



TRAINING NEEDS IN THE FURTHER EDUCATION SECTOR – DIGITAL SKILLS REPORT

A report of survey-based research into the training needs of people who work in post-16 education and training organisations in England

BMG RESEARCH

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KEY POINTS

Introduction

The specification for this study – an off-shoot of a major survey of the training needs of staff in the FE sector – asked:

What is the current extent of digital training by individuals employed in the sector?

What priority is given by institutions to digital skills training?

What is the extent of future demand for digital skills training?

What is the current extent of digital training by individuals employed in the sector?

27% of FE sector staff undertook training related to digital and other new technologies in the past year (the third highest proportion of staff receiving any of a list of around 20 types of training).

Of those individuals who had trained, the great majority had undertaken more than one form of training. Of these, only 4% said that digital skills training was the most valuable type they undertook. This proportion ranked digital skills training behind 8 other types of training (from a list of 28 types) where the percentages rating these other types as 'most valuable' was higher than the 4% for digital skills training.

What priority is given by institutions to digital skills training?

The proportions of institutions reporting that they supplied digital training to their staff in the past year was 68%.

This proportion was fifth-highest of the proportions of institutions reporting that they supplied training of various types (from a list of around 20 different types of training).

Overall, 10% of institutions would have liked to supply more training related to digital technologies than they actually supplied. Out of a list of around 20 types of training, this was the third most frequent area of unmet demand behind leadership and management training (13% of institutions) and training in the teaching of Maths and English (12% of institutions).

What is the extent of future demand for digital skills training?

26% of individuals would value training in digital and other new technologies in the next year.

59% of institutions report that they will require training related to digital and other new technologies in the next year.

This last survey finding from the survey of individuals was confirmed by respondents in

CHAPTER 1

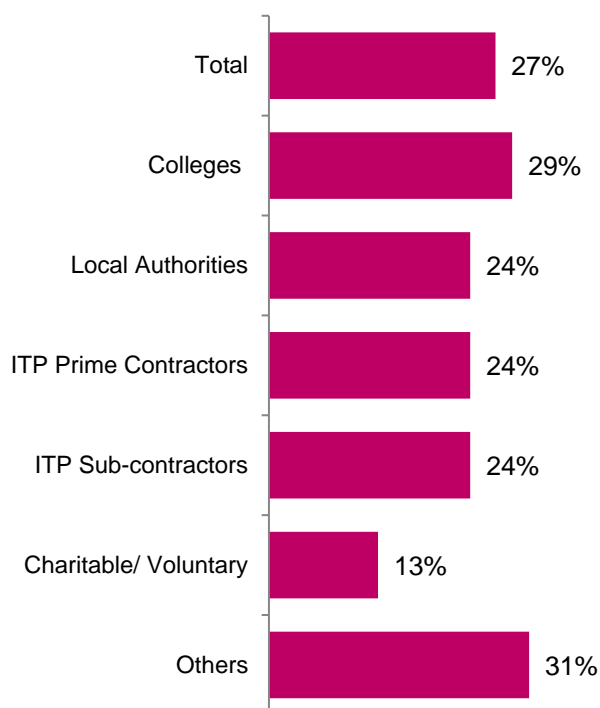
Introduction

A substantial survey-based research study undertaken on behalf of the Education and Training Foundation (ETF) has examined the training needs of managers and staff of the post-16 Further Education (FE) sector in England. This study involved 481 structured telephone interviews and 50 in-

Figure 1: Individuals who undertook training in digital and other new technologies in a teaching or classroom setting in the past academic year

Sample base: Total (2184)

Figure 2: Individuals who undertook training in digital and other new technologies in a teaching or classroom setting in the past academic year and the provider type they work for



Sample base: Total (2184), Colleges (1022), Local Authorities (479), ITP Prime Contractors (193), ITP Sub-contractors (67), Charitable/Voluntary (106), Others (126).

Q14. Thinking about the training and development you have undertaken in the past academic year, did any of it have the following aims?

Virtually all those who trained had undertaken more than one from of training. As noted earlier, training in digital skills was frequently one of these types.

However, when asked to identify the single most valuable type of training they had undertaken, only 4% said digital skills training had been most valuable. From a list of around 28 types of training identified as 'most valuable', this placed digital skills behind 8 other types, the list being headed by 'other teaching or classroom competences' (12% saying 'most valuable'), Prevent training (10%), safeguarding training (8%), mental health training (7%) and leadership and management training (7%).

However, the 4% proportion for the whole workforce was a little higher amongst those working in Sixth Form Colleges (9%), amongst teachers and lecturers (6%) and amongst those working in the subject areas of arts, media, and publishing (8%) and ICT (6%).

What priority is given by institutions to digital skills training?

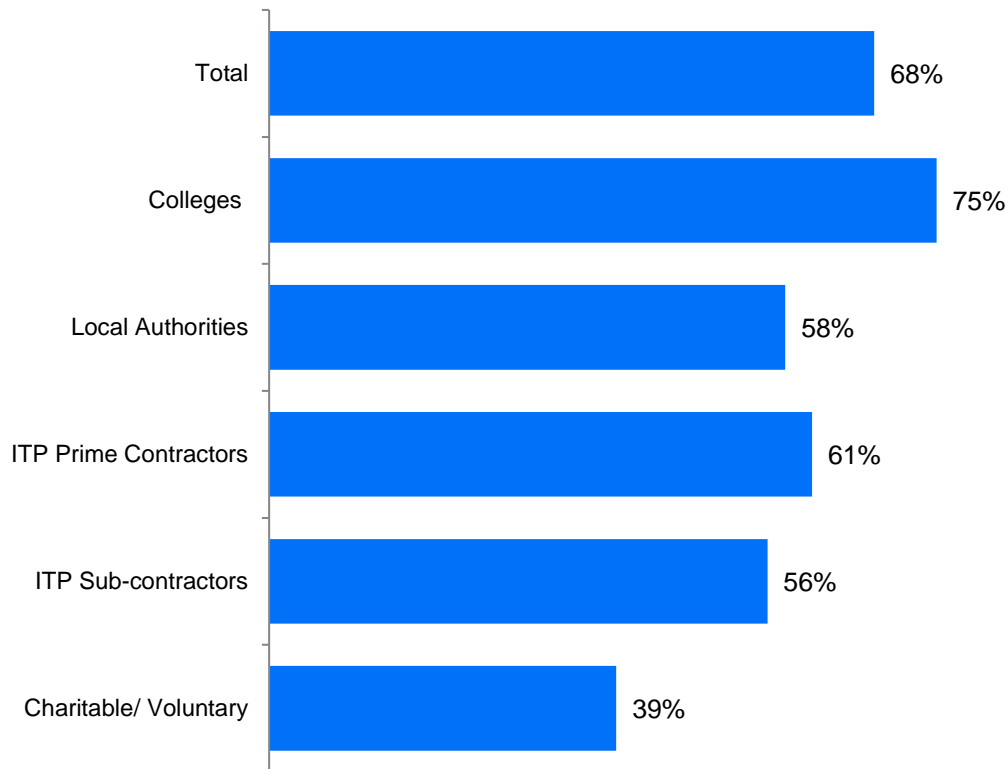
Data from the survey of institutions (see Figure 3 following) shows that a substantial proportion, 68%, provided training to develop competencies in the use of digital and other new technologies.

Excluding mandatory training, this 68% figure places digital technology training in fifth place in the types of training supplied by institutions, exceeded only by training in subject knowledge

(85%), in leadership and management (85%), in the teaching of maths and English (74%), and in other teaching or classroom competencies (69%).

Figure 3 also shows that colleges provided training in digital technologies more frequently than other types of institutions and, again that this training was relatively infrequent in charitable and voluntary institutions.

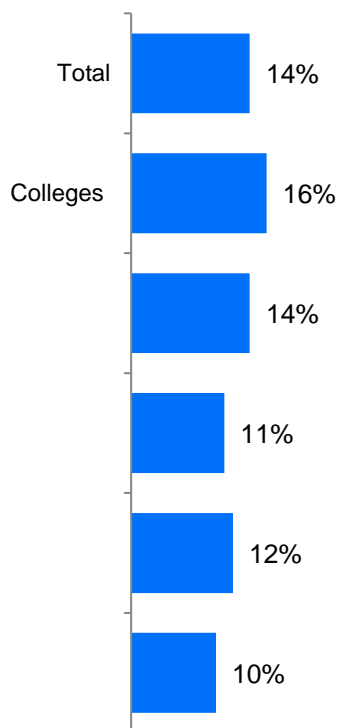
Figure 3: Proportion of institutions that have sought to develop competencies in the area of use of digital and other new technologies in teaching programmes



Sample base: Total (473), Colleges (107), Local Authorities (43), ITP Prime Contractors (119), ITP Sub-contractors (89), Charitable/Voluntary (62).
Q11, Q11a, Q11b, Q13. Which types of improved competence or areas of knowledge has your training and development sought to enhance or develop in the past academic year?

Those institutions which said that all their training needs had not been met in the past year (around 78% of all institutions) were asked which forms of training they would have liked to see more of. Around a seventh of these (14% or 10% of all institutions) would have liked to see more training related to digital technologies (see Figure 4 following). This was the third most frequent area of unmet demand, behind that for training in leadership and management skills (18% or 13% of all institutions) and in the teaching of maths and English (16% or 12% of all institutions).

Figure 4: Institutions that would like to have seen more training and development in use of digital and other new technologies in teaching programmes



Sample base: Total (347), Colleges (77), Local Authorities (36), ITP Prime Contractors (88), ITP Sub-contractors (61), Charitable/Voluntary (49).

Q34. Which forms of training and development would you like to have seen more of? Please think about the competencies that we talked about earlier.

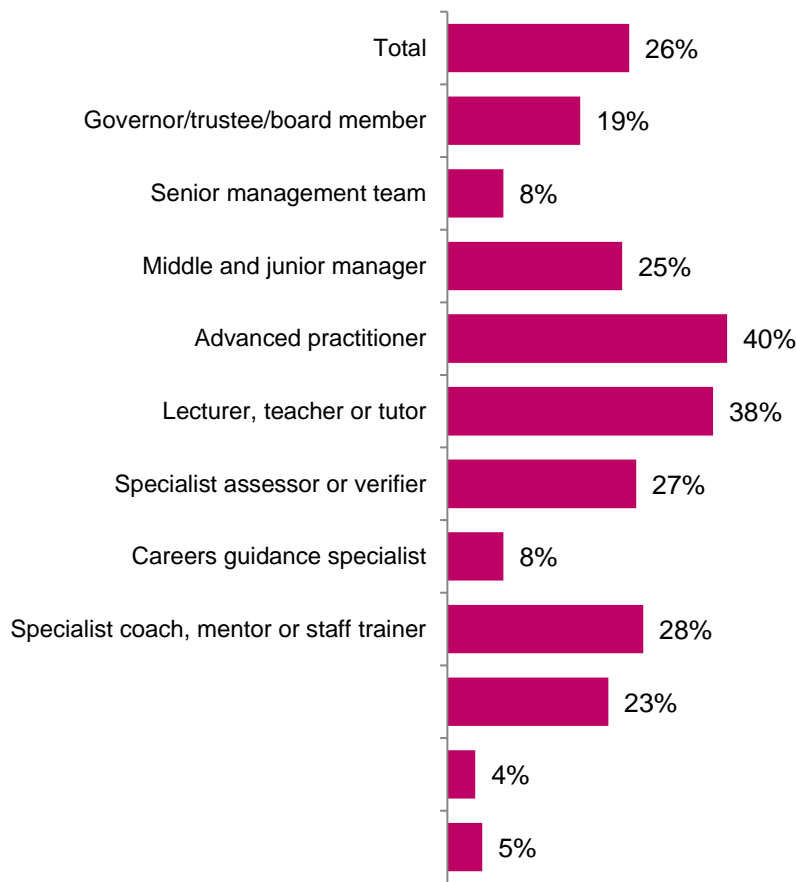
What is the extent of future demand for digital skills training?

A quarter of individuals (26%) would value training in digital and other new technologies in the next year (see Figure 5 following).

This was the third most frequent area of demand behind that only for training in leadership and management (33%) and in other teaching and classroom competencies (27%).

Figure 5 also shows that demand is particularly high amongst advanced practitioners and teachers or equivalent.

Figure 5: Individuals who think that it would be of value to undertake training in using digital and other new technologies in a teaching or classroom setting in the next year



Sample base: Total (1594), Governor/trustee/board member (24), Senior management team (194), Middle and junior manager (346). Advanced practitioner (61), Lecturer, teacher or tutor (525), Specialist assessor or verifier (142), Careers guidance specialist (14), Specialist coach, mentor or staff trainer (43), Teaching, learning or classroom assistant (75), Support worker – administrative/clerical (86), Support worker – maintenance, security, catering or cleaning (20).

Q29. What forms of training or development would that be?

Figure 6 (following) shows that this demand is fairly evenly spread across all types of institution.

Figure 7: Institutions that will require training in the use of digital and other new
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