

February 2026



An Information Bulletin for Members at UCU UWE Bristol

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Welcome from Chair, Matt Proom



Welcome to the first branch newsletter of 2026, we hope you find the articles helpful and interesting, a big thank you to our branch activists for their hard work on them.

The branch has been very busy since the last publication as we continue to support, and advise, members on workplace issues. We have seen some successes!

The Branch also sends our support to international members of staff who may be feeling, or experiencing, insecurity relating to working visas and we encourage members to get in touch with us if this issue applies to you.

The Branch is engaging with the University, in a constructive manner around the new Workload model; the change from 'bundles' to 'hours' is welcome. Our priority is protecting our members workloads and ensuring they are safe, manageable, and consistent with the national contract of employment.

The Branch has reflected on the recent ballot for Industrial action, whilst the Branch exceeded the 50% threshold (required by law) nationally the result did not, this likely represents anxiety about job and programme security amongst academic staff in higher education. The Branch are reassured by UWE's recent financial presentations but have made the message very clear that the Universities' staff are UWE's biggest asset and jobs must be protected.

Our UCU branch are proud to have worked alongside the other trade unions at the University, the Student Union and UWE to release a joint statement against hate on our campus and in our communities.

Finally, welcome to all our new members!

In Solidarity

Matt

Spotlight: UCU Secretary, Sarah Harding

Throughout my career I have been actively involved in unions, first with the Royal College of Nursing (RCN) and later with the Universities and Colleges Union (UCU). I am committed to ensuring staff are treated fairly and properly rewarded for their work.

Early in my nursing career I saw how often nurses were too kind to say "no," resulting in many unpaid hours. My mum, a teacher, encouraged me to join a union so I would have a voice. As I progressed in nursing, I regularly advocated for colleagues on issues such as workload and hours. When I



moved into nurse education, I soon realised I had fallen into the same “overwork trap” I had tried to prevent for others.

New academics are often hesitant to say no, worried it may be viewed negatively. I decided to take control of my workload and support my nurse lecturer colleagues to do the same.

I later put myself forward as branch secretary, a role I enjoy for its variety and the opportunity to work with so many interesting people. As my confidence has grown, I have also taken on casework, which can be demanding but very rewarding—especially when colleagues achieve positive outcomes after difficult situations.

Thank you for continuing to support me in my secretary and casework roles at the UWE Bristol UCU branch.

You can contact me at ucusecretary@uwe.ac.uk.

UCU Branch Office



The UCU office has now moved and we have settled into E Block.

Our main UCU office is in 5E019.

We also have a Conference Room in 5E018 and joint room with Unison in 5E013.

The Power of Raising a Grievance: Why

Your Voice Matters,

Clive Warn & Anne Foley

Raising a grievance can feel daunting.

Many people worry about being labelled a “troublemaker”, damaging relationships, or not being taken seriously.



Yet grievance processes exist for an important reason: they give individuals and groups a structured, a lawful way to be heard, to seek fairness, and to improve workplaces for everyone.

Whether raised individually or collectively, a grievance is not about complaining for the sake of it.

It is about speaking up when something is wrong and using an established process designed to protect dignity, fairness, and mutual respect.

What is a grievance?

A grievance is a formal expression of concern about an issue at work. This might relate to treatment by a manager or colleague, workload, pay, health and safety, discrimination, bullying, or the interpretation of policies and agreements.

UWE has a grievance procedure, and this is aligned with the ACAS guidance. The ACAS Code of Practice on Disciplinary and Grievance Procedures sets out clear expectations for how grievances should be raised and handled fairly. These frameworks exist to ensure concerns are taken seriously and handled consistently.

The value of individual grievances

Raising an individual grievance can be empowering. It allows a person to put their experience on record and ask for a formal response rather than relying on informal conversations that may go nowhere.

Some key benefits include:

- An experience is acknowledged A grievance creates a clear, documented account of what has happened. Being heard and taken seriously can be validating, particularly when issues have been ongoing or emotionally difficult.
- Problems are more likely to be resolved Formal processes require employers to investigate and respond. This can lead to practical solutions, such as, changes in working arrangements, clearer expectations, mediation, or corrective action.
- Protection and fairness Established grievance procedures are designed to ensure fairness, confidentiality, and non-retaliation. The law explicitly protects workers from being penalised for raising legitimate concerns.
- Personal confidence and clarity Preparing a grievance often helps people clarify what the real issue is and what outcome they are seeking. That clarity can be valuable, regardless of the final result.

Even when the outcome is not exactly what someone hoped for, raising a grievance can still be a positive step. It signals that standards matter and silence is not the only option.

The strength of collective grievances

When issues affect more than one person, raising a collective grievance can be especially powerful. This might involve a group of employees, a staff forum, or a recognised union acting on behalf of its members.

Collective grievances offer distinct advantages:

- Shared experiences carry weight When multiple people report similar concerns, patterns become harder to ignore. This can prompt organisations to look beyond individual cases and address systemic problems.
- Reduced isolation Speaking up together can be less intimidating than doing so alone. It reinforces the message that the issue is about conditions or practices, not personalities.
- Broader, longer-lasting change Collective action often leads to changes in policy, training, resourcing, or organisational culture that benefit current and future employees.
- Stronger dialogue Many legal and industrial relations frameworks recognise collective voice, whether through consultation, employee representatives, or trade unions. This can lead to more balanced and constructive discussions.

Historically, collective grievances have played a key role in improving workplace safety, equality, pay transparency, and work-life balance. Many of the protections people now take for granted began with groups of workers speaking up together.

Why grievance processes matter for organisations too

Grievances are not just a benefit for employees. Handled well, they are also a valuable tool for organisations. They can highlight risks early, prevent disputes from escalating, improve morale, and build trust. A workplace where people feel safe to raise concerns is more likely to be ethical, inclusive, and resilient. Research and regulatory guidance consistently show that unresolved issues are more costly than addressing concerns promptly and fairly.

Making your voice count

Raising a grievance does not require confrontation or conflict. It is about using the right channels, being clear and factual, and engaging with a process designed to listen. Whether you speak up alone or alongside others, your voice and experience have value. The Grievance Processes exists because workplaces function best when concerns are addressed, not ignored.

By raising issues constructively, individuals and groups help shape fairer, healthier, and more respectful working environments; for themselves and for those who come after them.

A New Year, A Collective Reset: Four things

to push back on, Charlotte Selleck & Anne Foley

January is a natural moment to pause, reflect on the year just gone, and think about what we want work to look like moving forward. Too often, excessive workloads are normalised through goodwill, flexibility, and a sense of responsibility to students and colleagues.

This year, the branch is encouraging members to collectively reset boundaries, work safely within our contracts, and push back on expectations that undermine our wellbeing. These resolutions are about sustainability, fairness, and protecting a healthy work/ life balance — for us and for each other.



1. Don't work beyond your bundles or contractual hours

Be mindful of the time you allocate to different roles and responsibilities. If you receive a set number of bundles for a task, try to work strictly within that allocation. Using a time-tracking app or diary can help reveal how long tasks actually take — many of us underestimate this. When you reach the limit of your allocated bundles, stop. If the task isn't finished, it's reasonable to say to your manager that you'll return to it when further bundles or time are available. Working beyond your contract or bundles may feel helpful in the short term, but it normalises unpaid labour and increases pressure on everyone.

2. Make sure you take all your leave

Make sure you take all your annual leave and academic scholarly leave and use emergency carers' leave or other entitlements when needed. Leave is not a luxury — it's a

contractual right designed to protect your health and wellbeing. Skipping leave doesn't fix workload problems; it hides them. Taking your leave helps set a collective norm that rest is essential, not optional. Remember, you can take it whenever and however you want, as long as it doesn't conflict with teaching requirements.

3. Don't stand alone - support is available

Consider becoming more involved in the UCU branch at UWE. The branch exists so we don't have to navigate heavy workloads, stress, or difficult situations on our own. Sharing experiences, seeking advice, and acting collectively helps build a more supportive working environment and makes it easier to challenge unreasonable expectations without feeling isolated.

4. Challenge unreasonable expectations around availability, teaching, marking, and feedback

Question expectations that go beyond what is pedagogically meaningful or contractually required — including unrealistic turnaround times, excessive volumes of feedback, unnecessary modes of delivery, or constant availability. "More" is not always "better," and escalating demands in these areas are a major driver of burnout. It's reasonable to ask what is genuinely required, what is sustainable, and what can be reduced or re-prioritised.

These resolutions are most effective when we adopt them collectively.

By questioning excessive demands and working within our contracts, we help create fairer, healthier, and more sustainable working conditions for everyone.

The Journey of Casework: How We Support You, Clive Warn

When you need help at work, your UCU Branch is here for you every step of the way.

But what does the casework process actually look like? Here's how it works:

1. Asking for Help

It all starts when an existing UCU union member reaches out for support. To qualify for branch, support a person needs to be a UCU Member prior to the issue occurring. Whether it's a workplace issue, a grievance, or something that doesn't feel right, contacting your union is the first step toward resolution.



2. Initial Assessment

Your request could be received by the UCU Secretary, UCU branch administrator or a UCU officer if they have been emailed directly. Your request is then forwarded to the appropriate UCU College Representative, who will meet with you to understand the situation. This stage is about listening and clarifying the details. If the matter qualifies as a formal 'case,' we move to the next stage.

3. Allocation of a Caseworker

If a case is confirmed, you'll be assigned a caseworker—a trained colleague who will guide you through the process. They will explain your options, help prepare documents, and represent your interests.

4. Working Through the Issue

Your caseworker will support you through every stage, from informal discussions to formal hearings if needed. They can liaise with your employer, attend meetings, and ensure you feel informed and confident throughout.

5. Reaching a Resolution

The journey ends when an agreed conclusion is reached—whether through mediation, negotiation, or formal processes. Our goal is always a fair and positive outcome for you.

Why It Matters

Casework isn't just about solving problems; it's about standing together.

By providing structured support, the UCU Branch makes sure every member's voice is heard and rights are protected.

The branch also monitors the nature of issues, so trends can be addressed with the university.

If you ever need help, don't hesitate to contact your union. We're here to support you.

Need Help? We're Here for You!

If you're facing a workplace issue or need advice, don't wait— contact your Branch today.

Email: ucu@uwe.ac.uk

Email: ucusecretary@uwe.ac.uk

Your union is here to support you every step of the way.



Your Mental Health is a Safety Issue, Kim Duffy

During recent UCU workload training I was engaged in a discussion which highlighted that impacts of work on mental health, including from unreasonable workloads, are in fact a health & safety issue – in the same way that physical harm from tripping on an uneven walkway is a health & safety issue.

The difference is that one set of (physical) harms is directly observable, whereas the (psychological) other is only indirectly observable; and often from symptoms and behaviours easily re- categorised as poor performance, which can lead to a spiral of mental and physical ill health.

In the same way that employers are legally obligated to safeguard from foreseeable physical risk, they are obligated to protect us from known and/or foreseeable mental health risks to our wellbeing and safety.

What are the legal criteria for employer responsibility?

1. Duty of Care

Employers have a legal duty ([Health and Safety at Work Act 1974](#)) to protect employee mental health, requiring, e.g.:

- up-to-date risk assessment,
- preventative measures (like managing workloads, promoting breaks, ensuring work-life balance),
- providing reasonable adjustments (e.g. working from home, disability),
- training managers,
- fostering an open culture against stigma,
- having clear policies against bullying and harassment, and
- working with Unions to ensure a supportive environment.

2. Risk Management

- If the employer knows about the harm to health & safety they are required to take remedial and monitoring actions e.g. if an individual reports neurodiversity they should be offered OH/WECIL referrals/reasonable adjustments support.

- If the employer could anticipate the harm to health & safety they are required to take necessary preventative measures, e.g. management are accountable for stress-related staff absence following reports by individuals or teams of having unmanageable workloads.

What actions can you take?

1. Keep managers and/or HR aware of the impact that work is having on your mental health and wellbeing: be clear about sources of stress, how this is manifesting and the impact it is has on you personally and on your experiences at work.
2. Inform your Union Rep (confidentially) of work-related stress incidents, so UCU can offer independent [support](#) (e.g. access to the [Education Support Partnership](#), advice on management expectations) and identify (anonymised) trends to follow up with the VCE.
3. Report Near-Misses to ensure employers have accurate data on which to base preventative measures and evaluate effectiveness - [Health and Safety: reporting accidents and near-misses](#).
4. Log stress-related absence as an “accident in work”

Use the online portal for [Accident or Near-Miss Reporting](#). Logged incidents should follow the procedure set out in the [Investigation System for Managers](#), informing HR and line managers and requiring actioning.

5. Inform HR about the "Accident in Work - Work-Related Stress" via email, e.g. "Dear HR, My recent period of absence from [date] to [date] was a direct result of stress following incidents in work. I therefore request that this be logged as work-related stress in the accident at work book."

This article is part of our UCU Branch commitment to the [Mental Health Charter](#).

See: [One in Four - a UCU briefing on mental health at work](#)

Wellbeing at Work: Building a More Caring and Compassionate Culture, Charlotte Selleck

Wellbeing at work is often framed as an individual responsibility — something we manage privately, on top of already heavy workloads.

But many of the pressures we experience are cultural and structural, not personal.

When workloads are excessive, competition is normalised, and kindness feels optional, workplaces can begin to feel toxic rather than supportive.

Creating a healthier working environment requires more than resilience; it requires care, compassion, and collective responsibility.

While we, as a branch, continue to challenge the structural causes of stress and burnout, there are also ways we can actively contribute to a more humane and supportive workplace — one where people feel respected, valued, and able to ask for help without fear.



Here are some suggestions of things we can all do to support ourselves and our colleagues:

1. Name harm — without normalising it

Toxic workplace behaviours often persist because they are minimised, excused, or left unchallenged. Dismissive communication, unreasonable demands, public criticism, and a culture of constant urgency are not inevitable features of academic work. Naming these behaviours — individually and collectively — is an important act of care. Compassion does not mean tolerating harm, it means refusing to let it become normal.

2. Language matters more than we think

The words we choose — in emails, meetings, feedback, and requests — shape how safe and supported people feel at work. Tone, phrasing, and assumptions can either convey respect and care, or create pressure, anxiety, and exclusion. Before sending an email or making a request, it's worth pausing to consider: Is this clear? Is it kind? Does it assume unlimited time or capacity? Small shifts in language, acknowledging workload, avoiding unnecessary urgency, and being mindful of how messages may land, can make a significant difference to wellbeing.

3. Practise everyday compassion

Small actions matter. Checking in with colleagues, acknowledging pressures, thanking people for their work, and showing patience during busy periods all contribute to a more caring culture. Compassion isn't about lowering standards — it's about recognising that people are not endlessly elastic.

4. Create space for people to be human

Caring workplaces allow room for illness, caring responsibilities, grief, and personal challenges without judgement or penalty. Respecting leave, flexible working, and reasonable adjustments helps build trust and signals that wellbeing is taken seriously, not treated as an inconvenience.

5. Challenge competition and individualism

Toxicity often thrives in environments where competition, overwork, and comparison are encouraged, leaving little room for compassion or mutual care. In these contexts, empathy is replaced by judgement (“why can't they cope?”), care is replaced by performance (“who's doing

the most?”), and vulnerability becomes risky rather than supported. Supporting colleagues who push back on unreasonable demands, sharing workload concerns, and resisting “hero” narratives around overwork helps shift the culture from individual survival to collective care.

Creating a caring and compassionate workplace is not about avoiding difficult conversations or being endlessly positive.

It’s about setting boundaries, choosing words with care, challenging harm, and practising solidarity.

By looking after ourselves and one another, we help build a healthier working culture for everyone.

Why Policies Matter & How to Access the

Support You Need, Sarah Harding

In the UK, an employer’s duty of care requires taking all reasonable steps to protect employees’ health, safety, and well-being.

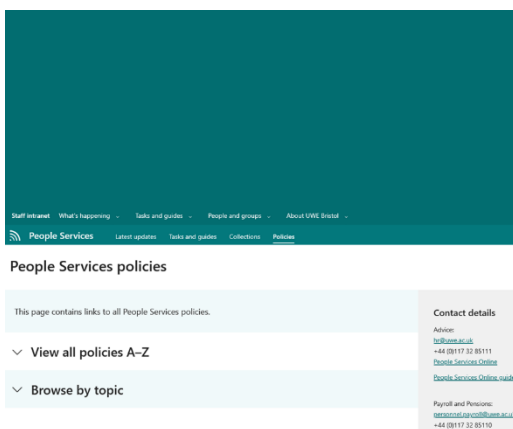
This includes conducting risk assessments, providing adequate training, and ensuring a safe work environment, with attention to both physical and mental health and compliance with statutory duties such as the [Health and Safety at Work Act 1974](#) which states:

“It shall be the duty of every employer to ensure, so far as is reasonably practicable, the health, safety and welfare at work of all employees.”

Therefore, clear, accessible, and well-maintained policies are essential for creating a safe, and equitable working environment at UWE Bristol.

Policies guide our everyday decision-making, support consistency across the University, and help ensure that every member of staff understands both their rights and their responsibilities.

Whether you’re navigating a complex people-management situation, seeking clarity on a process, or simply want to understand best practice, policies provide the foundation that helps our community thrive.



UWE Bristol staff can access all the [People Services policies](#) library at any time via the Staff Intranet.

This dedicated policies page brings together key information on employment, conduct, wellbeing, recruitment, performance, equality, and includes contact details for People Services teams who can offer further guidance and support.

These policies are designed to support staff across a wide range of topics, providing clarity on procedures, outline expectations for behaviour, and reinforce a commitment to fairness and inclusivity.

Whether you're new to UWE Bristol or an experienced colleague, familiarising yourself with these documents helps ensure we all contribute to a consistent and respectful working culture.

Supporting Equality Through Understanding the Law

Policy framework is grounded in the principles of fairness and equality set out in the [UK Equality Act 2010](#) which protects individuals from discrimination and outlines nine [protected characteristics](#):

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Understanding these protections—and how they underpin the policies—helps ensure UWE Bristol remains an inclusive and supportive place for everyone.

The Resolution Hub – Another Valuable Source of Support

Alongside policies, UWE Bristol provides a comprehensive [Resolution Online Hub](#), offering guidance, tools, and support pathways for when workplace situations feel challenging or “not quite right.”

The Hub helps staff understand their options when experiencing conflict, concerns about behaviour, or uncertainty about how to proceed. It includes guidance on:

- Dignity and Respect
- Bullying and Harassment
- Sexual Harassment
- Grievance procedures

The Hub also details the support available from Dignity and Respect Advocates, People Managers, mediators, and the Report and Support platform.

This reflects the University's commitment to early, fair, and meaningful resolution of workplace issues, ensuring staff feel heard and supported.

Your Go-To Resources, Anytime

Whether you need clarity, reassurance, or practical steps for handling a workplace matter, [People Services policies](#), [Resolution Hub](#), [UCU national](#), [GOV.UK](#), and [ACAS](#) pages are available whenever you need them.

Together, they provide the guidance, tools, and support to help you navigate challenges confidently and contribute to a respectful and collaborative UWE Bristol community.

You can also contact the UCU branch ucu@uwe.ac.uk & ucusecretary@uwe.ac.uk .

Have You Checked Your Salary Scale Recently? Sarah Harding and Judith Worthington

Several members have discovered they were on the wrong pay increment, so we encourage all members to review their payslip and salary spine point. You can find UWE's salary scales [HERE](#) .

To view your payslips and salary information, log in to Employee Self Service (ESS) via the [intranet](#) and search for "ESS." Once logged in, you can access your P60s and compare your salary with the [published scales](#).



If you believe your scale is incorrect, gather supporting evidence, speak to your line manager, and request a review. If the issue remains unresolved, contact the branch for support at ucu@uwe.ac.uk .

CATE Technical Staff Restructure, by Rob Prince, Unison, Senior Technician and AL - CATE

The restructuring of technical staff in CATE is part of a university wide project. This isn't just a change in line management, but a rethink of the way technical and academic teams work together - with technical staff set to have a much greater role in teaching. The contracts of tech's are being changed to allow a role in curriculum development, teaching, assessment and even pastoral care elements. All carefully designed to ensure that our technical staff don't get paid any more for taking this on. While most technical staff would welcome recognition for the contribution they make to teaching, what is on offer is not seen as recognition but rather as exploitation.

Impact on academic staff:

- Technical support to modules and programmes eroded so less capacity for practical learning
- Academics own research hindered due to lack of suitably skilled technical staff
- Industry certifications jeopardised if practice-based learning capacity is further reduced

- Existing grant funds at risk as technical staff capacity is taken up with teaching
- Recruitment of lower grade technical staff impacts capacity for future funding pots due to reduced knowledge, skills and experience
- External partnerships damaged without the technical capacity for gathering and investigating quantifiable data
- G grade academic staff job security undermined as new G grade technical educators are expected to cover the same work. Knock-on impact of academic staffing levels for modules and programmes reduced

Background and Context

This initiative was first rolled out in CHSS a couple of years ago and resulted in the longest running dispute between UNISON and the university in the branch's history. Having dismissed UNISON's objections, the university now considers the matter closed and has commenced consultation on CATE technical restructuring – albeit in an atmosphere somewhat lacking in trust and confidence. The contractual changes have not yet translated into changes in practice in CHSS, so the potential impact has yet to be seen.



While the university focuses all its efforts on promoting the positive aspects of the change, we make no apologies for providing balance by focusing on our concerns here. Cost savings were not a driver in the early proposals, but savings were introduced into the process later, in the form of a £240k reduction in “management overheads”, some of which has already been realised. The real driver though, is said to be the government and university drive toward increased practice led teaching and a need to turn out skilled students into an evolving marketplace.

Few would argue that some of the best teaching happens when academic and technical staff work together, but perhaps the reason this is not universally used is that different practices require different approaches. The university seeks a uniformity that may not be appropriate. Ways of working evolve for a reason, perhaps we should respect that some people and practices flourish when working in other ways rather insisting we all conform to some “ideal” standard.

Many technical teams who have looked at the proposals actually see a reduction in the availability of technical support that will be available; leading to less of the hands-on, practical experience that is so much in demand by our students. With some of these technical roles being term time only, will we be able to retain the valued staff that we need? There is no limit on the type of teaching or size of class in these new contracts, but the technician will be entitled to less holiday pay and less pension than their academic colleagues and they will have no career progression unless they can provide a business case. Where academics would generally expect to see a progression pathway from grade G to Hb, the reality is that few technicians will progress beyond grade G. The fear is the creation of a cheap alternative to lecturers - but at what cost to both professions and to our students?

What academic staff and members can do:

- Engage by contributing to the CATE Technical reorganisation Town Hall meetings
- Raise impact concerns specific to your subject area with Heads of Schools
- Speak to technical staff in your subject area for reinforcing responses to the consultation

Event Calendar

- February 2026 [Get involved with LGBT+ History month](#) and [HERE](#)
- March 2026 [Call for Contributions: International Women's Day and Women's History Month 2026](#)
- [International Women's day](#) Sunday 8th March 2026
- Saturday 21st March 2026 [UCU - Cradle to Grave 2026](#)
- 27th to 29th May 2026 UCU Congress 2026
- [Gay Pride Calendar 2026 - Dates, Parades, Routes](#) (world dates)
- UK Pride Dates: [Pride London](#) [Exeter Pride](#) [Birmingham Pride](#) [Oxford Pride UK](#)
- [Tolpuddle Martyrs Festival](#) 17-19 July 2026
- [Black History Month Oct 2026](#)
- [Charity Digitals World Awareness Day Calendar](#)

Branch Rep list

Executive

- Chair - Matt Proom matt.proom@uwe.ac.uk
- Vice Chair - Anne Foley Anne.Foley@uwe.ac.uk
- Secretary - Sarah Harding sarah7.harding@uwe.ac.uk
- Treasurer - Phil Sayce Phil.Sayce@uwe.ac.uk
- Branch Organiser & ROCC - Carolyn Sissoko Carolyn.Sissoko@uwe.ac.uk
- Recruitment - Kait Clark Kait.Clark@uwe.ac.uk
- Casework Lead - Clive Warn Clive.Warn@uwe.ac.uk
- Health & Safety Lead - Chris Mason Christopher4.Mason@uwe.ac.uk
- Equality Committee Chair - vacant

Executive College Reps

- CHSS Rep Frenchay - Greta Squire Greta.Squire@uwe.ac.uk

- SHSW Rep Glenside (job share) - Judith Worthington Judith2.Worthington@uwe.ac.uk
- SHSW Rep Glenside (job share) - Kim Duffy Kim.Duffy@uwe.ac.uk
- CBL Rep (job share) - Rick Ball Richard.Ball@uwe.ac.uk
- CBL Rep (job share) - Mary Young Mary.Young@uwe.ac.uk
- CATE Rep Frenchay - Chris Mason Christopher4.Mason@uwe.ac.uk
- CATE Rep Bower & City - Chris Mason

Specialist Area Reps

- Anti-causation - Margaret Roberts Margaret3.Roberts@uwe.ac.uk
- Academic Related Staff Rep - Kim Duffy Kim.Duffy@uwe.ac.uk
- Race and Ethnicity Rep - vacant
- Researcher Rep (job share) - Rick Ball Richard.Ball@uwe.ac.uk
- Researcher Rep (job share) - Mary Young Mary.Young@uwe.ac.uk
- Disability Rep - Charlotte Selleck Charlotte.Selleck@uwe.ac.uk
- Women's Rep - Charlotte Selleck Charlotte.Selleck@uwe.ac.uk
- LGBTQIA+ Rep - Clive Warn Clive.Warn@uwe.ac.uk
- Green/sustainability rep - Miles Thompson Miles2.Thompson@uwe.ac.uk
- Membership officer - Sarah Harding sarah7.harding@uwe.ac.uk

If you are interested in any of the roles please contact ucusecretary@uwe.ac.uk .

Stressed?



Report stress to your line manager as soon as possible so action can be taken to help eliminate or reduce stress to a safe level.

Your manager will work with you to identify the specific causes of your stress and help you address them.

If your stress is related to a personal issue, your manager could allow you some flexibility and time. They will advise you of any appropriate leave (such as [carer's leave](#) or [compassionate leave](#)), or consider allowing unpaid leave. Your manager may review your work to see if some could be prioritised or deadlines extended to reduce additional work pressures.

If your stress is work related, your manager will work with you to identify the specific causes of stress. The [HSE's set of management standards for stress](#) (external link) cover the six primary causes of stress at work. Your manager should carry out a wellbeing at work action plan to identify the issues and the actions to effectively manage stress. Follow-up meetings will be scheduled to review progress against the actions and check whether further support is required.

If reporting stress to your line manager would not be appropriate you should contact [People Services Advice Team](#) for advice and guidance or [Click HERE](#) for more staff support and [HERE](#) for EAP.

UCU member benefits

There are lots of [benefits](#) from being a UCU member including

- [UCU Law extra](#) - Legal help for you and your family
- [UCU CPD](#) - a comprehensive programme of CPC
- [Personal Injury Claims](#) - Specialist personal injury lawyers to help you
- [Financial advice via Quilter](#) - Achieve your aspirations through expert financial planning
- [Educational Support](#) - Counselling, support, financial assistance and more.

Not a member yet?



UCU UWE Bristol

Please contact us on:

UCU@uwe.ac.uk

UCUSecretary@uwe.ac.uk