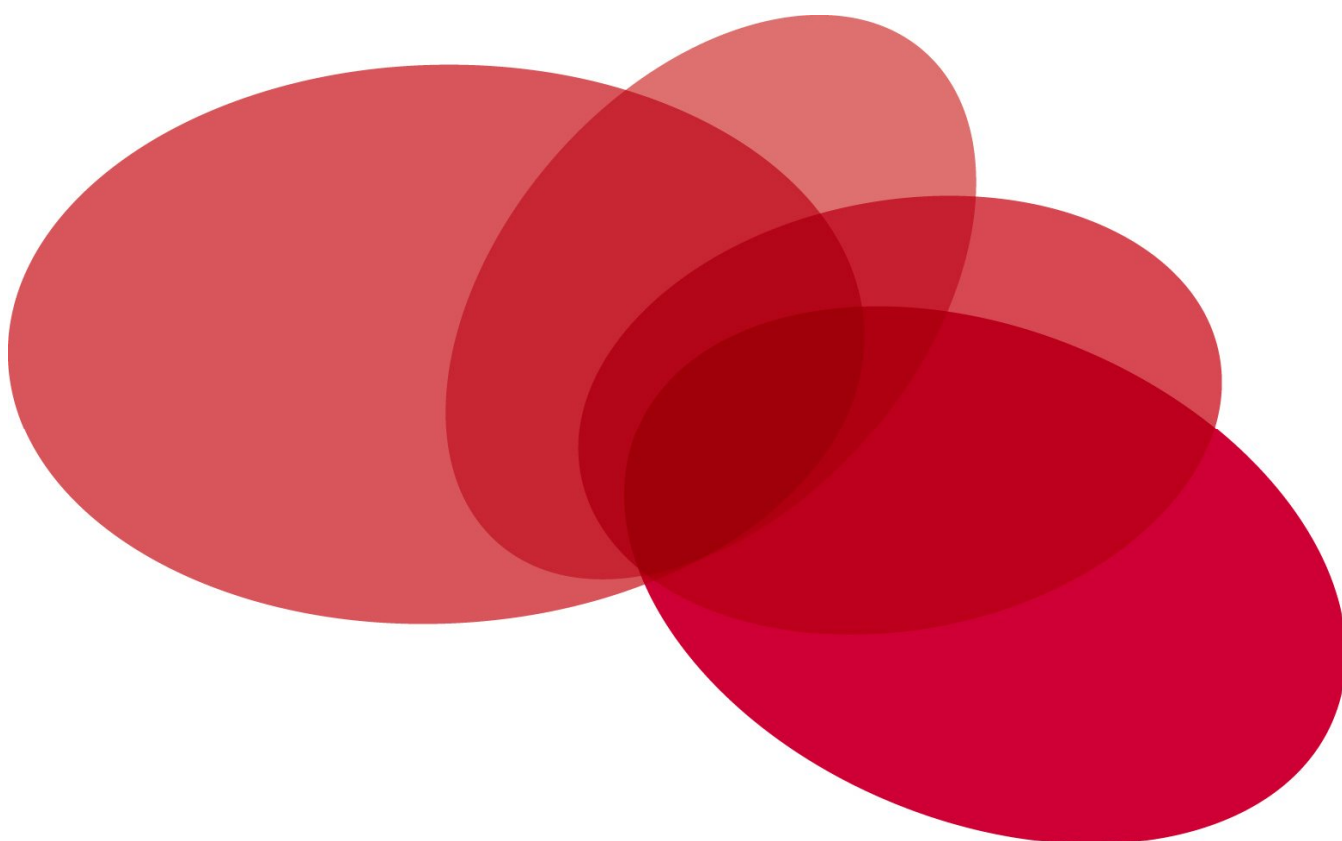




Skills for Learning Professionals

# PROFILE OF THE WORK-BASED LEARNING WORKFORCE IN SCOTLAND 2008



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# TABLE OF CONTENTS

<b>EXECUTIVE SUMMARY.....</b>	<b>3</b>
<b>CUNNTAS-GNÌOMHA .....</b>	<b>6</b>
<b>1. BACKGROUND .....</b>	<b>9</b>
<b>2. INTRODUCTION.....</b>	<b>10</b>
<b>3. METHODOLOGY.....</b>	<b>11</b>
3.1 Data Collection tool .....	11
3.2 Contacting providers of work-based learning .....	11
<b>4. SCOPE OF STUDY.....</b>	<b>12</b>
<b>5. SURVEY RESPONSE.....</b>	<b>13</b>
5.1 Overall Response rate .....	13
5.2 Response by type of provider .....	13
<b>6. WORKFORCE PROFILE .....</b>	<b>15</b>
6.1 Paid and Voluntary Staff.....	15
6.2 Gender Profile .....	17
6.3 Mode of employment and gender profile .....	19
6.4 Age and gender profile.....	20
6.5 Ethnicity .....	22
6.6 Occupation roles.....	24
6.7 Disability.....	27
6.7.1 Disability and mode of employment.....	29
6.7.2 Disability and level of employment .....	29
6.8 Qualifications.....	31
6.8.1 Organisational responses .....	31
6.8.2 Sole-operator responses.....	32
<b>7. KEY FINDINGS.....</b>	<b>34</b>
<b>8. IMPLICATIONS FOR THE WORK-BASED LEARNING WORKFORCE.....</b>	<b>36</b>
<b>9. NEXT STEPS.....</b>	<b>37</b>
<b>REFERENCES.....</b>	<b>38</b>
<b>APPENDICIES.....</b>	<b>39</b>
APPENDIX 1: Online survey methodology .....	39
APPENDIX 2: Analysis of response .....	41
APPENDIX 3: Ethnicity breakdown of the work-based learning workforce.....	43
APPENDIX 4: Qualifications numbers in each occupational role. ....	44
Acknowledgments.....	45

# EXECUTIVE SUMMARY

The Sector Skills Agreement undertaken by LLUK with the lifelong learning sector identified a gap in information about the learning professionals providing **work-based learning** in Scotland as well as other parts of the UK.

In order to fill this data gap, in January and February 2008 LLUK conducted a research project to collect profiling information about the work-based learning workforce in Scotland, both at an organisational level and from self-employed sole-operators. This was undertaken using an online questionnaire that was distributed through partnership organisations and mailing lists to which training organisations and trainers are known to subscribe.

The purpose of this research was to investigate the profile of the work-based learning workforce in Scotland. Since work-based training providers are found across the whole workforce, including those covered by other Sector Skills Councils, efforts were made to collect responses from individuals and organisations that also fall within the scope of other SSCs. Efforts were also made to determine whether or not organisations and individuals providing training within Scotland were actually based in Scotland.

Responses were received from 165 respondents overall. 115 responses were from organisations, with 50 respondents completing the sole-operator survey. The main findings of the LLUK Scottish work-based learning workforce survey are described below:

- The highest response to the work-based learning workforce survey was received from the private sector.
- The total number of staff working in the sample that responded to the LLUK Scottish work-based learning survey was 9100. 45% of the workforce is composed of volunteers, with 12% of volunteers recorded working outside of the voluntary sector. 8980 of this total were based in Scotland.
- Approximately 59% of the work-based learning workforce is female.
- 28% of the Scottish work-based learning workforce is employed in a part time capacity.
- At an organisational level 39% of the work-based learning workforce in Scotland is aged over 45, with 31% of the workforce being younger than 35. Sole-operators

who responded to the survey have an older age profile, with 32 out of 37 respondents being over the age of 45.

- White- Scottish and White- Irish ethnic groups are under-represented when compared to 2001 Scottish census data, as are most visible ethnic minority groups. White- British, White- Other, Asian- Indian, Black- African and Mixed groups are over-represented.
- The majority of the Scottish work-based learning workforce works in delivery role, defined in the survey as Trainers (36%).
- Administrative / Secretarial staff make up 32% of the total workforce, with Directorial or Managerial roles totalling 9%.
- Between 1.3% and 3.9% of staff were identified as having a disability or learning difficulty in this study, which is lower than expected for the Lifelong Learning Sector and the Scottish population as a whole. This is probably a result of low reporting of disability / learning difficulties.
- More than 50% of the Scottish workforce who responded to the survey is qualified to S/NVQ Level 3 (SCQF Level 6). More than 50% of the Trainers hold this level qualification, and more than 30% hold a degree or degree level qualification (SCQF Level 9-10) as their highest qualification. More than 45% of the Directors hold a higher degree level qualification (SCQF Level 11-12).

Of particular relevance to the professional development of the workforce in this part of the lifelong learning sector is the high proportion of voluntary staff and part time female staff. Time available for the training of these two groups is likely to be limited and therefore any arrangements for training programs would need to take this into account.

There are several key next steps in relation to this study:

Firstly, the research has identified issues about the collection of profiling data from voluntary staff in the work-based learning sector. Since volunteers make up such a large proportion of the workforce it is important to collect this information. This may be achieved by encouraging work-based learning providers to maintain these records themselves.

Secondly, whilst the response rate for some types of provider was good, the response rate from Further Education and Higher Education providers was relatively low. Further research needs to be conducted into these areas, potentially using different methods for promoting the survey to reach these specific sectors. The language of the survey would potentially need to be re-worked to account for the different occupational breakdown of these specific workforces.

Thirdly, LLUK intends to conduct a skills needs survey in the future, which will identify the skills requirements within the work-based learning sector. This will enable LLUK to provide appropriate workforce planning information to employers in the sector.

Feedback from respondents indicated that further investigation and clarification of the qualifications available to Trainers is required. Feedback suggested that gaps exist and that the qualifications available may not fulfil requirements. Almost all the sole-operators stated that their work experience was more important than, or as important as, their qualifications with regard to their profession.

## CUNNTAS-GNÌOMHA

Fo Aonta Sgilean na Roinne a ghabh LLUK os làimh còmhla ri roinn an Ionnsachaidh-Fad-beatha, chunnacas gun robh beàrn san fhiosrachadh mun luchd-dreuchdail a bha a' solarachadh **ionnsachadh obair-stèidhte** ann an Alba is àitean eile san Rìoghachd Aonaichte.

Gus am beàrn seo san dàta a lìonadh, rinn LLUK pròiseact rannsachaidh san Fhaoilleach agus sa Ghearran 2008 airson fiosrachadh a thional mu ìomhaigh ionnsachadh obair-stèidhte ann an Alba, an dà chuid aig ìre rianachd agus luchd-obrach a bha ag obair leotha fhèin air an ceann fhèin. Chaidh seo a ghabhail os làimh le ceisteachan air loidhne a chaidh a sgaoileadh tro bhuidhean compàirteachaidh agus na liostaichean sheòlaidhean aig buidhnean trèanaidh is luchd-trèanaidh.

B' e amas an rannsachaidh ìomhaigh an luchd-obrach ann an ionnsachadh obair-stèidhte ann an Alba a rannsachadh. Seach gu bheil luchd-solarachaidh trèanaidh airson ionnsachadh obair-stèidhte am measg an luchd-obrach gu lèir, chaidh iarraidh air an fheadhainn, a bh' air an còmhach le Comhairlean Sgilean Roinne eile, freagairtean a thional bho bhuidhnean is dhaoine fa leth a tha cuideachd ann an raointean SSC eile. Chaidh oidhirpeachadh air faighinn a-mach co-dhiù bha, no nach robh, buidhnean is daoine fa leth a bha a' tabhann trèanadh ann an Alba stèidhte ann an Alba.

Fhuaradh 165 freagairt gu lèir. Bha 115 freagairt bho bhuidhnean, le 50 freagairt san sgrùdadh air daoine air an ceann fhèin. Tha iomradh gu h-ìosal air prìomh thoradh rannsachadh LLUK mu luchd-obrach obair-stèidhte na h-Alba:

- Fhuaradh am freagairt a bu mhotha air ionnsachadh obair-stèidhte on roinn phrìobhaidich.
- B' e 9100 an àireamh iomlan de luchd-obrach san t-sampall a thug freagairt do rannsachadh LLUK air ionnsachadh obair-stèidhte na h-Alba. Bha 45% dhen luchd-obrach saor-thoileach, le 12% dhen luchd-obrach shaor-thoileach air an clàradh taobh a-muigh an raoin shaor-thoilich. Bha 8980 dhen iomlan stèidhte ann an Alba.
- Tha mu 59% dhen luchd-obrach ann an ionnsachadh obair-stèidhte nam boireannaich.

- Tha 28% dhen luchd-obrach ann an ionnsachadh obair-stèidhte ag obair pàirt-ùine.
- Aig ìre rianachd, tha 39% dhen luchd-obrach ann an ionnsachadh obair-stèidhte ann an Alba nas sine na 45, agus 31% dhen luchd-obrach fo 35. Tha ìomhaigh an luchd-obrach leotha fhèin, a fhreagair an rannsachadh, caran nas sine, le 32 à 37 dhiubh nas sine na 45.
- Chan eil daoine geala à Alba no daoine geala à Èirinn a' nochdadh cho tric nuair a choimeasar iad ri dàta cunntas-sluaigh na h-Alba ann an 2001 's a tha aig na mion-bhuidhnean nas fhollaisiche. Tha buidhnean Geal-Breatannach, Geal, Àisianach, Innseanach, Dubh, Afraganach agus Measgaichte a' nochdadh uabhasach tric.
- Tha a' mhòr-chuid den luchd-obrach ann an ionnsachadh obair-stèidhte ag obair air lìbhrigeadh, air a mhìneachadh san rannsachadh mar Luchd-trèanaidh (36%).
- Tha 32% nan Luchd-rianachd / Clèireachd, agus 9% ann an obair Stiùiridh no Riaghlaidh.
- San rannsachadh seo, bha eadar 1.3% agus 3.9% dhen luchd-obrach le ciorram no duilghdeadas ionnsachaidh. Tha sin nas lugha na bhiodh duine an dùil san Roinn Ionnsachadh fad-beatha agus mar phàirt de shluagh na h-Alba gu lèir. 'S iongantach mura bheil seo air sgàth 's nach eil ciorram / duilgheadasan ionnsachaidh air an clàradh mar bu chòir.
- Bha còrr is 50% de luchd-obrach na h-Alba a ghabh pàirt san rannsachadh le teisteanas S/NVQ ìre 3 (SCQF ìre 6). Tha an teisteanas seo aig còrr is 50% dhen Luchd-trèanaidh, agus tha ceum, no teisteanas aig ìre ceum, (SCQF ìre 9-10) aig còrr is 30% mar an teisteanas as àirde. Bha ceum nas àirde, (SCQF ìre 11-12) aig dhe na Stiùirichean.

Tha àireamh mhòr de luchd-obrach saor-thoileach agus boireannaich a tha ag obair pàirt-ùine a' bualadh gu mòr air leasachadh dreuchdail an luchd-obrach. Tha e buailteach nach bi mòran ùine ann airson trèanadh a dhèanamh còmhla ris an dà bhuidheann seo. Mar sin, dh'fheumadh prògraman trèanaidh a chuirte air dòigh a bhith seo a ghabhail a-steach.

Ta iomadh prìomh cheum ri ghabhail co-cheangailte ris an rannsachadh seo.

Sa chiad àite, thog an rannsachadh ceistean co-cheangailte ri bhith a' tionail dàta mu ìomhaigh luchd-obrach saor-thoileach ann an roinn an ionnsachaidh obair-stèidhte. Seach gu bheil àireamh mhòr dhen luchd-obrach saor-thoileach, tha e cudromach am fiosrachadh seo a thionail. Faodar seo a dhèanamh le bhith a' brosnachadh luchd-solarachaidh gu bhith a' cumail suas an fhosrachaidh seo iad fhèin.

San dara àite, ged a fhuaradh cuid mhath de fhreagairtean bho chuid de luchd-solarachaidh, bha na fhuaradh bho luchd-solarachaidh Foghlam aig Àrd Ìre agus an Treas Ìre caran ìosal. Feumar barrachd rannsachaidh a dhèanamh sn raointean sin, 's dòcha a' cleachdadh dhòighean eadar-dhealaichte airson an rannsachadh fhollaiseachadh gus ruighinn air na roinnean sònraichte sin. Dh'fhaodadh gum feumaist an cànan san rannsachadh atharrachadh airson a bhith mothachail air gach seòrsa obair am measg an luchd-obrach sin.

San treas àite, tha LLUK am beachd rannsachadh a dhèanamh air feumalachdan sgilean san àm ri teachd, agus comharraichidh seo na sgilean air a bheil feum ann an roinn an ionnsachaidh obair-stèidhte. Leigidh seo le LLUK fiosrachadh planaidh iomchaidh mu luchd-obrach a thoirt do luchd-fastaidh san roinn seo.

Nochd fiosrais bho na fhreagair gu bheil feum air barrachd rannsachaidh agus soillearachaidh mu na teisteanasan a dh'fhaodas Luchd-trèanaidh fhaighinn. Chaidh a ràdh gu bheil beàrn ann agus gur dòcha nach eil na teisteanasan a' coileanadh na tha dhìth. Cha mhòr nach tuit a h-uile duine a bha air a cheann fhèin gun robh eòlas obrach na bu chudromaiche dhaibh, no cho cudromach, na teisteanasan.

# 1. BACKGROUND

Lifelong Learning UK (LLUK) is the Sector Skills Council (SSC) responsible for representing the professional development needs of all those working in the lifelong learning sector encompassing community learning and development; further education; higher education; libraries, archives and information services; and work-based learning constituencies. Like other SSCs, in 2006/07 LLUK undertook a Sector Skills Agreement (SSA), a process that has been developed to encourage collaborative working between SSCs, employers, stakeholders, the Government and other partner organisations in order to deliver an agreed action plan to meet the priority skills needs of the sector, now and in the future.

Stage 1 of the SSA, the Skills Needs Assessment (Lifelong Learning UK, 2007) involved a detailed data scoping exercise of secondary data sources, with the aim of determining the workforce profile within individual LLUK constituencies and UK home countries. As a result, certain constituency-specific data gaps were identified in the sources of data available on workforce profiles; one of which was data on the providers of work-based learning across the UK. This report will investigate the findings of a survey conducted to improve understanding of the profile of the work-based learning workforce in Scotland.

This primary data collection activity also aligns with the Scottish Government's requirement of SSC's (defined in Skills for Scotland – A Lifelong Skills Strategy<sup>1</sup>) to deliver sectoral labour market Information that is trusted, well used and fits with the national information supplied by Futureskills Scotland.

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<sup>1</sup> Scottish Government (2007) *Skills for Scotland, A Lifelong Learning Strategy*.

<http://www.scotland.gov.uk/Resource/Doc/197204/0052752.pdf>

## 2. INTRODUCTION

LLUK undertook a survey in January 2008 to obtain profile information about the work-based learning workforce in Scotland. This research provides information that will help LLUK better understand the workforce and enable employers to better manage their workforce planning and development within the work-based learning sector in Scotland.

Similar studies have been conducted or are being planned in the other home nations. In England, data on work-based learning providers is obtained through the Further Education sector workforce data collection process and in Northern Ireland a sample survey was conducted in December 2007. Research is still to be carried out in Wales. With time LLUK will build better understanding of the work-based learning sector across the UK.

This survey report provides key results from the Scottish work-based learning workforce survey, conducted in January 2008. It includes information on:

- paid and voluntary staff
- age
- mode of employment
- gender
- ethnicity
- disability
- occupational roles
- qualifications

### 3. METHODOLOGY

The following is a brief outline of the methodology adopted for the work-based learning workforce survey.

#### 3.1 Data Collection tool

Online survey software was used to collect data about staff working in the work-based learning sector in Scotland in January and February 2008. The questionnaire<sup>2</sup> was developed and tested by representatives from LLUK and a selection of work-based learning providers in Scotland, to ensure suitability for the constituency.

Data collection was conducted in two ways. Firstly at an overall organisational level, an individual in staff development or human resources (where appropriate) was asked to provide staff profile information. The second was an individual questionnaire, which was used by sole-operators.

Further information about the online questionnaire methodology can be found in Appendix 1.

#### 3.2 Contacting providers of work-based learning

It was decided that the most appropriate method for eliciting responses to the survey from Scottish work-based learning providers was to undertake promotional activities through partner organisations, making use of mailing lists to distribute the link to the online questionnaire. The following organisations were engaged with:

- Scottish Training Federation
- Scottish Council for Voluntary Organisations
- Highlands and Islands Community Capacity Partnership
- Scottish Trades Union Congress Skills & Lifelong Learning Team
- Association of Quality Assured Trainers
- Scottish Qualifications Authority
- learndirect Scotland
- Scottish Chambers of Commerce
- Scottish Enterprise
- Trainerbase

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<sup>2</sup> The offline (PDF) version of the final questionnaire can be accessed here:

<http://www.lluk.org/3375.htm>

- City and Guilds
- Oxford Cambridge and RSA Examinations
- Learning Connections

These organisations were asked to email membership or partnership lists with a link to the LLUK surveys website where further instructions and a link to the survey were available. Announcements about the survey were also made by several of these organisations through e-bulletins or news letters.

## 4. SCOPE OF STUDY

- a. The initial scope of this project was to collect data on work-based learning providers working in Scotland.
- b. Data was also collected on some organisations who provide work-based learning in Scotland but are based elsewhere.
- c. Some work-based learning providers who do not provide training in Scotland contacted LLUK. These organisations were not asked to complete the survey.

## 5. SURVEY RESPONSE

### 5.1 Overall Response rate

Response rate based on receipt of the survey is difficult to calculate since the methods used to distribute the survey relied upon indirect use of third party mailing lists (see above). Estimations of the overall response from the sector can be calculated based upon estimates of the number of work-based learning providers in Scotland. Such an estimate has been produced by the Scottish Training Federation in consultation with training providers, awarding bodies and public sector bodies such as Scottish Enterprise. This estimate (previously quoted in LLUK's Sector Skills Agreement publications) is 70-75,000 individuals.

115 respondents completed the organisational level survey and 50 respondents completed the sole-operator survey. Data was provided on between 3933 and 6259 individuals (this is because where some questions were not answered information is available for fewer individuals). The upper and lower estimates of percentages from these ranges are 5.2% to 8.9% of the estimated workforce.

### 5.2 Response by type of provider

The classification of the type of organisation was an important part of this study. This information was required for all providers participating in the workforce survey in order to (1) identify sole-operators and route them to the appropriate questionnaire and (2) allow the breakdown of the workforce profile by type of provider. To achieve this, however, a suitable breakdown of the work-based learning sector was needed. The breakdown was primarily designed to determine the funding and / or the background of the organisation, so providers were asked to choose one answer from the drop-down list in Question 1 to best describe their organisation. The results of this are shown in Table 5-1

**Table 5-1 Type of organisations that responded to the Scottish work-based learning workforce survey 2008**

	Count	Per cent N = 165
Private sector	59	36
Public sector	16	10
Further Education	8	5
Higher Education	2	1
Charitable/Voluntary	22	13
Sole-operator	50	30
Other	8	5
Total	165	100

*Thirteen respondents classified themselves as “Other type of provider of work-based learning”, and four classified themselves as “Health Service”. Upon examination of the free text data, ten of the “Other” responses were reassigned into categories above, and the final breakdown was three “Other” and five “Health Service”. These are combined as “Other” in Table 5-2.*

The highest response rate of 36% of the overall response was from **private sector organisations** providing work-based learning. Just under half of these stated that their organisations provided **solely** work-based learning. The second highest response rate was from **sole-operators**, with 30% of the total response. **Public sector** providers of work-based learning accounted for 8% of the respondents, with just over a third of these providing **solely** work-based learning. **Charitable or voluntary organisations** providing work-based learning accounted for 13% of the respondents. The overall response is explored in more detail in Appendix 2.

It has not been possible to estimate response rates by organisational type without accurate figures for the number of providers of work-based learning in each category.

## 6. WORKFORCE PROFILE

This section of the report provides the findings of the work-based learning survey in Scotland. It is necessary to make a few notes relating to the data, analysis and presentation of results before proceeding to the next part of the report.

- a) Two specific numbers denoted by 'N' and 'n' are shown alongside most graphs and tables in the remainder of this report.
  - i) **N = number of employers that responded to a particular question**
  - ii) **n = number of staff identified by employers for a particular question**
- i) These numbers will vary between questions because respondents did not always answer every question. The latter (n) may also vary because profiling information was not always given about **all** staff. For example, in some cases, work-based learning providers were able to give data on paid staff with less information available on voluntary staff.
- b) The possibility of double-counting cannot be dismissed because paid and in particular voluntary staff could have been working for more than one of the work-based learning providers that responded to the LLUK workforce survey, and so may have been included more than once. There is also a potential for double counting with the occupational roles data, since inadequate provision was made for staff employed in multiple roles. Some respondents included single members of staff several times for some questions. The numbers involved are sufficiently low that there is not a significant effect on the final analysis.
- c) The term 'paid workforce' will be used to refer to the paid staff included in the LLUK survey. The term 'total workforce' will be used to refer to the total number of paid and voluntary staff.
- d) Other notes applicable to a particular question will be made where necessary.

### 6.1 Paid and Voluntary Staff

Employers that participated in the LLUK survey were asked to provide the number of paid and voluntary staff involved in the provision of work-based learning in their organisations. The survey revealed a large number of volunteers working in the sector, which emphasises the importance of voluntary staff in work-based learning. The total numbers of volunteers is based on numbers provided and some estimates. In the case of the estimates, the median value of the range specified by the

respondent has been used in the total. Table 6-1 shows the breakdown of paid and voluntary staff as indicated by respondents to the work-based learning workforce survey.

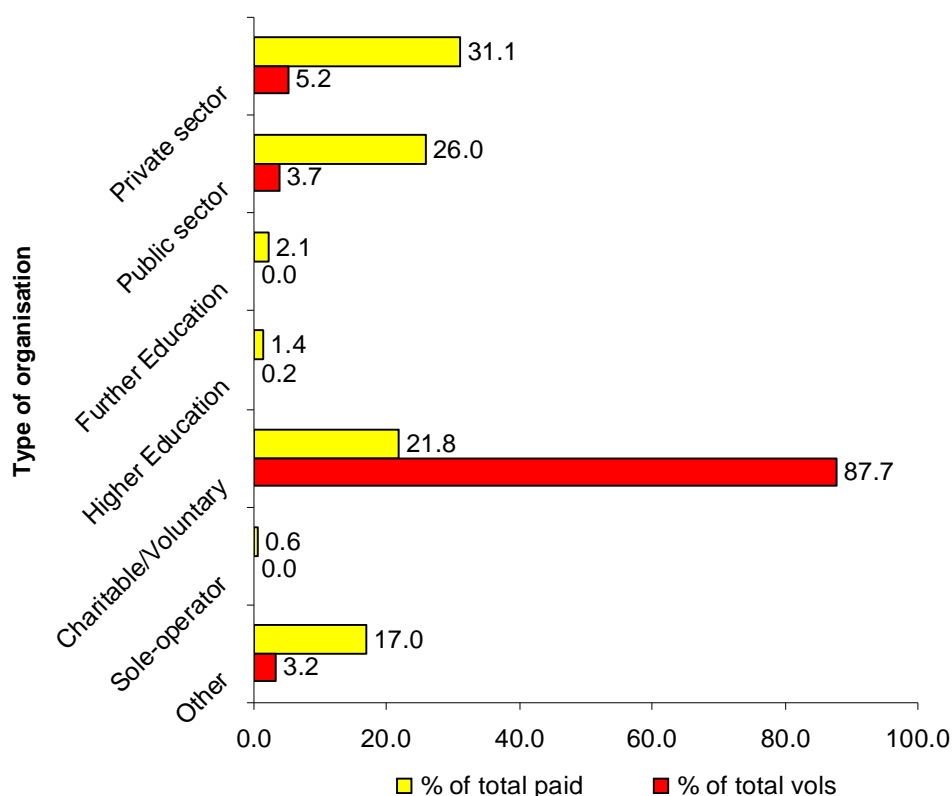
The **total number of paid and voluntary staff** identified in this survey was **9100**. Based on a postcode analysis of respondents, the **total number of paid and voluntary staff based in Scotland** is **8980**. Organisations and individuals that specified that they operated in particular areas of Scotland but were based outside were included in workforce data, although this group only consisted of six sole-operators. The total number of sole-operators used in the Scotland based sole operator analysis is therefore  $N=37$ .

**Table 6-1 Number of paid and voluntary staff in the work-based learning sector in Scotland**

	<b>Identified in the survey</b>	<b>Based in Scotland</b>
Number of paid staff	5003	4906
	$N = 163$	$N = 135$
Number of voluntary staff	3760	3756
	$N = 150$	$N = 123$
Median of estimates of voluntary staff	337	318
	$N = 4$	$N = 3$
<b>Total workforce</b>	<b>9100</b>	<b>8980</b>

Many respondents did not provide detailed information on their volunteers. If this is because the data was not available then there are important implications for the training of the work-based learning workforce. Occupational roles of the volunteer workforce are not clear from the results of this survey although follow-up questions to selected respondents have identified that some of the volunteers identified are Board Members. Subsequent research will be necessary to establish clearer data for the large number of volunteer staff.

**Figure 6-1 Percentage of paid and voluntary staff by type of organisation in Scottish work-based learning survey (Scotland based respondents)**



- a. Paid staff:  $N = 135$  and  $n = 4906$   
b. Voluntary staff:  $N = 126$  and  $n = 4074$

## 6.2 Gender Profile

This section analyses the gender profile of the work-based learning workforce in Scotland, comparing it to firstly, the mode of employment and secondly the age of the workforce. This allows a comparison between the different responses, with more detailed breakdowns provided in the next two sections. The results were reasonably similar and consistent, with the gender breakdowns shown in Table 6-2.

**Table 6-2 Relative proportions of male and female staff by mode of employment and age (organisational survey)**

	<b>% Female</b>	<b>% Male</b>
<b>By Mode of employment</b>		
Survey response	57	43
Scotland based only	57	43
<b>By Age</b>		
Survey response	61	39
Scotland based only	61	39

This indicates that the gender balance of female to male is around 59% to 41% in the work-based learning workforce in Scotland. These results are roughly similar to the breakdown of the whole lifelong learning sector in Scotland as reported in the Lifelong Learning Scottish Sector Profile, Futureskills Scotland<sup>3</sup>.

**Table 6-3 Relative proportions of male and female staff (sole-operator survey)**

	<b>% Female</b>	<b>% Male</b>
<b>Sole-operators</b>		
Survey response	54	46
Scotland based only	62	38

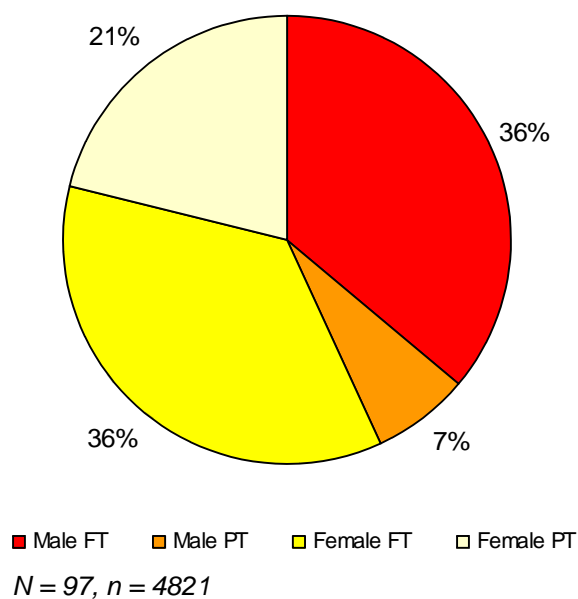
This indicates that the gender balance of male to female within the sole operator sample is also similar to that of the lifelong learning sector as a whole, although there is a slight imbalance in favour of females based in Scotland. It is worth noting that these figures are based on a very small sample (For the whole survey  $N = 50$ , for Scotland only  $N = 37$ ) and should therefore be viewed with caution.

<sup>3</sup> Lifelong Learning Scottish Sector Profile, Futureskills Scotland 2007  
[http://www.futureskillsscotland.org.uk/web/site/home/Reports/IndustrySector/Report\\_Scottish\\_Sector\\_Profile\\_2007\\_Lifelong\\_Learning.asp](http://www.futureskillsscotland.org.uk/web/site/home/Reports/IndustrySector/Report_Scottish_Sector_Profile_2007_Lifelong_Learning.asp)

## 6.3 Mode of employment and gender profile

For the purposes of this report, the mode of employment refers to working full-time or part-time. In the LLUK work-based learning workforce survey, organisations were asked to provide the total number of males and females working full-time and part-time. Figure 6-2 shows the results of gender broken down by mode of employment from Scotland based respondents.

**Figure 6-2 Gender and Mode of employment (Scotland only)**

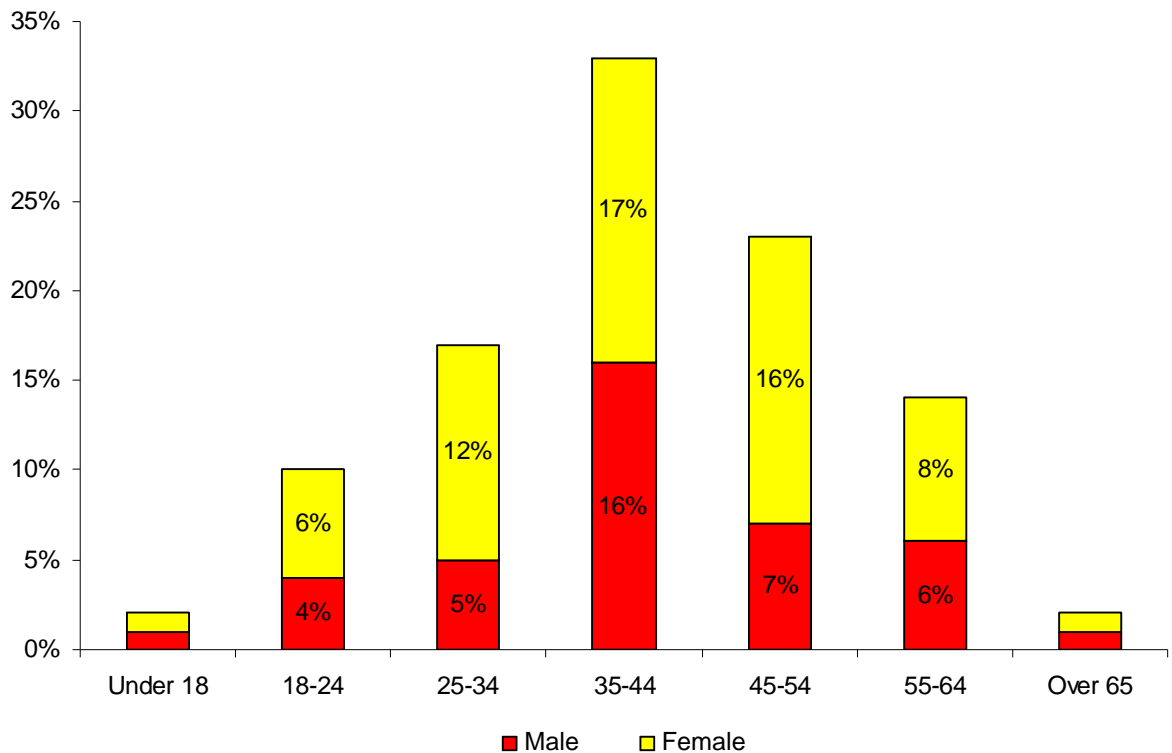


This shows that 28% of staff working in the Scottish work-based learning sector work **part time**, with males and females in full time work showing identical proportions (36%). However many more females work **part time** than males (21% and 7% respectively). Results from all survey data and Scotland based respondents only are very similar, with 37% and 20% of female workers employed full time and part time respectively. Overall these results differ slightly from published figures for the LLUK sector and Scotland as a whole, with 35% and 31% respectively reported as working part time (Futureskills Scotland 2007).

## 6.4 Age and gender profile

In the LLUK survey, the question on age required respondents to provide the number of staff within specified age groups by gender. The graph below (Figure 6-3) illustrates the age and gender profile of the work-based learning workforce.

**Figure 6-3 Gender and age profile (Organisational responses)**



*N=85 and n=2919. For clarity, percentages lower than 2% are not labelled (For Under 18 and Over 65, Male and Female the results were 1% in each category)*

From the graph above, it can be seen that 62% of individuals for whom data was provided were under the age of 45. This is very similar to the reported figure of 64% for the Scottish workforce as a whole, but younger than the LLUK sector figure of 51% below the age of 45 (Futureskills Scotland 2007).

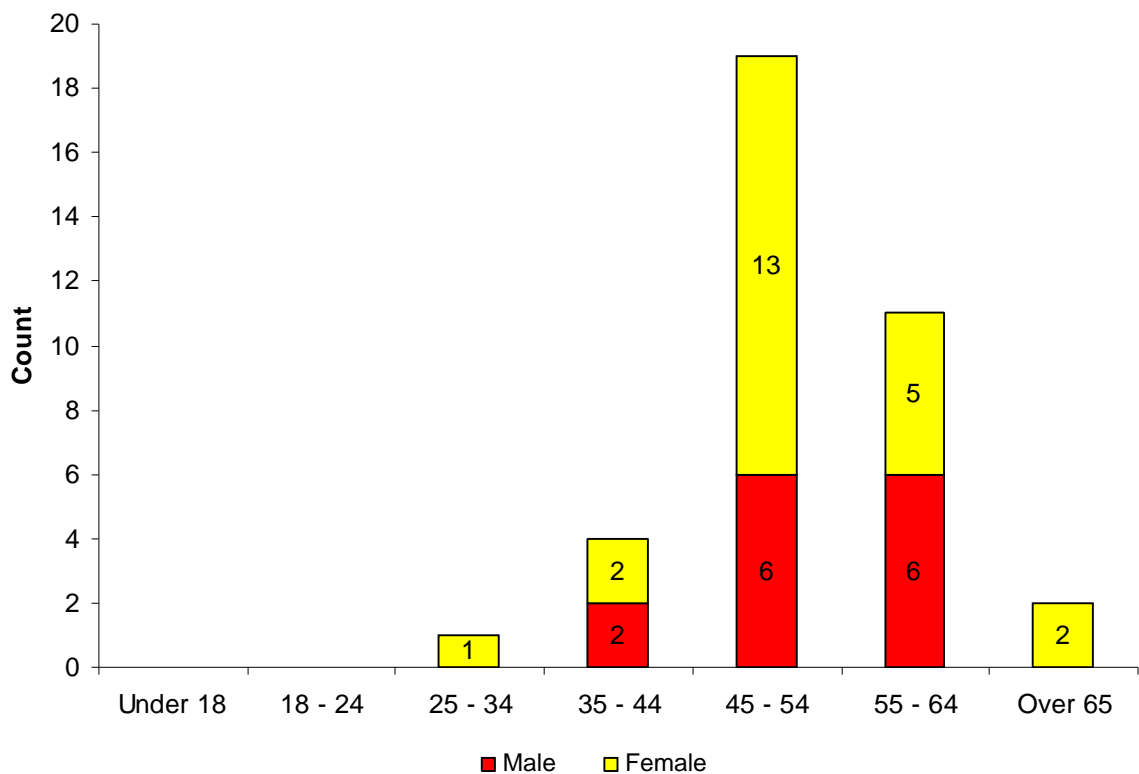
The greatest number of staff was recorded in the 35-44 age category (33%). 10% of the workforce was recorded as under 25. In the age categories 25-34 and 45-54 there was a significant gender imbalance with 70% females. The gender balance is

approximately 50% in the remaining groupings. It is not possible to say from this data why these two categories have low numbers of males.

It is worth noting that of respondents who answered this question, some respondents answered “Unknown” for all individuals. This data results in the percentage of total individuals recorded as “Unknown” being 17% of the sample ( $N = 90$ ,  $n = 3523$ ). Of these unknowns, 67.3% are female.

Figure 6-4 shows a similar breakdown of the data supplied by the sole-operators in Scotland. The age profile here reflects an older workforce, with 32 out of 37 (86%) of the respondents over the age of 45.

**Figure 6-4 Gender and age profile (Scotland based sole-operators)**



*N=37 and n=37. For clarity, this graph is displayed using counts rather than percentages, because the sample is very small.*

## 6.5 Ethnicity

The number of staff from different ethnic backgrounds was also obtained in the LLUK survey. This information and a comparison with the 2001 Scotland census data has been presented in Table 6-4. A more detailed breakdown can be found in Appendix 3.

**Table 6-4 Ethnicity of the Scottish population and staff in the Scottish work-based learning sector**

	2001 Scottish census data <sup>4</sup>	All survey responses	Scotland only responses (Excluding unknowns)
<b>Asian</b>	1.09%	0.47%	0.76%
<b>Black</b>	0.16%	0.34%	0.17%
<b>Chinese and other</b>	0.51%	0.15%	0.26%
<b>Mixed</b>	0.25%	0.46%	0.92%
<b>White Scottish</b>	88.09%	42.50%	77.06%
<b>White British</b>	7.38%	7.35%	12.60%
<b>White Irish</b>	0.98%	0.38%	0.76%
<b>White other</b>	1.54%	8.33%	7.47%
<b>Ethnicity unknown</b>	-	40.08%	-
<b>Total</b>	100%	100%	100%
		<i>N = 149</i>	<i>N = 126</i>
		<i>n = 3932</i>	<i>n = 3031</i>

*Options such as ‘Unknown’ and ‘Don’t know’ were not given to respondents of the 2001 Census; therefore, the equivalent percentage to ‘Unknown’, which was given as an option in the LLUK survey, is not available for the Census. Discrepancies between the “All survey” and “Scotland only” data above are largely due to the exclusion of the unknowns from the latter.*

<sup>4</sup> Data taken from 2001 population census: [www.ons.gov.uk](http://www.ons.gov.uk)

To clarify the breakdown of the visible ethnic minority groups in the survey response the data was analysed excluding the “White” categories. This analysis is presented in Figure 6-5.

**Figure 6-5 Ethnicity comparison (excluding White and unknown) between Scottish census data and Scotland only survey data**

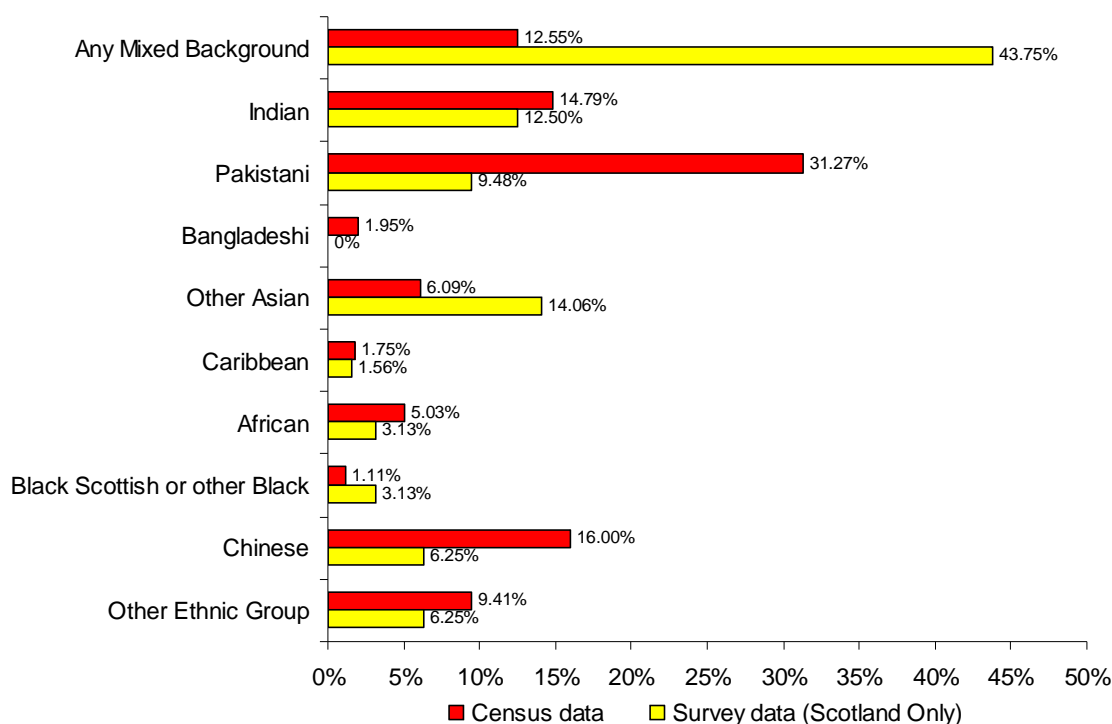


Figure 6-5 shows that individuals of “Black” and “Other Asian” and “Mixed” backgrounds are **over-represented** in the Scottish work-based learning workforce, with an under-representation of the other categories.

The over-representation of the “Mixed” category is potentially due to a mismatch in question between the Scottish census and this survey. For the LLUK survey the “Mixed” category was further divided into subcategories (i.e. Mixed- White and Asian etc), which may have boosted the response.

All comparisons here are based upon the last national Census in 2001, so the data may be somewhat out of date. Immigration to Scotland during this time will have had an effect, although changes in the ethnic make up of Scotland's population will only become evident after the next national Census in 2011.

Another caveat to this data is that whilst the number of respondents answering this question was high the number of individuals upon whom data was provided was low, especially when considering the visible ethnic minority categories.

The option to categorise individuals in the workforce as “unknown” ethnicity was given in the survey, but not in the Scottish census. It is not clear whether organisations who selected this option do not hold ethnicity data on their workforce, or if they simply chose not to provide it.

## 6.6 Occupation roles

This section outlines the numbers of staff involved in providing work-based learning in Scotland who work at specified occupational levels or roles, based on the organisational survey response. The totals are shown in Table 6-5.

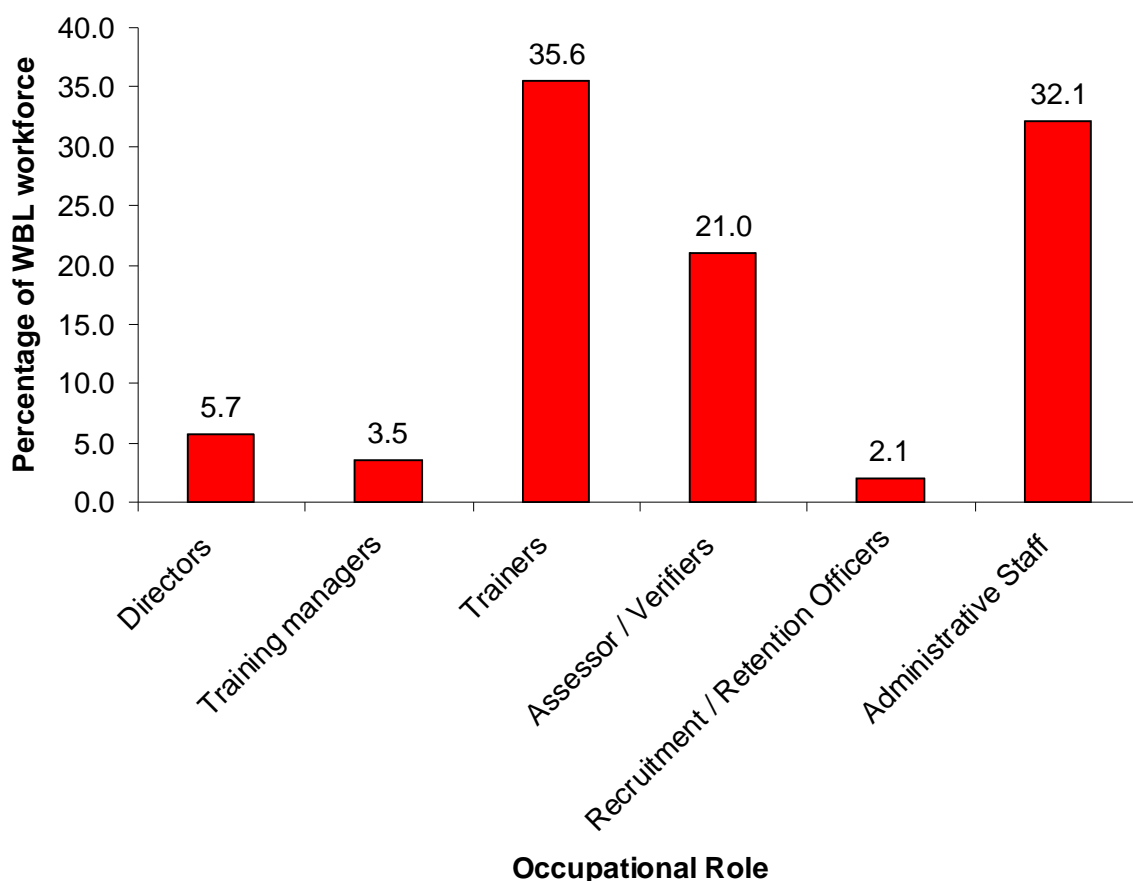
**Table 6-5 Occupational roles of staff in the Scottish work-based learning sector**

Occupational role	Total Number of Staff
Director	229
Training Manager	139
Trainer	1422
Assessor / Verifier	840
Recruitment / Retention Officer	83
Administrative / Secretarial Staff	1283
Manual Staff	4441
All other staff	3978
Total	12415

Several respondents specified very high numbers of “Manual” and “All other” staff who were not previously included in the estimate of paid staff and volunteers that were “involved in the provision of work-based learning” (see Table 6-1). It is likely that these respondents are industrial companies or similar with a very large total staff including a smaller department responsible for training the rest of the workers. To

avoid these larger numbers skewing the data, the first six categories in Table 6-5 can be expressed as shown in Figure 6-6, below:

**Figure 6-6 Percentage occupational roles in the Scottish Work-based learning workforce**



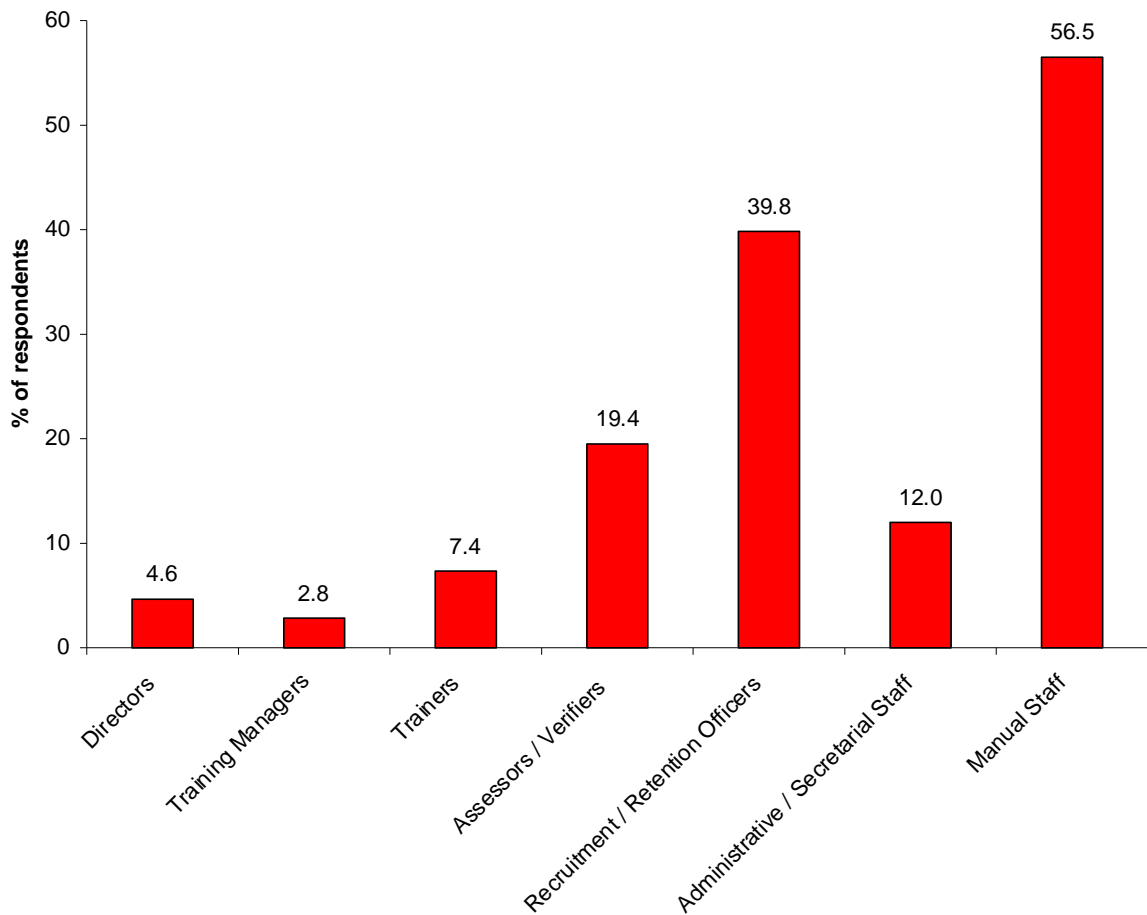
(N=104, n=3996)

Figure 6-6 shows that almost 36% of the Scottish work-based learning workforce are employed in a delivery role as Trainers. Almost as many staff are employed in an Administration / Secretarial role. There are relatively few Recruitment and Retention Officers employed.

These findings are reinforced by the findings of the qualifications analysis. Respondents stated if no-one of the specified occupation was employed at their organisation. These results are shown in Figure 6-7. It is possible that the definitions

or titles associated with the role of Recruitment and Retention Officer differ across the sector. Further research is required to determine this.

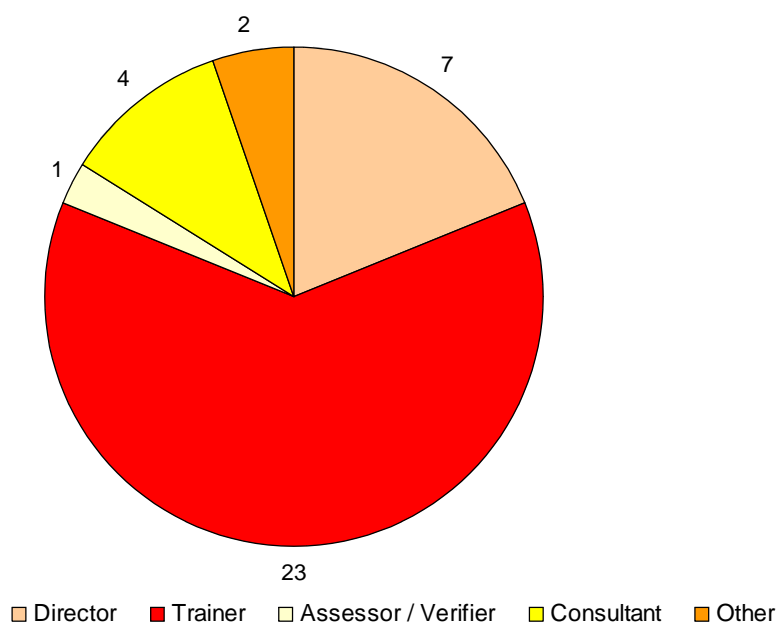
**Figure 6-7 Percentage of respondents who stated that no-one of the specified occupational role work in their organisation**



(N=108)

Figure 6-7 shows that many work-based learning providers employ no Manual Staff. It also shows that relatively few employ Recruitment and Retention Officers.

**Figure 6-8 Breakdown of occupation type (sole-operators)**



(N=37)

Figure 6-8 is based on information that sole-operators provided on their occupational role, i.e. what they spend most of their time doing. Six sole-operators identified themselves as “Other”. Four of these specified “Consultant” so this role was added to the list and included above. The remaining two specified that they had multiple roles and fulfilled director, manager and provider roles themselves.

## 6.7 Disability

This section discusses the results in this survey regarding disabilities and learning difficulties. Respondents were asked to provide information about staff who have disabilities or learning difficulties in terms of their mode of employment and their occupational level. The sole operator survey simply asked the respondent questions about themselves and their data is incorporated below.

Table 6-6 shows the numbers of staff that were recorded as having disabilities or learning difficulties. As a percentage of the total work-based learning workforce, between 1.3% and 3.9% of staff are classified as having a disability. The difference between these two figures is largely because one respondent, employing many staff, provided figures for the occupational level question, but not the mode of employment question.

**Table 6-6 Staff recorded as having disabilities or learning difficulties in the Scotland work-based learning sector**

	Count
<b>Total workforce</b>	8980
<b>Disabled staff (question on mode of employment)</b>	114 (N=87)
<b>Disabled staff (question on occupation level)</b>	350 (N=82)

According to a report for the Scottish Executive (*Disability and Employment in Scotland: A Review of the Evidence Base 2005*) using data from the 2001 Census, 15.5% working age adults in Scotland answered yes to the question “Do you have a long term illness, health problem or disability which limits your daily activities or the work you can do?” Using data from the Labour Force Survey a figure of 20% is obtained for working age adults in Scotland with a disability or learning difficulty.

There is a clear disparity between the data obtained here and the expected proportion of individuals with disabilities in the labour market. There are several possible explanations for this:

- Firstly it is possible that the make up of the work-based learning workforce under-represents individuals with learning difficulties or disabilities.
- Staff may not have informed the employer of their disability; hence the respondents answering the organisational questionnaire was unaware of the disability;
- Not all organisations completing the survey hold information about disabled staff in their workforce, or respondents chose not to disclose it.

- A final explanation for the apparently low numbers of individuals with a disability or learning difficulty may lie with the definition of disability in the Disability Discrimination Act (1995) that is used to determine the proportion of individuals in the population with a disability. This includes any physical or mental condition that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities. It is possible for staff to be included in this definition, but not consider themselves to have a disability.

It is possible that more than one of these factors contributes to the lower than expected numbers of individuals with learning difficulties or disabilities in the work-based learning workforce, but it is not possible to tell which is most likely from this data.

### 6.7.1 Disability and mode of employment

Table 6-7 shows that work-based learning staff with a disability or learning difficulty are slightly more likely than staff without a disability to be found in part time positions within the sector.

**Table 6-7 Staff recorded as having disabilities or learning difficulties in the Scotland work-based learning sector**

	Staff with a Disability	All Staff
<b>Full time</b>	67%	81%
<b>Part time</b>	33%	19%

*All staff (N=97, n=4821)*

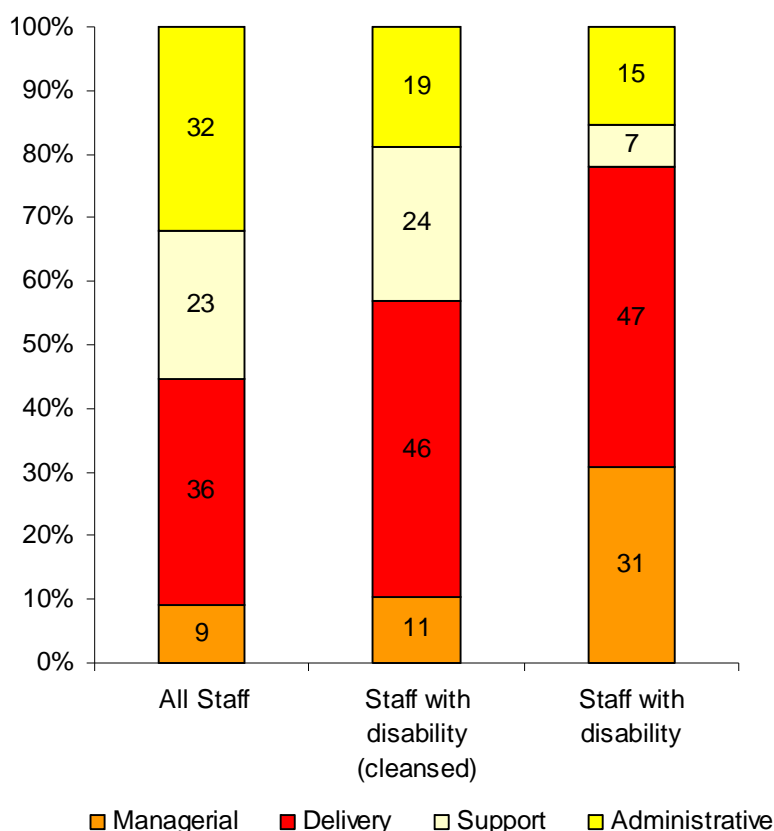
*Staff with disability (N= 87, n=113)*

### 6.7.2 Disability and level of employment

Figure 6-9 shows that, across the sample, individuals who identify themselves as having a disability or learning difficulty are slightly more likely to work in delivery roles

when compared to the total workforce. The percentage of the total who work in Managerial or Support roles are equivalent, with the Administrator / Secretarial levels under-represented.

**Figure 6-9 Occupation level of total workforce and disabled staff across work-based learning sector in Scotland**



*One respondent, employing many staff, gave data for this question which skewed the results. The analysis including this data is shown in the third column. A greater than average number of managerial staff with a disability or learning difficulty were reported by this respondent.*

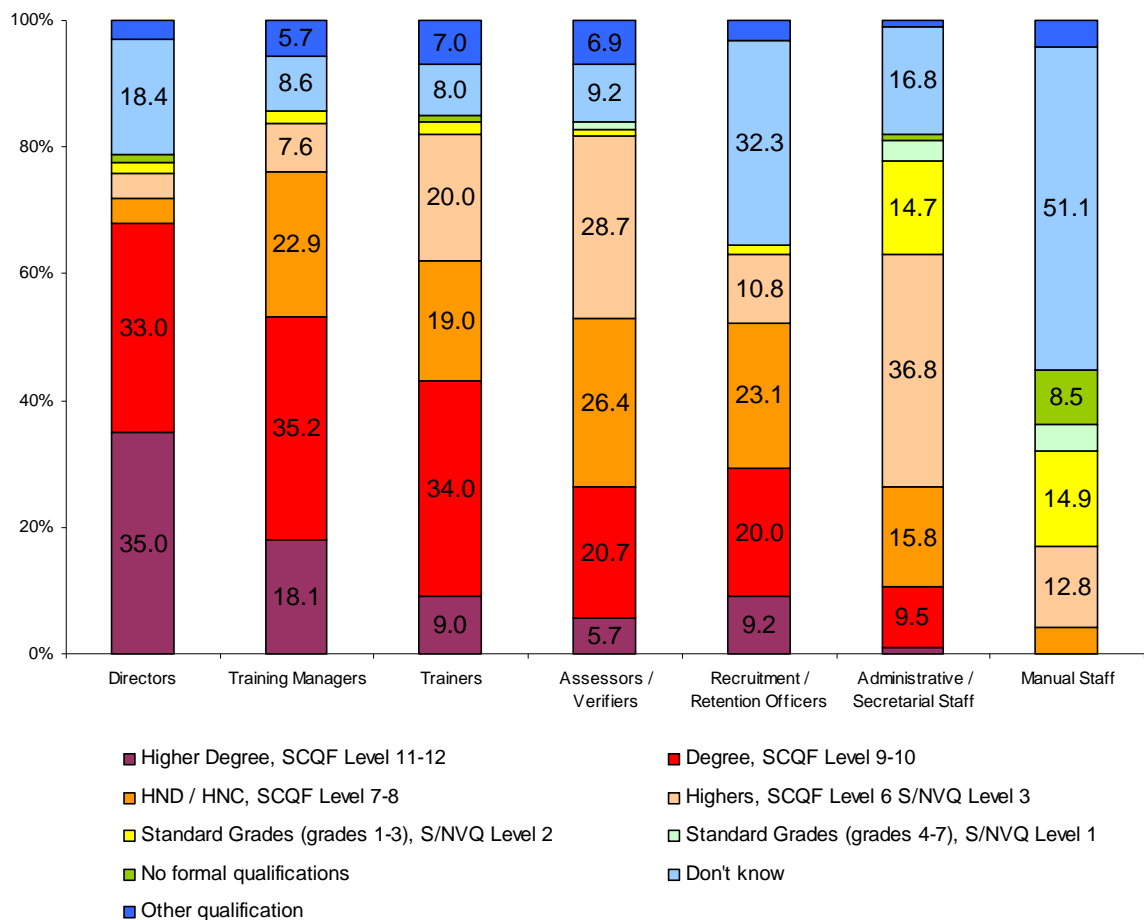
*All Staff (N=104, n=3996), Staff with disability-cleansed (N=81, n=95), Staff with disability (N=82, n=349)*

## 6.8 Qualifications

### 6.8.1 Organisational responses

Respondents were asked to state the level of qualification most commonly held by staff undertaking each role identified above. The results of the responses to this question are shown in Figure 6-10, below.

**Figure 6-10 Proportions of qualifications responses by role**



(Directors N=103, Training Managers N=105, Trainers N=100, Assessors / Verifiers N=87, Recruitment / Retention Officers N=65, Administrative / Secretarial Staff N=95, Manual Staff N=47. The relatively low N values reflect the number of respondents who selected "No-one of specified occupation works for organisation".)

"Other qualifications" was selected for 91 individuals, 68 of whom were Assessor / Verifiers. 60 of these were specified as having "in house assessor / verifier qualifications" and the remaining 8 had D, A and V units. For clarity percentages below 5% are not labelled.

Following the 'most common qualification' question, respondents were asked to indicate how many of their staff hold that level of qualification. The total number of staff for whom a qualification level was specified in this way was 1923. Of this total 441 Trainers and 523 Assessor / Verifiers hold S/NVQ Level 3 qualifications. This vocational qualification level is held by almost 54% of the workforce across all roles and is the most recurrent qualification identified in the sample.

282 Trainers were specified as holding a degree or degree level equivalent qualification. Almost 23% of the sample across all roles held this level of qualification.

Of 100 Directors for whom a qualification is specified, 46 hold a higher degree or equivalent qualification. The full breakdown of this data is shown in Appendix 4.

It is worth noting that 60% of organisational respondents stated that more than half of their Training Managers, Trainers and Assessor / Verifiers hold a trainers' qualification.

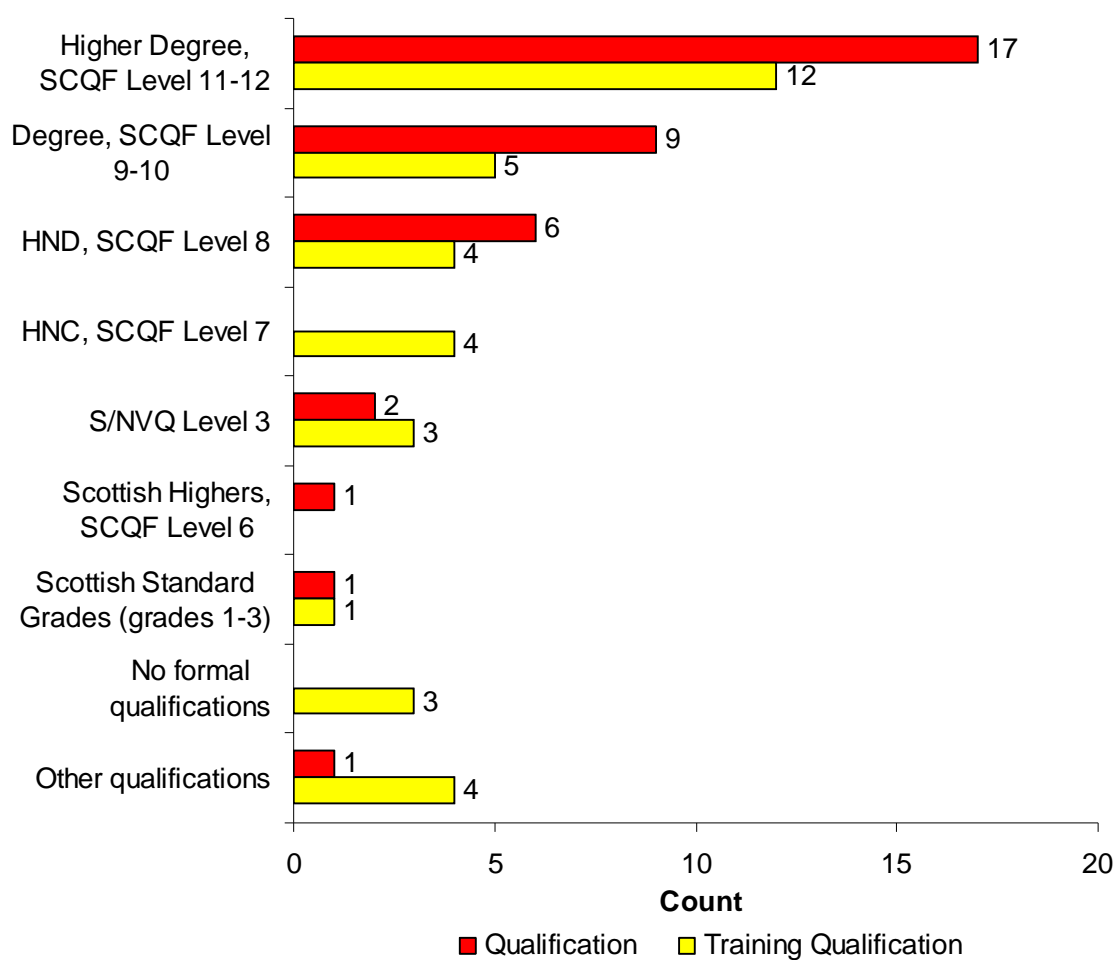
### **6.8.2 Sole-operator responses**

The sole-operators were asked to specify their highest qualification and their highest *trainer* qualification. The results from this question are shown in Figure 6-11, below.

This graph shows that, as a workforce, the sole-operators are relatively highly qualified, directly comparable to the "Director" category of the organisational results. It also shows that many of the sole-operators do not hold a training qualification to the same level as their highest qualification. This may reflect a gap in the qualifications available.

It is worth noting that almost all of the sole-operators stated that their work experience was more important than, or as important as, their qualifications with regard to their profession. Experience is generally regarded as providing credibility in a way that qualifications do not.

**Figure 6-11 Sole operator qualifications**



*(Highest Qualification N=37, Highest Training Qualification N=36)*

## 7. KEY FINDINGS

The main findings of the LLUK Scottish work-based learning workforce survey are described below:

- The highest response to the work-based learning workforce survey was received from private sector providers of work-based learning
- The total number of staff working in the 115 work-based learning providers that responded to the organisational survey was 9050. 50 sole-operators also responded. The respondents who specified being based in Scotland totalled 106 organisations and 31 sole-operators, giving a total of 8980 paid staff and volunteers. 6 further sole-operators were included on the basis of their specified areas of operation.
- 45% of this total workforce are volunteers, with 12% of the volunteers working out with the third sector.
- Approximately 59% of the total workforce is female. 28% of the workforce is employed in a part time capacity, with the majority of those working part time being females (21% of total workforce).
- 39% of the Scotland based organisational workforce are aged over 45, with 31% of the workforce being younger than 35. The Scotland based sole-operators have an older age profile; 32 of the 37 respondents are over the age of 45.
- The percentages of staff in the “Asian- Indian” and “Black- African” ethnic groups in the work-based learning sector are very similar to the population estimates for these groups according to the 2001 Census. The “White- Scottish” and “White- Irish groups are under-represented, but the “White- British and “White- Other” groups are over-represented. The “Mixed” group is also over-represented, but all other groupings are under-represented within the work-based learning sector when compared with the 2001 Census.
- The majority of the Scottish work-based learning workforce works at a “Delivery” level (36%).
- The largest proportion of staff is classed as Trainers (36%) with Administrative Secretarial second (32%). 9% are classed in Directorial or Managerial roles.
- Between 1.3% and 3.9% of staff were identified as having a disability or learning difficulty in this study, which is lower than expected for the Lifelong Learning Sector and Scottish population as a whole, but may be due to low reporting of disability / learning difficulties. These staff are marginally more likely to be employed part time and in a delivery role.

- More than 50% of the Scottish workforce who responded to the survey are qualified to S/NVQ Level 3 (SCQF Level 6). More than 50% of the Trainers hold this level qualification, and more than 30% hold a degree or degree level qualification (SCQF Level 9-10) as their highest qualification. More than 45% of the Directors hold a higher degree level qualification (SCQF Level 11-12).

## 8. IMPLICATIONS FOR THE WORK-BASED LEARNING WORKFORCE

This section outlines some of the potential implications in this data for the training and recruitment requirements of the work-based learning workforce. This section should be treated with caution as more research needs to be conducted on certain sections of the work-based learning workforce.

In general the Scottish work-based learning workforce follows the same general demographics as the rest of the lifelong learning workforce, as defined by Futureskills Scotland. The age profile is relatively young and the levels of qualifications are high, incorporating a high percentage of both vocational and academic qualifications.

Feedback from respondents indicated that further investigation and clarification of the qualifications available to Trainers might be required. This feedback, largely from sole-operators, suggested that gaps exist and that the qualifications available may not fulfil requirements, with several stating that a general degree in Training would be useful, rather than the existing Train the Trainer qualifications.

There is a slight gender imbalance, similar to other sectors, especially reflected in the mode of employment data.

It is clear that voluntary staff play a substantial role in work-based learning in Scotland, although the same level of human resources data is not always kept on these staff. It may be important to improve monitoring and record keeping practice within the sector to better assess retention and training needs of the workforce as a whole.

## 9. NEXT STEPS

There are several key next steps in relation to this study.

Firstly, the research has identified issues relating to the provision and collection of data on the profile of voluntary staff in the work-based learning sector. This is an area which may need to be considered further in the future as voluntary staff are a large part of the entire workforce in the LLUK sector. For example, ways of supporting employers to collect basic data on volunteers could be explored.

Secondly, whilst the response rate from the private sector was good, the response rate for other types of providers, in particular FE and HE work-based learning was relatively poor. Further research needs to be conducted into these areas, potentially using different methods for promoting the survey to reach these providers of work-based learning. There is also the point that the language of the survey may not be suitable across the range of providers.

Thirdly, LLUK intends to conduct further research to identify the skills requirements within the work-based learning sector. The profiling data will supplement information on skills needs to enable LLUK to provide suitable workforce planning information to employers in the sector.

Further investigation and clarification of the roles performed by the workforce is required, especially in areas where it appears that there are gaps. Occupational mapping and verification of job titles, job descriptions and language within sub-sectors would be a vital part of further research.

D, A and V units were reported frequently as “Other qualifications”, suggesting that these qualifications should be given as an option in any future research.

The survey did not sufficiently account for individuals with multiple roles. Any subsequent work would ideally incorporate this.

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# APPENDICIES

## APPENDIX 1: Online survey methodology

As with any data collection method, internet surveys have advantages and disadvantages. These will briefly be mentioned first, followed by the main reasons this mode of data collection was used for the work-based learning profiling study.

### Advantages

- Relatively inexpensive
- Complex survey design with routing can be still be achieved
- Simple and attractive questionnaires can be easily created
- Opportunity for respondents to check and gather information
- No interviewer bias
- Responses can be received relatively quickly
- Potentially better for sensitive topics
- Opportunity for respondents to complete at their convenience/chosen time

### Disadvantages

- Rejection of the survey by automatic email filtering
- Lack of suitable sampling frames available
- Difficulties in communicating with or contacting respondents
- Difficulty in accessing response rates
- Technical issues such as need for active internet connection or computers crashing
- Potential lack of privacy and data security
- Interviewers not present to clarify, motivate respondents and increase response
- All relevant instructions need to be given in the absence of the interviewer

The decision to take the internet survey approach was made based on the advantages listed above; however the main reason for selecting this method relates to the 'opportunity for respondents to check and gather information'. This was considered to be a crucial requirement for this survey because it was predicted that respondents needed time to gather the information being sought. This meant that in an interviewer-administered survey, multiple contacts with respondents would be necessary. This would have been both costly and time consuming with a likely

negative impact on response rates. The work-based learning workforce survey methodology allowed respondents to see the entire questionnaire and collate the necessary information offline before completing the online survey. Although a postal survey would have provided the same benefit, the internet survey was cheaper and faster.

The questionnaire had not been previously tested, but was redrafted several times with input from a variety of sources including employers, stakeholders and sole-operators working in a variety of backgrounds. This process helped to improve the language (particularly around occupational roles and job titles) and layout of the questionnaire. The questionnaire was further tested by an employer and a sole-operator who volunteered to pilot the survey online. This ensured that it was suitable for use in Scotland whilst allowing comparisons to other research performed by LLUK in Scotland and across the UK.

## APPENDIX 2: Analysis of response

**Figure A1: Percentage of respondents to the LLUK work-based learning survey by type of organisation.**

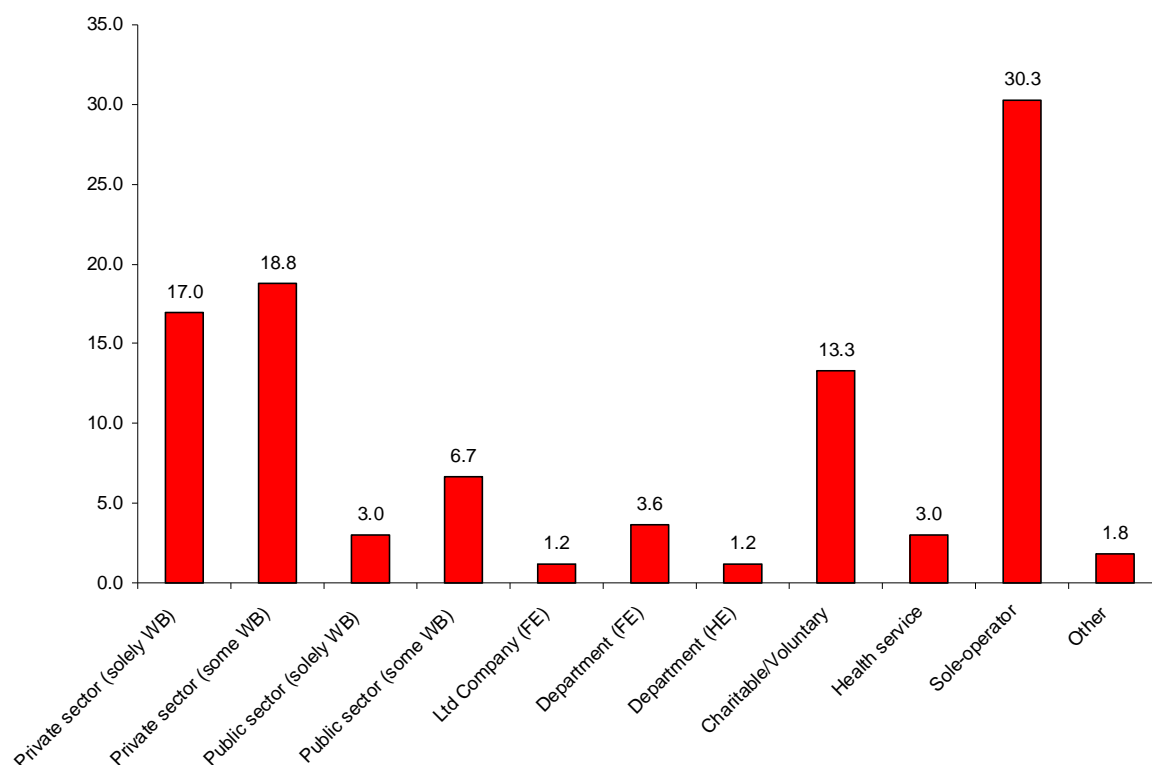
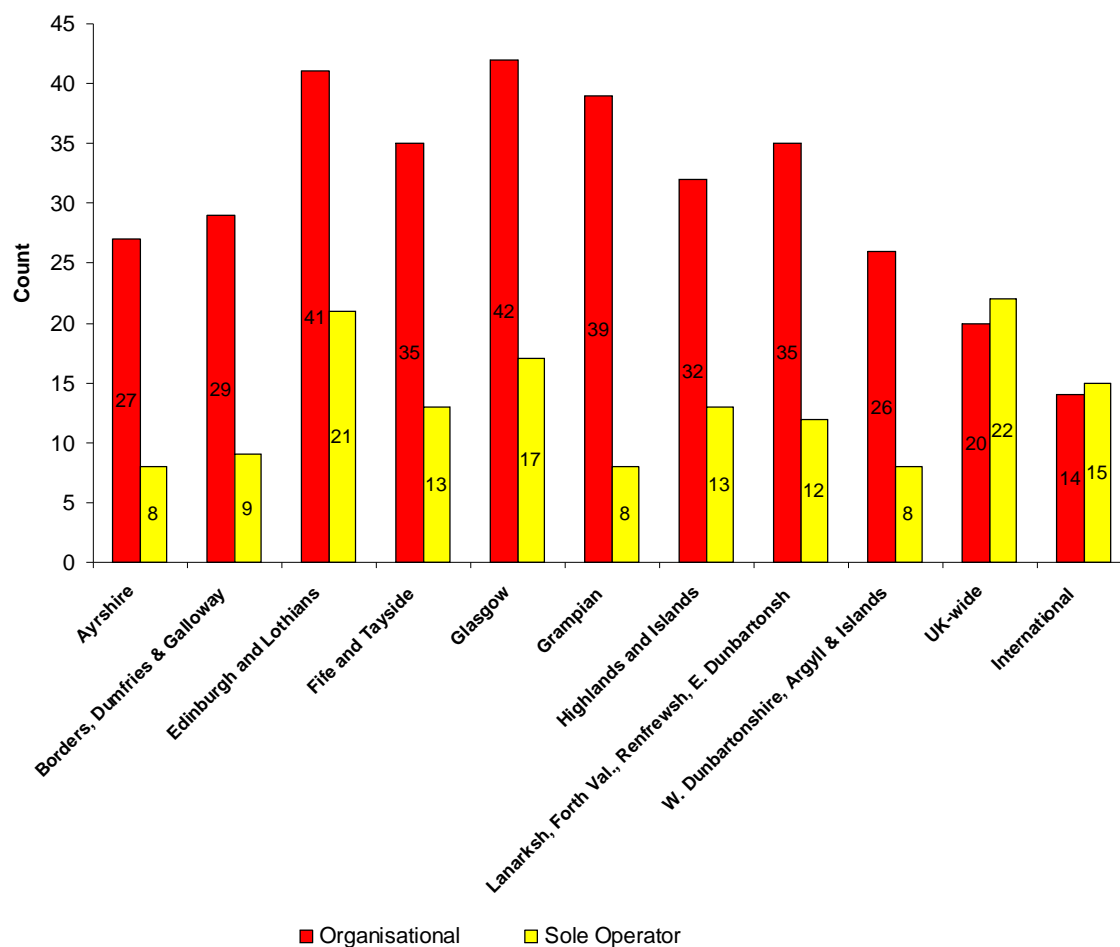


Figure A1 shows the breakdown of respondents by type. The greatest response from the private sector, with sole-operators and charitable / voluntary organisations making up the majority of the rest of the responses.

An analysis of all the areas that each respondent operated in was used to determine the geographical coverage of the responses, based on the 165 respondents ticking all the areas that applied to them. 486 responses were received in total and the data is shown in Figure A2.

**Figure A2: Analysis of respondents to the LLUK work-based learning survey by geographical area of operation.**



(N=165, n=486)

A further analysis of the postcode provided by respondents showed that responses had been received from every postcode region in Scotland with the exception of Hebrides. This shows that all the broad areas in Scotland in Figure A2 are well represented. It is important to note that good responses were received from Highlands and Islands, but also from the rural areas surrounding the central belt.

## APPENDIX 3: Ethnicity breakdown of the work-based learning workforce

**Table A1: Ethnicity of the population and the staff in the work-based learning sector (data from Scotland based respondents only)**

		Census <sup>5</sup>	Survey (N=120, n=3087)
White: Scottish	Count	4,459,071	2,331
	%	88.09	75.51
White: British	Count	373,685	381
	%	7.38	12.34
White: Irish	Count	49,428	23
	%	0.98	0.75
White: Other White	Count	78,150	226
	%	1.54	7.32
Any Mixed Background	Count	12,764	28
	%	0.25	0.91
Indian	Count	15,037	8
	%	0.30	0.26
Pakistani	Count	31,793	6
	%	0.63	0.19
Bangladeshi	Count	1,981	0
	%	0.04	0
Other Asian	Count	6,196	9
	%	0.12	0.29
Caribbean	Count	1,778	1
	%	0.04	0.03
African	Count	5,118	2
	%	0.10	0.06
Other Black or Black Scottish	Count	1,129	2
	%	0.02	0.06
Chinese	Count	16,310	4
	%	0.32	0.13
Other ethnic group	Count	9,571	4
	%	0.19	0.13
Ethnicity unknown	Count	n/a	62
	%	n/a	2.01
<b>Total</b>	<b>Count</b>	<b>5,062,011</b>	<b>3087</b>
	<b>%</b>	<b>100</b>	<b>100</b>

<sup>5</sup> Data taken from 2001 population census: [www.ons.gov.uk](http://www.ons.gov.uk)

## APPENDIX 4: Qualifications numbers in each occupational role.

After stating the qualification most commonly held at each occupational role, respondents were asked how many staff in that occupational role held the specified level of qualification. The results of this question are show in Table A2.

**Table A2: Numbers in each occupational role holding the specified qualification level.**

	Directors	Training managers	Trainers	Assessor / Verifiers	Recruitment / Retention Officers	Administrative Staff	Manual Staff
Higher Degree	46	24	17	9	6	1	-
Degree	31	38	282	56	18	13	-
HND	5	22	8	30	10	6	2
HNC	1	8	45	78	4	15	-
S/NVQ Level 3	4	7	441	523	5	50	6
Scottish Highers		2	3	1	-	15	
S/NVQ Level 2	6	1	3	6	-	19	3
Scottish Standard Grades (1-3)	1	-	-	-	-	1	-
S/NVQ Level 1	-	-	-	15	-	-	-
No Formal Qualifications	1	-	-	-	-	-	3
Other qualification	5	4	13	7	1	-	1
	N=65, n=100	N=78, n=106	N=75, n=812	N=68, n=725	N=25, n=44	N=63, n=120	N=7, n=15

## Acknowledgments

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