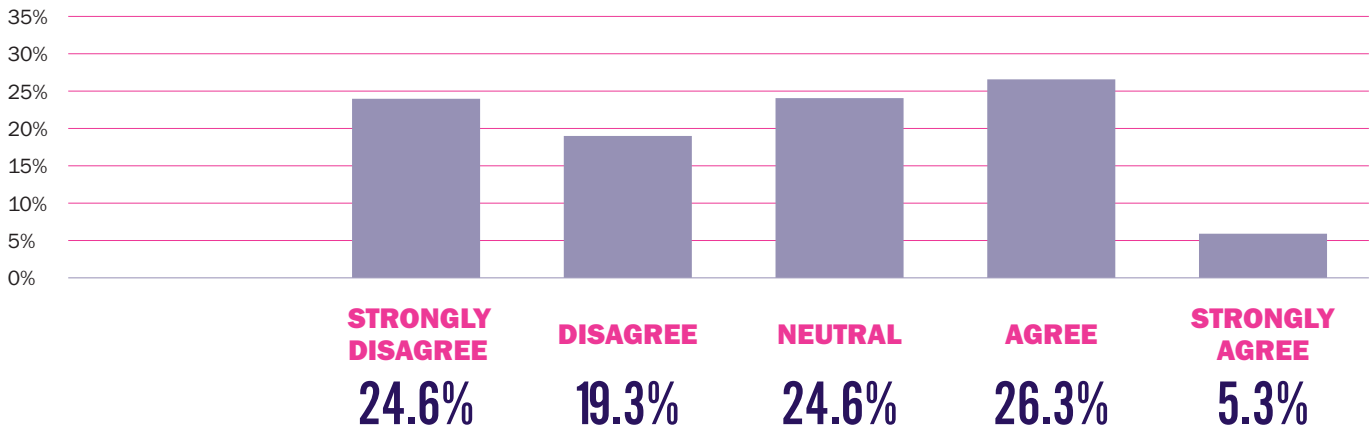
**HSE scale out of 5**

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

Further education	2.61
Higher education	2.67
<b>Prison education</b>	<b>2.28</b>



**(35) My line manager encourages me at work**



**Q35**

**HSE scale out of 5**

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

Further education	3.11
Higher education	3.09
<b>Prison education</b>	<b>2.68</b>

**Managerial support: summary**

Comparison of the UCU data alongside the results of the Health and Safety Executive's survey 'Psychosocial Working Conditions in Britain in 2008' indicated considerably less well-being in prison education than in the working population target group (including education) in relation to the level of managers' support for employees.

**'Manager's support' well-being**

**HSE scale out of 5**

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

Further education	2.98
Higher education	2.94
<b>Prison education</b>	<b>2.64</b>
<b>HSE 2008 survey target group average</b>	<b>3.77</b>

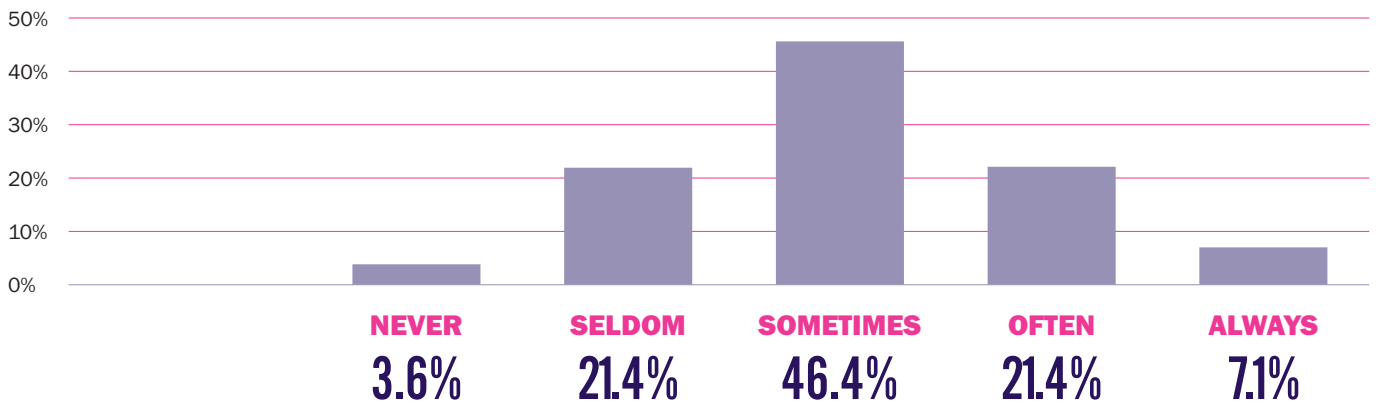


## Peer support

### A typical snapshot

UCU members in prison education said their colleagues would sometimes help them if work got difficult. They generally agreed that they could get help and support they needed from colleagues, and that they received respect from colleague. They agreed that their colleagues were willing to listen to their work-related problems. Nonetheless, their level of well-being at work relating to peer support was below the average for the working population.

### (7) If work gets difficult, my colleagues will help me



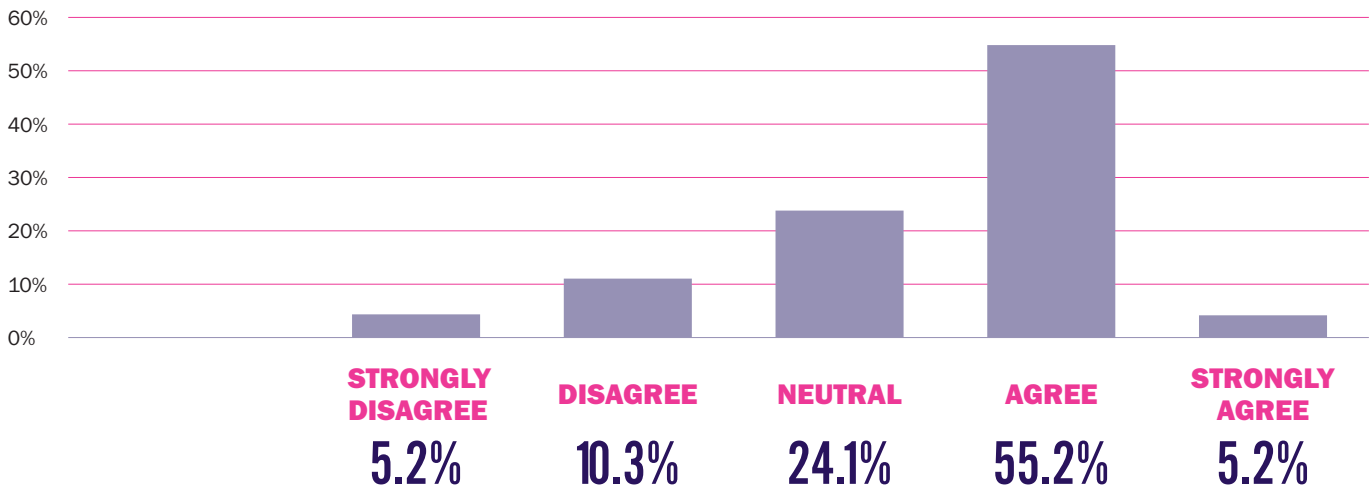
### Q7

### HSE scale out of 5

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

Further education	3.41
Higher education	3.21
<b>Prison education</b>	<b>3.07</b>

**(24) I get help and support I need from colleagues**



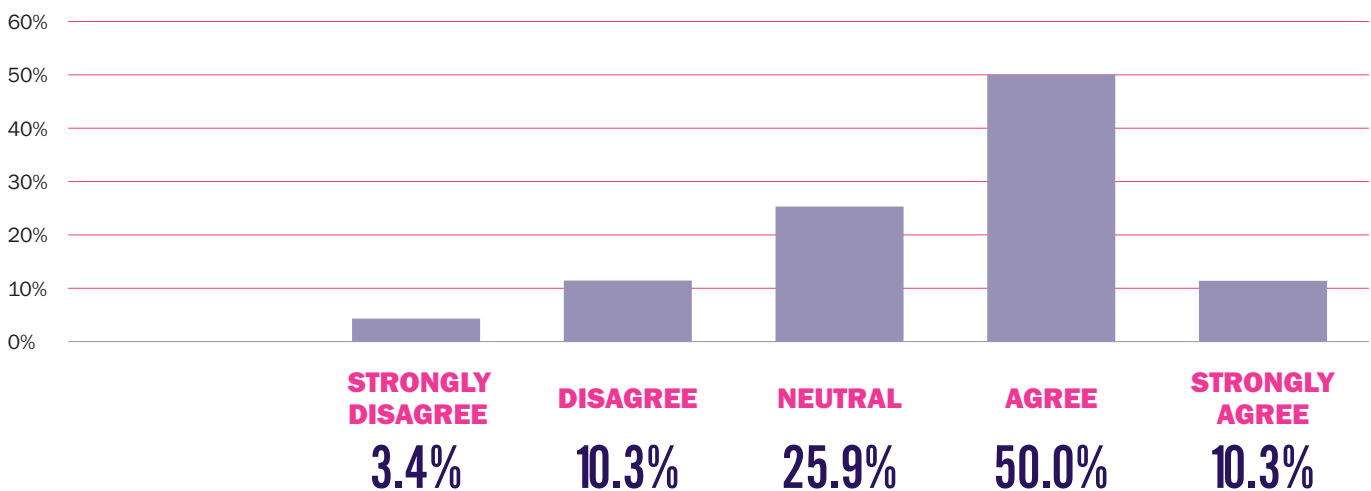
**Q24**

**HSE scale out of 5**

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

Further education	3.70
Higher education	3.50
<b>Prison education</b>	<b>3.45</b>

**(27) I receive the respect at work I deserve from my colleagues**



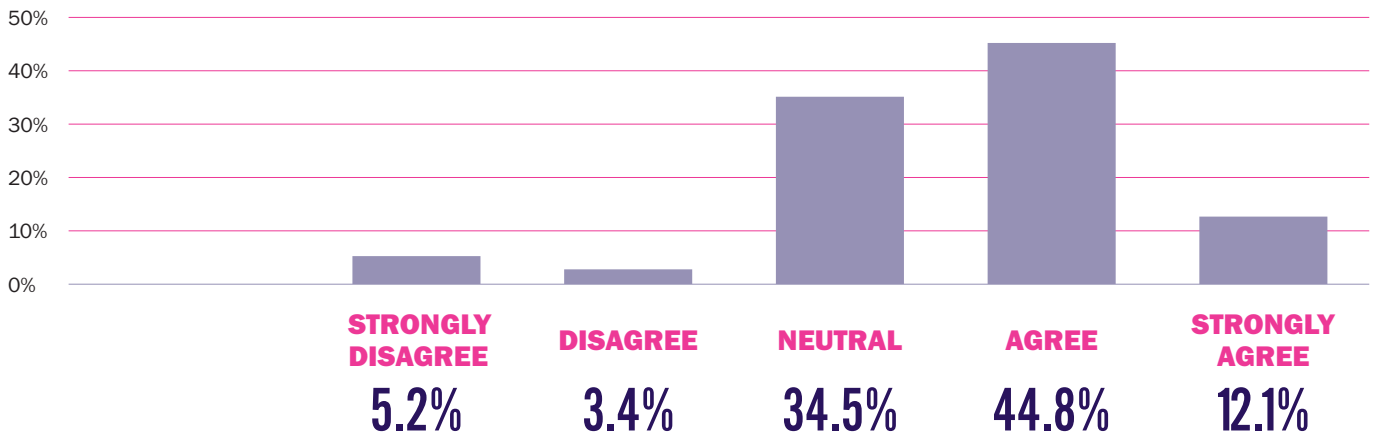
**Q24**

**HSE scale out of 5**

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

Further education	3.70
Higher education	3.50
<b>Prison education</b>	<b>3.45</b>

**(31) My colleagues are willing to listen to my work-related problems**



**Q31**

**HSE scale out of 5**

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

Further education	3.65
Higher education	3.53
<b>Prison education</b>	<b>3.55</b>

**Peer support: summary**

Comparison of the UCU data alongside the results of the Health and Safety Executive’s survey ‘Psychosocial Working Conditions in Britain in 2008’ indicated less well-being in prison education than in the working population target group (including education) in relation to the level of peer support experienced by employees.

**‘Peer support’ well-being**

**HSE scale out of 5**

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

Further education	3.56
Higher education	3.40
<b>Prison education</b>	<b>3.40</b>
<b>HSE 2008 survey target group average</b>	<b>4.03</b>



## Relationships

### A typical snapshot

UCU members in prison education said they were seldom subject to personal harassment at work (but only 20% could say they were never personally harassed at work). They said there was often friction or anger between colleagues. Just under one third said they were never subject to bullying at work. They agreed that relationships at work were strained. Their level of well-being at work concerning relationships was considerably below the average for Britain's working population.

### FACTORS WHICH MAKE A SIGNIFICANT CONTRIBUTION TO STRESS AND FRUSTRATION

*Students in prison environment can have a bullying attitude to staff—especially females—and to other learners; having to watch they are not stealing things is stressful; the fact that they—and sometimes other staff—smoke throughout the workplace although this is not actually allowed; prison environment generally very physically unpleasant; no breaks except lunch. (TEACHER)*

*Our manager does not, or will not enter into negotiations about time at work or make any attempt to make herself familiar to the departments requirements and how they are run now. This would then give her a better picture to work from, she needs to be able to communicate at all levels, not just her own. (TEACHER)*

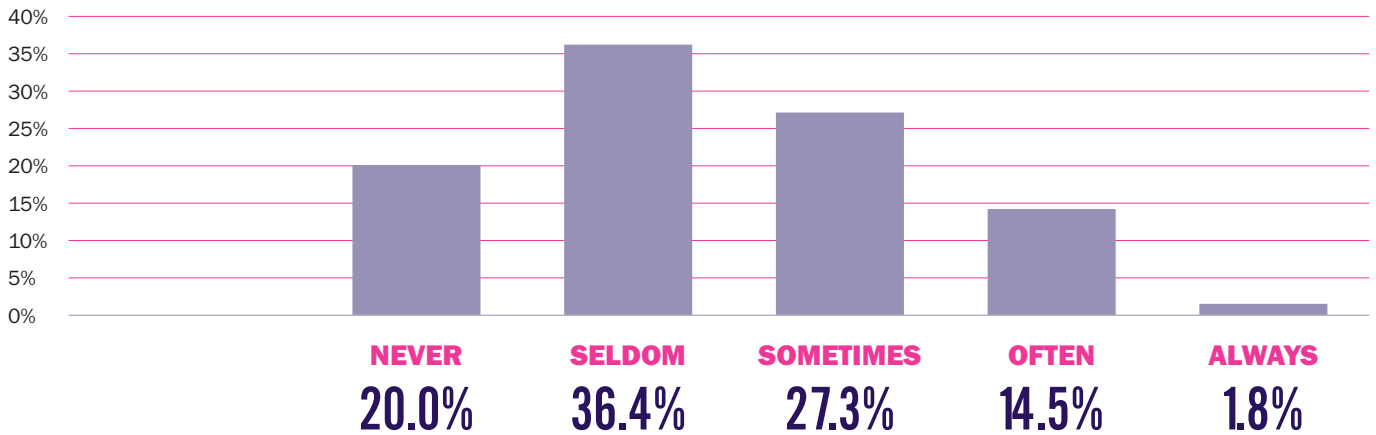
*Bad management structure—causing bullying and victimization amongst staff—which is supported by management. (TEACHER)*

*Poor management, favouritism at work, cliques and distrust in the staffroom, working with disturbed young offenders. (TEACHER)*

*I have witnessed much bullying over many years, and feel I have been subjected to this, and particularly harassment in terms of the creation of a hostile working environment. I have suffered and witnessed discrimination mostly in the way teaching hours are given and removed at the manager's will. Discrimination is mostly not on the basis of race or the other (illegal) criteria, but on the basis of the manager's personal likes and dislikes and political agenda. (TEACHER)*

*Harrassment from line manager, not listening to any concerns. Not recognising after affects of cancer. Being put down by line manager. (LECTURER)*

**(5) I am subject to personal harassment at work**



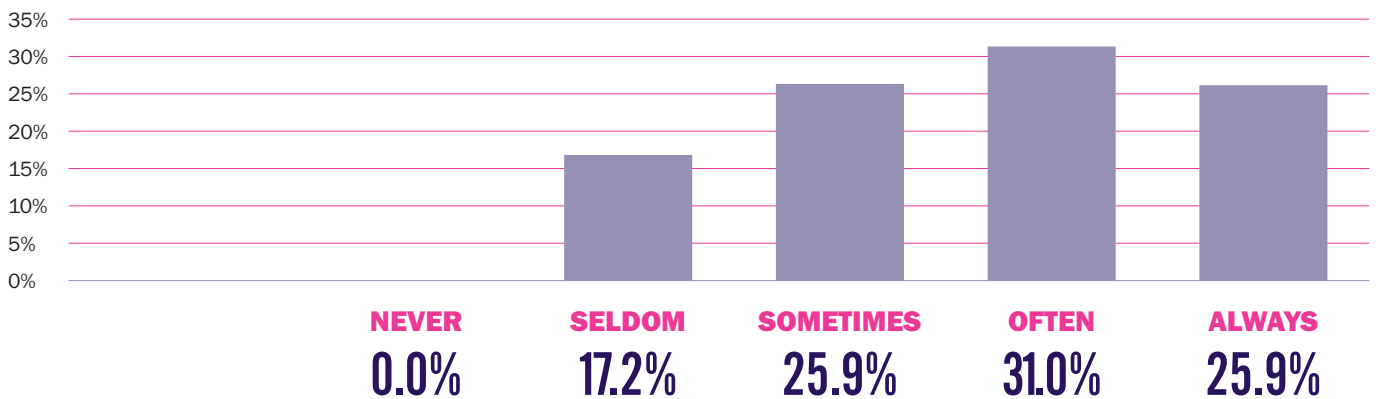
**Q5**

**HSE scale out of 5**

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

Further education	3.96
Higher education	4.11
<b>Prison education</b>	<b>3.58</b>

**(14) There is friction or anger between colleagues**



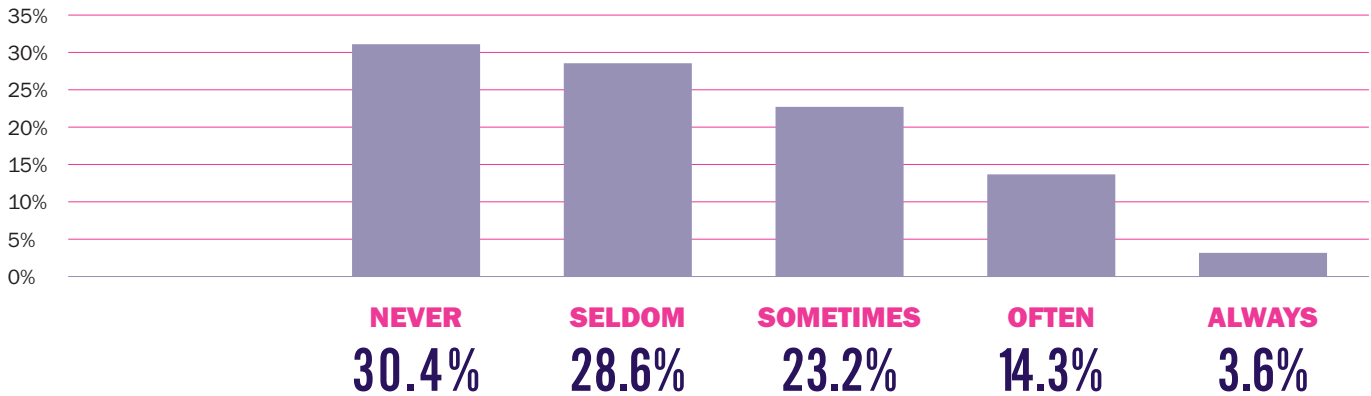
**Q14**

**HSE scale out of 5**

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

Further education	3.07
Higher education	2.98
<b>Prison education</b>	<b>2.34</b>

**(21) I am subject to bullying at work**



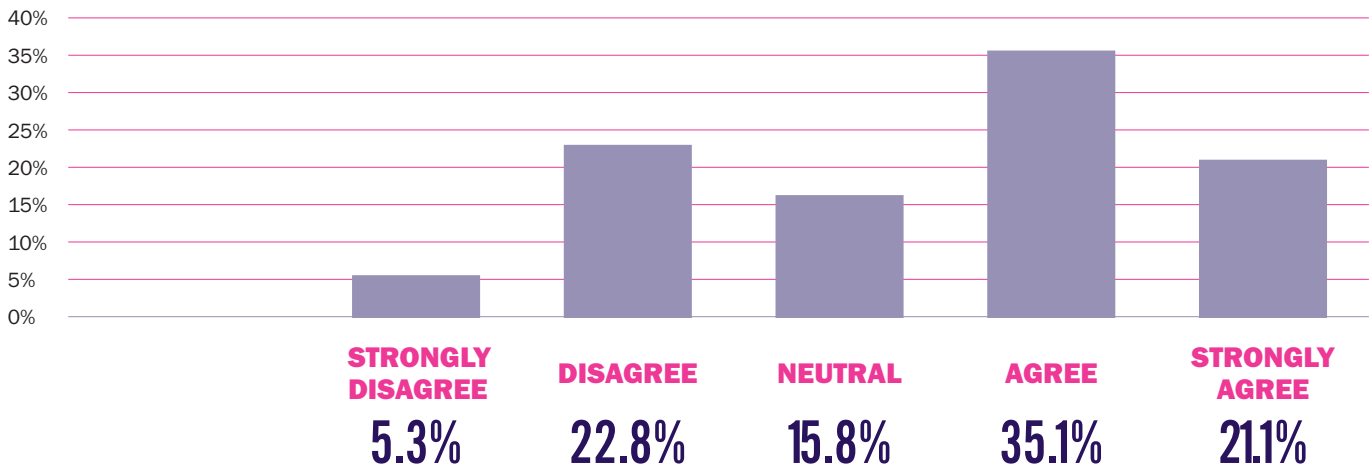
**Q21**

**HSE scale out of 5**

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

Further education	4.09
Higher education	4.19
<b>Prison education</b>	<b>3.68</b>

**(34) Relationships at work are strained**



**Q35**

**HSE scale out of 5**

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

Further education	2.97
Higher education	3.00
<b>Prison education</b>	<b>2.56</b>

**Relationships:  
summary**

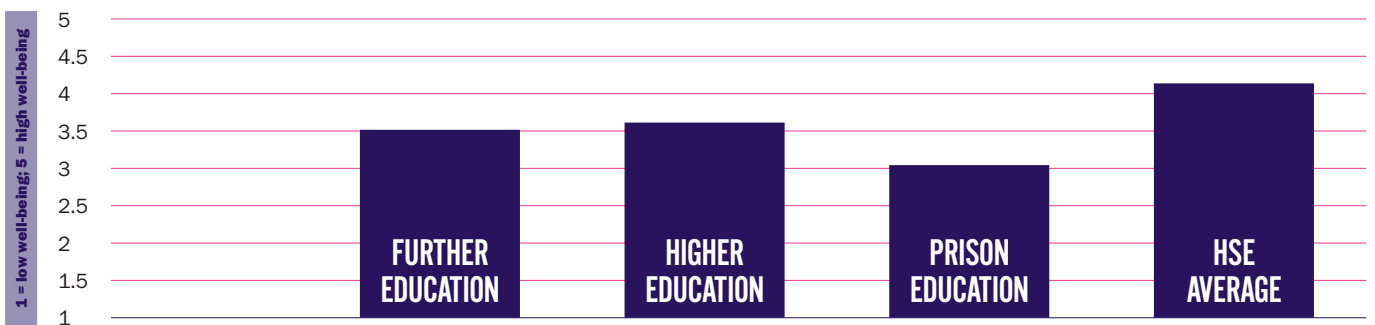
Comparison of the UCU data alongside the results of the Health and Safety Executive’s survey ‘Psychosocial Working Conditions in Britain in 2008’ indicated less well-being in higher education than in the working population target group (including education) in relation to the employees’ relationships at work.

**‘Relationships’ well-being**

**HSE scale out of 5**

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

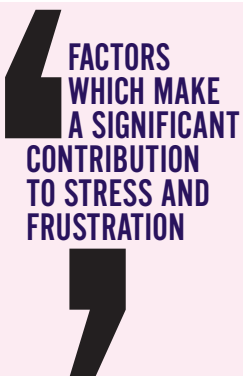
Further education	3.52
<b>Higher education</b>	<b>3.57</b>
Prison education	3.04
<b>HSE 2008 survey target group average</b>	<b>4.13</b>



**Role**

**A typical snapshot**

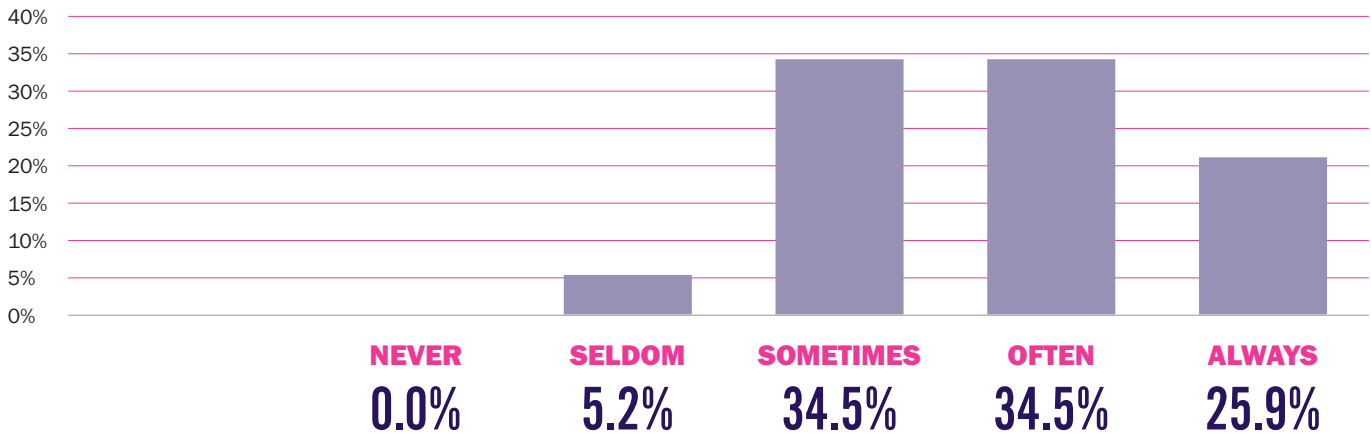
UCU members in prison education were generally clear what was expected from them at work. Nearly half said they always knew how to go about getting their job done. They were generally clear what their duties and responsibilities were, about the goals and objectives for their department, and about how their work fitted into the overall aim of the organisation. Nevertheless their level of well-being at work relating to understanding of their role was below the average for Britain’s working population.



*Lack of communication between management and staff, causing insecurities with job roles and responsibilities. unsure of what is required. (TEACHER)*



**(1) I am clear what is expected of me at work**



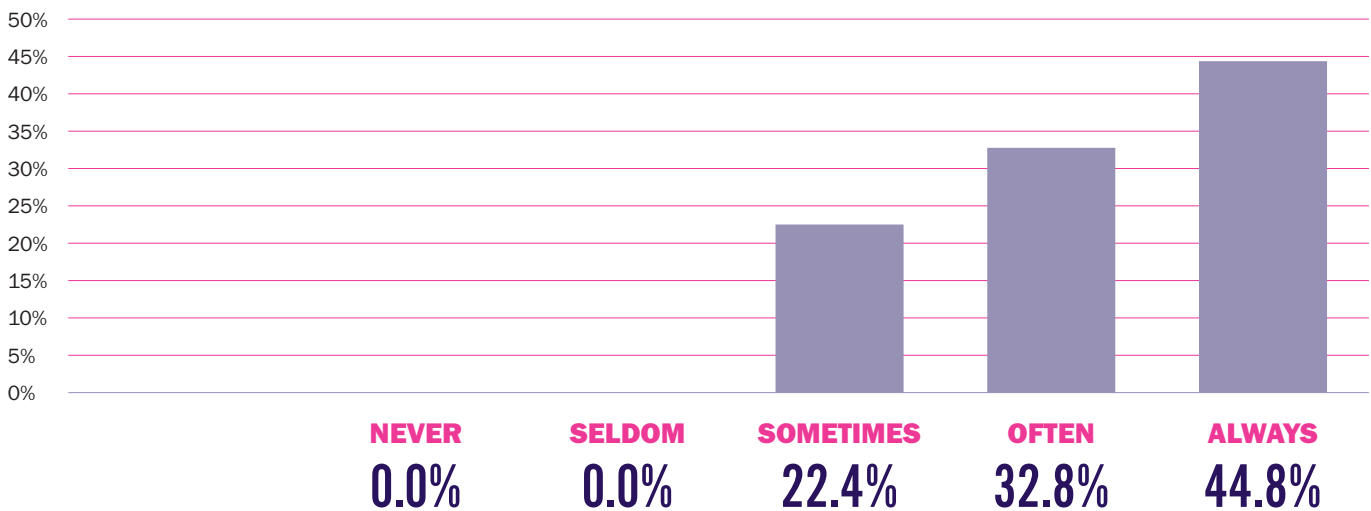
**Q1**

**HSE scale out of 5**

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

Further education	3.82
Higher education	3.82
<b>Prison education</b>	<b>3.81</b>

**(4) I know how to go about getting my job done**



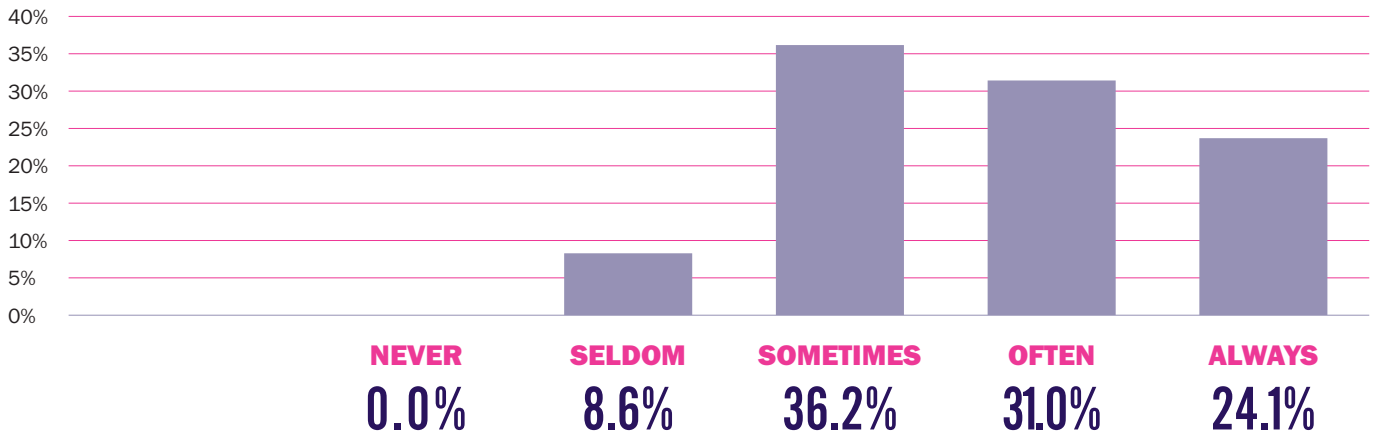
**Q4**

**HSE scale out of 5**

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

Further education	4.02
Higher education	4.08
<b>Prison education</b>	<b>4.22</b>

**(11) I am clear what my duties and responsibilities are**



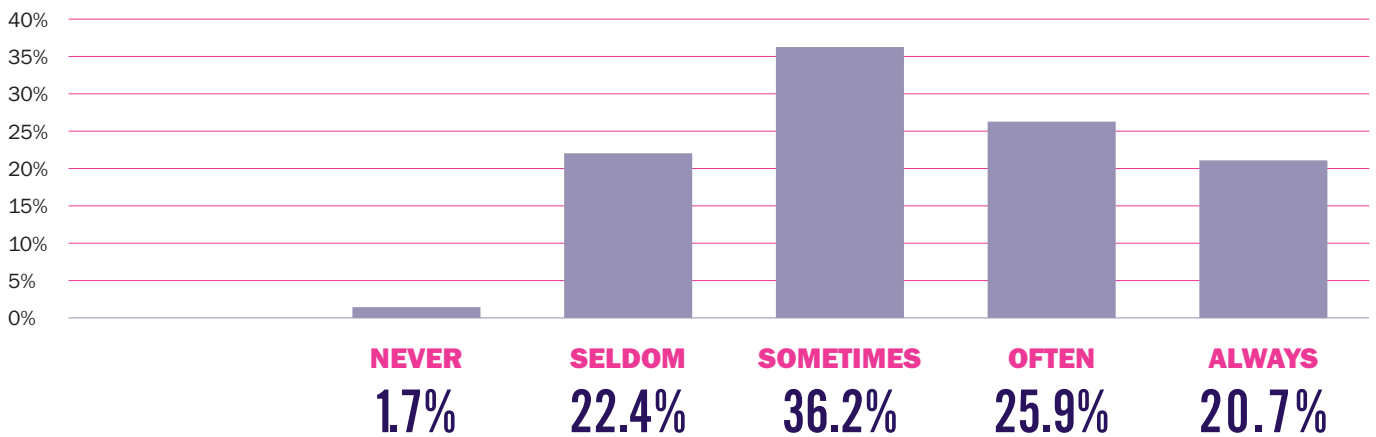
**Q11**

**HSE scale out of 5**

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

Further education	3.71
Higher education	3.82
<b>Prison education</b>	<b>3.71</b>

**(13) I am clear about the goals and objectives for my department**



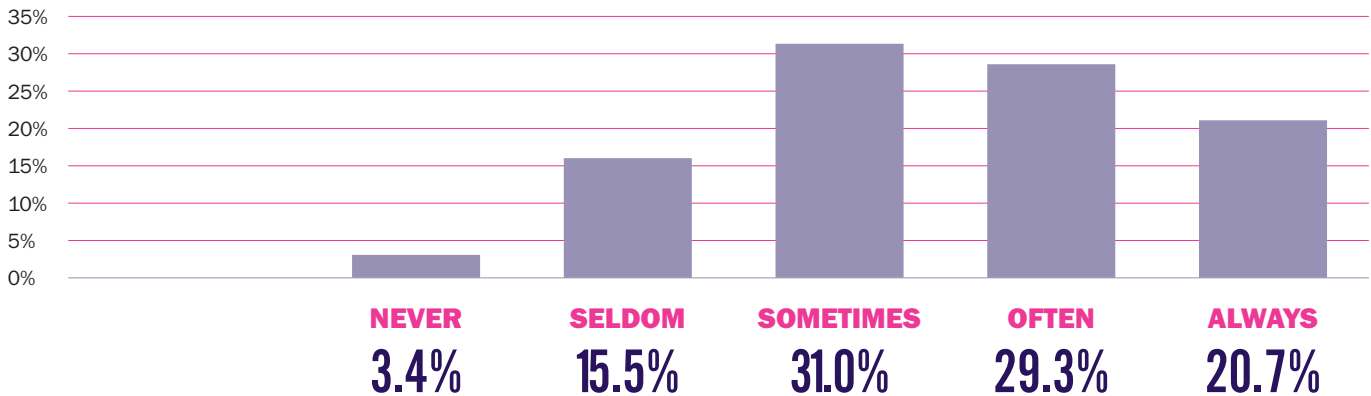
**Q13**

**HSE scale out of 5**

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

Further education	3.49
Higher education	3.37
<b>Prison education</b>	<b>3.28</b>

**(17) I understand how my work fits into the overall aim of the organisation**



**Q17**

**HSE scale out of 5**

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

Further education	3.53
Higher education	3.52
<b>Prison education</b>	<b>3.48</b>

**Role: summary**

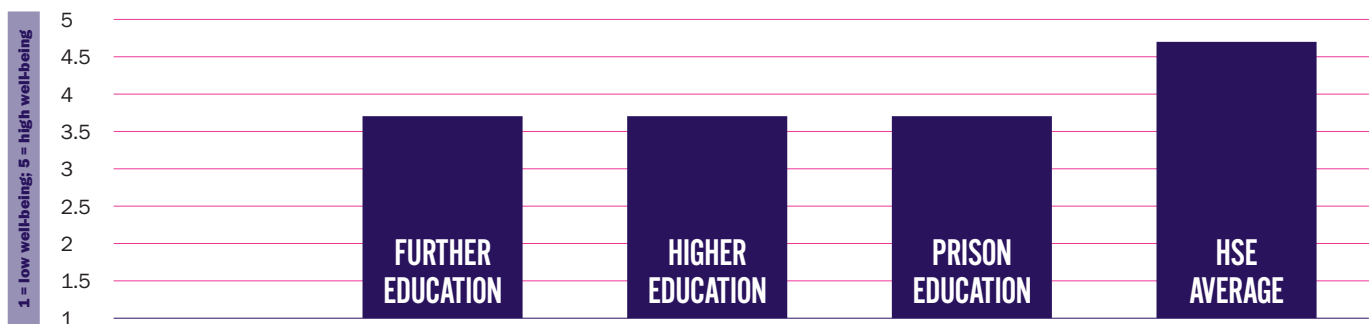
Comparison of the UCU data alongside the results of the Health and Safety Executive’s survey ‘Psychosocial Working Conditions in Britain in 2008’ indicated less well-being in prison education than in the working population target group (including education) in relation to the clarity of employees’ understanding of their role at work.

**‘Peer support’ well-being**

**HSE scale out of 5**

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

Further education	3.71
Higher education	3.72
<b>Prison education</b>	<b>3.70</b>
<b>HSE 2008 survey target group average</b>	<b>4.61</b>



## Change

### A typical snapshot

UCU members in higher education were fairly evenly divided over the statement 'I have sufficient opportunities to question managers about change at work'. They tended to disagree, however, that staff were always consulted about change at work. They generally disagreed with the statement 'When changes are made at work, I am clear about how they will work out in practice'. Well-being in higher education was lower than in the working population regarding the way change is handled at work.

### FACTORS WHICH MAKE A SIGNIFICANT CONTRIBUTION TO STRESS AND FRUSTRATION

*We are currently having a review of the role of the prison in terms of the age group held there. Any changes may see a number of job losses. (TEACHER)*

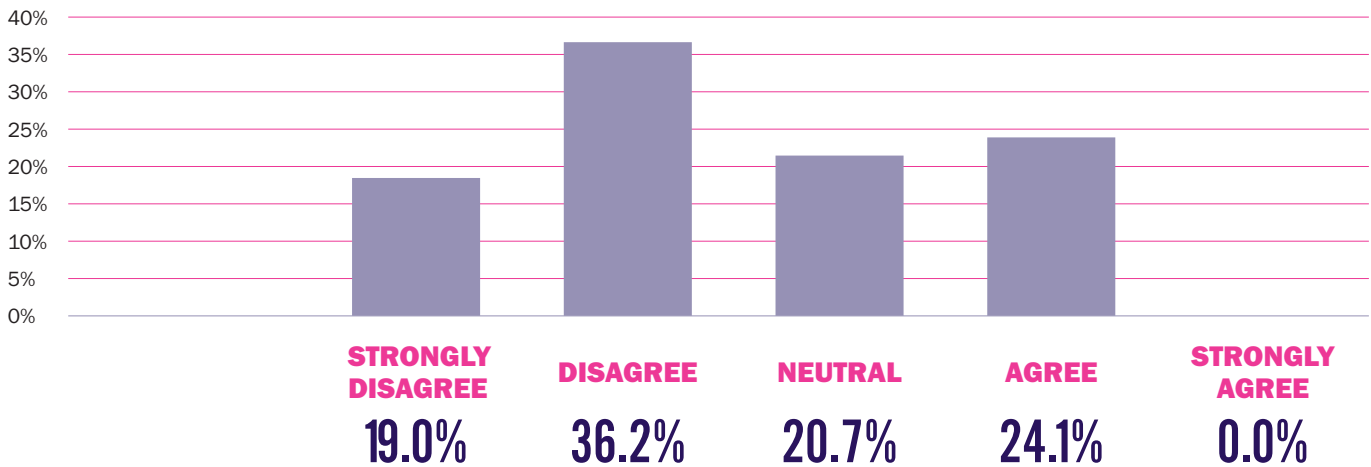
*I particularly feel that over the years what we do has been devalued and has deteriorated from a hugely rewarding profession into a mindboggling morass of bureaucracy and meaningless paperwork. (TEACHER)*

*...I am now at risk of redundancy, due to restructuring. My current post will soon cease to exist, and I shall need to apply for a 'new' post. I strongly suspect that the 'new' posts (of which there will be fewer) will involve more teaching hours. (TEACHER)*

*2006—complete change of students and therefore of courses delivered. [change] ...to new employer 2007—inspection from hell while line manager off sick 2008—restructuring so re-applying for our jobs. The pace of change has, therefore, been much too fast, coupled with uncertainty and insecurity. (TEACHER)*

*Another college took over the contract 18 months ago. They have little understanding of the teaching implications and barriers we encounter teaching offenders. They have imposed college ethics and practices that are clearly not suitable for prisons. Only now have they begun to listen, but I fear bridges are past mending. Most of the existing staff (myself included) are actively seeking employment elsewhere—we have lost three in the last three weeks. (TEACHER)*

**(26) I have sufficient opportunities to question managers about change at work**



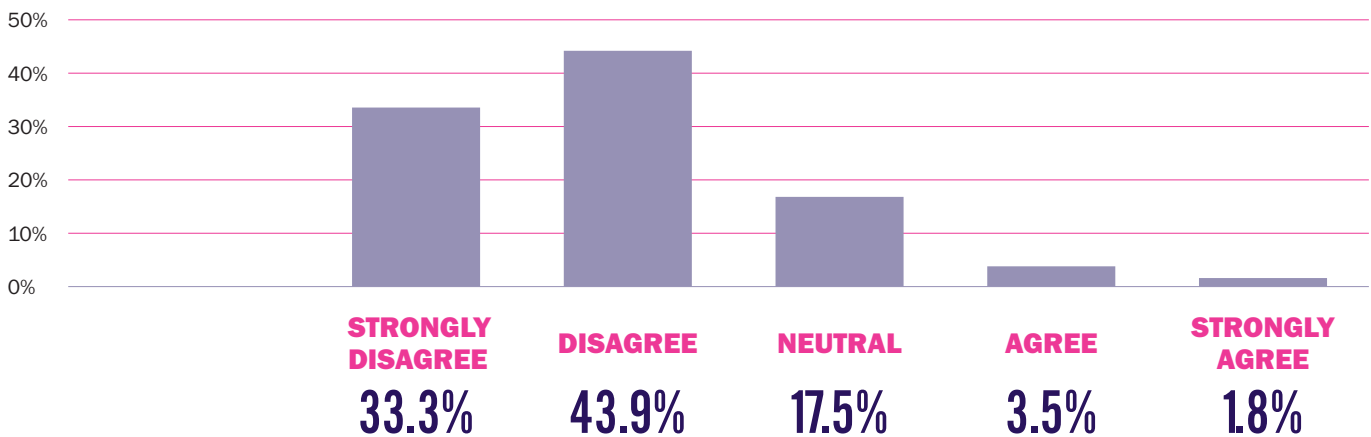
**Q26**

**HSE scale out of 5**

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

Further education	2.61
Higher education	2.82
<b>Prison education</b>	<b>2.50</b>

**(28) Staff are always consulted about change at work**



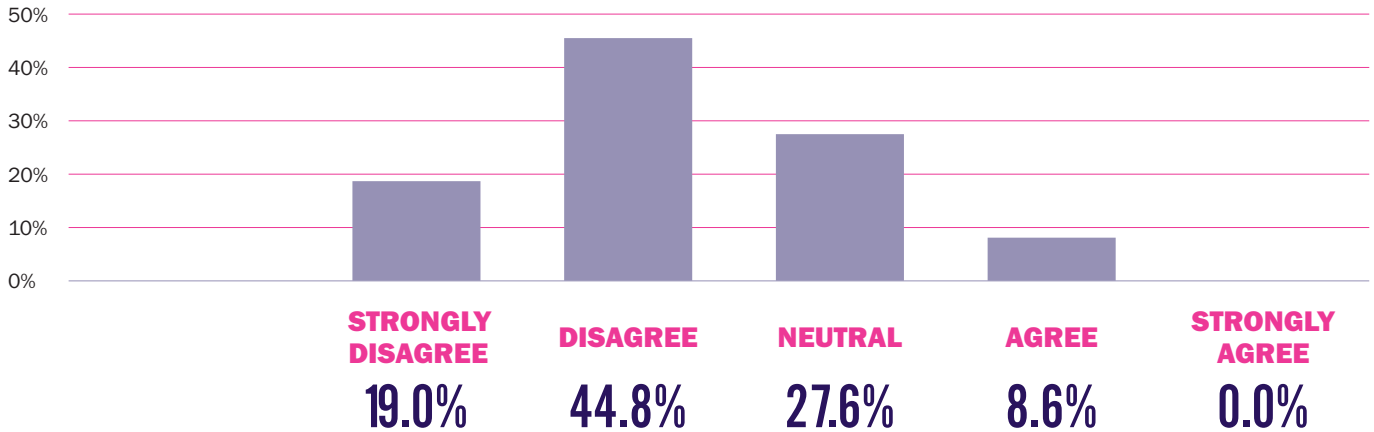
**Q28**

**HSE scale out of 5**

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

Further education	2.14
Higher education	2.32
<b>Prison education</b>	<b>1.96</b>

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



**Q32**

**HSE scale out of 5**

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

Further education	2.38
Higher education	2.48
<b>Prison education</b>	<b>2.26</b>

**Change: summary**

Comparison of the UCU data alongside the results of the Health and Safety Executive’s survey ‘Psychosocial Working Conditions in Britain in 2008’ indicated considerably less well-being in prison education than in the working population target group (including education) regarding the way change is handled at work.

**‘Change’ well-being**

**HSE scale out of 5**

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

Further education	2.38
Higher education	2.54
<b>Prison education</b>	<b>2.24</b>
<b>HSE 2008 survey target group average</b>	<b>3.54</b>



**3**

**Overall perception  
of stress**

OVERALL PERCEPTION OF STRESS

Three questions in the survey concerned overall perceptions of occupational stress. The responses to all three questions indicated that those working in prison education felt under a high degree of stress at work – somewhat more than those working in further or higher education.

There was a very high level of agreement among respondents in prison education with the statement ‘I find my job stressful’ (q36a). 40% strongly agreed with the statement, and 40% agreed. Only 5% disagreed, and none strongly disagreed.

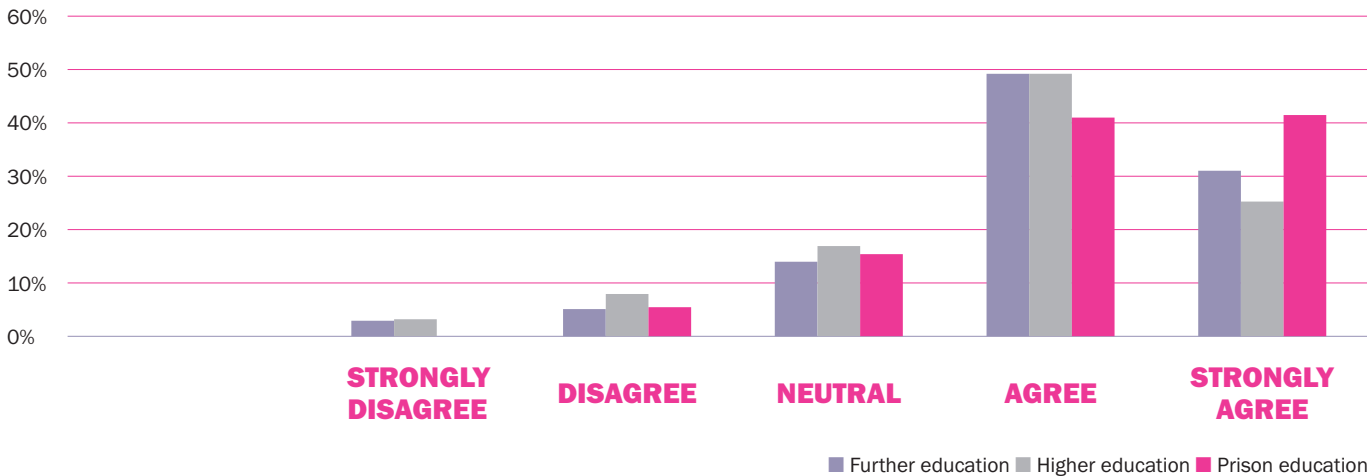
Nearly two thirds of the respondents in prison education said their general or average level of stress was high or very high (q36b). Slightly more than one quarter said they had moderate stress; 10% said their stress level was low; none said it was very low.

More than one third of prison education respondents said they often experienced levels of stress they found unacceptable, and 9% said this was always the case (q37). 40% said they sometimes experienced levels of stress they found unacceptable. 17% said they seldom had unacceptable stress levels, and none said this was never the case. .

**Q36a I find my job stressful**

	Strongly disagree %	Disagree %	Neutral %	Agree %	Strongly agree %	Total %
Further education	2.4	5.0	13.0	49.4	30.4	100.2
Higher education	2.5	7.6	15.9	49.4	24.5	99.9
<b>Prison education</b>	<b>0.0</b>	<b>5.3</b>	<b>14.0</b>	<b>40.4</b>	<b>40.4</b>	<b>100.1</b>

Totals may differ due to rounding



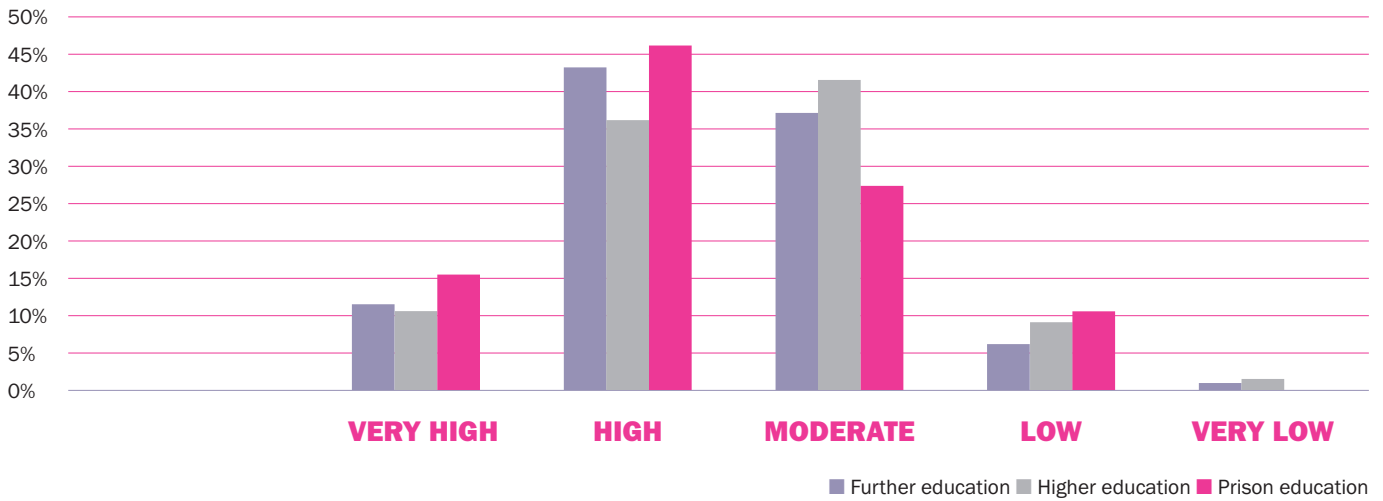


OVERALL PERCEPTION OF STRESS

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

	Very high %	High %	Moderate %	Low %	Very low %	Total %
Further education	11.9	43.1	37.6	6.6	0.8	100.0
Higher education	11.2	36.6	41.9	9.3	1.1	100.1
<b>Prison education</b>	<b>15.5</b>	<b>46.6</b>	<b>27.6</b>	<b>10.4</b>	<b>0.0</b>	<b>100.1</b>

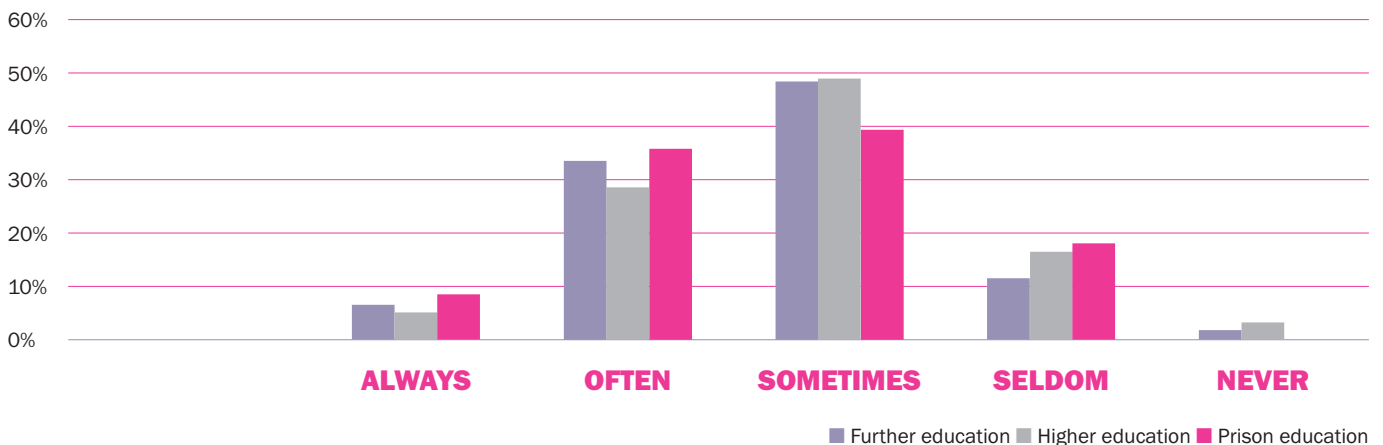
Totals may differ due to rounding



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

	Always %	Often %	Sometimes %	Seldom %	Never %	Total %
Further education	5.7	32.8	48.5	11.3	1.7	100.0
Higher education	4.5	28.2	48.9	16.2	2.4	100.2
<b>Prison education</b>	<b>8.6</b>	<b>34.5</b>	<b>39.7</b>	<b>17.2</b>	<b>0.0</b>	<b>100.0</b>

Totals may differ due to rounding



# 4

**Main factors  
contributing  
to stress**

Respondents were asked to indicate the work-related factors that made the strongest contribution to unacceptable levels of stress or frustration. The most common response was 'Lack of resources to undertake research, including problems in obtaining funding'. This means that on a scale of 0 to 5, with 5 indicating a very high contribution, 42.9% of respondents in prison education said lack of resources to undertake research, including problems in obtaining funding, made a very high contribution to stress or frustration. Next came 'Lack of time or opportunities to develop your teaching' (41.8% saying this made a very high contribution to stress or frustration); then 'Lack of time to undertake research' (37.3%), 'Excessive workloads' (34.5%), and 'Poor work-life balance' (30.4%).

#### FACTORS WHICH MAKE A SIGNIFICANT CONTRIBUTION TO STRESS AND FRUSTRATION

*Job insecurity—complete lack of support from line manager—poor contract of employment. (TEACHER)*

*Lack of promotion opportunities for training and staff development, discrimination, lack of resources, lack of opportunities/ time to develop teaching, harassment, dictatorship management, unreasonable management. (TEACHER)*

*Mostly lack of resources to teach ie computers for students that work properly and time to set up new courses. (TEACHER)*

*There is no opportunity for promotion, only to education manager, which is unlikely as I haven't a teaching qualification and can't get the support of my employer to do this. I have no time for training or career development as my job is so time consuming. I have the same problem with student queries. (ADMINISTRATOR)*

*Poor work-life balance—working in an offender establishment makes it difficult for flexible working hours. No breaks is another area that can be stressful especially if you are a lone worker in an isolated area of the prison. (TEACHER)*

*Lack of opportunities for training and career development. Lack of resources for lessons. Poor work-life balance. Lack of time to undertake research. (TEACHER)*

*I work in a prison environment which means that I do not have access to the Internet. Research requiring this means I have to do it at home in my own time. There is insufficient time to respond to student queries face-to-face (out of lesson time) because of the need for prison-movements to meals or back to resident wings. Also there is restricted opportunity to speak to the student in private. (TEACHER)*

*Lack of job opportunities due to cronyism/favouritism leading to job insecurity; lack of resources (access denied to Internet for part-timers); lack of desk; lack of time to develop resources; evening session essential to make up for lack of daytime hours leading to poor work/life balance; lack of opportunity for career development (excuses that we are only part-time); bullying and intimidation and loss of hours if you dare to question or challenge unfairness or lack of equal opportunity; no support for CPD [continuing professional development] (having to pay for my own course); too much supervision (three monthly supervisions); exclusion from courses—excuses again due to being part-time; money/hours lost one day every month due to not being allowed to go in on prison training days. No holiday pay therefore unable to take proper holidays due to only being paid for hours worked. No short break for staff or students although every session is three hours. Too much work classed as ‘admin’ eg development of resources, research etc and therefore done in own time and unpaid—all this on top of normal lesson preparation, marking etc. (TEACHER)*

### **Factors contributing to stress: prison education**

<b>% of respondents saying this factor made a very high contribution to stress or frustration</b>	<b>%</b>
Lack of time to undertake research, including problems in obtaining funding	42.9
Lack of time or opportunities to develop your teaching	41.8
Lack of resources to undertake research	37.3
Excessive workloads	34.5
Poor work-life balance	30.4
Job insecurity	29.3
Lack of opportunities for training and career development	29.3
Insufficient time to respond to student queries	28.1
Unreasonable expectations from colleagues, students or your head of department	25.9
Lack of choice in the subjects you teach or carry out research on	24.0
Lack of promotion opportunities	22.4
BullyingLack of opportunities for training and career development	21.1
Discrimination	20.7
Harassment	19.3
Teaching large classes	15.4
Complaints by other members of staff	10.9
Complaints by students	9.3

# 5

**How to improve  
working life**

This section comprises comments from respondents working in prison education to the question ‘What measures would you like to see taken to improve your working life?’ The comments are grouped according to the respondent’s job.

### **Overview of responses**

This overview broadly summarises the selection of comments taken from questionnaire responses, which are given in this section. The comments are shown in no particular order of importance. In short, our members working in prison education would like:

- more involvement in decision-making
- better management of change
- permanent contracts
- greater esteem
- improved working facilities
- more support from their line managers
- improved communication with management
- more equal opportunities
- access to appropriate training.

In addition, our members who are teachers in prison education would like:

- decent break times
- improved arrangements for covering lessons
- pay in line with schoolteachers
- improved teaching resources
- internet access
- more awareness of the problems of institutionalised learners
- time allowance for research.

## Teaching staff

WHAT  
MEASURES  
WOULD YOU  
LIKE TO SEE TAKEN  
TO IMPROVE YOUR  
WORKING LIFE?

### **DECISION-MAKING**

*Much more liaison between the prison authority and the department as we are treated without respect and not included in many decision making processes.*

### **CONTRACTS**

*Decent fractional contract.*

*A permanent contract with progression on the pay scale.*

### **WORKING SPACE**

*Having breaks.*

*Guaranteed administration time.*

*Ten or 15 minute break during our three hour am and pm sessions would be beneficial to staff and students as three hours is far too long without a break, especially for prisoners and students with short attention span.*

### **ESTEEM**

*More faith in the ability of teachers to do the job.*

### **SUPPORT**

*I would like to have more support from my management and line manager. I would like it to be a management or line manager responsibility to find cover for my lessons when I give a reasonable period of notice for holidays.*

### **WORKLOAD**

*I would like to see a reduction in the hours I am expected to deliver and much less pressure from management to cover lessons on top of my set sessions on a weekly basis, particularly those that are not within my subject area. I am often bullied into covering lessons once students are already in the class, with no work provided and no time to put anything together. This is particularly difficult when you are covering a three hour session. If you refuse to do this cover management make life much more difficult for you and many good staff have been forced out because management made life very hard for them following their refusal to jump at every request.*

### **PAY**

*More money.*

*Better pay in line with schoolteachers.*

*More transparency with regard to pay structure.*

**RESOURCES**

*More meaningful resources being made available to assist learning.*

*Policy whereby education staff can access internet at work.*

**JOB SECURITY**

*Have worked on short term contracts for about 15 years—they must need me so why could I not have a permanent position?*

**COMMUNICATION**

*More communication between levels.*

*More information from employers on policies that affect me in my workplace.*

**MANAGEMENT**

*Clear guide lines that do not change on a daily/weekly basis.*

*Better communication and more supportive management style from local managers (within the prison).*

*Proper contact with employer...who assume that working in a prison is the same as working in a college, which it isn't.*

**EQUALITY**

*More awareness of equal ops—and more inclusivity for gay and black workers.*

**SECURITY**

*Clearer and more effective procedures put in place to protect teaching staff working in a secure environment from dismissal on the grounds of security (there seems to be very little recourse if this happens).*

**TEACHING**

*More flexible curriculum and timetable for learners.*

**RELATIONS WITH STUDENTS**

*Much more recognition and support of behavioural problems of institutionalised learners. Recognition that I am a teacher and not a jailer.*



### **TRAINING**

*Prison education specific training.*

*Equal opportunities for training; proper information that some training opportunities are even available.*

*Opportunities to attend more external/internal training courses.*

*Equal opportunity to attend on prison training days so no loss of earnings once a month.*

### **WORKLOAD**

*Consideration of tutors' qualifications and length of service in allocation of teaching hours.*

### **RESEARCH**

*More allowance time for out-of-office research.*

### **WORK/LIFE BALANCE**

*Opportunity to swap evening session for daytime session due to caring for elderly relative.*

### **BULLYING AND HARASSMENT**

*Bullying/harassment course for all members of staff.*

### **GRIEVANCE**

*Removing fear of redeployment or redundancy if grievance submitted against managers for discrimination.*

### **EMPLOYMENT**

*Job vacancies to be advertised internally and externally rather than just given to friends or favoured staff (this happens far too often).*

## Managers

WHAT  
MEASURES  
WOULD YOU  
LIKE TO SEE TAKEN  
TO IMPROVE YOUR  
WORKING LIFE?

### **RESOURCES**

*For prison education managers to have a full-time deputy to assist with work tasks.*

*Better staffing and more support from the college.*

### **COMMUNICATION**

*As an experienced education manager I would like to be listened to when I present evidence which clearly indicates a mismatch between quantities of work and ineffective staffing levels.*

### **TRAINING**

*Better training given to do the job I have.*

### **MANAGEMENT**

*Skilled managers and professionalism from senior board members, must have MBA and excellent people skills.*

## Administrators

WHAT  
MEASURES  
WOULD YOU  
LIKE TO SEE TAKEN  
TO IMPROVE YOUR  
WORKING LIFE?

### **MANAGEMENT**

*I would like our employer to try and understand the pressure they put on us all the time. Some research before they introduce new ideas would be helpful, instead of expecting us to fit everything into 37 hours a week.*

# 6

**Conclusion,  
recommendations,  
action**

Working in prison education is extremely stressful. There was a very high level of agreement among respondents in prison education with the statement ‘I find my job stressful’. 40% strongly agreed with the statement, and 40% agreed. Nearly two thirds of the respondents in prison education said their general or average level of stress was high or very high. More than one third of prison education respondents said they often experienced levels of stress they found unacceptable, and 9% said this was always the case.

‘Lack of resources to undertake research, including problems in obtaining funding’ was the factor the highest number of respondents in prison education said made a very high contribution to unacceptable levels of stress or frustration. Next came ‘Lack of time or opportunities to develop your teaching’; then ‘Lack of time to undertake research’, ‘Excessive workloads’, and ‘Poor work-life balance’. While undertaking research is an activity more normally associated with working in higher education, the desire of those working in prison education to carry out research is notable, and may reflect respondents’ lack of satisfaction with the current opportunities to prepare properly for teaching, as well as opportunities to get involved in scholarship and to be a ‘reflective’ practitioner.

UCU members in prison education consistently reported lower well-being than the average for the target group (which included the education sector) in the HSE’s survey ‘Psychosocial Working Conditions in Britain in 2008’. The biggest ‘well-being gap’ to the detriment of UCU members in prison education was in the area of change, followed by managerial support, then relationships and understanding of role.

	Demands	Control	Managerial support	Peer support	Relationships	Role	Change
HSE 2008 survey target group average	3.44	3.32	3.77	4.03	4.13	4.61	3.54
UCU members working in prison education	2.63	2.67	2.64	3.40	3.04	3.70	2.24
‘Well-being’ gap for UCU members in HE	-0.81	-0.65	-1.13	-0.63	-1.09	-0.91	-1.30

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

### Tackling occupational stress

To tackle these problems, our members working in higher education would like:

- more involvement in decision-making
- better management of change
- permanent contracts

- greater esteem
- improved working facilities
- more support from their line managers
- improved communication with management
- more equal opportunities
- access to appropriate training.

In addition, our members who are teachers in prison education would like:

- decent break times
- improved arrangements for covering lessons
- pay in line with schoolteachers
- improved teaching resources
- internet access
- more awareness of the problems of institutionalised learners
- time allowance for research.

Analysis of the findings indicate that support from managers and peers may help to offset the negative impact of low levels of control at work and high levels of demand. This suggests that interventions should be developed that enhance support from these sources (see Appendix 1). In addition, the use of temporary or permanent contracts emerged in the analysis as an important predictor of stress: we strongly urge use of permanent contracts as good practice in employment policy throughout the sector.

University and College Union, and its predecessor unions AUT and NATFHE, is aware of the problem of occupational stress in post-16 education in the UK, and is committed to taking action to tackle this situation. This survey of occupational stress was undertaken by UCU with the intention of gathering data leading to recommendations to inform local and national negotiations.

UCU provides support at a national and local level to inform members of the nature of occupational stress, and of their employer's responsibility to ensure that workloads and working hours are such that employees do not become at risk of stress or stress-related illness.

UCU has produced a stress toolkit, with guidelines for UCU officers at branch or local association level on how to deal with stress and on supporting individual cases. There is also information on treating occupational stress as a health and safety issue, undertaking a risk assessment and monitoring hours of work. UCU has also produced a model questionnaire for local use. This toolkit is available at: [www.ucu.org.uk/index.cfm?articleid=2562](http://www.ucu.org.uk/index.cfm?articleid=2562).

UCU's website provides links to other organisations such as the College and University

Support Network, which is supported by UCU, and the Health and Safety Executive. UCU also works together with employer bodies, such as the Association of Colleges and the Universities and Colleges Employers Association, to tackle occupational stress.

### **And finally...**

Here are some comments by Philip Burgess, a member of UCU National Executive Committee, and of the NEC's stress and bullying working group, on the results of the survey and the next steps for UCU:

*If we take each of the Health and Safety Executive factors in turn, and examine the data, we can see how UCU might act to improve the well-being of our members on each one:*

**Demands** *Institutions have allowed demands to escalate and have failed to introduce mechanisms to control them. By giving staff resources a status equivalent to that which money has come to enjoy, we can ensure that those finite personal resources are husbanded. UCU should propose that innovations which increase workload in one area must be balanced by reductions elsewhere, or by increases in staff.*

**Control** *This aspect of our work is already worse in FE than in the HSE norm. Arguably, HE is heading in the same direction. The climate of managerialism which has siphoned off the powers of elected academic governing bodies, academic departmental boards and individual academics and deposited those powers in bureaucratic structures of appointed 'managers' is responsible for this erosion of control by our members over their own work. We have become, in effect, de-professionalised. UCU must try to reverse these trends by using what democratic mechanisms remain open to us.*

**Managerial support** *We must expose the failure of the managerialist philosophy. We must press each institution to collect the relevant data each year, and to allow discussion of them in their governing bodies. UCU must engage with those bodies in order to ameliorate the problems revealed.*

**Peer support** *Support for trade union values is a major factor in persuading people to join UCU. We must work hard to recruit a much bigger membership base and explain to members that mutual support in stressful situations is a core trade union value. We must counter the dog-eat-dog values of managerialism.*

**Relationships** *The same argument applies. In addition, we must continue to emphasise (as expressed in several motions adopted by Congress) that harassment and bullying can play no part in academic life. In addition, we must uphold the values of academic freedom, and expose those institutions which restrict it.*

**Role** *We need to clarify to our members what education is, and what their roles in education are. We must continue to resist the restrictions imposed by managerialism.*

*In particular, we must remind our members, and institutions, that education is a transformation and not a commodity, and that students are not customers awaiting delivery of a product.*

**Change** *We must continue to scrutinise how institutions and their educational processes are changing, and how successfully institutional changes are implemented. We will welcome change for the better, particularly when staff are fully consulted, but we must oppose and reverse changes for the worse since it is clear that institutions are failing to do this.*

*Overall, an important factor contributing to stress among our members is a mismatch between demands and control. Those members who entered the profession some decades ago often remark that demands have always been high, but that this was compensated at the time by the high levels of personal control enjoyed over work and working practices. In the present climate of managerialism, control appears to be gravitating from academic staff to managers. We must investigate this phenomenon in further research.*

*More specifically, we must measure how stress levels, demands and controls are changing over time and how they impinge on the different sectors and groups within sectors. If, as I suspect, the advance of managerialism will continue to erode the control that our members used to have (and which made academic life so attractive, in spite of the demands), we must devise ways to shake the complacency of institutional governing bodies so that this erosion can be halted and reversed. Otherwise, staff will be subject to burn-out at earlier stages in their careers, and the most talented and dedicated staff will never be attracted in the first place.*

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# Appendices

## Appendix 1

### Testing the job demand-control-support (JDACS) model

Hierarchical multiple regression analyses were computed in which the dimensions of the JDACS model were regressed on perceived stress. The independent variables were entered into the equation in five steps.

At the first step, sex was entered to control for its effects.

At the second step, the job-related variables job status (temporary/ permanent), sector (further/higher education) and job type (academic/academic-related).

At the third step, job demands, job control and social support (a variable that combined peer support and management support – Cronbach's alpha for composite variable = .91) were entered simultaneously in order to examine their main effects.

At the fourth step, the two-way interaction terms (a) demands x control, b) demands x social support, c) control x social support) were entered to examine whether a) control moderated the negative impact of high demands; b) social support moderated the negative impact of job demands; c) social support moderated the negative impact of low control.

In the fifth and final step, the three-way interaction term (demands x control x support) was entered in order to examine whether support moderated the negative impact of a job high in demands and low in control.

Because findings are very similar for further education and higher education, and for academic and academic related grades (the total r square is almost identical and the effects of the interactions are similar), the findings for the sample as a whole are reported, while controlling for sector and job type.

#### **Sample as a whole**

Female sex and temporary employment, entered in Steps 1 and 2, were significant predictors of perceived stress for the sample as a whole. The job-related variables also accounted for additional variance, with temporary status, working in further education and an academic job being significant predictors of stress.

Significant main effects were found for all three components of the JDACS model entered in Step 3, with particularly strong effects found for job demands. The two-way interaction between control and support entered in Step 4 made a significant contribution to the variance in perceived stress, but the other interactions did not. This suggests that social support from managers and peers to some degree offsets the negative impact of low control.

Evidence for a significant three-way interaction was also found, indicating that support may moderate the negative impact of a high strain job on wellbeing.

<i>PERCEIVED STRESS</i>		R <sup>2</sup>	beta
Step 1	Sex	.001	-.031
Step 2	Temporary/permanent		-.080***
	Sector		-.060***
	Job-type		-.100***
		.020***	
Step 3	Demands		.511***
	Control		-.094***
	Support		-.186
		.407***	
Step 4	Demand x control		.021
	Demand x support		.023***
	Control x support		.255***
		.004***	
Step 5	Demand x control x support	.001***	.180***
Total R <sup>2</sup>		.433***	

\* = p<.05; \*\* = p<.01; \*\*\* = p<.001

## Appendix 2

### Reliability scores for responses in UCU survey relating to HSE stressors

These scores describe the extent to which respondents answered questions relating to the HSE stressors consistently. Chronbach's alpha can take values between negative infinity and 1; the nearer to 1, the more consistent the responses are considered to be. The scores below indicate a high level of consistency in the survey responses.

	Cronbach's alpha	N of items
<b>Reliability—role clarity</b>	.834	5
<b>Reliability—demands</b>	.873	8
<b>Reliability—control</b>	.864	6
<b>Reliability—managerial support</b>	.897	5
<b>Reliability—peer support</b>	.848	4
<b>Reliability—relationship stress</b>	.837	4
<b>Reliability—management of change</b>	.819	3

## Appendix 3

### The questionnaire

#### **Occupational stress survey 2008**

This questionnaire about your experience of occupational stress is anonymous, and all information will be treated with confidentiality.

If you have any enquiries, please contact UCU senior research officer Stephen Court at [scourt@ucu.org.uk](mailto:scourt@ucu.org.uk).

If you have more than one employer, please refer where possible to your principal employer.

Questions 1-35 are from the Health and Safety Executive's Management Standards Indicator Tool.

Please respond to closed questions by putting an 'x' in the appropriate box.

Questions 5 and 21 refer to harassment and bullying. Bullying is not against the law, but is understood as a form of harassment. ACAS definition: 'Bullying may be characterised as offensive, intimidating, malicious or insulting behaviour'. Harassment is legally defined as violating a person's dignity or creating a hostile working environment. It is illegal when on grounds of sex, race, disability, sexual orientation, gender reassignment, religion/belief or age.

Question 52 asks about your socio-economic background. There is currently very little data on the socio-economic background of staff in FE and HE; it would be very helpful, in the interests of promoting widening participation, to know something about this.

The survey should take 10-15 minutes to complete.

Please respond by Friday 2 May 2008.

	Never	Seldom	Sometimes	Often	Always
<b>1</b> I am clear what is expected of me at work	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
<b>2</b> I can decide when to take a break	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
<b>3</b> Different groups at work demand things from me that are hard to combine	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
<b>4</b> I know how to go about getting my job done	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
<b>5</b> I am subject to personal harassment at work (see definition in introduction)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
<b>6</b> I have unachievable deadlines	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
<b>7</b> If work gets difficult, my colleagues will help me	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
<b>8</b> I am given supportive feedback on the work I do	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
<b>9</b> I have to work very intensively	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
<b>10</b> I have a say in my own work speed	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
<b>11</b> I am clear what my duties and responsibilities are	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
<b>12</b> I have to neglect some tasks because I have too much to do	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
<b>13</b> I am clear about the goals and objectives for my department	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
<b>14</b> There is friction or anger between colleagues	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
<b>15</b> I have a choice in deciding how I do my work	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
<b>16</b> I am unable to take sufficient breaks	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
<b>17</b> I understand how my work fits into the overall aim of the organisation	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

<b>18</b>	I am pressured to work long hours	Never <input type="checkbox"/> 1	Seldom <input type="checkbox"/> 2	Sometimes <input type="checkbox"/> 3	Often <input type="checkbox"/> 4	Always <input type="checkbox"/> 5
<b>19</b>	I have a choice in deciding what I do at work	Never <input type="checkbox"/> 1	Seldom <input type="checkbox"/> 2	Sometimes <input type="checkbox"/> 3	Often <input type="checkbox"/> 4	Always <input type="checkbox"/> 5
<b>20</b>	I have to work very fast	Never <input type="checkbox"/> 1	Seldom <input type="checkbox"/> 2	Sometimes <input type="checkbox"/> 3	Often <input type="checkbox"/> 4	Always <input type="checkbox"/> 5
<b>21</b>	I am subject to bullying at work (see definition in introduction)	Never <input type="checkbox"/> 1	Seldom <input type="checkbox"/> 2	Sometimes <input type="checkbox"/> 3	Often <input type="checkbox"/> 4	Always <input type="checkbox"/> 5
<b>22</b>	I have unrealistic time pressures	Never <input type="checkbox"/> 1	Seldom <input type="checkbox"/> 2	Sometimes <input type="checkbox"/> 3	Often <input type="checkbox"/> 4	Always <input type="checkbox"/> 5
<b>23</b>	I can rely on my line manager to help me out with a work problem	Never <input type="checkbox"/> 1	Seldom <input type="checkbox"/> 2	Sometimes <input type="checkbox"/> 3	Often <input type="checkbox"/> 4	Always <input type="checkbox"/> 5
<b>24</b>	I get help and support I need from colleagues	Strongly disagree <input type="checkbox"/> 1	Disagree <input type="checkbox"/> 2	Neutral <input type="checkbox"/> 3	Agree <input type="checkbox"/> 4	Strongly agree <input type="checkbox"/> 5
<b>25</b>	I have some say over the way I work	Strongly disagree <input type="checkbox"/> 1	Disagree <input type="checkbox"/> 2	Neutral <input type="checkbox"/> 3	Agree <input type="checkbox"/> 4	Strongly agree <input type="checkbox"/> 5
<b>26</b>	I have sufficient opportunities to question managers about change at work	Strongly disagree <input type="checkbox"/> 1	Disagree <input type="checkbox"/> 2	Neutral <input type="checkbox"/> 3	Agree <input type="checkbox"/> 4	Strongly agree <input type="checkbox"/> 5
<b>27</b>	I receive the respect at work I deserve from my colleagues	Strongly disagree <input type="checkbox"/> 1	Disagree <input type="checkbox"/> 2	Neutral <input type="checkbox"/> 3	Agree <input type="checkbox"/> 4	Strongly agree <input type="checkbox"/> 5
<b>28</b>	Staff are always consulted about change at work	Strongly disagree <input type="checkbox"/> 1	Disagree <input type="checkbox"/> 2	Neutral <input type="checkbox"/> 3	Agree <input type="checkbox"/> 4	Strongly agree <input type="checkbox"/> 5
<b>29</b>	I can talk to my line manager about something that has upset or annoyed me about work	Strongly disagree <input type="checkbox"/> 1	Disagree <input type="checkbox"/> 2	Neutral <input type="checkbox"/> 3	Agree <input type="checkbox"/> 4	Strongly agree <input type="checkbox"/> 5
<b>30</b>	My working time can be flexible	Strongly disagree <input type="checkbox"/> 1	Disagree <input type="checkbox"/> 2	Neutral <input type="checkbox"/> 3	Agree <input type="checkbox"/> 4	Strongly agree <input type="checkbox"/> 5
<b>31</b>	My colleagues are willing to listen to my work-related problems	Strongly disagree <input type="checkbox"/> 1	Disagree <input type="checkbox"/> 2	Neutral <input type="checkbox"/> 3	Agree <input type="checkbox"/> 4	Strongly agree <input type="checkbox"/> 5
<b>32</b>	When changes are made at work, I am clear about how they will work out in practice	Strongly disagree <input type="checkbox"/> 1	Disagree <input type="checkbox"/> 2	Neutral <input type="checkbox"/> 3	Agree <input type="checkbox"/> 4	Strongly agree <input type="checkbox"/> 5
<b>33</b>	I am supported through emotionally demanding work	Strongly disagree <input type="checkbox"/> 1	Disagree <input type="checkbox"/> 2	Neutral <input type="checkbox"/> 3	Agree <input type="checkbox"/> 4	Strongly agree <input type="checkbox"/> 5

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	
<b>34</b> Relationships at work are strained	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
<b>35</b> My line manager encourages me at work	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
<b>36a</b> I find my job stressful	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
<b>36b</b> How would you characterise your general or average level of stress?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
<b>37</b> Do you experience levels of stress that you find unacceptable?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
<b>38</b> For each of the following factors, please indicate the extent to which they contribute to unacceptable levels of stress or frustration by marking them 0 to 5, with 5 indicating a very high contribution (items which may not be applicable to all UCU members have a n/a response category):						
(a) Job insecurity	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
(b) Lack of promotion opportunities	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
(c) Discrimination	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
(d) Bullying (see definition in introduction)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
(e) Complaints by other members of staff	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
(f) Excessive workloads	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
(g) Unreasonable expectations from colleagues, students or your head of department	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
(h) Lack of opportunities for training and career development	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
(i) Poor work-life balance	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
(j) Harassment (see definition in introduction)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
(k) Complaints by students	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> n/a
(l) Lack of time to undertake research	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> n/a
(m) Lack of resources to undertake research, including problems in obtaining funding	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> n/a
(n) Lack of time or opportunities to develop your teaching	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> n/a



(o) Insufficient time to respond to student queries	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> n/a
(p) Teaching large classes	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> n/a
(q) Lack of choice in the subjects you teach or carry out research on	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> n/a
(r) Other (please provide details)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	

**39** Please provide brief details of any of the above factors in question 38 which make a significant contribution to stress or frustration:

		<b>Higher education</b>	<b>Further education</b>
<b>40</b>	(a) Which sector do you (principally) work in?	<input type="checkbox"/> 1	<input type="checkbox"/> 2
	(b) What is the name of the FE or HE institution where you (principally) work?	_____	
		_____	
		_____	

		<b>Female</b>	<b>Male</b>	<b>Transgender/transsexual</b>
<b>41</b>	Your gender	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3

		<b>Bisexual</b>	<b>Heterosexual</b>	<b>Lesbian or gay</b>
<b>42</b>	Your sexual orientation	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3

		<b>Yes</b>	<b>No</b>	<b>Not sure</b>
<b>43</b>	If you are lesbian, gay, bisexual or trans, does your employer know?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3

<b>44</b>	Your ethnicity	
	(a) Black or Black British - Caribbean	<input type="checkbox"/> 1
	(b) Black or Black British - African	<input type="checkbox"/> 1
	(c) Other Black background	<input type="checkbox"/> 1
	(d) Asian or Asian British - Indian	<input type="checkbox"/> 1
	(e) Asian or Asian British - Pakistani	<input type="checkbox"/> 1
	(f) Asian or Asian British - Bangladeshi	<input type="checkbox"/> 1
	(g) Chinese	<input type="checkbox"/> 1
	(h) Other Asian background and career development	<input type="checkbox"/> 1
	(i) Other (including mixed)	<input type="checkbox"/> 1
	(j) White	<input type="checkbox"/> 1

<b>45</b>	Disability			
	(a) Do you consider yourself disabled?	<b>Yes</b>	<b>No</b>	<b>Not sure</b>
		<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
	(b) If yes, does your employer know that you are disabled?	<b>Yes</b>	<b>No</b>	<b>Not sure</b>
		<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3

**46** Your job

*Academic function*

(a) Teaching or teaching-only  1

(b) Research-only  1

(c) Teaching-and-research  1

*Academic-related/support occupation*

(d) Manager  1

(e) Administrator  1

(f) Computing staff  1

(g) Librarian  1

(h) Other  1

(i) Not applicable  1

**47** Title of your department

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**48** Your mode of employment

(a) Full-time  1

(b) Part-time  1

(c) Hourly-paid  1

(d) Other  1

**49** Your terms of employment

(a) Open-ended/permanent contract  1

(b) Fixed-term contract  1

(c) Zero hours contract  1

(d) Variable hours contract  1

(e) Other  1

**50** Current job grade or main pay level

(a) job or grade title

(b) spine point

(c) hourly-paid, usual hourly rate

£

(d) other

**51** The average number of hours you work per week (on/off site) during term-time  
(work means any task related to your contract of employment)

(a) 0-10 <sub>1</sub>

(b) 11-15 <sub>1</sub>

(c) 16-20 <sub>1</sub>

(d) 21-25 <sub>1</sub>

(e) 26-30 <sub>1</sub>

(f) 31-35 <sub>1</sub>

(g) 36-40 <sub>1</sub>

(h) 41-45 <sub>1</sub>

(i) 46-50 <sub>1</sub>

(j) 51-55 <sub>1</sub>

(k) 56-60 <sub>1</sub>

(l) Over 60 <sub>1</sub>

**52** Socio-economic background

Please indicate the occupation of your father, mother, carer or guardian  
(whoever was the main income earner) when you were a teenager

(a) manager or senior official <sub>1</sub>

(b) professional occupation <sub>1</sub>

(c) associate professional or technical  
occupation <sub>1</sub>

(d) administrative or secretarial  
occupation <sub>1</sub>

(e) skilled trades occupation <sub>1</sub>

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(f) personal service occupation	<input type="checkbox"/>	1
(g) sales or customer service occupation	<input type="checkbox"/>	1
(h) process, plant or machine operative	<input type="checkbox"/>	1
(i) elementary occupation	<input type="checkbox"/>	1
(j) not known/applicable	<input type="checkbox"/>	1

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**53** What measures would you like to see taken to improve your working life?

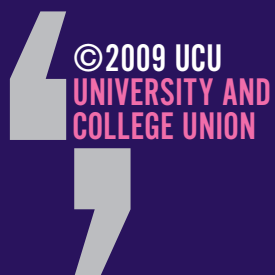
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**54** If you would be happy to take part in follow-up research about employment in UK further or higher education, please provide your email address

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**Thank you for completing this questionnaire**





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