

WORKFORCE SURVEY ANALYSIS REPORT

PRODUCED BY THE
DIFFLEY PARTNERSHIP
ON BEHALF OF CDN

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1. INTRODUCTION



1. INTRODUCTION

This report details the key findings from the 2022 Workforce Survey undertaken by College Development Network (CDN). The purpose of the survey is to establish views from across the Scottish college sector in relation to a wide range of topics. These topics were:

- Experiences of professional learning
- Digital capability
- Equality, diversity and inclusion
- Learning for sustainability

The survey was developed by CDN and was scripted on Microsoft Forms. It was issued to all colleges across the Scottish college sector and ran from 1 February 2022 to 31 March 2022. There were 1,810 respondents in total.

1.1 Demographics of the Workforce

Understanding the demography of responses is key to interpreting the results of the survey. Throughout this report we highlight significant differences in experiences and attitudes by different populations that make up the Scottish college sector. The views provided in this report are those of the workforce who responded to the survey. There were a total of 1,810 responses to the survey. The achieved demographic profile of the sample is shown in Tables 1.1, 1.2 and 1.3

Table 1.1: Achieved demographic profile of the workforce

Age	N	%
Under 25	18	1
25 – 30	75	4
31 – 35	117	7
36 – 40	200	11
41 – 45	228	13
46 – 50	265	15
51 – 55	366	20
56 – 60	277	15
Over 60	204	11
Prefer not to say	60	3
Sex	N	%
Female	1202	66
Male	554	31
Non-binary	2	*
Prefer not to say	51	3
Disability	N	%
Yes	157	9
No	1571	87
Prefer not to say	82	4
Total	1,810	100

Table 1.2: Achieved sample, by role, working status and length of service

Role	N	%
Total	1810	100
Academic / Teaching	866	48
Support / Professional Services	803	44
Senior Leadership / management or Executive Team	141	8
Length of service	N	%
Less than 1 year	155	9
1 year but less than 3 years	176	10
3 years but less than 10 years	598	33
10 years and up to 20 years	538	30
More than 20 years	321	18
Prefer not to say	22	1
Working status	N	%
Full time	1229	68
Part Time ≤ 0.49 FTE	84	5
Part Time ≥ 0.5 FTE	401	22
Variable contract	70	4
Prefer not to say	26	1

Table 1.3: Achieved age and sex profile, by role

	Total		Academic or Teaching staff		Senior Leadership		Support/ professional services Staff	
Age	N	%	N	%	N	%	N	%
Under 25	18	1	0	0%	0	0%	18	2%
25 – 30	75	4	24	3%	0	0%	51	6%
31 – 35	117	7	56	6%	0	0%	61	8%
36 – 40	200	11	92	11%	12	9%	96	12%
41 – 45	228	13	103	12%	20	14%	105	13%
46 – 50	265	15	132	15%	22	16%	111	14%
51 – 55	366	20	178	21%	48	34%	140	17%
56 – 60	277	15	151	17%	24	17%	102	13%
Over 60	204	11	99	11%	13	9%	92	11%
Prefer not to say	60	3	31	4%	2	1%	27	3%
Sex	N	%	N	%	N	%	N	%
Female	1202	66	504	58%	88	62%	610	76%
Male	554	31	336	39%	51	36%	167	21%
Non-binary	2	*	0	0%	0	0%	2	0%
Prefer not to say	51	3	26	3%	2	1%	23	3%

1.2 Presentation and Interpretation of Findings

The survey findings indicate the prevalence of views and experiences in answer to the survey questions. Where percentages do not sum to 100% this is due to rounding, the exclusion or 'don't know' categories, or multiple answers. Therefore, aggregate percentages may differ from the sum of the individual scores due to rounding of percentage totals. Throughout the report, an asterisk (*) denotes any value of less than half a percent and a dash (-) denotes zero.

Answers to open-ended questions are analysed and reported thematically. This data is qualitative in nature and therefore it is not appropriate to draw conclusions from this type of data about the prevalence of particular views or experiences but rather to indicate range of different views expressed by the college workforce.

1.3 Report Structure

The report follows the structure of the survey questionnaire:

- Professional learning
- Equality, diversity and inclusion
- Digital capability
- Learning for sustainability

2. PROFESSIONAL LEARNING



2. PROFESSIONAL LEARNING

Professional learning is an essential component to help staff manage their own learning and growth throughout their career. Learning and training opportunities can take the form of:

- Synchronous learning – a learning event participants attend at the same time, either in person or remotely
- Asynchronous learning – learning that can be accessed independently by participants, not necessarily at the same time.

Training opportunities are offered through several methods, such as:

- Face-to-face (or in person)
- Online (or remote)
- Blended
- Hybrid

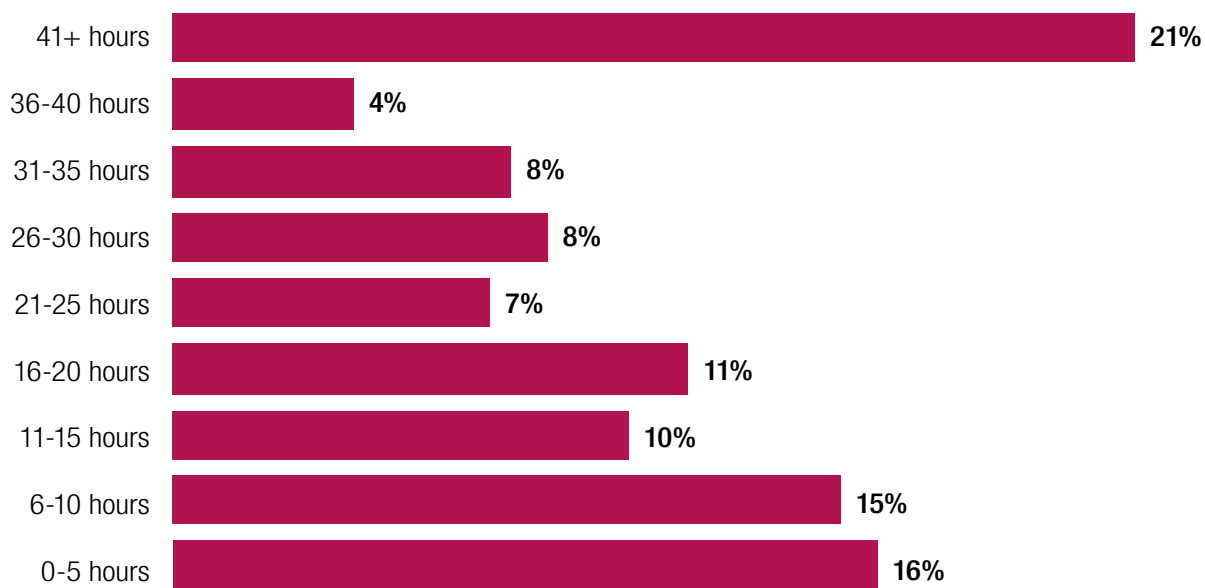
Data has been analysed by a range of angles with the intention of identifying key trends/difference across different populations of the college workforce.

2.1 Key Findings

- The average time spent on training and learning across the 2020/21 academic session was approximately 23 hours.
- A fifth of Scottish college sector staff (22%) feel that they did not get all the training they needed across the academic session.
- Seven in ten colleagues (70%) prefer learning through face-to-face workshops.
- There are different priorities for professional learning based on role; academic or teaching staff would prefer subject or teaching specific opportunities.
- Senior leadership staff would prefer opportunities aimed towards leadership while support/professional services staff prefer opportunities related to wellbeing or mental health training.
- Staff that are newer to an organisation, tend to spend less time in training and learning in comparison to staff that have been employed for one year or more.

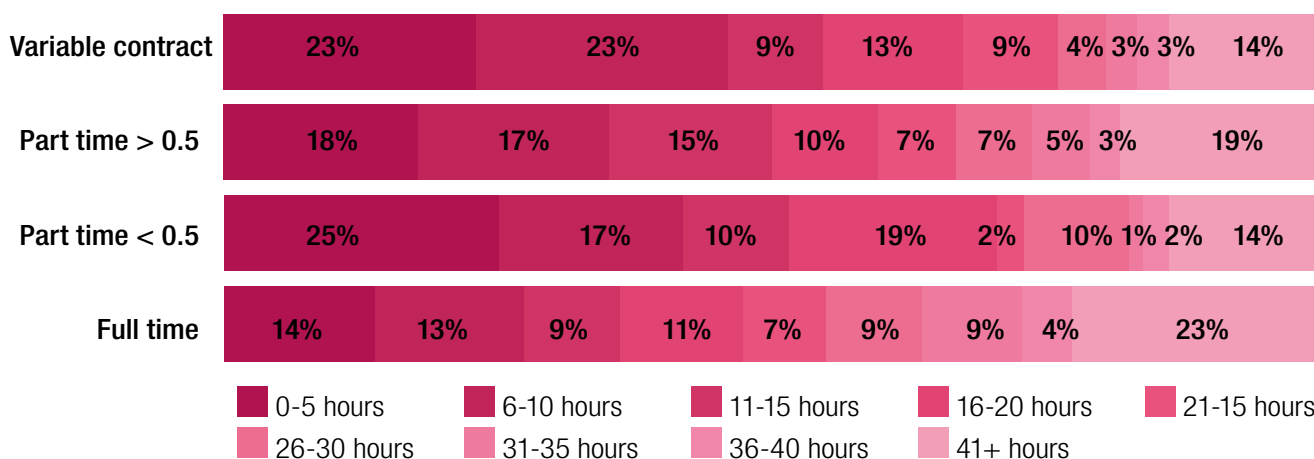
2.2 Time Spent on Training and Learning

The number of hours spent on training and learning across the 2020/21 academic session ranged from 0 to over 41 hours. Around a fifth (21%) of the workforce spent over 41 hours on training and learning during the 20/21 academic session, however around a third (31%) spent 10 hours or less on training and learning (Figure 2.1).

Figure 2.1: Number of hours spent on training and learning across the 2020/21 academic session

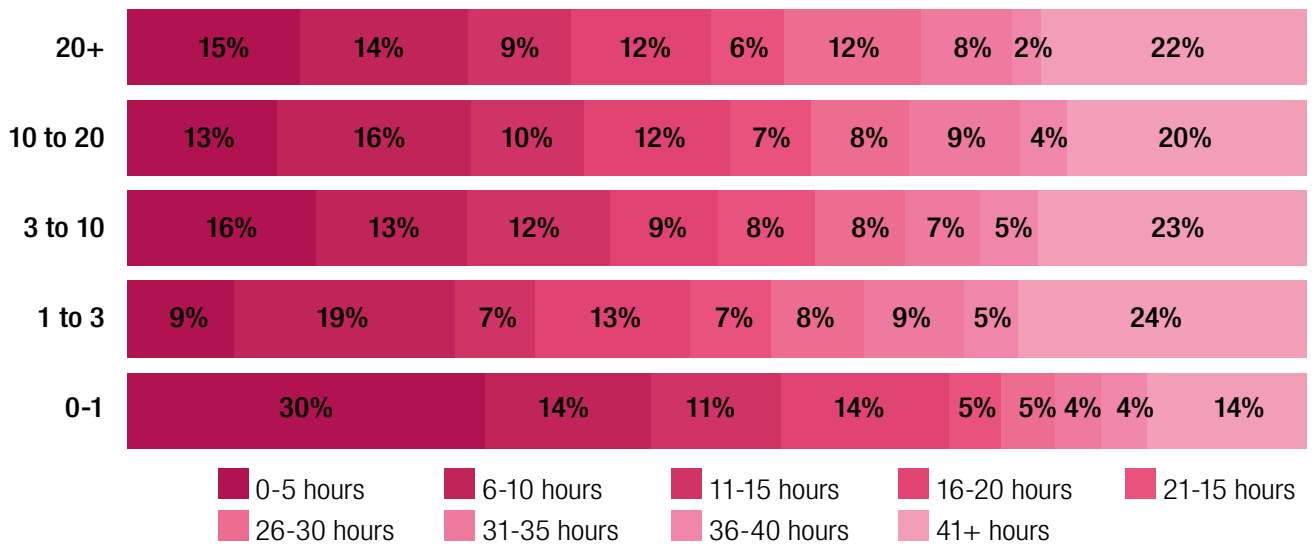
Base: All (1,810)

The number of hours spent on training and learning across the 20/21 academic session varied by the role held by the respondent. Over a quarter (27%) of Academic/Teaching staff spent over 40 hours on training and learning and almost half (48%) spent over 25 hours. However, Senior Leadership staff spent more time on training and learning than their colleagues with three in ten (29%) spending over 40 hours on training and over half (54%) spending more than 25 hours on training. This is significantly different to those people who hold a support/professional services role. Only 14% of staff in support/professional services spent more than 41 hours on training and half (50%) spent 15 hours or less on training (Figure 2.5).

Figure 2.2: Time spent on training and learning, by working status

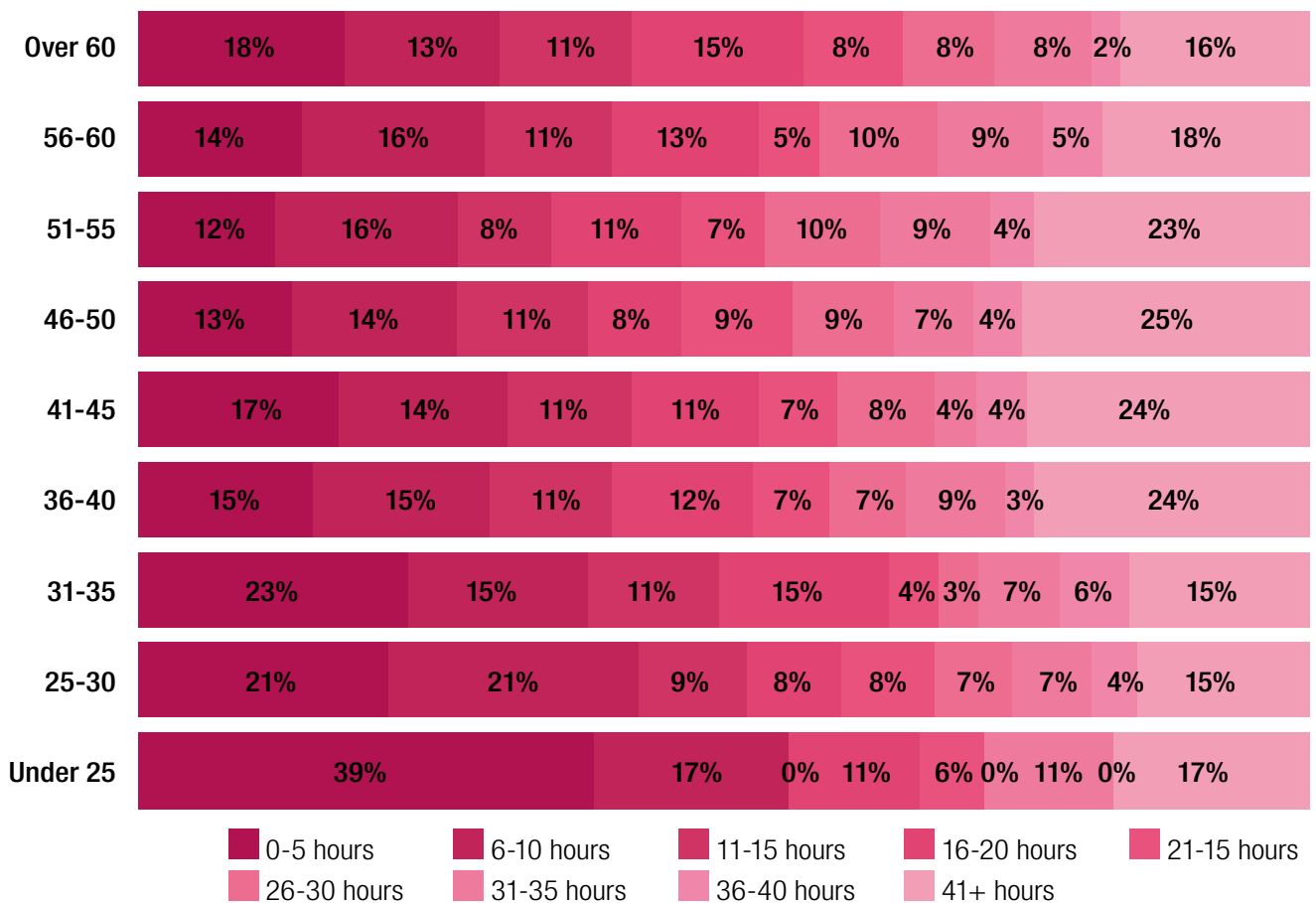
Base: All (1,810)

Figure 2.3: Time spent on training and learning, by length of service

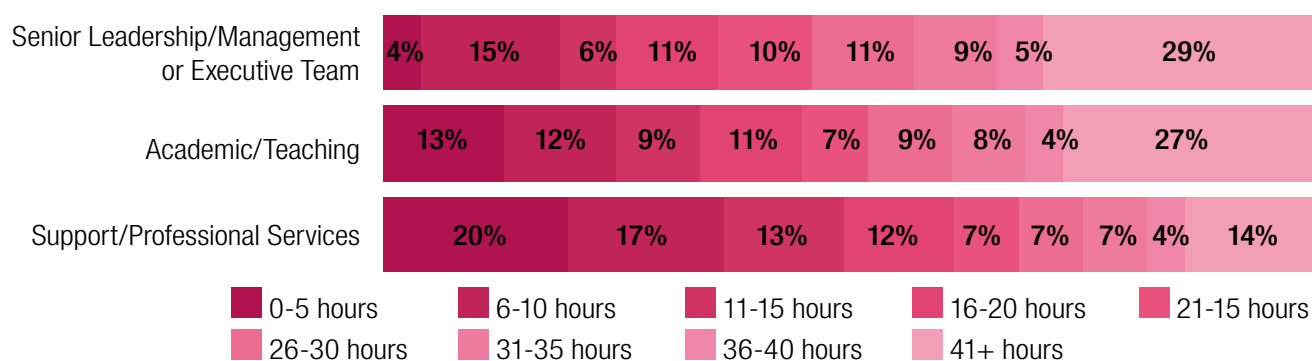


Base: All (1,810)

Figure 2.4: Time spent on training and learning, by age



Base: All (1,810)

Figure 2.5: Number of hours spent on training and learning across the 2020/21 academic session, by role

Base: All (1,810)

The approximate average number of hours of professional learning across the 2020/21 academic session varied by role, working status and length of service. The overall average number of hours spent on learning was 23 hours. Senior Leadership staff spent the most time, on average, on professional learning, engaging in 28 hours of training. Academic or Teaching staff spent approximately 25 hours on professional learning and support/professional services staff spent the fewest hours on training, approximately 20 hours.

Table 2.1: Average hours spent on professional learning across 2020/21 academic session

Role	Approximate average number of hours spent on Professional Learning
Academic/Teaching	25 hours
Senior Leadership/Management or Executive Team	28 hours
Support/Professional Services	20 hours

Table 2.2 Average hours spent on professional learning across 2020/21 academic session

Working Status	Approximate average number of hours spent on Professional Learning
Full Time	23.5 hours
Part Time 0.5>	20 hours
Part Time <0.5	17 hours
Variable Contract	21.5 hours

When analysing the number of hours spent on professional learning by working status, full time staff averaged 23.5 hours of professional learning over the academic session. In comparison staff who worked part time <0.5 engaged in an average of 17 hours of professional learning across the academic session.

The other main conclusion to be drawn is the difference in relation to the number of hours spend on professional learning by individuals new to an organisation (figure 2.3). Data suggests that a greater proportion of staff who have been with an organisation for 0-1 years engage in less professional learning than their colleagues who have been employed for 1 year+. This could be due to a range of factors, including but not limited to; other priorities of the role, different interpretation of what is meant by the term professional learning, the immediacy of which the role commences and challenges in relation to having the time/capacity to engage in professional learning.

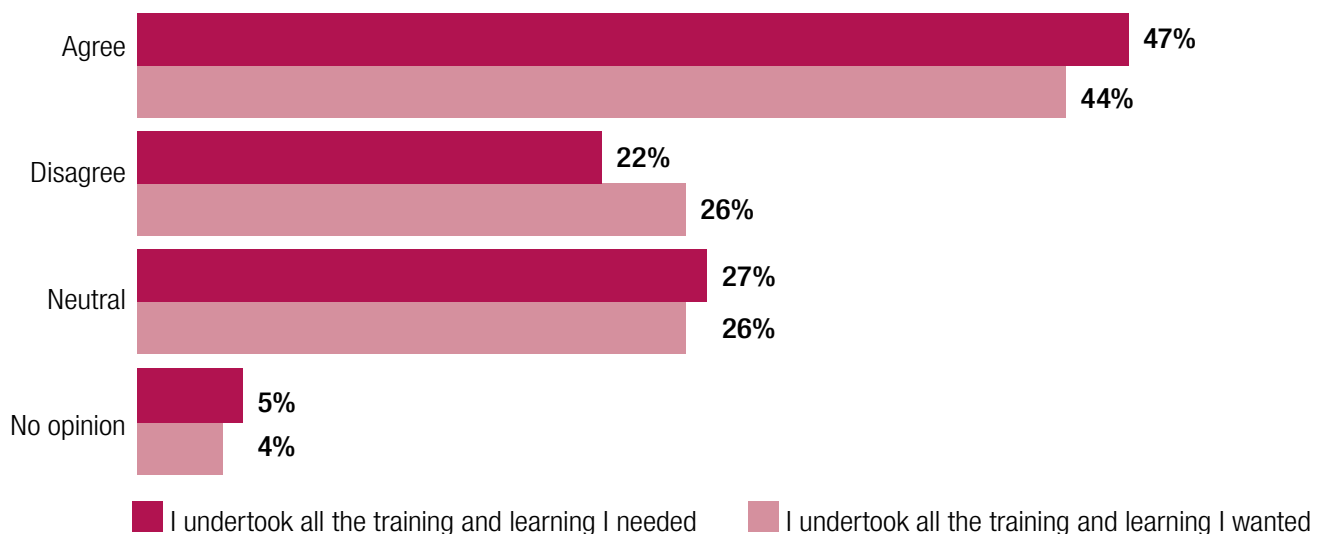
To summarise findings from this section, there are differences across the sector in relation to the number of hours of professional learning that the workforce can engage in. Whilst there are differences across each of the demographics analysed, there appear to be no significant groups of individuals who do/do not engage in more professional learning than other groups of individuals across the sector as a whole.

It is important to acknowledge that this is the first data set of its kind to be established across the Scottish College workforce, and these questions will be revisited on a bi-annual basis to establish trends/patterns over time. This will also allow for a more coherent and consistent language relating to professional learning to be established across the sector. In some cases, there is still a different level of understanding and interpretation as to what is meant by the term 'professional learning' in addition to what may actually count as professional learning. In some instances, this may have influenced responses within this section and throughout the remainder of the survey.

2.3 Experiences of Training and Learning

Almost half (44%) of the workforce undertook all the training and learning that they wanted, however, a quarter (26%) of the workforce did not undertake all the training that they wanted. (Figure 2.6). Perceptions from within the workforce as to whether they received all of the training that they wanted and needed are largely similar.

Figure 2.6: Perceptions of training and learning



Base: All (1,810)

Further analysis has been undertaken into exploring experiences of training and learning based upon a range of different factors; role, length of service, working status and age. This data can be found on the following pages.

Figure 2.7: “I undertook all the training and learning I wanted”, by role

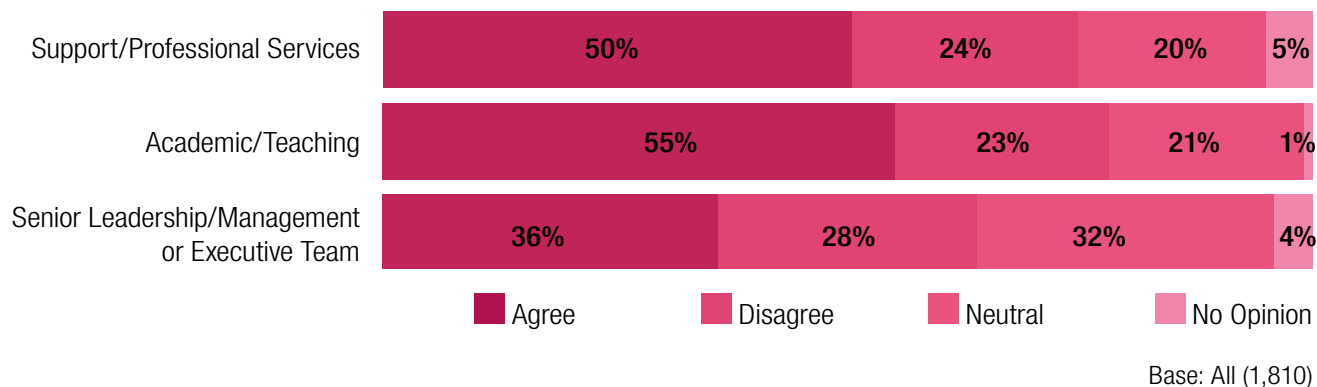


Figure 2.8: “I undertook all the training I wanted”, by length of service

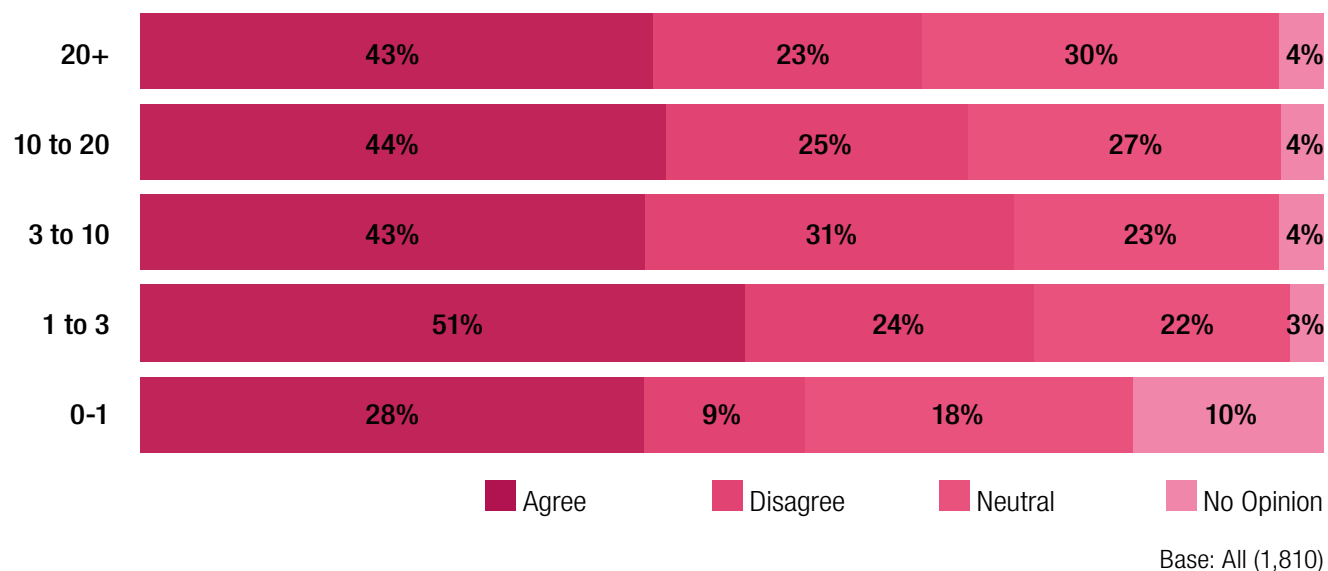


Figure 2.9: “I undertook all the training I wanted”, by working status

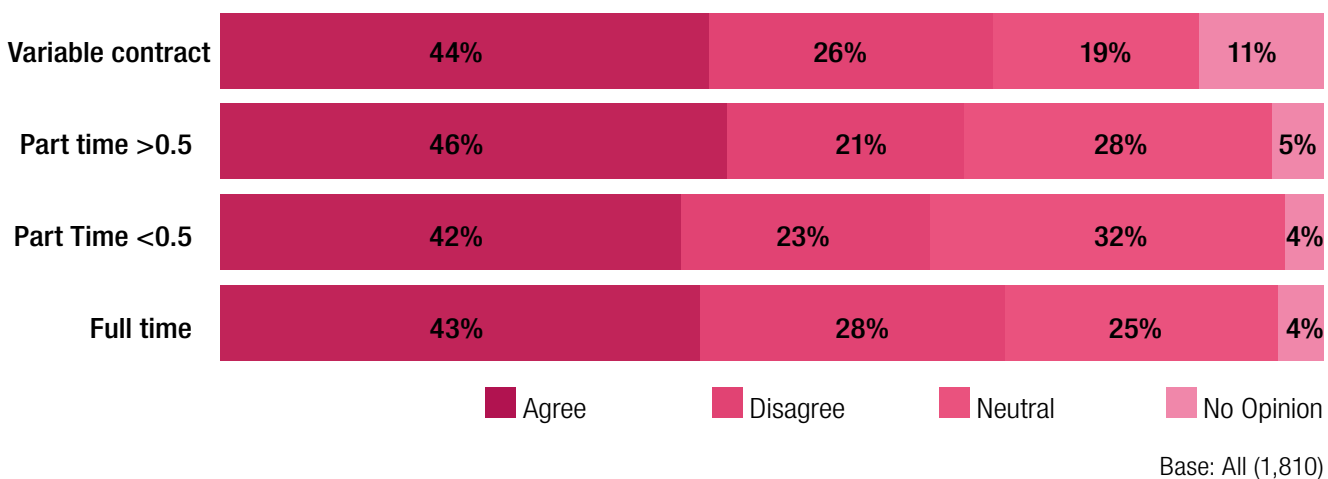
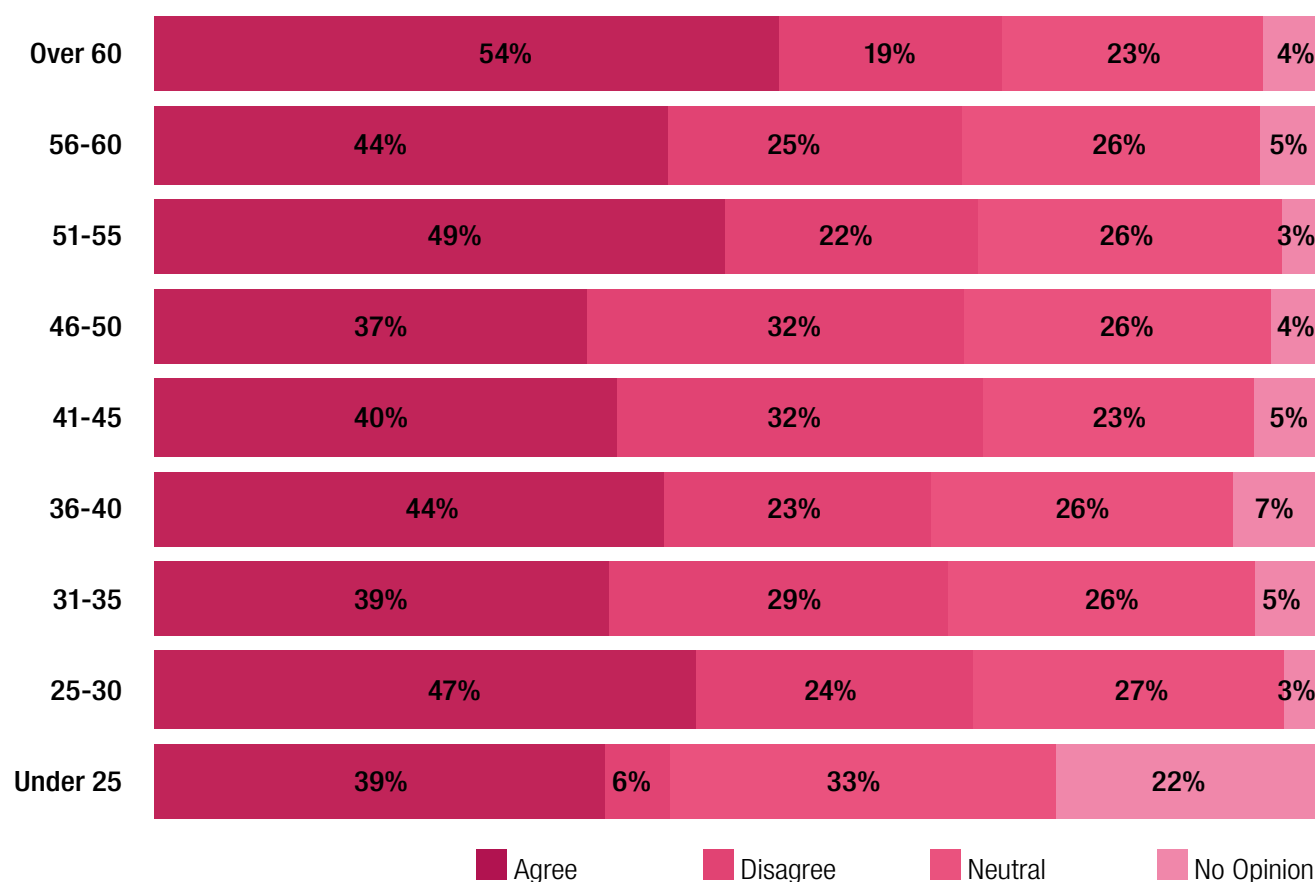


Figure 2.10: “I undertook all the training I wanted”, by age



Base: All (1,810)

Through each of the figures 2.7-2.10, approximately on average 25% of the workforce identified that they did not undertake all of the training that they wanted to within the role that they were employed within. When analysing qualitative comments, a common theme was the desire of practitioners to engage in training, typically funded which was related to their role, however, too often funding and time constraints were the most common reasons that staff did not undertake the training they wanted, other reasons include:

- Workload
- Staff levels
- Absence
- Training was not available or relevant
- Covid restrictions

A fifth of college sector staff (22%) did not undertake all the training they feel that they **needed** across the 2021/21 academic session. As with training which was *wanted*, the main barrier to training was time constraints, including clashes with timetables and an inability to get cover for academic staff. However, there was also a preference to get back to face-to-face training.

“No time to take on formal structured digital training and/or sessions were online so couldn’t face more time in front of a screen.”

There were also some staff who faced limited funding for additional training to be completed in addition to mandatory training.

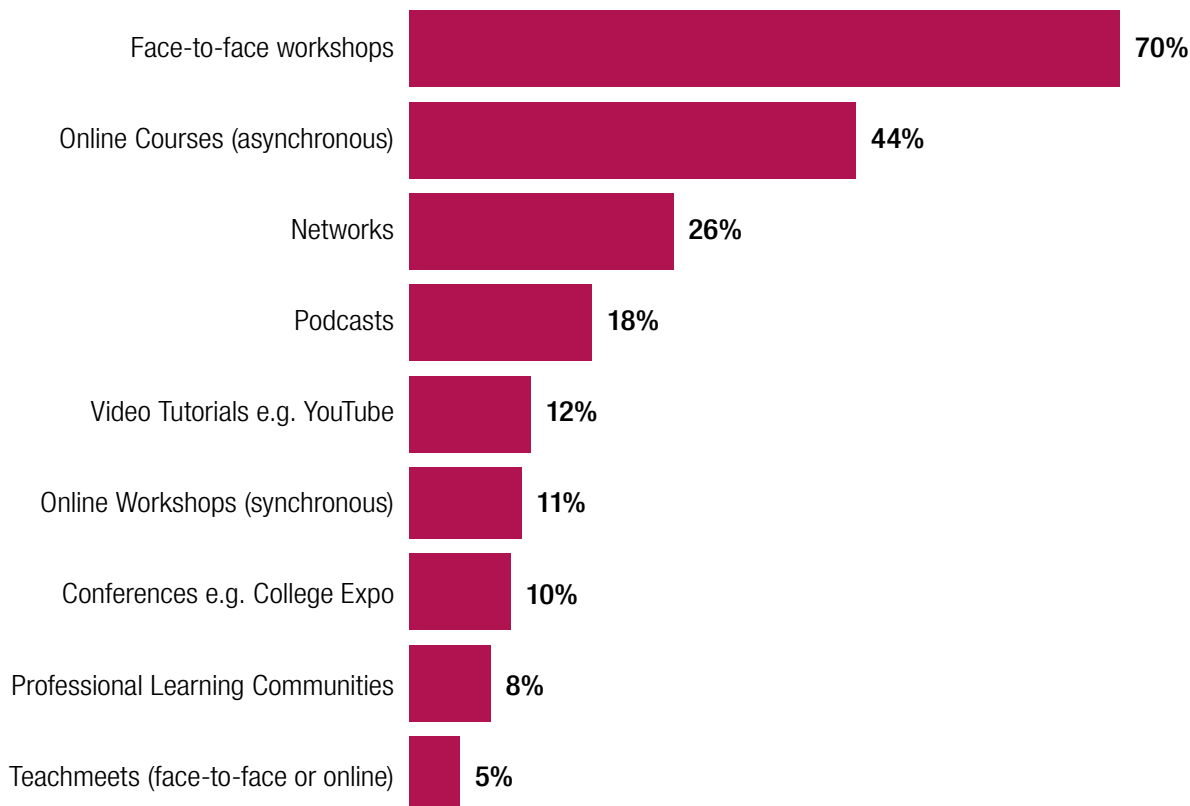
Feedback from the survey echoes findings in the recently published [Professional-Learning-Action-Research.pdf \(cdn.ac.uk\)](#) and these findings support the next steps outlined within the action research piece to further explore how the college workforce can be supported to engage in professional learning that would enhance their practice:

- With time being identified as a significant barrier to undertaking effective professional learning, consideration to be applied as to how colleges can ensure the most effective use of time allocated to professional learning opportunities for staff, in addition to the effectiveness of the methods deployed.
- Opportunities to engage with lecturers both across college, as well as out with their own college to be highlighted, are explored further to ensure their effectiveness.

2.4 Training Methods

Face-to-face workshops are the most preferred training method. Seven out of ten (70%) of colleagues outlined their preference for face-to-face workshops as a training method (Figure 2.11).

Figure 2.11: “I really liked this method”, methods of professional learning



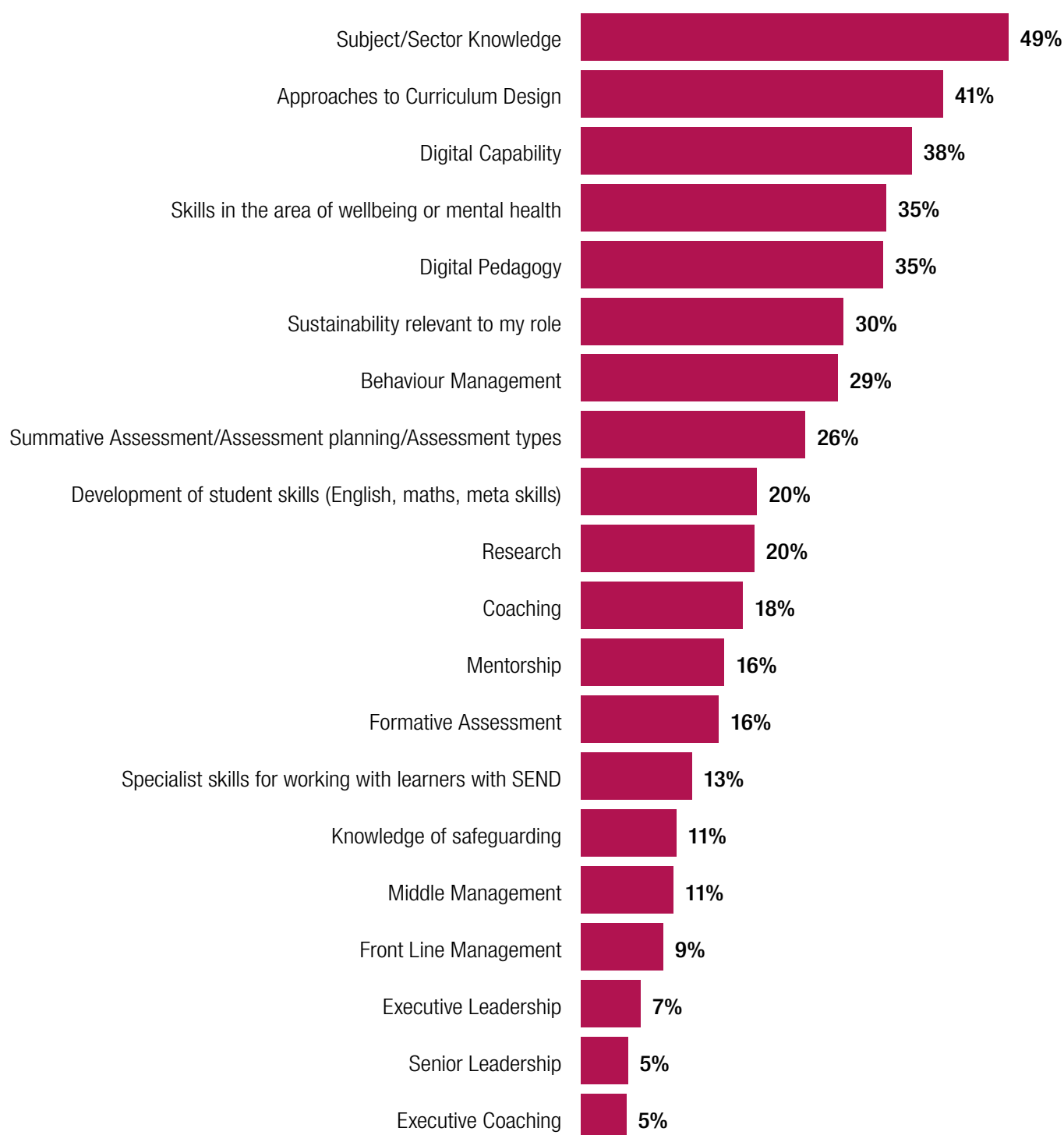
Base: All (1,810)

The areas colleagues would prefer opportunities to engage in professional learning differed across different roles within the college.

2.5 Training Opportunities

Academic/Teaching staff would prefer to engage with training opportunities relating to subject/sector knowledge (50%) and approaches to curriculum design (41%). Academic/Teaching staff cited a preference for aspects of training related to pedagogy and classroom practice as opposed to leadership (Figure 2.12).

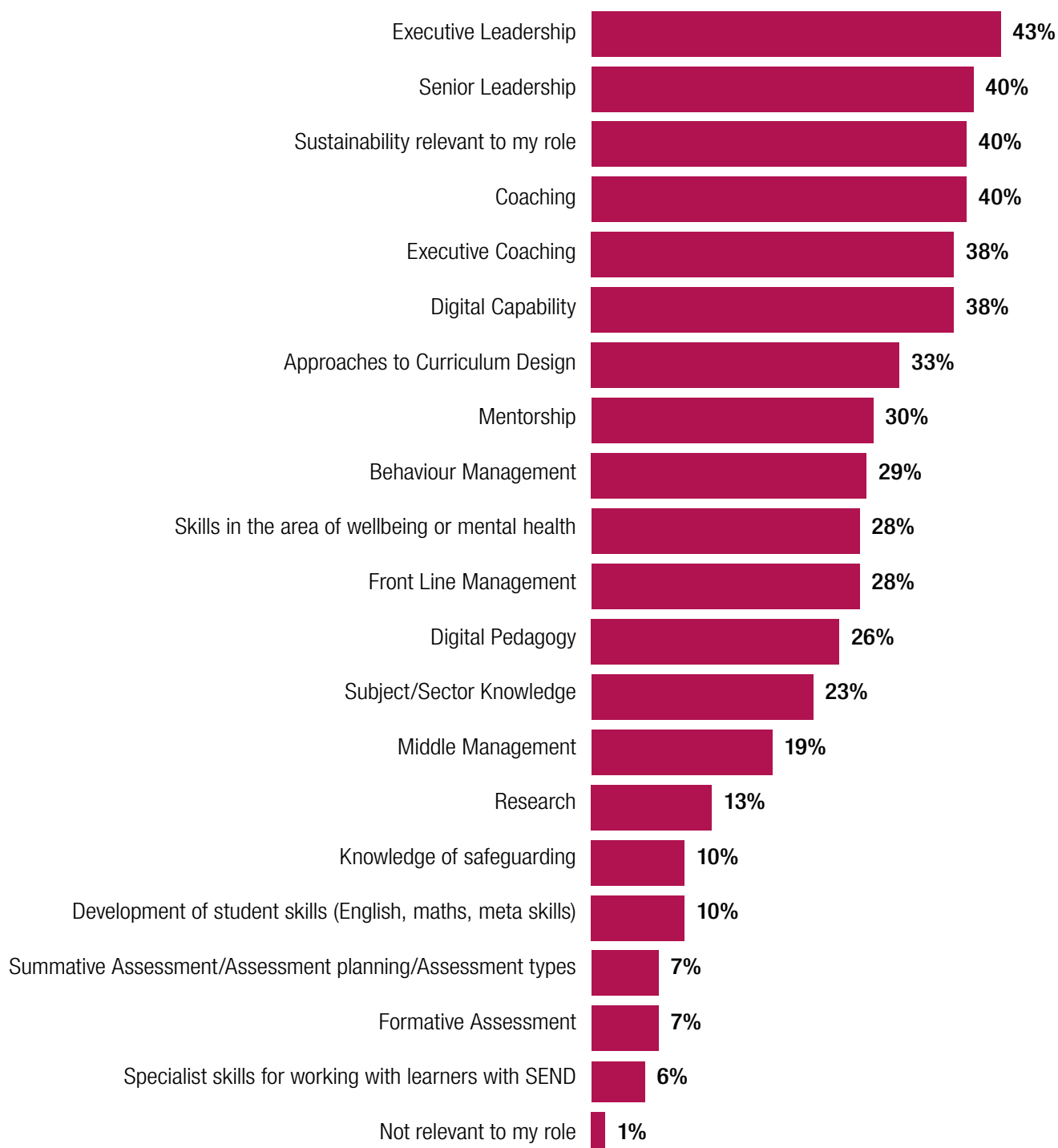
Figure 2.12: Areas to engage in professional learning, Academic/Teaching staff



Base: Academic/Teaching staff(866)

Unsurprisingly, Senior Leadership staff are more interested in executive leadership (43%) and senior leadership (40%) training opportunities (Figure 2.7). Senior Leadership staff are also interested in sustainability training relevant to my role (40%) and coaching (40%).

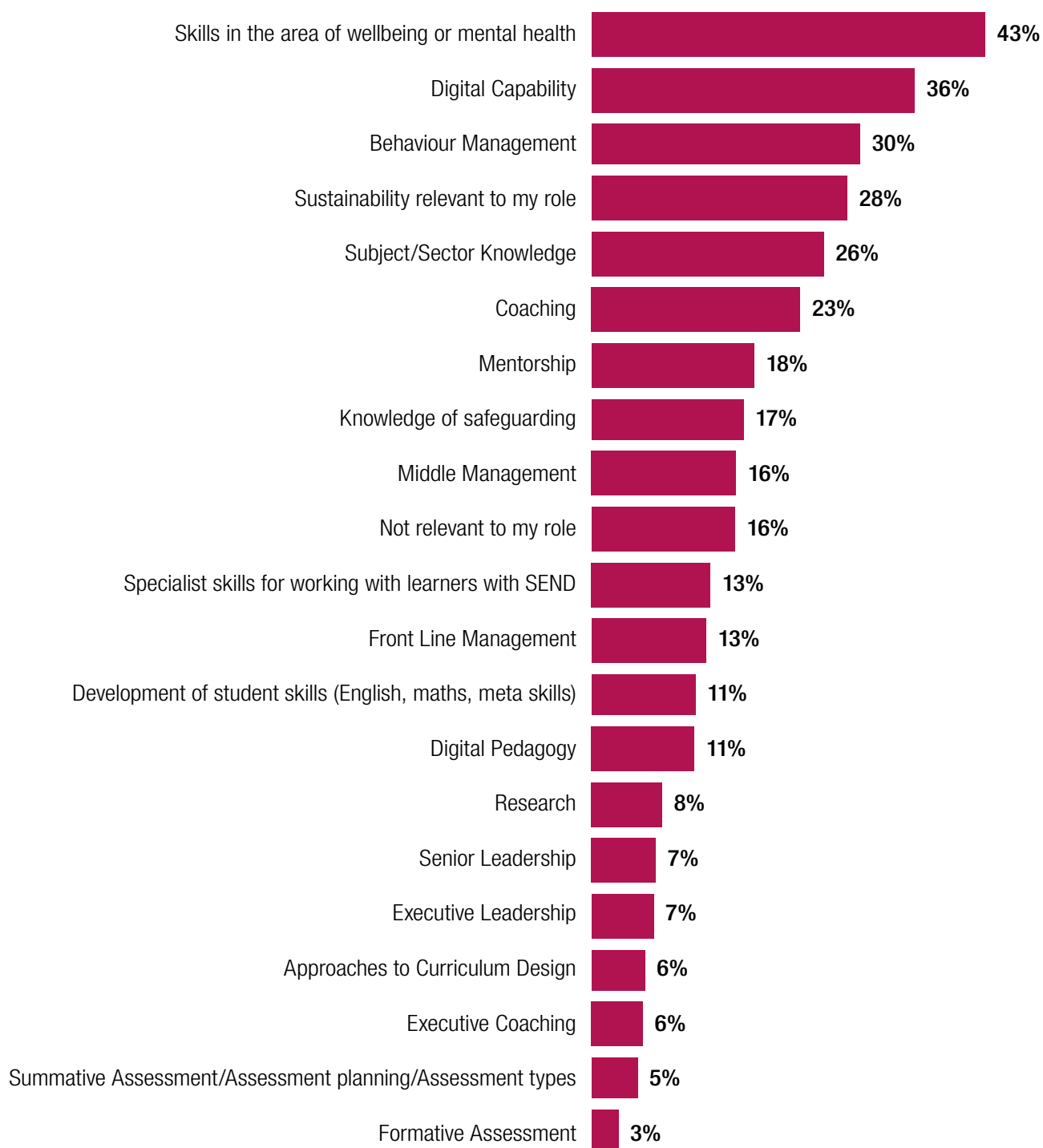
Figure 2.13: Areas to engage in professional learning, Senior Leadership staff



Base: Senior Leadership staff (141)

Support/Professional services staff are most interested in developing knowledge and skills in the area of wellbeing or mental health (43%) followed by digital capability (36%). Three in ten (30%) are interested in training relating to behaviour management and sustainability relevant to my role (28%).

Figure 2.14: Areas to engage in professional learning, Support/Professional services staff



Base: Support/Professional services staff (803)

3. DIGITAL CAPABILITY



3. DIGITAL CAPABILITY

The term 'Digital Capability' encompasses the skills, knowledge and understanding required to live, learn and work within a digital society. In 2020, the sector experienced an unprecedented shift online which necessitated a rapid upskilling of staff to deliver the curriculum remotely. Colleges now face a period of adjustment as the pandemic eases to gauge the level of digital capability required going forward.

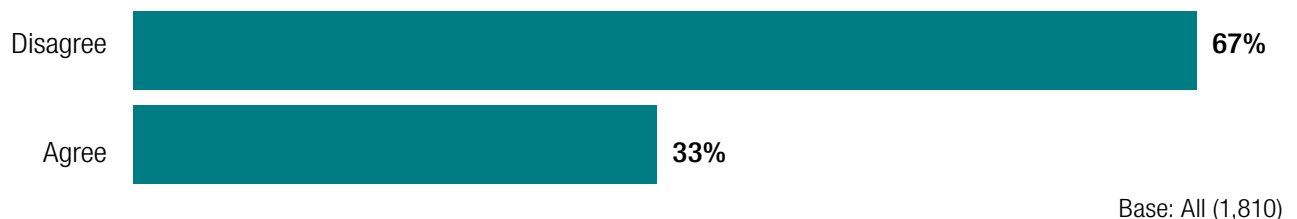
3.1 Key Findings

- 86% of staff feel they have the necessary digital capabilities to perform their required duties
- 80% of staff outlined they would benefit from further training to improve their digital capabilities
- A third of the workforce (33%) are aware of the Digital Capability: A Scottish Landscape Review.

3.2 Digital Capability: A Scottish Landscape Review

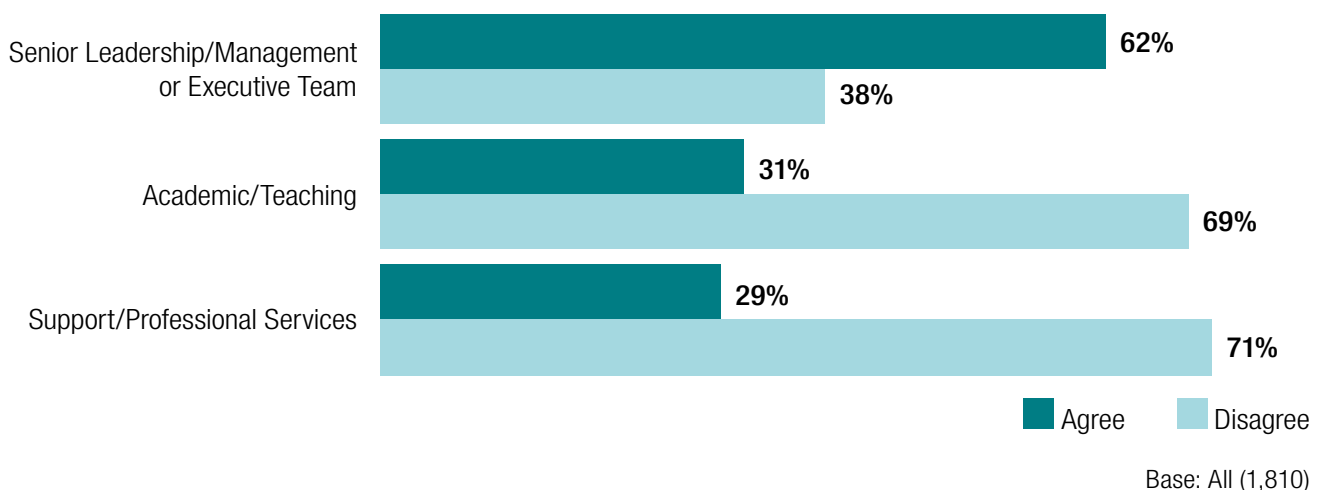
Only one third (33%) of college staff are aware of the outputs from the [Digital Capability: A Scottish Landscape Review](#) (Figure 3.2).

Figure 3.2: "I am aware of the outputs from the Digital Capability: A Scottish Landscape Review"



Awareness varies significantly based on role (Figure 3.3). Two thirds (62%) of Senior Leadership/Management or Executive teams are aware of the outputs from the Digital Capability Review; however this is only around a third for both Academic/Teaching staff (31%) and those with support/professional services roles (29%).

Figure 3.3: I am aware of the outputs from the Digital Capability: A Scottish Landscape Review, by role



3.3 Personal Digital Capabilities

The majority of staff (86%) agree they have the necessary digital capabilities to perform the duties required within their role.

Figure 3.1: “I feel that I have the necessary digital capabilities to perform the duties required within my role”

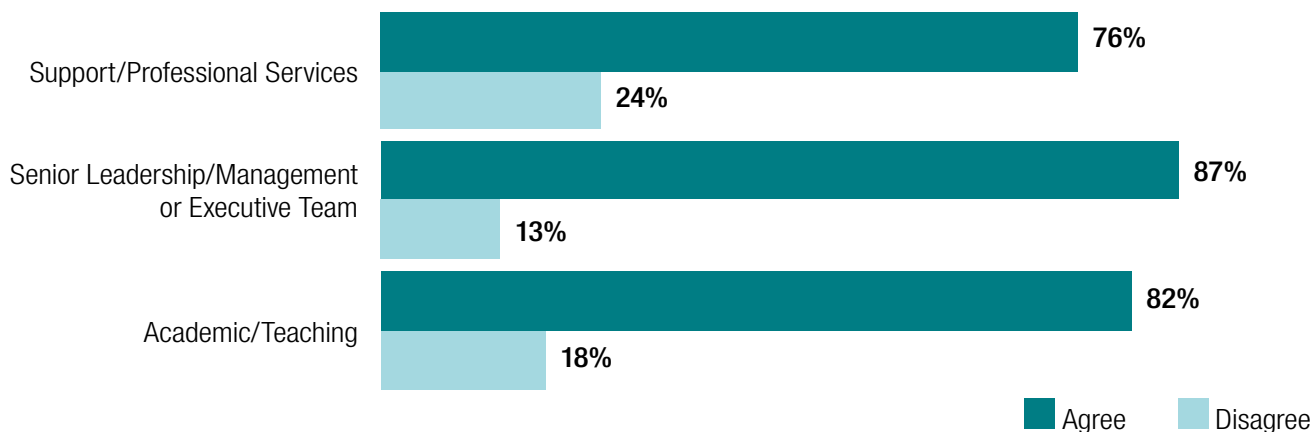


Base: All (1,810)

3.4 Further Training

The majority of staff (80%), regardless of the position held, feel they would benefit from further training to improve their digital capabilities (Figure 3.4). Three quarters (76%) of support/professional services staff would benefit from further training to improve their digital capabilities and this increases for academic/teaching staff (82%) and Senior Leadership staff (87%).

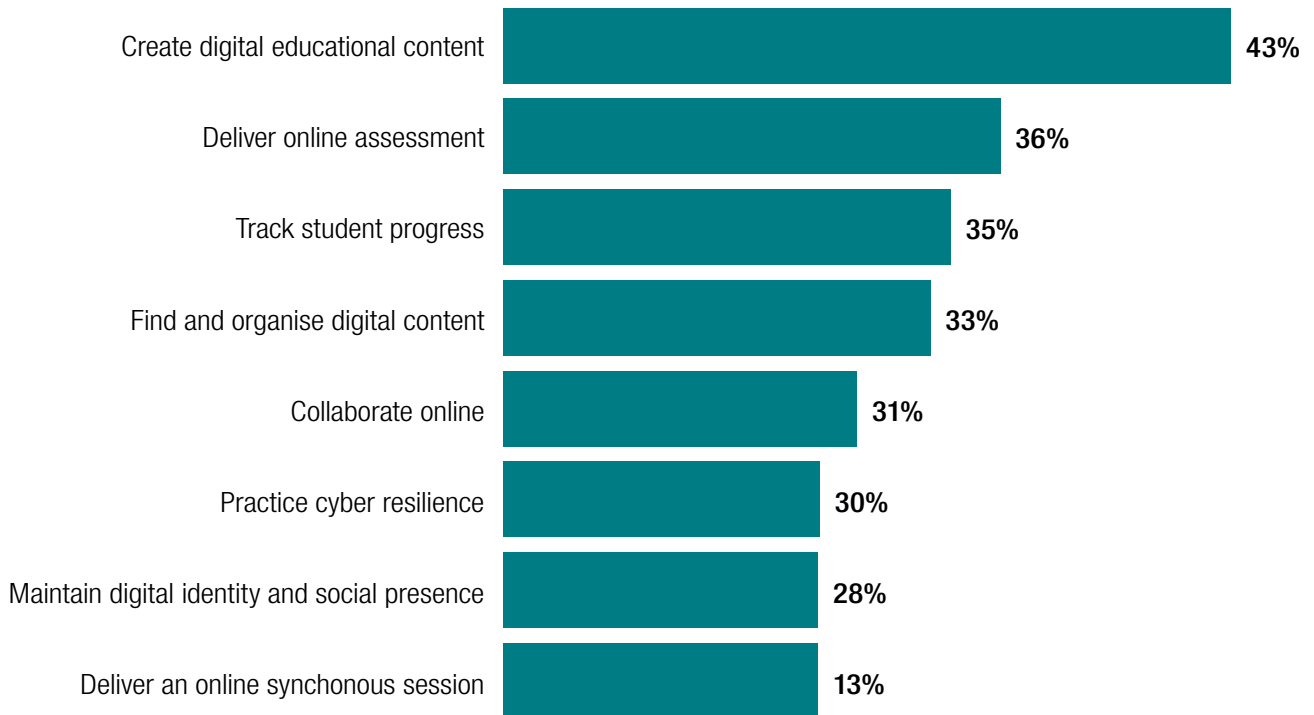
Figure 3.4: I would benefit from further training to improve my digital capabilities



Base: All (1,810)

Members of the college workforce who are involved in the delivery of the curriculum are most interested in further training in creating digital educational content (61%). These members of the workforce also have an appetite for training in delivering online assessments (42%) and tracking student progress (37%). Only a quarter (26%) of the workforce involved in delivery of the curriculum would like training in cyber resilience, maintaining a digital identity and delivering online synchronous sessions (Figure 3.5).

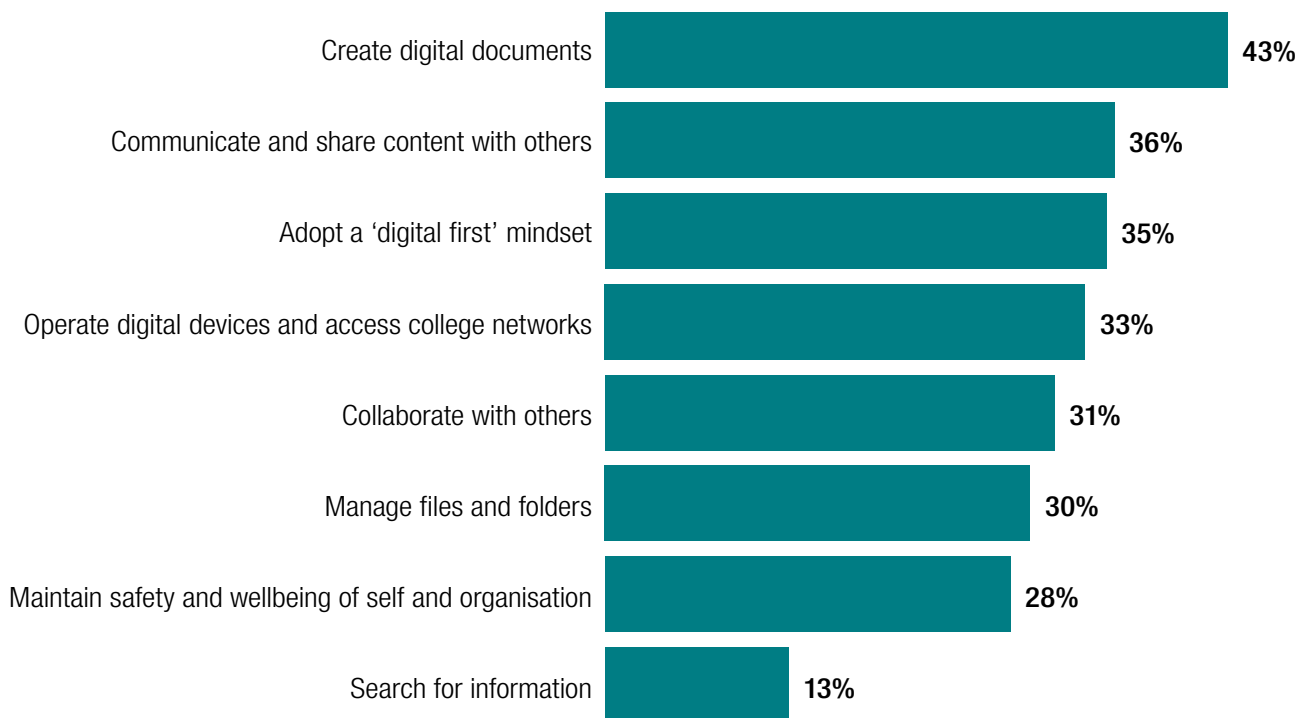
Figure 3.5: Areas which respondents would like further training/support in – role involved in the delivery of the curriculum only



Base: Involved in the delivery of the curriculum (854)

Staff members not involved in the delivery of the curriculum have an appetite for training focussed around creating digital documents (43%) and communicating and sharing content with others (36%). Around a third of non-curriculum staff would like training to adopt a 'digital first' mindset (35%). Few staff members (13%) have an appetite for training on how to search for information (Figure 3.5).

Figure 3.5: Areas which respondents would like further training/support in – role is not involved in the delivery of the curriculum

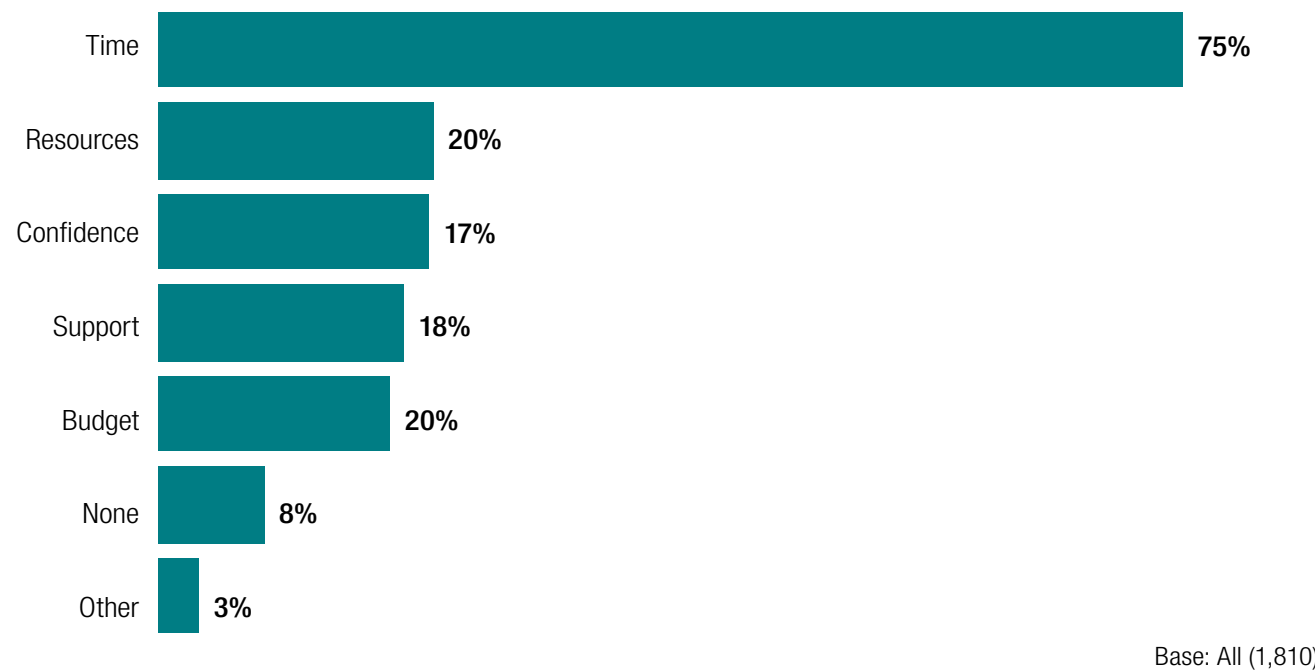


Base: Not Involved in the delivery of the curriculum (956)

3.5 Barriers to Digital Training

Time pressures are the most commonly reported barriers to digital training (23%), however resources and budget restrictions are barriers to training for a fifth (20%) of the workforce. Only 8% of the workforce believe there are no barriers to digital training (Figure 3.6).

Figure 3.6: Barriers to Digital training



Some other barriers to digital training include knowledge of training opportunities.

“ Sometimes you don’t know what you don’t know – sometimes some direction as to what training is required would be useful.” (Support/Professional Services)

The quality and depth of the training courses are a barrier for some staff.

“ Many different systems are used, and very rarely have any specific trainings organised to explain each of them.” (Academic/Teaching)

“ Often CPD opportunities are more geared towards lecturers and are therefore not relevant to support staff.” (Support/Professional services)

Whereas some staff prefer to improve skills independently.

“ I’m not that interested in digital learning, and am happy to improve my digital skills where I feel I need them to be on my own.” (Academic/Teaching)

As with most parts of professional practice, the picture relating to Digital Capability is constantly evolving. However, training and development needs in the digital space tend to evolve more rapidly due to the nature of the topic, technology itself and the pace of change across the wider sector. It is therefore imperative that a consistent language is developed, embedded and utilised so that all parts of the sector are talking about the same thing in the same way, and subsequent training is developed to support the workforce to upskill in an efficient and highly effective manner.

Echoing feedback highlighted earlier in the report, there is an opportunity for all institutions within the sector to share practice and approaches to digital training, collaborate where appropriate and work cohesively to develop solutions that meet the needs of the workforce, and potentially alleviating some of the barriers identified in Figure 3.6 e.g. Resources/budget.



4. EQUALITY, DIVERSITY AND INCLUSION



4. EQUALITY, DIVERSITY AND INCLUSION

Equality, diversity and inclusion is about fairness, acceptance, rights, partnerships and the development of a sense of belonging.

4.1 Key Findings

- The vast majority, 93%, of the college sector workforce feel they have the skills, knowledge and understanding to promote equality, diversity and inclusion within their area of work.
- 57% of college sector staff outlined that they have undertaken professional learning related to equality, diversity and inclusion in the past 12 months.
- There is an interest in support, guidance or training on mental health and wellbeing, neurodiversity, gender identity and asylum seekers/refugees.

4.2 Skills and Knowledge

The vast majority (93%) of the college workforce are confident they have the skills, knowledge and understanding to promote equality, diversity and inclusion within their area of work (Figure 4.1).

Figure 4.1: How confident are you that you have the skills, knowledge and understanding to promote equality, diversity and inclusion within your area of work?



Base: All (1,810)

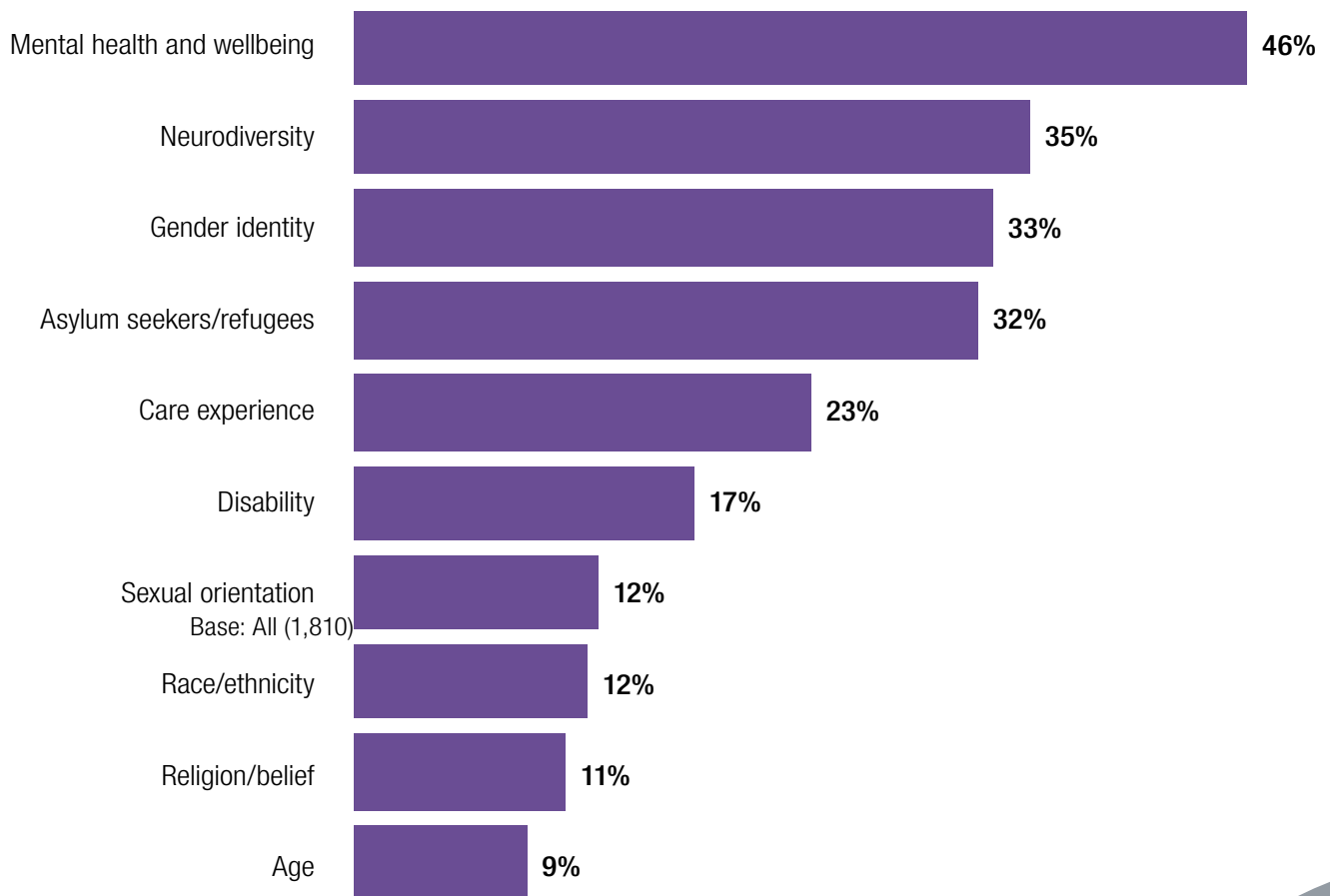
Over half (57%) of the workforce has undertaken professional learning activities related to equality, diversity and inclusion in the past 12 months (Figure 4.2).

Figure 4.2: Have you undertaken any professional learning activities related to equality, diversity and inclusion in the past 12 months?



Staff would appreciate more support, guidance or training in mental health and wellbeing (46%) (Figure 4.3). Around a third of staff would also like support or guidance in neurodiversity (35%), gender identity (33%) or asylum seekers/refugees (32%).

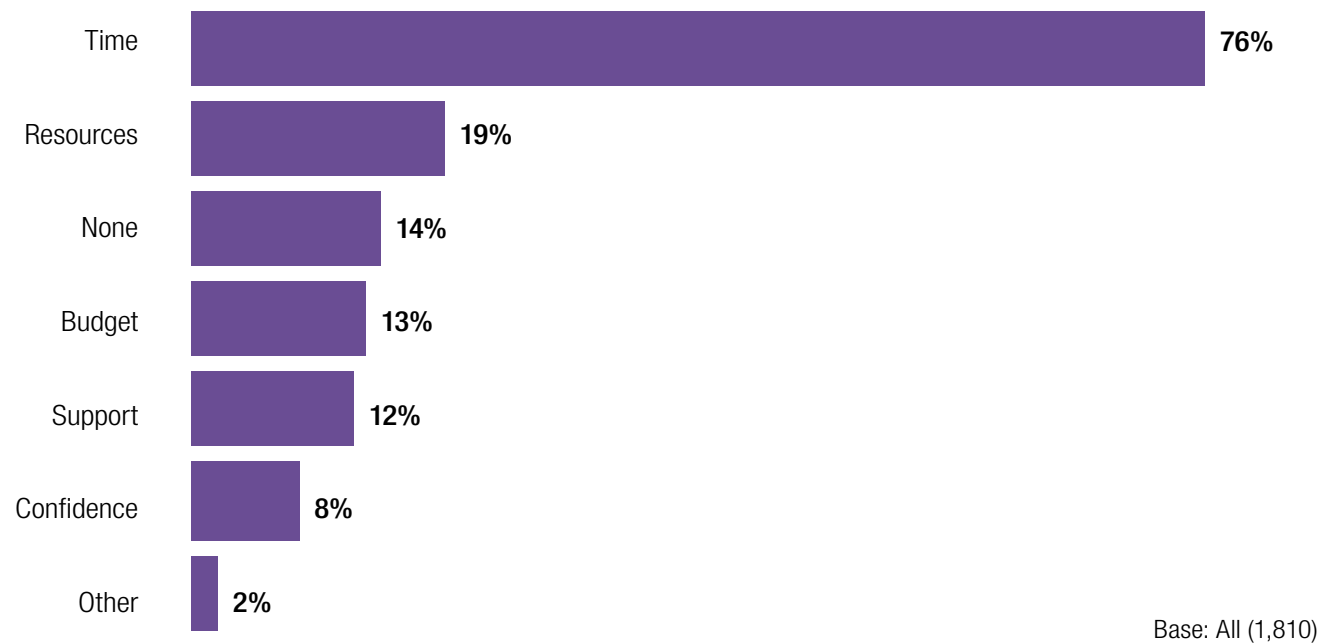
Figure 4.3: Areas staff would appreciate more support, guidance or training



4.3: Barriers to Equality, Diversity and Inclusion Training

Time is the biggest barrier to accessing equality, diversity and inclusion training. Three quarters of the workforce (76%) believe time is a barrier to accessing equality, diversity and inclusion training. Resources are a barrier for a fifth of the workforce (19%) while 14% don't believe there are any barriers to engaging within equality, diversity and inclusion training (Figure 4.4).

Figure 4.4: Barriers to Equality, Diversity and Inclusion Training



Other barriers to equality, diversity and inclusion training include awareness of opportunities.

“ **Not knowing what courses are available – having done the course through Learn Upon, it would be good to know if there were other courses which concentrated on one area in more detail.”**
(Support/Professional Services)

Availability is also an issue, with some staff believing these courses should be part of mandatory training.

“ **I would expect it to be part of mandatory training.”** (Support/Professional Services)

However some staff also believe there is an issue with the quality of the training provided.

“ **Poor quality provision.”** (Academic/Teaching)

5. LEARNING FOR SUSTAINABILITY/ EDUCATION FOR SUSTAINABLE DEVELOPMENT



5. LEARNING FOR SUSTAINABILITY/ EDUCATION FOR SUSTAINABLE DEVELOPMENT

Learning for sustainability (LfS) and Education for Sustainable Development (ESD) are approaches used to equip students and the wider workforce with the knowledge, skills and confidence to identify and address challenges focussed on a more sustainable future.

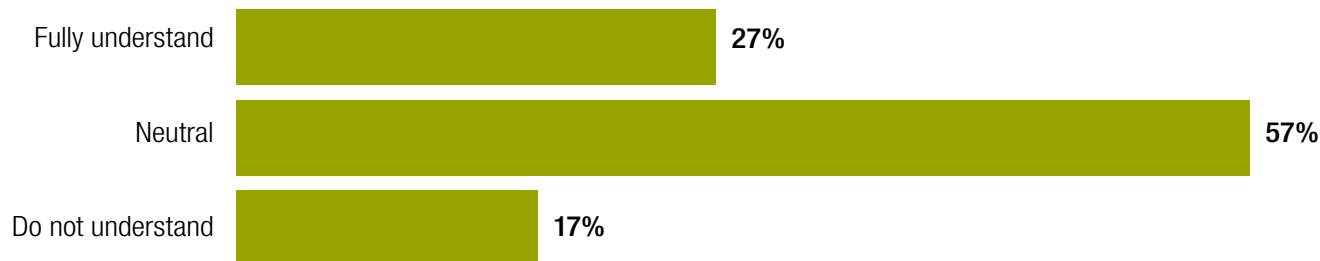
5.1 Key Findings

- 27% of college sector staff outlined that they understand their role within the college in relation to Learning for Sustainability or Education for Sustainable Development,
- 50% of staff feel confident about engaging with Learning for Sustainability or Education for Sustainable Development,
- 43% of college sector staff are aware of the [Scottish Colleges Statement of Commitment on the Climate Emergency](#)
- 14% of staff have undertaken professional learning activities in relation to learning for Sustainability or Education for Sustainable Development in the past 12 months.

5.2 Knowledge of Learning for Sustainability

Only a quarter of the workforce (27%) fully understand their role within the college in relation to LfS and ESD (Figure 5.1).

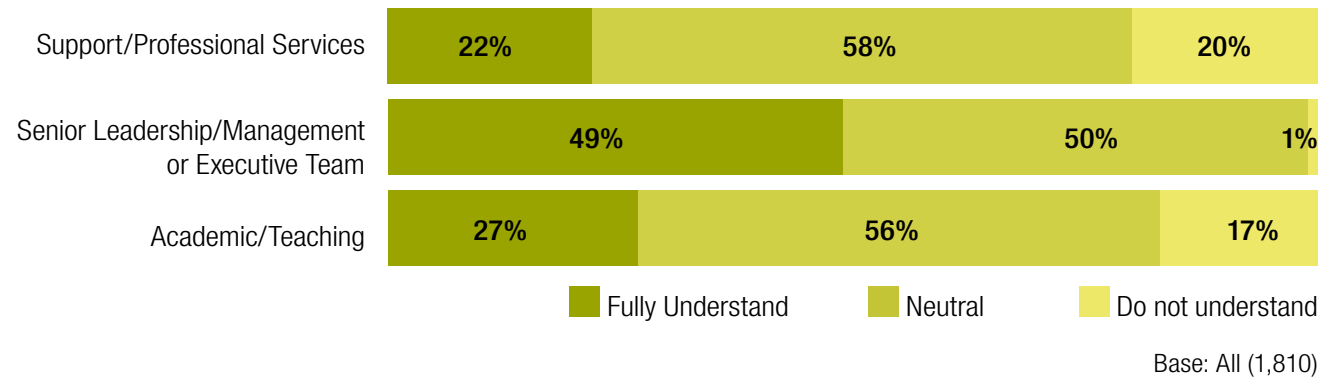
Figure 5.1: How well do you understand your role within the college in relation to Learning for Sustainability/ Education for Sustainable Development?



Base: All (1,810)

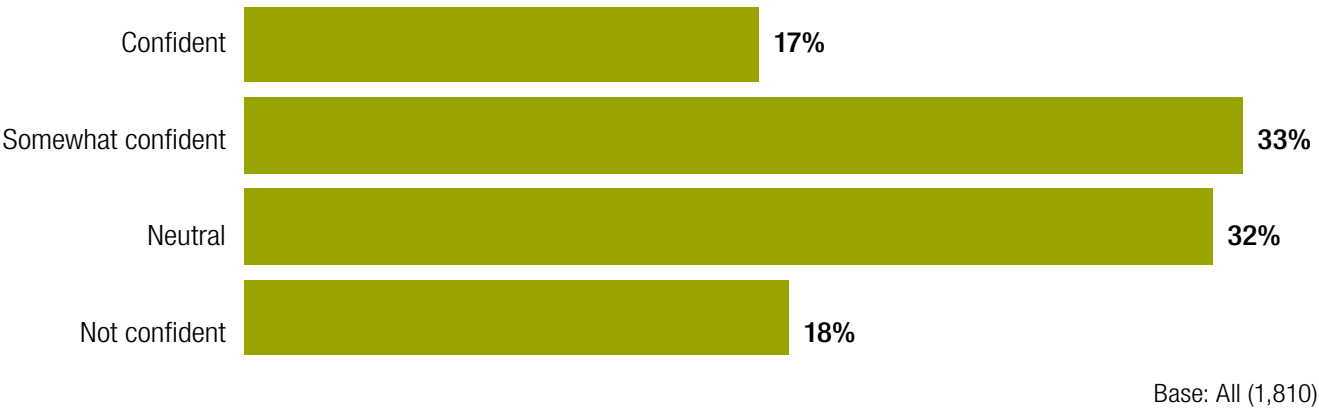
This varies across the workforce by role. Around half (49%) of Senior Leadership Management or Executive Team members fully understand their role in relation to LfS and ESD. Only one in five (22%) of those in support/professional services roles understand what their roles is in relation to LfS and ESD (Figure 5.2).

Figure 5.2: How well do you understand your role within the college in relation to Learning for Sustainability/ Education for Sustainable Development? By role.



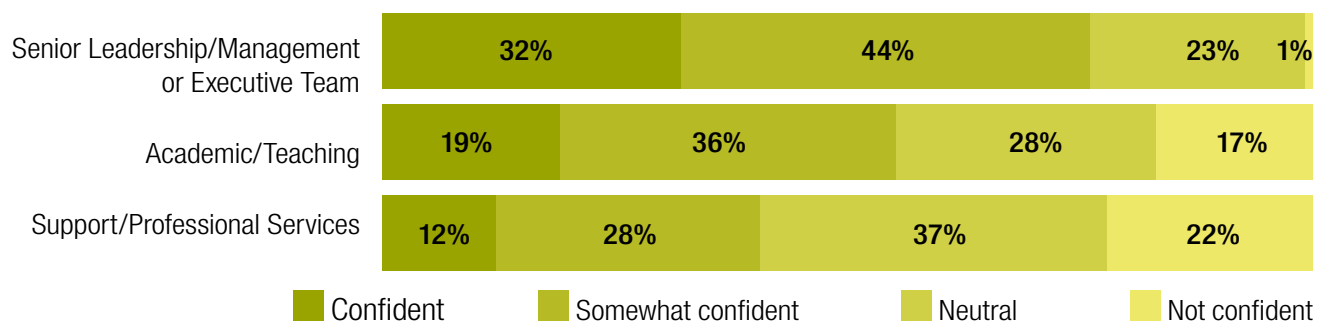
Half of the workforce (50%) feel either confident (17%) or somewhat confident (33%) about engaging with LfS or ESD within their professional practice (Figure 5.3). One in five (18%) members of staff are not confident in engaging with LfS or ESD within their professional practice.

Figure 5.3: How confident do you feel about engaging with Learning for Sustainability/Education for Sustainable Development within your professional practice?



Support/professional services staff are most likely to feel less confident about engaging with LfS or ESD within their professional practice. Around one in five (22%) support/professional services colleagues do not feel confident about engaging with LfS or ESD (Figure 5.4).

Figure 5.4: How confident do you feel about engaging with Learning for Sustainability/Education for Sustainable Development within your professional practice? By role.

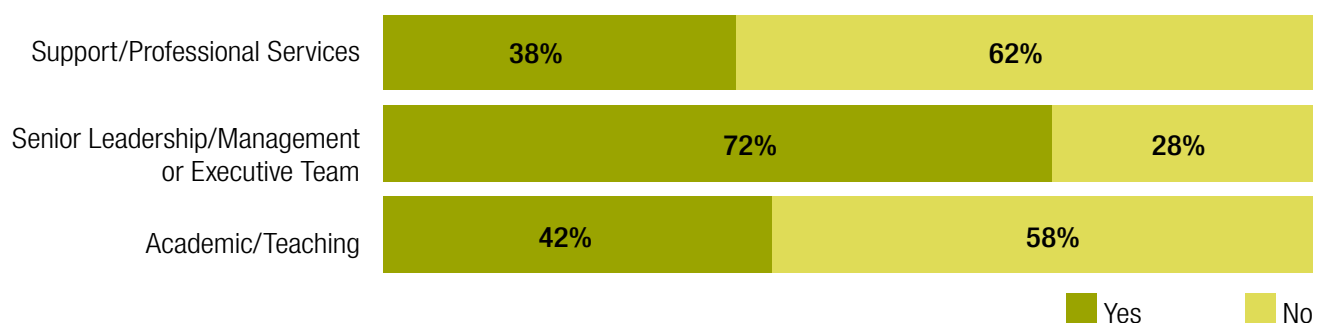


Base: All (1,810)

Those respondents in Senior Leadership/Management or Executive Team role are most confident about engaging with LfS or ESD within their professional practice (76% confident or somewhat confident).

Senior Leadership/Management or Executive Team members tend to have more awareness of the [Colleges' Statement of Commitment on the Climate Emergency](#). Almost three quarters (72%) have awareness of the statement whereas only two in five Academic/Teaching staff (42%) or support/professional services staff (38%) have awareness of the statement (Figure 5.5).

Figure 5.5: Are you aware of the Scottish Colleges' Statement of Commitment on the Climate Emergency?



Base: All (1,810)

Less than half of Senior Leadership/Management or Executive Team members have read the Scottish Colleges' Statement of Commitment on the Climate Emergency (43%) despite having awareness of the statement (Figure 5.6).

Figure 5.6: Have you read the Scottish Colleges' Statement of Commitment on the Climate Emergency?

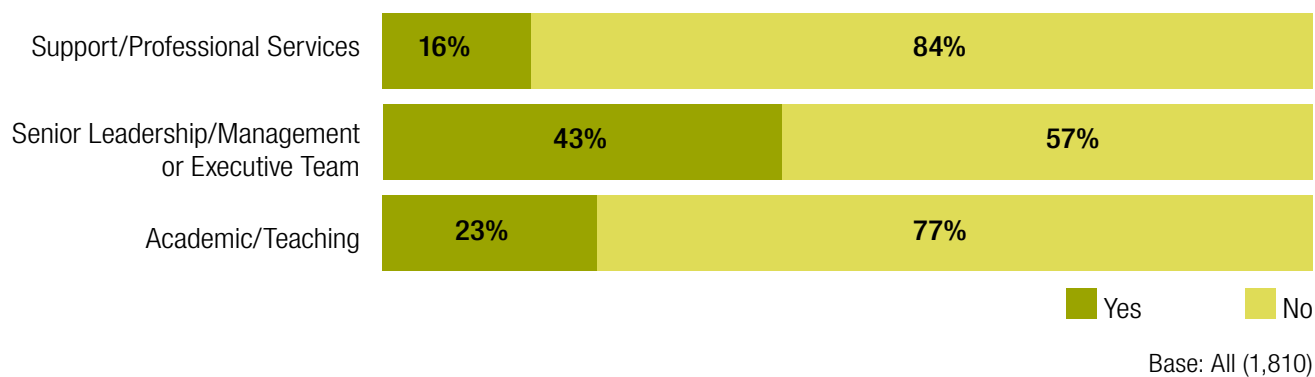
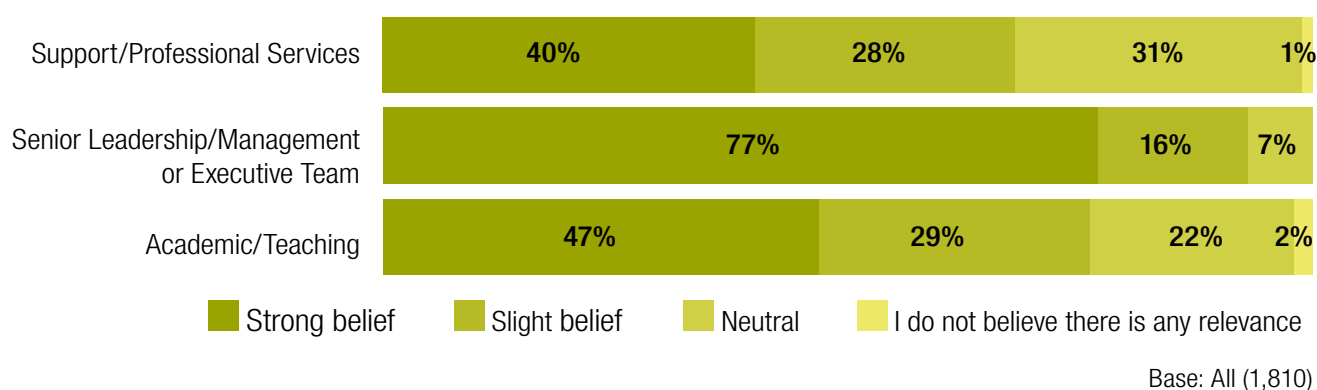


Figure 5.7: To what extent do you believe Learning for Sustainability/Education for Sustainable Development issues have relevance for staff and students within the college?

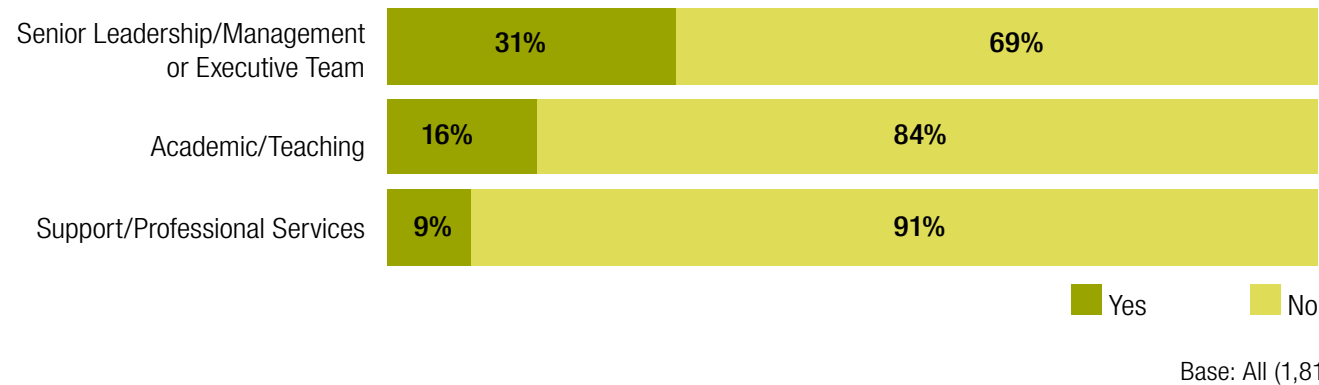


Three quarters (77%) of Senior Leadership staff strongly believe LfS or ESD issues have relevance for staff and students within the college (Figure 5.7). However, this is significantly higher than Academic/Teaching staff (47%) and support/professional services staff (40%).

5.3 Learning for Sustainability Training

Around a third (31%) of Senior Leadership staff have undertaken professional learning activities in relation to LfS or ESD in the past 12 months (Figure 5.8). The majority of Academic/Teaching (84%) and support/professional services staff (91%) outlined that they have had no professional learning in relation to LfS or ESD within the past 12 months.

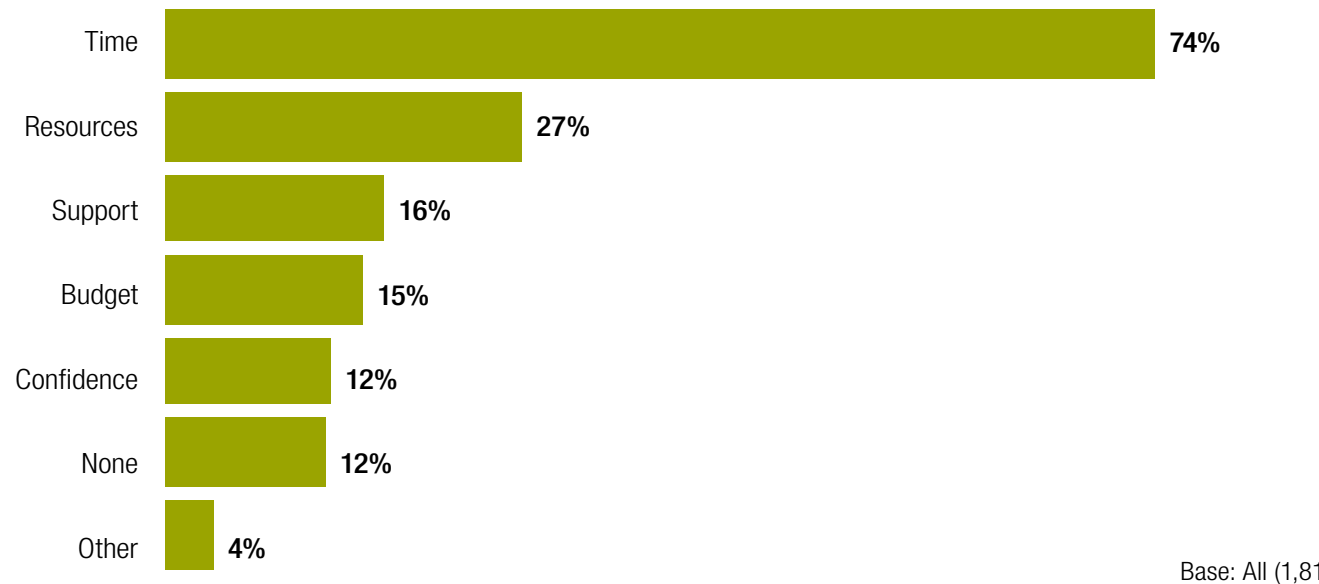
Figure 5.8: Have you undertaken any professional learning activities in relation to Learning for Sustainability/ Education for Sustainable Development in the past 12 months?



5.4 Barriers to Learning for Sustainability Training

Three quarters (74%) of staff cite that they believe time is the biggest barrier to Learning for Sustainability training (Figure 5.9). Around a quarter of staff (27%) are prevented from accessing Learning for Sustainability training due to resources and 16% of staff face a lack of support/encouragement to engage with LfS training.

Figure 5.9: Barriers to LfS training



Availability and awareness of training are among other barriers to Learning for Sustainability training.

“ Training sessions not being offered.” (Academic/Teaching)

Some staff feel they are up to date with their knowledge on learning for Sustainability, indicating training is not relevant for them currently.

“ Happy with my knowledge in this area as it is part of my academic background.” (Academic/Teaching)

6. SUMMARY



6. SUMMARY

This report has detailed the key findings from the 2022 Workforce Survey undertaken by College Development Network (CDN). Data has been explored across a wide range of areas and provided a robust data set to be utilised in conversations and future planning in relation to training of the college workforce.

6.1 Next Steps

The focus of the next steps should be on reflecting on how CDN and all institutions can continue to work efficiently and effectively to meet the needs of the college workforce, with a specific focus on some of the aspects identified within this survey. Considerations should be applied to the following:

- Sharing of practice/strategic approaches relating to Professional Learning should continue to be a key area of focus.
 - This will be supported with the CDN Action Research into Professional Learning which will run from October 2022-February 2023.
 - Opportunities to discuss further and collaborate outwith Scotland, across the Four Nations and beyond to understand and identify approaches that may compliment the current offer in Scotland.
- Opportunities for institutions and the workforce to collaborate in relation to professional learning should continue to be explored further and progress to be shared across relevant CDN networks.
 - Networks to be utilised further to support the collaboration and dissemination
 - CDN Professional Learning Communities to be further utilised to support collaboration of curriculum level for practitioners across the country.
- Follow up focus groups to be developed with people from different roles/institutions to further explore key topics/themes from the survey to inform future activity.
- The types/methods of training developed by both CDN and institutions, along with the topics that training is focussed around should be informed by the responses of the workforce.
- Methods of communicating key messages to the workforce along with consideration as to what the workforce needs to know about key strategic research should be evaluated and developed further e.g. Digital Capability Research and Scottish Colleges' Statement of Commitment on the Climate Emergency.



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