**Collated survey responses for service groups**

The response rate on UNISON’s online [survey](https://learning.unison.org.uk/2022/06/16/a-bright-future-with-the-unison-college/) conducted in April 2022 was exceptionally good with 18329 members filling it in. The survey gauged members’

* experience of learning and development
* demand for learning
* barriers to accessing learning
* awareness and experience of UNISON learning offer and
* views of UNISON College.

**Survey findings for police and justice**

Out of all survey respondents **1015 (6%)** members stated that they work in police and justice service group. Most responders in police and justice service group (**85%** – but with lower proportion than in the survey’s overall response which was 89%) said the learning they had undertaken recently was for work or their career. **42%** (vs 43% overall) had done so at work while doing their normal job. Over a half (52%) of members in police and justice sector engaged in learning during their employer’s time which is a much higher proportion than amongst the survey responders generally (42%). Most of the recent learning and training was arranged by the employer (**67%**).

Amongst the police and justice staff **85%** said that they were interested in taking part in learning in the next three years while **12%** said they were not interested. On top of the list of reasons for taking part in learning/training in the future were:

* 82% to improve how to do their job
* 65% to get a qualification
* 61% to develop computer/IT skills.

In the next year amongst the police and justice service group members learning for work (CPD) interested **40%** (vs 46% overall). However, there was more interest in CPD in the next two years (**16%** vs 13%) and in the next three years (**15%** vs 12%) than in the survey overall. Job specific specialist, technical or practical skills interested **36%** of members and roughly a fifth chose supervisory or management skills as an area of interest (**21%**). Training in preparation for retirement, on the other hand, was on fairly low level (**13%** vs 17% overall) which may not be surprising considering that the age range was slightly younger than overall.

As elsewhere amongst the UNISON members work commitments present as the biggest barrier to find time for learning and training for police and justice service group although with higher frequency. **63%** report this as a barrier (vs 56% overall) and 11% (vs 11%) say their employer would not be supportive. 42% (vs 37%) have personal commitments that make it difficult to find time and 19% (vs 18%) have caring commitments. 38% (vs 33%) tell learning would be unaffordable. Information and advice is also in need: 14% (vs 11%) say they do not know how to find out about learning and training opportunities and 19% (vs 16%) think there are so many options they do not know which would be best for them.

When asked about overcoming barriers for members information and advice on choices for learning, employer and financial support were highlighted:

* 50% (vs 43%) need help with finding the right course to study
* 49% (vs 46%) need support with course fees and other associated cost
* 48% (vs 43%) said they need support from their employer (for example time off).

Among police and justice service group members **38%** (vs 45%) were aware of UNISON learning offer and **23%** (vs 21%) have undertaken training with UNISON. From UNISON College they wanted a mix of work related and personal development:

* General personal development **54%** (vs 49%)
* Learning for work (eg Continuing Professional Development CPD) **45%** (vs 45%)
* Supervisory or management skills **37%** (vs 34%)

Developing digital skills were high on the wish list too. Computer and internet use scored **31%** (vs 27%) and other digital skills **29%** (vs 26%) and specific software programmes (eg Excel) **37%** (vs 32%).

**Survey findings for social care**

Out of all survey respondents **2100 (11%)** members stated that they work in social care. Most responders in the service group (**94%** – a much higher ratio than in the survey’s overall response which was 89%) said the learning they had undertaken recently was for work or their career. Out of those who had undertaken learning **47%** had done so at work while doing their normal job. Over a third (**35%**) in social care undertook learning in their employer’s time and just over a quarter (**26%**) in their own time. Roughly a third (**33%**) reported they did it as a mix of both their own and employer’s time. When asked who organised/arranged their most recent learning, **78%** said learning was organised/arranged by their employer (much higher than the ratio overall which was 66%)

A quarter of responders (**25%**) found it had been difficult to take part in training because it was hard to find time due to work responsibilities and **13%** said it was hard to find time because of other responsibilities they had.

In social care majority of members (87%) said that they were interested in taking part in learning in the next three years while one in ten (10%) said they were not interested at all. On top of the list of reasons for taking part in learning/training in the future were:

* 87% to improve how to do their job
* 63% skills to do their job are changing
* 60% to get a qualification.

Job specific specialist, technical or practical skills interested **41%** of members in the coming year (vs 38% survey responders overall). All in all, learning for work (CPD) interested **52%** of social care service group members (vs 46% overall). Also, confidence or assertiveness skills got higher interest in social care: **31%** compared to 26% overall.

Supervisory or management skills interested members working in social care somewhat more compared to the member responses overall in the survey: 26% of social care responders stated their interest in supervisory or management skills while between all survey responses the rate was 24%.

Interest in English/Welsh language and functional skills (literacy and maths) was slightly higher in social care sector compared to all survey respondents who said they were interested in learning in the coming year:

* 7% (vs 5%) are interested in English/Welsh language
* 11% (vs 10%) are interested in functional skills (English and/or maths).

Gaining a qualification is on members’ radar too in social care albeit as a longer-term plan for many. Formal qualifications eg NVQ / apprenticeship / degree / masters / PhD in the next year **67%** (vs 64% overall); in the next two years 8% (vs 16%) and in the next three years 25% (vs 20%).

On barriers to learning, members working in social care **57%** said work commitments make it hard to find time to learning and training (vs 56% overall). Around one in ten (**11%**) said their employer would not be supportive. **9%** told they do not know how to find about learning opportunities and **14%** have a difficulty in finding the best option for them from the many available. For almost a third (**28%**) learning would be unaffordable. On overcoming challenges and barriers:

* 43% (vs 43%) needed help with finding the right course to study
* 42% (vs 46%) needed support with course fees and other associated cost
* 42% (vs 43%) said they need support from their employer (for example time off).

The survey asked members if they had taken part in UNISON learning and views of UNISON College being set up. In social care service group **79%** (vs 77%) have not undertaken training with UNISON and **48%** (vs 50%) were not aware of UNISON learning offer. However, learning to be active in UNISON got a higher response from social care (**14%**) than from the survey overall (12%). The principal types of learning members were interested in from UNISON College:

* General personal development 48% (vs 49%)
* Learning for work (CPD) 44% (vs 45%)
* Supervisory or management skills **36%** (vs 34%).

**Survey findings for health care**

Out of all survey respondents **5353 (29%)** members stated that they work in health sector. Most (**90%** vs 89% in the survey overall) said the learning they had undertaken recently was for work or their career. Out of those who had undertaken learning, **51%** had done so at work while doing their normal job. **45%** of responders in health care undertook learning in their employer’s time and **22%** in their own time. The rest (39%) reported they did it as a mix of both their own and employer’s time. **64%** of members in health care said learning was organised/arranged by their employer.

Just under a third (**28%**) also found it had been difficult to take part in training because it was hard to find time due to work responsibilities and **17%** found it hard to find time because of other responsibilities they had. **6%** (vs 4% overall) said they were not allowed time off from work to attend.

In health care the majority of members (**84%**) said that they were interested in taking part in learning in the next three years while 12% said they were not interested. On top of the list of reasons for taking part in learning/training in the future were:

* 83% to improve how to do their job
* 63% to get a qualification
* 62% skills to do their job are changing.

Job specific specialist, technical or practical skills interested **42%** of members in the coming year (compared to 38% of all survey responders). All in all, learning for work (CPD) interested **52%** of health sector members (vs 46% overall). Supervisory or management skills interested health sector members more compared to the member responses overall in the survey: **29%** of health care members stated their interest while between all survey responses the rate was 24%.

Digital skills got roughly a third of members interested in the next year:

* 30 % said they are interested to learn about computer/internet use
* 30 % said they would like to learn specific software (eg Excel)
* 28% said other digital skills were of interest.

Interest in English/Welsh language and functional skills (literacy and maths) was slightly higher in health sector compared to all survey respondents who said they were interested in learning in the coming year:

* 6% (vs 5%) are interested in English/Welsh language
* 13% (vs 10%) are interested in functional skills (English and/or maths).

There was also interest in becoming active in UNISON by 13% (vs 11% overall) and being activist 12% (vs 10%).

Amongst members in health care **59%** said work commitments make it hard to find time to learning and training (vs 56% overall). The rate of those who say their employer would not be supportive is also slightly higher in health care than overall (**13%** vs 11%). When asked about overcoming barriers health sector members response rate was:

* 48% (vs 46%) need support with course fees and other associated cost
* 47% (vs 43% overall) said they need support from their employer (for example time off)
* 24% (vs 22%) need help with understanding the course content.

The survey asked members if they had taken part in UNISON learning and views of UNISON College being set up and the rates were again higher than in the survey overall. **79%** in health care (vs 77%) have not undertaken training with UNISON and **53%** (vs 50%) were not aware of UNISON learning offer. Top types of learning health care service group members were interested in from UNISON College:

* General personal development **48%** (vs 49%)
* Learning for work (CPD) **45%** (vs 45%)
* Job specific specialist, technical or practical skills **40%** (vs 39%)
* Supervisory or management skills **38%** (vs 34%).

**Survey findings for transport sector**

Out of all survey respondents **105 (1%)** members stated that they work in transport sector. **92%** (vs 89% overall) of transport members said they had taken part in some learning, training or development. Most of their most recent learning experiences were for their work / career (**85%**), and took place whilst at work (**72%**), evenly split between training taking place ‘on the job’ and away from their normal workstation. Only **18%** indicated their most recent experience of training was online self-directed learning, compared to **34%** for members based in schools. **72%** of transport members’ most recent learning was organised by their employer, and only **16%** had organised their own training independently – almost 10% less than the next nearest sector/service group.

**77%** of transport members responded that they were at least fairly interested in taking part in learning, training, or development in the near future (the next 3 years). **89%** said they were at least partly motivated by an interest in improving how they do their job. This interest in their current job correlates with what these members said were not motivating factors to their learning, with **71%** claiming a change of career was not a motivating factor – the highest of any service group/sector. Equally, **61%** said they were not motivated by a desire to change job, which was also the highest percentage amongst service group/sectors.

The main challenge/barrier to Transport members taking part in learning, training and development was work commitments making it hard for them to find time (**51%**), followed by personal commitments (**36%**), and that it would be unaffordable (**26%**). Of those who reported barriers to learning and training, **46%** said that receiving help with finding the right course would help them overcome these barriers.

**25%** of members in transport said they had taken part in learning through UNISON, slightly above the overall total of **21%**. Most of those who had taken part in training with UNISON said it was activist training (**73%**).

Transport members were most interested in using the UNISON College to learn courses which based on learning for work leisure, hobbies and/or well-being (**46%**) – the highest of any service group or sector. This was followed by job specific specialist, technical or practical skills training (**42%)**, and learning for work (**38%**).

**Survey findings for utilities**

Out of all survey respondents **395 (2%)** members stated that they work in utilities sector. **84%** of utilities members said they had taken part in some learning, training or development. This is more than **10%** less than members in local government and social care sectors, and **35%** of members in utilities indicated that they had undertaken this training more than 3 years ago.

Most of this learning was for their work/career (**78%**), whilst much of this took place within work, with **45%** indicating that this was ‘on the job’ training, followed by **25%** stating their most recent learning experience was set in class at a college or training facility. Other factors follow this trend, where in the majority of instances members’ most recent learning was organised by their employer (**66%**) and took place in the employers’ time (**52%**).

**81%** of members working in utilities responded that they were at least fairly interested in taking part in learning, training or development in the near future (the next three years). Amongst the key motivations for these members was the desire to learn something new, with **91%** expressing that this was at least part of the reason they wanted to take part in learning in the near future. Another popular motivation was personal development (**88%**), whilst **70%** indicated that developing their computer and IT skills was at least part of the reason.

The main challenge/barrier to utilities members taking part in learning, training and development was work commitments making it hard for them to find time (**47%**), followed by personal commitments (**37%**), and that it would be unaffordable (**30%**). Of those who reported barriers to learning and training, **52%** said that receiving help with finding the right course would help them overcome these barriers.

More respondents from the utilities sector were not aware of UNISON’s current learning offer (**48%**) than those who were aware of it (**46%**). **17%** had undertaken training through UNISON.Those who had taken part in UNISON’s current learning offer were generally positive, with **85%** rating it at least ‘good’ on a five-point scale.

Members from utilities indicated that they were open to accessing learning or training through UNISON College, with **71%** indicating they may at least have some interest in doing so. These members also indicated that they may be interested in receiving information and advice on training and development opportunities via the College (**82%**), with most interesting in accessing this information via the UNISON website (**51%**), or over email (**42%**).

Utilities members were most interested in taking UNISON College to learn courses which supported their general personal development (**53%**), followed by learning for work (**47%)**, and specific software programmes (eg Microsoft Excel) (**44%**); in the case of the latter, this represented the highest interest in this type of learning amongst all service groups/sectors.

**Survey findings for community and voluntary sector**

Out of all survey respondents **318 (2%)** members stated that they work in community and voluntary sector. Most members working in community and voluntary sector (**85%** – slightly lower rate than the survey’s overall response 89%) said the learning they had undertaken recently was for work or their career. Out of those who had undertaken learning **45%** (vs 43%) had done so at work while doing their normal job. In community and voluntary sector just over two fifths (**41%**) had been training and learning during their employer’s time. On the other hand, around a quarter (**26%**) had undertaken training on their own time and **33%** reported a mix of both own and employer’s time.

Most members reported that the recent learning and training they undertook was arranged by the employer in community and voluntary sector: somewhat lower ratio than overall (**59%** vs 66%) said learning was organised/arranged by their employer. Almost a quarter (**24%** vs 22%) of members said it was hard to find time because of work responsibilities. **16%** (vs 15%) faced problems with having time for learning because of other responsibilities they had.

Amongst the community and voluntary sector **89%** (vs 85% overall), said that they were interested in taking part in learning in the next three years while **10%** (vs 12%) said they were not interested. The main reasons for taking part in learning/training in the future included:

* 85% to improve how to do their job
* 59% to get a qualification
* 56% to develop computer/IT skills.

Looking at the interest in learning over the coming year, **36%** (vs 38% overall) in community and voluntary sector wanted job specific specialist, technical or practical skills. Like elsewhere in UNISON membership, learning for work (CPD) was of high interest: **49%** (vs 46%) said they were interested in CPD. Just under a quarter found supervisory or management skills as an area of interest (**24%**). Members were also interested in developing confidence or assertiveness skills (25% vs 26%). General personal development often crosses over to work specific skills and, in this sector, almost half of the responders (**47%** vs 44%) expressed their interest in this area of learning. On the other hand, **18%** looked for training in preparation for retirement.

Activists in the sector were keen on develop their skills in their union roles **15%** (vs 10% overall) over the coming year. There was also interest in learning about better understanding of being active in the union (**14%** vs 11%).

Same as elsewhere amongst the UNISON members work commitments present as the biggest barrier to find time for learning and training for community and voluntary sector although with slightly higher frequency. **58%** reported this as a barrier (vs 56% overall) and **12%** (vs 11%) said their employer would not be supportive. **39%** (vs 37%) had personal commitments that make it difficult to find time and **22%** (vs 18%) had caring commitments. **37%** (vs 33%) said that learning would be unaffordable. Information and advice was also in need: **21%** (vs 16%) think there are so many options they do not know which would be best for them.

When asked about overcoming barriers, financial support as well as information and advice on choices for learning were highlighted. **53%** (vs 36%) said they need help with course fees and associated cost and **48%** (vs 43%) need help with finding the right course to study.

The survey asked members if they had taken part in UNISON learning and views of UNISON College being set up at the time of the survey. Amongst community and voluntary sector members **58%** (vs 45%) were aware of UNISON learning offer and **31%** (vs 21%) had undertaken training with UNISON.

As elsewhere in UNISON, staff at community and voluntary sector wanted a mix of work related and personal development from UNISON College. Types of learning members were included:

* General personal development **65%** (vs 49%)
* Learning for work (CPD) **49%** (vs 45%)
* Supervisory or management skills **43%** (vs 34%)
* Specific software programmes (eg Excel) **36%** (vs 32%).

**Survey findings for environment**

Out of all survey respondents **280 (2%)** members stated that they work in environment sector. Most responders in environment sector (**90%** – similar levels to the survey’s overall response of 89%) said the learning they had undertaken recently was for work or their career. Out of those who had undertaken learning, **47%** had done so at work while doing their normal job which is slightly higher rate than the survey overall (vs 43%). In environment sector almost three fifths (**59%**) had been training and learning during their employer’s time which is a much higher proportion than amongst the survey responders generally (42%). On the other hand, less than a fifth (18%) had undertaken training on their own time (vs 26% overall) and 23% (vs 32%) a mix of both own and employer’s time.

Roughly two thirds (**67%**) of members working in environment reported that the recent learning and training was arranged by the employer. Considering how large proportion of training was organised by the employer and undertaken on employer’s time in environment sector almost a fifth (**19%** vs 22% overall) of members still said that it was hard to find time because of work responsibilities. **11%** (vs 15%) faced problems with time because of other responsibilities they had.

Amongst the environment sector staff 86% (vs 85% overall) said that they were interested in taking part in learning in the next three years. On top of the list of reasons for taking part in learning/training in the future were:

* 85% to improve how to do their job
* 62% to develop computer/IT skills
* 61% the skills to do the job are changing.

Looking at the interest in learning over the coming year, a very high proportion, a half or responders (**51%** vs 38% overall) in environment sector wanted job specific specialist, technical or practical skills. Generally, learning for work (CPD) interested **49%**. Just under a quarter found supervisory or management skills as an area of interest (**24%**). General personal development often crosses over to work specific skills and **40%** reported their interest in this. On the other hand, **19%** (vs 17%) looked for training in preparation for retirement.

As generally amongst UNISON members, work commitments present as the biggest barrier to find time for learning and training for environment sector although with higher frequency. **62%** reported this as a barrier (vs 56% overall) although **9%** (vs 11%) said their employer would not be supportive. **44%** (vs 37%) had personal commitments that make it difficult to find time and **15%** (vs 18%) had caring commitments. A quarter (**25%** vs 33%) found that learning would be unaffordable.

When asked about overcoming barriers, information and advice on choices for learning, employer support and flexibility were highlighted. The response rates on this were:

* 49% (vs 43%) needed help with finding the right course to study
* 41% (vs 43%) said they need support from their employer (for example time off)
* 39% (36%) want courses with flexible deadlines.

The survey asked members if they had taken part in UNISON learning offer and their views of UNISON College being set up. **48%** (vs 45%) were aware of UNISON learning offer and **31%** (vs 21%) had undertaken training with UNISON.

Members in environment sector wanted a mix of work related and personal development from UNISON College. Types of learning members were interested in from UNISON College included:

* Job specific specialist, technical or practical skills **54%** (vs 39%)
* General personal development **53%** (vs 49%)
* Leisure / hobbies / well-being **46%** (vs 40%)
* Learning for work (CPD) **40%** (vs 45%)
* Preparing for retirement **38%** (33%).

**Survey findings for local government**

Out of all survey respondents **3063 (17%)** members stated that they work in local government. Most responders in local government (86% – but with slightly lower proportion than in the survey’s overall response 89%) said the learning they had undertaken recently was for work or their career.

A majority of the recent learning and training was arranged by the employer. When asked who organised/arranged their most recent learning **64%** (vs 66%) said this was the case. Out of those who had undertaken learning **42%** (vs 43%) had done so at work while doing their normal job. Over a half (**52%**) of members in local government engaged in learning during their employer’s time which is a much higher proportion than amongst the survey responders generally (42%). **21%** had undertaken learning and training on their own time (vs 26% overall) and 27% (vs 32%) mix of both own and employer’s time.

Roughly two thirds (**67%**) of members in local government said they did not have any problems with taking part in recent training. This is somewhat higher satisfaction than with the responders overall (61%). A fifth (**20%**) did report that it was hard to find time because of work responsibilities and **13%** because of other responsibilities they had. Those who had faced problems were in lower numbers: 3% (vs 5%) said times were not convenient, 2% (vs 4%) were not allowed time off and 2% (vs 3%) did not find the location convenient.

In local government **85%** (vs 85% overall) said that they were interested in taking part in learning in the next three years. On top of the list of reasons for taking part in learning/training in the future were:

* 81% to improve how to do their job
* 60% to develop computer/IT skills
* 56% skills to do their job are changing.

In the next year learning for work (CPD) interested **40%** (vs 46% overall) of local government members. Job specific specialist, technical or practical skills interested **37%** (vs 38%) of members and just under a quarter chose supervisory or management skills as an area of interest (**23%**). Just under a fifth (**19%**) wanted training in preparation for retirement.

Interest in learning more digital skills in the coming year hovers between a quarter and a third with more interest in more professional areas than basic skills. **31%** said they would like to learn specific software (eg Excel) and **29%** (vs 28%) said other digital skills were of interest.

Work commitments present as the biggest barrier to find time for learning and training for local government members which is the same as elsewhere amongst UNISON membership. **58%** report this as a barrier (vs 56% overall) and **10%** (vs 11%) say their employer would not be supportive. **41%** had personal commitments that make it difficult to find time and **18%** had caring commitments. **29%** (vs 33%) tell learning would be unaffordable. Retirement coming up soon was in the pipeline for **11%**.

When asked about overcoming barriers for members in local government, employer support and flexibility rose to the forefront:

* 45% (vs 43%) said they need support from their employer (for example time off)
* 43% (vs 46%) needed support with course fees and other associated cost
* 43% (vs 38%) wanted more flexible ways to access training) eg flexible time/location).

The survey also asked members if they had taken part in UNISON learning and views of UNISON College being set up. **29%** (vs 21%) said they had undertaken training with UNISON and **51%** (vs 45%) were aware of UNISON learning offer.

Members working in local government wanted a mix of work related and personal development from UNISON College. Types of learning members were interested in from UNISON College included:

* General personal development **52%** (vs 49%)
* Learning for work (eg CPD) **43%** (vs 45%)
* Job specific specialist, technical or practical skills **40%** (vs 39%)
* Preparing for retirement **38%** (vs 33%).

Additionally, regarding the UNISON College offer learning and development related to activist roles came up higher than in the survey overall (**14%** vs 11%).

**Survey findings for schools**

Out of all survey respondents **3591 (20%)** members stated that they work in schools. Most responders in schools (**92%** – a slightly higher ratio than in the survey’s overall response 89%) said the learning they had undertaken recently was for work or their career. Out of those who had undertaken learning **34%** had done so at work while doing their normal job which was much lower level than the survey overall (43%). Moreover, **34%** (vs 30%) had done self-directed online learning.

Despite the high number of members who said their learning had been for work **36%** of members in schools said they undertook learning and training on their own time (vs 26% overall). And reversely, a third (**33%** – a much lower rate than survey responders overall 42%) undertook learning in their employer’s time. Just under a third (**31%**) also reported they did it as a mix of both their own and employer’s time. While a fairly large proportion of members in schools undertook learning on their own time, the majority of training was organised by the employer: **64%** (vs 66%) said learning was organised/arranged by their employer.

Members working in schools did not however have a very strong feeling that work responsibilities hindered their participation to learning. **15%** said work was not problematic in this regard against 22% amongst responders overall. **14%** found it hard to find time because of other responsibilities they had. Interestingly, **66%** (vs 61% across all sectors) stated that they had not had any problems in taking part in recent learning.

In schools **85%** (vs 85% overall) said that they were interested in taking part in learning in the next three years. On top of the list of reasons for taking part in learning/training in the future were:

* 84% to improve how to do their job
* 63% to get a qualification
* 61% to develop computer/IT skills.

All in all, learning for work (CPD) interested **48%** (vs 46% overall) of members in schools. Job specific specialist, technical or practical skills interested **33%** of members in the coming year (vs 38%). Supervisory or management skills interested members working in schools less than overall in the survey: **17%** stated their interest while amongst all survey responses the rate was 24%.

Interest in English/Welsh language and functional skills (literacy and maths) was a tad higher compared to all survey respondents who said they were interested in learning in the coming year:

* 6% (vs 5%) are interested in English/Welsh language
* 12% (vs 10%) are interested in functional skills (English and/or maths).

The interest in becoming active in UNISON was somewhat low by **7%** (vs 11% overall) or for activists wanting to develop their skills in their union roles 6% (vs 10%).

Work commitments presented as the biggest barrier to find time for learning and training for staff in schools. This is largely the same as generally in membership although it seems to be somewhat less of an issue. **48%** reported this as a barrier (vs 56% overall). **35%** (vs 37%) have personal commitments that make it difficult to find time but learning being unaffordable **39%** (vs 33%) is even more of a hindrance. **16%** reported caring responsibilities as a challenge and **6%** (vs 5%) said they did not have necessary digital skills.

When asked about overcoming barriers for members in schools, help with cost and advice on choosing the right course rose to the top of the list. The response rates on this were:

* 52% (vs 46%) needed support with course fees and other associated cost
* 41% (vs 43%) needed help with finding the right course to study
* 35% (vs 38%) wanted more flexible ways to access training) eg flexible time/location)
* 34% (vs 43%) said they needed support from their employer (for example time off).

The survey asked members if they had taken part in UNISON learning and views of UNISON College being set up at the time of the survey. A much higher rate than in the survey overall said they have not taken up on UNISON learning offer: **85%** (vs 77%) had not undertaken training with UNISON and **54%** (vs 50%) were unaware of UNISON learning offer.

Members in schools had very work-oriented wishes for UNISON College. Types of learning members were interested in from UNISON College included:

* Learning for work (CPD) **48%** (vs 45%)
* General personal development **44%** (vs 49%)
* Job specific specialist, technical or practical skills **39%** (vs 39%)
* Computer/internet use **28%** (vs 27%).

Regarding the UNISON College offer, Functional Skills (literacy and/or maths) got a very slightly higher response (**11%**) from schools than from the survey overall (10%). The rate for learning about being active in the union came up very low (**6%** vs 12%) in schools.

**Survey findings for Further and Higher Education**

Out of all survey respondents **1420 (8%)** members stated that they work in Further and Higher Education (FE and HE). Most responders in FE and HE (**84%** – a somewhat lower ratio than in the survey’s overall response 89%) said the learning they had undertaken recently was for work or their career. Out of those who had undertaken learning **41%** had done so at work while doing their normal job. Almost a half (**48%** vs 42% overall) of members in FE and HE undertook learning in their employer’s time and a quarter (**25%**) in their own time. Roughly a third (**27%**) reported they did it as a mix of both their own and employer’s time.

In FE and HE **60%** said learning was organised/arranged by their employer (vs 66% overall) and **39%** (vs 33%) arranged it themselves (for example, with a college/independent provider/online). Just over a fifth of responders in FE and HE (**22%**) also said it had been difficult to take part in training because it was hard to find time due to work responsibilities and **16%** found it hard to find time because of other responsibilities they had.

In FE and HE **89%** of members (vs 85% overall) said that they were interested in taking part in learning in the next three years. On top of the list of reasons for taking part in learning/training in the future were:

* 84% to improve how to do their job
* 66% to develop computer/IT skills
* 58% skills to do their job are changing.

Job specific specialist, technical or practical skills interested **36%** of members in the coming year (vs 38%). All in all, learning for work (CPD) interested **41%** of members (vs 46%). Supervisory or management skills interested members working in FE and HE slightly less compared to the member responses overall in the survey: **22%** stated their interest while amongst all survey responses the rate was 24%. Developing confidence or assertiveness skills also got lower interest in FE and HE: **23%** compared to 26% overall. General personal development often crosses over to work specific skills and **42%** reported their interest (vs 44% overall).

Learning more digital skills got roughly a third of members interested in the next year:

* 33% (vs 28%) said other digital skills (than the ones mentioned below) were of interest
* 32 % (vs 29%) said they would like to learn specific software (eg Excel).

Like with other UNISON members work commitments make it hard for FE and HE members to find time to learning and training. **59%** report this as a barrier (vs 56% overall). Around one in ten (**11%**) say their employer would not be supportive. Personal commitments and caring commitments also make it challenging for members to take part in learning and these rates are higher than with the survey responders overall: **43%** (vs 37%) and **21%** (vs 18%) respectively. However, a lower proportion of members (**8%**) say they do not know how to find about learning opportunities than members overall (11%). A third (**33%** vs 33%) report that learning or training would be unaffordable.

When asked about overcoming barriers in FE and HE, employer support and flexibility rose to the forefront. The responses on this included:

* 50% (vs 43% overall) said they need support from their employer (for example time off)
* 45% (vs 46%) need support with course fees and other associated cost
* 44% (vs 38%) want more flexible ways to access training) eg flexible time/location).

The survey asked members if they had taken part in UNISON learning and views of UNISON College being set up. **73%** (vs 77%) said they had not undertaken training with UNISON and **44%** (vs 50%) were not aware of UNISON learning offer. The types of learning FE and HE members were interested from UNISON College included:

* General personal development **52%** (vs 49%)
* Leisure / hobbies / well-being **47%** (vs 40%)
* Learning for work (CPD) **44%** (vs 45%)
* Preparing for retirement **39%** (vs 33%)
* Specific software programmes (eg Excel) **38%** (vs 32%).

Regarding the UNISON College’s activist training offer, learning to be active in UNISON got a higher response from FE and HE (**17%**) than from the survey overall (12%). Proportionally more activists wanted also to develop their skills further (**15%** vs 11%).

**Recommendations:**

* Explore further what general personal development would entail for each service group and sector and how it overlaps with CPD
	+ in police and justice service group general personal development, digital skills and supervisory and management skills
	+ in social care CPD, supervisory and management skills and general personal development
	+ in health care CPD, supervisory and management skills and Functional Skills
	+ in transport sector CPD and job specific learning
	+ in utilities general personal development and digital skills (especially Excel type specific software)
	+ in community and voluntary sector general personal development, CPD and supervisory and management skills
	+ in environment sector job specific skills, general personal development and preparation for retirement require more emphasis
	+ in local government general personal development, digital skills and preparation for retirement require more emphasis
	+ in schools CPD and digital skills require more emphasis
	+ in FE and HE general personal development, digital skills and preparation for retirement require more emphasis
* Raise awareness and visibility of UNISON learning offer and UNISON College
* Target overcoming barriers especially with members who traditionally take on less learning eg those on lower incomes, with lower qualifications and older members
* Recruit more union learning reps (ULRs) to support and advocate for learning in the workplace
* Promote positive impact of having qualifications and how UNISON College can help with this especially with regards to Information, Advice and Guidance (IAG)
* Develop more flexible and blended delivery models
* Grow the number of learning agreements with employers to support access to learning opportunities.

**More information:**

Read all the survey reports in UNISON <https://learning.unison.org.uk/college-survey>

Or contact learningandorganisingservices@unison.co.uk