

GUCU PILOT SURVEY ON WORKLOAD AND STRESS, APRIL 2020

This pilot survey intends to capture the specific stresses that fall within the ambit of the Health and Safety Executive's Management Standards relating to stress in the workplace and is consistent with UCU's national campaign about workload.

Out of 300+ UCU member-respondents so far, here are some snapshots and recommendations:

Survey result	GUCU recommendation
<p><u>Illness.</u> 1 in 3 respondents reported they may have symptoms consistent with COVID-19.</p>	<p>While widespread community testing is not available, the benchmark of symptomatic self-reporting is considered appropriate for Guy's and St Thomas's Biomedical Research Centre's app covid.joinzoe.com. This is run with King's College London and has over 2 million participants. Might the College encourage staff to join, as a first step in reporting practices?</p>
<p><u>Working from home.</u> Only 28.4% of respondents describe their physical work environment as "completely fit for purpose". This leaves just under three-quarters working in conditions that are anything from sub-par to hazardous or lacking in equipment.</p>	<p>Could we propose a universal workstation audit for Goldsmiths staff, in line with Display Screen Equipment assessments and other appropriate work station risk assessments?</p>
<p><u>Caring – dependents.</u> 42.9% of respondents are caring for dependents while carrying on with their work. Some report feeling too afraid to mention difficulties about this to Line Management or HR, in case their hours are cut or their contract terminated.</p>	<p>The recent temporary HR policies about special categories of leave are appreciated. If staff persist in unmanageable work/home-life combinations, for fear of job loss, concerns might be raised about inadequate supervision of children if any accident or incident occurs in the home. The overarching solution to this is reassurance about job security <i>per se</i>, in addition to special leave, during the pandemic.</p>
<p><u>Caring – compassionate factors.</u> 72.8% of respondents identified as looking out for a vulnerable family member, neighbour or friend.</p>	<p>This is a high proportion of staff with potentially compassionate circumstances. Do we have a bereavement communications policy? This could include bereavement of colleagues within the Goldsmiths community during the pandemic.</p>
<p><u>Food and basics.</u> 1 in 3 respondents spend part of their working day solving problems with access to basic necessities like food and medicine.</p>	<p>We need a recognition of this baseline stressor on top of work duties. If necessary, perhaps staff hardship fund may be recommended?</p>
<p><u>Equipment.</u> Only 11.9% of respondents indicated the IT and equipment</p>	<p>As well as a resource system for issuing equipment, for example, laptops, could</p>

<p>available to them was “very effective” and 32.8% indicated “somewhat effective”. The other responses indicated varying descending grades of effectiveness.</p>	<p>SMT anticipate the level of online provision rollout to commence in Autumn’s new academic year and sufficient IT staffing to support students and staff remotely?</p>
<p><u>Extra hours.</u> 74% of respondents indicated that they were working hours in excess of their extant contract. This excess ranged from 10-50hrs per week. The largest proportion, almost two-thirds, were either contributing 10 or 20 extra hours per week.</p>	<p>Some of these break working time regulations and, in the extreme hours of excess, would be classed an unacceptable risk under HSE standards. Testimonies suggest a quid-pro-quo attitude towards these extra hours, in terms of strike pay deductions. They also indicate that some of the best responses to students have come from colleagues on precarious contracts. Were we to lose these colleagues, we would lose more students, because most staff are not coping with online-from-home-teaching. How can we retain and pay these casualised colleagues properly, for innovating and assisting the College, in the face of their uncertain employment future?</p>
<p><u>Workload demand.</u> More than half the respondents have found their workload less manageable than before and nearly a quarter found their workload “very unmanageable”.</p>	<p>Identify pressure points – for example, marking, and exam board deadlines. Build in long-range deadlines and communicate them to staff, so that difficult spikes in demand can be anticipated. Be aware that Line Managers will have a limit to what they can do in this respect.</p>
<p><u>Strike pay deductions.</u> 61.1% of respondents indicated either “moderate or significant stress” in relation to imminent strike pay deductions. An additional 21% indicated “significant distress”.</p>	<p>While the College is within its rights to process strike pay deductions, given the stressors indicated consistently within the survey and the UK government’s general direction of “bailouts” as a stabilising factor, a cancellation of deductions would reduce workplace stress in an immediate and tangible way. Furthermore, a staff Hardship Fund, which has been indicated by SMT may relieve any emergency financial distress.</p>
<p><u>Job security.</u> Just over three-quarters of respondents do not feel that their job is safe.</p>	<p>Any planned redundancies require support from HR, including contact about stress impact. There also needs to be clarity of communication as to what were planned redundancies prior to the pandemic and the College’s position in relation to staff moving</p>

	<p>forward. Some HEIs have adapted business plans to create new, short courses that meet increased demand. Such moves could be reassuring for staff who are distressed about job loss. One testimony indicated “an intolerable level of stress” arising from precarity in the crisis.</p>
<p><u>Students.</u> 70.3% of respondents indicated their relationship with students have changed.</p>	<p>One respondent wrote: “frontline staff are carrying the can in relaying bad news to students” [about the shift from face-to-face teaching]. How far further into the future could Senior Management announce an online or blended strategy to applicants, students and staff, so that expectations could be managed and positive outcomes, optimised?</p>
<p><u>Control.</u> The respondents were evenly split in answers on how their new work circumstances left them feeling: with little or no control or only a moderate amount of control. Concerningly, only 5.6% of respondents suggested that they felt the same amount of control in current work-life arrangements that they had previous to the pandemic, and only 2% indicated an improvement.</p>	<p>A sense of control over one’s own work is a positive thing. So if any major changes are communicated as early as possible, especially to Unions, we can risk assess the stress impact of any major changes and feed back to Senior Management.</p>
<p><u>Mental Health and Stress</u> less than 10% of respondents indicated that they either felt psychologically well or were even positively-impacted by working from home. So over 90% of respondents indicated a rise in stress and anxiety, up to worsening of clinical diagnoses of mental health conditions, as a result of working through a pandemic.</p>	<p>An Occupational Health Assessment would be indicated for staff with any mental health conditions who are continuing to work during this crisis. Reasonable adjustments or leave would have to be put into place. Notification to Senior Management of unacceptable levels of stress that result in psychiatric injury is a serious workplace incident. It is something we want to mitigate against. The information on Goldmine relates to students, but the header says “students, staff...” so could you direct us to staff-specific information? This would include advice for staff such as cleaners and security.</p>
<p><u>Domestic violence</u> only 82.4% of respondents indicated that they felt “completely safe” from domestic violence (the highest point on the scale) and 7 respondents indicated that they were “extremely unsafe” (the lowest</p>	<p>GUCU have contacted SMT to ask about emergency accommodation for those affected by domestic violence and also homelessness (which is 1 other respondent in the latter case). It is important that we do not communicate</p>

point on the scale) in their current working from home arrangement. 5.2% indicated concern for the safety of others living with them.

in an email the location of any accommodation, but for so few individuals, an emergency arrangement from the College would be reasonable. There is a remaining group for whom the work-home setting does not allow for complete safety. For these, the national, specialist advice sources may be sufficient without the need for an immediate relocation by the College.

Extracts of some testimonies

- Expected to convert a face-face course into an online one with no access to any recording technology other than a smartphone. Online courses generally take a couple of years to develop and come with a high level of support. I am concerned that the course will be less good than usual leading to much lower levels of personal and student satisfaction...
- I am on a temporary contract ... At the same time I see the overall job environment diminishing ... I fear for how I will find income come September.
- People in management in our department have been working very hard to be sure we are supported and that the students' needs are met to the best of our ability. Having said that, we are all working in a way that is mostly unfamiliar and in many cases quite daunting. I am disappointed that Goldsmiths is not recognising this, especially in relation to strike action pay. We are all giving this everything we have and then some, but Goldsmiths, again, is ignoring our loyalty and penalising us for our dedication to the students and the university.
- I have to admit that not having to struggle across London to get to an office that this year has been operating sub-optimally due to unresolved IT and equipment issues (since December) has been one positive to having to work from home all week. The fact that SMT are continuing to deduct people's pay during the strike is shocking considering the thousands of additional hours worked since the lockdown.
- Evolving Goldsmiths was stressful enough, and with the poor leadership from SMT, the ongoing uncertainty is difficult to cope with...
- I would like to have more assurance that I will not be fired.
- I have existing depression and anxiety issues that have been greatly exacerbated by these latest events, not least because I'm in a high risk group. I find the move to chat platforms exhausting... I feel a pressure to be hyperproductive during this time.... I swing between feeling terribly anxious about the vulnerability of my students and feeling both overwhelmed by their needs and ineffectual in my attempts to address them. It would greatly help if we were given clear assurances from SMT that our efforts during this time were valued and some indication that they appreciate all we are doing - the choice to deduct our strike pay at this time feels like an incredibly low blow and an indication of how little they really care for the wellbeing of their staff and students. It's greatly added to the overall sense of precarity around my future and the future of HE in general, and the sense that Goldsmiths is no longer the home I once felt it was.

- For those of us with increased personal responsibilities this is a stressful and daunting prospect. This has been compounded by the death of one of our colleagues last week who sadly succumbed to Covid-19. While sympathy has been shown etc, it is still very much a case of the 'show must go on' when I believe most of us are very much in shock and finding it difficult to work on a daily basis but maybe too fearful to say otherwise...
- The College could have anticipated the necessity for online teaching and working from home much earlier than they actually did. The writing was on the wall once the first cases appeared in Lewisham - one of these being in the College students halls of residence....I requested assistance with working from home because of my lack of broadband connection over 3 weeks ago. I have had to borrow equipment - a neighbour's WIFI tablet - and I am still struggling to work from home. My Department has yet to come up with a solution to my internet access difficulties.
- I do not feel empowered to do my job, now more so than before. I am in direct contact with students, listening to their mental health struggles and their off-campus situations that compromise their ability to fully address their studies, but there is not much I can do to help them as I am not fully empowered to make decisions not even about the modules I teach. I keep reporting the issues, but those in more senior positions keep not listening to the staff and student voices. Students then resent me because I am the one in direct contact with them. This situation has been very taxing and significantly increased my stress and anxiety levels (which were already high due to my workload). I have also been experiencing back pain due to the inappropriate physical work environment and added levels of stress. My partner is unemployed, with little perspective of finding a job during the pandemic, and I am not sure how we will make ends meet, especially when Goldsmiths deduct pay for the strike.
- While temporarily suspended, Evolving Goldsmiths still looms large and is often at the forefront of thinking. This sometimes has a debilitating impact on my capacity to work effectively.
- A major factor of increased stress and anxiety has been the Warden's refusal to halt Evolving Goldsmiths process, which the vast majority of the Goldsmiths community see as defective and destructive. Given the enormity of the challenge that Covid-19 poses, the last thing colleagues should have [to] bear is the uncertainty and insecurity that EG has triggered across all sectors and departments in Goldsmiths. The Warden and SMT should be showing the same goodwill demonstrated by all colleagues in rising to unprecedented threat that this virus represents not just for Goldsmiths but for the entire Higher Education sector and the rest of society. Furthermore I am rather ashamed that Goldsmiths cannot show the same level of empathy as that of Kings, and various other institutions by agreeing not to deduct strike pay, or at least agreeing to defer the deductions in recognition that so many colleagues will be experiencing extreme financial hardship during this period of crisis.
- At a departmental level, I feel reasonably well-connected to colleagues and line managers. I am feeling increasingly distant from Goldsmiths as an institution. There has been a general expectation that staff can just adapt to working from home when in reality many colleagues' circumstances make this a very tough challenge indeed, especially in terms of caring commitments, isolation and working facilities at home.

The insistence on strike deductions and no mention of a working-at-home allowance underline the senior management disconnect.

- ... Program leaders demanding that we all work extra-hard to deliver hastily converted modules for online delivery next term - even expressing excitement of opportunity to innovate new modes of teaching. As the primary carer of two young children who is also now in charge of delivering their own hastily arranged remote education, this did not strike me as 'exciting opportunity'.... there seems to be no plan-b for any of a multitude of potential problems happeningThere is just no consideration for the prospect of things getting worse - and this scares me.
- I live in a shared flat with no home office. I would have to make significant investments, funds I don't have, in order to have a safe working environment at home.
- My concerns are currently financial. I'm an hourly-paid AL and my contract ended in March. I'm expecting to get paid some marking in the next two months unless all the pay is deducted as strike deductions (it will most likely be only two instalments of £150-£200 anyway, but right now that makes a big difference). Since I am no longer employed and current government restrictions mean that my source of self-employed income during the summer months is banned, I am in a financial freefall as I do not qualify for any of the announced support packages. My partner was also made redundant and universal credit is not enough to cover even compulsory household bills, if our claim eventually gets accepted I do feel like people like me are falling through the cracks and currently very invisible everywhere, as there is no support available.
- I feel additional stress as all equipment I am using is my own - who will resolve matters if it fails in anyway? Will the college help me to buy replacements, supply someone to come to diagnose problems etc. I worry about wear and tear, extra power bills and have no means of back up other than my own external hard drives.
- I also find that online teaching is actually more tiring and stressful than face to face ... I have to try to solve student's IT issues, stare at a small lap top screen for hours This is on top of trying to address students many worries etc within a tiny team....when we are being pressured to supply answers quickly to alleviate stress. I had to make the transition from face to face teaching between Friday at 4ish to my first lesson on Monday with no support of any kind ... as a fractional worker I am currently 3 weeks ahead of my contracted hours with little chance of taking any more of my allocated holidays. I recognise the need to prioritise the students journey but definitely do not feel considered or of consequence to the college.
- ...though initial delayed action from SMT on moving to virtual teaching and closing campus, and then continued delays in other decisions (eg student assessments), have made the situation much more stressful. We need to communicate important changes to students, whilst College have stalled in taking decisions (almost abdicating responsibility in the first instance). As student-facing staff, this then puts us in a difficult position as we have to apologise for delays, or justify decisions that are not of our own making.
- Evolving Goldsmiths should be completely halted, rather than only temporarily paused. It's astonishing to me that this plan is still being entertained, and taking up valuable time and resources in the midst of a public health crisis. The notion that staff are somehow opposed to ANY change, is wrong-footed, and I find it insulting

that any resistance to EG has been framed as a lack of resilience amongst staff. The proposals are creating a lot of uncertainty, particularly with regards to Dept structures, changes to line management, and concern over job losses.

- Communication with staff and students continues to be rather cold - I have the impression that SMT do not really care about the impact of the crisis on members of College. For example, the intention to continue with four months of strike deductions when some staff will now be experiencing financial hardship, and the decision to continue with assessments when some of our students are now in crisis. On a personal note, many of us will be dealing with existing mental health conditions (I myself have had OCD and problems with anxiety all of my adult life, and am now trying to maintain a good standard of work in the face of the current crisis). I must be one of many, but don't feel at all supported by College. Pressing ahead with strike deductions in the face of staff facing various forms of economic, health, and familial pressures seems completely irresponsible to me...
- I am working and home-schooling 50/50, which basically means half a day work, then homeschooling, then household work and trying to remotely take care of elderly parents, single friends in quarantine and neighbours in quarantine. I have much less contact with work colleagues, but the department is a blessing, and everyone is incredibly helpful, and cooperative, whenever there are issuesSMT not very helpful, and not down to the ground.
- There is a considerable amount of administrative tasks to complete in a short about of time; these could have been prevented with more/better/clearer planning and foresight at College level. This needs to be recognised, as all other activities (e.g., research) are completely on hold...
- As someone with a child and with a partner who is a key worker, it has become increasingly difficult for me to do more than basic duties. My priority has been keeping my students well-informed and supported, but research activities have had to be put on hold....the stress and anxiety caused by not being able to finish work that has been many years in the making.
- The IT software is not fit for purpose and IT support is minimal. Additionally, the students' anxiety levels are significantly higher, as such I am forced to provide a lot more pastoral care and support than I normally work - far beyond what I can provide in my contracted hours.
- Goldsmiths management original statement (since rescinded) insisting that staff provide a 'fit note', which was always not a possibility, had a very negative impact on my mental health. This has made me very cautious about how management will respond to the needs of those of us with chronic health conditions. I am required now by government to stay indoors for 12 weeks (with no trips out for exercise), this impacts my mental health. I am finding it very difficult to sleep and focus and feel exhausted most of the time.
- It is impossible to do my job and home-school / look after my 6 year old child at the same time. He is too young to work/play independently for long, and needs time with parents, as he is often worried and unsettled by our changed circumstances and ill family members. My students need a lot more support than before, all work spreads and extends constantly due to illness, time zones, IT failures of various kinds. My back and shoulders are in extreme pain. I work till midnight and past it most nights to keep up. My partner's job is full-time and he has little relief and we have a

critically ill family member, and elderly parent to care for. I can't sustain this physically or emotionally much longer.

- no immediate support or guidance from the college in relation to student wellbeing. I found I had to track where students were, work out what IS had left, who was missing etc... No support from the College for IS who were under pressure to leave UK from worried family, yet College were not individually helping them, which added to huge amounts of student anxiety and stress that I doubt the College even know about. Wellbeing is too centralised, and also impossible in the first instances to get IT help. Still no support for staff who have lack of internet at home. I had to work out what IT to use in the first few weeks, no one knew what video conference sites to use. IS felt abandoned by the College so we had pick up the pieces and reassure home and IS took a lot of energy, time and commitment from staff. The only thing holding things together was the department who met regularly to talk things through and this was a huge support and the only support. Staff working 7 days a week over 10 hours a day is something I'm sure the College are unaware of too. I think our number of emails, phone calls, text messages, docs put together to track students, be supportive and reassure them etc should be counted numerically and supplied to the Warden, so she has a sense of what we give to our jobs, and should be supporting us in the ways we are asking. The least they can do is not dock our pay for striking and if they insist we should insist that we are paid for the extra hours incurred.
- I am disappointed that Goldsmiths senior management do not really appear to appreciate the amount of work that has been done by colleagues working in stressful circumstances...I no longer think my future is at Goldsmiths, and this has added an extra layer of worry to an already overburdened time.
- As someone with an underlying health condition and a precarious contract I have never been more stressed. I am experiencing physical symptoms of this and very low mood. I have no idea if I have the normal contract I work in June/July, or if furlough is an option ...
- In several weeks I worked at least 55 hours to try and make these changes quickly to reassure students....working at a laptop without a large screen puts strain on my neck and back.
- I find the lack of communication from WO and SMT over the financial position/concerns due to Covid19 very worrying.
- I will need quite a bit of time to plan future online sessions...One module that I teach is impossible to deliver remotely, however, and this worries me....
- Pay deductions are causing me the most stress, followed by the lack of clarity from above so that I am constantly reassuring my students ...
- My husband was discharged from hospital really early because of virus concerns. We have several health professionals visiting daily and I am caring from early morning to late at night. I squeeze in work where I can...
- The apparent lack of awareness of the College that some students have returned to home situations without internet access, equipment and to general poverty.
- I need a break. When are we having a vacation? I'm working all the time.
- My working hours have more than doubled. I would appreciate an acknowledgement of the enormous additional workload, an immediate withdrawal

of the punitive and cruel strike related pay deductions and/or some sort of payment to cover the additional load and use of home resources (electricity, printing etc).

- There is a lot of additional pressure in relation to marking, open ended virtual student support, and recruitment. Summer research time has now virtually disappeared in the context of extended deadlines and marking. Also the whole 'Evolving Goldsmiths' agenda has not gone away but is just being held in temporary abeyance and used to instil fear. Some of our most trusted colleagues (both administrative and academic) are being faced with prospective job losses. One academic colleague has announced he is leaving to take a position [at xxx], where his workload will be HALF that at Goldsmiths!
- My young children are anxious, they have lost contact with all their friends and can no longer see their grandparents but I cannot be fully available to them because I am still doing my full time job whilst caring for them 24/7.
- It has been extremely difficult to be available to students when needed, while having to also manage changes with modules and online teaching amid worrying about health and the Covid-19 crisis. There was very little time to adapt, and still high anxiety amongst students - as a tutor, we are having to manage students' expectations while also managing our own wellbeing & health. I've been using learn.gold technology for tutorials and online lectures, but this means being online for many hours. My workspace at home has not been risk assessed and I've had to buy a new office chair as my back was hurting after one day of work. I'm very conscious that I'm using a laptop at home, when usually in my office I use two screens with a mouse and keyboard for marking, to avoid any physical problems. All of the support from Goldsmiths relies on staff contacting their line manager, when I feel that there should be more done by Occupational Health, with a college-wide strategy to check that staff have adequate equipment available to carry out work duties. I feel that I am fortunate as I don't have any dependents. For others, this is only one small aspect of what could be improved, as I know many other colleagues are juggling home working with caring responsibilities and homeschooling their children, not to mention suffering from ill health and/or bereavement as a result of Covid-19.
- I know there are employment provisions for me as a parent caring for a small child whilst working, but I am wary of even requesting these as my institution is threatening redundancies and I don't want to be seen as a liability. So I am working through, despite having this small child, and, currently, Covid19 symptoms as well.
- The weeks since lockdown was imminent have been extremely stressful. I have had to adapt the assessments for four modules, one of which I also teach. I have been in close contact with a number of students - my own, and personal tutees - who are dealing with some extraordinarily difficult personal circumstances as a result of Covid-19. Sometimes this has involved long telephone calls late at night because of time zone differences; sometimes it has involved being a listening ear to a student who is alone in halls, 1000s of miles from home, or who is in quarantine with extremely vulnerable parents. Meanwhile, my own family are impacted too...The stress - both financial and emotional - have been extreme, partly because these changes have been so sudden. I have nightmares most nights, and have experienced panic attacks.

- I wish I had had some rest between the end of the Spring term module, and the prep / delivery of the Summer term teaching. I am also already thinking about the summer itself - I think it is likely that Autumn 2020 will be taught remotely, which will take a huge amount of prep. When will we rest?
- The decision by the college to deduct strike pay in the midst of all of this feels like a kick in the teeth, and has without doubt added to the stress. It is so important that we all feel that we are part of a caring community at this time of unprecedented stress and distress: I have been really trying (and succeeding, I think) to make my students feel cared for, and to keep them calm, and I know my colleagues have done the same – but where is the compassion from SMT? I feel let down.
- Many staff (and students), myself included who are chronically ill or disabled are at greater risk of complications and death from the virus, and are being asked to shield or isolate, or even being issued with DNRs. With even less contact and support, and more concerns over food and necessities this is important to also recognise as impacting on one's ability to work . Further, medical conditions are being exacerbated by stress, overwork, lack of access to health care, medications, and support. This needs to be considered when planning departmental responses to this crisis.
- I'm neglecting my children to prioritise work. Doing many extra hours pastoral care for students. The future makes me feel very anxious. Tasks are taking twice as long and relationships with students are suffering. Feel very burdened by everything and quite alone. My back and knees hurt.
- I think for someone who is contracted to work very few hours per week, this is an extremely stressful situation because we are required to do so much more work to stay up to date with various developments and to familiarise ourselves and students with the new learning environment. At the end of this period, I'll earn next to nothing per hour and I won't have a secure job in the future!
- Self-isolation prevents me from checking in on vulnerable colleagues who have mental health issues and who are unable to come forward about it...There are no support mechanisms for them, except the ineffective and generic ones provided by the College.
- My relations with line managers has become very strained during the crisis, with a great deal more work being piled upon me, and clearly they are very stressed. They are nice, caring people, but they keep piling on the work onto us, and I feel frightened to speak out ... The work load has increased phenomenally. I am very worried about recruitment for next year, and whether there will be jobs for usI get the sense that SMT are lining up the troublemakers to 'punish' etc. There's a terrible atmosphere around all of this...
- Docking strike pay in the middle of this crisis and forging ahead with significant changes to the structure of the university is adding another dimension of pressure and shows little regard for the health and wellbeing of staff. I feel overwhelmed and powerless.
- my pay covers much less time than it takes to deliver the teaching I'm required to do and am now spending additional unpaid time speaking to students online who are dealing with the disruption caused by coronavirus - some have mental health issues, many are worried and have questions I'm unable to answer. I'm concerned for my students feelings of isolation, they've had a tough time this year and I want to support them, but I am also home schooling two children (my partner is a key

worker so he is often not at home to help). I do not have enough time to do everything. I'm feeling anxious at times and I'm not sleeping well. To improve things I think that more senior staff need to be better supported - both through recognition of the additional work they're undertaking during this time within more pressurised circumstances, and through additional pay and possibly IT support if needed, so that they can spend more time with the students online, reassuring them and offering them support and advice, in addition to guiding them through how to work in these new conditions. That would then filter down to make my (much smaller in scope) work easier. They already work incredibly hard, I want to see them have the recognition they deserve for this additional strain.

- The stress is subtle. I don't have any dependents and am living a very healthy life in a safe and comfortable environment but I am still struggling to manage more than a couple of hours of concentration per day.
- I am a former public health officer who has some understanding of infectious disease control. This means I am confident in managing household control of infection, but livid about the complete calamity of the official response...The government response is said to be led by the science, but the science is led by what is possible, for instance the absence of testing equipment, absence of PPE, and the abolition of the Public Health Laboratory Service in 2003. Sorry to go on, but I am angry.
- I am pleased to have got to grips with Zoom, and Zoom meetings with students and Guest Lecturers have been pleasantly affirming. But I am paying for my Zoom subscription.
- My biggest problem is trying to juggle full time care of my [young child] as a single parent in a small flat. I am managing to do basic essential duties but it is nearly impossible to do the writing I was supposed to be doing during this time.
- Teaching and Learning quality assessment is being used to validate the lack of willingness to rethink, and more importantly "simplification" to take into account students in these incredible situations and for staff from double working hours. The marketisation of education is supplanting well-being of students and staff. I personally have tremendous difficulty sleeping. It appears that allowances are simply not being made to support staff and students. Hardware and better connectivity packages are needed, reduction of working hours, hiring more ALs for the surplus that will be needed for grading all the late submissions in August, waving strike deductions, etc.
- quality assessment is being used to validate the lack of willingness to rethink, and more importantly "simplification" to take into account students in these incredible situations and for staff from double working hours. The marketisation of education (prioritisation of financial income) is supplanting well-being of students and staff. I personally have tremendous difficulty sleeping (insomnia). It appears that allowances are simply not being made to support staff and students. Hardware and better connectivity packages are needed, reduction of working hours, hiring more ALs for the surplus that will be needed for grading all the late submissions in August, waving strike deductions, etc.
- I've adapted. And I know I'm fortunate in that I can work from home comfortably.
- I am currently conducting all work from my bed in my bedroom as I live in a small flat and my [infant] son is now at home full time. Not only is this having an incredibly negative impact on my physical health - working on my laptop without appropriate

back support in the only alternative seating we have in our home - but also trying to work whilst my son is at home and needs constant care and supervision is an incredibly difficult situation. My partner was recently made redundant and we have had to share our working time alongside childcare in order that he can search for employment so that we do not fall into further financial crisis. The threat of strike deductions during this time feels particularly callous. The ongoing stress of being on a fixed term contract and not knowing if my job will be renewed in September whilst simultaneously trying to support my family alongside existing students in their various countries of residence - managing unpredictable broadband width, multiple timezones (one student had to conduct a tutorial at 5.45 am due to the time difference overseas) as they negotiate the demands of examinations and a potentially life threatening pandemic - is impossible and unsustainable. The fact that there has been so little support or acknowledgement from senior management as to the extreme duress staff are being asked to swallow - in fact how staff are subsidising the programmes we work on through internet bills, utility bills, rent is appalling. Discussing this situation with peers who work in other higher education institutions across the UK, the sluggish and exploitative response of the college towards its staff and students has left me feeling ashamed. This situation has to change now.

- I'm very open to change. I'm open to the sort of useful change that results in a shared sense of purpose and achievement. The way my colleagues and I have adapted to new ways of working is truly remarkable. However, continuous change to structures and processes is not helpful.
- There needed to be a complete pause for both staff and students whilst many people had to leave their living situation, or were very ill. I was ill as were all of my family, but I felt a responsibility to my students, so most days tried to still stay available at work. This has been incredibly stressful, with next term also looking very difficult. I have a reasonable work space at home, but it is not ideal, and I have had things such as my phone contract run out as it is not adequate for the increased work needed at home.
- Enormous amount of extra work.
- I've had COVID-19 symptoms for the past [xxx] weeks, but I've still tried to get up most days and get some work done -- partly for students, partly for my admin colleagues who are under tremendous pressure, but also partly for the very real fear of losing my job.
- A lot of extra admin has been generated for me. In particular, I have received a number of emails and have had to field complaints and concerns from students. Students have been so frustrated at the College's handling of the coronavirus crisis that they have been threatening to change institution. I have had to reassure students that every university in the UK is in the same situation. The repeated complaint has been about the lateness in informing them that the university was closing, that teaching methods would change and that assessments would be significantly altered this summer.