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# UNISON: SKILLS FOR THE FUTURE

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## FOREWORD

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UNISON is the UK's largest public sector union with 1.3 million members. Our members work in local authorities, the NHS, police and probation services, colleges and schools, the electricity, gas and water industries, transport and the voluntary sector. Public service workers are the backbone of Britain, our members work round the clock to provide vital services in every corner of our society.

However, years of austerity have not just impacted services for the public, but have taken their toll on public service workers too. These staff have experienced a lack of investment in their education and skills, making the jobs they do harder in a changing landscape of redundancies, automation and outsourcing.

Over 38,000 UNISON members responded to our Skills for the Future survey and this report, which is based on what they told us, shines a light on the impact of significant underinvestment in public service employees and highlights current and future skills gaps in key parts of our workforce.

Worryingly, the threat of technical automation is felt more widely in public services than across the UK workforce more generally with almost three fifths (57%) of UNISON members feeling that automation is putting their jobs at risk, while one third (34%) of our members experience significant worry that their position will be made redundant in the next three years.

These very real concerns around change and uncertainty can be mitigated by investment in adult education and a commitment from both government and employers to lifelong learning. Our members understand the benefits of lifelong learning – not only to the economy, but to their self-esteem and ability to have some control over their own future.

Our members want to learn - over 80% said that 'learning is important' and they were 'ready to learn new skills'. They recognise that digital skills and managerial and supervisory skills are what they need for the changing world of work, but if we're going to support our members to gain these skills, everyone must have access to education and training, especially those with the lowest levels of attainment, those on the lowest pay and those most marginalised in our workforce.

In UNISON we are proud of our long history of supporting learners who may have felt excluded from learning and education opportunities in the past. And today, we remain committed to widening access to education and training through our member learning and activist education programmes. UNISON learning has helped thousands of members to realise their potential – in the workplace, for personal development and professional pathways and as activists in the union. This report is so important because it will shape the future direction of UNISON learning.

The findings of this report must also act as a wakeup call for government and

employers. We need to invest in lifelong learning if we want to sustain high quality public services for all. Employers must take responsibility for investing in and developing their workforce, preparing them for the challenges and changes ahead, and they must do this in partnership with a well-resourced further and higher education sector.

We must ensure that as jobs for life become a thing of the past and as we work later into our lives, an 'all ages all stages' careers service is there for those both in and out of work. Because all our public service workers should have access to the education and training they need – not just to get the job done, but to excel in all areas of their lives.

Please read what our members say in this report. These are the voices of the people out there caring for everyone in our society, from the cradle to the grave - and their views matter. We want educators and politicians, employers and union activists to be part of this work going forward to ensure that access to training and education is seen as key to delivering great public services.

Dave Prentis

UNISON General Secretary  
November 2019

## 1. EXECUTIVE SUMMARY

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### 1.1. Introduction

This executive summary presents the findings of UNISON's Skills for the Future Survey. Based on the responses of more than 38,700 members, this represents one of the largest skills surveys in Europe and provides a detailed picture of members' skills and their associated aspirations and concerns. The objectives of the study were:

- to survey members on what current learning and training they undertake
- to establish the level of support members receive to do their current jobs
- to establish the skills needs of public services employees in the future.

The findings of the study will be of interest to UNISON senior managers and union learning reps (ULRs) as well as UNISON activists looking to understand the context of their work. The findings will also help policy makers, employers and training providers to better understand what skills their current workforce has, where there is real demand from workers for training (and what in) and importantly it will help shine a light on the kinds of skills that the workforce of the future will need.

The survey research is based on a mixed-methodology combining:

- A literature and policy review to provide context to the study and to inform the development of policy recommendations.
- A major survey of UNISON's 1.3 million members using a combination of online and paper questionnaires. The survey generated more than 38,700 responses between November 2018 and February 2019. This equates to a response rate of approximately 3%. The large sample size generates accurate results that we can be confident truly reflect the wider UNISON membership.

The paper questionnaires were processed by Snap Surveys Ltd and combined with the electronic responses which were captured using the Snap Webhost survey software. Open-ended questions were coded manually using a classification system derived from the responses themselves.

### 1.2. Changes within the workplace

Questions about changes within the workplace provide an all-important context. They enable us to see how respondents' working lives are evolving (if they are); what kinds of pressures they feel their role and perhaps their job/sector is being placed under and what kind of future it has; whether the changing world of work is impacting on them and

how they feel about the future. Further, it includes a look at just how happy they are in their current role and whether this is impacting on training and learning decisions. Key findings from the questions include:

- The majority (84%) of respondents had observed at least one form of workplace change during the last three years, most commonly change in work organisation (65%). A significant minority, however, had seen reductions in the number of people doing the same work as them (45%), redundancies (22%), the introduction of new technologies (44%) or equipment (27%). Redundancies were most frequently reported by members working in further and higher education (42%), closely followed by utilities (39%), local government (38%) and transport (35%).
- Around one-third (34%) of members felt that it was 'very likely' or 'somewhat likely' that their position would be made redundant in the next three years. Perhaps unsurprisingly, relatively high levels of pessimism were expressed by respondents working in sectors that were most likely to be associated with recent redundancies: half (50%) of local government workers taking part in the survey thought their position was at risk of redundancy with similarly high percentages in utilities (49%) and further and higher education (44%). Interestingly, qualifications are positively associated with perceptions of risk of redundancy. This relationship persists even when other personal characteristics are taken into account.
- Fears of redundancy are driven mainly by concerns about 'changes within the business or organisation' (78%). The vast majority of the 800 respondents who took the opportunity to provide other responses feared redundancy due to government funding cuts or other financial reasons. With central government funding for public services having fallen during austerity, it is perhaps no surprise that respondents were concerned about future reductions in funding.
- Almost three-fifths (57%) felt that 'technological automation is putting public sector jobs at risk'. Workers aged 50 and over (60%) and those working in utilities (69%) and further education (61%) were most likely to feel this way.
- Respondents were largely pessimistic about the future with most (57%) feeling 'worried' about the future of work as it was likely to affect them. Rather fewer felt 'confident' (22%), uninterested (14%) or 'excited' (7%). Given the higher incidence of redundancies described below it is perhaps not surprisingly that workers in utilities (61%), local government (61%) and further education were most likely to be worried about the future. The West Midlands (60%) was the most pessimistic region of the UK.
- Overall, 55% of respondents were either 'very satisfied' or 'satisfied' with their job. One-fifth were 'very dissatisfied' or 'dissatisfied'. Workers in social care (51%) and in Greater London (50%) were the least likely to be satisfied with their job.



### 1.3. Alignment of skills

This research points to a UNISON membership that though, on the whole, is appropriately skilled for the roles they carry out – has some persistent skills needs and offers its employers greater potential from enhanced skills-utilisation. The finding that the predominant skills issue is one of under-utilisation, as opposed to deficiency, is echoed in the 2017 UK Employer Survey (UKES) which reported that “the under-use of skills affects a considerably larger proportion of employers and the workforce than skills deficiencies do”. Other key findings from our research included:

- Where skills deficiencies were reported, these were mostly likely to be with respect to ‘computer, digital skills’ (14%) and ‘management or supervisory skills’ (18%).
- Focusing on literacy, numeracy and computing, the percentage of respondents reporting that their skills exceeded the needs of their job has fallen considerably since the last UNISON skill survey (carried out in 2011).
- Members with no or low qualifications were more than twice as likely as those with the highest qualifications to report a deficiency in ‘computer, digital skills’ and ‘management, supervisory skills’ and were more than five times as likely to report deficiencies in literacy and numeracy.
- The majority of members (57%) are currently working at a higher skill level than hitherto – with patterns by age and highest qualification broadly as one might expect with a high percentage of young people saying they are working at a higher skill level than three years ago. Members working part-time (49%) or on zero hour contracts (43%) are among the least likely to be working at a higher level than previously, possibly reflecting the movement of some women into more flexible but often lower paid employment to accommodate caring responsibilities.
- Lack of skills or confidence in literacy or numeracy had stopped 17% of respondents from applying for promotion, 14% from taking on extra responsibilities; 13% from applying for a training course and 8% from becoming more involved in the union. These percentages are very similar to those found in the previous UNISON skills survey. Members with no or low level qualifications were around three times more likely to be discouraged from doing any of these things than those with high level qualifications.

### 1.4. Recent learning activity

Encouragingly, the vast majority of UNISON members are recent learners with four-in-five claiming to have participation in some form of learning during the last 12 months. This was most commonly for work or career (70%) rather than private or personal

reasons. Members with no or low level qualifications, were however, considerably less likely to have participated in any learning than members with high level qualifications. Participation in learning fell with age.

While 'attending training away from your work station' was the most common method of accessing training (66%), more than half recent learners had accessed an 'online training course'. Online learning was the most popular form of learning among agency workers (56%) but was less popular among those with no or low level qualifications (44%).

Most members who had undertaken learning for work or career only had done so, at least partly, in work time and one-third (32%) had gained a qualification. Agency workers (53%) and those on zero hour (44%) contracts were more likely than other members to have trained only in their own time.

The vast majority who were learning for their current job felt that the provision was adequate in keeping them up to date with the skills they required in their job. Members working in police & justice (18%) and those with a disability were most likely to feel that their learning had been inadequate and reservations about the effectiveness of training rises with age and qualification level. This may reflect the difficulty in sourcing specialist training for specialist knowledge and skills.

Three-fifths (60%) of members learning for their work or career did so as part of their on-going professional development. Higher qualified members were more likely than colleagues with no or low level qualifications to have received training because they had asked for it or because it was part of their on-going continuing professional development (CPD).

Of the impacts explored, respondents (half) were most likely to identify that training had helped them improve the way they work in their job. One-fifth felt that training had helped them enjoy their job more and almost one-tenth felt that their job was more secure because of the training. Impacts related to job change or pay were less commonly reported but given that the question relates to the impact of training occurring within a fairly narrow and recent time period this is perhaps not surprising.

## **1.5. Barriers to learning**

More than half (52%) of those who had not undertaken any work-related training over the last 12 months thought that it would have been useful. Members working in social care were among those most likely to report that learning would have been useful to them.

Employer-related factors such as 'employer was not willing to provide additional training, even though I wanted it' were more frequently reported as barriers to learning than personal factors such as difficulty 'finding time for training'.

- Employer-related factors were particularly significant for members working in police and justice (74%). Very few respondents (2%) did not train because they 'did not want any training': there was usually another reason.

Almost half (48%) of those who were not learning for their current job didn't think this had harmed their employment prospects, although one-third (31%) did feel their employment prospects would suffer through their lack of training. People with a disability were most likely to feel that their employment prospects had been diminished for this reason.

## 1.6. Future learning needs

Encouragingly, the survey reveals very positive attitudes to training among UNISON members with more than four-fifths claiming that 'learning is important to my self-esteem' and they were 'ready to learn new skills to remain employable in the future'. The evidence suggests that UNISON members are more willing to learn new skills than the UK workforce as a whole given evidence from similar studies elsewhere.

Positive attitudes to learning are consistently high across all respondent characteristics. Consistent with previous research the survey finds that motivation to learn *increases* with qualification level and *decreases* with age but motivation is high even among the oldest. More than four-fifths (82%) of respondents aged 50 and over agreed they were 'ready to learn new skills'.

Generally, respondents were more likely to identify a future training need (ie disagree with the statement, 'I have all the skills I need for the rest of my career') than not: around one-fifth (22%) thought they had all the skills they needed compared to one-half (53%) who felt that they did not. A further one-fifth (22%) neither agreed nor disagreed with the statement suggesting some respondents felt unable to judge whether their current skill set would be adequate for the remainder of their career. Members aged under 40 were mostly likely to identify a future training need (70%).

Members with higher qualifications are more likely than those with no or low level qualifications to identify a need to update their skills. This is an interesting point since central government funding for adult learning is focused on supporting adults acquire their first Level 3 qualification. Employer engagement in supporting the CPD of higher qualified workers is therefore particularly important for this group.

The survey explored the extent to which UNISON members' motivation to undertake future learning was influenced by their perception of the benefits. Interestingly, even members who felt they already possessed all the skills they would need for the rest of

their career<sup>1</sup>, demonstrated high interest in future training with more than three-quarters (78%) claiming they were ready to learn new skills for work.

Opinion was fairly divided on who should shoulder the responsibility for workplace training: almost two-fifths (39%) agreed that it was their responsibility, one-third (33%) neither agreed nor disagreed and more than one quarter (28%) disagreed with the statement. Attitudes to who is responsible for learning (and therefore who should bear the costs in terms of time and money) did not vary substantially by respondent characteristic. Perhaps unsurprisingly, agency workers (50%) were most likely to feel that they were responsible for their own skills development. By contrast, those working in transport (36%) were more likely than respondents in any other category to disagree with the statement, believing that employers should shoulder the responsibility. Overall, 95% of members identified at least one area of skill they would like to develop. Unsurprisingly, given members' assessment of their own skills gaps computer and digital (68%) and supervisory or management skills (47%) were the most frequently mentioned followed by job specific, technical or practical skills (31%), complex analytical skills (27%), numeracy, maths skills (21%), literacy, reading or writing skills (18%) and physical or manual skills (9%).

'Stand-out' results by respondent characteristics reveal:

- Relatively high levels of interest developing literacy and numeracy and physical and manual skills among members belonging to an ethnic minority group, young people and those with low level qualifications.
- High levels of interest in developing computer and digital skills but particularly strong interest among respondents working in utilities, police and justice, further and higher education and among older workers.
- Strong interest in improving supervisory and management skills particularly among workers aged under 40 and those with high level qualifications.

An open-ended question designed to capture the main interest areas for further development generated the following:

Broad area of skills sought	Specific skills sought
<b>Health (935)</b>	Most frequently related to specific and/or specialist clinical skills <sup>2</sup> (323) but also general nursing (150), mental health (101), health & safety (86), emergency care <sup>3</sup> (79), physical therapies <sup>4</sup> (47) and dementia (25).
<b>ICT (429)</b>	Within ICT the most common area was in relation to software and systems (220) which were often organisation-specific although

<sup>1</sup> 53% of respondent felt they had all the skills that they would need for the remainder of their career.

<sup>2</sup> Within this Phlebotomy (26) and cannulation (20) were most frequently mentioned.

<sup>3</sup> Including paramedics

<sup>4</sup> Including: Occupational therapy (29), speech and language therapy (11) and physiotherapy (7),

	Microsoft applications were also mentioned (44). Other interest areas were: digital media (29), computer-assisted design (23) and networking (20).
<b>Education (445)</b>	Most commonly related to pupils with special education needs and/or disabilities (139). Also teaching skills and curriculum knowledge (44), accessing formal teaching training or acquiring teaching qualifications (39) and behaviour management (32) and careers guidance counselling (19).
<b>Management (337)</b>	Most commonly: project management (132) but including: commissioning, procurement and contract (40), senior level management and leadership (26), human resources and CIPD (40) and skills relating to specific functional <sup>5</sup> management roles (57).
<b>Legislation, law and regulations (305)</b>	While many respondents did not provide any context to this (159), when it was provided it most commonly related to: information governance and security <sup>6</sup> (28); changes to welfare benefits (19), housing (17), employment (12), finance (8), health and safety (7); and the environment (6)
<b>Social care (276)</b>	This was commonly mentioned in related to social work (95), working with adults with additional needs (23) or autism (31), sign language (32) and safeguarding (19). Many (66) mentioned social care in more general terms.
<b>Talking therapies (203)</b>	Mainly psychology and counselling (154)
<b>Technologies and equipment (146)</b>	As with legislation, most respondents did not provide any context (111). When it was provided it most commonly related to changes in the use of technologies or equipment in health (24) and education (4).
<b>Research and analytics (110)</b>	This included research skills and analytical capabilities.
<b>Computing (101)</b>	Mainly: programming (54), databases (40) but also cyber security (7).
<b>Policing (85)</b>	Mainly in relation to specialist (33) or general aspects of their role (11) but also in terms of investigative skills (16) and forensics (20).
<b>Finance (72)</b>	Most commonly accountancy or accounts (41) but also auditing (6) and insurance (6).
<b>Building (70)</b>	Mainly a variety of building trades (50) but also skills relating to surveying (17).
<b>Local government (62)</b>	Housing and homelessness (25), town planning (19).
<b>Information management (58)</b>	Mainly related to librarianship (43) but also archives (6) and governance (4).

<sup>5</sup> Including facilities (8), change (7), finance (6), quality (8) and risk (6) management.

<sup>6</sup> For example, data protection and GDPR.

## 1.7. Union activity and support

One in 10 (10%) respondents were active within UNISON at the time of the survey, for example they held roles such as steward, health and safety or union learning representative<sup>7</sup>. Members with characteristics mostly commonly associated with discrimination at work (for example, older workers, or those with a disability) were more likely than those without these characteristics to be active within the union.

Overall, one in eight (13%) respondents indicated that they had accessed at least one of the UNISON member learning opportunities listed in the questionnaire. Take-up tended to be lowest among those aged under 40, part-time workers, those working in schools or further and higher education and members living in the South West (10%), Scotland (11%), Greater London (11%) or the North West (11%).

Members who had accessed this provision were generally satisfied with it with more than three-quarters rating UNISON learning opportunities as 'excellent' or 'good'. Satisfaction levels, however, were lowest among members on zero hour contracts (66%) and agency workers (67%).

The survey reveals a strong association between learning (and UNISON member learning in particular) and union activism. Members who had undertaken *any* learning in the last 12 months were (11%) almost twice as likely as those who had not undertaken any recent training (6%) to be active within the union. Moreover, members who had accessed UNISON member learning<sup>8</sup> opportunities were almost eight times more likely to be active (39%) than those who had not (5%). It is not possible to conclude, however, that take-up of UNISON member learning, necessarily *leads* to activism: association does not prove causation. The relationship could in fact, work the other way as activists are more likely to access UNISON member learning opportunities (55%) than non-activists (9%).

More than 13,000 members provided feedback on how UNISON could support their learning in future. By far the largest single group within the survey fall into the category of those who were broadly unaware of the current levels of UNISON learning activity. This group includes over 6,000 respondents who replied to the question with typically either a simple reference to being unaware of the offer, such as "I did not know UNISON did this" or who were – subsequent to the survey - now going to look and see what they could usefully do "I did not know that unison offered learning opportunities, I will look into suitable courses available to me" – as such the survey itself seems to have been a valuable awareness raising exercise. This indicates a very considerable untapped resource for the learning that can be provided through UNISON. The challenge appears to be in reaching this audience with the right training - rather than in

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<sup>7</sup> "Are you currently a UNISON activist? For example, a steward, health and safety representative or union learning representative?"

<sup>8</sup> At any time, not necessarily in the last 12 months.



encouraging or driving up the desire for learning itself which is a rather enviable position to be in.

## **1.8. Respondent characteristics**

The questionnaire included several questions about respondents' demographic and employment characteristics. It was important to establish whether members with protected characteristics and/or in flexible employment contracts reported less favourable experiences or outcomes than other members.

Members who considered themselves disabled generally reported less positive experiences, attitudes and outcomes than those who did not consider themselves disabled. This was particularly the case in terms of their experiences of work: they were among the most likely to believe their position would be made redundant within the next three years and that technological automation is putting public service jobs at risk. Furthermore, among all characteristics, disability was also associated with the highest propensities to be dissatisfied with their current job and/or worried about the future of the world of work as it is likely to affect them.

In terms of skills, disabled members were among the most likely to believe their skills were below (or above) those needed for their job and that lack of literacy and numeracy skills had discouraged them from progressing their careers. However, they were among the least likely to have undertaken any learning for their work and career, and those that had learned for work were more likely than non-disabled members to have undertaken this training solely in their own time and were less likely to have gained a qualification or identify any of the positive impacts explored in the survey resulting from it.

The survey reveals interesting but not wholly unexpected results by UNISON members' age. Broadly, the percentage of members expressing concerns about the future tends to rise with age: older members are more likely than their younger colleagues to believe technological automation is putting public service jobs at risk and more likely to believe they are personally at risk of redundancy. They are also more likely to feel 'worried' or 'uninterested' about their future and less likely to feel 'excited' or 'confident'. This will be partly influenced by their greater likelihood of experiencing redundancies and other workplace changes over the last three years. Importantly, the vast majority of members across all age groups held positive attitudes to learning.

When looking at ethnic origin and members' experience of work the main difference identified was between those of Black/Black British origin and all other groups. Members identifying as Black/Black British were more positive than members from other ethnic groups about their own future at work and were less likely to believe they were personally at risk from redundancy. They were however, less likely to be satisfied with their current job and more likely than members with any other characteristic to feel that technological automation was putting public service jobs at risk.

Asian/Asian British members were among those least likely to have trained for work in the last 12 months and Black/British among the most likely. Black/Black British and Asian/Asian British were more likely than the larger Irish/White group to have undertaken this recent training solely in their own time and were more likely to have gained a qualification or identify an impact from their learning. They were also more likely to be active within the union and have accessed UNISON member learning opportunities.

Differences by gender tended to be small suggesting that other characteristics were generally a stronger predictor of members' experience, attitudes and outcomes. Notwithstanding this, the results suggest that men are slightly more likely than women to have experienced change at work, feel personally at risk of redundancy and feel dissatisfied with their current job. Women, by contrast, are more likely than men to feel 'worried' about the future of work as it affects them.

Our analysis suggests that members who identified as transgender were more likely than members with any other characteristic, to feel personally at risk of redundancy. Despite this, they were slightly less likely than members who did not identify as transgender to feel 'worried', 'uninterested' and 'confidence' about the future but more likely to feel 'excited'.

In terms of their skills, members identifying as transgender were more likely to report that concerns about their literacy or numeracy skills had stopped them from progressing in their career or becoming more involved in the union.

Like gender, variation in the results by respondents' sexual orientation tended to be fairly small. Notwithstanding this, the results suggest that members describing themselves as lesbian, gay or bisexual were slightly more likely than heterosexual or straight members to feel personally at risk of redundancy, dissatisfied with their current job, consider their ability in selected core skills above that needed for their current job, identify employer barriers to training and to feel that the learning they accessed over the last year was inadequate in addressing all their needs.

As might be expected given the subjects explored in the survey, many of the results were strongly correlated with highest qualification. Members with no or low level qualifications were less likely than respondents with any other characteristic to:

- participate in training for work or career
- identify any impact from work-related training and specifically, report that training had helped them improve the way they work
- report they were ready to learn new skills to remain employable in the future even though the vast majority are ready to do so.



They were more likely than respondents with other characteristics to:

- believe their literacy, reading or writing, numeracy, maths skills, computer digital skills and management or supervisory skills were below the level needed for their current job
- be discouraged from: applying for promotion, taking on extra responsibilities at work, applying for a training course because of their lack of skills or confidence in literacy or numeracy
- believe they have all the skills they need for the rest of their career and that it would not be useful to develop ANY skills in future.

Higher qualified workers were more likely than their lower qualified colleagues to report changes within their workplace and believe it 'likely' that their position could be made redundant in the next three years.

The questionnaire included questions about members employment contract: specifically whether they were an 'out-sourced worker', their hours of work ('full time', 'part time', 'zero hours' or 'other') and contract type ('fixed term or temporary contract', 'agency worker', 'permanent' or 'other')<sup>9</sup>. Outsourced workers and those on zero hours contracts are among the least likely to be satisfied with their current job. Skills imbalances are more common among flexible workers particularly those on 'zero hours' contracts. For example, members on zero hours contracts had the highest percentage (or among the highest percentage) of respondents who reported that their literacy, numeracy, computer skills, management and supervisory, manual or physical, or communication skills were higher than those needed in their job. Flexible workers are more likely than members on other forms of employment contract to report feeling discouraged from progressing their career, accessing training or getting more involved in their union due to a lack of skills or confidence in literacy or numeracy. This issue is particularly prevalent among agency workers.

While part time working is associated with lower levels of participation in training than most other characteristics, this is not the case for other forms of flexible working. In fact, agency workers are among the most likely to have accessed work related training, probably reflecting their participation in company-specific inductions as they move from assignment to assignment.

## **1.9. Sectors and Regions**

While the majority of respondents in all sectors have witnessed organisational change over the last three years, changes were less commonly reported by members working in schools and to a lesser extent health and social care - but redundancies in particular were most frequently reported in further and higher education, utilities and local government. These results are important because this context provides the 'mood

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<sup>9</sup> Note: a respondent can be a 'agency worker' on a 'zero hours' contract because the information is derived from two separate questions.

music' influencing how positive respondents feel about their own employment prospects and satisfaction with their current job.

Technological change was particularly perceived as a risk to public service jobs generally and respondents personally, in the utilities sector and to a slightly lesser extent the transport sector. Respondents in these sectors were also less likely than those in other sectors to report that the skill requirements of their work had increased over the last three years.

A significant minority of respondents across all sectors identified a deficiency in management and supervisory skills. There were fairly large differences, however, in whose time the training was undertaken by sector - with a significant minority of members in schools in particular but also health, transport and social care, undertaking their training solely in their own time. By contrast, training was far more commonly undertaken wholly in employers' time in the environment, utilities, police and justice and local government sectors. Training was considerably less likely to result in a qualification in police and justice, local government and utilities.

Levels of union activism was twice as high in transport, local government, further and higher education, utilities and the environment than in schools. Take up of UNISON member learning opportunities was highest in utilities and the environment.

At the aggregate level, however, in most respects, the main differences were between countries and in particular between Northern Ireland and the rest of the United Kingdom (UK), with relatively little variation between the English regions although Greater London did 'stand out' from the rest of England on some topics. This is particularly apparent in the questions on organisational change where respondents in Northern Ireland were considerably less likely to report any of the organisational changes explored. Northern Ireland members were also considerably less likely to report redundancies (8%) compared to Greater London (29%), Northern region (29%) and the West Midlands (29%). Reflecting this, members living in Northern Ireland felt less at risk of redundancy themselves than members living elsewhere in the UK.

Members living in Greater London and to a slightly lesser extent Northern Ireland were more likely than members in other regions to report being discouraged from progressing their career due to concerns about their literacy and numeracy skills. Union activism was highest in the Eastern (13%) and Greater London (12%) regions and lowest in Northern Ireland (7%) and Scotland (7%). Members in Northern Ireland were significantly more likely than those in other regions to access UNISON member learning with one-day workshops being particularly popular in the region.

## 2. DISCUSSION POINTS AND RECOMMENDATIONS

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The aim of this survey was to:

- identify future skills needs of members and to use this as a basis for a dialogue on workplace learning with employers
- expand the member learning offer within UNISON especially for disadvantaged groups
- help provide a more tailored offer for UNISON members in positions of middle management
- capture the link between member learning leading and enhanced activism.

### 2.1. Digital skills and skills for progression

The survey reveals that the two skill areas needing particular development/attention are ‘computer and digital skills’ and ‘management and supervisory skills’. The need to respond to the growing digitization of work is not unexpected but nonetheless should inform the type of training offered – particularly to older workers who recognise that they are most in need of this support and yet are often the least likely receive training at work. This is an area that government, unions and employers are considering programmes to tackle and interventions such as the Union Learning Fund are already active in this area.

The importance of digital skills needs reinforcing. Digital skills are becoming near-universal requirements for employment. The move up the career ladder from low- to high-skill jobs comes with increased demand for specific digital skills. Acquiring specific digital skills makes career progression as well as a pay increase more likely. In certain fields, job seekers need to develop digital skills related to specific technical tools of their chosen discipline to advance their careers.<sup>10</sup>

There are also concerns with access to digital skills training. UNISON’s older members (aged 50 and over) were six times more likely than its youngest members (aged 16 to 26) to report of computer and digital skills needs.

The survey also revealed a potential among the UNISON membership for greater responsibility and career development given the finding that significant numbers have skills that are currently under utilised.

The finding that 30% of members felt they were not fully proficient in at least one of the seven skills areas identified in the survey, and 14% were deficient in computer and digital skills, indicates a real need for UNISON to continue pressing for greater digital and computer literacy support/provision. Two of the impacts of austerity within the

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<sup>10</sup> Burning Glass and DCMS 2019.  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/807830/No\\_Longer\\_Optional\\_Employer\\_Demand\\_for\\_Digital\\_Skills.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/807830/No_Longer_Optional_Employer_Demand_for_Digital_Skills.pdf)

public sector (from which most UNISON members are drawn) have been freezes on recruitment and pressure on training and career development opportunities.

Therefore, UNISON needs to ensure that staff being placed in positions with management and supervisory responsibility have been suitably trained/skilled – our survey suggests this may be problematic and can be anticipated to have both negative impacts on the organisations and individuals concerned.

## **2.2. Low skills remain a concern**

There needs to be a continued focus on those with low skill/qualification levels. Those with low skills were significantly less likely to be training, or even seeing the benefits from training. This is clearly impacting on many areas of their lives including promotion and even union activism

## **2.3. Sector differences**

UNISON members have clearly witnessed considerable organisational change over the last three years including considerable numbers of redundancies in a number of sectors. These highlight where UNISON could be looking to support members with both traditional union activism and with member learning: further and higher education, utilities and local government seemed to have suffered most from redundancies. When exploring which sectors were in need of training in digital skills, schools stand out.

Fears over the impact of technological change persist and may be somewhat unfounded in some sectors. The consistent finding of a desire for training opportunities in leadership and management across all sectors indicates both a willingness amongst many to seek career progression – but also the possibility that with austerity the chances for staff to progress their careers and to develop their roles have been significantly reduced. This has wider implications for the economy as a whole and is worth further exploration.

## **2.4. Recognise the impact of differing contracts of employment**

The study found that outsourced workers and those on zero hours contracts are among the least likely to be satisfied with their current job and there are more skills imbalances among flexible workers - particularly those on 'zero hours' contracts. It is concerning that workers on flexible contracts are more likely than members on other forms of employment contract to report being discouraged from progressing their career, accessing training or getting more involved in their union because of a lack of skills or confidence in literacy or numeracy. This issue is particularly prevalent among agency workers.

## **2.5. Ability to self-advocate for learning**

Members with the highest qualifications were twice as likely as those with no or low level qualifications to have received training as a result of they themselves asking for it. Qualification is a stronger predictor of whether an individual asks for training than age/experience. This suggests that the confidence to ask for training comes with knowledge, rather than experience. Higher qualified members were more likely than their younger colleagues to say that their training was part of their professional registration or ongoing CPD.

There is a need for UNISON to continue advocating for lifelong learning and negotiating workplace agreements that guarantee individuals' rights to training which then need to be articulated effectively to all members.

## **2.6. Employer responsibilities and the demand for learning**

The finding that opinion was fairly divided on who should shoulder the responsibility for workplace training with almost two-fifths (39%) stating that it was their responsibility and only one quarter (28%) disagreeing with this statement may ring a few alarm bells within unions and government. Those on agency and similar 'flexible' contracts were most likely to think this way. Driving up employer demand for training and seeking to get the most from a workforce's skills are increasing priorities for the UK government. Ensuring employers take responsibility for ensuring their 'human resources' are suitably skilled for the future should be a priority.

## **2.7. Access to learning and the Union Learning Fund**

Members with no or low level qualifications were considerably less likely than their more highly qualified peers to have undertaken any learning in the last 12 months and were particularly less likely to learn for work or their career, or for leisure or personal interest. Overall, 34% of members with no or low level qualifications had not undertaken any learning in the last year. The Union Learning Fund has been important in bringing training and support to those most in need for a number of years and this need amongst the hardest to reach and least likely to train stubbornly persists. Having a ULR supported offer in the workplace when the learner feels a need – perhaps to support a child or grandchild's homework etc – remains an important priority. Presumably for government as well as UNISON.

## **2.8. Part-time workers**

Part-time workers were least likely to have undertaken any learning and were less likely to have trained for 'work reasons'. This, linked to the female dominated gender make-up of the part-time workforce, suggests access to training is an equalities issue and an area where UNISON could seek to ensure part-time workers have access to

the same opportunities as full-time ones. Presumably linked to the provision of training within the working day.

## **2.9. Training in members own time**

The survey looked at whether members are training for work in their employers' time, their own time, or a combination of both. To do this we looked at those who had only 'trained for work and career' in the last three years. More than half trained in their employers' time only; one third trained during their own and employers' time; and around one-in-eight trained during their own time only. There is a need here for UNISON to ensure employers are aware of the amount of training workers/members are carrying out (unpaid) in their own time.

This distribution was repeated across almost all categories with the notable exception of learners on zero hours and agency workers whom were the most likely to undertake training for work or their career in their own time only – suggesting a real need for UNISON to look at how best to support the training needs of these groups which was not being met through traditional employer routes.

## **2.10. Awareness raising and the role of ULRs**

A surprising number of respondents were not particularly aware of the learning that was on offer to them via UNISON. Those that had accessed the learning were extremely positive and this suggests there is real potential to help support far more learners if the message about the current offer can be better communicated. ULRs should be central to this. Similarly many respondents knew they needed help or some training but were not in a position as yet to articulate just what that was. This is a group that ULRs should be targeting through information, advice and guidance (IAG) to ensure they take the chance to think about their needs and how they can be supported.

## **2.11. Disability**

The survey explored learning and personal characteristics. Groups identifying as having a disability are a clear priority. Members who considered themselves disabled generally reported less positive experiences, attitudes and outcomes than those who did not consider themselves disabled. These members were also particularly worried about redundancy and the risk of technological automation putting public service jobs at risk.

Among all characteristics, disability was also associated with the highest propensity to be dissatisfied with their current job and/or or worried about the future of the world of work as it is likely to affect them. There were other findings that indicate this group

needs some policy attention – notably that they identify as having lower than required skills levels compared to other groups, combined with a feeling that lack of literacy and numeracy skills had discouraged them from progressing their careers.

## **2.12. Ethnicity**

There were some interesting findings relating to ethnicity and these are worth exploring in terms of the attitudes to technological change within the Black/Black British group and why the Asian/Asian British members were among those least likely to have trained for work in the last 12 months. Further identifying why the Irish/White group were seemingly less likely to train at home is of interest – notably as it may link to why this group were also less likely to have gained a qualification or identify an impact from their learning.

## **2.13. Gender**

Gender difference did not emerge strongly from the study; however, the fact that women are more likely than men to feel ‘worried’ about the future of work is definitely worth further attention. It is also worth exploring why members who identified as transgender were more likely than members with any other characteristic to feel personally at risk of redundancy and were more likely to report that concerns about their literacy or numeracy skills had stopped them from progressing in their career or becoming more involved in the union.

## **2.14. Older Workers**

In terms of age, older workers were more worried about the future and the impacts of technological change. UNISON has a workforce with an older profile. The learning offer was valued across different age groups and younger respondents certainly were utilising the training – logically it could be part of a redefined member offer as the union seeks to engage with a younger potential membership. The older respondents were sometimes looking for support with pensions and retirement planning. For those in the 45-60 age group in particular linking with the Mid-Life Career/Skills Review activities may generate an important offer for members that could be delivered through ULRs.

## **2.15. Activism**

There were clear associations between accessing and using training materials and wider activism within UNISON. These are quite possibly not causal – it seems more likely that those active in the union are just more likely to find out about the training available to use it. However, the positive impacts and response to the UNISON training suggests it is a valuable resource and one that can clearly only be beneficial to supporting members with impacts on how the union is perceived and used.

## **2.16. Build on the positive feelings members have towards learning**

The vast majority of members across all age groups held positive attitudes to learning – so if the learning offer is made then there is scope to remove some of this unneeded uncertainty and worry.

## **2.17. Possible future areas to explore**

It is worth exploring if members expect to have to up-skill or re-train in order to remain employable at some point during the remainder of their working life, and who is responsible for this and how will they seek to do it. Similarly it would be useful to look at what learning opportunities members are interested in pursuing in future and how likely it is that they will fulfill these aspirations is.

Barriers to learning is another area - what factors might prevent members from learning, and indeed, are the kinds of learning opportunities they are interested in available and accessible to them?

It may be worth exploring if there any particular patterns of interest in terms of learners' demographic characteristics (age, gender and ethnic origin), existing qualification level (e.g. especially low skilled) or nature of employments (eg middle managers, shift workers, outsourced workers) that may help shape future campaigns.

The clear demand for learning grants and bursaries is worth exploring, perhaps with government or particular providers to see what may be possible.

In terms of recruiting future workplace representatives UNISON could look at whether members who have undertaken learning provided by UNISON are more likely than those who have undertaken other learning or those who have not undertaken any learning to subsequently become activists.

The results suggesting that lesbian, gay or bisexual members feel personally more at risk of redundancy as well as dissatisfied with their current job and identified their employer as a barrier to training are also worth exploring.

It is worth investigating why the differences in survey findings persist between Northern Ireland and the rest of the UK and to a lesser extent between Greater London and the rest of the UK (linked perhaps to an examination of their greater concerns about their literacy and numeracy skills).



## 3. INTRODUCTION – FULL REPORT

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### 3.1. Background

This report presents the findings of UNISON's Skills for the Future Survey. Based on the responses of more than 38,700 members, this represents one of the largest skills surveys in Europe and provides a detailed picture of members' skills, their experience and their associated aspirations and concerns.

The research was commissioned in order to inform UNISON's skills work at a strategic and operational level. In particular, its findings are intended to:

- Influence the Labour Party's strategy on a National Education Service
- Provide an evidence base for future bids for skills funding
- Support the work of activists and organisers
- Inform the development of UNISON's member learning offer, especially for disadvantaged groups, ultimately improving the take up and disbursement of grants
- Help embed a culture of learning across UNISON branches
- Encourage more and better employer-supported workplace learning

This is especially important as we look to contribute to the delivery of a successful industrial strategy in a possible post-Brexit Britain.

It is anticipated that the findings will be of interest to UNISON senior managers and Union Learning Reps (ULRs) as well as UNISON activists looking to understand the context of their work. The findings will also help employers and training providers to better understand what skills their current workforce has, where there is real demand from workers for training (and what in) and importantly will help shine a light on the kinds of skills that the workforce of the future will need.

### 3.2. Aim and objectives of the research

The overall aim of the research was:

*“To survey members on what current learning and training they undertake, what barriers they face, if their current needs are being met by their employer and to begin to establish the skills needs of public services employees in the future.”*

This aim was underpinned by the following objectives:

- To identify future skills needs of members and to use this as a basis for a dialogue on workplace learning with employers

- To expand the member learning offer within UNISON especially for disadvantaged groups
- To help provide a more tailored offer for UNISON members in positions of middle management
- To capture the link between member learning leading to enhanced activism

### 3.3. Methodology

The survey research is based on a mixed-methodology combining:

- A literature and policy review to provide context to the study and to inform the development of policy recommendations. This has been published as a separate document and is summarised in Chapter 4;
- A major survey of UNISON's 1.3 million members

All employed UNISON members were eligible to take part in the survey. Given this large population size the following approach was adopted:

- a link to a web-based questionnaire was emailed to 800,000 members on UNISON's membership database
- paper questionnaires and reply-paid envelopes were posted to 19,000 members on the member database that did not have an email address. Members who were paying the lowest subscription rates were prioritized with this – as they tend to generate the least returns to online and other surveys and so were successfully targeted for enhanced returns.
- a further approximate 1430 paper-based questionnaires were distributed at events and functions run by UNISON.

In order to protect the identity of respondents and to meet GDPR requirements, UNISON staff distributed the web link and postal questionnaires and respondents completing paper questionnaires were encouraged to put their responses in the reply-paid envelope provided immediately they had finished completing the survey.

In combination, these methods generated 38,701 responses over the three month fieldwork window commencing in November 2018 and ending in February 2019. These responses comprised: 37,064 completed web responses and 1,637 paper questionnaires. This equates to a response rate of approximately 3%. The large sample size generates accurate results that we can be confident truly reflect the wider UNISON membership<sup>11</sup>.

The paper questionnaires were processed by Snap Surveys Ltd and combined with the electronic responses which were captured using the Snap Webhost survey software.

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<sup>11</sup> A sample size of 38,000 from a population of 1.3 million generates a confidence interval of  $\pm 0.5\%$  at the 95% confidence level (for questions that generate a response of 50%/50%). This means, for example, that we can be 95% sure that the true percentage of a result of 50% lies between 49.5% and 50.5%.

Open-ended questions were coded manually using a classification system derived from the responses themselves.

### 3.4. Respondent profile

Respondent profiles map extremely well to the UNISON member profile with 74% of respondents identifying as female compared to a membership of 77% and 25% identifying as male compared to a membership of 22%. 96% identified as not transgender with 3% preferring not to say (Table 1).

**Table 1 Gender and gender identity**

	No. Responses	% Responses	% Population
Would you describe yourself as ... (n=33,399)			
Female	24,559	74	77
Male	8,395	25	22
Other	34	*	
Prefer not to say	411	1	1
Do you identify as transgender? (n=32,075)			
Yes	156	*	
No	30,934	96	
Prefer not to say	985	3	

*Base: All respondents*

UNISON's demographic is one that has a larger proportion of older workers and these older members were somewhat more likely to respond to the survey than the younger members (Table 2). 79% of respondents were 40+ years compared to a membership where 70% are in this age group. Nonetheless we were able to sample 966 young members (under 26 years) and over 5,000 members aged 27-39 years ensuring we have sufficient numbers to give confidence to our analysis of these differing age groups.

**Table 2 How old are you?**

	No. Responses	% Responses	% Population
16 to 26	966	3	5
27 to 39	5,272	16	21
40 to 49	8,481	25	25
50 and over	18,047	54	45
Prefer not to say	580	2	4

*Base: All respondents (33,346)*

In terms of ethnic origin the results broadly map to UNISON membership (Table 3). There is a notable anomaly where UNISON do not have data on 33.1% of its members where records were not collected or people have chosen not to share this. Consequently the figures such as 'White UK' where 81% of respondents identified vary with the 50.1% of members for whom we do not have information. Logically the great majority of those we do not have information on (the 33.1%) will fall in this category and would boost the figures nearer to the percentage found from the survey.

In the 2011 UK Census, people from Asian ethnic groups made up the second largest percentage of the population (at 7.5%), followed by Black ethnic groups (at 3.3%). Within UNISON the Black ethnic groups make up a slightly larger percentage in both membership and the survey returns.

**Table 3      How would you describe your ethnic origin?**

	No. Responses	% Responses	% Population
Asian UK	401	1.2	0.9
Asian other	217	0.6	1.1
Bangladeshi	52	0.2	0.2
Indian	219	0.7	1.0
Pakistani	104	0.3	0.5
Chinese	43	0.1	0.1
Total Asian/Asian UK	1,036	3.1	3.8
Black African	675	2.0	2.1
Black Caribbean	353	1.1	0.9
Black UK	321	1.0	1.0
Black other	27	0.1	0.2
Black mixed heritage	152	0.5	n/a
Total Black/African/Caribbean/Black UK	1,528	4.7	4.2
Other	565	1.7	0.7
Irish	698	2.1	1.2
White UK	27,032	81.0	50.6
White other	1599	4.8	2.9
White	n/a	n/a	3.6
Total White	28,631	85.8	57.1
Prefer not to say	927	2.8	0.4
<i>Blank entry in records</i>	<i>n/a</i>	<i>n/a</i>	<i>18.8</i>
<i>Unknown</i>	<i>n/a</i>	<i>n/a</i>	<i>13.3</i>

*Base: All respondents (33,385)*

With regard to people with a disability (Table 4) an estimated 19% of working-age adults in the UK have a disability, according to the Family Resources Survey published by the Department for Work and Pensions (DWP) 2016/17. Within the survey 15% of respondents identified as having a disability with 3% preferring not to say.

**Table 4 Do you consider yourself to have a disability?**

	No. Responses	% Responses
Yes	4,838	15
No	27,509	82
Prefer not to say	991	3

*Base: All respondents (33,338)*

In the UK the proportion of the UK population aged 16 years and over identifying as heterosexual was 93.2% in 2017 and the proportion of the UK population identifying as lesbian, gay or bisexual (LGB) has increased was 2.0% in 2017. Survey numbers are indicative of a slightly higher response from LGB groups but with 7% preferring not to say (Table 5).

**Table 5 Do you consider yourself to be?**

	No. Responses	% Responses
Heterosexual	29,121	87
Lesbian	396	1
Gay	563	2
Bisexual	650	2
Prefer not to say	2,388	7
Other	320	1

*Base: All respondents (33,438). Multiple choice*

The sectors that respondents are employed within (Table 6) reflect the major UNISON sectors – notably local government, schools and health care. However the less heavily represented sectors such as social care, further and higher education, police and justice and utilities responded in higher percentages than anticipated.

**Table 6** Which of the following most closely describes the sector in which you work?

	No. Responses	% Responses	% Population
Social care	4,612	12	7
Health care	12,315	33	38
Further and higher education	2,717	7	3
Schools	5,807	15	47
Local Government	6,235	16	
Police and justice	2,439	6	3
Utilities	1,049	3	1
Environment	450	1	1
Transport	342	1	
Other	1,858	5	
Don't know	86	*	

*Base: All respondents (37,910)*

6% of respondents were 'outsourced workers' creating a very useful data set on this group (Table 7). 75% of respondents were employed full-time and 23% part-time. 1 percent were employed on 'zero hours' contracts. In terms of employment contracts 12% were on a fixed-term or temporary contract and 86% on permanent. 1 percent were 'agency' workers.

**Table 7      Employment contract**

	No. Responses	% Responses
Are you an 'out-sourced' worker?		
Yes	2,445	6
No	34,858	92
Don't know	625	2
How many hours do you usually work a week?		
Full time (30 hours a week or more)	28,413	75
Part time (Fewer than 30 hours a week) with at least a minimum number of guarantee hours per week although you may work more	8,472	23
Employer doesn't guarantee any hours of work. Sometimes known as a zero-hours contract	465	1
Other	284	1
Don't know	32	*
Are you?		
Employed on a fixed term or temporary contract	4,459	12
Employed through an agency	344	1
In a permanent job	32,316	86
Other	448	1
Don't know	89	*

Nearly 1,000 respondents (3%) had no qualifications and nearly 2,000 respondents had a Level 1 qualification as their highest (Table 8). These groups are typically the hardest to illicit responses from making this survey particularly useful. 31% had a degree level qualification or higher. 15% had a Level 2, 18% a Level 3 and 16% a Level 4/5 qualification as their highest. Overall the UNISON respondents have fewer level 6 and above qualified staff and fewer with Level 1 and below when compared to the UK working population.

**Table 8**      **What is your highest level of qualification?**

	No. Responses	% Responses
No qualifications	969	3
Entry level or Level 1: e.g. Functional skills, GCSE grades D to G, Foundation GNVQ	1,916	6
Level 2: GCSE grades A*-C, City & Guilds Craft, BTEC First/General Diploma	5,105	15
Level 3: A or AS Levels, City & Guilds Advanced Craft, BTEC National	5,921	18
Level 4 and 5: HNC, HND, BTEC Higher Level	5,362	16
Level 6 and above: e.g. First or Higher degree	10,600	31
Overseas qualifications	830	3
Other	2,277	7
Don't know	841	3

*Base: All respondents (33,821)*

In terms of geography responses were greatest from the NW of England and lowest from Northern Ireland but broadly indicative of membership rates (Table 9). The numbers received are high enough to allow some regional interrogation of the data.

**Table 9**      **In which region do you live?**

	No. Responses	% Responses
Eastern	1,544	5
East Midlands	2,252	7
Greater London	2,018	6
Northern	2,264	7
North West	4,990	15
Northern Ireland	844	3
Scotland	4,398	13
South East	4,173	12
South West	2,926	9
Cymru/ Wales	1,934	6
West Midlands	1,803	5
Yorkshire & Humberside	3,706	11
Prefer not to say	478	1



### 3.5. Structure of this report

Following a summary of the literature review the findings are presented across a number of major headings designed to aid the reader in identifying which research findings are most pertinent to their needs. These are:

- Changes in the workplace
- Alignment of skills
- The learners
- Barriers to learning
- Future learning needs
- Union activity
- Equalities perspectives
- Sector summaries
- Regional summaries

We include a look at how well members' skills match their current job and their interest in developing skills in future and how UNISON could support their learning in future.

We have also included an exploration of members' past experience of training – exploring barriers; and their attitudes to learning, teasing out some of the considerations in trying to meet the needs identified in the previous sections. The report also explores the broader context of members' work – how their role and workplace have changed over the last 3 years and their concerns about the future. This context is important in framing what kinds of actions and activities UNISON can prioritise to support members.

## 4. LESSONS FROM THE DESK RESEARCH

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To support this research we have carried out a major policy review to look at skills and adult education in the UK and the latest recent developments in England, Scotland, Wales and Northern Ireland.

### 4.1. Highlights

Below are some of the highlights and how they link into and inform the recommendations that are being made.

#### ***Demand and Supply***

In the UK we typically talk about skills as a solely *supply side* issue “if only people had the right skills the problem would be solved”. However the many changes that have taken place to the availability of lifelong learning and to what training can be provided free and what needs to be charged for have all impacted on what individuals and employers are looking for or expecting. The issue of skills utilisation is important and deserves greater policy attention as does driving up the demand for skills more broadly - particularly as employer investment in training has somewhat flat-lined.

#### ***Skills Productivity and the Economy***

The UK has a ‘productivity-puzzle’ (essentially a decline in labour productivity in the UK) and commentators consistently stress that to solve this first and foremost we need an improvement in education and skills. Around one-tenth of the workforce are in occupations that are likely to grow and round one-fifth are in occupations that will likely shrink. For UNISON it is important to note that Education, healthcare, and wider public sector occupations are likely to grow.

#### ***The Future World of Work***

During previous industrial revolutions, it has often taken decades to build the training systems and labour market institutions needed to develop major new skill sets on a large scale. Given the upcoming pace and scale of disruption brought about by the Fourth Industrial Revolution (such as artificial intelligence and digitalisation), this may simply not be an option.

#### ***Skills Polarisation***

Studies of the changing demand for skills over the past two decades show a ‘skills polarisation’: demand for medium-skilled intermediate occupations is falling, while demand in both high-skilled and low-skilled occupations is rising. This will inevitably impact on equality and creates particular policy problems such as how to cope with an increasingly polarised labour-force and potentially society.

## ***Ageing Workforce***

Ageing countries won't just need lifelong learning - they will need wholesale reskilling of existing workforces throughout their lifecycle. Governments and businesses have many opportunities to collaborate more to ensure that individuals have the time, motivation and means to seek retraining opportunities.

## ***Careers Support and Training for Young People***

If young people are to realise their full potential upon leaving full-time education they need both a 'foundation' of knowledge along with the attributes needed to support long and productive working lives with lifelong learning. Further, as many as possible will need to be equipped to enter the 'higher' level jobs that are anticipated as part of the 'fourth industrial revolution'. Information, advice and guidance (IAG) for employers and workers is critical in ensuring they are aware of the skills implications of industrial change and what careers, training and re-skilling opportunities are being provided through schemes such as the National Retraining Scheme.

## ***The Need for Greater Trade Union Involvement***

Trade Unions have a long history of involvement in learning. Part of the rationale for contemporary union involvement in skills is in addressing market failures and this recognises a unique role in the workplace that enables unions such as UNISON to engage workers and employers to advocate for learning and build structures at the workplace (learning centres, learning agreements, ULRs) and partnerships with providers that helps turn engagement into participation.

This research is helping UNISON to identify appropriate funding streams and learning opportunities to meet the skills need of members in order to support them to confidently progress within the workplace. Importantly it is also helping to inform their broader strategic approach and offer to members at what is a difficult time for many public services.

## ***Exploration of the Current Skills and Employment Landscape***

Our review has looked at look at the potential of announcements and new developments around the following areas (many of which are unique to England):

- The Apprenticeship Levy
- Careers Strategy and Careers Pilots
- Skills Advisory Panels
- Digital Strategy, Digital Skills Partnerships and the Digital Skills Innovation Fund
- Devolved Adult Education Budget
- Reforms to boost the standing of technical routes
- T-levels
- National Education Service

- National Retraining Programme
- Mid Life Career Review
- Shared Prosperity Fund

For each of these within our accompanying Policy Brief we have explored how they may enable UNISON to deliver its learning priorities.

## **4.2. Thematic Priorities emerging from the Policy Review**

### ***Digitalisation***

Digitalisation and artificial intelligence will transform the way we live, and the way we work. The precise scale of change resulting from the ‘fourth industrial revolution’ on actual job categories and occupations has probably been historically exaggerated with most occupations changing and most skill-sets requiring regular boosts and additions rather than completely disappearing. Trade Unions will have a critical role in ensuring this happens and that opportunities for training are made available for all workers.

### ***Devolution***

The devolution of the Adult Education Budget may be the start of a move towards better localised decision-making and control of ‘skills’. Others including the CBI have argued that what is needed is “local leadership within a stable national framework”. Devolved budgets could work to enable experimentation within particular sectors and geographies and this will give opportunities to unions and others seeking to support learning in the workplace – if they themselves are able to respond locally. At a local level it may well be possible to link economic development, industrial strategy, business development and support, innovation, inclusive growth, fair work, improved pay and job quality, progression and skills. The importance of the role of trade unions within local and regional activities is therefore increasing and will pose challenges for linking UNISON lobbying and skills support, which may have resource implications as delivery and priorities become differentiated.

### ***Apprenticeships and T levels***

Apprenticeships are set to remain a priority for Government and some unions including UNISON already engaging significantly through the Union Learning Fund (ULF) to support the delivery of apprenticeships in a number of employers. With the availability to public sector and others of potentially large amounts of Levy money – this becomes an attractive way to skill new and existing staff. Linking mentors and ULF support to T Level recipients is a further area which could well be explored within the workplace.

### ***Ensuring workers have the skills to remain active in the labour market***

The TUC’s work on the Mid-Life Skills Review is an interesting example of a new initiative that could well be ideal for UNISON’s workforce of slightly older than average learners – especially given the likely impacts of digitalisation and artificial intelligence

on so many jobs. The need for supported work-related learning within employers is critical to supporting the economy and government should offer new initiatives both targeting high economic growth and inclusion.

### ***Information Advice and Guidance***

The provision of IAG by ULRs linked to supported learning and skills opportunities remains a core function of the ULF and is unlikely to change. IAG is recognised as important but the interventions at government level to provide it are very patchy. Better routes may emerge through the gradual devolution of skills and associated budgets – but again the costs of providing a major service for all employers is too high to anticipate any major changes to what is available in most workplaces. IAG is also important for ensuring people can manage their careers, recognise the skills they do (and do not) have and how to develop and market these effectively to employers. UNISON already has policy in this area.<sup>12</sup>

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<sup>12</sup> A Careers Service for Future Success: Excellent careers information, advice and guidance are integral to helping young people achieve their ambitions. <https://www.nusconnect.org.uk/resources/a-careers-service-for-future-success>

## 5. CHANGES WITHIN THE WORKPLACE

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### 5.1. Introduction

Decisions about what training a person chooses to take or what areas of skills are needed by an employer in their workforce are not taken in isolation. In our earlier Policy Review section we looked at how external forces such as digitalisation, an ageing workforce and the changing world of work are impacting on the UK and how government, employers and social partners are attempting to respond.

In this section we look in particular at the employer context. Employers have a major vested interest in ensuring their workforce is sufficiently skilled to do the tasks required of them and further that it has a learning environment in place that ensures it can grow the areas it sees as important. On top of this, particularly for larger employers there is a growing recognition of a need to ensure that the sector it is engaged in and has a pool of employable potential labour to recruit from – hence the government push on T-Levels and Apprenticeships. Both of which are a recognition that the market for training on its own - just relying on employers to train - won't provide the workforce that will be needed in the future.

Undergoing a period of training/learning is not always a simple choice. Where it is required to work/remain in a certain role (health and safety, response to legislation etc.), decisions as to whether to train can be straightforward and are often employer-driven and employer-enabled. However at other times the decision will largely depend upon the individual's circumstances, aspirations and feelings about the future. In other words – how willing are they to make an investment of time/money/effort for their future? How confident are they that this investment at this time makes sense?

If individuals fear redundancy this can be a motivator – but it can also deter people from making decisions whilst they feel they are 'in limbo'. Where major redundancies are taking place often large scale training programmes can be provided where many staff can up-skill. But this is an unusual example – precisely what motivates an individual at a certain time to train is very difficult to pin down. Experienced trainers will often cite that there can be only specific 'windows' where individuals are open to learning new things. Having an offer available therefore and easy to access when it is needed/desired is an important role of the ULF in many workplaces.

To explore this field, the UNISON survey examined members' experiences of changes within the workplace. More specifically:

- Changes that had occurred within their workplace over the last 3 years
- How likely they felt it was that they would be made redundant within the next 3 years
- To what extent they felt technological automation is putting public service jobs at risk

- How they felt about the future of work as it is likely to affect them
- How satisfied they were with their current job.

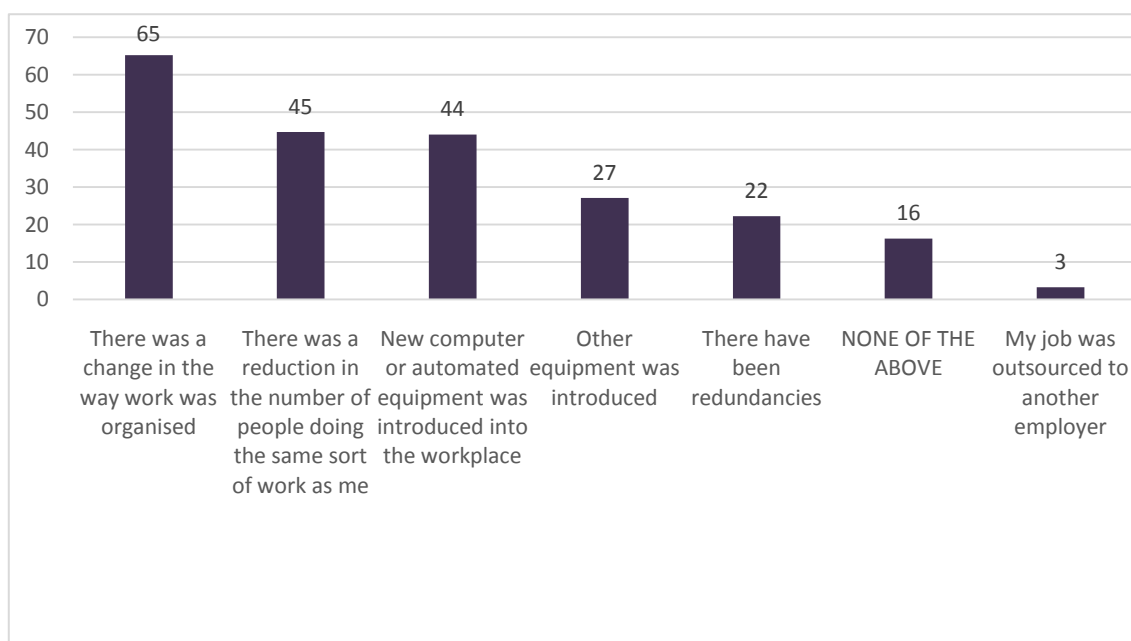
Taken together, these questions provide an all-important context. It enables us to see how their working life is evolving (if it is); what kinds of pressures they feel their role and perhaps their job/sector is being placed under and what kind of future it has; whether the changing world of work is impacting on them and just how they feel about the future. Further it includes a look at just how happy they are in their current role and whether this is impacting on training and learning decisions.

## 5.2. Nature of changes observed

It is clear that the majority of respondents (84%) have observed at least one of the changes we listed in the survey within their workplace over the last 3 years. Most commonly, this was change in work organisation, reported by around two-thirds (65%) of respondents. While the survey did not explore precisely what this change involved, other research suggests that this might include changes in organisational structures, such as through public sector responses to Austerity. In addition to changes in work organisation, other changes included:

- Reduction in the number of people doing the same sort of work as me (45%)
- Redundancies (22%)
- Their specific role being outsourced to another employer (3%)
- New computer or automated equipment was introduced into the workplace (44%)
- Other equipment was introduced (27%)

**Figure 1** Within the last three years, have any of the following changes occurred at your workplace?



*Base: All respondents (35,626). Multiple response: % of respondents*

The vast majority of respondents from all parts of the public sector, reported at least one form of workplace change (Annex Table 20) although those working in utilities (89%), local government (89%) or police and justice (90%) were *most* likely to report any changes. However, even within schools (78%), health care (82%) and social care (83%) - where respondents were least likely to report change – more than three-quarters of respondents did so. Patterns were such that:

- Work organisation was the most common change observed across all sectors.
- The biggest variation across sectors was in the percentage of respondents reporting redundancies within their workplace. Respondents working in further and higher education (42%) were most likely to mention this, closely followed by utilities (39%), local government (38%) and transport (35%). By contrast, redundancies were far less commonly reported by respondents working in healthcare (7%).
- While not necessarily a consequence of redundancy, more than half of all members working in local government (56%), police & justice (55%), environment (54%) and utilities (51%) reported that the number of people doing the same sort of work as them had declined over the last 3 years. This may have occurred due to 'natural wastage' but potentially could be a source increased workload (and stress) for remaining workers.
- Computer or automated equipment was more frequently mentioned by members working in police & justice (37%) than other sectors.
- Whilst relatively few respondents reported that their job had been outsourced to another employer this was at least twice as common in utilities (11%) than in any other sector.

In terms of Contract type, those in more stable forms of employment and working regular, longer hours were most likely to report changes within their work place (Table 19). By contrast, agency workers and those on zero hours contracts – that is, potentially those with the shortest tenure – were least likely to observe any of the changes mentioned.

The percentage of respondents reporting at least one of the workplace changes explored in the questionnaire did not differ substantially by demographic characteristic such as gender, age and ethnic origin; although the youngest and least qualified workers were less likely to report changes than their older colleagues, again - probably linked to length of tenure (Table 17, Table 18 and Table 20).

Members working in Northern Ireland were less likely than members living in other regions to report workplace change (Table 21) although the majority (74%) had witnessed at least one form of workplace change. Redundancies were most commonly reported in Greater London (29%), Northern region (29%) and West Midlands and less commonly in Northern Ireland (8%).



### 5.3. Fear of redundancy

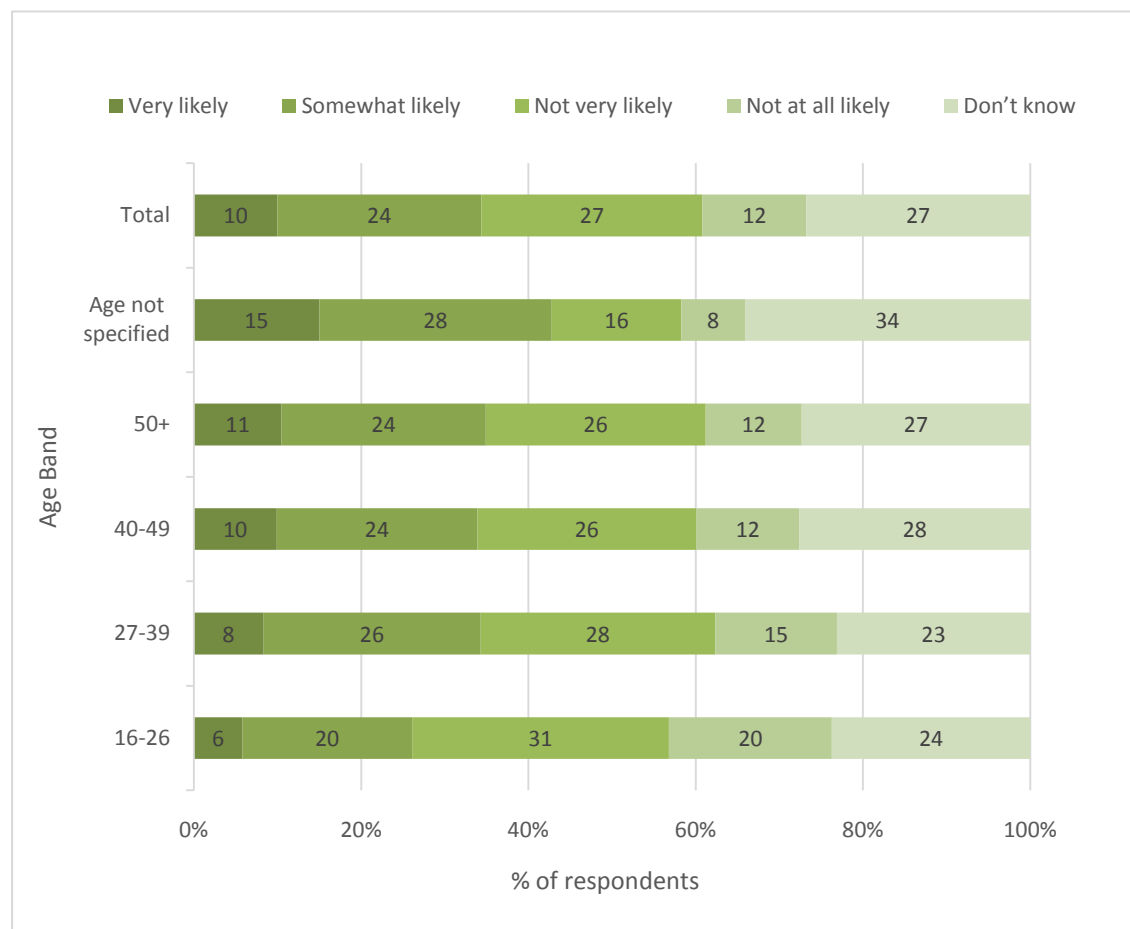
Central Government cuts to the funding of public services such as local government, education and health have contributed to large scale redundancies in recent years. According to the Office for National Statistics redundancy levels across the whole economy have increased over the last year with 104,000 redundancies reported during the second quarter of 2019<sup>13</sup>. Workers are also currently at marginally greater risk of redundancy than 12 months ago, reflected in a steadily rising redundancy rate. This, along with uncertainty over the UK's membership of the European Union and warnings of an impending recession, is the wider context contributing to workers' unease reflected in this survey.

Respondents were asked how likely they felt it was that their position could be made redundant in the next 3 years. Overall, around one third (34%) felt that it was 'very likely' or 'somewhat likely' that their position would be made redundant over this period (Figure 2).

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<sup>13</sup> <https://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/redundancies/timeseries/jww4/lms#>

**Figure 2**      **How likely is it that your position could be made redundant within the next 3 years?**



Base: All respondents (33,337)

Perhaps unsurprisingly respondents who had observed redundancies within their own workplace over the last three years were more pessimistic about the future employment prospects than those who had not<sup>14</sup>. This is also reflected in the relatively high levels of pessimism expressed by respondents working in sectors that were most likely to be associated with recent redundancies: half (50%) of local government workers taking part in the survey thought their position was at risk of redundancy with similarly high percentages in utilities (49%) and further and higher education (44%). Health care workers felt most secure in their work although even here, one-in-five (20%) felt at risk (Table 24).

Young people (aged 16 to 26) are somewhat less likely to feel at risk of redundancy even when other demographic factors are taken into account. Otherwise, the percentage of members who feel their position is likely to be made redundant is not very different across age groups, gender and ethnicity although members describing their ethnic group as Black/Black British were least likely to think that they would be made redundant. Gay, lesbian and bisexual respondents were slightly more likely than

<sup>14</sup> 61% of respondents who had reported redundancies at their workplace in the last 3 years thought it was 'very likely' or 'somewhat' likely that their role would be made redundant in the next 3 years.

those describing themselves as heterosexual or straight, or preferred not to reveal their sexual orientation to think it “likely” that they would lose their job over the next 3 years (Table 22).

Interestingly, qualifications are positively associated with perceptions of risk of redundancy (Table 23). This relationship persists even when other personal characteristics are taken into account. It is not clear why this should be the case since people with higher qualifications are less likely than those with lower qualifications to be unemployed<sup>15</sup>. It could be that employment characteristics are a stronger predictor of redundancy concern than personal characteristics and this is certainly something that could be explored further. Our initial analysis (Table 23) reveals that:

- Members working full (34%) or part-time (36%) are more likely than those on zero hour (26%) to feel at risk of redundancy.
- Those on fixed term or temporary contracts (40%) and permanent jobs (33%) are more likely to feel at risk than agency workers (26%)
- No difference in perceptions between out-sourced and other workers.

Mirroring the results to the question about redundancies in the workplace, respondents from Greater London (42%) and West Midlands (41%) were most likely to feel at risk from redundancy and those from Northern Ireland (19%), least likely<sup>16</sup> (Table 24).

#### **5.4. Reasons underpinning fear of redundancy**

When asked to select one from a selection of six reasons why respondents felt at risk from redundancy, ‘changes within the business or organisation’ (78%) was highlighted by the most number of respondents. This was followed by ‘changes in the broader economy’ (23%), ‘technology reducing the need for people doing my type of work’ (9%) and ‘changes in my personal capacity’ (4%). Just 2% said they ‘didn’t know’ and 7% volunteered ‘other reasons’. While the broad ranking of these results was replicated across all sectors, some reasons were more frequently mentioned in some sectors than others (Appendix Table 28). For example, ‘technology will reduce the need for people doing my type of work’ was mentioned by a quarter of respondents who thought redundancy likely who were currently working in utilities (23%). By contrast, this was rarely identified as an issue among those working in schools (2%).

The broad pattern of responses also held by personal (Appendix Table 25 and Table 26) and employment (Appendix Table 27 and Table 28) characteristics, and region (Appendix Table 29). The most notable differences were that:

- Youngest members (15%), those identifying as transgender (15%), those from an Asian/Asian British background (13%) and members with no or low level

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<sup>15</sup> According to the ONS, 2% of the 16 to 64 year olds who held a qualification at Level 4 or above was unemployed. This compares to 4% of those with no qualifications and 5% of those with qualifications below Level 2. See <https://www.ethnicity-facts-figures.service.gov.uk/work-pay-and-benefits/unemployment-and-economic-inactivity/unemployment-by-qualification-level/latest>

<sup>16</sup> This result persists even when other demographic characteristics are held constant.

qualifications (12%) were more likely than members with other characteristics to believe that technology will reduce the need for people in their kind of work.

- Changes in personal capacity was more likely to be identified as a source of redundancy concern by members on zero hour contracts (13%), agency workers (13%) and those living in Northern Ireland (13%). Unsurprisingly, members with a disability (9%) were three times more likely to fear redundancy for this reason than those without a disability (3%). Furthermore, members from an Asian/Asian British (9%) background were as likely as those with a disability to fear that changes in their personal capacity could lead to redundancy.

More than 800 members responded to an open ended question inviting them to elaborate on their reasons for feeling that their position could be made redundant. The responses show that the vast majority feared redundancy due to government funding cuts or other financial reasons. With Central Government funding for public services having fallen during Austerity, it is perhaps no surprise that respondents were concerned about future reductions in funding. For example, the Local Government Association has identified a decrease in UK Government funding of almost 60% for local authorities in England and Wales between 2010 and 2020.<sup>17</sup> This has had an inevitable impact on the numbers employed in public services.

These cuts had prompted members working in services that were directly funded from Central Government (such as local government, schools, police service, hospitals) as well as projects and programmes that were commissioned from public sector institutions to raise this as a concern. Whilst the vast majority of responses were short (e.g. “budget cuts from local council” and “funding being cut”) a few offered a little more insight into the implications of the cuts – and the expectation of further cuts in future:

*“We are contracted by a local authority who will probably cut funding even more than they have already. This will mean that the service we provide will be taken in-house to the authority or another organisation will bid for the tender and get it.”*

*“The police service are getting less and less money from the government and therefore is required to make a saving on the budget. This usually comes in the form of redundancy. In 30 years of service, I have been in the pool for redundancy twice due to budget cuts and streamlining.”*

*“There are more budget cuts to be implemented. Due to this redundancies have occurred in the past. I have had my contract changed on several occasions and had to go through interview to remain in my job.”*

It is clear that the cuts are making members delivering non-statutory services, working in ‘back-office’ functions (e.g. HR) or roles that they feel are under-valued by managers

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<sup>17</sup> LGA briefing: Debate on local government funding, House of Commons, Tuesday 15 January 2019 (Report). Local Government Association. 11 January 2019. <https://www.local.gov.uk/parliament/briefings-and-responses/lga-briefing-debate-local-government-funding-house-commons>

(for example, teaching assistants) feel particularly vulnerable. This seems to be the case across all public services. Examples of responses from particular sectors are:

### ***Health***

*"I work with in a hospital but not in a clinical role so I feel there is always a risk that my job may not be seen as essential."*

*"Lack of funds within the NHS - I work in corporate area where it is easier to dispose of staff as a cost saving. It's not a strategic decision its all about balancing the books for that year so that the NHS bonus is paid for achieving yearly control total."*

*"As I work for the NHS we are under CONSTANT threat of redundancy due to an increasing lack of proper financing. Consequently the Trust I work for, in common with all others, is always looking for ways to save money and back office functions are an easy target!"*

### ***Police & justice***

*"Cost and other forces have got rid of PCSO completely."*

*"Role is changing and other forces have made their pcso's redundant".*

### ***Local government***

*"Council has not enough money from Central Government to pay for non-statutory posts like mine."*

*"I am a Librarian - seen as an easy target for spending cuts and portrayed constantly as irrelevant in the modern world."*

*"Government asking Council budgets to be slashed therefore Council measures to implement savings. Restructures in the organisation are forcing early leavers or redundancies in services. Libraries, where I work, are under pressure."*

### ***Schools***

*"Reduction in TA workforce caused by reduced school budgets (in real terms) set by the government."*

*"We are always being told that the school governors don't think t.a's are needed and they will be cutting the amount of t.a's in the school."*

The cuts have implications not only for those who are made redundant but also for those that remain, often working in difficult circumstances and covering the workload of staff who are not replaced:

*“General feeling in dept. is that new manger is there to slash staff and skills. Reducing capacity of work in dept. Feels like it's all going to collapse fairly soon.”*

*“The college does not value the work that I do, it does not support it in any significant way. Overall it tends to be somewhat myopic in its management of resources and neglects many fundamental needs.”*

*“My job has already been at risk. One of our team has gone, hours have gone down to 15hrs per week, before it was 20hrs. We don't have staff to do our work, each day gets harder as doing your work and doing the work of 2 or 3 people. I think because I have been there for more than 10 years, they maybe look at it all again. Company doesn't work the same anymore, not as caring to staff anymore.”*

The other main cluster of responses was related to lack of certainty about continuation of funding. For some, this was about falling numbers of service users – for example falling numbers of school-age children in some localities, care workers supporting a single client, or those working for elected representatives who are at risk of losing their job if their employer is not re-elected.

*“I support a student who has a degenerative condition which may prevent them attending school in the future.”*

*“I work in a local authority run school. More schools have been built nearby and the school I work for received a negative Ofsted report. Numbers of children enrolling have dropped. The numbers have dropped from 450 down to 299 within the last year (since the Ofsted report).”*

*“I employed as a Communicator Guide/PA by a Deafblind lady who is ill. If her health deteriorates I will be made redundant.”*

*“I work for an MP in a marginal seat. If there is an election, he could lose.”*

For others, concerns about continuity of finance are not exclusively concerned with Central Government but also Big Lottery or other charitable funding, and European funding, which the UK will potentially become ineligible for, should it leave the European Union.

*“I am working on a five year project which comes to an end at the beginning of next year. We are unsure if we will get continuation funding yet or, if we do, whether we will have to re-apply for our jobs.”*

*“My team is working on a 4-year fixed time project and we are not very sure of our fate when the project ends. Also, some number of staff are only needed on the project for two years and it has not yet been specified who those doing only the two years are.”*

Poor service reviews or inspections were also a source of job insecurity for some:

*"I work in a local authority run school. More schools have been built nearby and the school I work for received a negative Ofsted report. Numbers of children enrolling have dropped. The numbers have dropped from 450 down to 299 within the last year (since the Ofsted report)."*

*"I work in the asbestos section of CEC and think the section might become no longer required following an HSE improvement notice and work being out sourced."*

*"Residential home has had 2 very negative reports."*

Government policy, often, but not always, linked to austerity, was another reason why members thought they might be made redundant. These factors include:

### ***"Brexit"***

*"My work is based within EU recruitment (as well as other markets) - depending on the after effects of Brexit, my job could be in real jeopardy."*

*"Brexit is likely to be bad for higher education, it's possible that things will get so bad that there will be a lot of compulsory redundancies. I don't think I would be high on the list of people to go, but I am not completely optimistic."*

*"I deal with EU funding - might not be around for that much longer!"*

### ***Privatisation and out-sourcing***

*"(xxxx)CC making service private like already done to day services (e.g.(xxxx)) or just closing like have done to other homes."*

*"Virgin care may rule then."*

*"Out sourced company wishes to dismiss current staff on a living wage to take new staff on minimum wage under SOSR."*

*"We are contracted by two local authorities to deliver a local infrastructure service and voluntary and community sector support service. Those contracts have an extension opportunity and then will be subject to a re-tender process. Local authority cuts could impact contract extension and contract renewal."*

*"Contract for care is up for renewal on the place where I work and if my current employer loses contract no guarantee that the next company will agree to take the existing staff over!"*

*"You get the feeling that the way they are re-organising lack of investment in personnel at the lower levels that they are and would be even more economical to outsource a certain level of work. They have not said this directly, but it points towards this."*

*“The reduction of youth work across UK as it is outsourced to voluntary sector who have no capacity or skills to match our delivery.”*

### ***Mergers with other organisations***

*“Possible CCG mergers, budget reduction, further integration with the Local Authority.”*

*“5 local authorities in bucks being combined into one unitary authority.”*

*“Merging back office functions of multiple organisations.”*

### ***Closure of work places***

*“Campus is closing due to competition in the area and the decline in the numbers of people applying to do nurse training (due to the introduction of fees and removal of the bursary).”*

*“There is speculation that my small, rural school could close.”*

*“Closure of police stations.”*

### ***New legislation and/or regulations***

*“Political uncertainty in the energy sector, perpetuated by both Conservative and Labour parties has resulted in all energy supply jobs being made at risk. The Tory price cap (as well as other factors) has led to unsustainable profit margins (my firm is projected to make a loss from 21/22) and the Labour 'half-renationalisation' will result in a two tier employment structure in energy supply.”*

*“Much of the particular work that I do is likely to not be required very often in the future as a result of proposed legislative changes. There are currently 2 full time equivalent posts doing this work. Once that work ceases or diminishes, the residual work can be done as part of a combined job (as happened before case law caused local authorities to recruit people to specialise in it).”*

### ***Introduction of Universal Credit***

*“Government rules – I work in Housing Benefits – Universal Credit will take over this role & this will be undertaken by DWP (a Government based dept) & not the LA.”*

*“The roll-out of Universal Credit will see a downturn in Housing Benefit & Council tax Reduction applications which will reduce our work load.”*



## **Management**

Other reasons for fearing redundancy were related to respondents' relationship with their manager or other colleagues. Occasionally, this involved harassment or bullying.

*"Manager bullying or picking at me because she is a friend to my ex-wife."*

*"Feel I'm being bullied out of my role."*

*"I feel that I will have to leave my job due to bullying and harassment directed at me from within the team."*

One member who had challenged management reported the consequences.

*"I don't think the work I do is valued. In the past, I have also been a "thorn in the side" of some management, because I have raised important issues."*

*"I challenged my employer over their refusal to pay front line employees their annual leave entitlement. Ever since that challenge, which resulted in them having to pay seven employees 12 months of entitlement they've tried to fabricate reasons to end my employment. Some employees were denied more than five years' worth of pay."*

Some members had a poor perception of managements' effectiveness:

*"General feeling in dept. is that new man(a)ger is there to slash staff and skills. Reducing capacity of work in dept. Feels like it's all going to collapse fairly soon."*

*"A new chief exec who has different idea of running the company - restructuring the company in a way I've never seen in over 20yrs. Pretty disgraceful actually."*

*"The new managers don't care about their staff and make them work all hours for nothing. They don't support you."*

*"Gang-like group of middle managers with non fit for purpose HR and no reprisals for blame culture that has developed to cover incapability in those said managers."*

## **Health**

Negative consequences for members' health were reported:

*"I am currently signed off work due to mental health issues exacerbated by my job. I may not be able to return to work."*

*"Been placed on redeployment through sickness due to having a breakdown due bullying on the ward."*

## ***Restructuring and re-staffing***

Restructuring was another source of insecurity especially when managers were perceived to be implementing a specific recruitment strategy that disadvantaged existing staff.

*“Academy trying to employ younger people with degrees and phasing out staff who have been employed for a long time.”*

*“I am over 50; long serving in local government and that makes me feel vulnerable. The work culture suggest a preference for younger people.”*

*“Too many middle class graduates/business interns/millennials - the middle class brass with "uni" degrees associate with people who remind them of themselves or their children rather than someone who has worked their way up!”*

*“New management who seem to want the original staff out and their own in.”*

*“Cheaper employment from abroad.”*

*“I do believe that I have not been taught how to use the technology provided correctly this will eventually enable the section to make me redundant.”*

.... as was the use of lower qualified, and ostensibly cheaper staff, to perform roles that were previously performed by qualified workers.

*“The reduction of youth work across UK as it is outsourced to voluntary sector who have no capacity or skills to match our delivery.”*

*“Our CEO acts as though Admin people are pointless, worthless and keeps putting recruitment freezes on. Every time someone leaves, they are not replaced or are replaced with a band lower. As the only Band 4, they will make me redundant or downgrade me.”*

*“Unqualified and band 5s doing the work.”*

*“Headteacher employing lower level teaching assistants.”*

*“Removing one tier of job in the work structure and passing more responsibility to lower positions to save money. Reducing numbers through natural wastage and not replacing them. Clear intention at reducing either the staff or their pay and to increase the responsibility.”*

However, some over-staffing was also an issue for some.

*“Over staffed.”*

*“Structure changes, less work, and too many staff.”*

## ***Introduction of Technology***

Technological change was a cause of job insecurity for a small number of members.

*“Move to online will mean less call centre staff.”*

*“Very poorly supported workplace where 2/3 of workforce already reduced because of technology changes taking away jobs and unhealthy attitude of sourcing staff heavily impacting on work environment, especially for existing part timers.”*

## ***Age and skills***

Some members who felt vulnerable made a link between their skills and age ...

*“Younger, more highly trained, tech-saving staff coming into the workforce.”*

*“Computer skills needed for my job role, criticism of my age.”*

*“I am older and I am aware the youngsters are arriving with more up-to-date skills.”*

## ***Personal factors***

Finally, members volunteered a range of personal factors that contributed to their perception that they could be made redundant within the next 3 years. Within this cluster, age was most frequently mentioned. This was either because they were voluntarily considering retirement:

*“I am due to retire next year. Hardly anyone is replaced once they leave. I expect they will take on an apprentice or a volunteer to do my job but they probably won't employ anyone on a permanent basis.”*

... or because they felt being older made them particularly vulnerable to redundancy.

*“Currently working 15 hours as retired and returned, with new technology being introduced I doubt that my position will continue. I am probably going to retire permanently, my choice.”*

*“I am now 65 years old and feel that it's quite possible that they will make me redundant to make savings due to the ongoing austerity position of the government.”*

*“Management are asking older staff if they plan to retire.”*

*“Ageism”*

Other personal factors cited by respondents included:

### ***Ill-health or disability***

*“Am currently off sick having had an operation 2 months ago and will be off for a further month. Have had a review meeting which stated effectively that if I hadn't returned back to work after the next month (and as I am having post-surgical problems this could be likely as cannot see my surgeon for a month) then I will be reassessed to see if I can continue my employment.”*

*“I have an industrial injury I have been fighting since (xxxx) and I have deteriorated a lot since then. My walking is now compromised both legs. I now suffer from (xxxx) that is debilitating and disabling. I have (complications) and I am in pain every day and sometimes I can't walk or get out of bed but I still brave it and go back to work...” (modified to ensure anonymity)*

### ***Lack of developmental or progression opportunities***

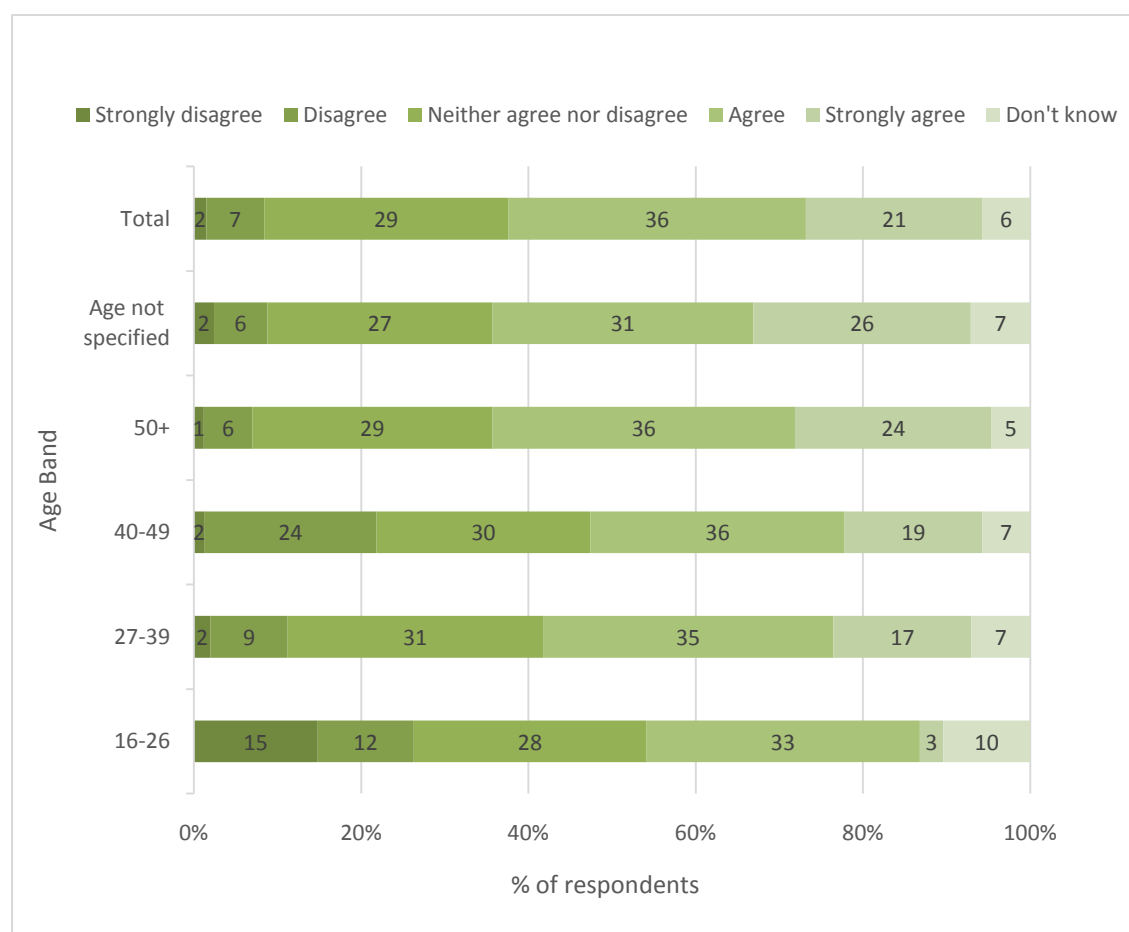
*“The institution that I work does not offer the opportunity to grow professionally.”*

*“My peers being developed, and lack of real development opportunities for me.”*

## **5.5. Technological automation**

This issue of technological change was explored further with respondents asked, “To what extent do you agree that technological automation is putting public service jobs at risk?” Overall, 57% of respondents either strongly agreed (21%) or agreed (36%) with this statement. Less than one in ten (9%) either ‘strongly disagreed’ (2%) or ‘disagreed’ (7%) with the statement, around 3 in ten (29%) ‘Neither agreed nor disagreed’ with it and 6%, ‘didn’t know’ (Figure 3).

**Figure 3 Automation uses computer technology to carry out tasks previously performed by people. To what extent do you agree that technological automation is putting public service jobs at risk?**



Base: All respondents (33,328)

The results suggest that UNISON members are more concerned about the threat of automation than workers generally across the UK. Whilst not strictly directly comparable because of differences in the phrasing and scope of the question, a recent study of the UK workforce commissioned by PWC found that 28% of respondents agreed that “automation is putting jobs at risk?” considerably lower than the 57% UNISON respondents who felt that “technological automation is putting *public sector* jobs at risk”. The PWC study found UK workers were relatively more relaxed about technological change than workers in the US (42%) and Germany (33%).

The percentage claiming technological change was putting public service jobs at risk was fairly uniform across most personal (Appendix Table 30) and employment (Appendix Table 31) characteristics but with one or two exceptions. The most notable of which were sector (Appendix Table 32) and age:

- More than two-thirds (68%) of utilities workers and two-fifths (61%) of respondents working in further and higher education felt this was an issue compared to half (51%) of those working in police and justice;
- Members from a Black/Black British ethnic background (65%) were significantly more likely than members from other ethnic groups to agree with the statement and had the highest percentage of any characteristics to 'strongly agree' (32%); and
- The percentage of respondents agreeing with the statement increased with age with those aged 50 and over (60%), 12 percentage points more likely to agree than those aged 16 to 26 years (48%).

Other differences, where they existed, were less pronounced *within classifications* but nevertheless, they suggest that the following were the most likely to agree with the statement: disabled workers (61%), those with qualifications below Level 4 (60%), agency workers (61%), out-sourced workers (60%), and those living in Greater London (61%) Scotland (61%).

## 5.6. Feelings about the future

Members were also asked about how they felt about the future of work. More specifically, they were asked to choose which of the following four statements most closely described how they felt about the future of work as it was likely to affect them. Did they feel *mostly*?:

- Excited – I see a world full of possibility
- Confident – I know that I will be successful
- Worried – I'm nervous about what the future holds
- Uninterested – I tend not to think too far ahead

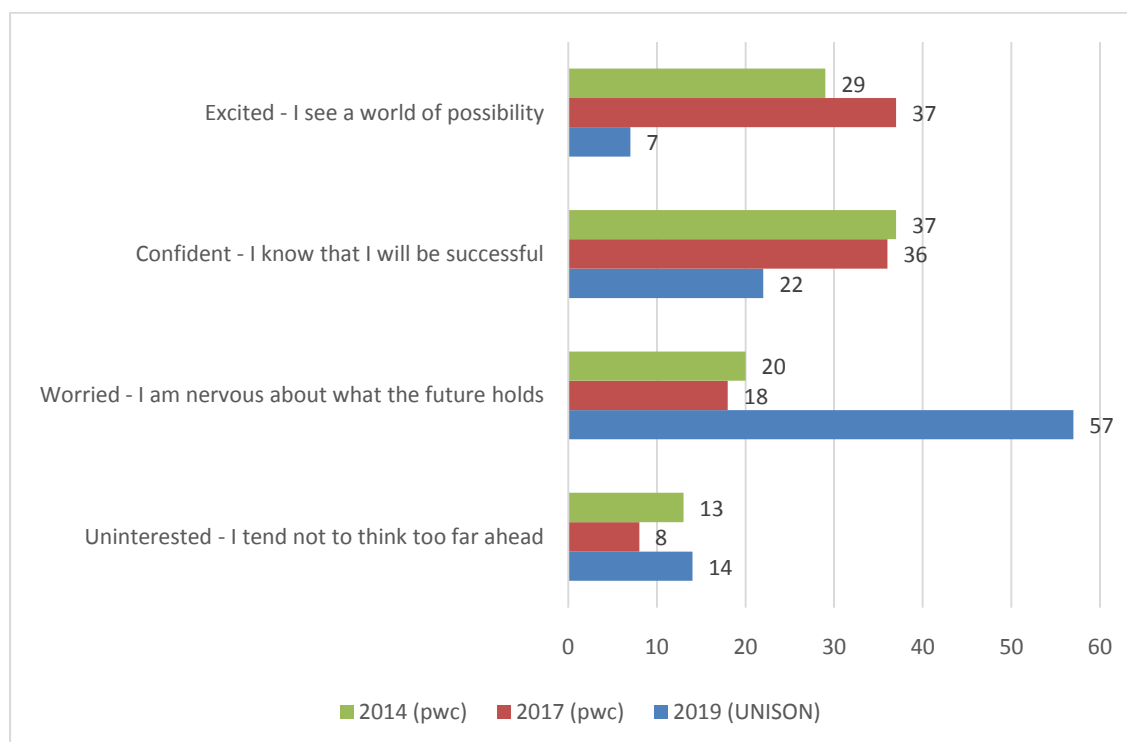
Overall, most respondents (57%) selected "worried" with fewer choosing "confident" (22%), "uninterested" (14%) and "excited" (7%). Figure 4 presents these results alongside those of a global<sup>18</sup> study of the general public commissioned by PWC in 2017 and 2014. The PWC report, "Workforce of the future: The views of 10,000 workers"<sup>19</sup> found much higher levels of positivity than is evident among UNISON members. The most notable difference is in the share of respondents reported that they were "worried": UNISON members are almost three times more likely to say they are worried about the future than workers globally in 2017.

Unfortunately, the only UK statistic reported for this measure in the PWC report is for the percentage who were positive about the future in 2014 and 2017. This is an aggregate measure incorporating those who were "excited" or "confident" about the future. Comparing these results reveals that UNISON members are considerably less likely to be positive (29%) about the future than average across the UK in 2014 (42%) and 2017 (45%).

<sup>18</sup> Just over 2,000 people were surveyed in each of China, India, Germany, the UK and the US.

<sup>19</sup> <https://www.pwc.com/gx/en/services/people-organisation/workforce-of-the-future/workforce-of-future-appendix.pdf>

**Figure 4** When you think about the future world of work as it is likely to affect you, do you feel MOSTLY ...?



Base: All respondents (34,547)

Patterns by respondent characteristics were such that:

- 'Worried' comprised the largest group across all characteristics. By personal characteristics (Appendix Table 33), women (58%) tended more likely to be worried than men (53%) although it was disability (66%) that was most closely associated with being worried about the future. By contrast, members aged 16 to 26 (48%) and those from Black/Black British (46%) were least likely to be worried. Interestingly, those on the most flexible employment contracts (Appendix Table 34) such as zero hour contracts (48%) or agency workers (42%) were least likely to be worried. The percentage of worried workers varied little by sector and region (Appendix Table 35) although health care (51%) workers and residents living in Northern Ireland (46%) were less likely to be worried than workers in other sectors and regions.
- 'Confident' comprised the second largest group among most characteristics. Men (25%) were more likely to be confident than women (21%). Confidence tended to decline with age but rise with qualification level. Disabled members (16%) and those working with no or low level qualifications (17%) are the least likely to be confident about their future. Agency workers (34%) and those from Black/Black British ethnic group (32%) are the most confident about their future.
- The proportion of respondents who were uninterested – that is, tended not to think too far ahead – did not vary substantially by respondent characteristic although it did rise with age to the extent that almost one-fifth (18%) of the older

workers said they were uninterested in the future of work as it was likely to affect them.

- 'Excited' members comprised the smallest group for most characteristics. The youngest respondents (17%) were more likely to be excited than other members although those describing themselves as Black/Black British (13%), transgender (13%) or agency workers (14%) were also more likely than average to be excited about their future.

## 5.7. Satisfaction with current job

Job satisfaction is a fairly standard indicator of the level of happiness of workers. A recent survey of over 5,100 workers for the Chartered Institute of Personnel and Development (CIPD) as part of the *UK Working Lives* (UKWL) series<sup>20</sup> found that 69% of respondents were either satisfied or very satisfied with their job. The survey revealed a clear relationship between occupation level and satisfaction within three-quarters (75%) of those working in the highest social group<sup>21</sup> reporting satisfaction with their job compared with around three-fifths (62%) of workers in the lowest social grades<sup>22</sup>.

This study reveals rather lower levels of satisfaction than the CIPD survey suggesting that job satisfaction among public service employees is lower than average across all sectors of the economy. Overall, the survey reveals that 55% of respondents were either satisfied (42%) or very satisfied (13%) with their job (Figure 5). One quarter (24%) were neutral and one-fifth (20%) were either dissatisfied (14%) or very dissatisfied (6%).

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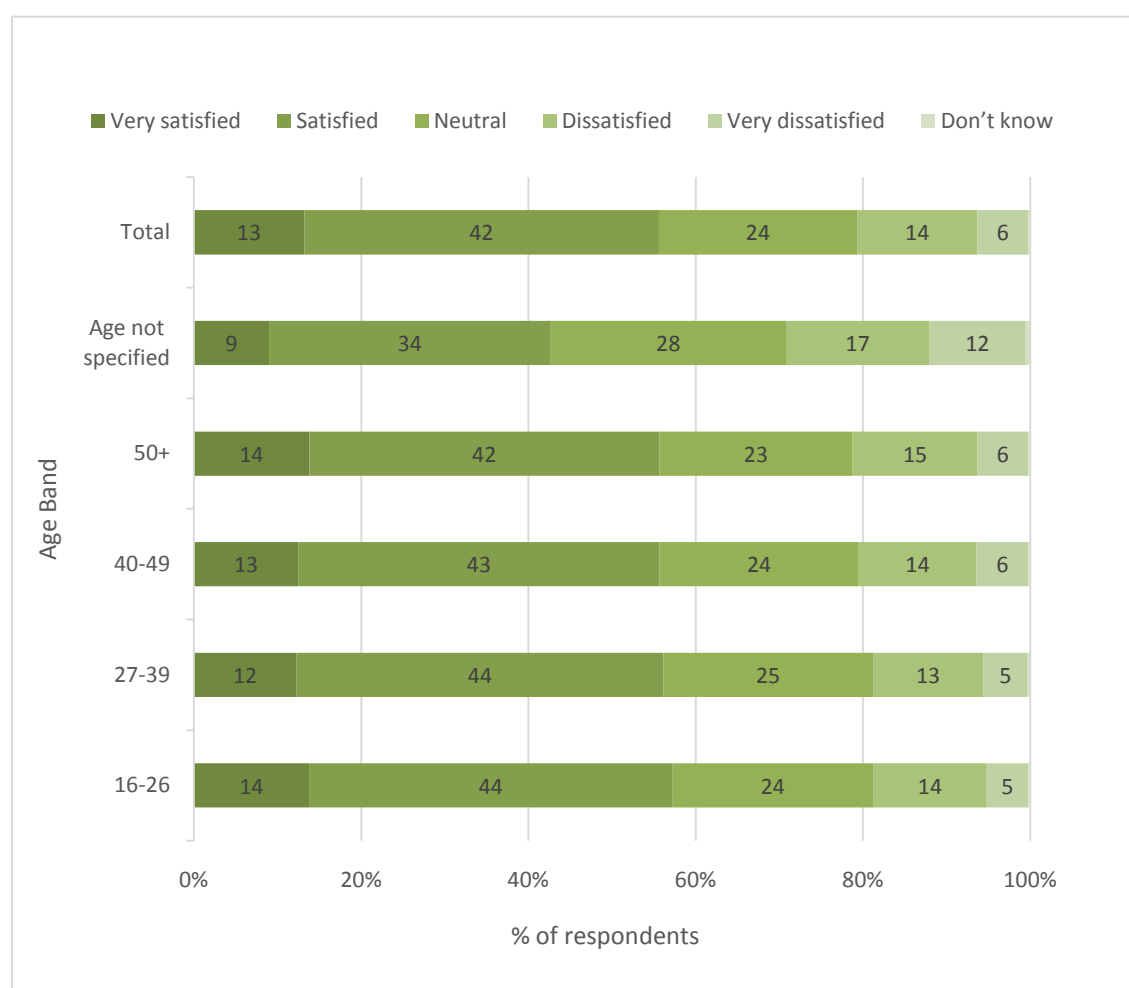
<sup>20</sup> [https://www.cipd.co.uk/Images/uk-working-lives-2019-v1\\_tcm18-58585.pdf](https://www.cipd.co.uk/Images/uk-working-lives-2019-v1_tcm18-58585.pdf)

<sup>21</sup> Higher managerial, administrative and professional (Grade A)

<sup>22</sup> Includes: Semi-skilled and unskilled manual workers (Grade D) and State pensioners, casual and lowest grade workers, unemployed with state benefits only. (Grade E).



**Figure 5 Overall, how satisfied or dissatisfied are you with your current job?**



Base: All respondents (33,338)

Using highest qualification for a proxy to social 'grade', this survey found only a weak relationship between qualification levels and job satisfaction. In fact, satisfaction levels were relatively stable across most respondent characteristics (Appendix Table 36 to Table 38). Interestingly, however, the relationship between satisfaction and proxy measures of job quality and flexibility is more complex than first might appear. While being an 'out-sourced' or 'zero hours' worker is associated with lower levels of job satisfaction, agency workers and those on fixed terms contracts are more likely to be satisfied with their job than those in a permanent positions. The underpinning statistics are:

- 46% of zero hours workers are satisfied with their job compared to 56% of both part-time and full-time workers. Almost one-quarter (23%) of zero hours workers are dissatisfied.
- 48% of out-sourced workers are satisfied compared to 56% of workers who have not been out-sourced. Again, almost one-quarter (24%) of out-sourced workers are dissatisfied with their job compared to one-fifth (20%) of other workers.

- 55% of workers in permanent jobs are satisfied with their job compared to 60% of fixed term or temporary workers and 58% of agency workers.

Workers in police and justice tend to be the most satisfied (61%) and those in social care (51%) the least satisfied. While differences by age, gender, transgender and sexual orientation are small, the survey reveals that:

- Black/Black British (48%) respondents are less likely to be satisfied with their job than those from Irish/White (57%) or Asian/British (55%) ethnic backgrounds. However, Black British (20%) and Irish/White (20%) respondents were equally likely to be dissatisfied. A relatively large proportion of Black/Black British (31%) respondents felt 'neutral' about their job.
- People with a disability (47%) were less likely to be satisfied with their job than non-disabled respondents (58%) and were more likely to be dissatisfied (28%, compared to 19%). Disabled people had a higher level of dissatisfaction than any other group.

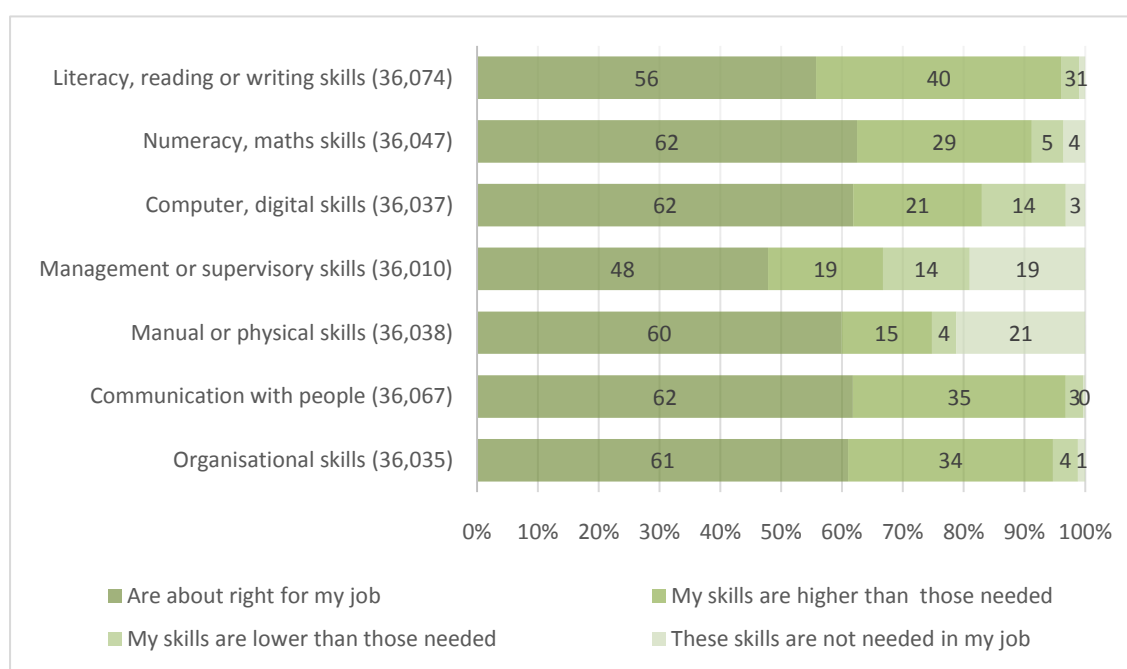
By region, the highest levels of job satisfaction were found in Cymru/Wales (59%) and Northern region (59%) and the lowest in Greater London (50%). Dissatisfaction was highest in the West Midlands (23%) and lowest in Cymru/Wales (17%).

## 6. ALIGNMENT OF SKILLS

This chapter explores the extent to which members' skills and qualifications align with the requirements of their role and the extent to which their confidence in their own skills in areas such as literacy and numbers have stopped them from getting ahead at work. The majority felt that their skills met or exceeded the requirements of their role.

Members were asked how well they thought their skills matched those needed in their current job. Encouragingly, the vast majority of members felt that their skills met or exceeded the requirements of their role **Figure 6** although comparisons between skills are frustrated by differences in the proportion of members who use each skill at work. For example, around one-in-five members were working in roles that did not require management or supervisory, or manual or physical skills.

**Figure 6** How well do you think your ability in the following skills, matches those needed in your current job?



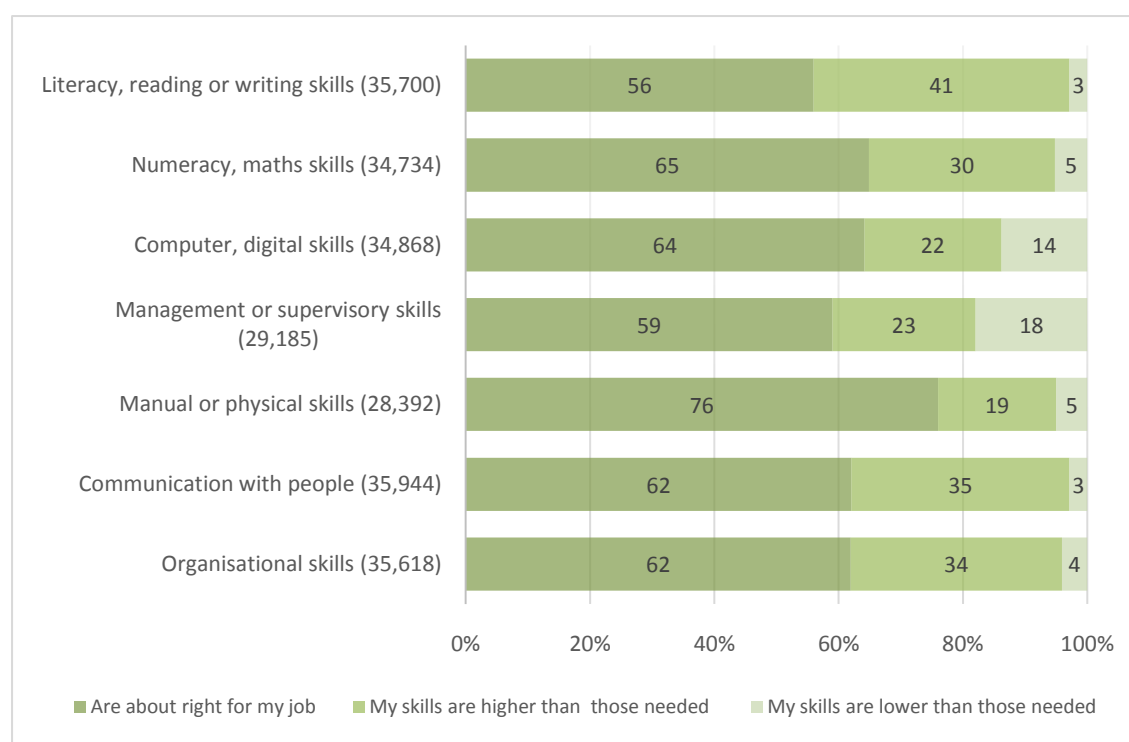
Base: All respondents

### 6.1. Skills deficiencies among those that use each skill at work

Focusing exclusively on members who use each skill at work (Figure 7) does not change the overall picture substantially, but does reveal a fairly considerable skills gap in terms of 'management and supervisory', and 'computer and digital skills' with one-in-seven (14%) members using computer and digital skills at work believing that their level of competencies in this area is below that needed at work.

The skill gap in management and supervisory skills was even greater, affecting almost one in five (18%) members who use these skills at work. These findings echo those of the 2017 UK Employer Skills Survey which found that more than half (53%) of establishments identifying a skills gaps within their workforce reported a deficiency in management and leadership skills and more than one third (35%) identified a shortage in digital skills. The persistence of skills deficiencies within the UK workforce suggest that sub-optimal training is an issue – and subsequent productivity repercussions as well as mental health consequences on individuals’ being asked to perform tasks that they are ill-prepared to perform. As the fourth, so-called ‘digital’ revolution progresses more and more people will be required to acquire and expand their digital competencies – unsurprisingly digital skills was the most common area employers identified a need to improve the skills of their staff over the next 12 months<sup>23</sup>. Furthermore, the repercussions of poor management and supervisory skills cascade into the organisation affecting morale, productivity, recruitment & retention.

**Figure 7**      **How well do you think your ability in the following skills, matches those needed in your current job?**



*Base: All respondents using each skill in their job*

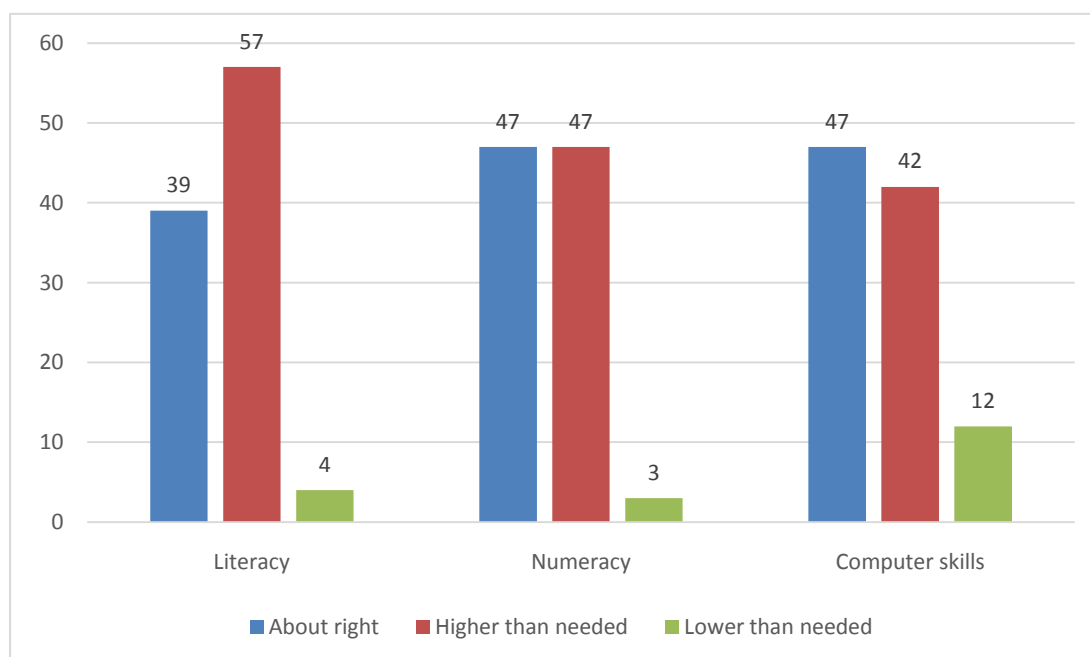
<sup>23</sup> <https://www.gov.uk/government/publications/employer-skills-survey-2017-uk-report>

## Comparison with UNISON Skilled for Work 2011

The 2011 UNISON survey of literacy, numeracy and computer skills asked a similar question, “How well do you think the literacy/numeracy/computer skills you have, match the skills you need at work?”

Comparing the results of the 2011 study to the latest survey reveals similar percentages of respondents reporting their skills to be below the level needed at work. However, respondents to the 2019 study were considerably less likely than those of the previous survey to feel that their skills exceeded the requirements of their job and were considerably more likely to feel their skills were ‘about right’ for their job.

This finding is consistent with rising demand for skills in the workplace and implies a reduction in under-utilization of skills over time (all over things remaining equal).



Exploring the data in more detail (Appendix Table 39 to Table 59) provides further insights into the characteristics of those who feel there are deficient in these selected skills. As might be expected, the main differences were by qualification level and age (Figure 8)

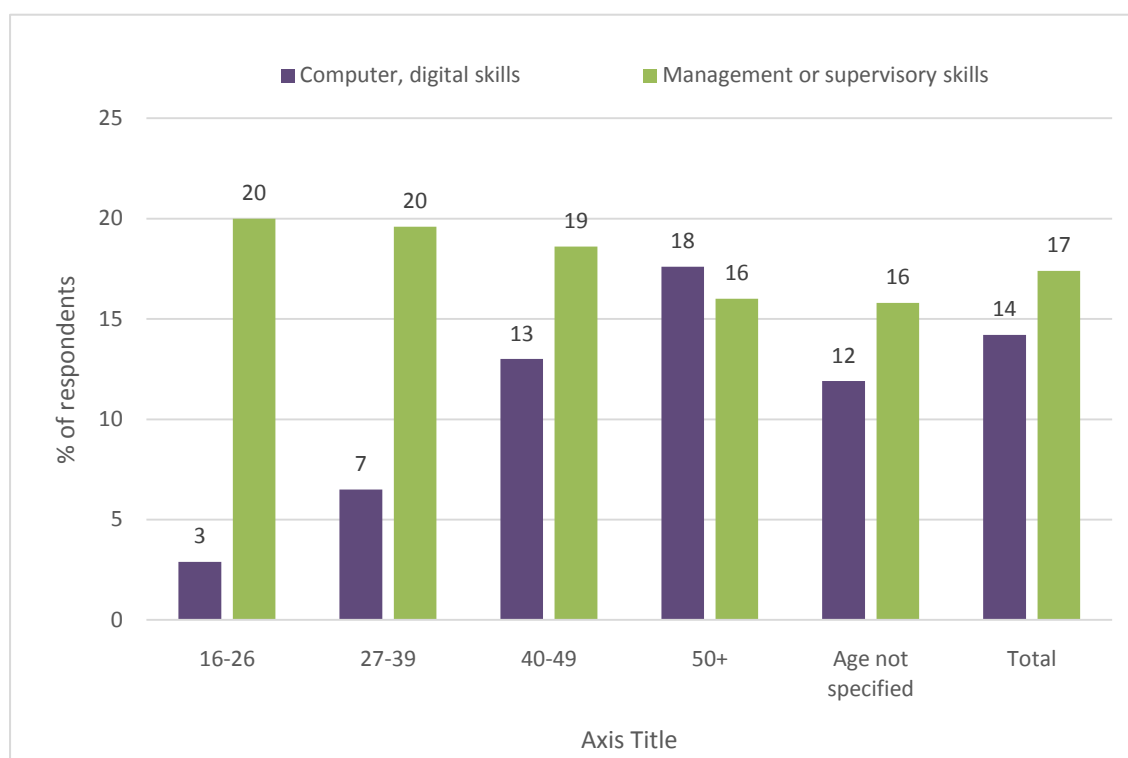
- Members with no or low qualifications<sup>24</sup> were more than twice as likely as those with high level qualifications (Level 4 and above) to report a deficiency in

<sup>24</sup> Below Level 2

computer & digital skills, and management & supervisory skills; and were more than five times as likely to report deficiencies in numeracy and literacy

- UNISON's oldest members (aged 50 and over) were six times more likely than the its youngest members (aged 16 to 26) to report of computer & digital skills but were least likely to report insufficient management & supervisory skills. However, even among this older group, one in six (16%) respondents who needed managerial & supervisory skills at work felt their competencies in this area were below the requirements of their role.

**Figure 8**      **How well do you feel your computer, digital skills match the skills you need in your current job? The % responding that skills are lower than those needed at work**



*Base: All respondents needing each skill at work*

Other patterns by respondent characteristic were less pronounced but nevertheless statistically significant:

- Women were more likely than men to identify a deficiency in numeracy & maths, computer & digital skills, management & supervisory skills and manual & physical skills; but were less likely to identify deficiencies in literacy, reading or writing skills, communication with people and organisational skills.

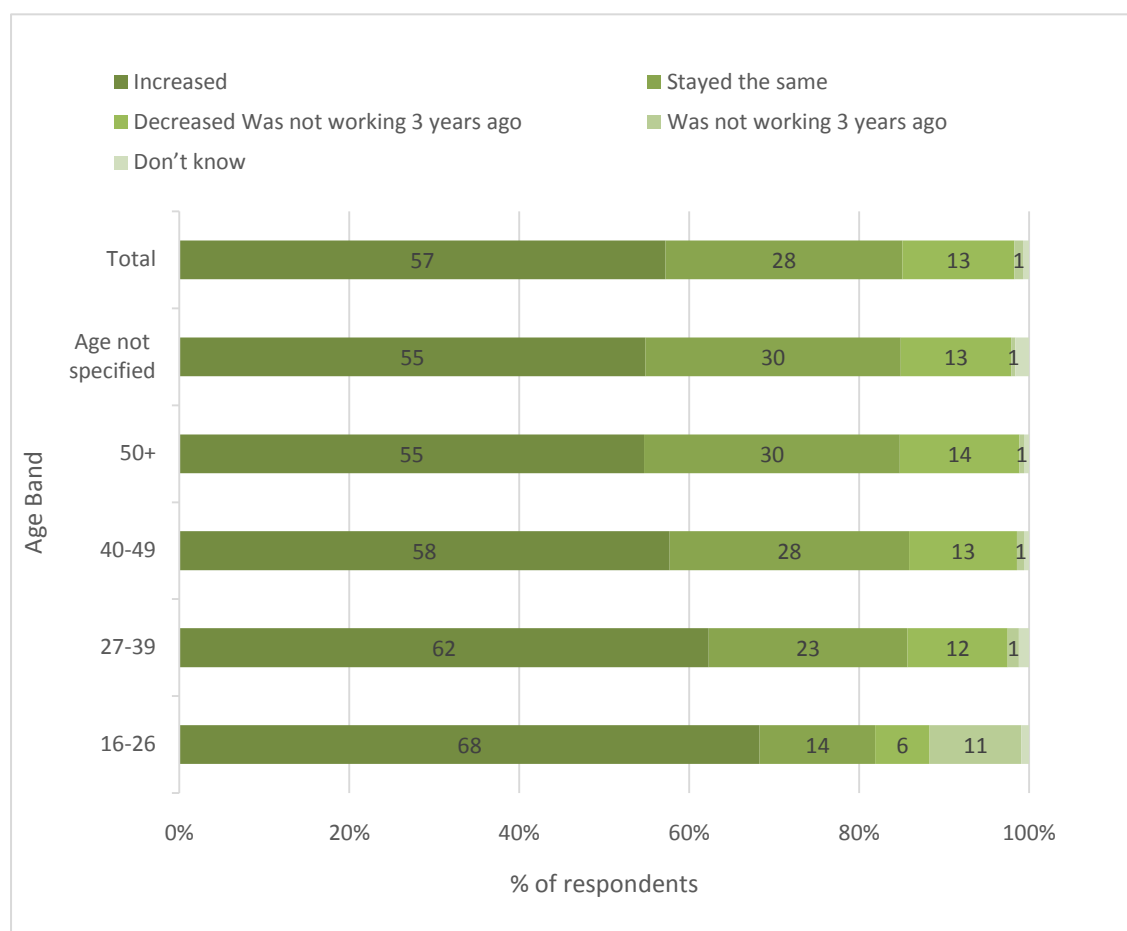
- Members identifying as “Asian/Asian British” or “Black/Black British” or “Other” were more likely than those identifying as “Irish or White” to identify deficiencies across all the selected skills: with the exception of computing & digital skills”.
- Generally, ‘out-sourced workers’, members on zero-hour contracts and agency workers were more likely than average to say their skills were below those needed for their job.
- Members working in schools (21%) were twice as likely as those working in Police & Justice (10%), Local Government (11%) and Further and Higher Education to identify a skills gap in computer & digital skills.
- Members with a disability were more likely to identify a skills gap than those who did not consider themselves disabled.

Overall, however, members were significantly more likely to say that their skills in each area were higher than those needed in their job, rather than below. The finding that the predominant skills issue is one of under-utilisation as opposed to skills-deficiency is also echoed in the 2017 UK Employer Survey (UKES) which reported that “the under-use of skills affects a considerably larger proportion of employers and the workforce than skills deficiencies do”. The UKES estimates that the issue of under-use of skills is estimated to affect 2.5 million workers, or almost 9% of the workplace; and as increased since 2015.

## **6.2. Changes to skill level used at work**

Members were asked whether the level of skill they use in their job has changed over the last 3 years. The results show that the majority (57%) of members are currently working at a higher level than hitherto - with patterns by age (and highest qualification) broadly as one might expect - showing a high percentage of young workers acquiring higher level skills in the early stages of their working lives (Figure 9). Members who are working at the same level as three years ago account for the majority of the remainder (28%) and with those who are working at a lower level than before accounting for a relatively small share (13%). The percentage working at the same level or lower increases with age.

**Figure 9** If you compare your current job with what you were doing 3 years ago even if you were in a different job, would you say the level of skill you use in your job has ...?



Base: All respondents (33,333)

Differences by member personal (Appendix Table 60) or employment (Appendix Table 61) characteristics, or sector and geography (Appendix Table 62) tended to be small, with at least half of most groups reporting that they were using higher level skills in their job than they were 3 years ago. Within this, the most notable differences are:

- Relatively low percentage of members who are on zero hours contracts (43%) or working part time (49%) who are working at a higher level than previously, compared to those working full-time (60%). This possibly reflects the movement of some women into more flexible but often lower paid employment to accommodate caring responsibilities.
- Lower percentage of members with no or low qualifications (51%) who are working at a higher level than before compared to those with qualifications at Level 4 or above (58%). This could reflect the difficulty of progressing at work with no or low level qualifications.
- Out-sourced workers (58%) were also less likely to be working at higher skills now compared to 3 years ago, than those who were not outsourced workers (53%).



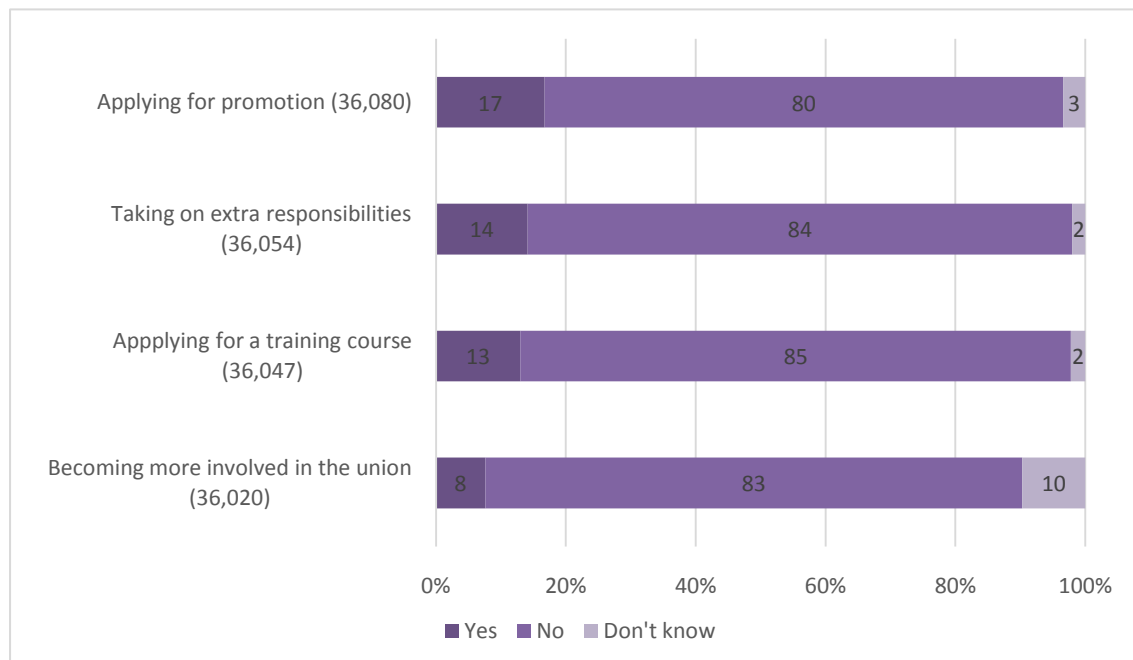
- Members working in Schools (59%) or Health (58%) or Social Care (59%) were most likely to be currently working at a higher level than in the past and members working in Transport (47%) least likely.
- In terms of protected-characteristics: members identifying as transgender were more likely to be working at a higher level (57% compared to 53% who did not identify as transgender).

### 6.3. Confidence in literacy and numeracy skills

The survey explored some of the reasons why members might not have progressed at work. More specifically they were asked if their skills or confidence in literacy or numeracy had ever stopped them from applying for promotion, taking on extra responsibilities, applying for a training course or becoming more involved in the union (Figure 10). Overall, 25% of respondents replied that their skills or confidence in literacy or numeracy had indeed discouraged them from doing at least one of these things. Overall:

- 17% did not apply for a promotion for this reason
- 14% did not take on extra responsibilities
- 13% did not apply for a training course
- 8% were prevented from becoming more involved in the union

**Figure 10 Have your skills or confidence in literacy or numeracy ever stopped you from doing any of the following?**



Base: All respondents

### **Comparison with UNISON Skilled for Work 2011**

The impact that a lack of confidence in literacy and numeracy can have at work was also explored in the 2011 Skilled for Work survey. Comparing the two studies reveals remarkably similar results with the previous survey identifying that:

- 16% did not apply for a promotion for this reason
- 14% did not take on extra responsibilities
- 10% did not apply for a training course
- 8% were prevented from becoming more involved in the union

As might be expected, the largest differences by member characteristic (Appendix Table 63 to Table 74) were for qualification level. Those with no or low level qualifications were around three times more likely to be discouraged from doing any of the activities explored than those with high level qualifications. Specifically, among those with no or low level qualifications:

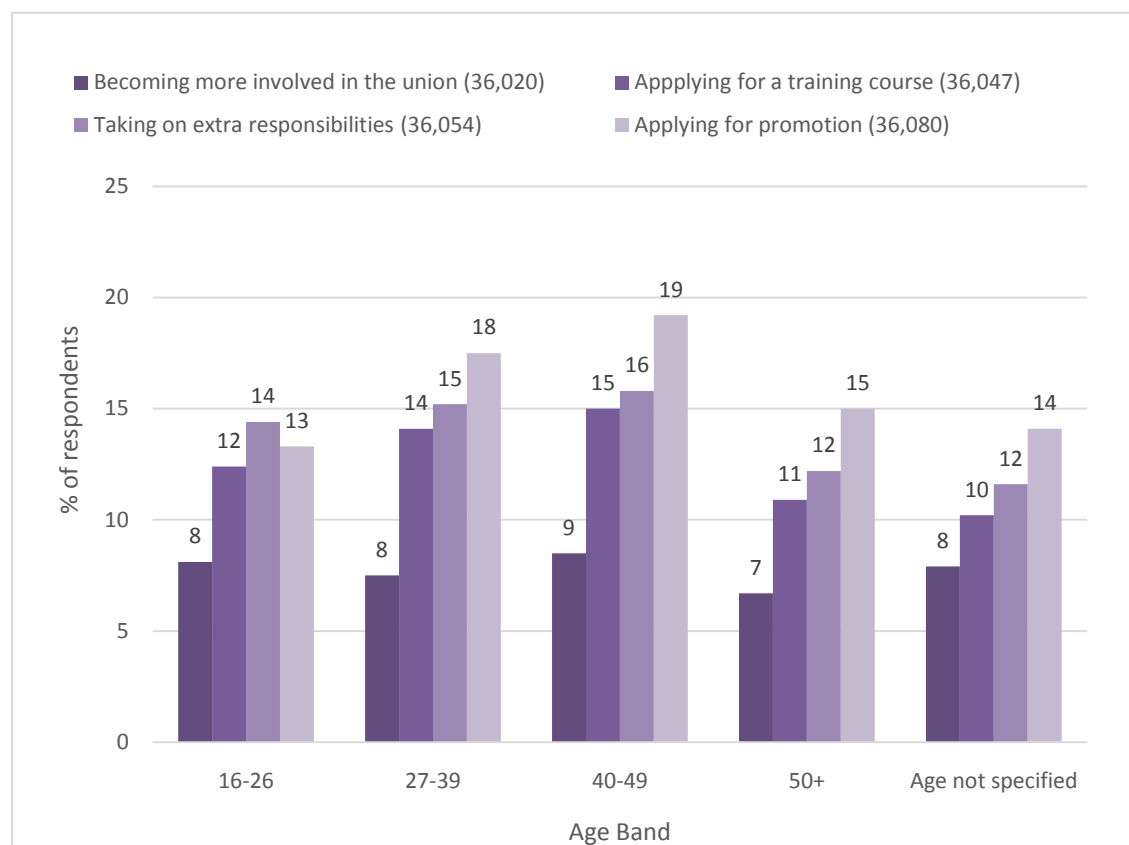
- 32% had not applied for a promotion due to concerns about their literacy or numeracy skills (compared to 11% of those qualified to at least Level 4)
- 27% had not taken on extra responsibility (compared to 9% of those qualified to at least Level 4)
- 26% had not applied for a training course (compared to 8% of those qualified to at least Level 4)
- 16% were less involved in the union because of their skills or confidence in literacy and numeracy (compared to 5% of those qualified to Level 4 or above).

In terms of personal characteristics, the results reveal substantial differences by ethnic origin, transgender identity, disability and age:

- Members from an Asian or Asian British or Black or Black British ethnic background were around twice as likely to have been prevented from progressing their career, applying for a training course or becoming more involved in their union than those coming from an Irish/White ethnic background
- Members identifying as transgender were significantly more likely than those not identifying as transgender to have been prevented from doing each of these things
- Those considering themselves to have a disability were twice as likely as those without a disability to report these issues.
- Members aged 50 and over (Figure 11) were slightly less likely than younger members to be discouraged from doing any of the four activities, however, this might be because they were less interested in progressing their career later in life (even though if they had wanted to, their literacy and numeracy skills may have prevented them from doing so).
- For members younger than 50, age was a factor, particularly in applying for promotion with almost one fifth of those aged 27 to 49 discouraged from doing so due to concerns about their literacy and numeracy skills.

Men were marginally more likely than women, and those identifying as lesbian, gay or bisexual were more likely than those identifying as heterosexual or straight, to be discouraged from progressing in work due to literacy and numeracy concerns.

**Figure 11 Have your skills or confidence in literacy or numeracy ever stopped you from doing any of the following?**



*Base: All respondent*

There were also fairly large differences by nature of work and employment contract. Agency workers, out-sourced workers and to a lesser extent zero hours workers were considerably more likely than average, to report being put off progressing their career through lack of literacy or numeracy skills. Members working in the environment, healthcare, utilities and social care sectors are more likely than average to be affected and these issues were most likely to be reported in Greater London and Northern Ireland than in other regions.

## 7. LEARNERS

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The survey explored members' recent learning activity. A broad definition of learning was used to capture the fullest picture of members' development activity as possible. Specifically, learning was defined as follows:

*“Learning can mean practicing, studying, or reading about something. It can also mean being taught, instructed or coached so you can develop skills, knowledge, abilities or understanding of something. Learning can be called education or training. It does not have to lead to a qualification.”*

Respondents were asked:

- Whether they had undertaken any learning in the last 12 months, and if this learning was for leisure or personal interest, work or their career, or to help them fulfil union-related responsibilities.
- Further questions about how they had accessed the learning and whether it had resulted in a qualification

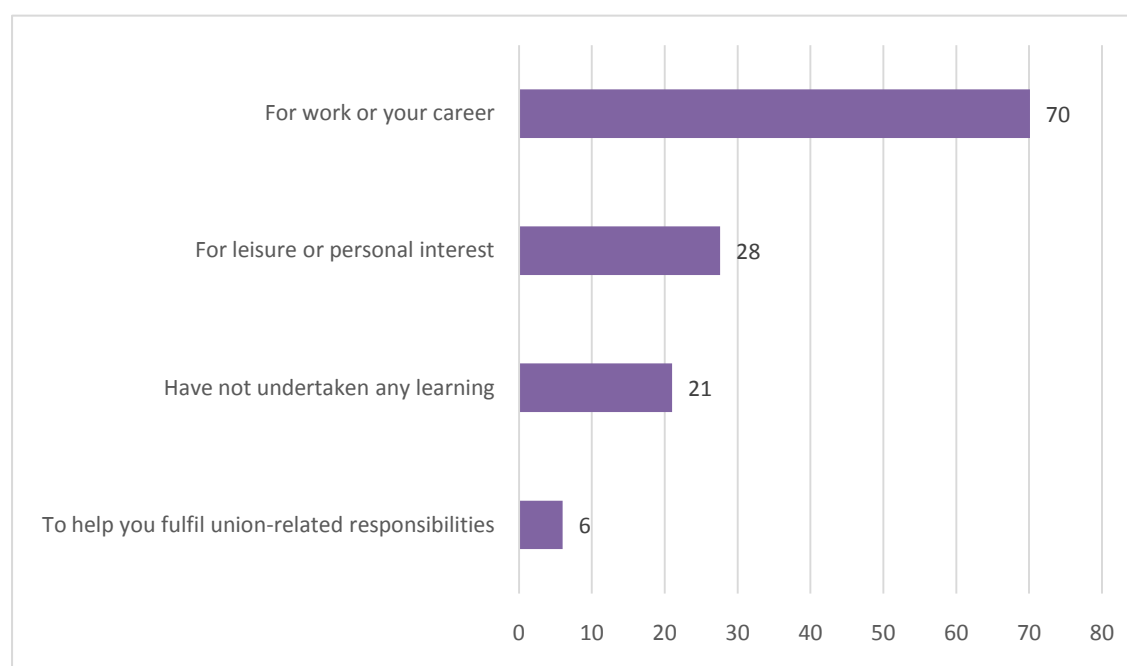
Those learning specifically for their current job were asked about who/what had prompted the training, whether the training had addressed their learning needs and the broader impacts of the subsequent learning/training.

### 7.1. Participation in learning within the last 12 months

Four in five (79%) had participated in some form of learning within the last 12 months with 21% not having participated. The learning that had been undertaken was most commonly,

- For work or career, 70%
- For leisure or personal interest, 28%
- To help fulfil union-related responsibilities, 6%

**Figure 12** Over the last 12 months, have you undertake any learning?



*Base: All respondents (34,886)*

Age and highest qualification were the personal characteristics most strongly associated with learning (Appendix Table 75 to Table 77). More specifically:

- Members with no or low level qualifications were considerably less likely than their more highly qualified peers to have undertaken any learning in the last 12 months and were particularly less likely to learn for work or their career, or for leisure or personal interest. Overall, 34% of members with no or low level qualifications had not undertaken any learning in the last year.
- Participation in any learning tends to fall with age (Figure 13). Over one-fifth (22%) of members aged 50 and over had not trained in the last 12 months compared to around one-in-seven members aged 16 to 26. Older members had particularly low levels of training for work or career – only 69% had done so in the last year compared to 79% of the youngest workers.

Additionally, participation in any learning or learning for work or career, was lowest among members from an Asian or Asian British background (25% not learning for any purpose). Heterosexual members, and those who preferred not to disclose their sexual orientation were less likely to have participated in any learning and learning for work than those identifying as lesbian, gay or bisexual. Transgender members have similar rates of participation in work-related training than non-transgender members although their significantly higher rates of participation in learning for leisure or personal interest means they are more likely to learn overall.

Members with a disability are marginally less likely than those without a disability to have learned in the last 12 months. Examination by learning type however reveals they are more likely than average to learn for leisure and personal interest or to help

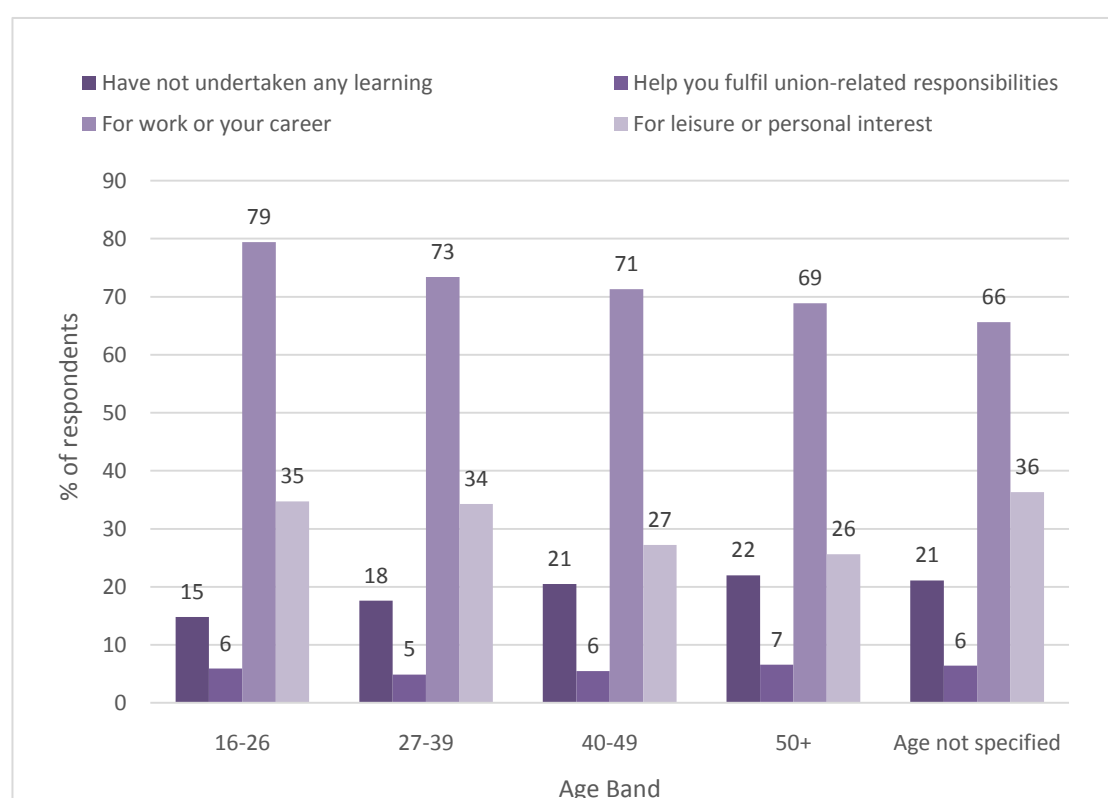
them fulfil their union-related activities and are less likely than average to learn for work or career reasons.

As might be expected, participating in learning varied significantly by members' employment-related characteristics:

- Members working in transport (27% not participating in any learning), schools (25%), local government (23%) and police and justice (23%) and environment (22%) were least likely to have undertaken any learning over the last 12 months and were also least likely to have trained for work or their career. Participation in learning generally, and learning for work or career specifically, was highest in social care.
- Interestingly, members with 'flexible' working arrangements such as zero hour contracts, agency workers or those working fixed term or temporary contracts were more likely than those with more traditional working patterns to have undertaken some learning or to have trained for their work or career. It is not clear, however, whether this is induction-related training designed to introduce them to new workplaces rather than substantive training that develops skills that could potentially be transferred to other environments. Part-time workers, however, were the exception, as these were least likely to have undertaken any learning and were less likely to have trained for work reasons.
- Out-sourced workers were only slightly less likely to have trained for work or their career than workers whose role had not been outsourced.

Differences by region were fairly small with the lowest levels of training in the West Midlands (23% not training in the last 12 months), Northern Ireland (23%) and North West (23%) and Northern region (22%). By contrast, participating in training was highest in the South West (18% not training in the last 12 months).

**Figure 13 Over the last 12 months, have you undertaken any learning by age**

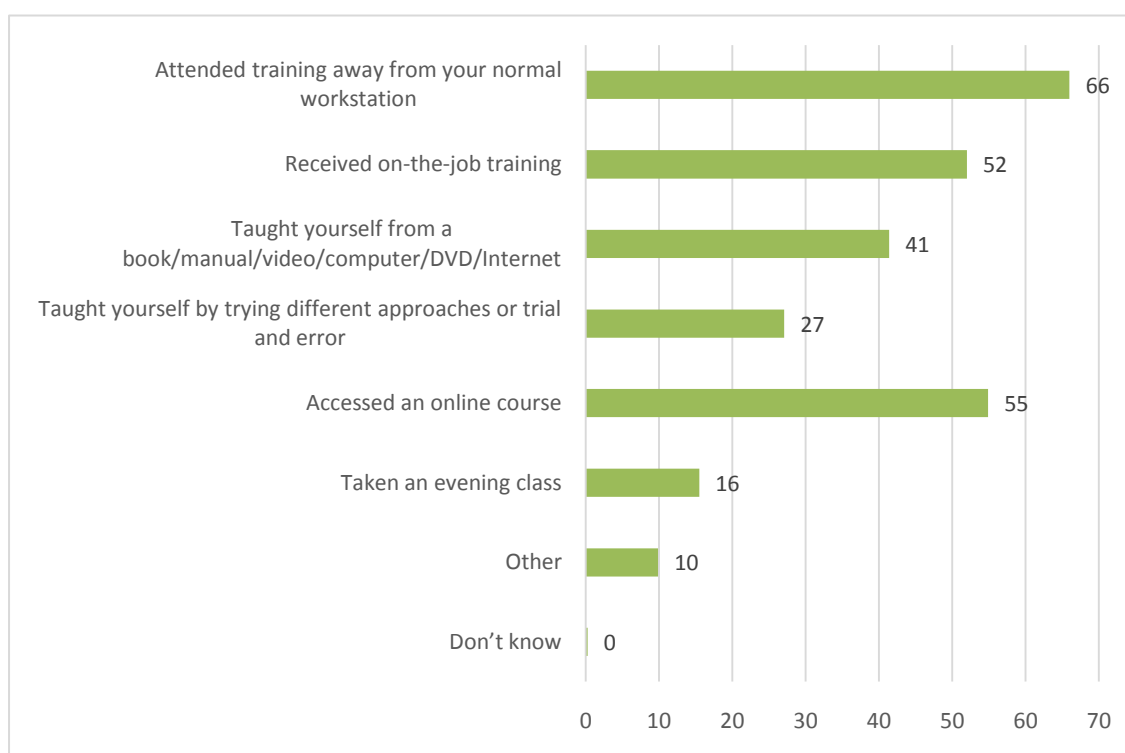


Base: All respondents

## 7.2. Method of learning

The survey also explored the characteristics of this learning in terms of how the learning is being delivered. Off-the-job training (attended away from their usual work station) was the most common with two-thirds of members learning this way in the last 12 months (Figure 14). Online learning was the second most popular (55%) followed by on-the-job training (52%) which is typically delivered at learners' normal workstation. Two-fifths (41%) of learners had taught themselves using supporting materials (41%) or through trial and error (27%). One-in-seven (16%) had taken an evening class. Two-fifths (41%) of learners had taught themselves using supporting materials (41%) or through trial and error (27%). One-in-seven (16%) had taken an evening class.

**Figure 14** Which of the following types of learning have you undertaken in the last 12 months?



Base: All respondents undertaking learning in the last 12 months

Differences in the mode of delivery reflects the type of training accessed. For example, work-related training was likely to be delivered through different routes than learning for personal interest. Personal preferences were also important. For the most part, the rankings did not differ considerably by personal or employment characteristic (Appendix Table 78 to Table 82). Attending training away from their normal workstation was the most frequently accessed form of training with the exception of zero-hour and agency workers<sup>25</sup>. The most notable variations beyond this were:

<sup>25</sup> At 50%, learners on zero hour's contracts had the lowest percentage of learners attending training away from their normal workstation.

- On-the-job training was the second most common form of training accessed (instead of online learning) among the youngest learners<sup>26</sup>, those from a Black or Black British ethnic background, learners with qualifications below Level 4 (including no qualifications), part-time workers and those on a fixed term or temporary contract.
- Online learning was the most common form of training accessed by agency workers.

Rankings aside, differences in the percentage of learners access each form of learning reflect differences in the quantity of learning undertaken. For example, young learners were more likely than other age groups to indicate they had undertaken most types of learning.

Focusing specifically on online learning, the survey reveals a positive correlation between accessing online learning with rising qualification level. Highly qualified learners (59%) were significantly more likely than learners with no or low level qualifications (44%) to access online learning. By sector, online learning was highest among learners in social care (61%) and lowest among learners in schools (46%), transport (47%).

### **7.3. Learning for work or career in members own or employers' time**

From a union perspective, it is interesting to know whether members are training for work in their employers' time, their own time, or a combination of both. Focusing on those that trained for work and career ONLY:

- More than half (53%) trained in their employers' time only;
- One third (33%) trained during their own and employers' time; and
- Around one-in-eight (13%) trained during their own time only.

This distribution was repeated across almost all categories with the notable exception of learners on zero hours (43%) and agency workers (53%) whom were most likely to undertake training for work or their career in their own time only (Appendix Table 83 to Table 85).

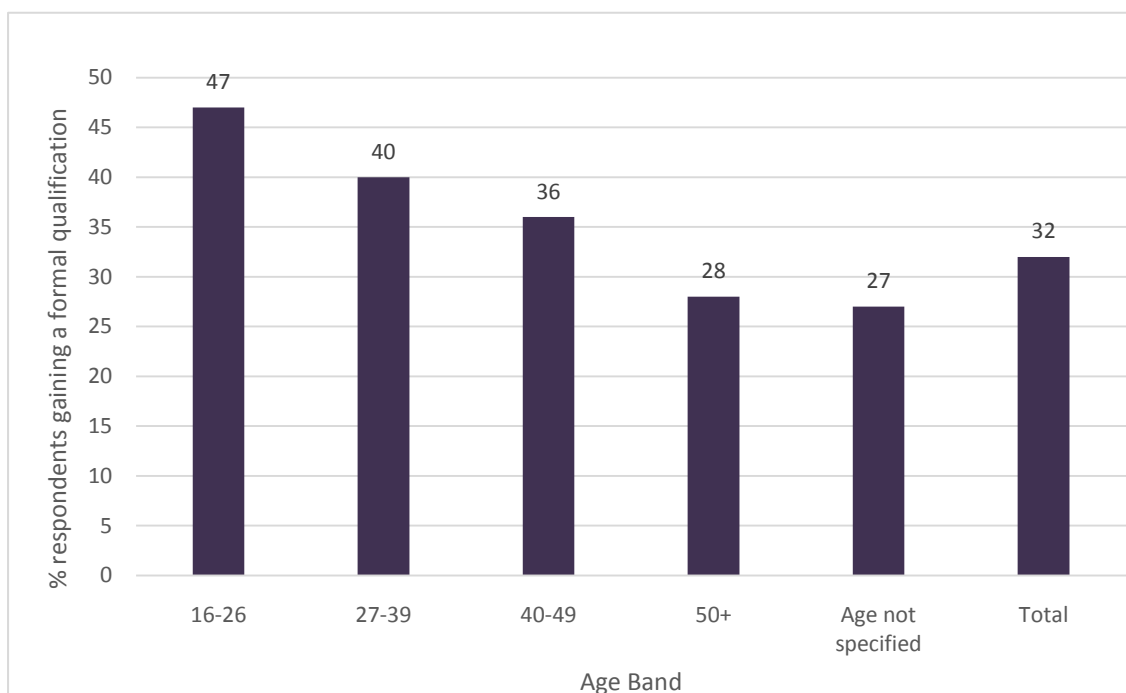
### **7.4. Qualifications gained through learning for work or career**

A third (32%) of members who had undertaken learning in the last 12 months for the purposes of their work or career only, had gained a qualification (Figure 15).

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<sup>26</sup> Notwithstanding this lower ranking, the youngest learners were still more likely than other age groups to have undertaken online learning.





**Figure 15 Did any of this learning result in a formal qualification?**

*Base: All respondents learning for work or career in the last 12 months ONLY (16,634)*

Analysis by respondent characteristics reveals some anticipated – and unanticipated – results. For example, the finding that young people are more likely than their older colleagues to pursue learning opportunities that result in a qualification is perhaps no big surprise as this has also been found in other surveys. Also, the finding that women are slightly more likely than men (Appendix Table 86 to Table 88) and those with higher existing qualifications are slightly more likely than those with lower qualifications (or none), to achieve a qualification from their learning is also consistent with other research.

More interesting, perhaps, is the finding that many of the other characteristics commonly associated with labour market disadvantage, are actually among those *most* likely to have acquired a qualification through their work-related learning. For example:

- Outsourced (45%), zero-hours (47%) and agency workers (46%) were among the most likely to have gained a qualification through their recent learning for work. This could be because these workers are motivated to acquire qualifications to help them move into more secure forms of employment.
- Learners from Asian//Asian British (44%) and Black/Black British (46%) ethnic groups were more likely to have gained a qualification from their work-related learning than those from an Irish/White ethnic background (31%);
- Those identifying at transgender (37%) or lesbian, gay or bisexual (37%) were more likely to have gained a qualification than those that did not (32%)

By sector, work-related learning was most likely to result in a qualification among respondents working in schools (38%), social care (35%), environment (35%), health

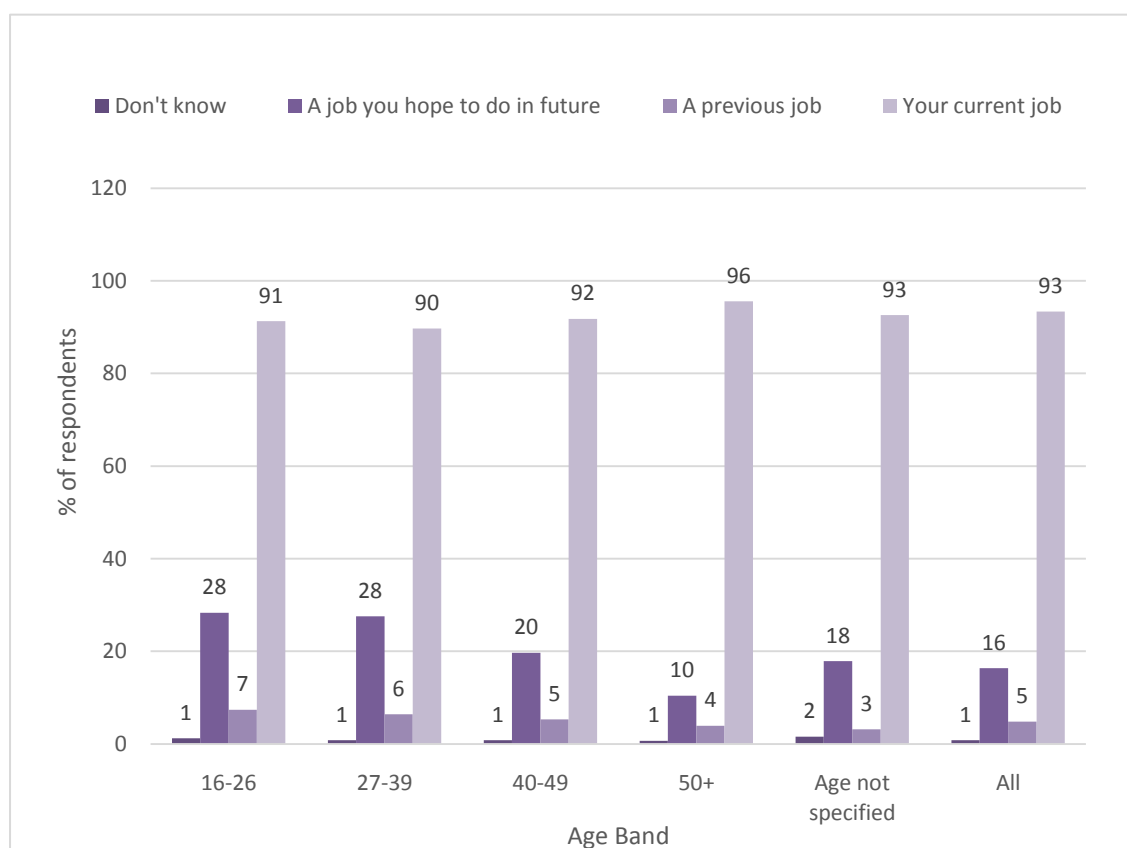
care (33%), further and higher education (33%) and least likely in police and justice (21%) and local government (25%).

Regional patterns were such that the highest proportions of members gaining qualifications from work-related learning in Cymru/Wales (37%) and Northern Ireland (36%). Learners in the South West (31%), South East (31%) and Eastern regions were least likely to have acquired a qualification from their work-related learning.

## 7.5. Purpose of learning for work or career

The 70% of respondents who had learned for work or career in the last 12 months were asked whether this learning had related to their current job, a previous job or a job that they hoped to do in future<sup>27</sup>. Almost all these respondents had learned for their current job (93%) with learning for a job they hoped to do in future (16%) the most common option among the rest (Figure 16). Perhaps unsurprisingly, respondents aged under 40 (28%) were more likely than those aged 40 to 49 (20%) or aged over 50 (10%) do have undertaken learning for a job they hoped to do in future.

**Figure 16** Was the learning you did for work or your career connected with ‘a job you hope to do in the future’, ‘a previous job’ or ‘your current job’?



<sup>27</sup> Multiple choice question.

*Base: All respondents learning for work or career in the last 12 months (24,423)*

Learning for current job was the most common reason for learning across all respondent characteristics and did not vary considerably across categories (Appendix Table 89 to Table 91). The lowest percentages were, however, recorded for respondents who had the following characteristics:

- Zero-hours (86%)
- Employed through an agency (85%)
- Aged 27 to 39 (90%)
- Black/Black British (87%)
- Transgender (90%)
- Northern Ireland (90%)
- Utilities (90%) and Transport (90%)

Respondents' characteristics most commonly associated with investing in training for a job they hope to do in future were:

- Aged 16 to 26 (28%)
- Zero-hours (26%)
- Black/Black British (25%)
- Employed through an agency (25%)
- Lesbian/gay/Bisexual (23%)
- Further and higher education (23%)
- Transgender (21%)
- Level 4+ qualifications (20%)
- Greater London (20%)

These results provide credence to the earlier explanation for the relatively higher percentage of potentially 'disadvantaged' learners – i.e. those in the most insecure employment contracts – who gain a qualification: a sizeable minority are learning to move into other jobs, rather than for their existing one.

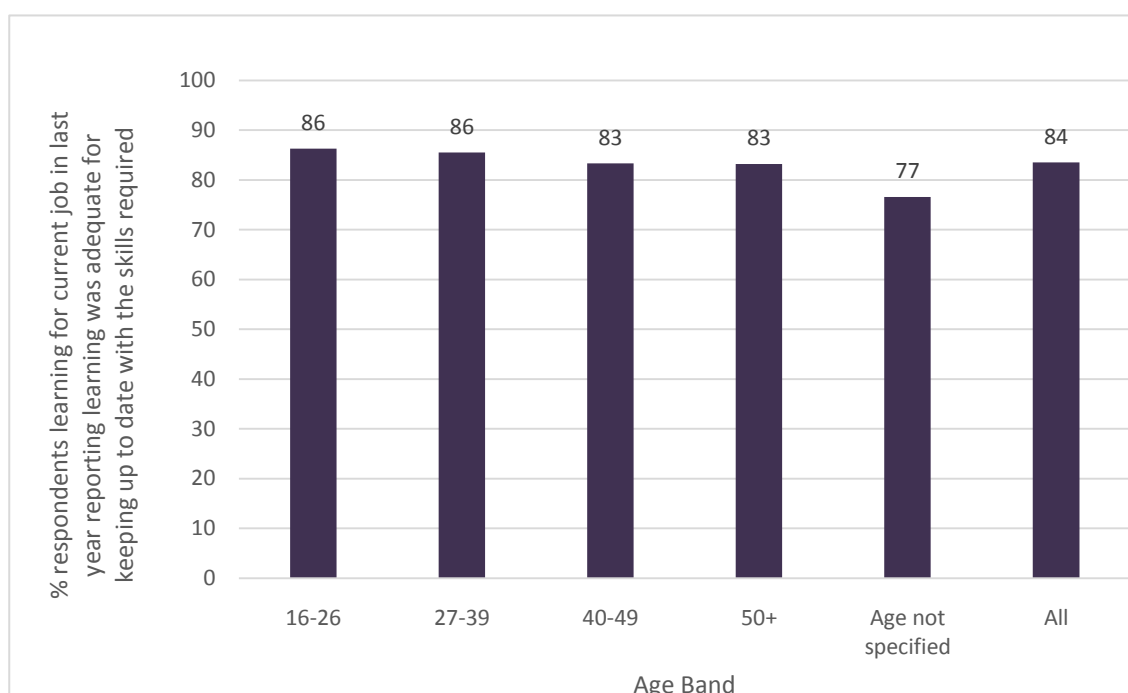
## **7.6. Adequacy of learning for current job**

While it is encouraging that so many respondents are learning for work, it is important that this learning is effective. To this end, all those learning for their current job were asked whether the learning they did was adequate for keeping up to date with the skills required (Figure 17).

The vast majority (84%) of learners responded that the learning they did was sufficient to keep them up-to-date with the skills they need for their current job. The remainder was split between those that felt their learning was inadequate for keeping up to date (11%) and those that didn't know whether it was adequate or not (5%).

**Figure 17 Was the learning you did for your current job adequate for keeping up to date with the skills required**

Base: All respondents learning for current job in last 12 months (22,807)



From a policy perspective, it is perhaps more illuminative to examine the characteristics most commonly associated with perceptions of learning not being adequate for their purposes. Examination by respondent characteristic reveals fairly small variations across the categories – most within plus or minus three percentage points (Appendix Table 92 to Table 94). The most notable differences, however, were:

- Relatively higher percentage of learners working in police & justice (18%) reporting that their learning was inadequate. By contrast, only 9% of learners working in schools felt the same way.
- Older and higher qualified learners were more likely than younger and lower qualified learners to feel that their learning did not meet the needs of their job. This reflects the difficulty in providing specialist training to (more) experienced workers, rather than generic training that might be accessed at the early stages of career development; and finally
- Learners with a disability (15%) were more likely than those without a disability (11%) to feel that their recent learning for work was inadequate.

## 7.7. Reason for work or career related learning

Work-related learners were asked whether four statements designed to illicit the reasons for their training applied to them (Table 10). The results suggest that the majority (60%) of learners had completed training as part of their on-going continuous professional development. On balance, slightly more learners responded that their employer had first suggested the training (39%) than responded that it was themselves

that had initially asked their employer for the training (34%). Given, the survey included many health and social work employees, it is perhaps not surprising that a significant minority completed the training as part of their essential professional registration (30%).

**Table 10 Reason for training you did for your current job**

	16-26	27-39	40-49	50+	Age not known	All
Completed training as my on-going continuous professional development	64	62	60	61	58	60
It was my employer that first suggested the training	46	40	36	39	33	39
I got my training because I asked my employer for it	39	40	36	31	35	34
The training I do is essential as part of my professional registration	40	31	28	29	32	30

*Base: All respondents training for current job in last 12 months*

Among the biggest variations by respondent characteristic (Appendix Table 95 to Table 101) were by highest qualification and sector, reflecting differences in occupation.

- Members with the highest qualifications (41%) were twice as likely as those with no or low level qualifications (20%) to have received training because they had asked for it. Interestingly, it appears that qualification is a stronger predictor of whether an individual asks for training than age. This suggests that the confidence to ask for training comes with knowledge, rather than experience. Higher qualified members were also more likely than their younger colleagues to say that their training was part of their professional registration or on-going CPD. Lower qualified workers, will also, of course, be more likely to be in manual or routine occupations where CPD is less widely adopted.
- CPD is fairly common across all the sectors with the exception of utilities (43%), transport (46%) and environment (47%). These three sectors also had fairly low proportions of learners training as essential part of their professional registration, and transport and utilities had a low percentage of learners training because they had asked for it (along with schools and police & justice). Employer-initiated training is particularly significant in these sectors, underlying the importance of creating a positive attitude to learning among managers and supervisors.

- Unsurprisingly, professional registration was a particularly strong motivation for learning within social care (39%) and health care (38%). CPD is also common in these sectors.

Those on flexible or insecure contracts were generally less likely to train as part of a programme of CPD or ask for their training but had higher than average percentage training as part of their professional registration. Variations by characteristics such as gender were generally fairly modest in comparison to qualification levels and sector.

## 7.8. Impact of training

In advocating greater volumes of training it is necessary to have a clear sense of the benefits training generates for workers. To this end, respondents who had trained for their current work or career in the last 12 months were asked whether any of the following statements were true (table 11). The training has helped me to improve the way I work in my job

- The training has helped me enjoy my job more
- I feel my that my job is more secure in my organisation because of the training
- Training made me look for a better job
- I received a pay increase as result of the training
- I was given a better job in my organisation because of the training

Of the impacts explored, respondents were most likely to identify that training had helped them improve the way they work in their job (50%). One-fifth (21%) felt that training had helped them enjoy their job more and almost one-tenth (9%) felt that their job was more secured because of the training. Impacts related to job change or pay were less commonly reported but this is perhaps not surprising given that the question relates to the impact of training that occurred within a fairly narrow, and recent time period.

**Table 11      Impact of the training you did for your current job**

	16-26	27-39	40-49	50+	Age not known	All
The training has helped me to improve the way I work in my job	61	57	51	48	48	50
The training has helped me enjoy my job more	27	25	22	19	24	21
I feel my that my job is more secure in my organisation because of the training	14	12	9	8	8	9
Training made me look for a better job	11	9	6	3	5	5
I received a pay increase as result of the training	6	4	3	2	2	3
I was given a better job in my organisation because of the training	4	4	3	2	2	3

*Base: All respondents training for current job in last 12 months*

Variations by member characteristics characteristic (Appendix Table 95 to Table 101) were such that:

- Younger learners were more likely to report each type of impact than older learners. In addition, highly qualified learners were more likely than those with no or low qualifications to identify benefits from their learning. Reporting of benefits also tended to be higher in utilities, further and higher education, healthcare, environment and transport although the percentage claiming that training had improved their job performance was also high social care. There were no clear patterns by employment characteristics.
- Personal characteristics most commonly associated with benefits to learning include: Asian/Asian British or Black/Black British ethnic background, disability and identifying as transgender or lesbian, gay or bisexual. Perhaps reflecting its greater ethnic diversity, respondents in Greater London were more likely to identify benefits to learning than those in other regions.

One of the barriers traditionally cited by employers to providing training is the fear that once trained the individual may leave for another, presumably better paid job. This does not appear to be particularly borne out from the findings here, where only 5% of learners stated that they had looked for a better job with those most likely to be looking in the youngest age groups where movement between jobs is most common anyway.

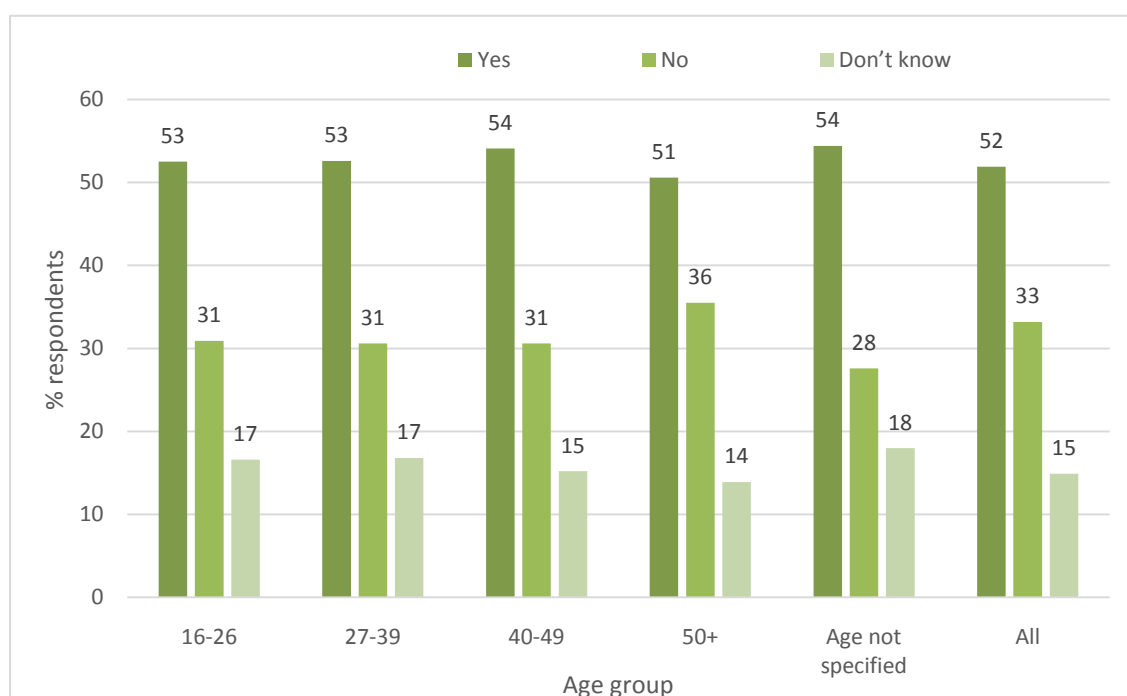
## 8. BARRIERS TO LEARNING

The survey explored the reasons why some members did not undertake any learning over the last 12 months since identifying barriers to learning is an essential first step in the formulation of policies to overcome them.

### 8.1. Scale of unmet demand for training

Members who had not undertaken any learning for work or their career in the previous 12 months were asked whether training or education would have been useful in keeping up-to-date with the skills they needed in their current job. Overall, more than half (52%) of those who had not undertaken any work-related learning over this period, thought that, in retrospect, learning for work would have been useful (Figure 18). One-third (32%) didn't think work-related training would have been useful to them and 15% 'didn't know' if it would have been useful or not.

**Figure 18** Was there time over the last year when training or education would have been useful for keeping up to date with the skills required for your current job?



Base: Respondents not learning for their current job in last 12 months

It is clear that some forms of employment characteristics (Appendix Table 103) are more closely associated with unmet learning needs (among those that did not learn for work) than others. For example:



- Members working in social care (60%) were among those most likely to report, retrospectively, that learning may have helped them in work. By contrast, those working in utilities (41%) and transport (41%) were least likely.
- There was a positive association between highest qualification and unmet learning needs. Almost three-fifths (58%) of those with qualifications at Level 4 or above thought that learning would have been useful. The proportion of members with qualifications below Level 2 who thought likewise was a little over two-fifths (43%).
- Members on 'zero-hours' (57%) or 'other' contracts (57%) were more likely than members working regular hours, or with fixed term, agency or permanent contracts to agree that learning would have been useful.

Examination of the results by respondents' personal characteristics (Appendix Table 102) did not reveal substantive differences by gender, age or ethnic origin, however:

- Respondents from a Black/Black British (63%) background were more likely than those from other ethnic groups to feel that work-related training might have useful;
- Transgender (60%) members were more likely than non-transgender members (60%) to feel that work related training might have been useful in hindsight; and
- Disabled members (57%) were more likely than non-disabled members to report similarly.

Differences across the regions (Appendix Table 104) were such that members living in Greater London (58%) and West Midlands (57%) were most likely to feel the training would have been useful and workers in the Northern region (48%), Yorkshire and Humberside (49%) and the East Midlands (49%) the least likely.

## **8.2. Reasons for not training among those for whom training would have been useful**

Respondents who hadn't undertaken any learning work but thought that doing so might have been useful, were asked about the factors contributing to this. Specifically, they were asked a multiple choice question inviting them to identify which, if any, from a list of factors had played a part. Broadly, these could be split into employer-related factors and factors that were specific to the individual.

As Table 12 illustrates, respondents were more likely to identify factors connected to the employer. For example:

- Your employer was not willing to provide additional training, even though you wanted it (32%)
- Your employer does not offer training at the current time (29%)
- Your employer has limited opportunities for training and there was not enough space for you (25%)
- Your work commitments made it hard to find time for training (25%)
- Your employer had training for specific grade levels so you were not able to attend (18%).

Among personal factors were:

- Your personal commitments made it hard to find the time for training (13%)
- Training would not help you to get a better job in your organisation (12%)
- You do not need any training for your current job (7%)
- You did not want any training (2%)

**Table 12** Were any of the following a factor in not undertaking any training or education connected with your current job?

	16-26	27-39	40-49	50+	Age not known	All
Your employer was not willing to provide additional training, even though you wanted it	35	37	34	28	37	32
Your employer does not offer training at the current time	38	32	29	28	31	29
Your employer has limited opportunities for training and there was not enough space for you	25	33	25	22	32	25
Your work commitments made it hard to find time for training	22	23	23	26	26	25
Your employer has training for specific grades or levels so you were not able to attend	17	19	17	17	24	18
None of the above	18	14	13	13	11	14
Your personal commitments made it hard to find the time for training	14	14	15	11	11	13
Training would not help you to get a better job in your organisation	9	9	10	14	20	12
You did not need any additional training for your current job	5	6	7	9	4	7
You did not want any training	1	2	1	3	1	2
All employer training factors <sup>28</sup>	71	72	68	63	76	66

The reasons for not training did not vary substantially by respondents' characteristics (Appendix Table 105 to Table 109). The most notable observations are:

- Even among the most resistant learners, for example those with low or no qualifications, only 4% claimed they hadn't participated in any learning because

<sup>28</sup> Respondents citing any of the following: 'Employer was not willing to provide additional training, even though you wanted it', 'Your employer does not offer training at the current time', 'Your employer has limited opportunities for training and there was not enough place for you' or 'Your employer has training for specific grades or levels so you were not able to attend'.

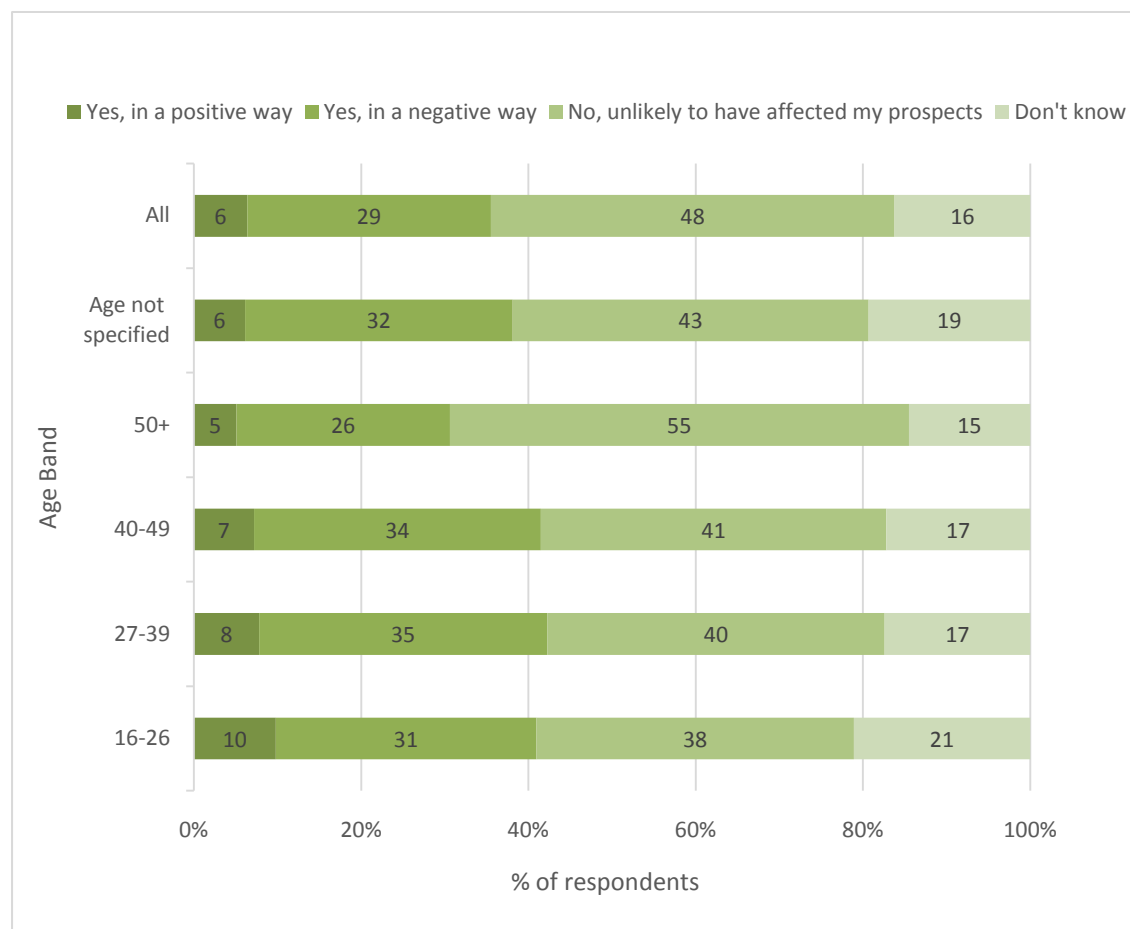
they didn't want to. This figure, was however, high among transgender members where it reached more than one in ten (11%).

- Employer-related factors dominated across all categories and were particularly significant for members working in the police & justice (74%) sector, those describing themselves as lesbian, gay or bisexual (73%), aged under 40 (72%), or living in Cymru/Wales (70%). These were less of an issue for agency workers (55%) or members with no or low level qualifications (58%).
- Lack of time is a barrier to learning but this is more commonly associated with work (25%) rather than personal (13%) commitments, which makes it hard to find time for training. Work commitments were most frequently mentioned by those working in further and higher education (32%), those with high level qualifications (28%), full-time workers (27%) and those identifying as lesbian, gay or bisexual (28%). Personal commitments were most commonly mentioned by members aged under 50, employees working in the further and higher education (17%) sector, agency workers (18%) and those on zero hours contracts (17%) and those working in Greater London (16%). Men and women were equally likely to mention lack of personal time as a barrier to training (13%).
- The percentage of respondents claiming that they didn't need training or that training wouldn't help them better a better job in their organisation increased with age.

### **8.3. Impact of not training on employment prospects**

Respondents who had not undertaken any training for their current job were asked if they thought that this was likely to have affected their employment prospects. Almost half (48%) of respondents who had not undertaken any work-relating learning over the previous 12 months thought that this was "unlikely to have affected my prospects" (Figure 19). Almost one-third (31%), however, felt that not undertaking any training had negatively affected their employment prospects. Six percent thought their employment prospects had improved because they had not trained and 16% didn't know what the implications of not training were on their employment prospects.

**Figure 19** Do you feel that not having undertaken training for your current job is likely to have affected your future employment prospects?



Base: Respondents not having undertaken training for current job in last 12 months (12,037)

Non-learners who were most likely to feel that their employment prospects had been diminished by lack of training had the following characteristics (Appendix Table 110 to Table 112).

- Disability (36% feel their employment prospects been affected in a negative way lack of training)
- High qualifications (35%)
- Employment in further and higher education (34%), local government (33%) and police & justice (31%)
- Aged under 50 (34%)
- Lesbian, gay or bisexual (34%),
- Men (33%)
- Full time workers (31%)
- Not transgender (30%)

By contrast there was little difference in the percentage reporting likely negative impacts of lack of training by ethnic origin, whether they were an outsourced worker (or

not), or their type of employment contracts. Non-learners in Greater London (33%), West Midlands (33%), Eastern region (31%) and Cymru/Wales (31%) were more likely to identify negative impacts than non-learners from other regions.

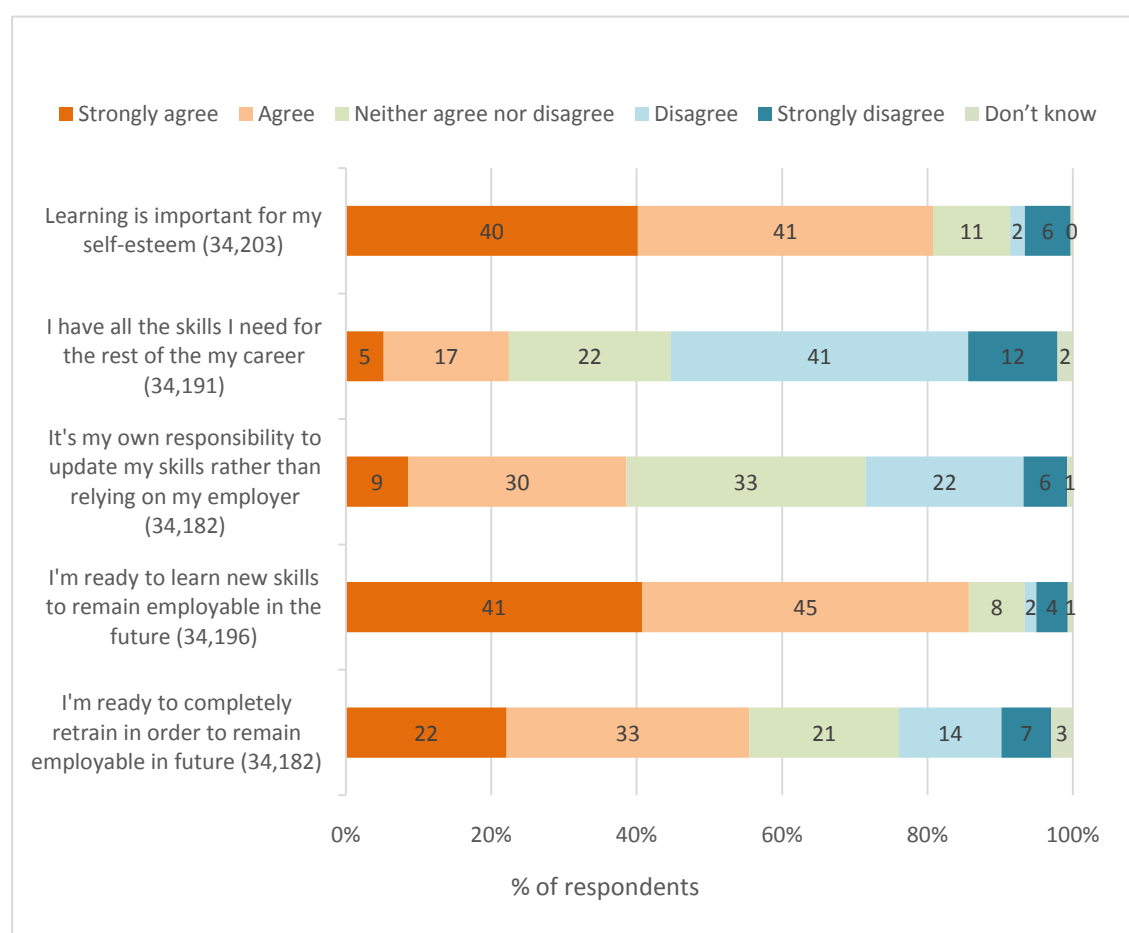
## 9. FUTURE LEARNING NEEDS

The survey explored respondents' attitudes to learning and subjects of interest for future learning, irrespective of whether they had learned in the last 12 months or not.

### 9.1. Attitudes to learning

Overall, the results reveal positive attitudes to learning with more than four-fifths claiming that 'learning is important for my self-esteem' (81%) and that they were 'ready to learn new skills to remain employable in the future' (86%). Perhaps understandably, members were less prepared to completely retrain although even this group accounted for more than half (55%) of those interviewed (Figure 20).

**Figure 20** To what extent do you agree with the following statements?



*Base: All respondents*

The survey repeated several of the questions used in the PWC study, "Workforce of the future: the views of 10,000 workers". Compared to workers generally across the UK (in 2017), UNISON members (in 2019) were less likely to agree that:

- They have all the skills they need for the rest of their career (22% compared to 35%)
- It is their responsibility to update their skills rather than relying on an employer (39% compared to 56%)

However, UNISON members appear more willing to learn new skills with 86% indicating they were willing to “learn new skills” compared to the 62% of respondents nationally who agreed that they were ready to “learn new skills or to completely retrain”.

Positive attitudes to learning are consistently high across all respondent characteristics (Appendix Table 113 to Table 127). Consistent with previous research the survey finds that motivation to learn *increases* with qualification level and *decreases* with age but motivation is high even among the oldest (82% report they are ‘ready to learn new skills’) and lowest qualified members (78%).

Generally, respondents were more likely to identify a future training need (i.e. disagree with the statement, ‘I have all the skills I need for the rest of my career’) than not: around one-fifth (22%) thought they had all the skills they needed compared to one-half (53%) who felt that they did not. A further one-fifth (22%) neither agreed nor disagreed with the statement suggesting some respondents felt unable to judge whether their current skill set would be adequate for the remainder of their career. Those most likely to identify a future training need include:

- Members aged under 40 (70%)
- Lesbian, gay and bisexual members (63%)
- Black/Black British members (60%); and
- Those with qualifications at Level 4 or above (59%).

By comparison, those least likely to identify a need to develop their skills in future were: aged 50 and over (43%); unqualified or with qualifications below Level 2 (43%); working part-time (49%); living in the Northern region (49%); working in transport (49%) and schools (51%); of Asian/Asian British ethnic origin (50%); and heterosexual (53%). Differences by gender and transgender and out-sourced worker status were marginal (that is, within three percentage points).

The observation that members with higher qualifications are more likely than those with no or low level qualifications to identify a need to update their skills is an interesting point since central Government funding for adult learning is focused on supporting adults acquire their first Level 3 qualification. Employer engagement in supporting the CPD of higher qualified workers is therefore particularly important for this group.

The survey explored the extent to which UNISON members’ motivation to undertake future learning was influenced by their perception of the benefits. Interestingly, even members who felt they already possessed all the skills they would need for the rest of



their career<sup>29</sup>, demonstrated high interest in future training with more than three-quarters (78%) claiming they were ready to learn new skills for work. This compared to nine-in-ten (90%) who thought that they would need to develop new skills to remain employable.

The survey also explored members' views on the statement: "It's my own responsibility to develop my skills rather than relying on my employer". Opinion was fairly divided on this: almost two-fifths (39%) agreed that it was their responsibility, one-third (33%) neither agreed nor disagreed and more than one quarter (28%) disagreed with the statement. Attitudes to who is responsible for learning (and therefore who should bear the costs in terms of time and money) did not vary substantially by respondent characteristic. Perhaps unsurprisingly, agency workers (50%) were most likely to feel that they were responsible for their own skills development. By contrast, those working in transport (36%) were more likely than respondents in any other category to disagree with the statement, believing that employers should shoulder the responsibility.

## **9.2. Skills useful to develop in future**

The survey explored respondents' interest in developing a range of skills in order to remain employable in future. Overall, 95% of members identified at least one area of skill they would like to develop. Unsurprisingly, given members' assessment of their own skills gaps, computer and digital (68%) and supervisory or management skills (47%) were the most frequently mentioned followed by:

- Job specific, technical or practical skills (31%)
- Complex analytical skills (27%)
- Numeracy, maths skills (21%)
- Literacy, reading or writing skills (18%)
- Physical or manual skills (9%)
- Other (2%)

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<sup>29</sup> 53% of respondents felt they had all the skills that they would need for the remainder of their career.

Table 13 identifies which respondent characteristics are most closely associated with an interest in developing each skill. 'Stand-out' results include:

- Relatively high levels of interest developing literacy & numeracy and physical & manual skills among members belonging to an ethnic minority group, young people and those with low level qualifications.
- High levels of interest in developing computer & digital skills but particularly strong interest among respondents working in utilities, police & justice and further & higher education and older workers.
- Strong interest in improving supervisory & management skills particularly among workers aged under 40 and those with high level qualifications.

**Table 13 Skills members want to develop in future**

Skills	Characteristics most commonly associated with interest in developing each skill
Literacy, reading or writing skills	Asian/Asian British (40%), age 16 to 26 (31%), now/low level qualifications (32%), Black/Black British (29%), agency workers (28%), age 27 to 39 (26%), transgender (26%), Out sourced worker (23%), Zero-hours (23%), Greater London (22%), schools (21%)
Numeracy, maths skills	Aged 16 to 26 (34%), Asian/Asian British (33%), no/low qualifications (33%), Black/Black British (32%), aged 27 to 39 (30%), numeracy (30%), schools (27%), Greater London (26%), zero-hours (26%), out-sourced worker (24%)
Computer, digital skills (e.g. new software)	Utilities (74%), police & justice (71%), further & higher education (71%), Level 2/3 (70%), Greater London (70%), Aged 50 and over (69%), part-time workers (69%), transgender (67%), not out-sourced worker (67%)
Complex analytical skills	Utilities (44%), Aged 16 to 26 (40%), Asian/Asian British (40%), age 27 to 39 (39%), lesbian/gay/bisexual (39%), Black/Black British (38%), Greater London (37%), Level 4+ (35%)
Supervisory or management skills	Aged 16 to 26 (74%), aged 27 to 39 (66%), lesbian/gay/bisexual (59%), environment (53%), transgender (53%), Level 4+ (52%), Greater London (51%)
Physical or manual skills	Aged 16 to 26 (20%), zero-hours (20%), agency-workers (20%), Asia/Asian British (19%), No/low qualifications (18%), transgender (16%), Northern Ireland (15%), out-sourced worker (15%), environment (13%), health care (13%)
Confidence or assertiveness skills	Aged 16 to 26 (61%), Asian/Asian British (53%), lesbian/gay/bisexual (50%), Northern Ireland (48%)
Job specific specialist, technical or practical skills	Other ethnic group (40%), Level 4+ (37%), zero-hours (37%), Aged 27 to 39 (35%), Men (36%), lesbian/gay/bisexual (36%), Eastern region (35%)
Would not be useful to develop ANY skills	No/low qualifications (8%), Aged 50 and over (7%), transgender (7%), Northern region (6%), East Midlands (6%), part-time (6%), Irish/White (5%), heterosexual/straight (5%), schools (5%), In a permanent job (5%).
Other	Aged 50 and over (3%), East Midlands (3%)

Base: All respondents (33,119)

Patterns by personal characteristic were such that:

- Interest in developing most skills is highest among the youngest members and declines with age. The exception to this is computer skills, which rises with age. Interest in developing job specific skills is highest among members aged 27 to 49.
- Differences by gender are relatively small although men are more likely than women to identify a need for training in literacy, complex analytical skills, supervisory or management skills, physical or manual skills and job specific skills. Men and women were equally likely to identify a need for further training. Women were more likely than men to identify a need to develop skills in numeracy, computing<sup>30</sup> and confidence or assertiveness skills.
- Members from an ethnic minority background – particularly Asian/Asian British and Black/Black British – were more likely than those describing themselves as Irish/White to identify a need to improve most of the skills explored – with the exception of computing and job specific skills (where the differences were small).
- Differences by disability were generally small (i.e. within one or two percentage points). Members with a disability were slightly more likely to identify a need to improve their complex analytical and confidence skills.
- Respondents identifying as lesbian/gay/bisexual were more likely than those identify as heterosexual/straight to be interested in developing any and all skills (with the exception of computer, digital skills).
- Transgender respondents were more likely than those who did not identify as transgender to express an interest in developing their literacy, complex analytical, supervisory & management and physical & manual skills. The percentages for numeracy, confidence & assertiveness and job specific skills were not substantially different between the two groups, and non-transgender respondents were more likely than transgender members to be interested in computer & digital skills.

Similarly, patterns by employment characteristic were:

- Interest in literacy and numeracy, and physical and manual skills is highest among those with the lowest qualification and declines with rising qualification level. By contrast, interest in developing any skills and specifically: complex analytical skills, supervisory & management skills, confidence & assertiveness and job specific skills rising with qualification level. Interest in computer & digital skills is high and stable across all qualification levels.
- Compared to other sectors, relatively high levels of interest in improving: literacy and numeracy skills in schools; computer & digital skills and complex analytical skills in utilities; supervisory & management skills in the environmental sector; physical & manual skills in environmental & healthcare; confidence & assertiveness skills in further and higher education and utilities; and job-specific skills in local government and healthcare.

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<sup>30</sup> The difference however was a single percentage point.

- Zero-hour contract workers were more likely than workers on other contract types to be interested in developing their literacy, numeracy, physical & manual skills, confidence & assertiveness skills and their job specific skills. Full-time workers by contrast were more likely than other members to want to develop their complex analytical and supervisory & management skills.
- Agency workers are more likely than members with other forms of contract to think it would be useful to develop their literacy, numeracy and physical & manual skills. Differences between permanent employees and those on a temporary contract were small.
- Outsourced workers were more likely than those whose role had not been outsourced to recognise a need for improved literacy & numeracy skills, physical and manual skills and job specific skills.

Respondents living in Greater London were most likely to express an interest in developing their literacy, numeracy, computer & digital, complex and analytical and supervisory & management skills. Northern Ireland residents were more likely than members living in other regions to be interested in developing their physical & manual skills and confidence & assertiveness skills. Interest in job specific skills is highest among members living in the Eastern region.

Members answering “job specific, technical or practical skills” or “other” were asked to provide more information about the training they thought would be useful. This generated more than 5,000 responses covering a very wide range of skills. These responses were coded manually using a ‘bottom up’ classification that evolved from the responses, as opposed to imposing a ‘top down’ classification on the data.

Before examining the distribution of skill-specific responses it is worth acknowledging the large number of responses (962) that could not be coded to a specific skill area. This was most commonly because members had responded in more general terms about wanting to develop their skills for their current job (535) or improve unspecified technical or practical skills (65).

These are members who did not attribute the need to develop to technology or legislation specifically (as these were classified separately) but who felt that they needed to develop to remain employable or who recognised that they wanted to keep up-to-date with industry-specific working practices (especially, for example, in health and social care, and education).

*“I want to fully equip myself with a flexible range of skills to ensure I can do my job and any future role to the best of my ability with a range of tools and techniques to ensure efficacy and efficiency and to ensure I feel motivated as I enjoy learning about new things.”*

*“I work with children with Autism and understanding is increasing all the time. We used to go to all the big NAS conferences to keep updated but there is so little money now for training I can only access training the council put on.”*

*“As a children's occupational therapist, I am seeing more children and young people with diagnoses related to autism. There are huge gaps in mainstream therapies and provision for a lot of these children and young people. If I had additional specialist training, I would be better equipped to assess and assist.”*

A sizeable minority wanted to develop unspecified skills for a promotion, a new job or career change (152) or mentioned that they were currently working to, or had an ambition to, improve their qualifications (109)<sup>31</sup>. Of those wanting to improve their qualifications (in an undisclosed skill area) 65 were interested in (or were currently working towards) a degree level qualification or higher.

*“If I was wanting a band 7 post, I have been told I would need a masters degree.”*

Others (136) were unable to identify skills they needed to improve, mostly because they felt this ‘depended’ (101) on external circumstances such as changes in the nature of work or whether they were made redundant (or not).

*“I may need to get further professional qualifications, but hard to say what when council spending is so low and the government is so intent on austerity still/local govt cuts. Plus, I'm 54-extremely hard to know what to do for the best.”*

A smaller number still were nearing retirement (72) which tempered enthusiasm for learning for some. Only a very small minority (28) responded that they did not need to develop their skills – some of whom already felt over-qualified for their current job.

*“Already have more experience and qualifications than required for present post.”*

The survey provides a rich source of information about members’ aspirations for their skills development. This short section provided an overview of the key findings tempered by the relatively short amount of time that could be devoted to this specific task. There is, of course, opportunity to refine the classification and explore members’ comments in more depth – looking for patterns by, for example, highest qualification or industry in future. It would be particularly interesting to explore the extent to which members’ ambitions to progress their careers is being frustrated by the lack of qualifications that would enable them to earn professional registration. Though impossible to quantify at this stage, the survey revealed several examples, of members working in health, social care and education who aspired to work, for example, as teachers, nurses or social workers but were held back because they did not have a degree. Some expressed frustration that the entry requirements for such roles had risen since they joined the workforce, making further progression within their chosen profession impossible.

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<sup>31</sup> This does not include all respondents who expressed an interest in acquiring qualifications since some will be coded to the skill area in which the qualification is sought.

*"I was employed before formal; qualifications were necessary in my job. I now need to get qualified."*

*"So many jobs within local authority require Degree's. But look at the job and a lot really do not require it. Yet the opportunity for administration staff to obtain a degree whilst in employment is unheard of. But people who hold degrees get more and more opportunity. Really is discrimination."*

*"I want to retrain as a social worker but I cannot afford the fees."*

However, it was not always qualifications that members felt was holding them back. A small number also highlighted the necessity of relevant work experience:

*"Social work skills. I have a social work degree but I have not practicing for over 5 years."*

This represents a lamentable waste of talent. Focusing on the specific skills sought by members reveals a fairly vast but hopefully, familiar, terrain with health, ICT, education, management and legislation featuring most prominently (Table 14). This is followed by social care, talking therapies, technology and equipment, research and analytics, computing, policing and finance.

**Table 14 Main areas for seeking skills**

Broad area of skills sought	Specific skills sought
<b>Health (935)</b>	Most frequently related to specific and/or specialist clinical skills <sup>32</sup> (323) but also general nursing (150), mental health (101), health & safety (86), emergency care <sup>33</sup> (79), physical therapies <sup>34</sup> (47) and dementia (25).
<b>ICT (429)</b>	Within ICT the most common area was in relation to software and systems (220) which were often organisation-specific although Microsoft applications were also mentioned (44). Other interest areas were: digital media (29), computer-assisted design (23) and networking (20).
<b>Education (445)</b>	Most commonly related pupils with special education needs and/or disabilities (139). Also teaching skills and curriculum knowledge (44), accessing formal teaching training or acquiring teaching qualifications (39) and behaviour management (32) and careers guidance counselling (19)
<b>Management (337)</b>	Most commonly: project management (132) but including: commissioning, procurement and contract (40), senior level management and leadership (26), human resources and CIPD (40) and skills relating to specific functional <sup>35</sup> management roles (57).
<b>Legislation, law and regulations (305)</b>	While many respondents did not provide any context to this (159) when it was provided it most commonly related to: information governance and security <sup>36</sup> (28); changes to welfare benefits (19), housing (17), employment (12), finance (8), health and safety (7); and the environment (6)
<b>Social care (276)</b>	This was commonly mentioned in related to social work (95), working with adults with additional needs (23) or autism (31), sign language (32) and safeguarding (19). Many (66) mentioned social care in more general terms.
<b>Talking therapies (203)</b>	Mainly psychology and counselling (154)
<b>Technologies and equipment (146)</b>	As with legislation, most respondents did not provide any context (111). When it was provided it most commonly related to changes in the use of technologies or equipment in health (24) and education (4).
<b>Research and analytics (110)</b>	This included research skills and analytical capabilities.
<b>Computing (101)</b>	Mainly: programming (54), databases (40) but also cyber security (7).
<b>Policing (85)</b>	Mainly in relation to specialist (33) or general aspects of their role (11) but also in terms of investigative skills (16) and forensics (20).
<b>Finance (72)</b>	Most commonly accountancy or accounts (41) but also auditing (6) and insurance (6).
<b>Building (70)</b>	Mainly a variety of building trades (50) but also skills relating to surveying (17).
<b>Local government (62)</b>	Housing and homelessness (25), town planning (19)
<b>Information management (58)</b>	Mainly related to librarianship (43) but also archives (6) and governance (4).

<sup>32</sup> Within this Phlebotomy (26) and cannulation (20) were most frequently mentioned.

<sup>33</sup> Including paramedics

<sup>34</sup> Including: Occupational therapy (29), speech and language therapy (11) and physiotherapy (7),

<sup>35</sup> Including facilities (8), change (7), finance (6), quality (8) and risk (6) management.

<sup>36</sup> For example, data protection and GDPR.



While the numbers involved are small, the skills mentioned in Table 1 provide further indication of the breadth of skills sought by UNISON members:

**Table 15      Other skills sought by members**

Other skills sought include
Office skills <sup>37</sup> (33), engineering (31), natural environment (23), design (20), dealing with people (10), marketing and PR (17), arts, crafts and creative (19), bid-writing and fundraising (12), assessor training (10), community engagement and development (10), report and copy writing (10), museums, heritage and culture (6), cleaning (5), animal care (4),

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<sup>37</sup> Including minute taking, typing and secretarial skills.

## 10. UNION ACTIVITY

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This final substantive chapter of the report explores respondents' interaction with the union. More specifically:

- whether they are active within UNISON;
- whether they have accessed member learning opportunities and if so, what they thought about these;
- how, if at all, the union could support them in future.

The relationship between member learning and union activism is also explored.

### 10.1. Union activism

One in ten (10%) respondents were active within UNISON at the time of the survey, for example holding roles such as steward, health and safety or union learning representative<sup>38</sup> (Figure 21). Members with characteristics mostly commonly associated with discrimination at work (for example, older workers, or those with a disability) were more likely than those without these characteristics to be active within the union (Appendix Table 136 to Table 140). For example, likelihood of being active in the union rises with age (Figure 21) and is highest among members:

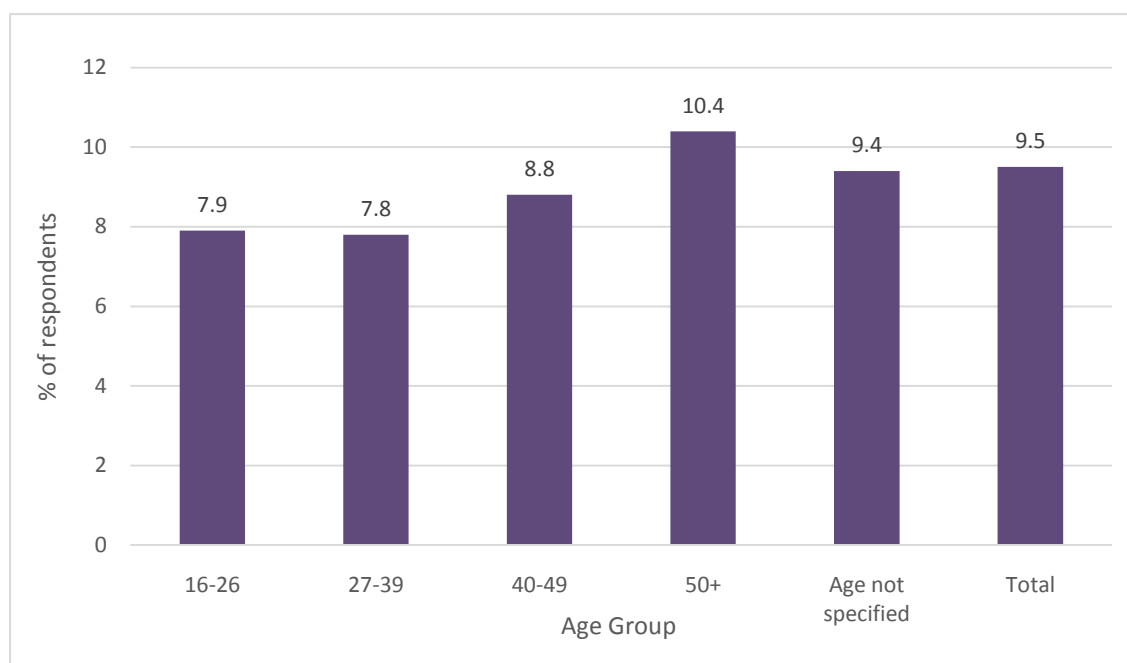
- From a Black/Black British (15%) or Asian/Asian British (11%) background.
- With a disability (15%)
- Who identify as lesbian/gay or bisexual (16%) or transgender (23%).

Men (14%) are however more likely than women (8%) to be active within the union even though women account for the majority (62%) of activists. Of respondents who said they were active within the union, the majority were aged over 50 (59%) and were of Irish/White ethnic origin (84%).

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<sup>38</sup> "Are you currently a UNISON activist? For example, a steward, health and safety representative or union learning representative?"

**Figure 21 UNISON activism by age group: percentage of respondents responding they were currently a UNISON activist?**



*Base: All respondents (33,383)*

Members with more secure employment contracts and working longer hours are perhaps unsurprisingly more likely to be active within their union than those on less secure contracts and working part time. Thus activism is highest among:

- Full time workers (11%);
- Those in a permanent job (10%).

Interestingly, out-sourced workers (12%) are more likely than non-outsourced workers (9%) be active within the union, possibly as a consequence of the disruption of the process of out-sourcing itself. Activism also tends to increase with highest qualification.

By sector, the highest levels of activism are in transport (16% of members working in this sector are active within UNISON), local government (14%) and environment (12%), utilities (12%) and further and higher education (12%). By contrast, members working in schools (6%) were least likely to be active within the union.

Levels of activism were lower in Northern Ireland (7%) and Scotland (7%) than in Cymru/Wales (19%) and regions of England. Within England, participation in union activities was highest in the Eastern region (13%) and Greater London (12%).

## 10.2. Take-up of UNISON member learning

Respondents were asked to select which, if any, UNISON member learning activities they had accessed in the past. Overall, one in eight (13%) respondents indicated that

they had accessed at least one of the activities listed with one-day workshops being the most frequently mentioned (Table 16).

**Table 16 Which, if any, of the following UNISON member opportunities have you accessed?**

	16-26	27-39	40-49	50+	Age not known	All
Any member learning opportunity	11	11	12	14	15	13
Don't know	5	4	5	4	5	4
One-day workshops (e.g. Power to be You, Get that Job, etc.)	4	4	4	5	5	4
Other	3	3	4	5	6	4
Weekend workshops	2	3	3	3	3	3
Open University CPD workshops (e.g. Autism Awareness, Managing Challenging Behaviour)	2	3	3	2	2	3
e-notes (online modules)	2	2	2	2	2	2
Return to Learn or Women's Lives course	*	1	1	2	1	1
Learning grants or bursaries	1	1	1	1	1	1
Discounted courses from the National Extension College	1	1	1	1	*	1
Discounted courses from e-Careers	1	1	1	*	*	1

*Base: All respondents (33,486)*

From a policy and marketing point of view, it is probably most instructive to explore the characteristics of members who were least likely to have accessed any of the learning opportunities explored. The results reveal only minor differences in the uptake of UNISON member learning opportunities by most demographic factors (Appendix Table 136 to Table 140). Characteristics associated with the lowest levels of take up were: being under 40 years of age (11% accessing support), part time workers (11%), those working in schools (11%) or further and higher education (11%) and members living in the South West (10%), Scotland (11%), Greater London (11%) or the North West (11%). Characteristics associated with higher take-up of these courses included:

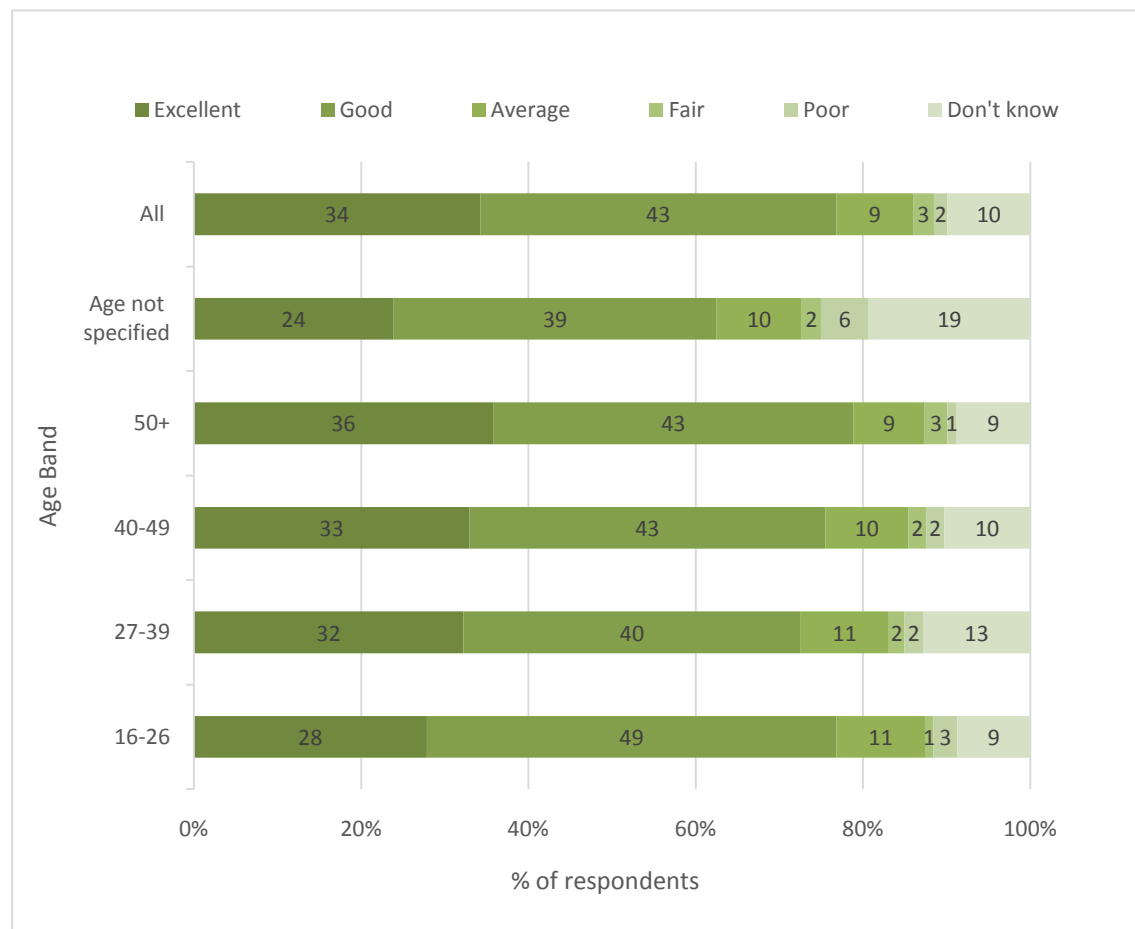
- Transgender (29%)
- Asian/Asian British (19%) and Black/British (18%) ethnic backgrounds
- Disability (17%)
- Lesbian/gay or bisexual (16%)
- Working in local government (16%), utilities (16%), environment (16%) and transport (16%)
- Living in Northern Ireland (25%) and the East Midlands (19%) and Northern region (16%).

While take-up rates were fairly modest across most characteristics the results do not suggest that members with protected characteristics are experiencing greater barriers to accessing the support than other workers.

### 10.3. Satisfaction with UNISON member learning opportunities

The survey revealed high levels of satisfaction with the provision among those that had accessed UNISON member learning opportunities (Figure 22). Overall more than three-quarters (77%) rated the provision as either 'excellent' (34%) or 'good' (43%).

**Figure 22 Overall, how would you rate the UNISON member learning opportunities that you have accessed?**



*Base: Respondents accessing UNISON member learning opportunities (4,489)*

Satisfaction levels were high across most respondent characteristics (Appendix Table 141 to Table 143) but were lowest among those working zero hours (66% rating the provision as 'excellent' or 'good') and agency workers (67%). Furthermore, satisfaction rose with qualification level and was highest:

- in Northern Ireland (85%), Northern region (82%), East Midlands (81%) and Yorkshire & Humberside (80%)
- Environment Agency (83%) and local government (80%)
- among those with a qualification at Level 4 or above (80%)

## 10.4. Association between UNISON member learning and union activism

The survey reveals a strong association between learning and UNISON member learning in particular, and union activism. Members who had undertaken *any* learning in the last 12 months were (11%) almost twice as likely as those who had not undertaken any recent training (6%) to be active within the union. Moreover, members who had accessed UNISON member learning<sup>39</sup> opportunities were almost eight times more likely to be active (39%) than those who had not (5%).

Furthermore, the positive association between UNISON member learning and activism remains strong even when demographic and employment characteristics (such as age, gender, ethnicity and sector) are held constant.

It is not possible to conclude, however, that take-up of UNISON member learning, necessarily *leads* to activism: association does not prove causation. The relationship could in fact, work the other way as activists are more likely to access UNISON member learning opportunities (55%) than non-activists (9%).

## 10.5. Suggestions for how UNISON can support members

We received overall 13,400 responses to the question “How if, at all, could UNISON support your learning in future?” The relatively open nature of this question generated a really interesting mix of responses from very specific requests about courses and qualifications through to feedback on access to reps and requests for general union help with workplace issues.

The moves to promote the lifelong learning agenda within trade unions have been criticised in the past for being something of a distraction away from the core activities of a trade union. This school of thought was actually virtually absent from the responses in this section, where only two of the 13,379 made any comments referring to the union’s activity and its involvement in lifelong learning in a negative way.

### ***Awareness of the offer***

By far the largest single group within the survey fall into the category of those who were broadly unaware of the current levels of UNISON learning activity. This group includes over 6,000 respondents who replied to the question with typically either a simple reference to being unaware of the offer, such as “I did not know UNISON did this” or who were – subsequent to the survey - now going to look and see what they could usefully do “I did not know that unison offered learning opportunities, I will look into suitable courses available to me”. As such the survey itself seems to have been a valuable awareness raising exercise. This indicates a very considerable untapped resource for the learning that can be provided through UNISON. The challenge appears to be in reaching this audience with the right training - rather than in

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<sup>39</sup> At any time, not necessarily in the last 12 months.

encouraging or driving up the desire for learning itself- which is a rather enviable position to be in.

Others raised issues around the awareness of the learning offer within UNISON: “I did not know Unison offered training. Why is it not advertised or promoted?” UNISON’s ULRs have a role in promoting and supporting learning yet they themselves get very few mentions in the responses to this question. The role of ULRs and their ability to promote the UNISON learning offer more widely seems to be a priority.

There is clearly a significant need for awareness-raising within branches and among the workplace reps themselves. ULRs will be key to this but need to have a clear priority around engaging as many members as possible and highlighting the current offer. We have already seen that those experiencing UNISON courses are almost universally positive – so there is a positive story and valuable content already in existence that needs to be promoted more widely to members.

In addition to those above who imply they are unaware and often now looking for information or considering a course, there were a further 66 who asked directly about how they could access such courses and some of these were quite specific about what they are looking for:

*“Access to the above courses.”*

*“Access to learning on line would be appreciated.”*

A significant number of respondents (632) took the opportunity to seek enhanced union ‘representation’. This includes things such as requests for response to outstanding queries and questions relating to how they access their workplace representatives. Examples included those both relating to learning and many which were not:

*“By having an active role in overseeing in house training provided by my employer. It is currently of poor quality and done on the cheap and of little lasting benefit. Boxes are being ticked - quite literally!”*

*“Encourage employers to allow staff paid time to undertake training and develop their skills formally.”*

*“Unsure, we don't have union representation in my workplace so union staff always appear a bit distant and they are so busy it can be hard to pin them down.”*

There are also within the survey a lot of messages of goodwill and requests for “more of the same” or “carry on with what you are doing”.



There was a particularly large subgroup of respondents who were looking for protected time off for training and for UNISON to “lobby management for training” and to “push management for training opportunities”. Others reported issues with access to training, some linked to the difficult public sector finance position:

*“My employer has put a freeze on all off-site training, even though I believe there is a budget for it.”*

*“By keeping training and learning on the employer’s agenda.”*

### ***Specific courses***

Specific course topics/subjects were mentioned by a number of respondents, but typically far fewer than those looking for geographic or specific delivery methods. The most commonly cited ‘topic’ was in relation to the need for Computing and IT Skills (417):

*“Run courses in digital skills.”*

*“Would really love some kind of computer study,”*

*“Provide more computer courses i.e.Excel.”*

*“Training for excel spreadsheets, powerpoint, ECDL type training*

A need specifically for help with Literacy (35) and Numeracy (105) ( L&N 28) was cited and helps stress both the key role that unions can have in tackling these issues and the importance of the Union Learning Fund as a route to funding such support in the workplace where it is clearly needed and articulated. Other ‘subjects’ and ‘topics’ mentioned varied significantly in type and number and mirrored closely those already described in Tables 14 and 15 in the previous chapter (and are therefore not repeated).

Significantly, a number of the subjects mentioned links to existing and recent campaigns within the workplace indicating both that the topics have proven to have an impact on the desire to learn more and that there is quite probably an underlying workplace need for such interventions.

### ***Union rep training***

Importantly for UNISON in helping to make the case for the learning agenda and for this survey - there were clearly expressed desires from some individuals to engage in greater union activism – most typically rep training (197):

*"I have an interest in becoming a Rep. The courses associated with this would be an advantage."*

*"I would like to know more about resources and training available to become more active in the union. Currently, I find the idea of being a steward or rep quite intimidating."*

*"I would like training to enable me to become a Unison steward."*

### ***Confidence-building***

A large number of respondents (140) took the opportunity to cite a desire to build their confidence:

*"Building Confidence and coping with stress in the Workplace courses."*

*"Confidence and assertiveness (I am a steward and would find this useful)."*

*"Confidence and leadership for women. Public speaking."*

*"Confidence and resilience skills for working in changing NHS"*

### ***Qualifications***

The need for recognised qualifications also emerged from the survey, with 113 respondents replying to the question above asking simply for 'Qualifications'. A further group were looking for very particular 'job specific' or 'work relevant' skills (13 & 20) such as:

*"Provide job specific courses."*

*"Run courses that are relative to my job."*

*"Tailored courses for the specific companies that we work in."*

A desire for University and Higher Education qualifications (221) also emerged very strongly from the research, often linked to requests for funding and bursaries.

*"Either a discount or a motivational offer to train or do courses in College / University with local colleges or universities."*

*"Further assistance for social work/university access."*

When citing other particular levels of education, Apprenticeships (15) was the most commonly cited followed by 'Level 3' and 'Level 2'. NVQs were mentioned by 6 respondents.

*"By helping me to apply (for) an apprenticeship program or funding my interest of taking GCSE in College."*

*"By supporting me when applying for apprenticeships or by offering training opportunities leading to a higher qualification."*

### ***Better access to training opportunities***

A sizable group of respondents stressed a need that can best simply be defined as 'Access' (66) - where they were clearly already looking for some kind of training and were now eager to access the learning somehow. There was overlap here with the largest group of respondents who were somewhat unaware of the current offer and looking for more information from UNISON.

*"Yes - let me know what courses are available and how to access them."*

*"Yes by sending me a list of courses, and the names of courses, that I could do, and any support for me on these courses. I.e. letting me know how much if anything I will have to pay for in doing the courses."*

*"Yes help is needed."*

Respondents volunteered a number of views around the location and means of delivery of the courses themselves. A preference or direct request for 'online (or e-) learning' was cited by some 452 respondents. Evening and or weekend classes (away from working hours) were requested from a further 62. The desire for more localised (presumably face-to-face) delivery was a theme with 48 specifically requesting this. Childcare as an issue was raised by a small number of recipients – "Opportunities available in term time as I can't go out of this time due to childcare".

Face-to-face had clearly been relatively problematic for some as 'cancelling classes' was raised as a concern a number of times:

*"Have applied twice for lgbt officer training but it was cancelled both times."*

*"Not cancelling steward update courses or doing as an online programme."*

*“As well as a desire for training during non-work time there was also a clear preference amongst some (40+) for training to be provided very specifically during work hours:”*

*“Facilitate my employer releasing me from my full time job to attend courses in my area.”*

*“In the past I have had to use annual leave to attend training ... “*

### ***Funding***

Funding was consistently a major concern with 411 respondents requesting this directly and many more seeking support with course fees for differing level of training and qualifications. A further 67 respondents were looking very specifically for ‘free courses’ – without identifying which particular courses/topics.

*“By providing courses which are affordable to the members.”*

*“By providing learning grants to allow further education opportunities which we have not had in the workplace.”*

*“Continue to press for quality training to be provided by employers and fight for funding support.”*

*“Discounted courses from e-Careers.”*

### ***Careers advice and guidance***

Interview skills (40), CV building (10) and ‘new skills’ (7) were another series of topics raised by participants and linked directly to an expressed desire within respondents to develop their careers. Nonetheless these are a small proportion of the responses and don’t indicate major sectoral movement to leave their current employment. It also doesn’t tend to indicate much of a causal link between seeking/receiving training and changing an employer.

One area that emerged strongly from the survey question was the rather generic need for ‘support’ (632). This excludes where respondents are generally unaware of the offer but includes particular requests and desires for support with learning and training. A similar group were ‘unsure’ (90) about how UNISON could support their learning in the future – and they could probably be added to the ‘support’ group. 73 respondents were looking for unspecific ‘CPD’ of some kind. Examples of comments from the ‘support’ group are:

*“Career advice and development in conjunction with employers”*

*“Career changing advice”*

*“Career progression advice”.*

This group are a clear target for UNISON's network of ULRs who can provide careers advice and can further utilise other tools to help assess people's skills needs at work. There was also an expressed desire for 'more courses' (379) from those presumably familiar with the existing offer and looking to engage further in lifelong learning. A similar response of 'more', with no other details, was received from 11 respondents and 'new skills' from a further 7.

A small number were looking to link into learning through events (23) such as "career(s) fair to go to". Given the evident desire for learning opportunities a series of ULR supported campaigns and mini-events across the UK may well make good sense. Training providers would almost certainly be interested in supporting such activities given their involvement.

### ***Learning in later life***

Quite a number stated that they were looking to retire soon (443) and this influenced either a desire for support in this area or a perceived reason for not needing any additional training or courses. UNISON as a union is growing but retains a relatively old membership and ensuring that sufficient support is available for older workers is logically therefore a priority. The creation of new or use of existing support to help workers prepare for retirement emerges strongly from the study. Other 'older worker' issues were reported by 17 respondents and 11 were specifically seeking 'pension advice'. Examples of the responses from older workers are:

*"Career change learning for people over 50."*

*"I am towards the end of my working life as I am in my late 50's, but I still need to keep my skills up to date. I will bear UNISON learning opportunities in mind in the future."*

*"I'm now too old. 60. Have to work to 67. Have to stay where I am. No hope for better working future."*

*"When you are over 50 it is not learning which is required it is a blameless, secure work place. There is a blame mentality by managers in the NHS, managers who have never done your job and who only have a small percentage of knowledge about your job."*

As well as continuing to provide ongoing learning and advice irrespective of age Unions and the TUC have been active in pursuing a Mid-Life Skills/Career Review. Comments such as the above and many others suggest a real need for this in the ageing public sector workforce.

In summary, there is both an articulated desire for learning (in its many forms) plus a recognition of the importance of learning across many areas including some very individualistic desires such as for career, workplace progression and promotion and more community and workplace related desires such as wellness, sign language and

worker representation. The current pressures on the public sector may well also help explain why so many are looking for help with topics such as retirement, representation, tackling bullying and overcoming stress and anxiety.

## 11. SUMMARY RESULTS BY RESPONDENT CHARACTERISTIC

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The questionnaire included several questions about respondents' demographic and employment characteristics. These were used to compare the profile of respondents to known characteristics of UNISON members but also to assess the extent to which members' experience of work, attitudes, participation in training and future training needs varied by these characteristics. In particular, it was important to establish whether members with protected characteristics and/or in flexible employment contracts reported less favourable experiences or outcomes than other members.

### 11.1. Disability

Members who considered themselves disabled generally reported less positive experiences, attitudes and outcomes than those who did not consider themselves disabled. This was particularly the case in terms of their experiences of work: they were among the most likely to believe their position would be made redundant within the next 3 years and that technological automation is putting public service jobs at risk. Furthermore, among all characteristics, disability was also associated with the highest propensities to be dissatisfied with their current job and/or worried about the future of the world of work as it is likely to affect them.

In terms of skills, disabled members were among the most likely to believe their skills were below (or above) those needed for their job and that lack of literacy and numeracy skills had discouraged them from progressing their careers. However, they were among the least likely to have undertaken any learning for their work and career, and those that had learned for work were more likely than non-disabled members to have undertaken this training solely in their own time and were less likely to have gained a qualification or identify any of the positive impacts explored in the survey resulting from it. Disabled members who had not undertaken any work related learning in the last 12 months were more likely than non-disabled members to feel that training would have been useful and were more likely than members with any other characteristics to feel that their employment prospects had been negatively affected by their lack of training. Disabled members were however more likely than non-disabled members to access UNISON member learning and be active within the union.

### 11.2. Age

The survey reveals interesting but not wholly unexpected results by members' age. Broadly, the percentage of members expressing concerns about the future tends to rise with age: older members are more likely than their younger colleagues to believe technological automation is putting public service jobs at risk and more likely to believe they are personally at risk of redundancy. They are also more likely to feel 'worried' or 'uninterested' about their future and less likely to feel 'excited' or 'confident'. This will

be partly influenced by their greater likelihood of experiencing redundancies and other workplace changes over the last three years.

While the pattern of skills needs was fairly stable across the age groups, younger members were more likely than their older colleagues to identify a need to develop all the skill areas explored in the survey with the notable exception of computer and digital skills. Members in the youngest age group (aged 16 to 26) were among those most likely to want to improve their literacy and numeracy skills and were the most likely to want to develop their management & supervisory skills and confidence & assertiveness skills. Members in the oldest age group (aged 50 and over) by contrast were least likely to think it useful to develop ANY skills but were most interested in developing their computer & digital skills. This is consistent with the higher proportion of older members believing that their computer & digital skills were lower than those needed at work.

The vast majority of members across all age groups held positive attitudes to learning although these tended to be slightly weaker among older members. This is reflected in slightly lower levels of participation in recent work or career related learning among older members although even among this group more than two-thirds (69%) had learned for work or career within the last 12 months. The proportion of learners achieving a qualification or reporting at least one of six impacts as a result of their learning falls with age. This could point to difficulties in securing more specialised training for experienced workers since older members were also slightly more likely than their younger colleagues to feel that the learning they had done was inadequate for meeting their skills needs.

Members' likelihood of being active in the union and accessing UNISON learning both tended to rise (marginally) with age.

### 11.3. Ethnic origin

The main difference by ethnic origin in members' experience of work was between those of Black/ Black British origin and all other groups. For example, while members identifying as Black/ Black British were more positive than members from other ethnic groups about their own future at work and were less likely to believe they were personally at risk from redundancy, they were however, less likely to be satisfied with their current job and more likely than members with any other characteristic to feel that technological automation was putting public service jobs at risk. In terms of accessing training:

- Asian/Asian British members were among those least likely to have trained for work in the last 12 months and Black/British among the most likely. Furthermore, Black British members who had not trained were more likely than members with any other characteristic to believe that training would have been useful to them.



- Perhaps surprisingly, while overall attitudes to learning were overwhelmingly positive across all ethnic groups, members from both minority groups were slightly less positive than those identifying as Irish/White. Black/ Black British members were more likely than members with any other characteristic to believe that it was their own responsibility to update their skills.
- Both minority ethnic groups were more likely than the Irish/White group to have undertaken this recent training solely in their own time and were more likely to have gained a qualification or identify an impact from their learning.

Members from an ethnic minority group were more likely than Irish/White members to identify a need to develop a range of skills and were more likely to report having been discouraged from progressing in their careers because of perceived deficiencies in these skills. They were also more likely to be active within the union and have accessed UNISON member learning opportunities.

#### 11.4. Gender

Differences by gender tended to be small, suggesting that other characteristics were generally a stronger predictor of members' experience, attitudes and outcomes. Notwithstanding this, the results suggest that men are slightly more likely than women to have experienced change at work, feel personally at risk of redundancy and feel dissatisfied with their current job. Despite this, men are more likely to feel 'confident' about the future than women. Women, by contrast, are more likely than men to feel 'worried' about the future of work as it affects them.

Male respondents were more likely than female respondents to have participated in recent work related learning, were more likely to have done this solely in their employers' time and were marginally more likely to have gained a qualification or identify a positive impact from training. However, they were also slightly more likely than female learners to feel that the learning was inadequate in addressing their needs. Men who had not undertaken any recent work related learning were more likely than women in the same circumstances to feel that their employment prospects had been compromised by lack of learning.

Despite being slightly less likely to have undertaken work related training, women were more likely to hold positive attitudes to learning than men although the vast majority of both groups felt learning was important to their self-esteem and that they were ready to learn new skills to remain employable in the future.

In terms of the skills members believe they are deficient in and are interested in developing in future, men and women selected specific skills in fairly equal proportions so that the distribution was broadly consistent by gender. However, differences in the percentages responding that they wanted to develop each skill in future reveals that:

- Men are more likely than women to want to develop job specific, technical or practical skills and are slightly more likely than women to be interested in improving their literacy, complex analytical and physical or manual and job skills;
- Women are more likely than men to want to develop their numeracy and confidence & assertiveness skills.

Men are more likely than women to be active within the union and to have accessed UNISON member learning opportunities.

### 11.5. Transgender

The number of respondents identifying as transgender was relatively small (156) compared to the sample as a whole. This means that the results are subject to wider confidence intervals than other categories of respondents. At this stage, it is also not possible to isolate the impact of transgender status from other characteristics. This would require more detailed statistical analysis using regression techniques.

Simple cross-tabulations, however, suggest that members who identified as transgender were more likely than members with any other characteristic to feel personally at risk of redundancy. Despite this, they were slightly less likely than members who did not identify as transgender to feel 'worried', 'uninterested' and 'confidence' about the future but more likely to feel 'excited'.

In terms of their skills, members identifying as transgender were more likely to report that concerns about their literacy or numeracy skills had stopped them from progressing in their career or becoming more involved in the union. Transgender members were equally likely to have undertaken recent work-related training.

Respondents identifying as transgender were more likely to have trained solely in their employer's time and were more likely to have gained a qualification. Furthermore, transgender members who had not undertaken any work-related learning in the last year were more likely than other members to feel that learning would have been useful to them but were less likely to have identified employer-related barriers to doing so. Whilst the overwhelming majority of transgender members were positive about future training, they were marginally less positive than non-transgender members.

The percentage of transgender members interested in developing specific skills in future was similar to non-transgender members although the former were slightly more likely to be interested in developing their literacy, complex analytical and physical or manual skills.

## 11.6. Sexual orientation

Like gender, variation in the results by respondents' sexual orientation tended to be fairly small: in most cases within  $\pm$  five percentage points (this could reduce further if the results were controlled for other variables in regression analysis). Notwithstanding this, the results suggest that members describing themselves as lesbian, gay or bisexual were slightly more likely than heterosexual or straight members to feel personally at risk of redundancy, dissatisfied with their current job, consider their ability in selected core skills above that needed for their current job, identify employer barriers to training and to feel that the learning they accessed over the last year was inadequate in addressing all their needs.

However, members identifying as lesbian, gay or bisexual were more likely than heterosexual members to have participated in learning for work and were more likely to have undertaken each form of learning – especially off-the-job learning and self-directed learning – suggesting multiple episodes of learning over the last 12 months. This learning was slightly less likely to have been undertaken solely in employers' time: a finding consistent with multiple episodes (and especially greater participation in self-directed learning) but was more likely to have resulted in a qualification or other impact. Given these results, it perhaps not surprisingly that members identifying as lesbian, gay or bisexual were more likely than those identifying as heterosexual or straight to identify deficiencies in their skills<sup>40</sup> and were among the most likely to agree that they were 'ready to learn new skills to remain employable in the future'. Interest in developing a broad range of skills did not differ substantially by sexual orientation although members identifying as lesbian, gay and bisexual were more likely than those identifying as heterosexual or straight to be interested in most skills but particularly: complex analytical skills, supervisory or management skills, confidence or assertiveness skills and job specific, technical or practical skills.

Lesbian, gay and bisexual respondents were more likely than heterosexual members to be active within the union (difference of seven percentage points) and were more likely to have accessed UNISON member learning opportunities.

## 11.7. Highest qualification

As might be expected given the subjects explored in the survey, many of the results were strongly correlated with highest qualification. Members with no or low level qualifications were considerably more likely than those with the highest qualification levels to want to develop their literacy, reading or writing and numeracy and maths skills and were generally less likely to report positive experiences, attitudes and outcomes explored within the survey. Members with no or low level qualifications were less likely than respondents with any other characteristic to:

- Participate in training for work or career

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<sup>40</sup> That is, disagree with the statement: "I have all the skills I need for the rest of my career".

- Identify any impact from work-related training and specifically, report that training had helped them improve the way they work
- Report they were ready to learn new skills to remain employable in the future even though the vast majority are ready to do so.

They were more likely than respondents with other characteristics to:

- Believe their literacy, reading or writing, numeracy, maths skills, computer digital skills and management or supervisory skills were below the level needed or their current job;
- Be discouraged from: applying for promotion, taking on extra responsibilities at work, applying for a training course because of their lack of skills or confidence in literacy or numeracy;
- Believe they have all the skills they need for the rest of their career and that it would not be useful to develop ANY skills in future.

The results are largely intuitive, reflecting the findings of previous research that has revealed that people with low level qualifications are among the least likely to train or be positive about training. Notwithstanding this, however, this survey found that the vast majority of members with no or low level qualifications agreed that learning was important for their self-esteem, and that even more were ready to learn new skills to remain employable. Translating this latent interest into active participation is the main challenge since low skilled members were considerably less likely than highly qualified members to have accessed training because they had asked for it or because it was delivered as part of their professional registration or on-going CPD. A significant minority of members with low skills are also put off from applying for training courses because of concerns about their literacy or numeracy skills. This means that employers, union learning and other reps and colleagues play a particularly important role in encouraging and advocating skills development among this group. Further exploration of these findings may help to understand the characteristics, experiences and attitudes of this group in order to develop and target tailored interventions (for example, by age and or sector).

Higher qualified workers were more likely than their lower qualified colleagues to report changes within their workplace and believe it 'likely' that their position could be made redundant in the next three years. Furthermore, higher qualified learners were more likely than those with lower qualifications to report that their recent learning was adequate in meeting all their learning needs although they were more likely to report any positive impact as result of the training and specifically, that it had helped them improve the way they work. This could reflect the difficulty in accessing higher level training in specialist skills particularly if they are job or industry specific.

## 11.8. Employment contract

The questionnaire included questions about members' employment contract: specifically whether they were an 'outsourced worker', their hours of work ('full time', 'part time', 'zero hours' or 'other') and contract type ('fixed term or temporary contract', 'agency worker', 'permanent' or 'other')<sup>41</sup>. These were included to explore whether flexible forms of employment contract were associated with less favourable experiences of work than permanent or full-time workers. As with the other sections, this analysis is based on simple cross-tabulations which means that the results also reflect, in part, the influence of other factors (such as highest qualification and age) which will explain some of the differences observed between different types of employment contract. The cross tabulations suggest that:

- Outsourced workers and those on zero hours contracts are among the least likely to be satisfied with their current job.
- Flexible workers and agency workers in particular are more positive about the future of work than members on other forms of contract. This is probably because they are already working flexibly and feel better prepared to respond to changes when they occur. Agency workers were more likely to report being 'confident' and 'excited' about the future than members with any other characteristic. This positivity notwithstanding, more than two-fifths of agency workers were 'worried' about the future.

In terms of skills:

- Skills imbalances are more common among flexible workers particularly those on 'zero hours' contracts. For example, members on zero hours contracts had the highest percentage (or among the highest percentage) of respondents who reported that their literacy, numeracy, computer skills, management & supervisory, manual or physical, or communication skills were higher than those needed in their job. While the proportions are small, flexible workers were also more likely to report that their ability in most of the skills explored were lower than those needed for their current job.
- Notwithstanding the above, flexible workers are more likely than members on other forms of employment contract to report being discouraged from progressing their career, accessing training or getting more involved in their union due to a lack of skills or confidence in literacy or numeracy. This issue is particularly prevalent among agency workers.

While part time working is associated with lower levels of participation in training than most other characteristics, this is not the case for other forms of flexible working. In fact, agency workers are among the most likely to have accessed work related training,

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<sup>41</sup> Note: a respondent can be a 'agency worker' on a 'zero hours' contract because the information is derived from two separate questions.

probably reflecting their participation in company-specific inductions as they move from assignment to assignment. Information about the types of training undertaken offers further clues about the quality of training undertaken. Interestingly, flexible workers<sup>42</sup>, unlike learners on other forms of contract, were more likely to access online learning or receive on-the-job-training than engage in learning that took them away from their normal workstation. Furthermore, agency workers and those on zero hour contracts are considerably more likely to have undertaken the work-related learning wholly in their own time. Possibly because of the significance of this personal investment in their skills, these learners were also considerably more likely to have gained a qualification from this learning.

Flexible workers who did not train were generally more likely than those on other forms of contract to feel that training or education would have been useful to them and while employer-orientated reasons were most commonly identified as factors in not undertaking training, flexible workers were slightly more likely than members on other forms of contract to identify a range of personal factors that influenced their decision not to train.

Flexible workers are interested in developing a similar range of skills as other members although zero hour workers and to a lesser extent agency workers tended to be:

- more likely than those on other forms of contract to be interested in developing job specific, technical or practical skills, literacy and numeracy and physical skills;
- less likely than those on other forms of contract to be interested in developing supervisory or management skills, computer and digital skills.

As might be expected, full-time and permanent workers were more likely to be active within the union than members with most other characteristics although outsourced workers had similar levels of union activism. Flexible workers were more likely than those on other forms of contract to access UNISON learning opportunities.

## 11.9. Sector

This section highlights some of the biggest differences in the results between sectors. However, the large sample size achieved means there is considerable scope for more detailed analysis of the results *within* each sector.

While the majority of respondents in all sectors have witnessed organisational change over the last three years, changes were less commonly reported by members working in schools and to a lesser extent health and social care, but redundancies in particular were most frequently reported in further and higher education, utilities and local government. These results are important because this context provides the 'mood

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<sup>42</sup> With the exception of part time workers.

music' influencing how positive respondents feel about their own employment prospects and satisfaction with their current job.

Technological change was particularly perceived as a risk to public service jobs generally and respondents personally, in the utilities sector and to a slightly lesser extent transport sector. Respondents in these sectors were also less likely than those in other sectors to report that the skill requirements of their work had increased over the last 3 years.

Respondents' assessment of their own skills in relation to the requirement of their job did not reveal significant variation by sector although respondents working in schools were considerably more likely than those working in most other sectors to feel that their computing and digital skills were below those needed in their job. A significant minority of respondents across all sectors identified a deficiency in management and supervisory skills.

Participation in work related training was fairly uniform across sectors but with particularly high levels in social care (and to a lesser extent health care). Learners working in social care also had relatively high levels of participation in off-the-job training and online learning. Beyond this, the broad pattern of types of training is consistent across sectors. There were fairly large differences, however, in whose time the training was undertaken by sector, with a significant minority of members in schools in particular, but also health, transport and social care, undertaking their training solely in their own time. By contrast, training was far more commonly undertaken wholly in employers' time in the environment, utilities, police & justice and local government sectors. Training was considerably less likely to result in a qualification in police & justice, local government and utilities.

When asked what skills they want to develop in future, members gave responses that were broadly consistent across sectors. Computer and digital skills was the most popular choice across all sectors, followed by management and supervisory and confidence and assertiveness skills.

Levels of union activism was twice as high in transport, local government, further and higher education, utilities and the environment than in schools. Take up of UNISON member learning opportunities was highest in utilities and the environment.

### **11.10. Region**

As with sector, the sample size is sufficiently generous to allow more detail exploration of the survey findings by region. At the aggregate level, however, in most respects, the main differences were between countries and in particular between Northern Ireland and the rest of the United Kingdom (UK), with relatively little variation between the English regions although Greater London did 'stand out' from the rest of England on some topics. This is particularly apparent in the questions on organisational change where respondents in Northern Ireland were considerably less likely to report any of

the organisational changes explored. Northern Ireland members were also considerably less likely to report redundancies (8%) compared to Greater London (29%), Northern region (29%) and the West Midlands (29%). Reflecting this, members living in Northern Ireland felt less at risk of redundancy themselves than members living elsewhere in the UK.

Members living in Greater London and to a slightly lesser extent Northern Ireland were more likely than members in other regions to report being discouraged from progressing their career due to concerns about their literacy and numeracy skills. Participation in work-related learning was high across all regions although members living in Northern Ireland were more likely to have undertaken this learning solely in their own time and less likely to have done it solely in their employers' time. Learning was most likely to result in a qualification in Wales and Northern Ireland and least likely in Scotland. Interestingly, the percentage of members reporting a positive impact from their training was 10 percentage points higher in Northern Ireland than in Scotland. Members from Northern Ireland were less likely than those in other regions to report employer-related barriers to training and those in Greater London more likely than those in other regions to report personal barriers to training.

Interest in developing generic skills does not vary substantially by region although members in Greater London were most likely to express an interest in developing each skills area. Again, the main difference was between Northern Ireland (and Greater London) and the rest. Members in Northern Ireland were more likely than average to be interested in developing their literacy and numeracy skills, physical and manual skills and confidence and assertiveness skills and were slightly less interested than average in computer & digital skills and complex analytical skills.

Union activism was highest in the Eastern (13%) and Greater London (12%) regions and lowest in Northern Ireland (7%) and Scotland (7%). Members in Northern Ireland were significantly more likely than those in other regions to access UNISON member learning with one-day workshops being particularly popular in the region.





**Table 17      Within the last three years, have any of the following changes occurred at your workplace?: Gender, age and ethnic origin**

	Change in the way work was organised (%)	New computer or automated equipment introduced (%)	Other new equipment was introduced (%)	Reduction in the number of people doing same work (%)	Redundancies (%)	Job was outsourced (%)	None of above (%)
<b>Gender</b>							
Male (8394)	68	46	31	48	26	4	14
Female (24547)	65	43	26	44	21	3	17
Prefer not to say (411)	69	49	34	50	31	3	14
Other (34)	68	56	32	32	21	9	21
<b>Age</b>							
16 to 26 (966)	55	35	28	35	16	4	25
27 to 39 (5270)	66	44	28	42	22	3	17
40 to 49 (8477)	65	44	28	46	23	3	16
50 and over (18040)	66	45	26	46	23	3	15
Prefer not to say (579)	71	49	33	49	29	4	14
<b>Ethnic origin</b>							
Asian / Asian British (1036)	64	44	32	42	21	5	15
Black / Black British (1525)	62	39	29	39	21	5	18
Irish / White (29321)	66	45	27	45	23	3	16
Other (564)	71	41	28	48	24	5	14
Prefer not to say (927)	71	48	31	51	27	4	13

**Table 18**      **Within the last three years, have any of the following changes occurred at your workplace?: Disability, sexual orientation and transgender status**

	Change in the way work was organised (%)	New computer or automated equipment introduced (%)	Other new equipment was introduced (%)	Reduction in the number of people doing same work (%)	Redundancies (%)	Job was outsourced (%)	None of above (%)
<b>Disability</b>							
Yes (4837)	73	48	30	51	26	4	13
No (27497)	64	43	27	44	22	3	17
Prefer not to say (991)	68	48	31	48	24	4	15
<b>Sexual orientation</b>							
Heterosexual / straight (29045)	66	44	27	45	22	3	16
Lesbian / gay / bisexual (1575)	67	46	28	44	25	3	16
Prefer not to say (2359)	66	44	29	47	24	4	17
Other (273)	60	37	27	40	21	2	19
<b>Transgender status</b>							
Yes (156)	69	37	29	44	24	5	17
No (30927)	66	44	27	45	23	3	16
Prefer not to say (985)	66	45	33	46	23	4	15

**Table 19**      **Within the last three years, have any of the following changes occurred at your workplace?: Hours worked, Contract type**

	Change in the way work was organised (%)	New computer or automated equipment introduced (%)	Other new equipment was introduced (%)	Reduction in the number of people doing same work (%)	Redundancies (%)	Job was outsourced (%)	None of above (%)
<b>Hours worked</b>							
Full time (26881)	67	46	28	45	23	3	15
Part time (8034)	62	40	24	43	20	4	19
Zero hours (438)	47	30	20	32	12	7	29
Other (246)	52	29	21	31	12	2	29
Don't know (24)	38	25	13	25	21	13	33
<b>Contract type</b>							
Fixed term or temp. contract (4185)	61	41	26	42	21	3	19
Employed through an agency (318)	41	31	21	27	13	9	31
In a permanent job (30626)	66	45	27	46	23	3	16
Other (408)	51	30	21	31	14	4	28
Don't know (81)	43	24	21	28	16	7	31
<b>Out-sourced worker?</b>							
Yes (2247)	60	38	25	41	18	16	17
No (32817)	66	45	27	45	23	2	16
Don't know (556)	53	32	20	30	12	8	25

**Table 20** Within the last three years, have any of the following changes occurred at your workplace?; Highest qualification and sector

	Change in the way work was organised (%)	New computer or automated equipment introduced (%)	Other new equipment was introduced (%)	Reduction in the number of people doing same work (%)	Redundancies (%)	Job was outsourced (%)	None of above (%)
<b>Highest qualification</b>							
None/below level 2 (2882)	58	40	26	38	14	4	22
Level 2/3 (11022)	65	45	28	46	21	4	16
Level 4+ (15960)	69	46	26	48	27	3	14
Unknown level (3946)	60	41	29	38	14	3	20
<b>Sector</b>							
Social Care (4336)	68	46	22	42	20	4	17
Health care (11417)	62	44	32	39	7	3	18
Further and higher education (2606)	69	41	24	46	42	2	13
Schools (5469)	57	31	19	40	22	2	22
Local government (5941)	71	49	26	56	38	3	11
Police and justice (2304)	72	58	37	55	24	2	10
Utilities (987)	74	52	33	51	39	11	11
Environment (417)	66	45	27	54	29	3	13
Transport (322)	65	44	29	45	35	4	16
Other (1713)	65	43	24	40	30	5	18
Don't know (73)	52	34	25	30	21	6	32

**Table 21**      **Within the last three years, have any of the following changes occurred at your workplace?: Region**

	Change in the way work was organised (%)	New computer or automated equipment introduced (%)	Other new equipment was introduced (%)	Reduction in the number of people doing same work (%)	Redundancies (%)	Job was outsourced (%)	None of above (%)
<b>Region</b>							
Eastern (1544)	69	48	31	45	24	3	14
East Midlands (2251)	65	43	25	46	23	3	17
Greater London (2017)	67	44	26	46	29	5	14
Northern (2264)	67	45	30	47	29	5	15
North West (4990)	65	43	27	44	21	3	16
Northern Ireland (841)	52	39	23	33	8	2	26
Scotland (4398)	66	42	25	46	14	2	16
South East (4171)	66	46	27	46	24	3	16
South West (2925)	68	48	31	48	25	4	13
Cymru / Wales (1934)	62	42	25	42	24	2	19
West Midlands (1799)	68	45	28	48	29	4	15
Yorkshire & Humberside (3705)	65	45	28	44	23	4	16
Prefer not to say (478)	62	42	29	41	20	3	20

**Table 22      How likely is it that your position could be made redundant within the next 3 years?**

	Very likely (%)	Somewhat likely (%)	Not very likely (%)	Not at all likely (%)	Don't know (%)
<b>Gender</b>					
Male (8394)	11	26	28	13	23
Female (24554)	10	24	26	12	28
Prefer not to say (410)	14	28	19	8	32
Other (34)	12	27	32	6	24
<b>Age</b>					
16 to 26 (966)	6	20	31	20	24
27 to 39 (5271)	8	25	28	15	23
40 to 49 (8480)	10	24	26	12	28
50 and over (18040)	11	24	26	12	27
Prefer not to say (580)	15	28	16	8	34
<b>Ethnic origin</b>					
Asian / Asian British (1036)	15	19	21	13	32
Black / Black British (1525)	12	16	22	14	36
Irish / White (29326)	10	25	27	12	26
Other (564)	11	28	22	11	28
Prefer not to say (927)	13	29	19	8	32
<b>Disability</b>					
Yes (4836)	14	28	23	10	25
No (27503)	9	24	28	13	27
Prefer not to say (991)	12	27	18	8	34
<b>Sexual orientation</b>					
Heterosexual / straight (29049)	10	24	27	12	27
Lesbian / gay / bisexual (1576)	8	29	27	15	20
Prefer not to say (2360)	12	25	21	11	32
Other (274)	12	20	29	11	29
<b>Transgender status</b>					
Yes (156)	15	30	26	8	22
No (30931)	10	25	27	12	27
Prefer not to say (984)	12	22	19	12	36

**Table 23      How likely is it that your position could be made redundant within the next 3 years?**

	Very likely (%)	Somewhat likely (%)	Not very likely (%)	Not at all likely (%)	Don't know (%)
<b>Hours worked</b>					
Full time (26117)	10	24	27	13	27
Part time (7800)	11	25	26	11	28
Zero hours (415)	10	16	26	16	32
Other (234)	10	15	19	14	41
Don't know (22)	23	14	5	5	55
<b>Contract type</b>					
Fixed term or temp. contract (4039)	14	26	24	12	24
Employed through an agency (303)	13	13	25	18	31
In a permanent job (29780)	9	24	27	12	27
Other (387)	15	18	23	16	27
Don't know (74)	24	12	16	4	43
<b>Out-sourced worker?</b>					
Yes (2155)	13	22	25	13	27
No (31905)	10	25	27	12	27
Don't know (525)	9	15	21	11	44
<b>Highest qualification</b>					
None/below level 2 (2882)	10	18	25	15	33
Level 2/3 (11026)	10	23	27	11	29
Level 4+ (15961)	10	28	28	12	22
Unknown level (3945)	9	17	24	14	36



**Table 24      How likely is it that your position could be made redundant within the next 3 years?**

	Very likely (%)	Somewhat likely (%)	Not very likely (%)	Not at all likely (%)	Don't know (%)
<b>Sector</b>					
Social Care (4213)	11	24	28	11	27
Health care (11013)	6	14	31	22	28
Further and higher education (2553)	11	32	25	6	26
Schools (5332)	11	26	25	10	29
Local government (5801)	14	35	22	5	24
Police and justice (2232)	8	26	27	11	27
Utilities (952)	19	30	21	9	22
Environment (403)	12	26	29	7	27
Transport (310)	9	26	26	7	34
Other (1670)	15	27	23	9	26
Don't know (72)	11	21	24	7	38
<b>Region</b>					
Eastern (1543)	10	27	28	11	24
East Midlands (2250)	11	27	25	11	27
Greater London (2017)	14	28	22	10	26
Northern (2264)	11	26	24	10	29
North West (4989)	10	25	26	11	29
Northern Ireland (843)	6	13	33	21	27
Scotland (4398)	9	20	30	16	26
South East (4173)	10	26	28	12	25
South West (2926)	9	26	26	13	26
Cymru / Wales (1933)	11	24	25	14	26
West Midlands (1802)	14	27	24	10	25
Yorkshire & Humberside (3706)	9	23	28	12	28
Prefer not to say (478)	12	20	18	11	40

**Table 25** Why do you feel your position could be made redundant?: Gender, age and ethnic origin

	Technology will reduce the need for people doing my kind of work	Changes within the business or organisation	Changes in my personal capacity	Changes in the broader economy	Don't know	Other
<b>Gender</b>						
Male (3059)	9	80	5	24	1	6
Female (8,218)	8	77	4	22	2	8
Prefer not to say (170)	7	77	7	22	1	11
Other (13)	8	69	0	46	8	8
<b>Age</b>						
16 to 26 (250)	15	81	6	22	3	6
27 to 39 (1776)	11	79	4	26	3	8
40 to 49 (2875)	8	77	3	24	2	8
50 and over (6289)	8	78	5	21	1	7
Prefer not to say (248)	8	79	6	21	0	9
<b>Ethnic origin</b>						
Asian / Asian British (355)	13	78	9	18	6	4
Black / Black British (423)	11	72	7	20	4	8
Irish / White (10071)	8	78	4	23	1	7
Other (217)	7	77	7	28	2	8
Prefer not to say (388)	7	77	6	25	2	8

**Table 26**      **Why do you feel your position could be made redundant?: Disability, sexual orientation and transgender status**

	Technology will reduce the need for people doing my kind of work	Changes within the business or organisation	Changes in my personal capacity	Changes in the broader economy	Don't know	Other
<b>Disability</b>						
Yes (2019)	10	76	9	22	1	8
No (9028)	8	78	3	22	2	7
Prefer not to say (391)	8	81	6	24	2	4
<b>Sexual orientation</b>						
Heterosexual / straight (9891)	8	78	4	22	1	7
Lesbian / gay / bisexual (596)	8	79	4	28	1	7
Prefer not to say (861)	10	75	5	23	3	8
Other (86)	12	69	15	30	7	8
<b>Transgender status</b>						
Yes (69)	15	68	7	19	9	6
No (10611)	8	78	4	23	1	7
Prefer not to say (333)	8	74	6	21	4	10

**Table 27 Why do you feel your position could be made redundant?: Hours worked, contract type and out-sourced worker**

	Technology will reduce the need for people doing my kind of work	Changes within the business or organisation	Changes in my personal capacity	Changes in the broader economy	Don't know	Other
<b>Hours worked</b>						
Full time (8863)	9	79	4	22	2	7
Part time (2762)	8	74	5	24	1	9
Zero hours (109)	8	61	13	20	7	9
Other (59)	2	66	17	20	7	9
Don't know (8)	13	50	0	25	13	13
<b>Contract type</b>						
Fixed term or temp. contract (1606)	6	71	4	23	2	13
Employed through an agency (77)	10	57	13	17	10	8
In a permanent job (9961)	9	79	4	22	2	6
Other (128)	4	63	15	20	2	16
Don't know (27)	11	67	15	15	4	11
<b>Out-sourced worker</b>						
Yes (752)	7	75	7	22	4	8
No (10924)	9	78	4	23	1	7
Don't know (125)	9	62	12	17	9	13

**Table 28 Why do you feel your position could be made redundant?; Highest qualification and sector**

	Technology will reduce the need for people doing my kind of work	Changes within the business or organisation	Changes in my personal capacity	Changes in the broader economy	Don't know	Other
<b>Highest qualification</b>						
None/below level 2 (801)	12	73	8	16	4	4
Level 2/3 (3675)	10	78	4	20	2	6
Level 4+ (6100)	7	79	4	26	1	8
Unknown level (1013)	11	72	6	17	4	9
<b>Sector</b>						
Social Care (1462)	4	79	4	24	2	6
Health care (2179)	12	77	7	14	4	6
Further and higher education (1111)	10	84	5	24	1	5
Schools (1955)	2	64	4	30	2	11
Local government (2869)	10	80	3	23	1	8
Police and justice (768)	10	86	2	21	1	3
Utilities (462)	23	88	3	16	*	3
Environment (152)	4	78	9	31	1	9
Transport (106)	17	83	5	11	1	6
Other (706)	6	75	5	25	2	11
Don't know (22)	18	82	5	18	5	5

**Table 29**      **Why do you feel your position could be made redundant?; Region**

	Technology will reduce the need for people doing my kind of work	Changes within the business or organisation	Changes in my personal capacity	Changes in the broader economy	Don't know	Other
<b>Region</b>						
Eastern (577)	7	83	4	21	1	8
East Midlands (840)	6	83	5	21	1	7
Greater London (838)	9	73	7	25	3	7
Northern (837)	8	77	3	22	1	9
North West (1700)	10	76	3	24	2	7
Northern Ireland (160)	8	49	13	27	8	15
Scotland (1230)	11	77	5	21	1	8
South East (1486)	9	78	4	23	1	7
South West (1025)	7	82	4	21	1	6
Cymru / Wales (669)	6	71	4	26	2	9
West Midlands (743)	9	81	4	20	1	6
Yorkshire & Humberside (1179)	8	83	4	21	1	6
Prefer not to say (152)	10	76	5	24	5	8

**Table 30 To what extent do you agree that technological automation is putting public service jobs at risk?; Personal characteristics**

	Strongly agree (%)	Agree (%)	Neither agree nor disagree (%)	Disagree (%)	Strongly disagree (%)	Don't know (%)
<b>Gender</b>						
Male (8393)	22	36	29	8	2	4
Female (24548)	21	36	29	7	1	6
Prefer not to say (411)	26	30	28	8	2	6
Other (34)	6	44	36	3	3	9
<b>Age</b>						
16 to 26 (965)	15	33	28	12	3	10
27 to 39 (5269)	17	35	31	9	2	7
40 to 49 (8477)	19	36	30	7	2	7
50 and over (18037)	24	36	29	6	1	5
Prefer not to say (580)	26	31	27	6	2	7
<b>Ethnic origin</b>						
Asian / Asian British (1035)	26	32	28	5	2	7
Black / Black British (1527)	32	33	24	4	2	5
Irish / White (29317)	20	36	30	7	1	6
Other (565)	26	31	26	8	2	7
Prefer not to say (927)	26	30	28	7	2	7
<b>Disability</b>						
Yes (4837)	26	35	25	7	2	6
No (27493)	20	36	30	7	1	6
Prefer not to say (991)	24	32	28	6	2	8
<b>Sexual orientation</b>						
Heterosexual / straight (29041)	21	36	29	7	1	6
Lesbian / gay / bisexual (1576)	19	34	30	9	3	5
Prefer not to say (2360)	23	33	28	6	2	8
Other (274)	23	30	26	7	2	12
<b>Transgender status</b>						
Yes (156)	26	31	26	7	3	8
No (30924)	21	36	29	7	1	6
Prefer not to say (985)	22	29	29	6	3	11

**Table 31 To what extent do you agree that technological automation is putting public service jobs at risk?: Employment characteristics**

	Strongly agree (%)	Agree (%)	Neither agree nor disagree (%)	Disagree (%)	Strongly disagree (%)	Don't know (%)
<b>Hours worked</b>						
Full time (26102)	21	26	30	7	2	5
Part time (7793)	22	36	29	6	1	7
Zero hours (414)	25	34	27	5	2	7
Other (234)	21	30	30	3	3	13
Don't know (22)	27	14	23	5	5	27
<b>Contract type</b>						
Fixed term or temp. contract (4039)	19	35	30	8	2	7
Employed through an agency (303)	27	34	20	9	2	8
In a permanent job (29757)	21	36	29	7	1	6
Other (387)	23	32	29	5	2	8
Don't know (74)	28	31	19	3	5	14
<b>Out-sourced worker?</b>						
Yes (2150)	25	35	27	6	2	6
No (31888)	21	36	29	7	1	6
Don't know (524)	19	31	29	4	2	16
<b>Highest qualification</b>						
None/below level 2 (2882)	27	33	26	5	1	8
Level 2/3 (11022)	23	37	28	6	1	5
Level 4+ (15961)	18	35	31	9	2	5
Unknown level (3946)	25	33	27	5	2	9



**Table 32 To what extent do you agree that technological automation is putting public service jobs at risk?: Sector and region**

	Strongly agree (%)	Agree (%)	Neither agree or disagree (%)	Disagree (%)	Strongly disagree (%)	Don't know (%)
<b>Sector</b>						
Social Care (4211)	23	35	28	7	2	5
Health care (11004)	21	33	31	8	2	6
Further and higher education (2553)	21	40	26	7	1	5
Schools (5327)	21	36	29	5	1	9
Local government (5798)	21	38	29	7	1	4
Police and justice (2231)	16	36	33	10	2	5
Utilities (952)	32	36	21	4	1	6
Environment (403)	20	34	30	9	1	6
Transport (310)	21	38	27	5	1	7
Other (1667)	22	36	27	6	2	7
Don't know (72)	33	25	22	6	1	13
<b>Region</b>						
Eastern (1542)	19	35	32	8	2	5
East Midlands (2251)	18	35	33	7	2	6
Greater London (2015)	26	35	27	6	2	5
Northern (2261)	22	27	29	6	1	5
North West (4989)	22	36	28	7	2	6
Northern Ireland (843)	23	33	27	8	2	8
Scotland (4396)	24	36	27	7	1	5
South East (4172)	19	34	32	7	2	6
South West (2926)	18	37	30	9	1	5
Cymru / Wales (1934)	22	35	31	6	1	5
West Midlands (1800)	22	35	29	6	2	6
Yorkshire & Humberside (3706)	20	38	29	7	1	6
Prefer not to say (478)	22	31	27	7	3	10

**Table 33** When you think about the future world of work as it is likely to affect you, do you feel MOSTLY?: Personal characteristics

	Excited	Confident	Worried	Uninterested
<b>Gender</b>				
Male (8392)	7	25	53	15
Female (24527)	7	21	58	14
Prefer not to say (412)	7	19	59	16
Other (34)	9	6	65	21
<b>Age</b>				
16 to 26 (964)	17	29	48	6
27 to 39 (5270)	10	25	56	8
40 to 49 (8471)	7	23	59	11
50 and over (18021)	5	21	57	18
Prefer not to say (579)	8	18	57	17
<b>Ethnic origin</b>				
Asian / Asian British (1033)	10	25	52	13
Black / Black British (1524)	13	32	46	9
Irish / White (29300)	6	22	58	15
Other (565)	8	22	56	14
Prefer not to say (927)	7	18	59	16
<b>Disability</b>				
Yes (4836)	6	16	66	13
No (27474)	7	24	55	15
Prefer not to say (989)	7	15	63	16
<b>Sexual orientation</b>				
Heterosexual / straight (29025)	7	22	57	14
Lesbian / gay / bisexual (1575)	10	22	59	9
Prefer not to say (2357)	7	18	58	17
Other (274)	12	20	51	17
<b>Transgender status</b>				
Yes (156)	13	21	55	12
No (30907)	7	22	57	14
Prefer not to say (984)	8	21	53	18

**Table 34** When you think about the future of work as it is likely to affect you, do you feel MOSTLY?; Employment characteristics

	Excited	Confident	Worried	Un-interested
<b>Hours worked</b>				
Full time (26093)	7	23	57	13
Part time (7782)	5	19	57	19
Zero hours (413)	12	25	48	15
Other (233)	9	18	51	22
Don't know (22)	14	18	55	14
<b>Contract type</b>				
Fixed term or temp. contract (4039)	8	23	58	12
Employed through an agency (302)	14	34	42	10
In a permanent job (29737)	7	22	57	15
Other (387)	11	20	55	14
Don't know (74)	8	12	65	15
<b>Out-sourced worker</b>				
Yes (2146)	9	24	54	13
No (31872)	7	22	57	14
Don't know (524)	9	22	54	15
<b>Highest qualification</b>				
None/below level 2 (2877)	5	17	56	22
Level 2/3 (11015)	6	21	58	15
Level 4+ (15953)	8	24	57	11
Unknown level (3940)	6	20	52	22

**Table 35** When you think about the future of work as it is likely to affect you, do you feel MOSTLY?; Sector and region

	Excited	Confident	Worried	Un-interested
<b>Sector</b>				
Social Care (4207)	7	21	59	13
Health care (11000)	9	24	51	16
Further and higher education (2552)	6	21	61	12
Schools (5318)	6	21	60	14
Local government (5796)	6	20	61	13
Police and justice (2231)	6	25	54	15
Utilities (950)	7	20	61	12
Environment (402)	7	23	57	13
Transport (310)	4	22	54	14
Other (1668)	7	21	59	14
Don't know (72)	7	17	51	25
<b>Region</b>				
Eastern (1541)	6	24	57	13
East Midlands (2247)	7	21	58	13
Greater London (2013)	8	24	57	11
Northern (2256)	6	21	57	16
North West (4988)	7	22	57	14
Northern Ireland (843)	9	24	46	21
Scotland (4394)	6	21	58	16
South East (4169)	7	24	56	13
South West (2924)	8	22	56	14
Cymru / Wales (1932)	6	22	56	16
West Midlands (1800)	6	19	60	15
Yorkshire & Humberside (3703)	6	23	57	14
Prefer not to say (478)	10	20	54	16

**Table 36 Overall, how satisfied or dissatisfied are you with your current job?;  
Personal characteristics**

	Very satisfied (%)	Satisfied (%)	Neutral (%)	Dis-satisfied (%)	Very dis-satisfied (%)	Don't know (%)
<b>Gender</b>						
Male (8395)	13	41	24	15	7	*
Female (24552)	13	43	24	14	6	*
Prefer not to say (410)	9	34	28	18	10	*
Other (34)	18	29	18	21	12	3
<b>Age</b>						
16 to 26 (966)	14	44	24	14	5	*
27 to 39 (5271)	12	44	25	13	5	*
40 to 49 (8480)	13	43	24	14	6	*
50 and over (18042)	14	42	23	15	6	*
Prefer not to say (579)	9	34	28	17	12	*
<b>Ethnic origin</b>						
Asian / Asian British (1036)	14	42	29	10	6	*
Black / Black British (1527)	12	36	31	15	6	1
Irish / White (29323)	13	43	23	15	6	*
Other (565)	12	35	27	15	10	1
Prefer not to say (926)	10	36	25	18	11	*
<b>Disability</b>						
Yes (4836)	11	36	25	18	10	*
No (27504)	14	44	23	14	5	*
Prefer not to say (991)	10	35	31	15	9	1
<b>Sexual orientation</b>						
Heterosexual / straight (2948)	13	43	24	14	6	*
Lesbian / gay / bisexual (1576)	13	42	22	17	6	*
Prefer not to say (2358)	13	38	26	16	8	*
Other (274)	20	35	27	10	7	1
<b>Transgender status</b>						
Yes (156)	18	40	21	14	8	0
No (30930)	13	43	24	14	6	*
Prefer not to say (983)	13	37	25	14	9	1

**Table 37 Overall, how satisfied or dissatisfied are you with your current job?; Employment characteristics**

	Very satisfied (%)	Satisfied (%)	Neutral (%)	Dis-satisfied (%)	Very dis-satisfied (%)	Don't know (%)
<b>Hours worked</b>						
Full time (28406)	13	42	24	15	6	*
Part time (8467)	14	42	24	14	6	*
Zero hours (465)	12	34	29	15	8	2
Other (281)	17	38	20	14	8	4
Don't know (32)	16	31	16	13	6	19
<b>Contract type</b>						
Fixed term or temp. contract (4457)	16	44	22	12	5	*
Employed through an agency (344)	20	38	29	8	4	2
In a permanent job (32305)	13	42	24	15	6	*
Other (446)	16	37	25	13	8	3
Don't know (89)	11	29	23	10	18	9
<b>Out-sourced worker?</b>						
Yes (2419)	13	35	27	15	9	1
No (34614)	13	43	23	14	6	*
Don't know (614)	13	34	32	9	9	4
<b>Highest qualification</b>						
None/below level 2 (2883)	17	37	24	15	7	*
Level 2/3 (11025)	13	42	25	15	6	*
Level 4+ (15959)	13	15	22	15	6	*
Unknown level (3948)	14	39	27	13	6	1

**Table 38 Overall, how satisfied or dissatisfied are you with your current job?; Sector and region**

	Very satisfied (%)	Satisfied (%)	Neutral (%)	Dis-satisfied (%)	Very dis-satisfied (%)	Don't know (%)
<b>Sector</b>						
Social Care (4570)	12	39	25	16	7	1
Health care (11230)	14	40	24	15	6	*
Further and higher education (2708)	11	44	23	15	6	*
Schools (5747)	15	44	23	13	5	*
Local government (6193)	12	45	24	14	6	*
Police and justice (2419)	14	47	22	12	5	*
Utilities (1039)	11	43	24	15	7	*
Environment (446)	14	44	22	12	7	*
Transport (337)	11	42	25	16	5	1
Other (1840)	15	39	25	14	7	1
Don't know (83)	18	31	28	11	10	2
<b>Region</b>						
Eastern (1544)	12	43	25	14	6	*
East Midlands (2252)	14	41	24	15	6	0
Greater London (2018)	11	39	29	13	7	*
Northern (2263)	15	44	21	13	6	*
North West (4989)	13	42	23	15	6	*
Northern Ireland (844)	17	40	24	13	5	*
Scotland (4397)	12	41	24	15	7	*
South East (4173)	13	43	24	14	6	*
South West (2925)	13	45	22	15	5	*
Cymru / Wales (1934)	15	44	24	12	6	*
West Midlands (1803)	12	42	23	17	6	*
Yorkshire & Humberside (3704)	13	44	22	15	6	*
Prefer not to say (478)	14	36	27	13	8	1

**Table 39** How well do you think your ability in the following skills, match those needed in your current job? Literacy, reading or writing skills; Personal characteristics

	Higher than those needed (%)	About right for my job (%)	Lower than those needed (%)
<b>Gender</b>			
Male (8310)	44	52	4
Female (24301)	40	57	2
Prefer not to say (407)	44	52	4
Other (33)	51	47	2
<b>Age</b>			
16 to 26 (962)	46	51	3
27 to 39 (5221)	43	54	3
40 to 49 (8497)	40	57	3
50 and over (17839)	41	56	2
Prefer not to say (577)	48	50	3
<b>Ethnic origin</b>			
Asian / Asian British (1008)	34	62	4
Black / Black British (1500)	39	58	4
Irish / White (29049)	42	56	3
Other (560)	48	48	4
Prefer not to say (919)	47	49	3
<b>Disability</b>			
Yes (4828)	45	50	5
No (27451)	41	57	2
Prefer not to say (990)	41	55	4
<b>Sexual orientation</b>			
Heterosexual / straight (28796)	41	56	3
Lesbian / gay / bisexual (1561)	48	48	4
Prefer not to say (2314)	39	57	4
Other (261)	39	57	4
<b>Transgender status</b>			
Yes (153)	42	51	7
No (30641)	42	56	3
Prefer not to say (967)	38	57	5



**Table 40**      **How well do you think your ability in the following skills, match those needed in your current job? Literacy, reading or writing skills; Employment characteristics**

	Higher than those needed (%)	About right for my job (%)	Lower than those needed (%)
<b>Hours worked</b>			
Full time (27058)	40	57	3
Part time (7943)	43	54	3
Zero hours (435)	48	49	4
Other (239)	33	64	3
Don't know (22)	27	55	18
<b>Contract type</b>			
Fixed term or temp. contract (4202)	38	58	3
Employed through an agency (321)	41	54	5
In a permanent job (30685)	41	56	3
Other (406)	45	50	4
Don't know (78)	33	56	10
<b>Out-sourced worker</b>			
Yes (2239)	40	56	4
No (32914)	41	56	3
Don't know (544)	28	64	8
<b>Highest qualification</b>			
None/below level 2 (2745)	18	74	8
Level 2/3 (10935)	37	60	3
Level 4+ (15940)	51	47	1
Unknown level (3848)	28	68	4

**Table 41**      **How well do you think your ability in the following skills, match those needed in your current job? Literacy, reading or writing skills; Sector and region**

	Higher than those needed (%)	About right for my job (%)	Lower than those needed (%)
<b>Sector</b>			
Social Care (4213)	39	57	3
Health care (11013)	39	59	3
Further and higher education (2553)	49	48	3
Schools (5332)	42	55	3
Local government (5801)	41	56	2
Police and justice (2232)	41	57	3
Utilities (952)	43	54	3
Environment (403)	38	59	3
Transport (310)	45	52	3
Other (1670)	41	56	3
Don't know (72)	35	65	0
<b>Region</b>			
Eastern (1543)	44	53	3
East Midlands (2250)	39	58	3
Greater London (2017)	42	54	4
Northern (2264)	40	57	3
North West (4989)	41	56	3
Northern Ireland (843)	41	56	3
Scotland (4398)	43	55	2
South East (4173)	42	56	3
South West (2926)	43	54	3
Cymru / Wales (1933)	42	56	2
West Midlands (1802)	39	58	3
Yorkshire & Humberside (3706)	41	56	3
Prefer not to say (478)	39	57	4

**Table 42**      **How well do you think your ability in the following skills, matches those needed in your current job? Numeracy, maths skills; Personal characteristics**

	Higher than those needed (%)	About right for my job (%)	Lower than those needed (%)
<b>Gender</b>			
Male (8182)	39	57	5
Female (23571)	27	68	6
Prefer not to say (398)	38	57	5
Other (32)	38	50	13
<b>Age</b>			
16 to 26 (943)	36	58	6
27 to 39 (5077)	31	63	6
40 to 49 (8217)	29	65	6
50 and over (17334)	30	65	5
Prefer not to say (562)	35	61	4
<b>Ethnic origin</b>			
Asian / Asian British (972)	29	65	7
Black / Black British (1500)	30	61	9
Irish / White (28308)	30	65	5
Other (544)	37	57	6
Prefer not to say (903)	32	62	5
<b>Disability</b>			
Yes (4662)	32	59	9
No (26516)	30	66	5
Prefer not to say (949)	29	65	6
<b>Sexual orientation</b>			
Heterosexual / straight (28060)	30	65	5
Lesbian / gay / bisexual (1525)	32	60	8
Prefer not to say (2241)	28	65	7
Other (252)	29	62	9
<b>Transgender status</b>			
Yes (148)	32	59	9
No (29860)	30	64	5
Prefer not to say (936)	30	63	7

**Table 43**      **How well do you think your ability in the following skills, matches those needed in your current job? Numeracy, maths skills; Employment characteristics**

	Higher than those needed (%)	About right for my job (%)	Lower than those needed (%)
<b>Hours worked</b>			
Full time (26410)	29	65	5
Part time (7649)	30	64	5
Zero hours (424)	39	56	5
Other (229)	24	68	8
Don't know (23)	22	57	22
<b>Contract type</b>			
Fixed term or temp. contract (4109)	29	64	7
Employed through an agency (311)	33	58	9
In a permanent job (29838)	30	65	5
Other (395)	33	60	7
Don't know (74)	22	69	9
<b>Out-sourced worker?</b>			
Yes (2159)	32	62	7
No (32061)	30	65	5
Don't know (511)	23	67	10
<b>Highest qualification</b>			
None/below level 2 (2562)	13	75	12
Level 2/3 (10659)	27	67	6
Level 4+ (15708)	36	60	4
Unknown level (3666)	22	72	6

**Table 44**      **How well do you think your ability in the following skills, matches those needed in your current job? Numeracy, maths skills; Sector and region**

	Higher than those needed (%)	About right for my job (%)	Lower than those needed (%)
<b>Sector</b>			
Social Care (4194)	27	67	6
Health care (11008)	29	66	6
Further and higher education (2586)	32	63	5
Schools (5362)	31	62	7
Local government (5863)	31	65	4
Police and justice (2241)	32	64	4
Utilities (966)	34	62	4
Environment (408)	29	64	6
Transport (305)	36	60	3
Other (1629)	29	65	6
Don't know (65)	20	77	3
<b>Region</b>			
Eastern (1503)	31	64	5
East Midlands (2179)	29	65	6
Greater London (1931)	30	62	8
Northern (2186)	29	66	5
North West (4187)	30	65	5
Northern Ireland (843)	33	61	6
Scotland (4207)	32	64	3
South East (4042)	29	66	6
South West (2925)	31	63	6
Cymru / Wales (1851)	30	64	5
West Midlands (1735)	28	67	5
Yorkshire & Humberside (3605)	29	65	6
Prefer not to say (451)	29	66	5

**Table 45**      **How well do you think your ability in the following skills, matches those needed in your current job? Computer, digital skills; Personal characteristics**

	Higher than those needed (%)	About right for my job (%)	Lower than those needed (%)
<b>Gender</b>			
Male (8170)	30	57	13
Female (23703)	19	66	15
Prefer not to say (400)	28	59	13
Other (33)	39	55	6
<b>Age</b>			
16 to 26 (936)	44	53	3
27 to 39 (5140)	33	61	6
40 to 49 (8212)	22	65	13
50 and over (17396)	17	65	18
Prefer not to say (571)	26	63	12
<b>Ethnic origin</b>			
Asian / Asian British (984)	24	63	13
Black / Black British (1465)	21	65	14
Irish / White (28392)	22	64	14
Other (548)	30	58	12
Prefer not to say (904)	24	61	15
<b>Disability</b>			
Yes (4698)	26	58	16
No (26607)	21	65	14
Prefer not to say (944)	22	61	17
<b>Sexual orientation</b>			
Heterosexual / straight (28158)	21	65	14
Lesbian / gay / bisexual (1549)	33	55	12
Prefer not to say (2259)	21	63	17
Other (246)	28	56	16
<b>Transgender status</b>			
Yes (149)	37	51	12
No (30010)	23	62	15
Prefer not to say (934)	22	64	14

**Table 46**      **How well do you think your ability in the following skills, matches those needed in your current job? Computer, digital skills; Employment characteristics**

	Higher than those needed (%)	About right for my job (%)	Lower than those needed (%)
<b>Hours worked</b>			
Full time (26656)	22	65	13
Part time (7565)	20	62	18
Zero hours (407)	34	49	17
Other (218)	13	66	21
Don't know (20)	20	50	30
<b>Contract type</b>			
Fixed term or temp. contract (4109)	24	62	14
Employed through an agency (296)	28	53	19
In a permanent job (29993)	22	64	14
Other (391)	25	56	20
Don't know (72)	19	57	24
<b>Out-sourced worker?</b>			
Yes (2115)	24	60	16
No (32254)	22	64	14
Don't know (486)	23	59	18
<b>Highest qualification</b>			
None/below level 2 (2502)	13	63	24
Level 2/3 (10671)	21	63	16
Level 4+ (15871)	26	63	11
Unknown level (3676)	14	69	17

**Table 47**      **How well do you think your ability in the following skills, matches those needed in your current job? Computer, digital skills; Sector and region**

	Higher than those needed (%)	About right for my job (%)	Lower than those needed (%)
<b>Sector</b>			
Social Care (4191)	20	63	17
Health care (11223)	22	64	13
Further and higher education (2610)	27	62	11
Schools (5250)	19	60	21
Local government (5917)	22	66	11
Police and justice (2321)	22	68	10
Utilities (954)	23	65	12
Environment (398)	18	66	17
Transport (292)	26	62	13
Other (1624)	21	62	17
Don't know (56)	18	66	16
<b>Region</b>			
Eastern (1500)	22	64	14
East Midlands (2183)	20	65	15
Greater London (1974)	23	63	14
Northern (2180)	21	67	13
North West (4814)	23	63	14
Northern Ireland (763)	26	55	18
Scotland (4265)	23	64	13
South East (4075)	21	64	15
South West (2854)	21	65	14
Cymru / Wales (1877)	21	65	14
West Midlands (1714)	20	65	15
Yorkshire & Humberside (3586)	23	64	13
Prefer not to say (455)	24	62	14



**Table 48**      **How well do you think your ability in the following skills, matches those needed in your current job? Management or supervisory skills; Personal characteristics**

	Higher than those needed (%)	About right for my job (%)	Lower than those needed (%)
<b>Gender</b>			
Male (7221)	29	56	15
Female (19440)	22	60	18
Prefer not to say (334)	27	56	16
Other (28)	18	54	29
<b>Age</b>			
16 to 26 (744)	17	63	20
27 to 39 (4317)	21	59	20
40 to 49 (6953)	23	58	19
50 and over (14476)	25	59	16
Prefer not to say (488)	31	53	16
<b>Ethnic origin</b>			
Asian / Asian British (866)	21	57	22
Black / Black British (1315)	24	53	22
Irish / White (23586)	23	60	17
Other (466)	29	52	19
Prefer not to say (776)	27	55	18
<b>Disability</b>			
Yes (3843)	28	52	21
No (22352)	23	60	17
Prefer not to say (778)	25	55	20
<b>Sexual orientation</b>			
Heterosexual / straight (28507)	23	59	17
Lesbian / gay / bisexual (1334)	27	54	19
Prefer not to say (1889)	23	57	20
Other (205)	27	56	18
<b>Transgender status</b>			
Yes (130)	25	55	19
No (25083)	23	59	17
Prefer not to say (803)	26	55	20

**Table 49**      **How well do you think your ability in the following skills, matches those needed in your current job? Management or supervisory skills; Employment characteristics**

		About right for my job (%)	Lower than those needed (%)
<b>Hours worked</b>			
Full time (22554)	23	60	17
Part time (6079)	25	56	19
Zero hours (352)	33	44	23
Other (178)	23	60	17
Don't know (20)	35	50	15
<b>Contract type</b>			
Fixed term or temp. contract (3514)	22	58	20
Employed through an agency (271)	28	49	23
In a permanent job (24996)	23	60	17
Other (338)	30	48	22
Don't know (60)	22	43	35
<b>Out-sourced worker?</b>			
Yes (1887)	27	53	20
No (26870)	23	60	17
Don't know (425)	17	51	32
<b>Highest qualification</b>			
None/below level 2 (1989)	13	57	30
Level 2/3 (8597)	20	59	21
Level 4+ (13792)	28	59	13
Unknown level (2980)	18	62	21

**Table 50**      **How well do you think your ability in the following skills, matches those needed in your current job? Management or supervisory skills; Sector and region**

	Higher than those needed (%)	About right for my job (%)	Lower than those needed (%)
<b>Sector</b>			
Social Care (3555)	23	57	20
Health care (9569)	22	59	18
Further and higher education (2142)	27	58	15
Schools (4361)	23	59	18
Local government (4850)	24	60	15
Police and justice (1820)	24	62	14
Utilities (818)	24	56	20
Environment (348)	21	60	19
Transport (249)	25	58	17
Other (1401)	24	57	19
Don't know (44)	20	59	20
<b>Region</b>			
Eastern (1273)	26	58	16
East Midlands (1787)	23	58	18
Greater London (1717)	25	56	18
Northern (1813)	23	61	16
North West (4024)	22	60	18
Northern Ireland (679)	20	59	21
Scotland (3519)	23	61	16
South East (3403)	25	59	16
South West (2353)	26	57	17
Cymru / Wales (1550)	24	59	17
West Midlands (1452)	22	58	20
Yorkshire & Humberside (3013)	22	60	17
Prefer not to say (81)	26	55	19

**Table 51**      **How well do you think your ability in the following skills, matches those needed in your current job? Manual or physical skills; Personal characteristics**

	Higher than those needed (%)	About right for my job (%)	Lower than those needed (%)
<b>Gender</b>			
Male (7075)	29	67	4
Female (18749)	15	80	6
Prefer not to say (315)	22	76	3
Other (22)	14	77	9
<b>Age</b>			
16 to 26 (791)	25	71	4
27 to 39 (4403)	22	74	5
40 to 49 (6708)	19	76	5
50 and over (14081)	17	77	5
Prefer not to say (433)	21	74	5
<b>Ethnic origin</b>			
Asian / Asian British (854)	21	73	6
Black / Black British (1260)	22	72	6
Irish / White (22842)	18	77	5
Other (458)	25	71	5
Prefer not to say (733)	22	72	6
<b>Disability</b>			
Yes (3610)	18	70	12
No (21710)	19	77	4
Prefer not to say (790)	18	75	7
<b>Sexual orientation</b>			
Heterosexual / straight (22738)	19	76	5
Lesbian / gay / bisexual (1234)	21	72	6
Prefer not to say (1846)	18	77	5
Other (234)	22	70	8
<b>Transgender status</b>			
Yes (124)	27	64	9
No (24179)	19	76	5
Prefer not to say (799)	21	73	6

**Table 52**      **How well do you think your ability in the following skills, matches those needed in your current job? Manual or physical skills; Employment characteristics**

	Higher than those needed (%)	About right for my job (%)	Lower than those needed (%)
<b>Hours worked</b>			
Full time (21318)	20	76	5
Part time (6434)	16	78	6
Zero hours (413)	22	73	5
Other (203)	21	73	6
Don't know (22)	32	55	14
<b>Contract type</b>			
Fixed term or temp. contract (3486)	20	75	6
Employed through an agency (292)	25	67	7
In a permanent job (24183)	19	76	5
Other (352)	21	75	5
Don't know (72)	22	64	14
<b>Out-sourced worker</b>			
Yes (1997)	23	72	5
No (25885)	19	76	5
Don't know (506)	21	73	6
<b>Highest qualification</b>			
None/below level 2 (2448)	17	76	6
Level 2/3 (8884)	19	75	6
Level 4+ (11921)	19	76	4
Unknown level (3251)	18	77	5

**Table 53**      **How well do you think your ability in the following skills, matches those needed in your current job? Manual or physical skills; Sector and region**

	Higher than those needed (%)	About right for my job (%)	Lower than those needed (%)
<b>Sector</b>			
Social Care (3501)	18	77	5
Health care (10108)	20	76	4
Further and higher education (1840)	19	76	5
Schools (4496)	18	76	6
Local government (4022)	17	78	6
Police and justice (1681)	19	77	5
Utilities (733)	22	71	7
Environment (331)	23	73	4
Transport (248)	19	75	5
Other (1336)	19	75	6
Don't know (59)	19	76	5
<b>Region</b>			
Eastern (1165)	18	75	6
East Midlands (1756)	19	76	6
Greater London (1532)	20	74	6
Northern (1784)	17	79	5
North West (3921)	19	76	5
Northern Ireland (755)	21	75	4
Scotland (3560)	20	76	4
South East (3197)	18	77	5
South West (2230)	18	76	6
Cymru / Wales (1521)	19	75	6
West Midlands (1430)	18	76	5
Yorkshire & Humberside (2865)	18	77	5
Prefer not to say (388)	21	74	4

**Table 54**      **How well do you think your ability in the following skills, matches those needed in your current job? Communication with people; Personal characteristics**

	Higher than those needed (%)	About right for my job (%)	Lower than those needed (%)
<b>Gender</b>			
Male (8361)	37	59	4
Female (24469)	35	63	2
Prefer not to say (405)	35	61	5
Other (33)	39	39	21
<b>Age</b>			
16 to 26 (965)	35	62	4
27 to 39 (5262)	34	62	4
40 to 49 (8449)	34	63	3
50 and over (17960)	36	61	2
Prefer not to say (577)	43	53	4
<b>Ethnic origin</b>			
Asian / Asian British (1020)	31	64	5
Black / Black British (1519)	36	60	4
Irish / White (29228)	35	62	3
Other (563)	42	55	3
Prefer not to say (923)	38	58	4
<b>Disability</b>			
Yes (3610)	18	70	12
No (21710)	19	77	4
Prefer not to say (790)	18	75	7
<b>Sexual orientation</b>			
Heterosexual / straight (28967)	35	62	3
Lesbian / gay / bisexual (1566)	40	55	5
Prefer not to say (2339)	32	64	4
Other (268)	38	56	6
<b>Transgender status</b>			
Yes (154)	42	51	8
No (30832)	35	62	3
Prefer not to say (972)	33	62	4

**Table 55**      **How well do you think your ability in the following skills, matches those needed in your current job? Communication with people; Employment characteristics**

	Higher than those needed (%)	About right for my job (%)	Lower than those needed (%)
<b>Hours worked</b>			
Full time (2743)	35	62	3
Part time (8084)	36	61	2
Zero hours (446)	39	59	2
Other (245)	35	62	3
Don't know (23)	39	61	0
<b>Contract type</b>			
Fixed term or temp. contract (4235)	34	63	3
Employed through an agency (323)	39	58	3
In a permanent job (30885)	35	62	3
Other (413)	39	57	4
Don't know (80)	33	59	9
<b>Out-sourced worker?</b>			
Yes (2277)	37	60	3
No (33111)	35	62	3
Don't know (553)	31	65	4
<b>Highest qualification</b>			
None/below level 2 (2832)	28	68	4
Level 2/3 (10999)	36	62	3
Level 4+ (15943)	37	60	3
Unknown level (3917)	31	67	2



**Table 56**      **How well do you think your ability in the following skills, matches those needed in your current job? Communication with people; Sector and region**

	Higher than those needed (%)	About right for my job (%)	Lower than those needed (%)
<b>Sector</b>			
Social Care (4367)	35	63	2
Health care (11561)	36	62	2
Further and higher education (2629)	37	59	3
Schools (5505)	36	62	2
Local government (5990)	33	63	4
Police and justice (2325)	35	62	3
Utilities (991)	34	61	6
Environment (423)	29	67	4
Transport (322)	35	63	2
Other (1722)	35	61	4
Don't know (70)	27	69	4
<b>Region</b>			
Eastern (1540)	35	61	3
East Midlands (2237)	33	64	3
Greater London (2005)	38	59	3
Northern (2250)	34	63	3
North West (4973)	36	62	3
Northern Ireland (841)	32	65	3
Scotland (4384)	36	61	2
South East (4162)	36	61	3
South West (2914)	36	61	3
Cymru / Wales (1928)	34	63	3
West Midlands (1788)	35	62	3
Yorkshire & Humberside (3693)	35	63	3
Prefer not to say (474)	35	62	4

**Table 57**      **How well do you think your ability in the following skills, matches those needed in your current job? Organisational skills; Personal characteristics**

	Higher than those needed (%)	About right for my job (%)	Lower than those needed (%)
<b>Gender</b>			
Male (8307)	34	60	6
Female (4254)	35	62	3
Prefer not to say (402)	37	59	4
Other (33)	36	39	24
<b>Age</b>			
16 to 26 (965)	36	60	4
27 to 39 (5240)	34	61	5
40 to 49 (8396)	33	63	4
50 and over (17771)	35	61	4
Prefer not to say (569)	43	53	4
<b>Ethnic origin</b>			
Asian / Asian British (1003)	32	62	6
Black / Black British (1501)	32	62	6
Irish / White (28999)	34	62	4
Other (560)	37	57	6
Prefer not to say (918)	38	57	5
<b>Disability</b>			
Yes (4776)	38	55	7
No (27190)	34	63	3
Prefer not to say (969)	34	61	5
<b>Sexual orientation</b>			
Heterosexual / straight (28749)	35	62	4
Lesbian / gay / bisexual (1562)	36	58	6
Prefer not to say (2302)	31	63	6
Other (262)	35	58	6
<b>Transgender status</b>			
Yes (151)	35	54	11
No (30601)	34	62	4
Prefer not to say (956)	33	61	6

**Table 58**      **How well do you think your ability in the following skills, matches those needed in your current job? Organisational skills; Employment characteristics**

	Higher than those needed (%)	About right for my job (%)	Lower than those needed (%)
<b>Hours worked</b>			
Full time (26967)	34	62	4
Part time (7952)	36	61	3
Zero hours (437)	40	54	5
Other (237)	27	67	6
Don't know (22)	45	50	5
<b>Contract type</b>			
Fixed term or temp. contract (4209)	34	62	4
Employed through an agency (317)	38	55	7
In a permanent job (30599)	34	62	4
Other (407)	41	54	5
Don't know (78)	36	56	8
<b>Out-sourced worker?</b>			
Yes (2242)	35	61	4
No (32833)	34	62	4
Don't know (540)	24	68	8
<b>Highest qualification</b>			
None/below level 2 (2744)	25	69	6
Level 2/3 (10921)	35	62	4
Level 4+ (15913)	37	59	4
Unknown level (3834)	28	68	4

**Table 59**      **How well do you think your ability in the following skills, matches those needed in your current job? Organisational skills; Sector and region**

	Higher than those needed (%)	About right for my job (%)	Lower than those needed (%)
<b>Sector</b>			
Social Care (4328)	31	64	5
Health care (11421)	34	62	4
Further and higher education (2620)	38	58	4
Schools (5452)	39	59	2
Local government (5958)	32	63	5
Police and justice (2316)	33	64	3
Utilities (983)	30	64	6
Environment (420)	29	65	7
Transport (316)	35	61	4
Other (1700)	34	61	5
Don't know (66)	29	70	2
<b>Region</b>			
Eastern (1526)	35	61	4
East Midlands (2223)	32	64	5
Greater London (1991)	37	57	6
Northern (2233)	33	64	3
North West (4947)	34	62	4
Northern Ireland (827)	34	62	4
Scotland (4349)	37	60	3
South East (4126)	35	61	4
South West (2896)	34	61	5
Cymru / Wales (1906)	34	62	4
West Midlands (1781)	32	63	5
Yorkshire & Humberside (3569)	34	62	4
Prefer not to say (462)	33	63	4

**Table 60** If you compare your current job with what you were doing three years ago even if you were in a different job, would you say the level of skill you use in your job has? **Personal characteristics**

	Increased (%)	De-creased (%)	Stayed the same (%)	Was not working 3 years ago (%)	Don't know (%)
<b>Gender</b>					
Male (8395)	54	14	30	1	1
Female (24547)	58	13	27	1	1
Prefer not to say (411)	47	16	35	1	1
Other (34)	53	21	15	9	3
<b>Age</b>					
16 to 26 (966)	68	6	14	11	1
27 to 39 (5269)	62	12	23	1	1
40 to 49 (8478)	58	13	28	1	1
50 and over (18041)	55	14	30	0	1
Prefer not to say (579)	55	13	30	1	2
<b>Ethnic origin</b>					
Asian / Asian British (1036)	59	11	27	2	1
Black / Black British (1527)	60	14	22	2	1
Irish / White (29321)	57	13	28	1	1
Other (563)	56	17	25	1	1
Prefer not to say (927)	52	16	30	1	1
<b>Disability</b>					
Yes (4838)	52	18	28	1	1
No (27497)	58	12	28	1	1
Prefer not to say (991)	51	15	31	1	2
<b>Sexual orientation</b>					
Heterosexual / straight (29043)	57	13	28	1	1
Lesbian / gay / bisexual (1576)	58	14	25	2	1
Prefer not to say (2360)	54	14	30	1	1
Other (274)	55	11	27	3	4
<b>Transgender status</b>					
Yes (156)	53	17	25	4	1
No (30927)	57	13	28	1	1
Prefer not to say (985)	54	15	29	1	2

**Table 61** If you compare your current job with what you were doing three years ago even if you were in a different job, would you say the level of skill you use in your job has?; Employment characteristics

	Increased (%)	Decreased (%)	Stayed the same (%)	Was not working 3 years ago (%)	Don't know (%)
<b>Hours worked</b>					
Full time (26885)	49	15	34	1	1
Part time (9038)	42	19	34	4	1
Zero hours (438)	52	12	30	3	2
Other (246)	42	0	33	13	13
Don't know (24)	49	15	34	1	1
<b>Contract type</b>					
Fixed term or temp. contract (4185)	58	13	26	2	1
Employed through an agency (320)	54	15	27	2	1
In a permanent job (30632)	57	13	28	1	1
Other (409)	48	17	28	4	2
Don't know (81)	49	12	20	11	7
<b>Out-sourced worker?</b>					
Yes (2249)	53	16	28	2	1
No (32824)	58	13	28	1	1
Don't know (556)	49	11	29	6	4
<b>Highest qualification</b>					
None/below level 2 (2884)	51	11	36	1	1
Level 2/3 (11020)	58	13	28	1	1
Level 4+ (15959)	58	14	26	1	1
Unknown level (3947)	56	11	30	1	1

**Table 62** If you compare your current job with what you were doing three years ago even if you were in a different job, would you say the level of skill you use in your job has?; Sector and region

	Increase d (%)	Decrease ed (%)	Stayed the same (%)	Was not working 3 years ago (%)	Don't know (%)
<b>Sector</b>					
Social Care (4339)	59	15	25	1	1
Health care (11418)	58	13	27	1	1
Further and higher education (2606)	56	15	29	1	1
Schools (5473)	59	11	28	1	1
Local government (5943)	57	13	29	1	0
Police and justice (2303)	57	13	28	1	1
Utilities (987)	52	12	34	1	1
Environment (417)	54	11	34	1	1
Transport (323)	47	16	34	1	1
Other (1713)	52	15	30	2	2
Don't know (73)	43	16	32	3	7
<b>Region</b>					
Eastern (1544)	56	15	28	1	1
East Midlands (2250)	57	14	28	1	1
Greater London (2018)	58	13	27	1	1
Northern (2262)	59	12	27	1	1
North West (4987)	57	14	28	1	1
Northern Ireland (843)	59	11	28	2	1
Scotland (4398)	57	13	29	1	1
South East (4171)	58	13	27	1	1
South West (2926)	58	13	28	1	1
Cymru / Wales (1934)	56	13	29	1	1
West Midlands (1802)	55	13	30	1	1
Yorkshire & Humberside (3705)	56	14	29	1	1
Prefer not to say (478)	57	12	28	2	1

**Table 63** Have you skills or confidence in literacy or numeracy ever stopped you from doing any of the following? Applying for promotion;  
Personal characteristics

	Yes (%)	No (%)	Don't know (%)
<b>Gender</b>			
Male (8390)	16	81	3
Female (24517)	16	80	3
Prefer not to say (411)	13	83	4
Other (34)	18	77	6
<b>Age</b>			
16 to 26 (965)	13	82	5
27 to 39 (5266)	18	80	3
40 to 49 (8473)	19	77	4
50 and over (18015)	15	82	3
Prefer not to say (580)	14	81	5
<b>Ethnic origin</b>			
Asian / Asian British (1035)	25	67	8
Black / Black British (1517)	23	72	5
Irish / White (29294)	16	81	3
Other (565)	19	77	5
Prefer not to say (927)	17	80	4
<b>Disability</b>			
Yes (4831)	24	73	3
No (27470)	15	82	3
Prefer not to say (991)	18	74	84
<b>Sexual orientation</b>			
Heterosexual / straight (29022)	16	81	3
Lesbian / gay / bisexual (1575)	17	80	3
Prefer not to say (2353)	17	77	5
Other (273)	22	72	6
<b>Transgender status</b>			
Yes (156)	25	66	9
No (30904)	16	81	73
Prefer not to say (978)	20	73	8



**Table 64** Have you skills or confidence in literacy or numeracy ever stopped you from doing any of the following? Applying for promotion;  
Employment characteristics

	Yes (%)	No (%)	Don't know (%)
<b>Hours worked</b>			
Full time (27239)	17	80	3
Part time (8117)	16	80	4
Zero hours (446)	21	77	2
Other (249)	19	73	9
Don't know (26)	39	35	27
<b>Contract type</b>			
Fixed term or temp. contract (4254)	18	78	36
Employed through an agency (327)	26	79	4
In a permanent job (30990)	16	80	3
Other (416)	19	78	3
Don't know (85)	25	60	15
<b>Out-sourced worker?</b>			
Yes (2301)	23	72	5
No (33209)	16	81	3
Don't know (563)	26	64	10
<b>Highest qualification</b>			
None/below level 2 (2875)	32	63	5
Level 2/3 (11019)	19	77	3
Level 4+ (15952)	11	87	2
Unknown level (3933)	19	75	7

**Table 65** Have you skills or confidence in literacy or numeracy ever stopped you from doing any of the following? Applying for promotion;  
Sector and region

	Yes (%)	No (%)	Don't know (%)
<b>Sector</b>			
Social Care (4395)	18	80	3
Health care (11597)	18	88	4
Further and higher education (2636)	15	82	3
Schools (5526)	15	80	5
Local government (5999)	15	83	2
Police and justice (2330)	15	82	3
Utilities (987)	18	80	2
Environment (425)	21	74	5
Transport (326)	16	79	6
Other (1735)	19	77	4
Don't know (75)	12	73	15
<b>Region</b>			
Eastern (1542)	16	82	3
East Midlands (2250)	18	79	3
Greater London (2015)	21	75	4
Northern (2258)	15	82	3
North West (4985)	17	80	3
Northern Ireland (840)	20	77	4
Scotland (4396)	14	84	3
South East (4171)	16	80	4
South West (2924)	17	81	3
Cymru / Wales (1932)	16	80	4
West Midlands (1802)	17	80	3
Yorkshire & Humberside (3699)	16	81	3
Prefer not to say (476)	16	75	9

**Table 66 Have you skills or confidence in literacy or numeracy ever stopped you from doing any of the following? Taking on responsibilities; Personal characteristics**

	Yes (%)	No (%)	Don't know (%)
<b>Gender</b>			
Male (8386)	14	84	2
Female (24509)	14	85	2
Prefer not to say (410)	10	87	3
Other (34)	21	74	6
<b>Age</b>			
16 to 26 (966)	14	83	2
27 to 39 (5264)	15	83	2
40 to 49 (8468)	16	82	2
50 and over (18006)	12	86	2
Prefer not to say (579)	12	85	3
<b>Ethnic origin</b>			
Asian / Asian British (1033)	26	69	5
Black / Black British (1516)	22	75	3
Irish / White (29285)	13	86	2
Other (565)	16	81	3
Prefer not to say (926)	13	81	2
<b>Disability</b>			
Yes (4829)	20	78	2
No (27458)	13	86	2
Prefer not to say (990)	16	79	5
<b>Sexual orientation</b>			
Heterosexual / straight (29016)	13	85	2
Lesbian / gay / bisexual (1573)	15	83	2
Prefer not to say (2347)	16	81	3
Other (273)	27	70	4
<b>Transgender status</b>			
Yes (156)	27	68	5
No (30897)	13	85	2
Prefer not to say (977)	18	78	4

**Table 67** Have you skills or confidence in literacy or numeracy ever stopped you from doing any of the following? Taking on responsibilities;  
Employment characteristics

	Yes (%)	No (%)	Don't know (%)
<b>Hours worked</b>			
Full time (27220)	14	81	2
Part time (8113)	14	83	2
Zero hours (443)	19	79	2
Other (249)	18	77	5
Don't know (26)	54	31	15
<b>Contract type</b>			
Fixed term or temp. contract (4248)	17	81	2
Employed through an agency (326)	25	71	4
In a permanent job (30973)	14	84	2
Other (415)	21	78	2
Don't know (84)	21	71	7
<b>Out-sourced worker?</b>			
Yes (2293)	23	74	3
No (33189)	13	85	2
Don't know (566)	24	67	6
<b>Highest qualification</b>			
None/below level 2 (2861)	27	69	4
Level 2/3 (11015)	15	83	2
Level 4+ (15951)	9	80	1
Unknown level (3936)	17	79	4

**Table 68** Have you skills or confidence in literacy or numeracy ever stopped you from doing any of the following? Taking on responsibilities;  
Sector and region

	Yes (%)	No (%)	Don't know (%)
<b>Sector</b>			
Social Care (4390)	15	83	2
Health care (11594)	16	82	2
Further and higher education (2636)	12	87	2
Schools (5524)	13	84	3
Local government (5994)	11	88	1
Police and justice (2325)	12	87	1
Utilities (997)	14	83	2
Environment (423)	18	80	3
Transport (324)	14	82	4
Other (1734)	16	81	3
Don't know (73)	12	75	12
<b>Region</b>			
Eastern (1543)	12	87	2
East Midlands (2248)	15	83	2
Greater London (2013)	18	80	2
Northern (2257)	12	86	2
North West (4980)	14	84	2
Northern Ireland (839)	17	81	1
Scotland (4395)	11	87	1
South East (4176)	13	85	2
South West (2923)	13	85	2
Cymru / Wales (1933)	14	84	3
West Midlands (1800)	15	84	2
Yorkshire & Humberside (3697)	14	85	2
Prefer not to say (476)	17	78	5

**Table 69 Have you skills or confidence in literacy or numeracy ever stopped you from doing any of the following? Applying for a training course**

Personal characteristics	Yes (%)	No (%)	Don't know (%)
<b>Gender</b>			
Male (8384)	13	85	2
Female (24511)	12	86	2
Prefer not to say (411)	9	89	2
Other (34)	6	91	3
<b>Age</b>			
16 to 26 (965)	12	85	3
27 to 39 (5265)	14	84	2
40 to 49 (8470)	15	83	3
50 and over (18005)	11	87	2
Prefer not to say (580)	10	86	3
<b>Ethnic origin</b>			
Asian / Asian British (1033)	22	74	5
Black / Black British (1517)	22	76	3
Irish / White (29284)	12	87	2
Other (565)	15	82	3
Prefer not to say (927)	13	85	3
<b>Disability</b>			
Yes (4830)	18	80	2
No (27459)	12	87	2
Prefer not to say (990)	14	81	5
<b>Sexual orientation</b>			
Heterosexual / straight (29014)	12	86	2
Lesbian / gay / bisexual (1574)	15	83	2
Prefer not to say (2351)	14	83	3
Other (273)	22	73	6
<b>Transgender status</b>			
Yes (156)	24	71	5
No (30895)	12	86	2
Prefer not to say (979)	18	78	4

**Table 70 Have you skills or confidence in literacy or numeracy ever stopped you from doing any of the following? Applying for a training course**

	Yes (%)	No (%)	Don't know (%)
<b>Hours worked</b>			
Full time (27215)	13	85	2
Part time (8110)	12	85	3
Zero hours (445)	20	78	2
Other (249)	19	76	5
Don't know (25)	56	32	12
<b>Contract type</b>			
Fixed term or temp. contract (4245)	15	84	2
Employed through an agency (325)	26	70	4
In a permanent job (30972)	13	85	2
Other (413)	19	78	3
Don't know (84)	25	64	11
<b>Out-sourced worker?</b>			
Yes (2289)	21	76	3
No (33190)	12	86	2
Don't know (562)	21	69	9
<b>Highest qualification</b>			
None/below level 2 (2862)	26	70	4
Level 2/3 (11015)	15	83	2
Level 4+ (15955)	8	91	1
Unknown level (3933)	17	79	5

**Table 71 Have you skills or confidence in literacy or numeracy ever stopped you from doing any of the following? Applying for a training course**

	Yes (%)	No (%)	Don't know (%)
<b>Sector</b>			
Social Care (4386)	14	85	2
Health care (11587)	17	81	3
Further and higher education (2640)	10	89	2
Schools (5522)	12	85	3
Local government (5992)	9	90	1
Police and justice (2325)	10	89	1
Utilities (996)	12	84	3
Environment (423)	14	83	4
Transport (326)	11	87	3
Other (1735)	14	83	3
Don't know (75)	12	79	9
<b>Region</b>			
Eastern (1543)	12	86	2
East Midlands (2249)	14	84	2
Greater London (2014)	16	82	3
Northern (2257)	12	86	2
North West (4982)	13	82	2
Northern Ireland (836)	17	81	2
Scotland (4397)	11	88	2
South East (4163)	12	87	2
South West (2924)	12	86	2
Cymru / Wales (1932)	12	86	3
West Midlands (1800)	14	84	3
Yorkshire & Humberside (3699)	13	86	2
Prefer not to say (476)	15	80	5



**Table 72 Have you skills or confidence in literacy or numeracy ever stopped you from doing any of the following? Becoming more involved in the union**

	Yes (%)	No (%)	Don't know (%)
<b>Gender</b>			
Male (8384)	8	84	8
Female (24502)	7	83	10
Prefer not to say (411)	6	86	9
Other (34)	12	79	9
<b>Age</b>			
16 to 26 (966)	8	81	11
27 to 39 (5263)	8	82	11
40 to 49 (8469)	9	82	10
50 and over (17997)	7	84	9
Prefer not to say (580)	8	82	10
<b>Ethnic origin</b>			
Asian / Asian British (1032)	14	66	20
Black / Black British (1517)	17	71	12
Irish / White (29277)	7	85	9
Other (565)	11	80	9
Prefer not to say (926)	8	81	11
<b>Disability</b>			
Yes (4789)	13	79	9
No (27224)	6	84	9
Prefer not to say (977)	9	76	15
<b>Sexual orientation</b>			
Heterosexual / straight (29008)	7	84	9
Lesbian / gay / bisexual (1574)	9	84	7
Prefer not to say (2349)	8	79	12
Other (273)	16	71	14
<b>Transgender status</b>			
Yes (156)	21	64	15
No (30889)	7	84	9
Prefer not to say (978)	12	73	15

**Table 73 Have you skills or confidence in literacy or numeracy ever stopped you from doing any of the following? Becoming more involved in the union; Employment characteristics**

	Yes (%)	No (%)	Don't know (%)
<b>Hours worked</b>			
Full time (27203)	8	83	9
Part time (8099)	7	82	11
Zero hours (440)	15	74	12
Other (250)	14	69	17
Don't know (25)	40	24	36
<b>Contract type</b>			
Fixed term or temp. contract (4243)	8	81	10
Employed through an agency (323)	16	69	15
In a permanent job (30948)	7	83	9
Other (415)	13	77	11
Don't know (83)	22	57	22
<b>Out-sourced worker?</b>			
Yes (2291)	15	72	12
No (33160)	7	84	9
Don't know (563)	15	61	24
<b>Highest qualification</b>			
None/below level 2 (2860)	16	69	15
Level 2/3 (11017)	8	82	10
Level 4+ (15951)	5	89	6
Unknown level (3929)	10	73	17

**Table 74 Have you skills or confidence in literacy or numeracy ever stopped you from doing any of the following? Becoming more involved in the union; Sector and region**

	Yes (%)	No (%)	Don't know (%)
<b>Sector</b>			
Social Care (4359)	9	82	9
Health care (11483)	9	80	12
Further and higher education (2629)	6	87	7
Schools (5432)	7	81	13
Local government (5970)	6	88	6
Police and justice (2323)	6	87	6
Utilities (980)	9	83	8
Environment (419)	9	82	9
Transport (316)	8	84	8
Other (1686)	9	80	11
Don't know (68)	11	69	20
<b>Region</b>			
Eastern (1534)	7	84	9
East Midlands (2232)	7	83	10
Greater London (1996)	11	78	11
Northern (2239)	6	84	10
North West (4937)	7	83	10
Northern Ireland (821)	11	78	10
Scotland (4344)	8	84	8
South East (4141)	7	83	10
South West (2901)	7	85	8
Cymru / Wales (1909)	7	83	10
West Midlands (1780)	7	84	9
Yorkshire & Humberside (3677)	7	85	9
Prefer not to say (469)	9	75	16

Table 75

## Reasons for learning: personal characteristics

	For leisure or personal interest (%)	For work or you career (%)	To help you fulfil union-related responsibilities (%)	Have not undertaken any learning (%)
<b>Gender</b>				
Male (8385)	27	72	5	20
Female (24494)	29	67	9	22
Prefer not to say (411)	39	67	4	18
Other (34)	56	82	9	9
<b>Age</b>				
16 to 26 (966)	35	79	6	15
27 to 39 (5266)	34	73	5	18
40 to 49 (8468)	27	71	6	21
50 and over (17988)	26	69	7	22
Prefer not to say (578)	36	66	6	21
<b>Ethnic origin</b>				
Asian / Asian British (1031)	24	67	7	25
Black / Black British (1523)	26	75	10	15
Irish / White (29266)	28	70	6	21
Other (564)	33	71	8	20
Prefer not to say (926)	35	67	6	21
<b>Disability</b>				
Yes (4820)	32	68	9	21
No (27447)	27	71	5	21
Prefer not to say (991)	33	68	5	21
<b>Sexual orientation</b>				
Heterosexual / straight (29003)	27	70	6	21
Lesbian / gay / bisexual (1574)	38	75	10	14
Prefer not to say (2353)	31	68	5	22
Other (271)	35	65	7	26
<b>Transgender status</b>				
Yes (156)	44	70	13	12
No (30893)	28	71	6	21
Prefer not to say (982)	31	64	6	23

Table 76

## Reasons for learning: employment characteristics

	For leisure or personal interest (%)	For work or you career (%)	To help you fulfil union-related responsibilities (%)	Have not undertaken any learning (%)
<b>Hours worked</b>				
Full time (26356)	28	71	7	20
Part time (7844)	28	67	4	24
Zero hours (423)	29	73	6	18
Other (236)	25	70	6	23
Don't know (22)	36	55	5	23
<b>Contract type</b>				
Fixed term or temp. contract (4087)	29	72	5	19
Employed through an agency (308)	31	78	3	13
In a permanent job (30013)	27	70	6	21
Other (393)	31	73	7	20
Don't know (76)	21	54	4	37
<b>Out-sourced worker?</b>				
Yes (2182)	26	68	6	22
No (32164)	28	70	6	21
Don't know (535)	22	67	6	24
<b>Highest qualification</b>				
None/below level 2 (2855)	12	57	5	34
Level 2/3 (11005)	23	67	6	24
Level 4+ (15956)	36	76	7	15
Unknown level (3931)	20	68	4	25

**Table 77**      **Reasons for learning: sector and region**

	For leisure or personal interest (%)	For work or you career (%)	To help you fulfil union- related responsi- bilities (%)	Have not undertak- en any learning (%)
<b>Sector</b>				
Social Care (4156)	26	82	6	12
Health care (10859)	25	73	6	19
Further and higher education (2539)	39	69	7	20
Schools (5258)	26	68	3	25
Local government (5761)	30	66	9	23
Police and justice (2208)	28	66	7	23
Utilities (942)	25	53	8	35
Environment (401)	33	69	7	22
Transport (307)	27	64	9	27
Other (1640)	28	64	4	26
Don't know (71)	28	46	3	43
<b>Region</b>				
Eastern (1541)	32	71	8	19
East Midlands (2243)	29	69	7	21
Greater London (2016)	30	70	8	20
Northern (2255)	26	70	5	22
North West (4983)	25	69	5	23
Northern Ireland (837)	24	68	6	23
Scotland (4389)	28	70	5	22
South East (4166)	30	72	6	19
South West (2923)	30	74	7	18
Cymru / Wales (1930)	27	70	6	21
West Midlands (1797)	26	68	7	23
Yorkshire & Humberside (3694)	27	71	7	20
Prefer not to say (477)	31	72	4	18

**Table 78      Types of learning (those that have trained in the last 12 months):**

Personal characteristics	Attended training away from your normal workstation (%)	Received on the job training (%)	Taught yourself (%) from a book/ manual/ video/ computer/DVD/ internet (%)	Taught yourself by trying different approaches or trial and error (%)	Accessed an online course (%)	Taken a class at a college or adult education centre (%)	Other (%)	Don't Know (%)
<b>Gender</b>								
Male (6538)	68	50	49	30	55	16	9	*
Female (19493)	66	53	39	26	55	16	10	*
Prefer not to say (336)	62	46	46	38	55	16	13	0
Other (31)	74	48	48	48	61	16	13	3
<b>Age</b>								
16 to 26 (823)	66	65	45	32	59	24	8	1
27 to 39 (4337)	67	55	47	32	59	24	10	*
40 to 49 (6730)	67	52	43	28	56	17	10	*
50 and over (14009)	66	50	39	25	55	12	10	*
Prefer not to say (454)	64	44	46	33	54	14	14	1
<b>Ethnic origin</b>								
Asian / Asian British (778)	55	47	37	23	48	15	11	1
Black / Black British (1286)	60	54	33	20	48	15	9	*
Irish / White (23138)	67	52	42	27	55	15	10	*
Other (452)	66	50	48	34	58	16	17	*
Prefer not to say (729)	63	48	47	34	55	18	14	*

**Table 79      Types of learning (those that have trained in the last 12 months): Disability, sexual orientation and transgender status**

	Attended training away from your normal workstation (%)	Received on the job training (%)	Taught yourself (%) from a book/ manual/ video/ computer/DVD/ internet (%)	Taught yourself by trying different approaches or trial and error (%)	Accessed an online course (%)	Taken a class at a college or adult education centre (%)	Other (%)	Don't Know (%)
<b>Disability</b>								
Yes (3798)	66	48	46	32	57	17	11	*
No (21766)	67	53	41	26	57	17	10	*
Prefer not to say (785)	60	50	42	31	55	16	13	1
<b>Sexual orientation</b>								
Heterosexual / straight (2938)	66	52	41	27	55	15	10	*
Lesbian / gay / bisexual (1349)	72	53	51	34	60	20	10	*
Prefer not to say (1822)	63	50	43	30	55	15	11	*
Other (201)	57	54	42	33	54	19	14	3
<b>Transgender status</b>								
Yes (138)	66	46	41	30	54	17	5	0
No (24526)	67	52	42	27	54	17	10	*
Prefer not to say (755)	59	50	43	31	51	16	12	1



**Table 80      Types of learning (those that have trained in the last 12 months): Hours worked, contract type and out-sourced worker**

	Attended training away from your normal workstation (%)	Received on the job training (%)	Taught yourself (%) from a book/ manual/ video/ computer/DV D/ internet (%)	Taught yourself by trying different approaches or trial and error (%)	Accessed an online course (%)	Taken a class at a college or adult education centre (%)	Other (%)	Don't Know (%)
<b>Hours worked</b>								
Full time (261063)	68	52	43	28	56	15	10	*
Part time (5929)	61	52	37	23	56	15	10	*
Zero hours (348)	50	54	37	19	51	25	11	*
Other (1814)	56	54	39	25	56	14	15	2
Don't know (17)	35	29	29	12	41	29	12	6
<b>Contract type</b>								
Fixed term or temp. contract (3292)	66	56	42	28	56	18	9	*
Employed through an agency (267)	50	52	41	22	56	18	9	1
In a permanent job (23614)	66	51	41	27	55	15	10	*
Other (314)	60	51	44	23	52	26	16	1
Don't know (48)	44	46	29	21	46	13	15	4
<b>Out-sourced worker</b>								
Yes (1696)	59	52	39	22	54	16	10	*
No (25436)	67	52	42	28	54	16	10	*
Don't know (407)	47	54	31	20	43	17	14	2

**Table 81      Types of learning (those that have trained in the last 12 months): Highest qualification and sector**

	Attended training away from your normal workstation (%)	Received on the job training (%)	Taught yourself (%) from a book/ manual/ video/ computer/DVD/ internet (%)	Taught yourself by trying different approaches or trial and error (%)	Accessed an online course (%)	Taken a class at a college or adult education centre (%)	Other (%)	Don't Know (%)
<b>Highest qualification</b>								
None/below level 2 (1873)	53	53	23	14	44	10	6	1
Level 2/3 (8381)	63	55	35	24	44	10	8	*
Level 4+ (13516)	72	50	50	33	59	19	11	*
Unknown level (2951)	58	53	33	20	51	10	11	1
<b>Sector</b>								
Social Care (3737)	74	53	38	24	61	14	9	*
Health care (8974)	64	56	41	23	56	17	10	*
Further and higher education (2062)	67	45	50	38	57	21	10	*
Schools (4041)	57	56	35	27	46	14	8	*
Local government (4506)	70	43	44	32	46	15	11	*
Police and justice (1738)	69	54	47	28	58	12	9	0
Utilities (624)	60	53	40	31	53	13	9	*
Environment (316)	74	44	49	30	56	14	12	*
Transport (230)	58	43	37	25	47	14	9	1
Other (1246)	64	49	39	31	53	14	11	1
Don't know (41)	41	61	34	17	49	15	15	7

**Table 82      Types of learning (those that have trained in the last 12 months): Region**

	Attended training away from your normal workstation (%)	Received on the job training (%)	Taught yourself (%) from a book/ manual/ video/ computer/DVD/ internet (%)	Taught yourself by trying different approaches or trial and error (%)	Accessed an online course (%)	Taken a class at a college or adult education centre (%)	Other (%)	Don't Know (%)
<b>Region</b>								
Eastern (1243)	68	52	44	28	56	15	11	*
East Midlands (1763)	65	50	39	26	55	15	11	*
Greater London (1599)	64	50	40	28	52	20	10	*
Northern (1751)	65	55	40	24	56	16	10	*
North West (3854)	64	53	39	26	56	16	9	*
Northern Ireland (647)	67	53	38	24	56	18	9	1
Scotland (3418)	69	48	44	29	47	14	10	*
South East (3393)	67	53	43	29	55	13	10	*
South West (2407)	69	52	44	28	56	13	10	*
Cymru / Wales (1527)	68	50	40	26	52	20	11	*
West Midlands (1388)	63	52	41	25	53	14	9	*
Yorkshire & Humberside (2960)	66	54	41	28	55	16	10	1
Prefer not to say (391)	55	51	40	28	55	15	14	*

**Table 83** When did you undertake training? (all trained for work or career ONLY in the last 12months); Personal characteristics

	In your own time (%)	In your employer's time (%)	During own and employer's time (%)
<b>Gender</b>			
Male (3646)	11	61	28
Female (12101)	14	51	35
Prefer not to say (164)	11	55	34
Other (12)	8	67	25
<b>Age</b>			
16 to 26 (469)	14	42	45
27 to 39 (2398)	16	46	38
40 to 49 (4147)	15	49	36
50 and over (8649)	11	58	31
Prefer not to say (229)	13	55	32
<b>Ethnic origin</b>			
Asian / Asian British (490)	21	40	39
Black / Black British (785)	22	41	38
Irish / White (14019)	12	55	33
Other (244)	18	46	36
Prefer not to say (376)	13	50	36
<b>Disability</b>			
Yes (1987)	15	54	32
No (13468)	13	53	34
Prefer not to say (436)	12	52	36
<b>Sexual orientation</b>			
Heterosexual / straight (14067)	13	54	33
Lesbian / gay / bisexual (667)	15	50	35
Prefer not to say (1025)	14	52	34
Other (908)	20	52	28
<b>Transgender status</b>			
Yes (65)	12	62	26
No (14818)	13	53	34
Prefer not to say (420)	16	53	31

**Table 84** When did you undertake training? (all trained for work or career ONLY in the last 12months); Employment characteristics

	In your own time (%)	In your employer's time (%)	During own and employer's time (%)
<b>Hours worked</b>			
Full time (12719)	12	55	33
Part time (3576)	17	49	34
Zero hours (214)	43	21	36
Other (119)	24	34	43
Don't know (8)	13	50	38
<b>Contract type</b>			
Fixed term or temp. contract (1974)	16	48	35
Employed through an agency (167)	53	16	31
In a permanent job (14286)	12	55	33
Other (177)	31	31	39
Don't know (32)	31	38	31
<b>Out-sourced worker</b>			
Yes (1050)	23	43	34
No (25318)	12	54	33
Don't know (270)	21	41	38
<b>Highest qualification</b>			
None/below level 2 (1406)	16	56	28
Level 2/3 (5425)	13	55	32
Level 4+ (7213)	12	53	35
Unknown level (2066)	16	51	34

**Table 85      When did you undertake training?; (all trained for work or career ONLY in the last 12 months); Sector and region**

	In your own time (%)	In your employer's time (%)	During own and employer's time (%)
<b>Sector</b>			
Social Care (2500)	13	51	36
Health care (5763)	16	46	38
Further and higher education (981)	11	61	28
Schools (2546)	19	41	39
Local government (2452)	6	69	25
Police and justice (1002)	5	69	25
Utilities (337)	9	71	20
Environment (168)	7	74	19
Transport (130)	16	65	19
Other (728)	12	61	27
Don't know (21)	24	76	0
<b>Region</b>			
Eastern (678)	12	52	37
East Midlands (1030)	13	56	31
Greater London (895)	17	51	33
Northern (1105)	12	55	33
North West (2246)	14	53	33
Northern Ireland (408)	22	41	37
Scotland (2075)	13	52	35
South East (2005)	12	54	34
South West (1418)	12	54	34
Cymru / Wales (948)	12	54	34
West Midlands (835)	15	54	31
Yorkshire & Humberside (1804)	12	56	32
Prefer not to say (236)	15	48	36

**Table 86 Did this learning result in a qualification? (all trained for work or career ONLY in the last 12 months); Personal characteristics**

	Yes (%)	No (%)	Don't know (%)
<b>Gender</b>			
Male (3645)	34	62	4
Female (12099)	32	64	4
Prefer not to say (164)	26	71	3
Other (12)	17	75	8
<b>Age</b>			
16 to 26 (470)	47	47	6
27 to 39 (2399)	40	56	5
40 to 49 (4146)	36	59	4
50 and over (8645)	28	69	4
Prefer not to say (229)	27	70	3
<b>Ethnic origin</b>			
Asian / Asian British (490)	44	49	8
Black / Black British (784)	46	49	5
Irish / White (14017)	31	65	4
Other (244)	31	64	5
Prefer not to say (376)	29	67	4
<b>Disability</b>			
Yes (1987)	29	66	5
No (13466)	33	64	4
Prefer not to say (436)	30	63	7
<b>Sexual orientation</b>			
Heterosexual / straight (14065)	32	64	4
Lesbian / gay / bisexual (667)	37	59	4
Prefer not to say (1025)	32	63	5
Other (98)	46	48	6
<b>Transgender status</b>			
Yes (65)	37	59	5
No (14816)	32	64	4
Prefer not to say (420)	36	56	7

**Table 87** Did this learning result in a qualification? (all trained for work or career ONLY in the last 12 months); Employment characteristics

	Yes (%)	No (%)	Don't know (%)
<b>Hours worked</b>			
Full time (12715)	32	64	4
Part time (3576)	30	65	5
Zero hours (214)	47	48	5
Other (119)	38	52	10
Don't know (8)	38	38	25
<b>Contract type</b>			
Fixed term or temp. contract (1975)	38	57	5
Employed through an agency (166)	46	48	6
In a permanent job (14280)	31	65	4
Other (177)	41	52	7
Don't know (32)	41	38	22
<b>Out-sourced worker</b>			
Yes (1049)	45	51	4
No (15314)	31	65	4
Don't know (270)	47	41	12
<b>Highest qualification</b>			
None/below level 2 (1406)	30	62	7
Level 2/3 (5425)	34	62	4
Level 4+ (7213)	31	67	2
Unknown level (2064)	33	59	8



**Table 88 Did this learning result in a qualification? (all trained for work or career ONLY in the last 12 months); Sector and region**

	Yes (%)	No (%)	Don't know (%)
<b>Sector</b>			
Social Care (2499)	35	61	4
Health care (5759)	33	62	5
Further and higher education (981)	33	64	3
Schools (2546)	39	57	5
Local government (2452)	25	72	2
Police and justice (1002)	21	77	2
Utilities (337)	28	69	3
Environment (168)	35	60	5
Transport (130)	31	60	9
Other (727)	33	63	4
Don't know (21)	38	48	14
<b>Region</b>			
Eastern (678)	31	66	3
East Midlands (1030)	34	63	3
Greater London (895)	35	60	6
Northern (1105)	32	63	5
North West (2445)	33	63	4
Northern Ireland (408)	36	60	4
Scotland (2075)	28	69	3
South East (2004)	31	65	4
South West (1418)	31	66	4
Cymru / Wales (948)	37	59	3
West Midlands (836)	34	63	3
Yorkshire & Humberside (1803)	34	62	4
Prefer not to say (236)	34	58	8

**Table 89 Reason for job-related training? (for all those who have trained in the last 12 months): Demographic characteristics**

Personal characteristics	Your current job (%)	A previous job (%)	A job you hope to do in future (%)	Don't know (%)
<b>Gender</b>				
Male (5646)	94	5	16	1
Female (17493)	93	5	16	1
Prefer not to say (276)	93	5	16	1
Other (28)	86	7	29	7
<b>Age</b>				
16 to 26 (688)	91	7	28	1
27 to 39 (1144)	90	6	28	1
40 to 49 (20579)	92	5	20	1
50 and over (400)	96	4	10	1
Prefer not to say (619)	93	3	18	2
<b>Ethnic origin</b>				
Asian / Asian British (688)	91	3	19	1
Black / Black British (1144)	87	6	25	1
Irish / White (20579)	94	5	16	1
Other (400)	92	6	22	2
Prefer not to say (619)	93	5	16	1
<b>Disability</b>				
Yes (3248)	92	6	19	1
No (19842)	94	5	16	1
Prefer not to say (671)	93	4	17	1
<b>Sexual orientation</b>				
Heterosexual / straight (20414)	94	5	16	1
Lesbian / gay / bisexual (1596)	92	8	23	1
Prefer not to say (1182)	92	5	17	1
Other (176)	90	6	20	2
<b>Transgender status</b>				
Yes (109)	90	4	21	3
No (21861)	93	5	17	1
Prefer not to say (631)	94	4	14	1

**Table 90 Reason for job-related training? (for all those who have trained in the last 12 months): Employment characteristics**

	Your current job (%)	A previous job (%)	A job you hope to do in future (%)	Don't know (%)
<b>Hours worked</b>				
Full time (18723)	94	5	17	1
Part time (5210)	93	4	15	1
Zero hours (309)	86	11	26	1
Other (165)	91	8	20	1
Don't know (12)	92	17	17	0
<b>Contract type</b>				
Fixed term or temp. contract (2940)	92	7	18	1
Employed through an agency (237)	85	15	25	1
In a permanent job (20913)	94	4	16	1
Other (286)	88	11	25	1
Don't know (41)	88	15	17	0
<b>Out-sourced worker?</b>				
Yes (1493)	91	6	19	1
No (22580)	94	5	16	1
Don't know (358)	89	6	16	3
<b>Highest qualification</b>				
None/below level 2 (1626)	94	3	9	1
Level 2/3 (7377)	94	4	14	1
Level 4+ (12047)	93	6	20	1
Unknown level (2666)	94	4	11	1

**Table 91 Reason for job-related training? (for all those who have trained in the last 12 months): Sector and region**

	Your current job (%)	A previous job (%)	A job you hope to do in future (%)	Don't know (%)
<b>Sector</b>				
Social Care (3465)	94	5	15	0
Health care (8093)	93	5	17	1
Further and higher education (1762)	92	6	22	1
Schools (3619)	95	3	14	0
Local government (3878)	94	5	15	1
Police and justice (1496)	93	4	15	1
Utilities (504)	90	5	18	1
Environment (279)	94	4	16	1
Transport (198)	90	6	17	2
Other (1079)	93	6	17	1
Don't know (3)	82	9	9	6
<b>Region</b>				
Eastern (1092)	93	5	17	1
East Midlands (1538)	93	5	19	1
Greater London (1414)	90	5	20	1
Northern (1564)	94	4	15	1
North West (3435)	94	5	15	1
Northern Ireland (564)	90	5	18	1
Scotland (3061)	93	4	16	1
South East (3006)	94	5	16	1
South West (2169)	94	4	16	1
Cymru / Wales (1355)	93	5	18	1
West Midlands (1226)	93	4	15	1
Yorkshire & Humberside (2623)	94	5	16	1
Prefer not to say (345)	93	4	15	1

**Table 92**      **Was learning adequate? (for those learning for your current job):**  
**Demographic characteristics**

	Yes (%)	No (%)	Don't know (%)
<b>Gender</b>			
Male (5299)	81	13	5
Female (16323)	84	11	5
Prefer not to say (258)	67	23	10
Other (24)	81	13	5
<b>Age</b>			
16 to 26 (700)	86	8	6
27 to 39 (3467)	85	10	5
40 to 49 (5530)	83	11	6
50 and over (11818)	83	12	5
Prefer not to say (351)	77	17	6
<b>Ethnic origin</b>			
Asian / Asian British (629)	84	12	5
Black / Black British (992)	88	8	4
Irish / White (19329)	84	11	5
Other (366)	77	16	7
Prefer not to say (576)	74	18	8
<b>Disability</b>			
Yes (2978)	78	15	6
No (18268)	85	11	5
Prefer not to say (621)	74	16	10
<b>Sexual orientation</b>			
Heterosexual / straight (19118)	84	11	5
Lesbian / gay / bisexual (1085)	81	13	6
Prefer not to say (1471)	77	14	8
Other (158)	85	11	4
<b>Transgender status</b>			
Yes (98)	85	11	4
No (20433)	84	11	5
Prefer not to say (592)	78	15	7

**Table 93      Was learning adequate? (for those learning for your current job):  
Employment characteristics**

	Yes (%)	No (%)	Don't know (%)
<b>Hours worked</b>			
Full time (17534)	83	12	5
Part time (4842)	84	11	5
Zero hours (267)	88	9	3
Other (150)	86	7	7
Don't know (11)	64	9	27
<b>Contract type</b>			
Fixed term or temp. contract (2705)	86	10	4
Employed through an agency (201)	86	10	4
In a permanent job (19608)	83	12	5
Other (251)	85	10	4
Don't know (36)	83	6	11
<b>Out-sourced worker?</b>			
Yes (1352)	85	10	5
No (21135)	83	11	5
Don't know (318)	85	8	7
<b>Highest qualification</b>			
None/below level 2 (1523)	87	9	5
Level 2/3 (6915)	85	11	5
Level 4+ (11208)	82	13	5
Unknown level (2516)	85	9	6

**Table 94**      **Was learning adequate? (for those learning for your current job):**  
**Sector and region**

	Yes (%)	No (%)	Don't know (%)
<b>Sector</b>			
Social Care (3274)	86	10	4
Health care (7525)	86	10	4
Further and higher education (1618)	81	13	6
Schools (3429)	87	8	5
Local government (3625)	80	14	7
Police and justice (1393)	76	18	6
Utilities (455)	80	14	6
Environment (263)	79	14	7
Transport (179)	82	11	7
Other (1004)	83	12	5
Don't know (27)	81	11	7
<b>Region</b>			
Eastern (1017)	82	13	5
East Midlands (1432)	84	11	4
Greater London (1278)	82	12	6
Northern (1474)	84	10	6
North West (3224)	85	11	5
Northern Ireland (6506)	86	10	4
Scotland (2855)	83	12	5
South East (2836)	83	12	5
South West (2048)	83	11	5
Cymru / Wales (1262)	82	12	6
West Midlands (1146)	83	13	4
Yorkshire & Humberside (2456)	85	10	4
Prefer not to say (321)	81	11	8

**Table 95**                      **Reasons for, and impact of, of job-related learning; Gender and age**

	I asked for it (%)	My employer suggested it (%)	It has helped me enjoy my job more (%)	It has helped me improve the way I work (%)	it is essential to my prof., registration (%)	On going CPD (%)	It made me look for a better job (%)	I was given a better in my organisation because of the training (%)	I received a pay increase as a result of the training (%)	I feel that my job is more secure because of the training (%)	ANY IMPACT	None of the above (%)
<b>Gender</b>												
Male (5298)	35	43	24	52	32	58	6	3	3	12	58	5
Female (16317)	34	37	20	50	29	61	5	2	3	8	55	7
Prefer not to say (258)	35	35	20	43	25	56	3	2	3	4	49	8
Other (24)	33	58	29	58	29	71	4	0	0	8	67	0
<b>Age</b>												
16 to 26 (700)	39	46	27	61	40	64	11	4	6	14	67	4
27 to 39 (3465)	40	40	25	57	31	32	9	4	4	12	64	5
40 to 49 (5227)	36	36	22	51	28	60	6	3	3	9	57	7
50 and over (11815)	31	40	19	48	29	61	3	2	2	8	53	7
Prefer not to say (351)	35	33	24	48	32	58	5	2	2	8	55	7



**Table 96 Reasons for, and impact of, of job-related learning; Ethnic origin and disability**

	I asked for it (%)	My employer suggested it (%)	It has helped me enjoy my job more (%)	It has helped me improve the way I work (%)	it is essential to my prof., registration(%)	On going CPD (%)	It made me look for a better job (%)	I was given a better in my organisation because of the training (%)	I received a pay increase as a result of the training (%)	I feel that my job is more secure because of the training (%)	ANY IMPACT	None of the above (%)
<b>Ethnic origin</b>												
Asian / Asian British (629)	31	39	30	58	44	59	11	4	3	14	66	3
Black / Black British (1989)	32	38	34	59	35	56	11	3	3	13	67	4
Irish / White (19325)	34	39	20	50	29	61	5	2	3	9	55	6
Other (366)	39	37	24	50	31	59	8	3	4	11	56	8
Prefer not to say (575)	33	37	21	48	29	58	5	3	2	8	54	7
<b>Disability</b>												
Yes (2977)	35	36	19	47	27	59	5	2	2	8	52	9
No (18259)	34	39	21	51	30	61	5	3	3	9	57	6
Prefer not to say (621)	33	32	22	45	31	59	4	2	1	9	51	8

**Table 97 Reasons for, and impact of, of job-related learning; Sexual orientation and transgender status**

	I asked for it (%)	My employer suggested it (%)	It has helped me enjoy my job more (%)	It has helped me improve the way I work (%)	it is essential to my prof., registration(%)	On going CPD (%)	It made me look for a better job (%)	I was given a better in my organisation because of the training (%)	I received a pay increase as a result of the training (%)	I feel that my job is more secure because of the training (%)	ANY IMPACT	None of the above (%)
<b>Sexual orientation</b>												
Heterosexual / straight (19111)	34	38	21	50	30	61	5	2	3	9	56	6
Lesbian / gay / bisexual (1470)	39	42	24	52	30	62	9	4	3	13	60	5
Prefer not to say (1085)	34	39	23	48	30	57	6	2	2	8	55	7
Other (158)	37	44	20	61	33	53	8	3	6	11	67	7
<b>Transgender status</b>												
Yes (98)	33	39	28	47	35	50	7	2	5	16	56	3
No (20427)	34	39	21	50	30	62	5	3	3	9	56	6
Prefer not to say (592)	33	35	25	49	31	53	5	2	3	8	56	5

**Table 98 Reasons for, and impact of, of job-related learning; Hours worked and contract type**

	I asked for it (%)	My employer suggested it (%)	It has helped me enjoy my job more (%)	It has helped me improve the way I work (%)	it is essential to my prof., registration (%)	On going CPD (%)	It made me look for a better job (%)	I was given a better in my organisation because of the training (%)	I received a pay increase as a result of the training (%)	I feel that my job is more secure because of the training (%)	ANY IMPACT	None of the above (%)
<b>Hours worked</b>												
Full time (17533)	36	38	22	51	30	62	6	3	3	10	57	6
Part time (4834)	27	41	18	47	29	57	3	1	1	8	52	7
Zero hours (266)	20	35	23	46	49	54	8	2	3	11	52	7
Other (150)	19	39	24	52	41	51	7	3	8	14	57	7
Don't know (11)	9	36	27	27	27	27	0	0	9	36	55	9
<b>Contract type</b>												
Fixed term or temp. contract (2706)	34	40	24	54	33	61	6	3	4	10	60	5
Employed through an agency (200)	16	34	21	48	55	57	11	2	1	13	55	3
In a permanent job (19598)	34	39	21	49	29	60	5	2	3	9	55	6
Other (251)	26	32	26	47	43	61	8	1	6	8	53	8
Don't know (36)	11	39	25	42	36	53	6	0	3	8	50	11

**Table 99 Reasons for, and impact of, of job-related learning; Out-sourced worker and highest qualification**

	I asked for it (%)	My employer suggested it (%)	It has helped me enjoy my job more (%)	It has helped me improve the way I work (%)	it is essential to my prof., registration(%)	On going CPD (%)	It made me look for a better job (%)	I was given a better in my organisation because of the training (%)	I received a pay increase as a result of the training (%)	I feel that my job is more secure because of the training (%)	ANY IMPACT	None of the above (%)
<b>Out-sourced worker?</b>												
Yes (1349)	28	37	23	48	37	56	9	3	4	11	55	7
No (2119)	35	39	21	50	29	61	5	2	3	9	56	6
Don't know (317)	23	39	23	49	38	49	8	3	3	11	56	9
<b>Highest qualification</b>												
None/below level 2 (1522)	20	41	20	42	27	43	3	2	2	9	48	10
Level 2/3 (6911)	29	39	19	48	25	57	4	2	3	9	53	7
Level 4+ (11205)	41	39	22	54	32	66	6	3	3	9	59	5
Unknown level (2517)	25	37	21	47	36	55	4	2	2	9	53	8

**Table 100 Reasons for, and impact of, of job-related learning; Sector**

	I asked for it (%)	My employer suggested it (%)	It has helped me enjoy my job more (%)	It has helped me improve the way I work (%)	it is essential to my prof., registration (%)	On going CPD (%)	It made me look for a better job (%)	I was given a better in my organisation because of the training (%)	I received a pay increase as a result of the training (%)	I feel that my job is more secure because of the training (%)	ANY IMPACT	None of the above (%)
<b>Sector</b>												
Social Care (3274)	35	44	22	53	39	65	5	2	3	9	59	4
Health care (7521)	33	31	24	50	38	64	7	3	4	10	57	6
Further and higher education (1618)	42	39	19	52	16	64	6	2	2	10	57	5
Schools (3426)	28	42	19	48	25	59	3	3	2	9	54	6
Local government (3621)	41	42	19	49	20	55	5	2	2	8	55	7
Police and justice (1392)	28	40	16	47	26	62	3	2	3	7	50	9
Utilities (455)	28	45	25	53	23	43	4	4	4	13	59	11
Environment (263)	45	40	23	54	24	47	6	3	2	8	60	8
Transport (179)	28	44	24	53	25	46	7	0	1	11	60	7
Other (1004)	33	44	20	48	25	53	5	2	3	11	55	8
Don't know (27)	19	33	22	48	33	41	4	0	4	7	52	15

**Table 101 Reasons for, and impact of, of job-related learning; Region**

	I asked for it (%)	My employer suggested it (%)	It has helped me enjoy my job more (%)	It has helped me improve the way I work (%)	it is essential to my prof., registration (%)	On going CPD (%)	It made me look for a better job (%)	I was given a better in my organisation because of the training (%)	I received a pay increase as a result of the training (%)	I feel that my job is more secure because of the training (%)	ANY IMPACT	None of the above (%)
Region												
Eastern (1018)	36	38	21	49	29	63	5	3	3	10	56	7
East Midlands (1432)	34	37	22	51	28	60	5	3	3	10	57	7
Greater London (1275)	37	38	2	53	29	61	9	3	2	12	61	6
Northern (1473)	34	40	21	48	28	62	4	2	2	8	54	6
North West (3224)	32	40	21	49	28	60	6	3	3	8	55	6
Northern Ireland (506)	28	40	25	56	47	57	8	3	3	12	63	5
Scotland (2853)	35	38	19	49	35	62	4	2	2	7	53	6
South East (2835)	37	38	22	52	29	62	5	3	3	10	57	7
South West (2048)	34	40	19	49	30	60	4	2	3	10	56	6
Cymru / Wales (1262)	35	40	19	49	30	60	4	2	3	10	56	6
West Midlands (1145)	31	40	21	47	30	58	4	3	2	9	54	7
Yorkshire & Humberside (2456)	34	40	21	51	26	61	5	3	2	8	58	6
Prefer not to say (321)	30	40	23	48	34	48	4	3	3	11	54	9

**Table 102** Was there time over the last year when training or education would have been useful for keeping up to date with the skills required for your current job?; Personal characteristics

	Yes (%)	No (%)	Don't know (%)
<b>Gender</b>			
Male (8140)	53	34	13
Female (3081)	52	33	15
Prefer not to say (153)	52	34	14
Other (10)	60	20	20
<b>Age</b>			
16 to 26 (139)	53	31	17
27 to 39 (942)	53	31	17
40 to 49 (1584)	54	31	15
50 and over (3102)	51	36	14
Prefer not to say (123)	54	28	18
<b>Ethnic origin</b>			
Asian / Asian British (400)	52	30	18
Black / Black British (525)	63	24	13
Irish / White (9912)	51	34	15
Other (198)	55	35	10
Prefer not to say (347)	57	30	13
<b>Disability</b>			
Yes (1842)	57	29	14
No (9152)	51	34	15
Prefer not to say (366)	52	27	22
<b>Sexual orientation</b>			
Heterosexual / straight (9854)	52	34	15
Lesbian / gay / bisexual (875)	52	31	17
Prefer not to say (488)	57	29	14
Other (115)	42	37	21
<b>Transgender status</b>			
Yes (58)	60	24	16
No (10422)	52	33	15
Prefer not to say (390)	48	33	19

**Table 103** Was there time over the last year when training or education would have been useful for keeping up to date with the skills required for your current job?; Employment characteristics

	Yes (%)	No (%)	Don't know (%)
<b>Hours worked</b>			
Full time (8795)	53	32	15
Part time (2984)	48	36	16
Zero hours (155)	57	32	11
Other (86)	43	38	19
Don't know (11)	46	9	46
<b>Contract type</b>			
Fixed term or temp. contract (1381)	54	30	16
Employed through an agency (106)	53	33	14
In a permanent job (10364)	51	34	15
Other (140)	57	26	16
Don't know (40)	55	8	38
<b>Out-sourced worker</b>			
Yes (825)	54	52	48
No (10989)	34	33	21
Don't know (215)	12	15	31
<b>Highest qualification</b>			
None/below level 2 (1326)	43	41	16
Level 2/3 (4085)	49	34	16
Level 4+ (4726)	58	30	12
Unknown level (1413)	46	35	20



**Table 104** Was there time over the last year when training or education would have been useful for keeping up to date with the skills required for your current job?; Sector and region

	Yes (%)	No (%)	Don't know (%)
<b>Sector</b>			
Social Care (967)	60	27	14
Health care (3593)	51	35	15
Further and higher education (950)	52	33	16
Schools (1925)	54	31	15
Local government (2216)	53	33	14
Police and justice (858)	51	34	16
Utilities (506)	41	41	18
Environment (142)	51	34	16
Transport (133)	41	35	24
Other (676)	49	35	16
Don't know (45)	44	36	20
<b>Region</b>			
Eastern (523)	55	31	14
East Midlands (810)	49	36	16
Greater London (733)	58	30	13
Northern (778)	48	36	17
North West (1757)	51	34	16
Northern Ireland (330)	52	33	16
Scotland (1531)	51	35	14
South East (1324)	55	32	14
South West (873)	52	32	16
Cymru / Wales (666)	54	31	16
West Midlands (642)	57	31	13
Yorkshire & Humberside (1237)	49	37	15
Prefer not to say (156)	44	34	22

Table 105

**Were any of the following a factor in not undertaking any training or education connected with your current job?: Gender, age and ethnic origin**

	Did not want training (%)	Employer not willing to provide training (%)	Training not currently offered (%)	Limited opportunities & not enough space (%)	Training for specific grades only (%)	Limited time due to personal commitment (%)	Did not need additional training (%)	Training would not help you get better job (%)	Limited time due to work commitment (%)	ANY PERSONAL REASON	ANY EMPLOYER REASON	None of above (%)
<b>Gender</b>												
Male (1632)	3	37	27	27	17	13	7	14	23	22	80	13
Female (4184)	2	30	30	24	18	13	8	11	25	20	80	13
Prefer not to say (79)	0	37	28	32	23	13	3	19	25	15	87	11
Other (6)	0	67	67	50	17	0	0	17	0	0	100	0
<b>Age</b>												
16 to 26 (139)	1	35	38	25	17	14	5	9	22	19	78	18
27 to 39 (942)	2	37	32	33	19	14	6	9	23	20	81	14
40 to 49 (1584)	1	34	29	35	17	15	7	10	23	21	80	13
50 and over (3102)	3	28	28	22	17	11	9	14	26	21	80	13
Prefer not to say (123)	1	37	31	32	24	11	4	20	26	15	88	11
<b>Ethnic origin</b>												
Asian / Asian British (209)	3	31	24	30	21	13	7	12	21	23	74	17
Black / Black British (330)	3	25	26	19	20	12	5	10	17	19	70	21
Irish / White (5052)	2	32	29	25	17	13	8	12	25	21	81	13
Other (109)	2	41	32	28	20	12	11	17	28	21	86	11
Prefer not to say (197)	3	39	32	26	26	10	4	15	24	15	85	12

**Table 106 Were any of the following a factor in not undertaking any training or education connected with your current job?: Disability, sexual orientation and transgender status**

	Did not want training (%)	Employer not willing to provide training (%)	Training not currently offered (%)	Limited opportunities & not enough space (%)	Training for specific grades only (%)	Limited time due to personal commitment (%)	Did not need additional training (%)	Training would not help you get better job (%)	Limited time due to work commitment (%)	ANY PERSONAL REASON	ANY EMPLOYER REASON	None of above (%)
<b>Disability</b>												
Yes (1051)	2	38	29	27	22	12	7	13	24	20	81	12
No (4649)	2	30	29	24	16	13	7	11	25	21	80	14
Prefer not to say (188)	2	38	30	22	28	13	7	15	28	21	81	11
<b>Sexual orientation</b>												
Heterosexual / straight (5103)	2	31	29	25	17	13	8	12	24	21	80	13
Lesbian / gay / bisexual (456)	3	39	32	29	18	11	6	11	28	18	84	13
Prefer not to say (277)	3	33	30	26	22	12	6	13	25	19	82	12
Other (48)	2	44	38	23	23	10	10	4	19	23	73	15
<b>Transgender status</b>												
Yes (35)	11	37	31	34	14	3	9	6	14	23	71	20
No (5410)	2	31	29	25	18	13	8	12	25	21	80	13
Prefer not to say (188)	2	35	30	27	21	9	2	13	20	13	82	15

**Table 107      Were any of the following a factor in not undertaking any training or education connected with your current job?: Hours worked, contract type, outsourced worker**

	Did not want training (%)	Employer not willing to provide training (%)	Training not currently offered (%)	Limited opportunities & not enough space (%)	Training for specific grades only (%)	Limited time due to personal commitment (%)	Did not need additional training (%)	Training would not help you get better job (%)	Limited time due to work commitment (%)	ANY PERSONAL REASON	ANY EMPLOYER REASON	None of above (%)
<b>Hours worked</b>												
Full time (4650)	2	33	29	25	18	12	7	11	27	19	82	13
Part time (1427)	3	29	30	22	15	14	9	13	19	24	76	15
Zero hours (88)	1	34	32	27	9	17	7	8	11	24	74	16
Other (37)	0	22	24	16	19	8	8	16	16	16	62	27
Don't know (5)	20	20	0	20	40	60	40	20	40	80	60	20
<b>Contract type</b>												
Fixed term or temp. contract (744)	3	30	31	26	16	13	5	9	20	20	77	16
Employed through an agency (56)	0	30	23	18	5	18	5	7	18	23	66	18
In a permanent job (5306)	2	32	29	25	18	13	8	12	25	21	81	13
Other (80)	0	31	35	21	19	15	11	21	18	25	80	14
Don't know (22)	5	41	23	18	18	5	9	18	14	18	68	27
<b>Out-sourced worker</b>												
Yes (445)	3	34	31	26	12	12	8	11	20	22	74	16
No (5658)	2	31	29	25	18	13	7	12	25	20	81	13
Don't know (103)	6	30	18	18	15	9	7	10	19	20	65	24

**Table 108 Were any of the following a factor in not undertaking any training or education connected with your current job?:  
Highest qualification and sector**

	Did not want training (%)	Employer not willing to provide training (%)	Training not currently offered (%)	Limited opportunities & not enough space (%)	Training for specific grades only (%)	Limited time due to personal commitment (%)	Did not need additional training (%)	Training would not help you get better job (%)	Limited time due to work commitment (%)	ANY PERSONAL REASON	ANY EMPLOYER REASON	None of above (%)
<b>Highest qualification</b>												
None/below level 2 (572)	4	26	27	18	16	11	10	9	21	23	68	19
Level 2/3 (2016)	2	32	31	24	19	12	8	11	22	19	82	13
Level 4+ (2751)	2	35	29	28	18	14	7	13	28	21	83	11
Unknown level (643)	3	22	28	20	15	12	8	11	21	20	72	19
<b>Sector</b>												
Social Care (571)	3	28	24	24	17	11	9	10	28	22	78	16
Health care (1815)	2	31	27	24	21	13	7	10	27	21	78	15
Further and higher education (491)	2	33	25	24	17	17	8	13	32	25	82	11
Schools (1038)	2	32	34	24	14	9	7	16	18	16	82	12
Local government (1164)	2	33	29	28	18	14	7	12	25	21	81	12
Police and justice (434)	1	33	36	28	20	13	6	8	21	18	83	12
Utilities (207)	2	34	31	24	10	16	9	10	28	26	79	13
Environment (72)	1	36	32	25	10	13	8	17	17	22	83	10
Transport (54)	2	41	33	24	15	11	13	6	17	22	72	19
Other (333)	3	30	31	20	14	11	11	15	23	22	80	12
Don't know (20)	5	10	45	0	15	5	15	0	20	20	60	25

**Table 109**      **Were any of the following a factor in not undertaking any training or education connected with your current job?;**  
**Region**

	Did not want training (%)	Employer not willing to provide training (%)	Training not currently offered (%)	Limited opportunities & not enough space (%)	Training for specific grades only (%)	Limited time due to personal commitment (%)	Did not need additional training (%)	Training would not help you get better job (%)	Limited time due to work commitment (%)	ANY PERSONAL REASON	ANY EMPLOYER REASON	None of above (%)
<b>Region</b>												
Eastern (290)	1	35	28	24	19	13	7	13	26	20	82	12
East Midlands (393)	1	37	31	25	15	12	6	13	26	18	82	14
Greater London (422)	3	32	26	22	19	16	10	11	23	27	77	14
Northern (369)	4	28	29	26	20	14	9	14	26	25	77	13
North West (893)	2	31	28	24	18	12	8	11	25	21	80	15
Northern Ireland (170)	2	27	28	20	19	12	8	8	23	19	73	19
Scotland (786)	2	29	31	27	19	14	6	13	26	21	82	12
South East (720)	2	32	29	24	15	13	7	13	23	20	81	11
South West (454)	2	33	28	28	18	13	8	11	22	21	79	14
Cymru / Wales (357)	1	31	35	27	16	11	6	10	21	17	81	12
West Midlands (363)	2	31	32	24	20	11	6	12	26	16	82	12
Yorkshire & Humberside (601)	3	33	27	24	15	12	9	10	27	21	80	13
Prefer not to say (69)	3	36	39	20	26	12	3	13	25	17	77	20

**Table 110 Do you feel that not having undertaken training for your current job is likely to have affected your future employment prospects?; Personal characteristics**

	Yes, in a positive way (%)	Yes, in a negative way (%)	No (%)	Don't know (%)
<b>Gender</b>				
Male (8154)	7	33	47	13
Female (3082)	6	28	49	17
Prefer not to say (153)	6	30	44	20
Other (10)	0	50	30	20
<b>Age</b>				
16 to 26 (266)	10	32	38	21
27 to 39 (1792)	8	35	40	17
40 to 49 (2926)	7	34	41	17
50 and over (6170)	5	26	55	15
Prefer not to say (228)	6	32	43	19
<b>Ethnic origin</b>				
Asian / Asian British (402)	19	30	26	27
Black / Black British (525)	17	29	37	17
Irish / White (9926)	5	29	50	15
Other (198)	7	33	38	22
Prefer not to say (347)	6	32	42	21
<b>Disability</b>				
Yes (1846)	8	36	41	15
No (9164)	6	28	50	16
Prefer not to say (366)	6	28	45	21
<b>Sexual orientation</b>				
Heterosexual / straight (9860)	6	29	50	16
Lesbian / gay / bisexual (878)	8	30	43	19
Prefer not to say (491)	9	34	40	17
Other (115)	14	27	37	23
<b>Transgender status</b>				
Yes (58)	16	24	52	9
No (10430)	6	30	49	16
Prefer not to say (389)	12	25	39	23

**Table 111 Do you feel that not having undertaken training for your current job is likely to have affected your future employment prospects?; Employment characteristics**

	Yes, in a positive way (%)	Yes, in a negative way (%)	No (%)	Don't know (%)
<b>Hours worked</b>				
Full time (8787)	7	31	47	16
Part time (2997)	6	23	55	17
Zero hours (155)	9	30	45	17
Other (87)	10	17	48	24
Don't know (11)	27	9	9	55
<b>Contract type</b>				
Fixed term or temp. contract (1382)	9	27	47	17
Employed through an agency (107)	17	26	41	16
In a permanent job (10367)	6	29	49	16
Other (139)	11	29	37	23
Don't know (40)	15	25	30	30
<b>Out-sourced worker</b>				
Yes (826)	11	29	46	13
No (10992)	6	29	49	16
Don't know (215)	12	21	36	32
<b>Highest qualification</b>				
None/below level 2 (1334)	9	22	53	16
Level 2/3 (4089)	6	29	49	16
Level 4+ (4725)	5	35	46	14
Unknown level (1418)	9	19	49	22



**Table 112 Do you feel that not having undertaken training for your current job is likely to have affected your future employment prospects?; Sector and region**

	Yes, in a positive way (%)	Yes, in a negative way (%)	No (%)	Don't know (%)
<b>Sector</b>				
Social Care (966)	10	29	46	16
Health care (3599)	8	28	48	16
Further and higher education (947)	5	34	46	16
Schools (1927)	6	25	52	17
Local government (2215)	5	33	47	15
Police and justice (858)	4	31	49	16
Utilities (510)	5	28	50	18
Environment (142)	7	29	44	20
Transport (133)	4	26	54	16
Other (676)	6	27	48	19
Don't know (45)	4	20	38	38
<b>Region</b>				
Eastern (523)	7	31	47	16
East Midlands (813)	6	29	49	16
Greater London (732)	10	33	39	19
Northern (782)	5	27	53	16
North West (1757)	5	29	49	17
Northern Ireland (330)	8	24	54	15
Scotland (1533)	5	29	50	16
South East (1328)	6	28	49	17
South West (876)	6	31	48	14
Cymru / Wales (666)	6	31	48	16
West Midlands (644)	6	33	45	17
Yorkshire & Humberside (1236)	7	29	51	13
Prefer not to say (156)	9	22	45	24

**Table 113 Attitudes to learning: learning is important for my self-esteem; Gender, age and ethnic origin**

	Strongly agree (%)	Agree (%)	Neither agree nor disagree (%)	Disagree (%)	Strongly disagree (%)	Don't know (%)
<b>Gender</b>						
Male (8393)	37	40	13	3	6	0
Female (24543)	41	41	10	2	6	0
Prefer not to say (411)	38	38	15	3	5	1
Other (34)	50	35	9	0	3	3
<b>Age</b>						
16 to 26 (965)	50	38	6	1	4	0
27 to 39 (5270)	50	36	6	1	4	0
40 to 49 (8747)	43	40	8	2	7	0
50 and over (18033)	36	42	13	2	6	0
Prefer not to say (580)	36	38	13	3	9	1
<b>Ethnic origin</b>						
Asian / Asian British (1035)	45	35	5	2	13	0
Black / Black British (1527)	47	29	6	2	13	0
Irish / White (29323)	40	42	11	2	6	0
Other (565)	45	35	11	2	7	1
Prefer not to say (927)	40	36	13	3	7	1
<b>Disability</b>						
Yes (4836)	44	37	11	2	6	0
No (27847)	40	41	10	2	6	0
Prefer not to say (991)	39	37	13	3	6	1
<b>Sexual orientation</b>						
Heterosexual / straight (29041)	39	39	11	3	6	1
Lesbian / gay / bisexual (1576)	40	41	11	2	6	0
Prefer not to say (2359)	49	37	7	2	6	0
Other (274)	35	39	9	3	12	2
<b>Transgender status</b>						
Yes (156)	35	40	12	2	10	1
No (30925)	41	41	10	2	10	0
Prefer not to say (984)	36	38	12	3	9	2

**Table 114 Attitudes to learning: learning is important for my self-esteem;  
Employment characteristics**

	Strongly agree (%)	Agree (%)	Neither agree nor disagree (%)	Disagree (%)	Strongly disagree (%)	Don't know (%)
<b>Hours worked</b>						
Full time (25810)	41	40	10	2	6	0
Part time (7727)	37	43	11	2	6	1
Zero hours (411)	39	37	10	2	10	0
Other (229)	35	38	13	2	10	1
Don't know (22)	32	27	14	0	10	5
<b>Contract type</b>						
Fixed term or temp. contract (3983)	43	38	9	2	7	0
Employed through an agency (292)	40	35	7	2	16	0
In a permanent job (29466)	40	41	11	2	6	0
Other (381)	40	41	9	1	9	0
Don't know (73)	40	38	11	1	9	3
<b>Out-sourced worker?</b>	41	37	10	2	10	1
Yes (2120)	40	41	11	2	6	0
No (31564)	35	42	9	2	10	2
Don't know (513)	41	37	10	2	10	1
<b>Highest qualification</b>						
None/below level 2 (2879)	27	45	16	2	8	1
Level 2/3 (11024)	36	43	12	2	8	0
Level 4+ (15962)	48	37	8	2	6	0
Unknown level (3941)	31	44	14	3	7	1

**Table 115 Attitudes to learning: learning is important for my self-esteem;  
Sector and region**

	Strongly agree (%)	Agree (%)	Neither agree nor disagree (%)	Disagree (%)	Strongly disagree (%)	Don't know (%)
<b>Sector</b>						
Social Care (4159)	41	39	10	2	8	0
Health care (10866)	40	40	11	2	7	0
Further and higher education (2540)	48	37	9	1	5	0
Schools (5261)	36	45	10	2	7	0
Local government (5764)	42	40	11	1	7	0
Police and justice (2209)	39	42	12	3	5	0
Utilities (942)	39	38	13	3	4	1
Environment (401)	37	43	10	3	6	1
Transport (308)	34	39	17	1	8	1
Other (1643)	41	38	11	2	7	1
Don't know (69)	23	42	22	3	6	4
<b>Region</b>						
Eastern (1543)	41	41	10	2	6	0
East Midlands (2250)	42	40	10	2	6	0
Greater London (2016)	46	36	8	1	8	0
Northern (2263)	37	43	12	2	6	0
North West (4987)	39	41	11	2	6	0
Northern Ireland (842)	43	40	7	2	7	0
Scotland (4394)	38	42	12	2	8	0
South East (4171)	43	40	10	2	6	0
South West (2926)	42	40	11	2	5	0
Cymru / Wales (1932)	40	42	11	2	5	0
West Midlands (1798)	38	41	12	1	8	1
Yorkshire & Humberside (3706)	39	41	11	2	6	0
Prefer not to say (478)	38	36	14	4	7	1



**Table 116 Attitudes to learning: I have all the skills I need for the rest of my career; Personal characteristics**

	Strongly agree (%)	Agree (%)	Neither agree nor disagree (%)	Disagree (%)	Strongly disagree (%)
<b>Gender</b>					
Male (8393)	6	18	21	40	12
Female (24532)	5	17	23	41	12
Prefer not to say (411)	6	14	24	40	12
Other (34)	3	3	18	50	21
<b>Age</b>					
16 to 26 (965)	2	10	18	49	20
27 to 39 (5270)	3	8	17	51	20
40 to 49 (8472)	3	11	21	47	15
50 and over (18023)	7	23	24	35	8
Prefer not to say (580)	7	14	25	37	13
<b>Ethnic origin</b>					
Asian / Asian British (1033)	7	18	23	37	13
Black / Black British (1524)	5	12	22	43	13
Irish / White (29307)	5	18	22	41	12
Other (564)	7	15	21	41	13
Prefer not to say (927)	6	14	24	40	13
<b>Disability</b>					
Yes (4832)	6	16	21	40	15
No (27481)	5	17	22	41	15
Prefer not to say (991)	6	14	26	38	12
<b>Sexual orientation</b>					
Heterosexual / straight (29031)	5	18	22	41	12
Lesbian / gay / bisexual (1576)	4	12	19	46	18
Prefer not to say (2357)	5	16	23	39	12
Other (274)	5	20	20	35	15
<b>Transgender status</b>					
Yes (156)	7	19	19	31	21
No (30922)	5	17	22	41	21
Prefer not to say (985)	7	18	23	35	12

**Table 117 Attitudes to learning: I have all the skills I need for the rest of my career; Employment characteristics**

	Strongly agree (%)	Agree (%)	Neither agree nor disagree (%)	Disagree (%)	Strongly disagree (%)
<b>Hours worked</b>					
Full time (25803)	5	16	22	42	12
Part time (7724)	6	20	22	38	12
Zero hours (409)	5	17	19	41	16
Other (230)	6	19	23	35	14
Don't know (22)	5	16	22	42	12
<b>Contract type</b>					
Fixed term or temp. contract (3978)	5	15	22	41	14
Employed through an agency (293)	4	16	20	45	14
In a permanent job (29460)	5	18	22	41	12
Other (380)	5	15	26	36	17
Don't know (73)	7	11	19	38	22
<b>Out-sourced worker</b>					
Yes (2116)	7	19	21	37	14
No (31558)	5	17	22	41	14
Don't know (513)	5	14	28	33	15
<b>Highest qualification</b>					
None/below level 2 (2887)	6	25	24	31	12
Level 2/3 (11019)	5	17	23	41	12
Level 4+ (15960)	5	14	21	45	14
Unknown level (3940)	6	23	25	33	9

**Table 118 Attitudes to learning: I have all the skills I need for the rest of my career; Sector and region**

	Strongly agree (%)	Agree (%)	Neither agree nor disagree (%)	Disagree (%)	Strongly disagree (%)
<b>Sector</b>					
Social Care (4157)	5	16	22	41	14
Health care (10861)	6	18	22	39	13
Further and higher education (2539)	5	15	20	45	13
Schools (5262)	5	18	23	41	11
Local government (5764)	5	16	24	42	11
Police and justice (2208)	3	17	23	43	12
Utilities (942)	5	18	22	40	11
Environment (401)	3	20	20	42	13
Transport (307)	4	20	24	39	10
Other (1640)	6	16	22	42	11
Don't know (70)	6	21	24	34	7
<b>Region</b>					
Eastern (1543)	4	17	23	41	13
East Midlands (2246)	5	15	24	42	11
Greater London (2015)	5	14	22	43	15
Northern (2264)	6	20	23	39	10
North West (4985)	5	18	23	40	10
Northern Ireland (842)	5	17	18	43	12
Scotland (4396)	6	18	22	41	14
South East (4168)	4	16	22	43	13
South West (2924)	5	16	21	44	12
Cymru / Wales (1933)	5	19	22	41	12
West Midlands (1797)	5	18	23	40	11
Yorkshire & Humberside (3703)	6	17	22	40	13
Prefer not to say (478)	7	16	23	37	13



**Table 119 Attitudes to learning: It's my own responsibility to update my skills; Personal characteristics**

	Strongly agree (%)	Agree (%)	Neither agree nor disagree (%)	Disagree (%)	Strongly disagree (%)
<b>Gender</b>					
Male (8391)	8	28	32	23	5
Female (24528)	9	31	33	21	5
Prefer not to say (411)	8	23	41	18	7
Other (34)	3	26	24	38	6
<b>Age</b>					
16 to 26 (965)	7	29	41	17	5
27 to 39 (5267)	9	30	35	21	5
40 to 49 (8472)	9	31	34	20	6
50 and over (18022)	9	30	32	23	6
Prefer not to say (580)	9	23	34	22	10
<b>Ethnic origin</b>					
Asian / Asian British (1033)	14	31	25	19	9
Black / Black British (1526)	20	32	23	14	9
Irish / White (29299)	8	30	34	22	5
Other (564)	12	24	34	23	7
Prefer not to say (927)	8	24	37	22	7
<b>Disability</b>					
Yes (4835)	9	26	34	23	8
No (27474)	9	31	33	22	8
Prefer not to say (990)	9	25	38	19	7
<b>Sexual orientation</b>					
Heterosexual / straight (29029)	9	31	33	22	6
Lesbian / gay / bisexual (1576)	9	27	35	22	7
Prefer not to say (2359)	8	27	35	22	6
Other (274)	7	30	32	18	11
<b>Transgender status</b>					
Yes (156)	8	24	33	26	7
No (30918)	9	30	33	22	7
Prefer not to say (984)	10	26	34	19	8

**Table 120 Attitudes to learning: It's my own responsibility to update my skills; Employment characteristics**

	Strongly agree (%)	Agree (%)	Neither agree nor disagree (%)	Disagree (%)	Strongly disagree (%)
<b>Hours worked</b>					
Full time (25799)	9	30	33	21	6
Part time (7718)	7	29	34	24	6
Zero hours (410)	13	29	27	21	9
Other (230)	10	23	32	25	6
Don't know (22)	5	27	32	14	18
<b>Contract type</b>					
Fixed term or temp. contract (43979)	9	30	33	21	6
Employed through an agency (293)	17	32	24	16	6
In a permanent job (29449)	8	30	33	22	6
Other (381)	14	25	29	23	6
Don't know (73)	11	22	30	19	14
<b>Out-sourced worker?</b>					
Yes (2115)	12	27	30	21	9
No (31550)	8	30	33	22	9
Don't know (513)	7	26	35	19	9
<b>Highest qualification</b>					
None/below level 2 (2872)	7	30	31	21	9
Level 2/3 (11021)	7	29	35	22	9
Level 4+ (15958)	10	31	33	22	5
Unknown level (3939)	9	31	30	21	8

**Table 121 Attitudes to learning: It's my own responsibility to update my skills; Sector and region**

	Strongly agree (%)	Agree (%)	Neither agree nor disagree (%)	Disagree (%)	Strongly disagree (%)
<b>Sector</b>					
Social Care (4157)	8	29	33	22	7
Health care (10862)	12	33	30	18	6
Further and higher education (2540)	7	31	33	24	5
Schools (5258)	6	26	34	27	6
Local government (5761)	7	28	35	24	6
Police and justice (2207)	6	29	37	23	6
Utilities (940)	8	33	32	19	5
Environment (401)	8	30	28	25	7
Transport (307)	6	25	32	31	5
Other (1641)	8	27	37	21	5
Don't know (70)	4	30	36	19	7
<b>Region</b>					
Eastern (1543)	9	29	34	21	5
East Midlands (2247)	7	30	34	21	7
Greater London (2014)	13	28	31	20	8
Northern (2260)	9	30	33	21	6
North West (4986)	8	30	33	23	6
Northern Ireland (842)	11	33	27	20	6
Scotland (4393)	9	30	30	24	7
South East (4170)	9	30	33	22	6
South West (2924)	7	30	35	22	5
Cymru / Wales (1933)	8	30	34	22	6
West Midlands (1797)	7	30	34	23	6
Yorkshire & Humberside (3702)	8	30	35	20	6
Prefer not to say (478)	9	29	33	19	8

**Table 122 Attitudes to learning: I'm ready to learn new skills to remain employable in the future; Personal characteristics**

	Strongly agree (%)	Agree (%)	Neither agree nor disagree (%)	Disagree (%)	Strongly disagree (%)
<b>Gender</b>					
Male (8393)	42	43	8	2	4
Female (24539)	41	46	8	1	4
Prefer not to say (411)	37	45	10	1	5
Other (34)	50	38	0	6	3
<b>Age</b>					
16 to 26 (965)	65	30	2	0	3
27 to 39 (5270)	56	36	3	1	3
40 to 49 (8474)	47	43	4	1	5
50 and over (18030)	32	49	11	2	4
Prefer not to say (580)	39	43	9	1	7
<b>Ethnic origin</b>					
Asian / Asian British (1035)	47	36	5	1	10
Black / Black British (1525)	52	31	4	2	10
Irish / White (29310)	40	46	8	2	4
Other (565)	44	41	8	1	4
Prefer not to say (927)	39	44	9	2	5
<b>Disability</b>					
Yes (4836)	41	44	8	2	4
No (27483)	41	45	8	2	4
Prefer not to say (991)	39	43	9	2	5
<b>Sexual orientation</b>					
Heterosexual / straight (29038)	41	45	8	2	4
Lesbian / gay / bisexual (1576)	52	39	4	1	4
Prefer not to say (2359)	38	45	9	2	4
Other (274)	36	40	9	3	9
<b>Transgender status</b>					
Yes (156)	38	42	9	1	8
No (30920)	41	45	7	2	8
Prefer not to say (985)	35	44	12	2	6

**Table 123 Attitudes to learning: I'm ready to learn new skills to remain employable in the future; Employment characteristics**

	Strongly agree (%)	Agree (%)	Neither agree nor disagree (%)	Disagree (%)	Strongly disagree (%)
<b>Hours worked</b>					
Full time (25806)	43	44	7	2	4
Part time (7725)	34	49	10	2	4
Zero hours (410)	45	40	7	1	6
Other (230)	32	45	9	3	8
Don't know (22)	45	23	5	0	14
<b>Contract type</b>					
Fixed term or temp. contract (3980)	44	42	7	1	5
Employed through an agency (293)	48	33	6	1	5
In a permanent job (29462)	40	46	8	2	4
Other (381)	46	37	8	2	6
Don't know (73)	45	38	4	0	8
<b>Out-sourced worker?</b>					
Yes (2119)	41	41	8	2	7
No (31560)	41	45	8	2	7
Don't know (513)	42	40	7	2	7
<b>Highest qualification</b>					
None/below level 2 (2877)	31	47	12	3	5
Level 2/3 (11022)	39	46	8	2	5
Level 4+ (15960)	46	43	5	1	4
Unknown level (3942)	32	47	13	2	5

**Table 124 Attitudes to learning: I'm ready to learn new skills to remain employable in the future; Sector and region**

	Strongly agree (%)	Agree (%)	Neither agree nor disagree (%)	Disagree (%)	Strongly disagree (%)
<b>Sector</b>					
Social Care (4159)	40	46	7	2	5
Health care (10862)	40	44	8	2	4
Further and higher education (2539)	44	43	7	2	4
Schools (5260)	38	47	8	2	5
Local government (5764)	42	45	8	1	5
Police and justice (2209)	42	46	7	1	3
Utilities (942)	44	41	7	2	3
Environment (401)	39	45	7	2	5
Transport (307)	39	46	7	2	4
Other (1642)	43	43	7	1	5
Don't know (71)	34	45	10	0	7
<b>Region</b>					
Eastern (1543)	41	47	7	1	3
East Midlands (2250)	41	44	8	2	5
Greater London (2015)	47	39	6	1	5
Northern (2263)	38	45	9	2	4
North West (4988)	42	44	8	2	4
Northern Ireland (844)	44	43	6	1	4
Scotland (4395)	38	47	9	2	5
South East (4169)	42	46	7	1	4
South West (2925)	41	47	7	2	3
Cymru / Wales (1933)	41	46	7	1	4
West Midlands (1797)	39	45	8	2	6
Yorkshire & Humberside (3702)	41	45	8	2	4
Prefer not to say (478)	38	44	9	1	6

**Table 125 Attitudes to learning: I'm ready to completely retrain in order to remain employable in future; Personal characteristics**

	Strongly agree (%)	Agree (%)	Neither agree nor disagree (%)	Disagree (%)	Strongly disagree (%)
<b>Gender</b>					
Male (8392)	25	33	19	13	7
Female (24531)	21	33	21	15	7
Prefer not to say (411)	23	32	21	12	8
Other (34)	18	26	26	12	12
<b>Age</b>					
16 to 26 (965)	31	36	17	9	4
27 to 39 (5269)	28	35	18	11	4
40 to 49 (8472)	25	36	19	11	6
50 and over (18024)	18	32	22	17	8
Prefer not to say (580)	24	30	22	11	10
<b>Ethnic origin</b>					
Asian / Asian British (1034)	31	37	14	6	10
Black / Black British (1524)	34	34	13	8	10
Irish / White (29303)	21	33	21	15	7
Other (565)	28	31	19	12	7
Prefer not to say (927)	25	31	19	13	8
<b>Disability</b>					
Yes (4834)	25	32	20	13	7
No (27477)	22	34	21	14	7
Prefer not to say (991)	23	32	24	10	8
<b>Sexual orientation</b>					
Heterosexual / straight (29031)	22	33	21	14	7
Lesbian / gay / bisexual (1576)	28	35	16	12	7
Prefer not to say (2359)	21	34	21	13	7
Other (274)	22	36	18	11	9
<b>Transgender status</b>					
Yes (156)	22	40	16	8	10
No (30917)	22	33	21	14	10
Prefer not to say (985)	22	34	21	11	8

**Table 126 Attitudes to learning: I'm ready to completely retrain in order to remain employable in future; Employment characteristics**

	Strongly agree (%)	Agree (%)	Neither agree nor disagree (%)	Disagree (%)	Strongly disagree (%)
<b>Hours worked</b>					
Full time (25799)	23	34	20	14	7
Part time (7720)	19	32	22	16	7
Zero hours (409)	31	31	14	12	9
Other (229)	17	34	22	11	9
Don't know (22)	27	36	14	0	9
<b>Contract type</b>					
Fixed term or temp. contract (3981)	23	34	20	13	7
Employed through an agency (293)	28	33	13	12	7
In a permanent job (29447)	22	33	21	14	7
Other (381)	27	28	18	12	11
Don't know (73)	29	44	10	7	5
<b>Out-sourced worker?</b>					
Yes (2117)	25	36	17	12	8
No (31548)	22	33	21	14	8
Don't know (513)	26	39	16	6	7
<b>Highest qualification</b>					
None/below level 2 (2872)	20	39	20	10	7
Level 2/3 (11024)	23	35	21	12	7
Level 4+ (15957)	23	31	20	17	7
Unknown level (3940)	19	34	23	12	7



**Table 127 Attitudes to learning: I'm ready to completely retrain in order to remain employable in future; Sector and region**

	Strongly agree (%)	Agree (%)	Neither agree nor disagree (%)	Disagree (%)	Strongly disagree (%)
<b>Sector</b>					
Social Care (4156)	22	34	20	15	7
Health care (10859)	21	32	21	15	8
Further and higher education (2539)	23	33	21	14	7
Schools (5258)	19	33	23	15	6
Local government (5761)	23	34	20	14	6
Police and justice (2208)	24	38	19	11	6
Utilities (942)	31	35	16	9	5
Environment (401)	22	30	26	13	6
Transport (307)	24	38	22	10	5
Other (1670)	25	33	20	12	6
Don't know (71)	23	32	17	15	8
<b>Region</b>					
Eastern (1543)	22	32	21	17	7
East Midlands (2248)	23	34	20	14	7
Greater London (2014)	26	31	19	13	7
Northern (2262)	21	33	22	12	8
North West (4987)	23	33	20	14	8
Northern Ireland (843)	26	37	18	9	7
Scotland (4394)	20	34	20	16	7
South East (4168)	21	34	20	15	7
South West (2924)	20	33	22	16	6
Cymru / Wales (1933)	23	33	22	13	6
West Midlands (1799)	21	35	20	13	7
Yorkshire & Humberside (3700)	22	33	22	14	7
Prefer not to say (478)	22	33	19	11	8

**Table 128 Skills you want to develop in the future; Gender, age and ethnic origin**

	Literacy, reading or writing skills (%)	Numeracy, maths skills (%)	Computer, digital skills (%)	Complex analytical skills (%)	Supervisory or management skills (%)	Physical or manual skills (%)	Confidence or assertiveness skills (%)	Job specific specialist , technical or practical skills (%)	Would not be useful to develop ANY skills (%)	Other (%)
<b>Gender</b>										
Male (8391)	19	19	66	32	45	11	36	36	5	2
Female (24497)	17	21	67	25	45	8	42	28	5	2
Prefer not to say (411)	12	15	64	35	42	5	35	34	7	4
Other (34)	15	18	65	38	59	12	47	44	6	3
<b>Age</b>										
16 to 26 (965)	31	34	55	40	74	20	61	31	1	1
27 to 39 (5265)	26	30	62	39	74	13	52	35	2	1
40 to 49 (8462)	19	23	65	31	53	8	43	33	3	2
50 and over (18001)	13	16	69	21	36	7	34	28	7	2
Prefer not to say (579)	13	16	65	31	42	6	37	34	6	4
<b>Ethnic origin</b>										
Asian / Asian British (1032)	40	33	67	40	56	19	53	33	2	2
Black / Black British (1524)	29	32	69	38	56	15	44	30	2	2
Irish / White (29273)	16	19	66	26	45	8	40	30	5	2
Other (563)	24	25	66	32	52	12	41	40	4	4
Prefer not to say (927)	16	20	70	34	44	7	38	32	5	3

**Table 129 Skills you want to develop in the future; Disability, sexual orientation and transgender status**

	Literacy, reading or writing skills (%)	Numeracy, maths skills (%)	Computer, digital skills (%)	Complex analytical skills (%)	Supervisory or management skills (%)	Physical or manual skills (%)	Confidence or assertiveness skills (%)	Job specific specialist , technical or practical skills (%)	Would not be useful to develop ANY skills (%)	Other (%)
<b>Disability</b>										
Yes (4833)	19	23	68	31	46	8	44	32	5	3
No (27445)	17	20	67	26	46	9	39	30	5	2
Prefer not to say (986)	19	21	64	27	45	9	43	32	6	4
<b>Sexual orientation</b>										
Heterosexual / straight (29005)	17	20	67	26	46	8	40	30	5	2
Lesbian / gay / bisexual (1575)	18	23	64	38	59	10	50	36	3	2
Prefer not to say (2359)	19	20	67	28	46	9	38	30	6	3
Other (273)	31	30	63	25	44	19	42	33	4	4
<b>Transgender status</b>										
Yes (156)	26	21	58	31	53	16	41	29	7	2
No (30894)	17	21	67	27	53	8	40	31	4	2
Prefer not to say (984)	23	21	62	27	40	11	37	30	7	4

**Table 130 Skills you want to develop in the future; Hours worked, contract type and out-sourced worker**

	Literacy, reading or writing skills (%)	Numeracy, maths skills (%)	Computer, digital skills (%)	Complex analytical skills (%)	Supervisory or management skills (%)	Physical or manual skills (%)	Confidence or assertiveness skills (%)	Job specific specialist , technical or practical skills (%)	Would not be useful to develop ANY skills (%)	Other (%)
<b>Hours worked</b>										
Full time (25522)	17	20	66	29	49	8	41	31	4	2
Part time (7620)	16	22	69	19	49	8	39	28	6	2
Zero hours (402)	23	26	56	23	40	20	42	37	6	3
Other (226)	17	20	66	29	49	8	41	31	4	2
Don't know (20)	16	22	69	19	49	8	39	28	6	2
<b>Contract type</b>										
Fixed term or temp. contract (3927)	21	24	66	26	47	10	41	31	4	2
Employed through an agency (288)	28	30	60	24	47	20	40	33	3	1
In a permanent job (29126)	16	20	67	27	46	8	40	30	5	2
Other (374)	24	24	63	25	46	17	47	40	5	3
Don't know (71)	31	31	55	24	38	24	41	30	6	3
<b>Out-sourced worker</b>										
Yes (2086)	23	24	65	24	47	15	39	33	5	2
No (31197)	16	20	67	27	47	8	40	30	5	2
Don't know (505)	37	33	60	22	44	23	44	26	5	4

**Table 131 Skills you want to develop in the future; Hours worked, contract type and out-sourced worker**

	Literacy, reading or writing skills (%)	Numeracy , maths skills (%)	Computer, digital skills (%)	Complex analytical skills (%)	Superviso ry or managem ent skills (%)	Pyhiscal or manual skills (%)	Confidenc e or assertiven ess skills (%)	Job specific specialist , technical or practical skills (%)	Would not be useful to develop ANY skills (%)	Other (%)
<b>Highest qualification</b>										
None/below level 2 (2864)	32	33	68	13	33	18	38	18	8	2
Level 2/3 (11009)	20	24	70	22	33	9	41	26	4	2
Level 4+ (15953)	11	15	64	35	52	6	41	37	4	2
Unknown level (3926)	25	23	66	16	37	13	37	22	7	3
<b>Sector</b>										
Social Care (4110)	16	19	63	24	47	8	40	29	4	2
Health care (10725)	19	22	63	25	47	13	41	33	5	2
Further and higher education (2520)	13	20	71	36	51	5	43	31	4	2
Schools (5185)	21	27	69	14	35	7	36	26	5	2
Local government (5709)	13	15	67	34	50	4	40	33	4	2
Police and justice (2190)	15	17	71	34	47	6	40	29	5	1
Utilities (927)	20	24	74	44	47	11	43	24	5	1
Environment (394)	17	22	67	28	53	13	42	39	2	3
Transport (307)	16	17	68	29	47	10	35	32	6	3
Other (1620)	17	20	70	25	47	9	41	26	4	3
Don't know (70)	23	23	61	20	41	20	43	20	10	6

**Table 132 Skills you want to develop in the future; Region**

	Literacy, reading or writing skills (%)	Numeracy, maths skills (%)	Computer, digital skills (%)	Complex analytical skills (%)	Super- visory or managem ent skills (%)	Pyhiscal or manual skills (%)	Confidenc e or assertiven ess skills (%)	Job specific specialist , technical or practical skills (%)	Would not be useful to develop ANY skills (%)	Other (%)
<b>Region</b>										
Eastern (1538)	16	20	67	27	46	8	39	35	4	2
East Midlands (2246)	19	23	65	30	46	8	41	31	6	3
Greater London (2012)	22	26	70	37	51	9	43	30	3	2
Northern (2256)	17	21	63	25	43	8	40	27	6	2
North West (4983)	18	22	67	26	46	8	40	28	5	2
Northern Ireland (840)	21	23	62	18	49	15	48	30	4	2
Scotland (4389)	14	14	66	23	49	9	41	30	5	2
South East (4165)	16	20	69	29	46	7	39	33	4	2
South West (2922)	16	20	67	27	47	8	41	34	4	2
Cymru / Wales (1929)	18	21	68	27	47	9	40	29	4	2
West Midlands (1798)	18	22	68	27	45	9	39	30	5	3
Yorkshire & Humberside (3701)	16	21	66	28	45	8	39	30	5	2
Prefer not to say (477)	21	23	64	25	40	12	39	26	6	5

**Table 133 Are you currently a UNISON activist? For example, a steward, health & safety representative or union learning representative? Personal characteristics**

	Yes (%)	No (%)	Don't know (%)
<b>Gender</b>			
Male (24424)	14	85	1
Female (8364)	8	91	1
Prefer not to say (405)	8	90	3
Other (34)	15	82	3
<b>Age</b>			
16 to 26 (955)	8	88	4
27 to 39 (5239)	8	90	2
40 to 49 (8439)	9	90	2
50 and over (17948)	10	89	1
Prefer not to say (574)	10	89	1
<b>Ethnic origin</b>			
Asian / Asian British ( 1029)	11	84	5
Black / Black British ( 1519)	15	81	4
Irish / White (29184)	9	90	1
Other (562)	13	85	2
Prefer not to say (918)	9	89	2
<b>Disability</b>			
Yes (4812)	15	84	1
No (27353)	9	90	1
Prefer not to say (984)	8	89	3
<b>Sexual orientation</b>			
Heterosexual / straight (28908)	9	90	1
Lesbian / gay / bisexual (1571)	16	83	1
Prefer not to say (2344)	9	88	3
Other (271)	12	82	6
<b>Transgender status</b>			
Yes (154)	23	72	5
No (30791)	9	90	1
Prefer not to say (975)	11	84	6

**Table 134**     **Are you currently a UNISON activist? For example, a steward, health & safety representative or union learning representative?; Employment characteristics**

	Yes (%)	No (%)	Don't know (%)
<b>Hours worked</b>			
Full time (25212)	11	88	1
Part time (7530)	6	93	4
Zero hours (393)	8	88	4
Other (224)	6	88	6
Don't know (20)	25	55	20
<b>Contract type</b>			
Fixed term or temp. contract (3881)	8	90	2
Employed through an agency (282)	5	92	4
In a permanent job (28778)	10	89	1
Other (367)	8	89	3
Don't know (67)	6	84	10
<b>Out-sourced worker?</b>			
Yes (2054)	12	85	4
No (30829)	9	90	1
Don't know (494)	8	81	11
<b>Highest qualification</b>			
None/below level 2 (2824)	9	89	3
Level 2/3 (10850)	9	90	1
Level 4+ (15794)	11	89	1
Unknown level (3871)	7	91	3



**Table 135     Are you currently a UNISON activist? For example, a steward, health & safety representative or union learning representative?; Sector and region**

	Yes (%)	No (%)	Don't know (%)
<b>Sector</b>			
Social Care (4047)	8	91	1
Health care (10553)	9	90	2
Further and higher education (2493)	12	87	1
Schools (5141)	6	93	2
Local government (5653)	14	85	1
Police and justice (2173)	9	90	0.4
Utilities (915)	12	87	1
Environment (391)	12	87	2
Transport (305)	16	83	0.3
Other (1605)	8	90	2
Don't know (69)	0	91	9
<b>Region</b>			
Eastern (1536)	13	86	1
East Midlands (2242)	11	87	1
Greater London (2001)	12	86	2
Northern (2255)	9	90	1
North West (4952)	9	90	1
Northern Ireland (837)	7	91	2
Scotland (4376)	7	92	1
South East (4149)	9	90	1
South West (2919)	10	89	1
Cymru / Wales (1923)	10	89	1
West Midlands (1793)	11	87	2
Yorkshire & Humberside (3681)	10	88	2
Prefer not to say (475)	6	90	5

**Table 136 UNISON members learning opportunities access; Gender, age and ethnic origin**

	Return to learn or Women's Lives course (%)	Weekend workshops (%)	One day workshops (%)	e-notes (%)	Open University CPD workshops (%)	National Extension College courses (%)	e-careers courses (%)	Learning grants or bursaries (%)	Other (%)	None of above (%)	Don't know (%)
<b>Gender</b>											
Male (8385)	0.3	3	5	3	2	1	1	1	5	80	5
Female (24494)	2	3	4	2	3	1	0.4	1	4	83	4
Prefer not to say (411)	1	2	3	2	1	1	1	1	6	83	4
Other (34)	0	0	0	6	6	0	0	0	0	79	9
<b>Age</b>											
16 to 26 (965)	0.3	2	4	2	2	1	1	1	3	84	5
27 to 39 (5262)	1	2	4	2	3	1	1	1	3	85	4
40 to 49 (8461)	1	2	4	2	3	1	1	1	4	83	5
50 and over (17982)	2	3	5	2	2	1	0.3	1	5	81	4
Prefer not to say (580)	1	3	5	2	2	0.3	0.3	1.2	6	80	5
<b>Ethnic origin</b>											
Asian / Asian British (1030)	3	5	7	4	5	1	2	3	5	71	10
Black / Black British (1523)	2	4	5	3	4	2	1	2	5	75	7
Irish / White (29268)	1	3	4	2	2	1	0.4	1	4	83	4
Other (563)	1	3	4	2	3	0.4	1	1	5	81	6
Prefer not to say (926)	2	3	5	1	2	1	0.2	1	5	82	5

**Table 137 UNISON members learning opportunities access; Disability, sexual orientation and transgender status**

	Return to learn or Women's Lives course (%)	Weekend workshops (%)	One day workshops (%)	e-notes (%)	Open University CPD workshops (%)	National Extension College courses (%)	e-careers courses (%)	Learning grants or bursaries (%)	Other (%)	None of above (%)	Don't know (%)
<b>Disability</b>											
Yes (4826)	2	4	6	3	3	1	1	1	6	78	5
No (27429)	1	2	4	2	2	1	1	1	4	83	4
Prefer not to say (3324)	2	2	4	2	2	1	1	1	5	81	6
<b>Sexual orientation</b>											
Heterosexual / straight (28997)	1	3	4	2	3	1	1	1	4	83	4
Lesbian / gay / bisexual (2351)	1	4	6	3	3	1	0.3	1	6	80	4
Prefer not to say (1574)	2	3	4	2	2	1	0.4	1	6	78	8
Other (273)	2	3	5	2	2	1	0.4	0.4	7	70	15
<b>Transgender status</b>											
Yes (156)	4	5	7	4	6	2	1	3	7	65	6
No (30886)	1	3	4	2	3	1	0.4	1	4	83	4
Prefer not to say (978)	2	4	5	3	3	1	1	1	7	69	12

**Table 138 UNISON members learning opportunities accessed; Hours worked, contract type and out-sourced worker**

	Return to learn or Women's Lives course (%)	Weekend workshops (%)	One day workshops (%)	e-notes (%)	Open University CPD workshops (%)	National Extension College courses (%)	e-careers courses (%)	Learning grants or bursaries (%)	Other (%)	None of above (%)	Don't know (%)
<b>Hours worked</b>											
Full time (25305)	1	3	5	2	3	1	1	1	4	82	4
Part time (7536)	2	2	3	2	2	1	0.4	1	3	84	5
Zero hours (395)	2	3	2	2	2	1	1	1	4	82	5
Other (226)	2	6	5	5	3	2	1	1	10	69	11
Don't know (20)	15	0	5	15	5	5	0	5	5	45	25
<b>Contract type</b>											
Fixed term or temp. contract (3897)	1	3	4	3	3	1	1	1	4	82	6
Employed through an agency (285)	1	4	5	4	3	3	2	2	4	78	7
In a permanent job (28859)	1	3	4	2	2	1	0.4	1	4	83	4
Other (370)	2	5	5	2	4	1	1	1	7	77	5
Don't know (68)	2	3	2	2	0	3	2	.	4	72	15
<b>Out-sourced worker?</b>											
Yes (2059)	2	4	4	3	3	1	1	1	5	78	7
No (30927)	1	3	4	2	2	1	0.4	1	4	83	4
Don't know (495)	2	4	3	2	4	2	1	1	4	70	15

**Table 139 UNISON members learning opportunities accessed; Highest qualification and sector**

	Return to learn or Women's Lives course (%)	Weekend workshops (%)	One day workshops (%)	e-notes (%)	Open University CPD workshops (%)	National Extension College courses (%)	e-careers courses (%)	Learning grants or bursaries (%)	Other (%)	None of above (%)	Don't know (%)
<b>Highest qualification</b>											
None/below level 2 (2820)	2	3	3	2	2	1	1	1	3	77	11
Level 2/3 (10895)	2	3	4	2	2	1	0.4	1	4	83	4
Level 4+ (15851)	1	3	5	2	3	1	0.4	1	4	84	2
Unknown level (3877)	1	2	3	2	2	1	1	1	5	78	9
<b>Sector</b>											
Social Care (4069)	2	3	4	2	3	1	1	1	4	82	4
Health care (10587)	1	3	4	2	3	1	1	1	4	81	5
Further and higher education (2505)	1	2	4	2	1	0.1	1	1	4	86	3
Schools (5143)	1	2	3	2	4	1	0.4	1	3	84	5
Local government (5673)	1	4	6	3	2	1	0.3	1	5	81	3
Police and justice (2180)	1	2	4	2	2	1	0.4	0.4	4	84	3
Utilities (918)	1	5	6	3	2	2	1	1	4	80	4
Environment (392)	1	2	5	2	2	1	1	1	7	77	7
Transport (305)	1	3	4	4	5	0	0	1	4	77	7
Other (1610)	1	2	4	2	2	1	0.2	0.4	5.2	82	6
Don't know (69)	3	1	3	1	0	0	0	1	4	77	10

**Table 140 UNISON members learning opportunities accessed; Region**

	Return to learn or Women's Lives course (%)	Weekend workshops (%)	One day workshops (%)	e-notes (%)	Open University CPD workshops (%)	National Extension College courses (%)	e-careers courses (%)	Learning grants or bursaries (%)	Other (%)	None of above (%)	Don't know (%)
<b>Region</b>											
Eastern (1542)	1	3	4	3	2	1	0.3	1	5	83	3
East Midlands (2246)	2	3	8	3	5	1	1	1	6	76	5
Greater London (2009)	1	1	3	2	2	1	1	1	4	84	5
Northern (2251)	1	2	6	3	5	1	0.4	1	6	79	5
North West (4979)	1	2	3	2	2	1	1	1	4	84	5
Northern Ireland (838)	2	4	12	3	8	1	1	3	5	68	7
Scotland (4388)	1	2	3	2	2	0.4	0.3	1	3	85	4
South East (4163)	1	3	3	2	1	1	0.3	1	4	86	4
South West (2924)	1	4	5	2	2	1	1	1	4	84	3
Cymru / Wales (1929)	1	3	4	2	3	0.4	0.4	1	3	84	4
West Midlands (1799)	2	2	5	3	2	1	1	1	5	80	5
Yorkshire & Humberside (3690)	2	4	4	2	2	1	0.4	1	4	82	4
Prefer not to say (478)	1	3	3	3	2	1	1	2	5	75	10

**Table 141 Overall, how would you rate the UNISON member learning opportunities that you have accessed?; Personal characteristics**

	Excellent (%)	Good (%)	Average (%)	Fair (%)	Poor (%)	Don't know (%)
<b>Gender</b>						
Male (1209)	31	44	11	3	2	9
Female (3192)	36	42	8	2	1	10
Prefer not to say (52)	19	31	23	4	4	19
Other (4)	50	0	25	0	25	0
<b>Age</b>						
16 to 26 (104)	28	49	11	1	3	9
27 to 39 (580)	32	40	11	2	2	13
40 to 49 (1064)	33	43	10	2	2	10
50 and over (2613)	36	43	9	3	1	9
Prefer not to say (88)	24	39	10	2	6	19
<b>Ethnic origin</b>						
Asian / Asian British (199)	35	35	9	5	3	14
Black / Black British (284)	41	38	6	1	2	13
Irish / White (3766)	34	44	9	2	1	9
Other (79)	30	33	14	3	6	14
Prefer not to say (124)	24	38	15	4	5	15
<b>Disability</b>						
Yes (835)	35	39	12	3	3	8
No (3480)	34	44	8	2	1	10
Prefer not to say (133)	35	38	14	1	2	11
<b>Sexual orientation</b>						
Heterosexual / straight (3768)	35	43	9	2	1	10
Lesbian / gay / bisexual (263)	31	42	13	3	4	7
Prefer not to say (353)	30	39	12	3	3	13
Other (4338)	37	33	9	7	5	9
<b>Transgender status</b>						
Yes (45)	38	40	9	2	4	7
No (4005)	34	43	9	2	2	10
Prefer not to say (186)	31	34	13	3	3	16

**Table 142 Overall, how would you rate the UNISON member learning opportunities that you have accessed?; Employment characteristics**

	Excellent (%)	Good (%)	Average (%)	Fair (%)	Poor (%)	Don't know (%)
<b>Hours worked</b>						
Full time (3537)	34	43	9	3	2	10
Part time (847)	37	41	7	2	1	10
Zero hours (51)	35	31	20	0	2	12
Other (47)	30	32	17	4	0	17
Don't know (6)	50	33	17	0	0	0
<b>Contract type</b>						
Fixed term or temp. contract (499)	31	4	9	3	1	12
Employed through an agency (43)	37	30	12	0	2	19
In a permanent job (3871)	35	43	9	2	2	10
Other (64)	33	44	13	3	0	8
Don't know (9)	33	44	0	0	11	11
<b>Out-sourced worker</b>						
Yes (324)	40	34	8	3	3	12
No (4087)	34	44	9	2	2	10
Don't know (77)	40	27	8	3	1	21
<b>Highest qualification</b>						
None/below level 2 (356)	39	31	10	4	3	14
Level 2/3 (1426)	35	42	10	2	1	10
Level 4+ (2193)	34	46	9	2	2	8
Unknown level (505)	32	39	8	4	1	16



**Table 143 Overall, how would you rate the UNISON member learning opportunities that you have accessed?; Sector and region**

	Excellent (%)	Good (%)	Average (%)	Fair (%)	Poor (%)	Don't know (%)
<b>Sector</b>						
Social Care (555)	36	41	9	3	1	11
Health care (1420)	37	40	8	3	2	11
Further and higher education (299)	32	47	9	2	2	8
Schools (572)	36	42	7	3	1	12
Local government (904)	34	46	10	2	2	7
Police and justice (266)	22	49	14	5	2	9
Utilities (144)	36	43	9	1	1	10
Environment (60)	35	48	8	0	3	5
Transport (50)	30	46	12	4	2	6
Other (197)	33	38	11	2	3	13
Don't know (9)	33	22	22	0	0	22
<b>Region</b>						
Eastern (220)	34	44	10	2	1	10
East Midlands (444)	37	44	9	2	2	6
Greater London (214)	37	38	6	3	2	14
Northern (384)	37	45	9	2	2	6
North West (580)	29	43	11	3	2	12
Northern Ireland (210)	51	34	4	4	2	5
Scotland (467)	31	45	8	3	1	12
South East (426)	30	45	9	3	1	12
South West (382)	32	45	11	3	1	9
Cymru / Wales (240)	33	37	13	2	3	13
West Midlands (281)	33	41	12	3	1	10
Yorkshire & Humberside (527)	37	43	8	1	2	9
Prefer not to say (72)	29	9	8	3	3	18