



2021 National Education Workforce Survey Report

October 2021



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Executive summary

Overview

1. This report presents findings from the 2021 National Education Workforce Survey carried out between the 15 January 2021 and 14 May 2021. The EWC, Welsh Government, trade unions, employers and key bodies representing education professionals in Wales partnered to conduct the workforce survey.
2. The partners collaborated on the survey questions, survey design, its promotion and dissemination of the results. Each set of survey questions were piloted prior to the launch of the survey with a group of registrants and small number of employers.
3. An invitation to complete an online questionnaire via the EWC website was issued to registered practitioners (school and further education teachers, school and further education learning support staff, work-based learning practitioners, youth workers and youth support workers) in Wales for whom an email or postal address was held on the Register of Education Practitioners (the Register).
4. Respondent information was matched to the Register in order to verify responses and facilitate additional analyses relating to other variables, in particular age, gender and employment description.
5. In terms of representativeness, the gender balance of respondents is broadly similar to the profile on the Register. The age breakdown differs slightly with an older respondent age profile in comparison to the Register.
6. The first National Education Workforce Survey¹ was conducted in 2016 (prior to the requirement for registration of work-based learning and youth work practitioners) and included similar topics with the exception of COVID-19. Work-based learning practitioners, qualified youth workers and youth support workers were not required to be registered when the 2016 survey was conducted and therefore not surveyed. The 2021 survey is the first National Education Workforce Survey for work-based learning and youth work registrants. Comparison, where relevant, are noted in the key findings.

Key findings

7. Note: for the purpose of this report the following acronyms apply:
 - FET - further education teacher (1,722 responses)
 - FELSW – further education learning support worker (580 responses)
 - WBLP – work-based learning practitioner (582 responses)
 - ST – school teacher (3,346 responses)
 - SL – school leader (758 responses)
 - SLSW – school learning support worker (3,424 responses)
 - YWP – youth work practitioner and youth support work practitioner (221 responses)

¹ The National Education Workforce Survey 2016, <https://www.ewc.wales/site/index.php/en/research-and-statistics/ewc-research-and-policy-advice/ewc-research/national-education-workforce-survey.html>, accessed June 2021

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8. Further education (FE) lecturers are known in legislation as FE teachers and therefore the legislative terminology has been used in this report.
9. School leader included those with the employment description on the Register of one of the following: Executive Headteacher, Headteacher, Deputy Headteacher and Assistant Headteacher.
10. The summary of key findings from the survey across the registrant groups are set out below. Please also refer to the individual summaries in sections 3.0 to 9.0.

Role and career

- The most popular response in each survey group to the question about how registrants felt their career would change in the next three years was to continue to develop their practice (YWP 75.6%, WBLP 67.9%, SL 67.5%, FET 66.4%, SLSW 65.2%, ST 62.6%, FELSW 60.9%). This was also the most selected response across the 2016 survey.

Working patterns and workload

- Full-time teachers in schools and FE indicated that they regularly work, on average, over 50 hours during a typical working week (ST 56.0 hours, SL 54.0 hours, FET 50.5 hours, WBLP 43.5 hours, SLSW 43.1 hours, FELSW 40.8 hours, YWP 39.6 hours). For full-time teachers and learning support workers in school and FE, all indicated they were working more hours in 2021 than those that responded to the 2016 survey (ST 50.7 hours, FET 47.7 hours, SLSW 38.8 hours, FELSW 37.4 hours).
- Across all survey respondents, administration and paperwork featured highly in terms of the number of hours spent over and above core work activities e.g. teaching, supporting learning.
- Being able to effectively manage workload appeared to be more of an issue amongst teachers and leaders. ST (70.4%), FET (64.8%) and SL (64.2%) disagreed or strongly disagreed that they were able to effectively manage their workload within the agreed hours compared to WBLP (25.0%), YWP (21.7%), SLSW (20.9%), FELSW (16.5%).
- The main factors which impacted on respondents ability to effectively manage their workload were:
 - administration and paperwork (SL 69.3%, WBLP 55.5%, YWP 55.2%, FET 51.6%, ST 40.6%, FELSW 38.3%, SLSW 21.4%). In the 2016 survey, respondents also indicated this area was an issue;
 - availability or reliability of technology (SLSW 27.5%, FELSW 26.7%, WBLP 21.6%);
 - in the school sector, respondents indicated class size had an impact (ST 35.8%, SLSW 32.7%).
- If more time was available, the main areas teachers, work-based learning practitioners and youth work respondents would spend their time was on planning and preparation (FET 59.8%, ST 54.3%, WBLP 45.0%, YWP 39.4%). Learning support workers indicated they would like more time to discuss work with colleagues (FELSW 44.8%, SLSW 43.3%). These responses were consistent with the results of the 2016 survey.

Wellbeing

- The COVID-19 pandemic impacted on wellbeing during the last 12 months. Respondents were concerned about their own health and those close to them (ST 75.8%, FET 75.3%, FELSW 75.0%, WBLP 71.8%, SL 71.7%, SLSW 71.7%, YWP 69.7% stated they were fairly or very anxious/concerned).
- Across all groups, most agreed that they felt secure in their job (during the last 12 months/during COVID-19) with the exception of WBLP and YWP. Over 80% of SL strongly agreed or agreed they felt secure in their job (81.7%). ST 61.4%, FET 57.7%, FELSW 56.5%, SLSW 51.4%. Under 50% of YWP (44.3%) and WBLP (43.5%) were not very anxious or not anxious at all regarding retaining job security.
- Many respondents were fairly anxious or fairly concerned regarding the impact of COVID-19 on their teaching or working practices or leading and delivering significant operational change (new curriculum, ALN Bill for SL) ranging from 32.7% for SL to 44.7% for FELSW.
- COVID-19 had also impacted on respondents' wellbeing and safety at work. 69.1% of ST said they were either fairly concerned or very concerned. Most of the other groups were also fairly concerned or very concerned (FET 68.5%, FELSW 66.8%, SLSW 57.9%, SL 59.0% and WBLP 52.8%). YWP was the exception where 58.8% were not very concerned or not concerned at all.
- Respondents had managed their wellbeing through a range of activities such as undertaking training courses (FELSW 18.3%, WBLP 13.1%, SL 13.9%, FET 12.1% and SLSW 8.8%). Wellbeing days or activities were the most used support for ST (6.7%) and YWP (20.4%). Counselling support also featured highly.

Blended and digital learning

- Respondents agreed or strongly agreed that there would be benefits to continuing with blended learning after the COVID-19 pandemic (WBLP 78.8%, SL 74.6%, FET 67.4%, YWP 64.2%, FELSW 62.2%, ST 53.7%, SLSW 47.1%).
- Prior to the COVID-19 pandemic, the level of confidence in delivering digital or blended learning was fairly mixed across a number of groups. Around 30% of WBLP agreed they were already confident in delivering digital and blended learning (29.9%). However, when asked whether they were already confident in delivering blended learning prior to the pandemic, YWP 36.7%, FET 30.0%, SLSW 24.6%, FELSW 22.9%, ST 13.3% disagreed. SL 48.2%, also disagreed that teaching staff were confident.
- In all other statements regarding blended/digital learning, respondents indicated/agreed it had been mostly positive. This included statements concerning sufficient training and support, continuing with blended/digital learning after COVID-19, sufficient technology and equipment and meeting learners' needs.

New curriculum – school teachers and school leaders only

- Around half (51.8%) of SL either strongly agreed or agreed they were prepared to deliver the new curriculum (24.7% neither agreed nor disagreed and 20.8% disagreed or strongly disagreed).
- 38.4% of SL strongly agreed or agreed that their colleagues/staff were prepared to deliver the new curriculum, 28.5% neither agreed nor disagreed. 33.3% of ST either strongly agreed or agreed they were prepared.

Professional learning

- Attending courses/training was the most commonly selected form of professional learning undertaken in the last 12 months (SL 95.1%, YWP 94.1%, WBLP 84.5%, FET 83.4%, FELSW 79.0%, ST 75.5%, SLSW 74.0%). Courses/training was also the most popular response to the 2016 survey.
- As with the 2016 survey, in 2021, conflict with work/not enough time was one of the main barriers/obstacles preventing respondents from accessing professional learning (SL 64.8%, FET 62.9%, ST 60.8%, YWP 46.2%, WBLP 43.1%, FELSW 36.2%, SLSW 28.7%). Home, family, personal commitments also featured highly amongst the post 16 sector (FET 30.0%, FELSW 28.4%, WBLP 25.3%). Cost was more of a barrier in the school sector mentioned by ST 39.2%, SLSW 33.1%, SL 24.9%.
- In response to the open text question, respondents indicated they would welcome further development in the following areas:
 - ICT skills including digital/blended learning;
 - mental health and wellbeing (including LGBTQ, gender identity, homelessness in the youth work sector);
 - improving Welsh language skills;
 - leadership and management;
 - additional learning needs/behaviour management;
 - the new curriculum (in the school sector).

ICT and digital skills, behaviour management and additional learning needs skills featured highly in the 2016 survey.

1.0 Introduction

1.1 The partners involved in the survey comprised of a cross section of education stakeholders in Wales and included:

- Welsh Government;
- Employer organisations: Catholic Education Service, Colleges Wales, CWVYS, Dioceses of the Church in Wales, ETS Wales, GPSI: PYOG, NTFW, WLGA;
- Trade Unions: ASCL, GMB, NAHT, NASUWT, NEU, UCAC, UCU, Unison, Unite the Union, Voice the Union.
- The EWC.

1.2 The EWC's role was to coordinate the survey, analyse the results and draft the resulting report on behalf of the partners.

1.3 EWC's role as an independent regulator, is formally prescribed within the Education (Wales) Act 2014. Regulations require a practitioner to be registered in the category or categories for the work that they undertake or intend to undertake resulting in some practitioners being registered in multiple categories. More information available at www.ewc.wales.

1.4 The findings of the report are set out as follows:

- section 2.0 outlines the methodology undertaken for the survey;
- sections 3.0 to 9.0 provide the results of the data tabulation and additional comments from the survey questions.

2.0 Methodology

2.1 The initial research group invited to respond to the survey consisted of registered practitioners broken down by the following categories:

Table 1 Breakdown of registered practitioners

Survey group	Number invited to respond	Base number of registrants for response rate calculation (see 2.2)
Further education teacher	6,516	5,011
Further education learning support worker	5,167	2,452
Work-based learning practitioner	3,261	1,975
School teacher	31,357	26,303
School leaders	3,337	3,186
School learning support workers	38,248	27,299
Youth worker	420	336
Youth support worker	686	440

2.2 A small number of registrants without a valid email or home address (therefore uncontactable) are not included in the above table. Practitioners may be registered in more than one category and therefore were invited to complete all applicable surveys. Where multiple category registrants only completed one survey response they have been included in the base number for that registrant group and removed from the others. Where multiple category registrants did not respond at all they have been included in the base number of the category most relevant to their employment as recorded on the

Register. Where registrants were registered in more than one category of registration, 36 chose to complete more than one survey.

2.3 Despite the collaborative partnership developing and promoting the survey as well as the regular reminders issued by email, text message and social media during the survey period, response rates for some registrant groups (in particular school and youth support work) were disappointing. Response rates were likely to have been impacted by:

- the survey taking place during the COVID-19 pandemic which was a period of unprecedented change to education provision and to the work of practitioners. In many settings, practitioners were required to adapt quickly, many took on extra work and the changing guidelines led to many feeling unsettled both in their personal/work life. Many registrants, particularly the youth work sector, were impacted directly by the introduction of the UK government’s furlough scheme.
- a number of surveys from other organisations took place shortly before, during and after the survey period to similar practitioner groups, covering similar topics and may have led to survey fatigue.

2.4 The invitations to complete the surveys were issued to registrants by email (or post where no email addresses were held) on the launch dates shown.

Table 2 Survey timetable

Registrant Group	Endorsing Partners	Launched
Further education teacher	Welsh Government The joint trade unions (JTU) Colleges Wales	Friday 15 January 2021
Further education learning support worker and work-based learning practitioner	Welsh Government The joint trade unions (JTU) Colleges Wales, NTfW	Friday 22 January 2021
School learning support worker	Welsh Government, WLGA Support staff trade unions Catholic Education Service Dioceses of the Church in Wales	Monday 8 February 2021
School teacher	Welsh Government WLGA, Trade unions (excluding ASCL & NAHT) Catholic Education Service Dioceses of the Church in Wales	Friday 12 February 2021
Youth worker and youth support worker	Welsh Government, WLGA, PYOG CWVYS, ETS	Monday 15 February 2021
School leader	Welsh Government, WLGA Trade unions	Tuesday 23 February 2021

2.5 The invitation directed registrants to a bilingual online questionnaire available from the Council’s website. The invitations were issued jointly from partners.

2.6 Reminders were sent throughout the period from January to April 2021 to those individuals who had not responded by e-mail, post and SMS as applicable. Partners issued regular reminders using their social media and website communications.

2.7 Note some percentages in this report may not sum to 100 due to:

- rounding;

- some questions allowed for multiple responses.

2.8 Duplicate, unverified responses and other anomalies such as false names were excluded. The response rates are calculated based on the number of verified responses divided by the base number of registrants (table 1) invited to respond, which is broken down as follows:

Table 3 Breakdown of responses

Survey group	Verified responses	% response rate ²	% response rate based on those in employment ³
Further education teacher	1,722	34.4	36.5
Further education learning support worker	580	23.7	26.7
Work-based learning practitioner	582	29.5	28.2
School teacher	3,346	12.7	12.3
School leaders	758	23.8	23.9
School learning support workers	3,424	12.5	12.1
Youth worker	163	48.5	48.3
Youth support worker	58	13.2	12.9

² The response rate has been calculated by dividing the number of verified responses by the base number of registrants invited to respond.

³ Practitioners are required to register in the category/categories depending on the work they do or intend to do. The figures are based on those registered and working in that category.

3.0 Results – further education teacher

3.1 Respondent profile⁴

In term of the representativeness of respondents, the gender balance is broadly similar to the profile on the Register. The age breakdown differs with a slightly higher proportion of respondents in the 50 and above age groups.

Table 4 Gender balance of respondents to the FE teacher survey

	Respondents		Profile on the Register ⁵	
	Number	%	Number	%
Female	1,043	60.6	3,938	59.6
Male	679	39.4	2,667	40.4
Total	1,722	100	6,605	100

Table 5 Age range of respondents to the FE teacher survey

	Respondents		Profile on the Register	
	Number	%	Number	%
29 and under	58	3.4	443	6.7
30 to 39	291	16.9	1,390	21.0
40 to 49	479	27.8	1,748	26.5
50 to 59	628	36.5	2,065	31.3
60+	266	15.4	959	14.5
Total	1,722	100	6,605	100

⁴ 1,675 (97.3%) registrants completed the survey through the medium of English and 47 (2.7%) through the medium of Welsh.

⁵ Based on data extracted from the Register on the 1 March 2021 which also applies to the profile of each section.

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Table 6 Breakdown of respondents to the FE teacher survey by FE College⁶

	Respondents		Profile on the Register	
	Number	%	Number	%
Adult Learning Wales	39	2.3	174	2.6
Bridgend College	83	4.8	315	4.8
Cardiff and Vale College	105	6.1	428	6.5
Coleg Cambria	153	8.9	499	7.6
Coleg Ceredigion	173	10.0	453	6.9
Coleg Gwent	168	9.8	599	9.1
Coleg y Cymoedd	165	9.6	398	6.0
Gower College Swansea	102	5.9	433	6.6
Grŵp Llandrillo Menai	208	12.1	661	10.0
NPTC Group	213	12.4	361	5.5
Pembrokeshire College	68	3.9	212	3.2
St David's Catholic College	15	0.9	56	0.8
The College Merthyr Tydfil	36	2.1	129	2.0
Total in employment	1,528	88.7	4,718	71.4
Others in service	47	2.7	752	11.4
Others out of service	147	8.5	1,135	17.2
Total	1,722	100	6,605	100

⁶ The EWC are reliant on the employer and the practitioner to update this information. Registration Rules: '17- (1) A registered person shall notify the Council within a period of one month of any change to any particulars recorded in the Register in relation to him or her', however not all practitioners adhere to this timescale.

'Others in service' includes supply, registrants on maternity leave and those working in a FE teacher role outside one of the listed FE institutions. 'Others out of service' includes retired, unemployed registrants and those not employed as an FE teacher.

The data produced in respect of employment is based on information extracted from the Register in May following the fee renewal process to ensure the most complete information, this applies to all sections.

3.2 Key findings of further education teachers (FET)

Role and career

- Just under half of FET (46.2%) were employed on salaried full-time-permanent contracts.
- In terms of career development, 66.4% of FET who responded indicated they intended to continue to develop their practice over the next 3 years, whilst 24.2% stated that they intend to mentor or support less experienced colleagues.

Working patterns and workload

- During an average working week, a full-time FET (contracted to work for 37 hours or more) worked 50.5 hours. The common contract suggests there to be no more than 24 hours a week of teaching and 20 minutes per teaching hour of prep and marking, a total 32 hours a week. Most hours were spent on:
 - teaching (and/or providing cover – if applicable) – 20.7 average hours;
 - assessment and marking – 6.0 average hours;
 - planning and preparation – 5.6 average hours.
- Workload was an issue for FET, 64.8% either disagreed or strongly disagreed that they were able to manage their workload within the agreed working hours.
- Views were polarised in relation to the extent FET felt they had enough time to cover the curriculum content and ensure learners were fully supported. 41.0% either disagreed or strongly disagreed they had enough time, whilst 36.0% either strongly agreed or agreed.
- The main factors which impacted on respondents' ability to effectively manage their workload were:
 - administration and paperwork (51.6%);
 - non-teaching activities relating to learners (e.g. welfare, safeguarding, extracurricular activities, parental contact) (39.5%);
 - preparing resources specifically for digital learning including converting existing teaching content (36.9%).
- If more time was available, the main areas FET would spend their time was on planning and preparation (59.8%) and discussing work with learners, undertaking progress reviews (50.2%).

Wellbeing

- FET wellbeing during the past 12 months had been impacted by the COVID-19 pandemic. Most FE teachers stated they were fairly or very anxious in relation to the following areas:
 - COVID-19 in general (including concerns about their own health or those close to them) 75.3%;
 - the impact of COVID-19 on their teaching practices 75.2% ;
 - the impact of COVID-19 on their wellbeing and safety at work 68.5%;
 - workload 77.9%;
 - job security was less of a concern 38.2%.

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- Respondents recognised a range of wellbeing support offered with the most frequently identified being the opportunity for counselling (76.6%), training courses on managing wellbeing (65.2%), a confidential helpline (57.1%). However, only 12.1% of respondents had actually made use of the training that had been offered and 6.0% had used the counselling.
- Most FET either agreed or strongly agreed that they felt supported by their college in relation to their wellbeing and mental health in the following ways:
 - 62.9% felt confident that if they experienced difficulties with their mental health or wellbeing, their college would take it seriously and will do what they can to help;
 - 66.6% felt confident that if they raise concerns about COVID-19, their college would take it seriously and will do what they can to help.

To a lesser extent:

- 56.0% felt safe in their learning environment and that their college had the appropriate safety measures in place;
- 51.7% felt the support on offer in respect of mental health and wellbeing was appropriate for their needs;
- 45.9% felt equipped to handle learners' anxieties related to COVID-19;
- 36.7% felt that specific support had been made available to help them cope with any concerns or anxieties related to COVID-19.

Blended and digital learning

- 77.3% of FET agreed that blended learning during the COVID-19 pandemic had increased their workload either slightly or significantly.
- Views differed in relation to delivery via digital or blended learning. Most FET agreed or strongly agreed to the following:
 - 67.4% could see the benefits of continuing with blended learning after the COVID-19 pandemic subsides;
 - 68.3% felt confident they had the skills to deliver digital learning effectively. For comparison, 41.8% did not feel confident in delivering digital or blended learning before the COVID-19 pandemic (whilst 20.2% neither agreed nor disagreed);
 - 60.5% felt confident that they had the technology and equipment they need to deliver digital learning effectively;
 - 47.5% felt they have been able to meet individual learners' needs through online or blended learning. 25.7% neither agreed nor disagreed;
 - 54.8% had the training and support they needed from their college to help deliver digital learning effectively.

Professional learning

- In respect of the 30 hour (full time equivalent) CPD requirement for FET under the national FE contract, 55.1% had met this requirement in the last 12 months. A range of activities had been undertaken, however the most popular activities were attending courses, workshops, conferences, seminars and webinars (83.4%) and making use of new technologies (80.1%).
- Conflict with work/not enough time (62.9%) and home, family, personal commitments (30.0%) were the main barriers for accessing the required professional learning. 27.9% of FET felt there

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were no barriers and that their professional learning needs over the last 12 months had been fully met.

- In response to the open text question respondents indicated they would welcome further development in the following areas:
 - ICT skills including digital/blended learning;
 - subject and/or industry knowledge;
 - mental health and wellbeing (including LGBTQ, gender identity);
 - assessing/marking and providing feedback;
 - improving Welsh language skills;
 - leadership and management.

3.3 Tabulation of responses - further education teacher survey

The 'No Response' column in each table relates to those individuals who have answered some but not all questions in the survey.

Role and career

Table 7 Question 1: Which of the following best describes your contract of employment as an FE lecturer? (select one)

	Number of responses	% of respondents
Salaried full time - permanent	795	46.2
Salaried fractional - permanent	463	26.9
Part-time hourly paid - permanent	128	7.4
Part-time hourly paid - fixed term	108	6.3
Management salaried-fractional - permanent	61	3.5
Salaried full-time - fixed term	50	2.9
Salaried fractional - fixed term	45	2.6
Other (please state)	62	3.6
No response	10	0.6
Total	1,722	100

Table 8 Question 2: How do you see your teaching career changing in the next three years? (select all that apply)

	Number of responses	% of respondents
Continuing to develop and strengthen your practice as a lecturer	1,143	66.4
Mentoring or supporting less experienced colleagues	417	24.2
Increasing your working hours	276	16.0
Reducing your working hours	243	14.1
Progressing to become a middle or senior manager	220	12.8
Leaving teaching	218	12.7
Retiring	169	9.8
Moving to a different educational setting (e.g. school, HE)	93	5.4
Moving to a different FE college	77	4.5
Other (please state)	54	3.1
No response	10	0.6
Total	2,920	
Base - total number of respondents	1,722	

As respondents were able to select all answers which apply, included in the above figures are: 10 registrants who did not respond; 958 registrants who selected 1 response option; 434 who selected 2 options; 231 who selected 3 options; 65 who selected 4 options; 14 who selected 5 options; 9 who selected 6 options and 1 who selected 7 options.

Working patterns and workload

Table 9 Question 3a: Please confirm the number of hours (numerically) you are contracted to work per week

	Number of responses	% of respondents
Over 30	842	48.9
26-30	152	8.8
21-25	190	11.0
16-20	174	10.1
11 to 15	78	4.5
6 to 10	57	3.3
5 and under	41	2.4
No hours provided	166	9.6
FTE figure (e.g 0.6)	11	0.6
N/A (e.g too many hours)	11	0.6
Total	1,722	100

Table 10 Question 3b: During an average working week how long do you spend on the following? Please state number of hours (numerically). Include tasks that take place outside of teaching hours, including during weekends and evenings. Round to the nearest half an hour.

Based on the contract information provided in question 1.	Average number of hours worked per week	Average contracted hours
Full-time	50.5	37.4
Part-time	34.2	20.0
Other	43.8	23.6

Based on contract information provided in question 1	Full-time Average hours		Part-time Average hours		Other Average hours	
	Per week	%	Per week	%	Per week	%
Activities related to supporting colleagues (e.g. management, coaching, mentoring)	2.9	5.7	1.2	3.5	3.6	8.3
Administration, paperwork and budgets	4.2	8.3	2.6	7.7	4.1	9.3
Assessment and marking	6.0	11.9	4.4	12.9	4.6	10.5
Non-teaching activities relating to learners (e.g. welfare, safeguarding, extracurricular activities, parental contact)	3.0	5.9	1.9	5.4	2.9	6.5
Planning and preparation	5.6	11.1	4.5	13.2	5.0	11.5
Preparing resources specifically for digital learning including converting existing teaching content	4.4	8.7	3.6	10.4	3.7	8.4
Professional learning	2.0	4.0	1.6	4.6	2.4	5.5
Reflecting on practice	1.2	2.3	0.9	2.7	2.2	5.0
Teaching (and/or providing cover – if applicable)	20.7	40.9	13.2	38.6	14.8	33.8
Other	0.6	1.2	0.4	1.1	0.5	1.2
Total	50.5	100	34.2	100	43.8	100

Further education teacher

Additional notes regarding the calculation of the above are available in Annex B. 35 failed to enter any hours against the activities, however 6 added comments which ranged from: unable to answer due to not being employed on a regular basis or hours varied completely. The declared total weekly hours worked ranged from 2 to 145 hours per week. 3 gave hours which were over 168 hours.

Based on the information provided in 3a and 3b, 64 (7.9%) full-time FE teachers stated that during an average week they work less than their contracted hours, 58 (7.1%) work their hours and 611 (75.0%) work above their contracted hours in an average week. Inconsistencies, no responses or input errors were the remaining 10.1%.

38 (5.0%) part-time FE teachers stated that during an average week they work less than their contracted hours, 45 (5.9%) work their hours and 589 (77.7%) work above their contracted hours in an average week. Inconsistencies, no responses, or input errors with the remaining 11.3%.

Table 11 Question 4: To what extent do you agree or disagree that you are able to effectively manage your existing workload within your contracted working hours? (select one)

	Number of responses	% of respondents
Strongly agree	46	2.7
Agree	252	14.6
Neither agree or disagree	284	16.5
Disagree	545	31.6
Strongly disagree	571	33.2
No response	24	1.4
Total	1,722	100

Table 12 Question 5: To what extent do you agree or disagree that you usually have enough time to cover the curriculum content and ensure learners are fully supported? (select one) Please base your answer on your "typical" workload rather than experiences during the COVID-19 pandemic.

	Number of responses	% of respondents
Strongly agree	63	3.7
Agree	556	32.3
Neither agree or disagree	372	21.6
Disagree	532	30.9
Strongly disagree	174	10.1
No response	25	1.5
Total	1,722	100

Further education teacher

Table 13 Question 6: What impacts most on your ability to effectively manage your workload? Please base your answer on your “typical” workload rather than experiences during the COVID-19 pandemic (select up to three)

	Number of responses	% of respondents
Administration, paperwork and budgets	888	51.6
Non-teaching activities relating to learners (e.g. welfare, safeguarding, extracurricular activities, parental contact)	680	39.5
Preparing resources specifically for digital learning including converting existing teaching content	635	36.9
Fitting curriculum content into the available teaching hours	527	30.6
External assessment, quality assurance and inspections	414	24.0
Organisational expectations and accountability	356	20.7
Class sizes	250	14.5
Availability or reliability of technology	210	12.2
Activities related to supporting colleagues (e.g. management, coaching, mentoring)	181	10.5
Covering for absent colleagues	140	8.1
Teaching subjects/different levels outside of your expertise	127	7.4
Other (please state)	85	4.9
No response	25	1.5
Total	4,518	
Base - total number of respondents		1,722

As respondents were able to select up to three answers, included in the above figures are: 25 registrants who did not respond; 168 registrants who selected 1 response option; 262 who selected 2 options and 1,267 who selected 3 options.

Table 14 Question 7: If you had more time, which of these ways of using that time would benefit you in your role the most? (select up to three)

	Number of responses	% of respondents
Planning and preparation	1,029	59.8
Discussing work with learners, undertaking progress reviews	865	50.2
Assessment and marking	771	44.8
Preparing resources specifically for digital learning including converting existing teaching content	767	44.5
Undertaking professional learning	431	25.0
Reflecting on practice	344	20.0
Undertaking action research / enquiry	175	10.2
Analysing learner data	169	9.8
Other (please state)	24	1.4
No response	22	1.3
Total	4,597	
Base - total number of respondents		1,722

As respondents were able to select up to three answers, included in the above figures are: 22 registrants who did not respond; 148 registrants who selected 1 response option; 229 who selected 2 options and 1,323 who selected 3 options.

Table 15 Question 8: How has delivering blended learning during the COVID-19 pandemic affected your workload?

	Number of responses	% of respondents
It's increased significantly	967	56.2
It's increased slightly	363	21.1
It's about the same	229	13.3
It's reduced it	60	3.5
I haven't been delivering blended learning	80	4.6
No response	23	1.3
Total	1,722	100

Overall themes from open text comments – workload

In response to:

Question 4b Do you have practical suggestions on what changes would help to make your workload more manageable? Total number of open text responses: 829

- reducing the number of contact hours;
- less administration/paperwork/meetings;
- recruiting/additional support to assist with workload;
- improve access to the appropriate technology for all staff and students;
- more time to prepare resources, or to be given access to a bank of resources which can be shared.

Question 8b If your workload has increased slightly or significantly [as a result of delivering blended learning during the COVID-19 pandemic], please explain what the additional work has been and any practical suggestions on how this could be improved. Total number of open text responses: 1,125

Additional workload:

- insufficient time to cover the preparation aspects of the role;
- learners requiring additional support (one-to-one/pastoral/welfare);
- ICT - design and reliability of IT systems/lack of support available;
- administration requirements and / or paperwork - practical tasks such as chasing attendance;
- insufficient time to cover marking, feedback and assessment;
- challenges of online/blended learning delivery/hybrid learning.

Practical suggestions for improvement:

- change to contact hours to allow for more preparation and marking time;
- a national resource bank developed by awarding bodies or by experienced practitioners;
- ICT improvements;
- additional training to be provided for staff and learners;
- expectations adjusted whilst blended learning takes place.

Wellbeing

Table 16 Question 9: Over the last 12 months, please rate your levels of anxiety or stress in relation to any of these areas (select one in each of the 6 areas)

	COVID-19 in general (including concerns about your own health or those close to you)		The impact of COVID-19 on your teaching practices	
	Number of responses	% of respondents	Number of responses	% of respondents
Not anxious at all	91	5.3	88	5.1
Not very anxious	307	17.8	273	15.9
Fairly anxious	759	44.1	738	42.9
Very anxious	538	31.2	556	32.3
Don't know	3	0.2	12	0.7
No response	24	1.4	55	3.2
Total	1,722	100	1,722	100

	The impact of COVID-19 on your wellbeing and safety at work		Your job security	
	Number of responses	% of respondents	Number of responses	% of respondents
Not anxious at all	123	7.1	364	21.1
Not very anxious	372	21.6	631	36.6
Fairly anxious	637	37.0	422	24.5
Very anxious	543	31.5	236	13.7
Don't know	15	0.9	29	1.7
No response	32	1.9	40	2.3
Total	1,722	100	1,722	100

	Your workload		Any other aspects of your work [an option was available for registrants to list other aspects)	
	Number of responses	% of respondents	Number of responses	% of respondents
Not anxious at all	82	4.8	113	6.6
Not very anxious	253	14.7	100	5.8
Fairly anxious	641	37.2	146	8.5
Very anxious	701	40.7	244	14.2
Don't know	19	1.1	148	8.6
No response	26	1.5	971	56.4
Total	1,722	100	1,722	100

Table 17 Question 10: Does your college offer any of the following types of support for your wellbeing? (select all that apply)

	My college offers this support		I have made use of this support	
	Number of responses	% of respondents	Number of responses	% of respondents
A confidential helpline	984	57.1	40	2.3
Counselling support	1,319	76.6	104	6.0
Exercise classes or any other kind of support for physical exercise	932	54.1	130	7.5
Support to balance home schooling and carer responsibilities brought about by COVID-19	601	34.9	87	5.1
Training courses on managing your wellbeing	1,123	65.2	208	12.1
Wellbeing days or activities	967	56.2	187	10.9
Other support [please specify]	80	4.6	41	2.4
Total	6,006		797	
Base - total number of respondents	1,722		1,722	

Support offered:

As respondents were able to select all answers which apply: 117 registrants did not respond; 166 registrants selected 1 response option; 267 selected 2 options; 311 selected 3 options; 291 selected 4 options; 242 selected 5 options; 297 selected 6 options and 31 selected 7 options.

Made use of support:

As respondents were able to select all answers which apply: 1,286 registrants did not respond; 223 registrants selected 1 response option; 118 selected 2 options; 57 selected 3 options; 27 selected 4 options; 8 selected 5 options; 2 selected 6 options and 1 selected 7 options.

Table 18 Question 11: Please rate the following statements (6 statements):

	I feel confident that if I am experiencing difficulties with my mental health or wellbeing, my college will take it seriously and will do what they can to help		I feel confident that if I raise concerns about COVID-19, my college will take it seriously and will do what they can to help	
	Number of responses	% of respondents	Number of responses	% of respondents
Strongly agree	388	22.5	442	25.7
Agree	696	40.4	705	40.9
Neither agree or disagree	381	22.1	314	18.2
Disagree	148	8.6	149	8.7
Strongly disagree	65	3.8	67	3.9
Not applicable	19	1.1	7	0.4
No response	25	1.5	38	2.2
Total	1,722	100	1,722	100

	I feel equipped to handle learners' anxieties related to COVID-19		I feel safe in my learning environment and that my college has the appropriate safety measures in place	
	Number of responses	% of respondents	Number of responses	% of respondents
Strongly agree	175	10.2	327	19.0
Agree	614	35.7	638	37.0
Neither agree or disagree	470	27.3	384	22.3
Disagree	322	18.7	220	12.8
Strongly disagree	105	6.1	103	6.0
Not applicable	11	0.6	24	1.4
No response	25	1.5	26	1.5
Total	1,722	100	1,722	100

	The support on offer in respect of mental health and wellbeing is appropriate for my needs		Specific support has been made available to help me cope with any concerns or anxieties related to COVID-19	
	Number of responses	% of respondents	Number of responses	% of respondents
Strongly agree	284	16.5	205	11.9
Agree	606	35.2	427	24.8
Neither agree or disagree	513	29.8	578	33.6
Disagree	168	9.8	205	11.9
Strongly disagree	77	4.5	90	5.2
Not applicable	46	2.7	174	10.1
No response	28	1.6	43	2.5
Total	1,722	100	1,722	100

Table 19 Question 12: Please rate the following statements regarding blended and digital learning:

	Before the COVID-19 pandemic, I was already confident in delivering digital or blended learning		I can see benefits of continuing with blended learning after the COVID-19 pandemic subsides	
	Number of responses	% of respondents	Number of responses	% of respondents
Strongly agree	170	9.9	358	20.8
Agree	440	25.6	802	46.6
Neither agree or disagree	347	20.2	232	13.5
Disagree	516	30.0	191	11.1
Strongly disagree	204	11.8	104	6.0
Not applicable	24	1.4	6	0.3
No response	21	1.2	29	1.7
Total	1,722	100	1,722	100

	I feel confident that I have the skills to deliver digital learning effectively		I feel confident that I have the technology and equipment I need to deliver digital learning effectively	
	Number of responses	% of respondents	Number of responses	% of respondents
Strongly agree	333	19.3	269	15.6
Agree	843	49.0	774	44.9
Neither agree or disagree	333	19.3	319	18.5
Disagree	144	8.4	245	14.2
Strongly disagree	35	2.0	82	4.8
Not applicable	11	0.6	10	0.6
No response	23	1.3	23	1.3
Total	1,722	100	1,722	100

	I feel I have been able to meet individual learners' needs through online or blended learning		I have had the training and support I need from my college to help me deliver digital learning effectively	
	Number of responses	% of respondents	Number of responses	% of respondents
Strongly agree	170	9.9	248	14.4
Agree	647	37.6	696	40.4
Neither agree or disagree	442	25.7	432	25.1
Disagree	318	18.5	214	12.4
Strongly disagree	97	5.6	88	5.1
Not applicable	26	1.5	21	1.2
No response	22	1.3	23	1.3
Total	1,722	100	1,722	100

Professional learning

Table 20 Question 13: If you have been employed for 12 months or more, how many hours of professional learning do you estimate you have undertaken in the past 12 months? (select one)

	Number of responses	% of respondents
30 hours or more (or proportionate amount if part time)	949	55.1
Less than 30 hours (or proportionate amount if part time)	638	37.0
Employed for less than 12 months or are not currently	78	4.5
None	47	2.7
No response	10	0.6
Total	1,722	100

Table 21 Question 14: Which of the following professional learning activities have you undertaken in the last 12 months? (select all that apply)

	Number of responses	% of respondents
Attended courses (including for academic or professional qualifications), workshops, conferences, seminars, webinars (including e-learning)	1,437	83.4
Made use of new technologies	1,379	80.1
Read publications, books, journals, articles or researched new developments	925	53.7
Mentored or coached, shared your best practice with others	811	47.1
Acquired additional skills and knowledge in the workplace (e.g. a new post, an initiative, project or activity)	629	36.5
Undertaken collaborative learning inside or outside of your college (including online)	548	31.8
Received support from a mentor or coach, had colleagues observe your teaching and give you feedback	466	27.1
Observed colleagues' teaching or work shadowed them	461	26.8
Undertaken action research / enquiry	292	17.0
Undertaken specific training to develop your Welsh language skills (e.g. Sgiliaith courses)	286	16.6
Observed colleagues' teaching or work shadowed them	82	4.8
I have not undertaken any professional learning in the last 12 months	37	2.1
Other (please state)	49	2.8
No response	15	0.9
Total	7,417	
Base - total number of respondents	1,722	

As respondents were able to select all answers which apply, included in the above figures are: 15 registrants who did not respond; 128 registrants who selected 1 response option; 221 who selected 2 options; 326 who selected 3 options; 284 who selected 4 options; 278 who selected 5 options; 193 who selected 6 options, 128 who selected 7 options; 85 who selected 8 options; 48 who selected 9 options; 14 who selected 10 options and 2 who selected 11 options.

Further education teacher

Table 22 Question 15: What do you think are the main barriers or obstacles stopping you accessing professional learning? Please think of your normal working practices rather than particular issues around the COVID-19 pandemic. (select all that apply)

	Number of responses	% of respondents
Conflict with your work, not enough time	1,083	62.9
Home, family, personal commitments	517	30.0
No barriers, you have accessed the professional learning needed in the last 12 months	480	27.9
Cost	388	22.5
The professional learning on offer is not of sufficient quality or is not relevant	288	16.7
Lack of support from your college and / or manager	131	7.6
You do not have the required pre-requisites (e.g. qualifications, experience, seniority)	22	1.3
Other (Please state)	33	1.9
No response	30	1.7
Total	2,972	
Base - total number of respondents	1,722	

As respondents were able to select all answers which apply, included in the above figures are: 30 registrants who did not respond; 845 registrants who selected 1 response option; 530 who selected 2 options; 241 who selected 3 options; 66 who selected 4 options and 10 who selected 5 options.

Overall themes from open text comments – professional learning

In response to:

Question 18. In which areas would you welcome further development to help you be a more effective education professional? (please list up to three areas). Total number of open text responses: 1,002

- ICT skills including digital/blended learning;
- subject and/or industry knowledge;
- mental health and wellbeing;
- general comments regarding insufficient time to complete professional learning;
- assessment/marking and providing feedback;
- improving Welsh language skills;
- networking/shadowing/sharing information with colleagues;
- leadership and management.

4.0 Results – further education learning support worker

4.1 Respondent profile⁷

In terms of the representativeness of respondents the gender balance differs with a slightly lower proportion of male respondents compared to the profile on the Register. There are also fewer younger respondents particularly in the 29 and under category.

Table 23 Gender balance of respondents to the further education learning support worker survey

	Respondents		Profile on the Register	
	Number	%	Number	%
Female	434	74.8	3,619	69.0
Male	146	25.2	1,623	31.0
Not specified	0	0.0	1	0.0
Total	580	100	5,243	100

Table 24 Age range of respondents to the further education learning support worker survey

	Respondents		Profile on the Register	
	Number	%	Number	%
29 and under	35	6.0	957	18.3
30 to 39	91	15.7	1,165	22.2
40 to 49	142	24.5	1,189	22.7
50 to 59	195	33.6	1,271	24.2
60+	117	20.2	661	12.6
Total	580	100	5,243	100

⁷ 563 (97.1%) registrants completed the survey through the medium of English and 17 (2.9%) through the medium of Welsh.

Further education learning support worker

Table 25 Breakdown of respondents to the further education learning support worker survey by FE College⁸

	Respondents		Profile on the Register	
	Number	%	Number	%
Adult Learning Wales	1	0.2	17	0.3
Bridgend College	30	5.2	176	3.4
Cardiff and Vale College	19	3.3	189	3.6
Coleg Cambria	41	7.1	301	5.7
Coleg Ceredigion	51	8.8	199	3.8
Coleg Gwent	33	5.7	275	5.2
Coleg y Cymoedd	83	14.3	252	4.8
Gower College Swansea	18	3.1	193	3.7
Grŵp Llandrillo Menai	60	10.3	400	7.6
NPTC Group	78	13.4	195	3.7
Pembrokeshire College	22	3.8	193	3.7
St David's Catholic College	2	0.3	16	0.3
The College Merthyr Tydfil	9	1.6	39	0.7
Total in employment	447	77.1	2,445	46.6
Others in service	28	4.8	1,250	23.8
Others out of service	105	18.1	1,548	29.5
Total	580	100	5,243	100

⁸ The EWC are reliant on the employer and the practitioner to update this information. Registration Rules: '17- (1) A registered person shall notify the Council within a period of one month of any change to any particulars recorded in the Register in relation to him or her', however not all practitioners adhere to this timescale.

'Others in service' include supply, those on maternity leave or working in FE support worker role outside the FE institutions listed. 'Others out of service' include retired, unemployed registrants and those not employed as FE learning support worker.

4.2 Key findings of further education learning support workers (FELSW)

Role and career

- Salaried full-time-permanent contracts was the most common contract for FELSW (33.8%).
- Continuing to develop their practice over the next 3 years was the most popular response in terms of career development (60.9%)

Working patterns and workload

- A full-time FELSW (contracted to work for 37 hours or more) worked on average 40.8 hours per week. Most hours were spent on:
 - administration, paperwork – 10.2 average hours;
 - activities related to supporting colleagues (e.g. management, coaching, mentoring) – 5.5 average hours;
 - demonstrating, instructing – 5.2 average hours.
- Workload appeared more manageable for FELSW, 61.2% either agreed or strongly agreed that they were able to manage their workload within the agreed working hours, which opposes the view of FET.
- The three main areas that impacted on their ability to effectively manage their workload:
 - administration and paperwork (38.3%);
 - availability or reliability of technology (26.7%);
 - non-learning support activities relating to learners (e.g. welfare, safeguarding, extracurricular activities, parental contact) (26.2%).
- FELSW indicated they would benefit from discussing work with colleagues (44.8%) and undertaking professional learning reviews (35.9%), if more time was available.

Wellbeing

- During the past 12 months the COVID-19 pandemic had impacted on FELSW wellbeing. Most stated they were fairly or very anxious in relation to the following areas:
 - COVID-19 in general (including concerns about their own health or those close to them) 75.0%;
 - the impact of COVID-19 on their working practices 69.0%;
 - the impact of COVID-19 on their wellbeing and safety at work 66.8%;
- To a lesser extent but still a concern (fairly anxious or very anxious) were:
 - job security 39.5%;
 - workload 47.2%.
- Respondents recognised a range of wellbeing support offered with the most frequently identified being the opportunity for counselling (77.4%), training courses on managing wellbeing (67.9%), a confidential helpline (61.0%). However, only 18.3% of respondents had actually attended training on managing their wellbeing and 13.8% had participated in wellbeing days or activities.

Further education learning support worker

- Most FELSW either agreed or strongly agreed that they felt supported by their college in relation to their wellbeing and mental health in the following ways:
 - 74.3% felt confident that if they experienced difficulties with their mental health or wellbeing, their college would take it seriously and will do what they can to help;
 - 75.2% felt confident that if they raise concerns about COVID-19, their college would take it seriously and will do what they can to help;
 - More so than FE teachers, 57.8% felt equipped to handle learners' anxieties related to COVID-19;
 - 61.9% felt safe in their learning environment and that their college had the appropriate safety measures in place;
 - 65.5% felt the support on offer in respect of mental health and wellbeing was appropriate for their needs;
- Of concern but to a lesser extent:
 - 47.5% felt that specific support had been made available to help them cope with any concerns or anxieties related to COVID-19. 26.4% neither agreed nor disagreed.

Blended and digital learning

- Blended learning during the COVID-19 pandemic had increased FELSW workload either slightly or significantly (34.5%), much lower than FET. 27.4% responded that their workload had stayed the same.
- As with FE teachers, confidence in delivering digital or blended learning support before the COVID-19 pandemic was not as positive, with a more even distribution of responses. 20.5% agreed with having a level of confidence, 22.8% neither agreed nor disagreed. Most FELSW agreed or strongly agreed to the following:
 - 62.2% could see the benefits of continuing with blended learning after the COVID-19 pandemic subsides;
 - 55.2% felt confident they had the skills to deliver digital learning effectively;
 - 55.9% felt confident that they had the technology and equipment they need to deliver digital learning effectively;
 - 45.2% felt they have been able to meet individual learners' needs through online or blended learning. 21.9% neither agreed nor disagreed;
 - 46.1% had the training and support they needed from their college to help deliver digital learning effectively. 24.0% neither agreed nor disagreed;
 - However, there was a more even distribution in level of confidence in delivering digital or blended learning before the COVID-19 pandemic. 22.8% neither agreed nor disagreed.

Professional learning

- Hours of professional learning within FELSW appears to be divided for those that have been employed for the last 12 months. 43.4% stated that they have received 30 hours or more (or proportionate amount if part time) and 44.3% indicated that they have received less than 30 hours (or proportionate amount if part time).
- A range of professional learning activities has been undertaken, however the most popular activities were attending courses, workshops, conferences, seminars and webinars (79.0%) and making use of new technologies (62.4%).

Further education learning support worker

- Conflict with work/not enough time (36.2%) and home, family, personal commitments (28.4%) were the most popular reasons for those who felt there were barriers to accessing the required professional learning. A large proportion of FELSW (41.2%) felt there were no barriers to accessing professional learning in the last 12 months.
- In response to the open text question, respondents indicated they would welcome further development in the following areas:
 - ICT skills including digital/blended learning;
 - subject and/or phase knowledge;
 - mental health and wellbeing;
 - coaching and mentoring;
 - improving Welsh language skills;
 - behaviour management and support.

4.3 Tabulation of responses - further education learning support worker survey

The 'No Response' column in each table relates to those individuals who have answered some but not all questions in the survey.

Role and career

Table 26 Question 1: Which of the following best describes your contract of employment as an FE learning support worker? (select one)

	Number of responses	% of respondents
Salaried full time - permanent	196	33.8
Salaried fractional - permanent	85	14.7
Part-time hourly paid - term time only	75	12.9
Salaried full time - term time only	75	12.9
Part-time hourly paid - permanent	70	12.1
Salaried full time - fixed term	20	3.4
Salaried fractional - fixed term	17	2.9
Salaried full time - hourly paid	7	1.2
Other (please state)	31	5.3
No response	4	0.7
Total	580	100

Table 27 Question 2: How do you see your career changing in the next three years? (select all that apply)

	Number of responses	% of respondents
Continuing to develop and strengthen your practice as a learning support worker	353	60.9
Mentoring or supporting less experienced colleagues	92	15.9
Retiring	72	12.4
Increasing your working hours	67	11.6
Progressing to become a lecturer or qualified school teacher	56	9.7
Reducing your working hours	44	7.6
Leaving further education	35	6.0
Moving to a different educational setting (e.g. school, HE)	20	3.4
Moving to a different FE college	3	0.5
Other (please state)	41	7.1
No response	6	1.0
Total	789	
Base - total number of respondents	580	

As respondents were able to select all answers which apply, included in the above figures are: 6 registrant who did not respond; 418 registrants who selected 1 response option; 111 who selected 2 options; 38 who selected 3 options; 6 who selected 4 options; 1 who selected 5 options.

Working patterns and workload

Table 28 Question 3: Please confirm the number of hours (numerically) you are contracted to work per week

	Number of responses	% of respondents
Over 30	267	46.0
26-30	94	16.2
21-25	48	8.3
16-20	80	13.8
11-15	33	5.7
6-10	11	1.9
5 and under	1	0.2
No hours provided	43	7.4
FTE figure (e.g 0.6)	0	0.0
N/A (e.g too many hours)	3	0.5
Total	580	100

Table 29 Question 3b: During an average working week how long do you spend on the following? Please state number of hours (numerically). Include tasks that take place outside of your usual working hours, including during weekends and evenings. Round to the nearest half an hour.

Based on the contract information provided in question 1.	Average number of hours worked per week	Average contracted hours
Full-time	40.8	37.3
Part-time	25.6	21.0
Other	29.7	23.4

Based on contract information provided in question 1	Full-time Average hours		Part-time Average hours		Other Average hours	
	Per week	%	Per week	%	Per week	%
Activities related to supporting colleagues (e.g. management, coaching, mentoring)	5.5	13.5	2.1	8.0	5.0	16.7
Administration, paperwork	10.2	25.0	2.8	11.0	2.6	8.8
Assisting with the conversion of teaching content/resources for digital learning	1.8	4.3	1.3	5.0	0.4	1.4
Contributing to assessment and marking	1.6	3.9	1.2	4.6	0.8	2.5
Demonstrating, instructing	5.2	12.9	2.3	9.1	0.6	2.0
Non-learning support activities relating to learners (e.g. welfare, safeguarding, extracurricular activities, parental contact)	4.0	9.8	1.9	7.3	5.1	17.1
Planning and preparation	4.3	10.4	1.6	6.1	2.3	7.9
Professional learning	1.2	3.0	0.8	3.1	0.6	2.0
Receiving support from line manager, mentor or supervisor	0.8	1.9	0.4	1.5	0.0	0.0
Reflecting on practice	0.9	2.1	0.9	3.5	1.5	5.1
Supporting teaching with learners and / or providing cover supervision	3.2	7.8	8.2	31.9	10.0	33.7
Other	2.2	5.3	2.3	8.8	0.8	2.8
Total	40.8	100	25.6	100	29.7	100

Further education learning support worker

Additional notes regarding the calculation of the above are available in Annex B. 58 failed to enter any hours against the activities. The declared total weekly hours worked ranged from 1 to 140.5 hours per week. 5 gave hours which were over 168 hours.

Based on the information provided in 3a and 3b, 47 (15.8%) full-time FE learning support workers stated that during an average week they work less than their contracted hours, 131 (44.0%) work their hours and 75 (25.2%) work above their contracted hours in an average week. Inconsistencies or input errors with the remaining 15.1%.

50 (20.2%) part-time FE learning support workers stated that during an average week they work less than their contracted hours, 108 (43.7%) work their hours and 53 (21.5%) work above their contracted hours in an average week. Inconsistencies or input errors with the remaining 14.6%.

Table 30 Question 4: To what extent do you agree or disagree that you are able to effectively manage your existing workload within your contracted working hours? (select one)

	Number of responses	% of respondents
Strongly agree	109	18.8
Agree	246	42.4
Neither agree or disagree	116	20.0
Disagree	68	11.7
Strongly disagree	28	4.8
No response	13	2.2
Total	580	100

Table 31 Question 5: What impacts most on your ability to effectively manage your workload? Please base your answer on your "typical" workload rather than experiences during the COVID-19 pandemic. (select up to three)

	Number of responses	% of respondents
Administration and paperwork	222	38.3
Availability or reliability of technology	155	26.7
Non-learning support activities relating to learners (e.g. welfare, safeguarding, extracurricular activities, parental contact)	152	26.2
Class or learner group sizes	120	20.7
Organisational expectations and accountability	106	18.3
Activities related to supporting colleagues (e.g. management, coaching, mentoring)	102	17.6
Covering for absent colleagues	93	16.0
Assisting with the conversion of teaching content/resources for digital learning	55	9.5
External assessment, quality assurance and inspections	16	2.8
Other (please state)	46	7.9
No response	39	6.7
Total	1,106	
Base - total number of respondents		580

As respondents were able to select up to three answers, included in the above figures are: 39 registrants who did not respond; 216 registrants who selected 1 response option; 124 who selected 2 options; 201 who selected 3 options.

Further education learning support worker

Table 32 Question 6: If you had more time, which of these ways of using that time would benefit you in your role as a professional the most? (select up to three)

	Number of responses	% of respondents
Discussing work with colleagues	260	44.8
Undertaking professional learning	208	35.9
Planning and preparation	192	33.1
Discussing work with learners, undertaking progress reviews	190	32.8
Reflecting on practice	154	26.6
Undertaking action research / enquiry	94	16.2
Analysing learner data	70	12.1
Contributing to assessment and marking	40	6.9
Other (please state)	22	3.8
No response	29	5.0
Total	1,259	
Base - total number of respondents		580

As respondents were able to select up to 3 answers, included in the above figures are: 29 registrants who did not respond; 158 registrants who selected 1 response option; 107 who selected 2 options; 286 who selected 3 options.

Table 33 Question 7: How has delivering blended learning during the COVID-19 pandemic affected your workload?

	Number of responses	% of respondents
It's reduced it	87	15.0
It's about the same	159	27.4
It's increased slightly	92	15.9
It's increased significantly	108	18.6
I haven't been delivering blended or online learning support	118	20.3
No response	16	2.8
Total	580	100

Overall themes from open text comments - workload

In response to:

Question 4b Do you have practical suggestions on what changes would help to make your workload more manageable? Total number of open text responses: 62

- additional paid hours/increase working hours;
- less administration/paperwork/meetings;
- employ more staff;
- more support for staff;
- access to the appropriate technology for staff/students.

Further education learning support worker

Question 7: If your workload has increased slightly or significantly, please explain what the additional work has been and any practical suggestions on how this could be improved. Total number of open text responses: 164

Additional workload:

- learners requiring additional support (one-to-one/pastoral/welfare);
- challenges of remote working;
- ICT – availability of equipment / reliability of IT systems;
- insufficient time for preparation, marking, feedback and reflection;
- administration requirements and / or paperwork;
- unfair distribution of the workload/ division of tasks.

Practical suggestions for improvement:

Due to only a small number of suggestions being provided within this question, no prominent themes could be established.

Wellbeing

Table 34 Question 8: Over the last 12 months, please rate your levels of anxiety or stress in relation to any of these areas (select one in each of the 6 areas)

	COVID-19 in general (including concerns about your own health or those close to you)		The impact of COVID-19 on your working practices	
	Number of responses	% of respondents	Number of responses	% of respondents
Not anxious at all	29	5.0	44	7.6
Not very anxious	104	17.9	114	19.7
Fairly anxious	254	43.8	259	44.7
Very anxious	181	31.2	141	24.3
Don't know	0	0.0	4	0.7
No response	12	2.1	18	3.1
Total	580	100	580	100

	The impact of COVID-19 on your wellbeing and safety at work		Your job security	
	Number of responses	% of respondents	Number of responses	% of respondents
Not anxious at all	44	7.6	141	24.3
Not very anxious	124	21.4	187	32.2
Fairly anxious	252	43.4	143	24.7
Very anxious	136	23.4	86	14.8
Don't know	8	1.4	10	1.7
No response	16	2.8	13	2.2
Total	580	100	580	100

Further education learning support worker

	Your workload		Any other aspects of your work [an option was available for registrants to list other aspects]	
	Number of responses	% of respondents	Number of responses	% of respondents
Not anxious at all	182	31.4	59	10.2
Not very anxious	100	17.2	45	7.8
Fairly anxious	185	31.9	41	7.1
Very anxious	89	15.3	36	6.2
Don't know	11	1.9	49	8.4
No response	13	2.2	350	60.3
Total	580	100	580	100

Table 35 Question 9: Does your college offer any of the following types of support for your wellbeing? (select all that apply)

	My college offers this support		I have made use of this support	
	Number of responses	% of respondents	Number of responses	% of respondents
A confidential helpline	354	61.0	21	3.6
Counselling support	449	77.4	42	7.2
Exercise classes or any other kind of support for physical exercise	320	55.2	53	9.1
Support to balance home schooling and carer responsibilities brought about by COVID-19	266	45.9	41	7.1
Training courses on managing your wellbeing	394	67.9	106	18.3
Wellbeing days or activities	352	60.7	80	13.8
Other support [please specify]	30	5.2	12	2.1
Total	2,165		355	
Base - total number of respondents	580		580	

Support offered:

As respondents were able to select all answers which apply: 55 registrants did not respond; 36 registrants selected 1 response option; 66 selected 2 options; 96 selected 3 options; 89 selected 4 options; 93 selected 5 options; 127 selected 6 options; 18 selected 7 options.

Made use of support:

As respondents were able to select all answers which apply: 402 registrants did not respond; 80 registrants selected 1 response option; 48 selected 2 options; 34 selected 3 options; 8 selected 4 options; 4 selected 5 options; 3 selected 6 options and 1 selected 7 options.

Table 36 Question 10: Please rate the following statements (6 statements):

	I feel confident that if I am experiencing difficulties with my mental health or wellbeing, my college will take it seriously and will do what they can to help		I feel confident that if I raise concerns about COVID-19, my college will take it seriously and will do what they can to help	
	Number of responses	% of respondents	Number of responses	% of respondents
Strongly agree	206	35.5	193	33.3
Agree	225	38.8	243	41.9
Neither agree or disagree	81	14.0	71	12.2
Disagree	30	5.2	30	5.2
Strongly disagree	15	2.6	19	3.3
Not applicable	23	4.0	24	4.1
No response	0	0.0	0	0.0
Total	580	100	580	100

	I feel equipped to handle learners' anxieties related to COVID-19		I feel safe in my learning environment and that my college has the appropriate safety measures in place	
	Number of responses	% of respondents	Number of responses	% of respondents
Strongly agree	96	16.6	139	24.0
Agree	239	41.2	220	37.9
Neither agree or disagree	133	22.9	106	18.3
Disagree	48	8.3	60	10.3
Strongly disagree	19	3.3	23	4.0
Not applicable	45	7.8	32	5.5
No response	0	0.0	0	0.0
Total	580	100	580	100

	The support on offer in respect of mental health and wellbeing is appropriate for my needs		Specific support has been made available to help me cope with any concerns or anxieties related to COVID-19	
	Number of responses	% of respondents	Number of responses	% of respondents
Strongly agree	164	28.3	103	17.8
Agree	216	37.2	172	29.7
Neither agree or disagree	123	21.2	153	26.4
Disagree	29	5.0	40	6.9
Strongly disagree	14	2.4	21	3.6
Not applicable	34	5.9	91	15.7
No response	0	0.0	0	0.0
Total	580	100	580	100

Further education learning support worker

Table 37 Question 11: Please rate the following statements regarding blended and digital learning:

	Before the COVID-19 pandemic, I was already confident in delivering digital or blended learning support		I can see benefits of continuing with blended learning after the COVID-19 pandemic subsides	
	Number of responses	% of respondents	Number of responses	% of respondents
Strongly agree	40	6.9	98	16.9
Agree	119	20.5	263	45.3
Neither agree or disagree	132	22.8	92	15.9
Disagree	133	22.9	51	8.8
Strongly disagree	38	6.6	15	2.6
Not applicable	118	20.3	61	10.5
No response	0	0.0	0	0.0
Total	580	100	580	100

	I feel confident that I have the skills to deliver digital learning effectively		I feel confident that I have the technology and equipment I need to deliver digital learning effectively	
	Number of responses	% of respondents	Number of responses	% of respondents
Strongly agree	83	14.3	84	14.5
Agree	237	40.9	240	41.4
Neither agree or disagree	107	18.4	90	15.5
Disagree	45	7.8	61	10.5
Strongly disagree	14	2.4	14	2.4
Not applicable	94	16.2	91	15.7
No response	0	0.0	0	0.0
Total	580	100	580	100

	I feel I have been able to meet individual learners' needs through online or blended learning		I have had the training and support I need from my college to help me deliver digital learning effectively	
	Number of responses	% of respondents	Number of responses	% of respondents
Strongly agree	69	11.9	77	13.3
Agree	193	33.3	190	32.8
Neither agree or disagree	127	21.9	139	24.0
Disagree	48	8.3	47	8.1
Strongly disagree	20	3.4	21	3.6
Not applicable	123	21.2	106	18.3
No response	0	0.0	0	0.0
Total	580	100	580	100

Professional learning

Table 38 Question 12: If you have been employed for 12 months or more, how many hours of professional learning do you estimate you have undertaken in the past 12 months? (select one)

	Number of responses	% of respondents
30 hours or more (or proportionate amount if part time)	252	43.4
Less than 30 hours (or proportionate amount if part time)	257	44.3
Employed for less than 12 months or are not currently employed	25	4.3
None	42	7.2
No response	4	0.7
Total	580	100

Table 39 Question 13: Which of the following professional learning activities have you undertaken in the last 12 months? (select all that apply)

	Number of responses	% of respondents
Attended courses (including for academic or professional qualifications), workshops, conferences, seminars, webinars (including e-learning)	458	79.0
Made use of new technologies	362	62.4
Read publications, books, journals, articles or researched new developments	230	39.7
Acquired additional skills and knowledge in the workplace (e.g. a new post, an initiative, project or activity)	229	39.5
Undertaken collaborative learning inside or outside of your college (including online)	161	27.8
Mentored or coached, shared your best practice with others	157	27.1
Observed colleagues or work shadowed them	105	18.1
Received support from a mentor or coach, had colleagues observe your work and give you feedback	103	17.8
Undertaken specific training to develop your Welsh language skills (e.g. Sgiliaith courses)	95	16.4
Undertaken action research, enquiry	60	10.3
I have not undertaken any professional learning the last 12 months	42	7.2
Other (please state)	16	2.8
No response	5	0.9
Total	2,023	
Base - total number of respondents	580	

As respondents were able to select all answers which apply, included in the above figures are: 5 registrants who did not respond; 103 registrants who selected 1 response option; 123 who selected 2 options; 102 who selected 3 options; 78 who selected 4 options; 62 who selected 5 options; 50 who selected 6 options; 27 who selected 7 options, 20 who selected 8 options, 8 who selected 9 options, 2 who selected 10 options.

Further education learning support worker

Table 40 Question 14: What do you think are the main barriers or obstacles stopping you accessing professional learning? Please think of your normal working practices rather than particular issues around the COVID-19 pandemic. (select all that apply)

	Number of responses	% of respondents
No barriers, you have accessed the professional learning needed in the last 12 months	239	41.2
Conflict with your work, not enough time	210	36.2
Home, family, personal commitments	165	28.4
Cost	123	21.2
The professional learning on offer is not of sufficient quality or is not relevant	69	11.9
Lack of support from your employer and / or manager	45	7.8
You do not have the required pre-requisites (e.g. qualifications, experience, seniority)	34	5.9
Other (Please state)	21	3.6
No response	14	2.4
Total	920	
Base - total number of respondents	580	

As respondents were able to select all answers which apply, included in the above figures are: 14 registrants who did not respond; 347 registrants who selected 1 response option; 130 who selected 2 options; 67 who selected 3 options; 15 who selected 4 options; 4 who selected 5 options; 3 who selected 6 options.

Overall themes from open text comments - professional learning

In response to:

Question 15. In which areas would you welcome further development to help you be a more effective education professional? (please list up to three areas) Total open text responses: 277

- ICT skills including digital/blended learning;
- subject and/or phase knowledge;
- mental health and wellbeing;
- coaching and mentoring;
- improving Welsh language skills;
- behaviour management and support.

5.0 Results – work-based learning practitioners

5.1 Respondent profile ⁹

In terms of the representativeness of respondents the gender balance differs with a slightly lower proportion of male respondents compared to the profile on the Register. There are also fewer younger respondents.

Table 41 Gender balance of respondents to the work-based learning practitioner survey

	Respondents		Profile on the Register	
	Number	%	Number	%
Female	409	70.3	2,098	63.2
Male	173	29.7	1,223	36.8
Total	582	100	3,321	100

Table 42 Age range of respondents to the work-based learning practitioner survey

	Respondents		Profile on the Register	
	Number	%	Number	%
29 and under	24	4.1	294	8.9
30 to 39	106	18.2	807	24.3
40 to 49	176	30.2	886	26.7
50 to 59	182	31.3	912	27.5
60+	94	16.2	422	12.7
Total	582	100	3,321	100

⁹ 565 (97.1%) registrants completed the survey through the medium of English and 17 (2.9%) through the medium of Welsh

Work-based learning practitioners

Table 43 Breakdown of work-based learning practitioner response rate by employer¹⁰

	Respondents		Profile on the Register	
	Number	%	Number	%
ACT Ltd	37	6.4	401	12.1
ALS Apprenticeship Learning Solutions	22	3.8	183	5.5
Babcock Training Ltd	19	3.3	48	1.4
B-wbl Consortium	60	10.3	427	12.9
Cambrian Training Company	42	7.2	84	2.5
Cardiff & Vale College	19	3.3	172	5.2
CITB-Construction Skills	2	0.3	27	0.8
Coleg Cambria	48	8.2	159	4.8
Gower College Swansea	28	4.8	165	5.0
Grŵp Llandrillo Menai	58	10.0	222	6.7
ISA Training	12	2.1	117	3.5
Itec Skills and Employment	29	5.0	211	6.4
PeoplePlus	17	2.9	103	3.1
Rathbone Cymru (NCG)	0	0.0	6	0.2
Skills Academy Wales @ NPTC Group	63	10.8	157	4.7
t2 Skills	6	1.0	71	2.1
The CADcentre (UK) Ltd	5	0.9	24	0.7
Torfaen Training	8	1.4	54	1.6
Vocational Skills Partnership	14	2.4	90	2.7
Total in employment	489	84.0	2,721	81.9
Others in service	23	4.0	326	9.8
Others out of service	70	12.0	274	8.3
Total	582	100	3,321	100

¹⁰ The EWC are reliant on the employer and the practitioner to update this information. Registration Rules: '17- (1) A registered person shall notify the Council within a period of one month of any change to any particulars recorded in the Register in relation to him or her', however not all practitioners adhere to this timescale.

Please note, the employers listed in Table 43 are lead work-based learning contractors and that the figures include staff employed by their sub-contractors.

'Others in service' includes those working on a supply basis or in a WBL role employed by a sub-contractor no longer associated with a main contractor. 'Others out of service' are registrants who are retired, unemployed, employed as learning support workers and teachers in FE and schools and qualified youth workers.

5.2 Key findings of work-based learning practitioner (WBLP)

Role and career

- 62.7% of WBLP respondents were employed on a salaried full-time-permanent contract.
- 75.9% of respondents delivered Apprenticeships (level 2/3).
- Continue to develop their practice over the next 3 years was the most popular response regarding WBLP career development (67.9%), whilst 28.5% stated that they intend to mentor or support less experienced colleagues.

Working patterns and workload

- During an average working week a full-time WBLP (contracted to work for 37 hours or more) worked on average 43.5 hours. Most hours were spent on:
 - assessment (including workplace visits), marking, quality assurance, feedback, setting tests - 11.2 hours;
 - administration, paperwork, learner eligibility checks - 7.5 hours;
 - teaching, tutoring and training - 6.6 hours.
- Over half of WBLP respondents were able to manage their workload within the agreed working hours. 50.5% either agreed or strongly agreed. 23.5% neither agreed nor disagreed.
- Most WBLP felt they had enough time to cover the programme content and ensure learners were fully supported. 55.0% either strongly agreed or agreed. 24.7% neither agreed nor disagreed.
- The three main areas which impacted on respondents ability to effectively manage their workload were:
 - administration, paperwork, learner eligibility checks (55.5%);
 - learner caseload (23.5%);
 - availability or reliability of technology (21.6%).
- If more time was available, the main areas WBLP would spend their time were planning and preparation (45.0%) and assessment and marking (34.7%).

Wellbeing

- The COVID-19 pandemic had impacted on WBLP wellbeing during the last 12 months. Most WBLP stated they were fairly or very anxious in relation to the following areas:
 - COVID-19 in general (including concerns about their own health or those close to them) (71.8%);
 - the impact of COVID-19 on their teaching practices (62.0%);
 - the impact of COVID-19 on their wellbeing and safety at work (52.8%);
 - job security (53.9%);
 - workload (60.2%).

Work-based learning practitioners

- Respondents recognised a range of wellbeing support offered with the most frequently identified being the opportunity for counselling (68.7%), confidential helpline (65.3%), and training courses on managing their wellbeing (64.9%). However, only 13.1% of respondents had made use of training on managing wellbeing and 11.0% had participated on wellbeing days and activities.
- WBLP respondents either agreed or strongly agreed that they felt supported by their employer in relation to their wellbeing and mental health in the following ways:
 - 74.9% felt confident that if they experienced difficulties with their mental health or wellbeing, their employer would take it seriously and will do what they can to help;
 - 78.4% felt confident that if they raise concerns about COVID-19, their employer would take it seriously and will do what they can to help;
 - 66.9% felt equipped to handle learners' anxieties related to COVID-19;
 - 76.9% felt safe in their learning environment and that their employer had the appropriate safety measures in place;
 - 62.2% felt the support on offer in respect of mental health and wellbeing was appropriate for their needs.
- Of concern but to a lesser extent:
 - 45.3% felt that specific support had been made available to help them cope with any concerns or anxieties related to COVID-19.

Blended and digital learning

- Blended learning during the COVID-19 pandemic had increased WBLP workload either slightly or significantly (43.2%) and for 34.5% it had stayed the same.
- WBLP agreed or strongly agreed to the following:
 - 78.8% could see the benefits of continuing with blended learning after the COVID-19 pandemic subsides;
 - 66.9% felt confident they had the skills to deliver digital learning effectively;
 - 65.8% felt confident that they had the technology and equipment they need to deliver digital learning effectively;
 - 61.7% felt they have been able to meet individual learners' needs through online or blended learning;
 - 55.8% had the training and support they needed from their employer to help deliver digital learning effectively;
 - 40.0% said they felt confident in delivering digital or blended learning before the COVID-19 pandemic. 22.2% neither agreed nor disagreed.

Professional learning

- 52.1% had completed 30 hours (full time equivalent) or more professional learning in the last 12 months. A range of activities had been undertaken, however the most popular activities were attending courses, workshops, conferences, seminars and webinars (84.5%) and making use of new technologies (75.1%).
- Conflict with work/not enough time (43.1%) and home, family, personal commitments (25.3%) were seen as the main barriers to accessing professional learning. 42.6% of WBLP felt there were no barriers and that their professional learning needs over the last 12 months had been fully met.

Work-based learning practitioners

- Over half of WBLP felt they had the skills needed to be effective in their role (51.5%).
- In response to the open text question, respondents indicated they would welcome further development in the following areas:
 - ICT skills including digital/blended learning;
 - industry related professional learning;
 - mental health and wellbeing;
 - improving Welsh language skills;
 - leadership and management.

5.3 Tabulation of responses – work-based learning practitioner survey

The ‘No Response’ column in each table relates to those individuals who have answered some but not all questions in the survey.

Role and career

Table 44 Question 1: Which of the following best describes your contract of employment as a work-based learning practitioner? (select one)

	Number of responses	% of respondents
Salaried full time - permanent	365	62.7
Salaried fractional - permanent	60	10.3
Part-time hourly paid - permanent	41	7.0
Salaried full-time - fixed term	37	6.4
Management salaried-fractional - permanent	24	4.1
Associate/Self-employed associate	19	3.3
Salaried fractional - fixed term	12	2.1
Part-time hourly paid - fixed term	11	1.9
Other (please state)	11	1.9
No response	2	0.3
Total	582	100

Table 45 Question 2: Which of the following do you deliver? (please select all that apply):

	Number of responses	% of respondents
Apprenticeships (level 2/3)	442	75.9
Higher Apprenticeships (level 4 and above)	266	45.7
Traineeships	99	17.0
Other work-based learning programme (please specify)	130	22.3
No response	5	0.9
Total	942	
Base - total number of respondents	582	

Included in the above figures are: 5 registrants who did not respond; 282 registrants who selected 1 response option; 231 who selected 2 options; 63 who selected 3 options; 1 who selected 4 options.

Work-based learning practitioners

Table 46 Question 3: How do you see your career changing in the next three years? (select all that apply)

	Number of responses	% of respondents
Continuing to develop and strengthen your practice as a WBL practitioner	395	67.9
Mentoring or supporting less experienced colleagues	166	28.5
Moving to a different role with your current employer (e.g. assessor to IQA)	94	16.2
Progressing to become a middle or senior manager	81	13.9
Reducing your working hours	58	10.0
Leaving WBL	52	8.9
Moving to a different education or training setting (e.g. school, FE, HE)	51	8.8
Retiring	52	8.9
Increasing your working hours	37	6.4
Moving to a different WBL provider	20	3.4
Other (please state)	9	1.5
No response	5	0.9
Total	1,020	
Base - total number of respondents		582

Included in the above figures are: 5 registrants who did not respond; 312 registrants who selected 1 response option; 139 who selected 2 options; 91 who selected 3 options; 27 who selected 4 options; 5 who selected 5 options; 2 who selected 6 options; 1 who selected 7 options

Working patterns and workload

Table 47 Question 4: Please confirm the number of hours (numerically) you are contracted to work per week

	Number of responses	% of respondents
Over 30	433	74.4
26-30	44	7.6
21-25	50	8.6
16-20	20	3.4
11-15	7	1.2
6-10	7	1.2
5 and under	0	0.0
No hours provided	21	3.6
FTE figure (e.g 0.6)	0	0.0
N/A (e.g too many hours)	0	0.0
Total	582	100

Work-based learning practitioners

Table 48 Question 4b: During an average working week how long do you spend on the following? Please state number of hours (numerically). Include tasks that take place outside of your usual working hours, including during weekends and evenings. Round to the nearest half an hour.

Based on the contract information provided in question 1.	Average number of hours worked per week	Average contracted hours
Full-time	43.5	37.7
Part-time	30.4	24.3
Other	31.9	25.2

Based on contract information provided in question 1	Full-time Average hours		Part-time Average hours		Other Average hours	
	Per week	%	Per week	%	Per week	%
Activities related to supporting colleagues (e.g. management, coaching, mentoring)	4.2	9.7	2.8	9.1	4.7	14.7
Administration, paperwork, learner eligibility checks	7.5	17.2	4.6	15.2	3.5	11.0
Assessment (including workplace visits), marking, quality assurance, feedback, setting tests	11.2	25.8	8.3	27.3	6.8	21.3
Non-training/assessing activities relating to learners (e.g. welfare, safeguarding, wellbeing)	2.7	6.3	2.2	7.1	2.3	7.2
Planning and preparation	4.5	10.4	3.1	10.3	3.6	11.3
Preparing resources specifically for digital learning including converting existing teaching content	2.3	5.4	1.6	5.2	2.0	6.3
Professional learning	1.6	3.7	1.4	4.5	1.6	5.0
Receiving support from line manager, mentor or supervisor	1.1	2.4	0.7	2.2	0.9	2.8
Reflecting on practice	1.0	2.3	0.7	2.3	1.3	4.1
Teaching, tutoring and training	6.6	15.2	4.9	16.1	4.8	15.0
Other	0.7	1.7	0.2	0.6	0.5	1.6
Total	43.5	100	30.4	100	31.9	100

Additional notes regarding the calculation of the above are available in Annex B. 16 failed to enter any hours against the activities. The declared total weekly hours worked ranged from 2 to 147 hours per week. 1 gave hours which were over 168 hours.

Based on the information provided in 4a and 4b, 48 (11.9%) full-time work-based learning practitioners stated that during an average week they work less than their contracted hours, 158 (39.3%) work their hours and 177 (44.0%) work above their contracted hours in an average week. Inconsistencies or input errors with the remaining 4.7%.

7 (4.7%) part-time work-based learning practitioners stated that during an average week they work less than their contracted hours, 67 (45.3%) work their hours and 64 (43.2%) work above their contracted hours in an average week. Inconsistencies or input errors with the remaining 6.9%.

Work-based learning practitioners

Table 49 Question 5: To what extent do you agree or disagree that you are able to effectively manage your existing workload within your contracted working hours? (select one)

	Number of responses	% of respondents
Strongly agree	72	12.4
Agree	222	38.1
Neither agree or disagree	137	23.5
Disagree	94	16.2
Strongly disagree	51	8.8
No response	6	1.0
Total	582	100

Table 50 Question 6: To what extent do you agree or disagree that you usually have enough time to cover the curriculum content and ensure learners are fully supported? (select one) Please base your answer on your “typical” workload rather than experiences during the COVID-19 pandemic.

	Number of responses	% of respondents
Strongly agree	68	11.7
Agree	252	43.3
Neither agree or disagree	144	24.7
Disagree	91	15.6
Strongly disagree	22	3.8
No response	5	0.9
Total	582	100

Table 51 Question 7: What impacts most on your ability to effectively manage your workload? Please base your answer on your “typical” workload rather than experiences during the COVID-19 pandemic. (select up to three)

	Number of responses	% of respondents
Administration, paperwork, learner eligibility checks	323	55.5
Learner caseload	137	23.5
Availability or reliability of technology	126	21.6
Travel to and from employer premises	120	20.6
Organisational expectations and accountability	121	20.8
Employer engagement	114	19.6
Activities related to supporting colleagues (e.g. management, coaching, mentoring)	97	16.7
Fitting programme content into the available delivery hours	93	16.0
Preparing resources specifically for digital learning including converting existing programme content	70	12.0
Non-training/assessing activities relating to learners (e.g. welfare, safeguarding, wellbeing)	69	11.9
External assessment, quality assurance and inspections	55	9.5
Covering for absent colleagues	48	8.2
Other (please state)	32	5.5
No response	11	1.9
Total	1,416	
Base - total number of respondents		582

As respondents were able to select up to three answers, included in the above figures are: 11 registrants who did not respond; 94 registrants who selected 1 response option; 120 who selected 2 options; 357 who selected 3 options.

Work-based learning practitioners

Table 52 Question 8: If you had more time, which of these ways of using that time would benefit you in your role the most? (select up to three)

	Number of responses	% of respondents
Planning and preparation	262	45.0
Assessment and marking	202	34.7
Discussing work with learners, undertaking progress reviews	197	33.8
Preparing resources specifically for digital learning including converting existing programme content	169	29.0
Undertaking professional learning to update or strengthen your industry knowledge and practice	156	26.8
Undertaking professional learning to enhance your teaching and learning practice	140	24.1
Reflecting on practice	113	19.4
Analysing learner data	79	13.6
Undertaking action research, enquiry	42	7.2
Other (please state)	22	3.8
No response	14	2.4
Total	1,396	
Base - total number of respondents		582

As respondents were able to select up to three answers, included in the above figures are: 14 registrants who did not respond; 103 registrants who selected 1 response option; 116 who selected 2 options; 349 who selected 3 options.

Table 53 Question 9: How has delivering blended learning during the COVID-19 pandemic affected your workload?

	Number of responses	% of respondents
It's reduced it	53	9.1
It's about the same	201	34.5
It's increased slightly	108	18.6
It's increased significantly	143	24.6
I haven't been delivering blended learning	72	12.4
No response	5	0.9
Total	582	100

Overall themes from open text comments – workload

In response to:

Question 5b. Do you have practical suggestions on what changes would help to make your workload more manageable? Total number of open text responses: 125

- reduced caseload;
- reduce the amount of administrative duties;
- employ extra staff;
- further consideration of non-teaching workload.

Work-based learning practitioners

Question 9. If delivering blended learning during the COVID-19 pandemic has increased your workload slightly or significantly, please explain what the additional work has been and any practical suggestions on how this could be improved. Total number of open text responses: 222

Additional work:

- challenges of online/blended learning delivery and resource development;
- administration requirements and / or paperwork;
- ICT - design and reliability of IT systems;
- learners requiring additional support (one-to-one/pastoral/welfare);
- high learner caseloads;
- challenges of introducing new qualifications and course/assessment changes;
- pressures of performance targets;
- impact of COVID-19 pandemic.

Practical suggestions for improvement:

- reduce paperwork and streamline reporting systems;
- reduce assessor caseload to:
 - free up time for planning, marking, assessing and support;
 - recognise time required for additional roles such as IQA and mentoring new members of staff;
 - recognise the differences in travel time for different individuals (depending on whether they deal with local employers or have to travel further afield);
- dedicated staff to deal with admin, learner enrolment, marketing, preparing resources and schedules.

Wellbeing

Table 54 Question 10: Over the last 12 months, please rate your levels of anxiety or stress in relation to any of these areas (select one in each of the 6 areas)

	COVID-19 in general (including concerns about your own health or those close to you)		The impact of COVID-19 on your working practices	
	Number of responses	% of respondents	Number of responses	% of respondents
Not anxious at all	44	7.6	47	8.1
Not very anxious	117	20.1	133	22.9
Fairly anxious	269	46.2	231	39.7
Very anxious	149	25.6	130	22.3
Don't know	0	0.0	12	2.1
No response	3	0.5	29	5.0
Total	582	100	582	100

Work-based learning practitioners

	The impact of COVID-19 on your wellbeing and safety at work		Your job security	
	Number of responses	% of respondents	Number of responses	% of respondents
Not anxious at all	81	13.9	94	16.2
Not very anxious	185	31.8	159	27.3
Fairly anxious	185	31.8	188	32.3
Very anxious	122	21.0	126	21.6
Don't know	3	0.5	8	1.4
No response	6	1.0	7	1.2
Total	582	100	582	100

	Your workload		Any other aspects of your work [an option was available for registrants to list other aspects)	
	Number of responses	% of respondents	Number of responses	% of respondents
Not anxious at all	53	9.1	55	9.5
Not very anxious	167	28.7	37	6.4
Fairly anxious	211	36.3	34	5.8
Very anxious	139	23.9	61	10.5
Don't know	9	1.5	50	8.6
No response	3	0.5	345	59.3
Total	582	100	582	100

Work-based learning practitioners

Table 55 Question 11: Does your employer offer any of the following types of support for your wellbeing? (select all that apply)

	My employer offers this support		I have made use of this support	
	Number of responses	% of respondents	Number of responses	% of respondents
A confidential helpline	380	65.3	18	3.1
Counselling support	400	68.7	27	4.6
Exercise classes or any other kind of support for physical exercise	240	41.2	33	5.7
Support to balance home schooling and carer responsibilities brought about by COVID-19	281	48.3	54	9.3
Training courses on managing your wellbeing	378	64.9	76	13.1
Wellbeing days or activities	305	52.4	64	11.0
Other support [please specify]	35	6.0	14	2.4
Total	2,019		286	
Base - total number of respondents	582			

Support offered:

As respondents were able to select all answers which apply: 74 registrants did not respond; 50 registrants selected 1 response option; 67 selected 2 options; 95 selected 3 options; 88 selected 4 options; 61 selected 5 options; 136 selected 6 options; 11 selected 7 options.

Made use of support:

As respondents were able to select all answers which apply: 430 registrants did not respond; 70 registrants selected 1 response option; 45 selected 2 options; 25 selected 3 options; 9 selected 4 options; 3 selected 5 options.

Work-based learning practitioners

Table 56 Question 12: Please rate the following statements (6 statements):

	I feel confident that if I am experiencing difficulties with my mental health or wellbeing, my employer will take it seriously and will do what they can to help		I feel confident that if I raise concerns about COVID-19, my employer will take it seriously and will do what they can to help	
	Number of responses	% of respondents	Number of responses	% of respondents
Strongly agree	195	33.5	224	38.5
Agree	241	41.4	232	39.9
Neither agree or disagree	87	14.9	78	13.4
Disagree	32	5.5	18	3.1
Strongly disagree	16	2.7	13	2.2
Not applicable	6	1.0	6	1.0
No response	5	0.9	11	1.9
Total	582	100	582	100

	I feel equipped to handle learners' anxieties related to COVID-19		I feel safe in my learning environment and that my employer has the appropriate safety measures in place	
	Number of responses	% of respondents	Number of responses	% of respondents
Strongly agree	115	19.8	208	35.7
Agree	274	47.1	240	41.2
Neither agree or disagree	116	19.9	92	15.8
Disagree	44	7.6	13	2.2
Strongly disagree	16	2.7	8	1.4
Not applicable	11	1.9	18	3.1
No response	6	1.0	3	0.5
Total	582	100	582	100

	The support on offer in respect of mental health and wellbeing is appropriate for my needs		Specific support has been made available to help me cope with any concerns or anxieties related to COVID-19	
	Number of responses	% of respondents	Number of responses	% of respondents
Strongly agree	154	26.5	113	19.4
Agree	208	35.7	151	25.9
Neither agree or disagree	154	26.5	169	29.0
Disagree	27	4.6	44	7.6
Strongly disagree	13	2.2	18	3.1
Not applicable	20	3.4	81	13.9
No response	6	1.0	6	1.0
Total	582	100	582	100

Work-based learning practitioners

Table 57 Question 13: Please rate the following statements regarding blended and digital learning:

	Before the COVID-19 pandemic, I was already confident in delivering digital or blended learning		I can see benefits of continuing with blended learning after the COVID-19 pandemic subsides	
	Number of responses	% of respondents	Number of responses	% of respondents
Strongly agree	59	10.1	191	32.8
Agree	174	29.9	268	46.0
Neither agree or disagree	129	22.2	56	9.6
Disagree	134	23.0	23	4.0
Strongly disagree	31	5.3	12	2.1
Not applicable	48	8.2	25	4.3
No response	7	1.2	7	1.2
Total	582	100	582	100

	I feel confident that I have the skills to deliver digital learning effectively		I feel confident that I have the technology and equipment I need to deliver digital learning effectively	
	Number of responses	% of respondents	Number of responses	% of respondents
Strongly agree	133	22.9	119	20.4
Agree	256	44.0	264	45.4
Neither agree or disagree	91	15.6	89	15.3
Disagree	45	7.7	46	7.9
Strongly disagree	8	1.4	16	2.7
Not applicable	42	7.2	41	7.0
No response	7	1.2	7	1.2
Total	582	100	582	100

	I feel I have been able to meet individual learners' needs through online or blended learning		I have had the training and support I need from my employer to help me deliver digital learning effectively	
	Number of responses	% of respondents	Number of responses	% of respondents
Strongly agree	93	16.0	85	14.6
Agree	266	45.7	240	41.2
Neither agree or disagree	93	16.0	126	21.6
Disagree	55	9.5	53	9.1
Strongly disagree	16	2.7	19	3.3
Not applicable	51	8.8	51	8.8
No response	8	1.4	8	1.4
Total	582	100	582	100

Work-based learning practitioners

Professional learning

Table 58 Question 14: If you have been employed for 12 months or more, how many hours of professional learning do you estimate you have undertaken in the past 12 months? (select one)

	Number of responses	% of respondents
30 hours or more (or proportionate amount if part time)	303	52.1
Less than 30 hours (or proportionate amount if part time)	254	43.6
Employed for less than 12 months or are not currently employed	14	2.4
None	11	1.9
Total	582	100

Table 59 Question 15: Which of the following professional learning activities have you undertaken in the last 12 months? (select all that apply)

	Number of responses	% of respondents
Attended courses (including for academic or professional qualifications), workshops, conferences, seminars, webinars (including e-learning)	492	84.5
Made use of new technologies	437	75.1
Mentored or coached, shared your best practice with others	325	55.8
Read publications, books, journals, articles or researched new developments	302	51.9
Updated or improved industry-specific knowledge and skills	292	50.2
Undertaken collaborative learning inside or outside of your work place (including online)	245	42.1
Acquired additional skills and knowledge in the workplace (e.g. a new post, an initiative, project or activity)	242	41.6
Observed colleagues' practice or work shadowed them	234	40.2
Received support from a mentor or coach, had colleagues observe your practice and give you feedback	231	39.7
Undertaken specific training to develop your Welsh language skills (e.g. Sgiliaith courses)	168	28.9
Undertaken action research, enquiry	98	16.8
I have not undertaken any professional learning in the last 12 months	15	2.6
Other (please state)	11	1.9
No response	1	0.2
Total	3,093	
Base - total number of respondents	582	

Included in the above figures are: 1 registrant who did not respond; 33 registrants who selected 1 response option; 57 who selected 2 options; 62 who selected 3 options; 83 registrants who selected 4 response options; 77 who selected 5 options; 77 who selected 6 options; 57 registrants who selected 7 response options; 73 who selected 8 options; 36 who selected 9 options; 14 registrants who selected 10 response options; 11 who selected 11 options; 1 who selected 12 options.

Work-based learning practitioners

Table 60 Question 16: What do you think are the main barriers or obstacles stopping you accessing professional learning? Please think of your normal working practices rather than particular issues around the COVID-19 pandemic. (select all that apply)

	Number of responses	% of respondents
Conflict with your work, not enough time	251	43.1
No barriers, you have accessed the professional learning needed in the last 12 months	248	42.6
Home, family, personal commitments	147	25.3
Cost	115	19.8
The professional learning on offer is not of sufficient quality or is not relevant	60	10.3
Lack of support from your employer and / or manager	33	5.7
You do not have the required pre-requisites (e.g. qualifications, experience, seniority)	14	2.4
Other (please state)	9	1.5
No response	7	1.2
Total	884	
Base - total number of respondents	582	

Included in the above figures are: 7 registrants who did not respond; 355 registrants who selected 1 response option; 154 who selected 2 options; 52 who selected 3 options; 12 registrants who selected 4 response option; 2 who selected 5 options.

Table 61 Question 17: Do you feel confident that you have the skills you need to be effective in your role?

	Number of responses	% of respondents
Very confident	300	51.5
Fairly confident	263	45.2
Not very confident	15	2.6
Not confident at all	2	0.3
No response	2	0.3
Total	582	100

Overall themes from open text comments - professional learning

In response to:

Question 18. In which areas would you welcome further development to help you be a more effective education professional? (please list up to three areas). Total open text responses: 323

- ICT skills including digital/blended learning;
- industry related professional learning;
- mental health and wellbeing;
- improving Welsh language skills;
- leadership and management.

6.0 Results – school teacher

Note: there was a separate school leaders survey for school teachers with an employment description of Headteacher, Executive Headteacher, Deputy Headteacher and Assistant Headteacher.

6.1 Respondent profile¹¹

In terms of the representativeness of respondents the gender balance is broadly similar to the profile on the Register. There are fewer younger respondents.

Table 62 Gender balance of respondents to the school teacher survey

	Respondents		Profile on the Register	
	Number	%	Number	%
Female	2,587	77.3	24,248	76.8
Male	757	22.6	7,330	23.2
Not specified	2	0.1	1	0.0
Total	3,346	100	31,579	100

Table 63 Age range of respondents to the school teacher survey

	Respondents		Profile on the Register	
	Number	%	Number	%
29 and under	471	14.1	5,356	17.0
30 to 39	884	26.4	9,760	30.9
40 to 49	1,056	31.6	8,966	28.4
50 to 59	767	22.9	5,721	18.1
60+	168	5.0	1,776	5.6
Total	3,346	100	31,579	100

Table 64 Phase of respondents to the school teacher survey

	Respondents		Profile on the Register	
	Number	%	Number	%
Nursery	2	0.1	32	0.1
Primary	1,239	37.0	11,153	35.3
Middle	123	3.7	1,112	3.5
Secondary	1222	36.5	10,427	33.0
Special	80	2.4	699	2.2
Pupil referral unit	28	0.8	154	0.5
Independent	27	0.8	170	0.5
Supply	395	11.8	4,222	13.4
Others in service	48	1.4	727	2.3
Others out of service	182	5.4	2,883	9.1
Total	3,346	100	31,579	100

¹¹ 2,869 (85.7%) registrants completed the survey through the medium of English and 477 (4.3%) through the medium of Welsh.

‘Others in service’ includes peripatetic teachers and advisory teachers. ‘Others out of service’ includes retired teachers, registrants employed in support roles or FE and those with no employment recorded.

School teacher

Table 65 Employer¹² of respondents to the school teacher survey

	Respondents		Profile on the Register	
	Number	%	Number	%
Blaenau Gwent Local Authority	76	2.3	433	1.4
Bridgend Local Authority	124	3.7	1,166	3.7
Caerphilly Local Authority	181	5.4	1,285	4.1
Cardiff Local Authority	280	8.4	3,150	10.0
Carmarthenshire Local Authority	143	4.3	1,325	4.2
Ceredigion Local Authority	44	1.3	517	1.6
Conwy Local Authority	142	4.2	877	2.8
Denbighshire Local Authority	128	3.8	791	2.5
Flintshire Local Authority	160	4.8	1,229	3.9
Gwynedd Local Authority	125	3.7	888	2.8
Isle of Anglesey Local Authority	43	1.3	475	1.5
Merthyr Tydfil Local Authority	52	1.6	463	1.5
Monmouthshire Local Authority	75	2.2	600	1.9
Neath Port Talbot Local Authority	114	3.4	1,038	3.3
Newport Local Authority	120	3.6	1,319	4.2
Pembrokeshire Local Authority	89	2.7	815	2.6
Powys Local Authority	136	4.1	928	2.9
Rhondda Cynon Taf Local Authority	176	5.3	1,773	5.6
Swansea Local Authority	152	4.5	1,751	5.5
Torfaen Local Authority	95	2.8	703	2.2
Vale of Glamorgan Local Authority	160	4.8	1,200	3.8
Wrexham Local Authority	106	3.2	1,021	3.2
Total in employment	2,721	81.3	23,747	75.2
Supply	395	11.8	4,222	13.4
Others in service	48	1.4	727	2.3
Others out of service	182	5.4	2,883	9.1
Total	3,346	100	31,579	100

¹² The EWC are reliant on the employer and the practitioner to update this information. Registration Rules: '17- (1) A registered person shall notify the Council within a period of one month of any change to any particulars recorded in the Register in relation to him or her', however not all practitioners adhere to this timescale.

'Others in service' includes peripatetic teachers and advisory teachers. 'Others out of service' includes retired teachers, registrants employed in support roles or FE and those with no employment recorded.

6. 2 Key findings of school teachers (ST)

Role and career

- Over half of ST respondents were employed on a salaried full-time-permanent contract (61.3%).
- In terms of career development, 62.6% indicated they intended to continue to develop their practice over the next 3 years, whilst 20.9% stated that they intend to progress to a more senior role and 16.1% would like to mentor or support less experienced colleagues.

Working patterns and workload

- During an average working week a full-time ST worked on average 56.0 hours. A full-time teacher must be available for work for 195 days/ 1265 hours (average 32 hours a week) during a school year and work reasonable additional hours as may be necessary to enable the effective discharge of the teacher's professional duties.¹³ Most hours were spent on:
 - teaching (and/or providing cover – if applicable) - 23.3 hours;
 - planning and preparation - 6.9 hours;
 - assessment, marking and data analysis - 6.7 hours.
- ST indicated workload was an issue, 70.4% either disagreed or strongly disagreed that their workload was manageable within their agreed working hours.
- 50.6% of ST either disagreed or strongly disagreed that there was sufficient time to cover the curriculum content and ensure learners were fully supported. 20.2% neither agreed nor disagreed.
- The three main areas which impacted on ST ability to effectively manage their workload were:
 - administration, paperwork and budgets (40.6%);
 - fitting curriculum content into available teaching hours (40.4%);
 - class sizes (35.8%).
- If more time was available, the main areas ST would spend their time was on planning and preparation (54.3%) and preparing for the new curriculum (52.9%).

New curriculum

- In terms of preparedness for the new curriculum, 34.4% of ST either disagreed or strongly disagreed that they were prepared, with the knowledge/skills to deliver the new curriculum. 28.5% neither agreed nor disagreed.
- 48.4% of Welsh medium teachers¹⁴ felt confident to deliver the new curriculum through the medium of Welsh. 23.0% responded to say that this did not apply to them or did not respond.

¹³ School Teachers' Pay and Conditions (Wales) Document 2020 and guidance on school teachers' pay and conditions, Welsh Government <https://gov.wales/sites/default/files/publications/2020-11/school-teachers-pay-and-conditions-wales-2020.pdf>, accessed 17 June 2021

¹⁴ Calculated using Welsh language data from the Register.

Wellbeing

- Most ST felt:
 - they were unable to take their timetabled/allocated breaks during the day with 58.3% either disagreeing or strongly disagreeing that they could take the appropriate breaks;
 - concerned about their workload with 60.7% either agreeing or strongly agreeing that it is a concern;
 - pressured to undertake tasks outside of their usual role with 43.5% either agreeing or strongly agreeing with the statement;
 - they had job security with 55.5% either agreeing or strongly agreeing that they do;
 - they would be supported by their line manager/colleague/school regarding their mental health or wellbeing if needed with 59.3% either agreeing or strongly agreeing;
 - the support on offer in respect of mental health and wellbeing was appropriate for their needs. 41.3% either agreed or strongly agreed and a further 29.8% neither agreed nor disagreed.
- Respondents recognised a range of wellbeing support offered with the most frequently identified being the opportunity for counselling (45.8%), confidential helpline (45.5%), and training courses on managing their wellbeing (39.8%). However, only 6.7% of respondents had made use of the counselling support and 6.7% had participated in wellbeing days or activities.
- ST wellbeing during the past 12 months had clearly been impacted by COVID-19 pandemic. Most ST stated they were fairly or very concerned in relation to the following:
 - balancing home schooling and carer responsibilities (58.9%);
 - handling learners' anxieties (74.2%);
 - the impact on working practices (72.9%);
 - the support available to cope with concerns (48.9%);
 - their own health and those close to them (75.8%);
 - their wellbeing and safety at work (69.1%).However, in relation to job security they were not very concerned or not concerned at all (61.4%).

Blended and digital learning

- Blended learning during the COVID-19 pandemic had significantly increased workload, as indicated by 45% of ST. A further 19.3% said that their workload had increased slightly.
- Views differed in relation to confidence to deliver digital or blended learning. Most ST agreed or strongly agreed to the following:
 - 63.4% felt confident that they had the technology and equipment they need to deliver digital learning effectively;
 - 48.8% felt they have been able to meet individual learners' needs through online or blended learning, however 20.1% neither agreed nor disagreed;
 - 53.7% could see the benefits of continuing with blended learning after the COVID-19 pandemic subsides. 21.0% neither agreed nor disagreed;
 - 48.4% had the training and support they needed from their school to help deliver digital learning effectively.However, 35.9% did not feel confident (disagreed or strongly disagreed to being confident) in delivering digital or blended learning before the COVID-19 pandemic. 18.1% neither agreed nor disagreed.

Professional learning

- Around half of ST (49.3%) had completed less than 30 hours (or proportionate amount if part time) of professional learning in the past 12 months. A range of activities had been undertaken. Where professional learning had taken place, 75.5% had attended courses, workshops, conferences, seminars and webinars, 67.8% had made use of new technologies and 43.3% had undertaken collaborative learning inside or outside of school (including online).
- Conflict with work/not enough time (60.8%) and cost (39.2%) were the main barriers for accessing the required professional learning.
- In response to the open text question, respondents indicated they would welcome further development in the following areas:
 - new curriculum;
 - ICT skills including digital/blended learning;
 - subject and/or phase knowledge;
 - additional learning needs;
 - leadership and management;
 - improving Welsh language skills;
 - mental health and wellbeing (including LGBTQ, gender identity);
 - networking/shadowing/sharing information with colleagues.

6.3 Tabulation of responses - school teacher survey

The 'No Response' column in each table relates to those individuals who have answered some but not all questions in the survey.

Role and career

Table 66 Question 1: Which of the following best describes your contract of employment as a school teacher? (select one)

	Number of responses	% of respondents
Salaried full-time - permanent	2,052	61.3
Salaried full-time – temporary/fixed term	228	6.8
Salaried part-time – permanent	479	14.3
Salaried part-time – temporary/fixed term	87	2.6
Supply	423	12.6
No response	28	0.8
Other (please state)	49	1.5
Total	3,346	100

Table 67 Question 2: How do you see your teaching career changing in the next three years? (select all that apply)

	Number of responses	% of respondents
Continuing to develop and strengthen your practice as a teacher	2,094	62.6
Progressing to a more senior role	698	20.9
Mentoring or supporting less experienced colleagues	539	16.1
Leaving education	531	15.9
Moving to a different school	453	13.5
Increasing your working hours	362	10.8
Reducing your working hours	363	10.8
Retiring	245	7.3
Working as a SENco or ALNco	171	5.1
Moving to a different educational setting (e.g. FE, HE)	103	3.1
Other (please state)	159	4.8
No response	33	1.0
Total	5,751	
Base - total number of respondents	3,346	

As respondents were able to select all answers which apply, included in the above figures are: 33 registrants who did not respond; 1,869 registrants who selected 1 response option; 743 who selected 2 options; 506 who selected 3 options; 141 who selected 4 options; 44 who selected 5 options; 9 who selected 6 options; 1 who selected 7 options.

School teacher

Working patterns and workload

Table 68 Question 3a: Please confirm the number of hours (numerically) you are contracted to work per week

	Number of responses	% of respondents
Over 30	1,888	56.4
26-30	311	9.3
21-25	178	5.3
16-20	173	5.2
11-15	88	2.6
6-10	36	1.1
5 and under	21	0.6
No hours provided	651	19.5
FTE figure (e.g 0.6)	0	0.0
N/A (e.g too many hours)	0	0.0
Total	3,324	100

Table 69 Question 3b: During an average working week how long do you spend on the following? Please state number of hours (numerically). Include tasks that take place outside of teaching hours, including during weekends and evenings. Round to the nearest half an hour.

Based on the contract information provided in question 1.	Average number of hours worked per week	Average contracted hours
Full-time	56.0	38.8
Part-time	36.7	20.9
Other	48.8	28.7

Based on contract information provided in question 1	Full-time Average hours		Part-time Average hours		Other Average hours	
	Per week	%	Per week	%	Per week	%
Administration, paperwork and budgets	3.7	6.6	2.2	6.0	3.7	7.6
Assessment, marking and data analysis	6.7	12.0	4.4	12.0	3.6	7.4
Non-teaching activities relating to learners (e.g. welfare, safeguarding, extracurricular activities, parental contact)	3.2	5.7	1.8	4.9	3.6	7.4
Planning and preparation	6.9	12.3	5.0	13.6	6.6	13.5
Preparing resources specifically for blended / remote learning	5.4	9.6	4.0	10.9	4.0	8.2
Professional learning	1.8	3.2	1.2	3.3	3.7	7.6
Receiving support from line manager, mentor or supervisor	0.7	1.3	0.4	1.1	1.1	2.3
Reflecting on practice	1.4	2.5	0.9	2.5	1.4	2.9
Supporting colleagues (e.g. management, coaching, mentoring)	1.9	3.4	0.8	2.2	2.1	4.3
Teaching (and/or providing cover – if applicable)	23.3	41.6	15.2	41.4	17.2	35.2
Translation	0.7	1.3	0.4	1.1	0.7	1.4
Other	0.5	0.9	0.4	1.1	1.2	2.5
Total	56.0	100	36.7	100	48.8	100

School teacher

Additional notes regarding the calculation of the above are available in Annex B. 192 failed to enter any hours against the activities, however 17 added comments which ranged from: unable to answer due to not being employed on a regular basis or hours varied completely. The declared total weekly hours worked ranged from 1 to 166 hours per week. 2 gave hours which were over 168 hours.

Based on the information provided in 3a and 3b, 232 (10.2%) full-time school teachers stated that during an average week they work less than their contracted hours, 35 (1.5%) work their hours and 1,684 (73.9%) work above their contracted hours in an average week. Inconsistencies or input errors with the remaining 14.4%.

61 (10.8%) part-time school teachers stated that during an average week they work less than their contracted hours, 13 (2.3%) work their hours and 404 (71.4%) work above their contracted hours in an average week. Inconsistencies or input errors with the remaining 15.5%.

Table 70 Question 4a: To what extent do you agree or disagree that you are able to effectively manage your existing workload within your contracted working hours? (select one)

	Number of responses	% of respondents
Strongly agree	93	2.8
Agree	409	12.2
Neither agree or disagree	421	12.6
Disagree	1,054	31.5
Strongly disagree	1,302	38.9
No response	67	2.0
Total	3,346	100

Table 71 Question 5: To what extent do you agree or disagree that you usually have enough time to cover the curriculum content and ensure learners are fully supported? (select one) Please base your answer on your "typical" workload rather than experiences during the COVID-19 pandemic.

	Number of responses	% of respondents
Strongly agree	71	2.1
Agree	836	25.0
Neither agree or disagree	677	20.2
Disagree	1,294	38.7
Strongly disagree	398	11.9
No response	70	2.1
Total	3,346	100

School teacher

Table 72 Question 6: What impacts most on your ability to effectively manage your workload? Please base your answer on your “typical” workload rather than experiences during the COVID-19 pandemic. (select up to three)

	Number of responses	% of respondents
Administration, paperwork and budgets	1,358	40.6
Fitting curriculum content into available teaching hours	1,351	40.4
Class sizes	1,197	35.8
Preparing resources specifically for blended / remote learning	840	25.1
Non-teaching activities relating to learners (e.g. welfare, safeguarding,	813	24.3
Employer expectations and accountability	809	24.2
External assessment, quality assurance and inspections	665	19.9
Availability or reliability of technology	660	19.7
Teaching subjects outside of your expertise	348	10.4
Supporting colleagues (e.g. management, coaching, mentoring)	177	5.3
Covering for absent colleagues	155	4.6
Other (please state)	238	7.1
No response	94	2.8
Total	8,705	
Base - total number of respondents	3,346	

As respondents were able to select up to three answers, included in the above figures are: 94 registrants who did not respond; 317 registrants who selected 1 response option; 511 who selected 2 options; 2,424 who selected 3 options.

Table 73 Question 7: If you had more time, which of these ways of using that time would benefit you in your role the most? (select up to three)

	Number of responses	% of respondents
Planning and preparation	1,818	54.3
Preparing for the new curriculum	1,771	52.9
Discussing work with learners, undertaking progress reviews	1,481	44.3
Assessment, marking and moderation	934	27.9
Undertaking professional learning	821	24.5
Reflecting on practice	631	18.9
Preparing resources specifically for blended / remote learning	496	14.8
Analysing learner data	382	11.4
Undertaking action research / enquiry	380	11.4
Other (please state)	76	2.3
No response	83	2.5
Total	8,873	
Base - total number of respondents	3,346	

As respondents were able to select up to three answers, included in the above figures are: 83 registrants who did not respond; 299 registrants who selected 1 response option; 401 who selected 2 options; 2,563 who selected 3 options.

Table 74 Question 8: How has delivering blended learning during the COVID-19 pandemic affected your workload?

	Number of responses	% of respondents
It's increased significantly	1,506	45.0
It's increased slightly	646	19.3
It's about the same	526	15.7
It's reduced it slightly	282	8.4
I haven't been delivering blended learning	316	9.4
No response	70	2.1
Total	3,346	100

Overall themes from the open text comments – workload

In response to:

Question 4b Do you have practical suggestions on what changes would help to make your workload more manageable? Total number of open text responses: 1,471

- less administration/paperwork/meetings;
- extra time to be provided for planning, preparation and assessment (PPA);
- change to teaching hours;
- less marking;
- recruiting to deal with workload;
- reduce class sizes;
- resources readily available.

Question 8b How has delivering blended / remote learning during the COVID-19 pandemic affected your workload? If your workload has increased slightly or significantly, please explain what the additional work has been and any practical suggestions on how this could be improved. Total number of open text responses: 1,752

Additional workload:

- resource development;
- contacting or responding to parents/learners;
- assessment and marking;
- ICT – design and reliability of IT systems/availability/training;
- administration requirements/paperwork/meetings;
- teaching in school and online.

Practical suggestions for improvement:

- centralised resources;
- training for staff and students to use systems effectively;
- technology for all;
- change to contact hours;
- a nationwide approach to blended learning.

School teacher

New curriculum

Table 75 Question 9: How prepared are you to deliver the new curriculum?

	I feel I am prepared, with the knowledge/skills to deliver the new curriculum		I am a Welsh medium teacher and I feel confident to deliver the new curriculum through the medium of Welsh ¹⁵	
	Number of responses	% of respondents	Number of responses	% of respondents
Strongly agree	163	4.9	183	23.5
Agree	949	28.4	194	24.9
Neither agree or disagree	955	28.5	124	15.9
Disagree	729	21.8	59	7.6
Strongly disagree	420	12.6	40	5.1
Not applicable	50	1.5	75	9.6
No response	80	2.4	104	13.4
Total	3,346	100	779	100

Overall themes from open text comments – new curriculum

In response to:

Question 9 How prepared are you to deliver the new curriculum? When either disagree or strongly disagree was selected, the open text question was asked - what would help you feel more prepared?

- more guidance and training to be provided;
- more time required;
- opportunities to discuss with colleagues and other schools;
- prepare resources;
- delay implementation;
- clarification on assessment.

¹⁵ Only respondents who have declared themselves as a Welsh medium teacher on the Register of Education Practitioners have been considered. This amounts to 779 respondents (23.3% of total respondents). Excluded are those who have declared they are not a Welsh medium teacher, and also those who have not provided any information on their ability to teach in Welsh (2,567 which is 76.7% of respondents).

Wellbeing

Table 76 Question 10: Please rate the following statements:

	I feel able to take my timetabled / allocated breaks during the day		I feel concerned about my workload	
	Number of responses	% of respondents	Number of responses	% of respondents
Strongly agree	149	4.5	729	21.8
Agree	688	20.6	1,301	38.9
Neither agree or disagree	438	13.1	674	20.1
Disagree	1,195	35.7	310	9.3
Strongly disagree	755	22.6	53	1.6
Not applicable	44	1.3	62	1.9
No response	77	2.3	217	6.5
Total	3,346	100	3,346	100

	I feel pressure to undertake tasks outside of my usual role		I feel that I have job security	
	Number of responses	% of respondents	Number of responses	% of respondents
Strongly agree	458	13.7	361	10.8
Agree	996	29.8	1,494	44.7
Neither agree or disagree	892	26.7	479	14.3
Disagree	702	21.0	424	12.7
Strongly disagree	125	3.7	427	12.8
Not applicable	76	2.3	70	2.1
No response	97	2.9	91	2.7
Total	3,346	100	3,346	100

	If needed, I will be supported by my line manager/colleagues/school regarding my mental health or wellbeing		The support on offer in respect of mental health and wellbeing is appropriate for my needs	
	Number of responses	% of respondents	Number of responses	% of respondents
Strongly agree	758	22.7	422	12.6
Agree	1,223	36.6	960	28.7
Neither agree or disagree	621	18.6	996	29.8
Disagree	385	11.5	488	14.6
Strongly disagree	205	6.1	277	8.3
Not applicable	82	2.5	123	3.7
No response	72	2.2	80	2.4
Total	3,346	100	3,346	100

School teacher

Table 77 Question 11: Does your school/local authority/regional consortia offer any of the following types of support for your wellbeing?

	Support offered		I have made use of this support	
	Number of responses	% of respondents	Number of responses	% of respondents
A confidential helpline	1,522	45.5	78	2.3
Counselling support	1,534	45.8	224	6.7
Exercise classes or any other kind of support for physical exercise	702	21.0	115	3.4
Training courses on managing your wellbeing	1,333	39.8	213	6.4
Wellbeing days or activities	904	27.0	225	6.7
Other support [please specify]	98	2.9	30	0.9
Total	6,093		885	
Base - total number of respondents	3,346			

Support offered:

As respondents were able to select all answers which apply: 953 registrants did not respond; 648 registrants selected 1 response option; 688 selected 2 options; 494 selected 3 options; 248 selected 4 options; 295 selected 5 options; and 20 selected 6 options.

Made use of support:

As respondents were able to select all answers which apply: 2,749 registrants did not respond; 389 registrants selected 1 response option; 157 selected 2 options; 34 selected 3 options; 8 selected 4 options; 6 selected 5 options; and 3 selected 6 options.

School teacher

Table 78 Question 12: Specifically considering the COVID-19 pandemic, please rate your levels of concern in relation to the following:

	Balancing home schooling and carer responsibilities		Handling learners' anxieties	
	Number of responses	% of respondents	Number of responses	% of respondents
Not concerned at all	433	12.9	69	2.1
Not very concerned	538	16.1	509	15.2
Fairly concerned	910	27.2	1,540	46.0
Very concerned	1,061	31.7	944	28.2
Don't know	245	7.3	94	2.8
No response	159	4.8	190	5.7
Total	3,346	100	3,346	100

	The impact on your working practices		The support available to help you cope with your concerns	
	Number of responses	% of respondents	Number of responses	% of respondents
Not concerned at all	87	2.6	251	7.5
Not very concerned	601	18.0	1,064	31.8
Fairly concerned	1,409	42.1	992	29.6
Very concerned	1,032	30.8	645	19.3
Don't know	88	2.6	246	7.4
No response	129	3.9	148	4.4
Total	3,346	100	3,346	100

	Your job security		Your own health or those close to you	
	Number of responses	% of respondents	Number of responses	% of respondents
Not concerned at all	885	26.4	133	4.0
Not very concerned	1,171	35.0	509	15.2
Fairly concerned	522	15.6	1,127	33.7
Very concerned	518	15.5	1,409	42.1
Don't know	135	4.0	57	1.7
No response	115	3.4	111	3.3
Total	3,346	100	3,346	100

School teacher

	Your wellbeing and safety at work		Other [please specify]	
	Number of responses	% of respondents	Number of responses	% of respondents
Not concerned at all	204	6.1	22	0.7
Not very concerned	661	19.8	12	0.4
Fairly concerned	1,123	33.6	23	0.7
Very concerned	1,187	35.5	98	2.9
Don't know	61	1.8	92	2.7
No response	110	3.3	3,099	92.6
Total	3,346	100	3,346	100

Professional learning

Table 79 Question 13: If you have been employed for 12 months or more, how many hours of professional learning do you estimate you have undertaken in the past 12 months? (select one)

	Number of responses	% of respondents
30 hours or more (or proportionate amount if part time)	1,109	33.1
Less than 30 hours (or proportionate amount if part time)	1,649	49.3
Employed for less than 12 months or are not currently employed	312	9.3
None	215	6.4
No response	61	1.8
Total	3,346	100

School teacher

Table 80 Question 14: Which of the following professional learning activities have you undertaken in the last 12 months? (select all that apply)

	Number of responses	% of respondents
Attended courses, workshops, conferences, seminars, webinars (including e-learning)	2,526	75.5
Made use of new technologies	2,268	67.8
Collaborative learning inside or outside of your school (including online)	1,450	43.3
Read education publications or researched new developments	1,288	38.5
Mentored or coached, shared your best practice with others	1,219	36.4
Gained knowledge and skills in the workplace (e.g. a new post, an initiative, project or activity)	1,085	32.4
Action research, enquiry	814	24.3
Observed colleagues' teaching or work shadowed them	566	16.9
Received support from a mentor or coach	476	14.2
Training to develop your Welsh language skills	361	10.8
I have not undertaken any professional learning in the last 12 months	216	6.5
Other (please state)	80	2.4
No response	49	1.5
Total	12,398	
Base - total number of respondents		3,346

As respondents were able to select all answers that applied, included in the above figures are: 49 registrants who did not respond; 541 registrants who selected 1 response option; 518 who selected 2 options; 637 who selected 3 options; 527 registrants who selected 4 options; 394 who selected 5 options; 271 who selected 6 options; 214 registrants who selected 7 options; 112 who selected 8 options; 68 who selected 9 options; 14 registrants who selected 10 options; 1 who selected 11 options.

School teacher

Table 81 Question 15: What do you think are the main barriers or obstacles stopping you accessing professional learning? Please think of your normal working practices rather than particular issues around the COVID-19 pandemic. (select all that apply)

	Number of responses	% of respondents
Conflict with your work, not enough time	2,035	60.8
Cost	1,313	39.2
Home, family, personal commitments	870	26.0
No barriers, you have accessed the professional learning needed in the last 12 months	599	17.9
The professional learning on offer is poor quality or is not relevant	518	15.5
Limited employer/line manager support or guidance	443	13.2
You do not have the required pre-requisites (e.g. qualifications, experience, seniority)	77	2.3
Other (please state)	185	5.5
No response	101	3.0
Total	6,141	
Base - total number of respondents		3,346

As respondents were able to select all answers which apply, included in the above figures are: 101 registrants who did not respond; 1,407 registrants who selected 1 response option; 1,106 who selected 2 options; 554 who selected 3 options; 135 registrants who selected 4 options; 39 who selected 5 options; 4 who selected 6 options.

Table 82 Question 17: Please rate the following statements regarding delivering blended / remote learning:

	I feel confident that I have the technology and equipment I need		I feel I am able to meet individual learners' needs	
	Number of responses	% of respondents	Number of responses	% of respondents
Strongly agree	604	18.1	245	7.3
Agree	1,517	45.3	1,389	41.5
Neither agree or disagree	453	13.5	672	20.1
Disagree	457	13.7	722	21.6
Strongly disagree	145	4.3	135	4.0
Not applicable	121	3.6	124	3.7
No response	49	1.5	59	1.8
Total	3,346	100	3,346	100

	I have had the training and support I need from my school		Before the COVID-19 pandemic, I was already confident in delivering blended / remote learning	
	Number of responses	% of respondents	Number of responses	% of respondents
Strongly agree	312	9.3	142	4.2
Agree	1,309	39.1	458	13.7
Neither agree or disagree	886	26.5	605	18.1
Disagree	440	13.2	445	13.3
Strongly disagree	158	4.7	756	22.6
Not applicable	182	5.4	158	4.7
No response	59	1.8	782	23.4
Total	3,346	100	3,346	100

	I can see benefits of continuing with blended/ remote learning after the COVID-19 pandemic subsides	
	Number of responses	% of respondents
Strongly agree	445	13.3
Agree	1,353	40.4
Neither agree or disagree	703	21.0
Disagree	428	12.8
Strongly disagree	250	7.5
Not applicable	114	3.4
No response	53	1.6
Total	3,346	100

Overall themes from open text comments - professional learning

In response to:

Question 16 In which areas would you welcome further development to help you be a more effective education professional? (please list up to three areas). Total number of open text responses: 1,715

- new curriculum;
- ICT skills including digital/blended learning;
- subject and/or phase knowledge;
- additional learning needs;
- leadership and management;
- improving Welsh language skills;
- mental health and wellbeing;
- networking/shadowing/sharing information with colleagues.

7.0 Results – school leaders

7.1 Respondent profile ¹⁶

School leader included those with the employment description on the Register of one of the following: Executive Headteacher, Headteacher, Deputy Headteacher, Assistant Headteacher.

In terms of the representativeness of respondents the gender balance is broadly similar to the profile on the Register. There are less respondents in the 30 to 49 age categories

Table 83 Gender balance of respondents to the school leaders survey

	Respondents		Profile on the Register	
	Number	%	Number	%
Female	497	65.6	2,053	64.4
Male	261	34.4	1,134	35.6
Total	758	100	3,187	100

Table 84 Age range of respondents to the school leaders survey

	Respondents		Profile on the Register	
	Number	%	Number	%
29 and under	7	0.9	9	0.3
30 to 39	116	15.3	510	16.0
40 to 49	341	45.0	1,490	46.8
50 to 59	275	36.3	1,099	34.5
60+	19	2.5	79	2.5
Total	758	100	3,187	100

¹⁶ 610 (80.5%) registrants completed the survey through the medium of English and 148 (19.5%) through the medium of Welsh

7.2 Key findings of school leaders (SL)

Role and career

- Almost all of SL respondents were employed on permanent contracts (95.5%).
- In terms of career development, 67.5% of SL who responded indicated they intended to continue to develop their practice over the next 3 years, whilst 21.5% stated that they intend to progress to a more senior role and leaving education/moving to a different educational setting/retiring accounted for 25.2%.

Working patterns and workload

- During an average working week, a permanent SL worked on average 54.0 hours. Most hours were spent on:
 - teaching (and/or providing cover – if applicable) - 9.0 hours;
 - administration, paperwork, funding and budget management - 7.5 hours;
 - non-teaching activities relating to learners (e.g. welfare, safeguarding, behaviour management, extracurricular activities, parental/carer contact) - 6.7 hours.
- Over half of SL were unable to manage their workload. 64.2% either disagreed or strongly disagreed that they were able to manage their workload within the agreed working hours.
- The main areas that impacted on their ability to effectively manage their workload were:
 - administration, paperwork and budgets (69.3%);
 - non-teaching activities relating to learners (e.g. welfare, safeguarding, extracurricular activities, behaviour management, parental / carer contact) (59.8%);
 - accountability (internal and external), quality assurance, inspections (47.8%).
- SL stated they would benefit the most from more time:
 - to prepare for the new curriculum (64.5%);
 - for strategic planning (e.g. curriculum development, school policies, community engagement) (54.4%);
 - supporting colleagues (31.9%).

New curriculum

- In terms of preparedness for the new curriculum, over half were prepared. 51.8% of SL either agreed or strongly agreed that they were prepared, with the knowledge/skills to deliver the new curriculum. 24.7% neither agreed nor disagreed. In comparison 38.4% of SL either agreed or strongly agreed that their colleagues/staff were prepared, 28.5% neither agreed nor disagreed.

Wellbeing

- SL were asked to rate statements regarding their wellbeing. Most school leaders:
 - were concerned about their workload (70% strongly agreed or agreed);
 - felt pressured to undertake tasks outside of their usual role (57.9% strongly agreed or agreed);
 - felt they had job security (81.7% strongly agreed or agreed);

School leader

- felt the level of internal and external accountability added to the pressure they felt (74.5% strongly agreed or agreed);
- felt the support on offer in respect of mental health and wellbeing was appropriate for their needs (40.9% strongly agreed or agreed, 31.3% neither agreed nor disagreed).
- Respondents recognised a range of wellbeing support offered with the most frequently identified being the opportunity for occupational health support (71.8%), counselling support (70.2%), and a confidential helpline (66.9%). However, only 13.9% of respondents had actually made use of the training courses on managing wellbeing and 7.3% had used the occupational health support.
- The COVID-19 pandemic had impacted on SL wellbeing during the past 12 months. Most SL stated they were fairly or very concerned in relation to the following:
 - balancing home schooling and carer responsibilities (64.9%);
 - handling learners' anxieties (84.8%);
 - leading and delivering significant operational change (new curriculum, ALN Bill) (82.7%);
 - the support available to cope with concerns (50.0%);
 - their own health and those close to them (71.7%);
 - their wellbeing and safety at work (59%).

Blended and digital learning

- Blended learning during the COVID-19 pandemic had increased SL workload significantly for 38.7% of respondents; 20.8% stated it had stayed the same.
- Most SL agreed or strongly agreed to the following related to delivery via digital or blended learning:
 - 82.0% felt confident that they had the technology and equipment they need to deliver digital learning effectively;
 - 77.5% felt their teaching staff had the training and support they needed;
 - 85.2% felt the teaching staff had met individual learners' needs;
 - 74.6% could see the benefits of continuing with blended learning after the COVID-19 pandemic subsides.

However, 69.0% did not feel that teaching staff were confident in delivering digital or blended learning before the COVID-19 pandemic.

Professional learning

- Over 60% of SL completed 30 hours or more (or proportionate amount if part time) of professional learning in the past 12 months (65%). A range of activities had been undertaken:
 - 95.1% had attended courses workshops, conferences, seminars and webinars;
 - 78.6% had made use of new technologies;
 - 76.9% had undertaken collaborative learning;
 - 71.6% read education publications or researched new developments.
- Conflict with work/not enough time (64.8%) and cost to their employer (24.9%) were the main barriers for accessing the required professional learning. 28.5% stated there were no barriers to accessing professional learning.

School leader

- In response to the open text question, respondents indicated they would welcome further development in the following areas:
 - the new curriculum;
 - leadership, management and mentoring;
 - mental health and wellbeing;
 - improving Welsh language skills;
 - action research;
 - additional learning needs.

7.3 Tabulation of responses - school leaders survey

The 'No Response' column in each table relates to those individuals who have answered some but not all questions in the survey.

Role and career

Table 85 Question 1: Which of the following best describes your contract of employment? (select one)

	Number of responses	% of respondents
Permanent	724	95.5
Acting / temporary	24	3.2
Other (please state)	5	0.7
No response	5	0.7
Total	758	100

Table 86 Question 2: How do you see your teaching career changing in the next three years? (select all that apply)

	Number of responses	% of respondents
Continuing to develop and strengthen your practice	512	67.5
Progressing to a more senior role	163	21.5
Moving to a different school	103	13.6
Retiring	81	10.7
Leaving education	60	7.9
Moving to a different educational setting (e.g. advisory role, FE, HE)	50	6.6
Reducing your working hours	42	5.5
Taking a teaching role with less responsibility	28	3.7
Other (please state)	8	1.1
No response	4	0.5
Total	1,051	
Base - total number of respondents		758

As respondents were able to select all answers which apply, included in the above figures are: 4 registrants who did not respond; 558 registrants who selected 1 response option; 118 who selected 2 options; 61 who selected 3 options; 16 who selected 4 options and 1 who selected 6 options.

Working patterns and workload

Table 87 Question 3: During an average working week how long do you spend on the following? Please state number of hours (numerically). Include tasks that take place outside of teaching hours, including during weekends and evenings. Round to the nearest half an hour.

Based on contract information provided in question 1.	Permanent Average hours		Acting/Temporary Average hours		Other Average hours	
	Per week	%	Per week	%	Per week	%
Accountability (internal and external), quality assurance and inspections	4.1	7.6	4.2	8.8	3.3	6.5
Administration, paperwork, funding and budget management	7.5	13.9	5.9	12.2	2.8	5.5
Assessment, marking, data analysis, reporting	4.4	8.2	3.5	7.3	7.5	14.9
Non-teaching activities relating to learners (e.g. welfare, safeguarding, behaviour management, extracurricular activities, parental/carer contact)	6.7	12.4	5.4	11.2	4.0	8.0
Partnership liaison (e.g. external networks, advisers, agencies)	2.8	5.3	2.0	4.1	1.5	3.0
Planning and preparation	4.2	7.7	4.3	8.9	2.3	4.5
Professional learning	2.2	4.0	2.0	4.2	2.5	5.0
Receiving support from line manager, mentor, Chair of Governors	1.0	1.9	0.8	1.7	3.5	7.0
Reflecting on practice	1.7	3.1	1.3	2.6	2.8	5.5
Staffing, recruitment, performance management	2.0	3.6	1.6	3.4	1.8	3.5
Strategic Planning (e.g. curriculum development, school policies, community engagement)	4.0	7.4	3.5	7.2	3.3	6.5
Supporting colleagues (e.g. observations, management, coaching, mentoring)	3.4	6.2	3.1	6.3	9.3	18.4
Teaching (and/or providing cover – if applicable)	9.0	16.6	9.9	20.5	6.0	11.9
Other (please state)	1.2	2.1	0.8	1.6	0.0	0.0
Total	54.0	100	48.3	100	50.3	100

Additional notes regarding the calculation of the above are available in Annex B.

School leader

Table 88 Question 4: To what extent do you agree or disagree that you are able to effectively manage your existing workload within your contracted working hours? (select one)

	Number of responses	% of respondents
Strongly agree	27	3.6
Agree	126	16.6
Neither agree or disagree	108	14.2
Disagree	268	35.4
Strongly disagree	218	28.8
No response	11	1.5
Total	758	100

Table 89 Question 5: What impacts most on your ability to effectively manage your workload? Please base your answer on your “typical” workload rather than experiences during the COVID-19 pandemic. (select up to three)

	Number of responses	% of respondents
Administration, paperwork, funding and budget management	525	69.3
Non-teaching activities relating to learners (e.g. welfare, safeguarding, extracurricular activities, behaviour management, parental / carer contact)	453	59.8
Accountability (internal and external), quality assurance, inspections	362	47.8
Partnership liaison (e.g. external networks, advisers, agencies)	121	16.0
Availability or reliability of technology	98	12.9
Staffing, recruitment, performance management	83	10.9
Providing teaching cover	59	7.8
Other (please state)	66	8.7
No response	17	2.2
Total	1,784	
Base - total number of respondents		758

As respondents were able to select up to three answers, included in the above figures are: 17 registrants who did not respond; 132 registrants who selected 1 response option; 192 who selected 2 options; 417 who selected 3 options.

School leader

Table 90 Question 6: If you had more time, which of these ways of using that time would benefit you in your role the most? (select up to three)

	Number of responses	% of respondents
Preparing for the new curriculum	489	64.5
Strategic Planning (e.g. curriculum development, school policies, community engagement)	412	54.4
Supporting colleagues	242	31.9
Undertaking action research / enquiry	197	26.0
Reflecting on practice	187	24.7
Undertaking professional learning	165	21.8
Planning and preparation	133	17.5
Assessment, marking, data analysis, reporting	93	12.3
Partnership liaison (e.g. external networks, advisers, agencies)	76	10.0
Deploying staff effectively	72	9.5
Other (please state)	13	1.7
No response	12	1.6
Total	2,091	
Base - total number of respondents	758	

As respondents were able to select up to three answers, included in the above figures are: 12 registrants who did not respond; 45 registrants who selected 1 response option; 69 who selected 2 options; 632 who selected 3 options.

Table 91 Question 7: How has delivering blended learning during the COVID-19 pandemic affected your workload?

	Number of responses	% of respondents
It's increased significantly	293	38.7
It's increased slightly	191	25.2
It's about the same	158	20.8
I haven't been delivering blended learning	42	5.5
It's reduced it	64	8.4
No response	10	1.3
Total	758	100

Table 92 Question 8: How prepared are you to lead / deliver the new curriculum?

	I feel I am prepared, with the knowledge/skills to lead delivery of the new curriculum		I feel my colleagues / staff are prepared with the knowledge/skills to deliver the new curriculum	
	Number of responses	% of respondents	Number of responses	% of respondents
Strongly agree	74	9.8	18	2.4
Agree	318	42.0	273	36.0
Neither agree or disagree	187	24.7	216	28.5
Disagree	129	17.0	170	22.4
Strongly disagree	29	3.8	43	5.7
Not applicable	5	0.7	4	0.5
No response	16	2.1	34	4.5
Total	758	100	758	100

School leader

Overall themes from the open text comments - workload

In response to:

Question 4 Do you have practical suggestions on what changes would help to make your workload more manageable? Total number of open text responses: 302

- extra time to be provided for planning, preparation and assessment (PPA);
- less paperwork and bureaucracy;
- increased budget for a larger senior leadership team to share responsibilities;
- employ more staff.

Question 7 If your workload has increased slightly or significantly [as a result of delivering blended learning during the COVID-19 pandemic], please explain what the additional work has been and any practical suggestions on how this could be improved. Total number of open text responses: 384

Additional workload:

- support for others - staff, and parents/guardians contact;
- challenges of online/blended learning delivery and resource development;
- administration requirements and / or paperwork;
- assessment and marking;
- staffing levels and issues;
- self-training, learning on the job.

Practical suggestions for improvement:

As there were only a small number of practical suggestions for improvement provided within this question, no prominent themes were established. Of the suggestions that were provided, comments included:

- further training for staff and students on online platforms;
- additional staff for administrative tasks;
- more accountability for families to engage in home learning;
- reduce pressure and expectations during the COVID-19 pandemic.

Wellbeing

Table 93 Question 9: Please rate the following statements:

	I feel concerned about my workload		I feel pressure to undertake tasks outside of my usual role	
	Number of responses	% of respondents	Number of responses	% of respondents
Strongly agree	201	26.5	160	21.1
Agree	330	43.5	279	36.8
Neither agree or disagree	136	17.9	147	19.4
Disagree	79	10.4	16	2.1
Strongly disagree	3	0.4	135	17.8
Not applicable	1	0.1	5	0.7
No response	8	1.1	16	2.1
Total	758	100	758	100

	I feel that I have job security		The level of internal and external accountability adds to the pressure I feel	
	Number of responses	% of respondents	Number of responses	% of respondents
Strongly agree	276	36.4	185	24.4
Agree	343	45.3	380	50.1
Neither agree or disagree	69	9.1	120	15.8
Disagree	31	4.1	48	6.3
Strongly disagree	15	2.0	6	0.8
Not applicable	4	0.5	3	0.4
No response	20	2.6	16	2.1
Total	758	100	758	100

	The support on offer in respect of mental health and wellbeing is appropriate for my needs		Other comments	
	Number of responses	% of respondents	Number of responses	% of respondents
Strongly agree	47	6.2	15	2.0
Agree	263	34.7	4	0.5
Neither agree or disagree	237	31.3	8	1.1
Disagree	125	16.5	0	0.0
Strongly disagree	68	9.0	1	0.1
Not applicable	9	1.2	15	2.0
No response	9	1.2	715	94.3
Total	758	100	758	100

School leader

Table 94 Question 10: Does your school/local authority/regional consortia offer any of the following types of support for your wellbeing?

	Support offered		I have made use of this support	
	Number of responses	% of respondents	Number of responses	% of respondents
A confidential helpline	507	66.9	26	3.4
Counselling support	532	70.2	50	6.6
Education Support (charity)	169	22.3	16	2.1
Exercise classes or any other kind of support for physical exercise	144	19.0	36	4.7
Training courses on managing your wellbeing	467	61.6	105	13.9
Occupational Health Support	544	71.8	55	7.3
Wellbeing days or activities	216	28.5	52	6.9
Other support [please specify]	21	2.8	17	2.2
Total	2,600		357	
Base - total number of respondents	758			

Support offered:

As respondents were able to select all answers which apply: 63 registrants did not respond; 66 registrants selected 1 response option; 104 selected 2 options; 134 selected 3 options; 190 selected 4 options; 102 selected 5 options; 44 selected 6 options; 50 selected 7 options and 5 selected 8 options.

Made use of support:

As respondents were able to select all answers which apply: 551 registrants did not respond; 113 registrants selected 1 response option; 66 selected 2 options; 11 selected 3 options; 11 selected 4 options; 3 selected 5 options; 2 selected 6 options and 1 selected 8 options.

School leader

Table 95 Question 11: Specifically considering the COVID-19 pandemic, please rate your levels of concern in relation to the following:

	Balancing home schooling and carer responsibilities		Handling learners' and employees anxieties	
	Number of responses	% of respondents	Number of responses	% of respondents
Not concerned at all	107	14.1	11	1.5
Not very concerned	120	15.8	67	8.8
Fairly concerned	244	32.2	285	37.6
Very concerned	248	32.7	358	47.2
I don't know	22	2.9	2	0.3
No response	17	2.2	35	4.6
Total	758	100	758	100

	Leading and delivering significant operational change (new curriculum, ALN Bill)		The support available to help you cope with your concerns	
	Number of responses	% of respondents	Number of responses	% of respondents
Not concerned at all	7	0.9	46	6.1
Not very concerned	99	13.1	275	36.3
Fairly concerned	248	32.7	247	32.6
Very concerned	379	50.0	132	17.4
I don't know	8	1.1	40	5.3
No response	17	2.2	18	2.4
Total	758	100	758	100

	Your own health (or those close to you)		Your own wellbeing and safety at work	
	Number of responses	% of respondents	Number of responses	% of respondents
Not concerned at all	47	6.2	60	7.9
Not very concerned	152	20.1	235	31.0
Fairly concerned	333	43.9	293	38.7
Very concerned	211	27.8	154	20.3
I don't know	2	0.3	2	0.3
No response	13	1.7	14	1.8
Total	758	100	758	100

	Other [please specify]	
	Number of responses	% of respondents
Not concerned at all	3	0.4
Not very concerned	4	0.5
Fairly concerned	5	0.7
Very concerned	18	2.4
I don't know	9	1.2
No response	719	94.9
Total	758	100

School leader

Professional learning

Table 96 Question 13: If you have been employed for 12 months or more, how many hours of professional learning do you estimate you have undertaken in the past 12 months? (select one)

	Number of responses	% of respondents
30 hours or more (or proportionate amount if part time)	493	65.0
Less than 30 hours (or proportionate amount if part time)	248	32.7
Employed for less than 12 months or are not currently employed	7	0.9
None	10	1.3
Total	758	100

Table 97 Question 14: Which of the following professional learning activities have you undertaken in the last 12 months? (select all that apply)

	Number of responses	% of respondents
Attended courses, workshops, conferences, seminars, webinars (including e-learning)	721	95.1
Made use of new technologies	596	78.6
Collaborative learning inside or outside of your school (including online)	583	76.9
Read education publications or researched new developments	543	71.6
Mentored or coached, shared your best practice with others	474	62.5
Gained knowledge and skills in the workplace (e.g. a new post, an initiative, project or activity)	374	49.3
Leadership training	337	44.5
Observed colleagues' teaching or work shadowed them	250	33.0
Received support from a mentor or coach, had colleagues observe your teaching (where relevant) and give you feedback	173	22.8
Training to develop your Welsh language skills	67	8.8
I have not undertaken any professional learning in the last 12 months	6	0.8
Other (please state)	17	2.2
No response	3	0.4
Total	4,144	
Base - total number of respondents	758	

As respondents were able to select all answers which apply, included in the above figures are: 3 registrants who did not respond; 20 registrants who selected 1 response option; 53 who selected 2 options; 74 who selected 3 options; 103 who selected 4 options; 128 who selected 5 options; 111 who selected 6 options, 126 who selected 7 options; 82 who selected 8 options; 46 who selected 9 options; 10 who selected 10 options; 1 who selected 11 options and 1 who selected 12 options.

School leader

Table 98 Question 15: What do you think are the main barriers or obstacles stopping you accessing professional learning? Please think of your normal working practices rather than particular issues around the COVID-19 pandemic. (select all that apply)

	Number of responses	% of respondents
Conflict with your work, not enough time	491	64.8
No barriers, you have accessed the professional learning needed in the last 12 months	216	28.5
Cost to your employer	189	24.9
Home, family, personal commitments	153	20.2
The professional learning on offer is poor quality or is not relevant	95	12.5
Cost to you	75	9.9
Limited employer support or guidance	19	2.5
Other (please state)	21	2.8
No response	12	1.6
Total	1,271	
Base - total number of respondents		758

As respondents were able to select all answers which apply, included in the above figures are: 12 registrants who did not respond; 392 registrants who selected 1 response option; 235 who selected 2 options; 85 who selected 3 options; 29 who selected 4 options; 4 who selected 5 options and 1 who selected 6 options.

Table 99 Question 16: Please rate the following statements regarding delivering blended / remote learning:

	I feel confident that I have the technology and equipment I need		I feel teaching staff have had the training and support they need	
	Number of responses	% of respondents	Number of responses	% of respondents
Strongly agree	212	28.0	149	19.7
Agree	409	54.0	438	57.8
Neither agree or disagree	46	6.1	88	11.6
Disagree	72	9.5	64	8.4
Strongly disagree	16	2.1	9	1.2
Not applicable	3	0.4	3	0.4
No response	0	0.0	7	0.9
Total	758	100	758	100

	I feel that the teaching staff have met individual learners' needs		Before the COVID-19 pandemic, teaching staff were already confident in delivering blended / remote learning	
	Number of responses	% of respondents	Number of responses	% of respondents
Strongly agree	192	25.3	14	1.8
Agree	454	59.9	84	11.1
Neither agree or disagree	73	9.6	127	16.8
Disagree	31	4.1	365	48.2
Strongly disagree	4	0.5	158	20.8
Not applicable	2	0.3	10	1.3
No response	2	0.3	0	0.0
Total	758	100	758	100

	I can see benefits of continuing with blended/ remote learning after the COVID-19 pandemic subsides	
	Number of responses	% of respondents
Strongly agree	183	24.1
Agree	383	50.5
Neither agree or disagree	100	13.2
Disagree	64	8.4
Strongly disagree	21	2.8
Not applicable	6	0.8
No response	1	0.1
Total	758	100

Overall themes from open text comments - professional learning

In response to:

Question 15 In which areas would you welcome further development to help you be a more effective education professional? (please list up to three areas)

- new curriculum;
- leadership, management and mentoring;
- mental health and wellbeing;
- improving Welsh language skills;
- action research;
- additional learning needs.

8.0 Results – school learning support worker

8.1 Respondent profile¹⁷

In terms of the representativeness of respondents, the gender balance differs with a slightly lower proportion of male respondents compared to the profile on the Register. There are fewer younger respondents.

Table 100 Gender balance of respondents to the school learning support worker survey

	Respondents		Profile on the Register	
	Number	%	Number	%
Female	3,115	91.0	33,370	86.3
Male	308	9.0	5,290	13.7
Not specified	1	0.0	8	0.0
Total	3,424	100	38,668	100

Table 101 Age range of respondents to the school learning support worker survey

	Respondents		Profile on the Register	
	Number	%	Number	%
29 and under	407	11.9	11,050	28.6
30 to 39	659	19.2	8,426	21.8
40 to 49	976	28.5	8,585	22.2
50 to 59	1,064	31.1	8,095	20.9
60+	318	9.3	2,512	6.5
Total	3,424	100	38,668	100

Table 102 Phase of respondents to the school learning support worker survey

	Respondents		Profile on the Register	
	Number	%	Number	%
Nursery	9	0.3	70	0.2
Primary	1,542	45.0	14,507	37.5
Middle	77	2.2	695	1.8
Secondary	623	18.2	4,875	12.6
Special	235	6.9	2,295	5.9
Pupil referral unit	26	0.8	156	0.4
Independent	2	0.1	46	0.1
Supply	557	16.3	8,127	21.0
Others in service	110	3.2	3,935	10.2
Others out of service	243	7.1	3,962	10.2
Total	3,424	100	38,668	100

¹⁷ 3,276 (95.7%) registrants completed the survey through the medium of English and 148 (4.3%) through the medium of Welsh.

'Others in service' includes school learning support worker registrants who are employed by a local authority but the school and phase have not been provided by the relevant local authority. 'Others out of service' includes individuals not employed in a school learning support worker role, no longer employed in education or those with no employment recorded.

School learning support worker

Table 103 Employer¹⁸ of respondents to the school learning support worker survey

	Respondents		Profile on the Register	
	Number	%	Number	%
Blaenau Gwent Local Authority	69	2.0	468	1.2
Bridgend Local Authority	99	2.9	1,021	2.6
Caerphilly Local Authority	129	3.8	1,058	2.7
Cardiff Local Authority	270	7.9	2,712	7.0
Carmarthenshire Local Authority	143	4.2	1,351	3.5
Ceredigion Local Authority	71	2.1	545	1.4
Conwy Local Authority	79	2.3	667	1.7
Denbighshire Local Authority	90	2.6	728	1.9
Flintshire Local Authority	178	5.2	1,250	3.2
Gwynedd Local Authority	82	2.4	843	2.2
Isle of Anglesey Local Authority	39	1.1	443	1.1
Merthyr Tydfil Local Authority	48	1.4	431	1.1
Monmouthshire Local Authority	72	2.1	554	1.4
Neath Port Talbot Local Authority	102	3.0	959	2.5
Newport Local Authority	140	4.1	1,015	2.6
Pembrokeshire Local Authority	105	3.1	970	2.5
Powys Local Authority	130	3.8	978	2.5
Rhondda Cynon Taf Local Authority	161	4.7	1,745	4.5
Swansea Local Authority	171	5.0	2,154	5.6
Torfaen Local Authority	88	2.6	734	1.9
Vale of Glamorgan Local Authority	145	4.2	894	2.3
Wrexham Local Authority	103	3.0	1,124	2.9
Total in employment	2,514	73.4	22,644	58.6
Supply	557	16.3	8,127	21.0
Others in service	110	3.2	3,935	10.2
Others out of service	243	7.1	3,962	10.2
Total	3,424	100	38,668	100

¹⁸ The EWC are reliant on the employer and the practitioner to update this information. Registration Rules: '17- (1) A registered person shall notify the Council within a period of one month of any change to any particulars recorded in the Register in relation to him or her', however not all practitioners adhere to this timescale.

8.2 Key findings of school learning support workers (SLSW)

Role and career

- Most SLSW respondents (37.6%) were employed on term time only contracts (26.4% full-time and 11.2% part-time).
- Over half of SLSW were employed at LSA/TA level 3 and 2 (56.3%).
- The main reasons for becoming a SLSW:
 - it was rewarding to help learners to progress (70.0%);
 - the role provides a good work/life balance (45.7%);
 - prefer to work as a SLSW instead of a qualified ST (20.6%).
- In terms of career development, 65.2% of SLSW who responded indicated they intended to continue to develop their practice over the next 3 years, whilst 25.0% stated that they hoped to progress to a higher level role or gain qualified teacher status.

Working patterns and workload

- During an average working week, a full-time SLSW worked on average 43.1 hours. The average contracted hours were 37.6 hours. Most hours were spent on:
 - assisting teaching - 15.3 hours;
 - administration and paperwork- 6.7 hours;
 - non-teaching support relating to learners – 5.6 hours.
- Over half of SLSW were able to manage their workload. 55.1% either agreed or strongly agreed that they were able to manage their workload within the agreed working hours. 21.3% neither agreed nor disagreed.
- The main areas that had impacted on their ability to effectively manage their workload:
 - supporting behaviour management (40.4%);
 - class or learner group sizes (32.7%);
 - availability or reliability of technology (27.5%).
- If more time was available, the main areas that would benefit SLSW would be discussing work with colleagues (43.3%) and completing unfinished tasks (42.1%).

Wellbeing

- SLSW were asked to rate statements regarding their wellbeing most felt:
 - they were able to take their timetabled/allocated breaks during the day (53.9% strongly agreed or agreed);
 - they had job security (47.5% agreed or strongly agreed);
 - they would be supported by their line manager/colleague/school regarding their mental health or wellbeing if needed (68.3% agreed or strongly agreed);

School learning support worker

- the support on offer in respect of mental health and wellbeing was appropriate for their needs (53.9% agreed or strongly agreed).
- 33.6% either disagreed or strongly disagreed that they were concerned about their workload, although 36.8% neither agreed nor disagreed with the statement.
- 35.6% either disagreed or strongly disagreed that they felt pressured to undertake outside of their usual role.
- Respondents recognised a range of wellbeing support offered with the most frequently identified being the opportunity for counselling support (46.9%), confidential helpline (43.7%), and training courses on managing their wellbeing (42.1%). However, only 8.8% of respondents had actually made use of the training courses and 7.4% participated in wellbeing days.
- The COVID-19 pandemic has impacted on SLSW wellbeing during the past 12 months. SLSW stated they were fairly or very concerned in relation to the following:
 - handling learners' anxieties (58.4%);
 - the impact on working practices (50.5%);
 - their own health and those close to them (71.1%);
 - their wellbeing and safety at work. (57.9%).

However, SLSW were not very concerned or not concerned at all in relation to balancing home schooling and carer responsibilities (48.1%). Similarly, concern levels were lower regarding the support available to cope with concerns and job security with not concerned at all and not very concerned totalling 51.1% and 51.4% respectively.

Blended and digital learning

- 29.1% of SLSW had not delivered blended learning during the COVID-19 pandemic. Of those that had, 25.0% stated that it had not impacted on their workload and their workload is about the same.
- Views differed in relation to confidence to deliver digital or blended learning. Most SLSW agreed or strongly agreed to the following:
 - 53.5% felt confident that they had the technology and equipment they need to deliver digital learning effectively;
 - 45.8% had the training and support needed from their school;
 - 56.7% felt they have been able to meet individual learners' needs through online or blended learning;
 - 47.1% could see the benefits of continuing with blended learning after the COVID-19 pandemic subsides.

However, 32.6% either disagreed or strongly disagreed that they felt confident in delivering digital or blended learning before the COVID-19 pandemic. 26.6% neither agreed nor disagreed.

Professional learning

- 43.5% had completed less than 30 hours (or proportionate amount if part time) of professional learning in the past 12 months. Of the range of professional learning activities undertaken, 74.0% had attended courses, workshops, conferences, seminars and webinars and 46.5% made use of new technologies.

School learning support worker

- Cost (33.1%) and conflict with work/not enough time (28.7%) were the main barriers for accessing professional learning. 28.4% stated they felt there were no barriers and they had accessed the professional learning they needed.
- In response to the open text question, respondents indicated they would welcome further development in the following areas:
 - ICT skills including digital and blended learning;
 - mental health and wellbeing (including LGBTQ, gender identity in the school sector);
 - improving Welsh language skills;
 - additional learning needs;
 - behaviour management and support;
 - new curriculum.

8.3 Tabulation of responses - school learning support worker survey

The 'No Response' column in each table relates to those individuals who have answered some but not all questions in the survey.

Role and career

Table 104 Question 1: Which of the following best describes your contract of employment as a school learning support worker? (select one)

	Number of responses	% of respondents
Salaried full-time - permanent	763	22.3
Salaried full-time - temporary/fixed term	267	7.8
Salaried full-time - term time only	904	26.4
Salaried part-time - permanent	321	9.4
Salaried part-time - temporary/fixed term	153	4.5
Salaried part-time - term time only	384	11.2
Supply	503	14.7
Voluntary	8	0.2
Other (please state)	101	2.9
No response	20	0.6
Total	3,424	100

Table 105 Question 2: At which level is your contract of employment? (select one)

	Number of responses	% of respondents
LSA/TA level 1	600	17.5
LSA/TA level 2	903	26.4
LSA/TA level 3	1,023	29.9
LSA/TA level 4	383	11.2
Other (please state)	472	13.8
No response	43	1.3
Total	3,424	100

School learning support worker

Table 106 Question 3: Why did you become a learning support worker? (select all that apply)?

	Number of responses	% of respondents
It is rewarding to help learners to progress	2,396	70.0
The role provides a good work / life balance	1,564	45.7
Prefer to work as a learning support worker instead of a qualified school teacher	704	20.6
Moved from a voluntary to paid role	303	8.8
The work can be undertaken alongside other employment	209	6.1
Unable to secure work as a qualified school teacher	171	5.0
Other (please state)	343	10.0
No response	18	0.5
Total	5,708	
Base – total number of respondents	3,424	100

As respondents were able to select all answers which apply, included in the above figures are: 18 registrants who did not respond; 1,851 registrants who selected 1 response option; 951 who selected 2 options; 495 who selected 3 options; 96 who selected 4 options; 11 who selected 5 options; 1 who selected 6 options; 1 who selected 7 options.

Table 107 Question 4: How do you see your career changing in the next three years? (select all that apply)

	Number of responses	% of respondents
Continuing to develop and strengthen your practice	2,234	65.2
Progressing to a higher level role or gaining qualified teacher status	856	25.0
Increasing your working hours	366	10.7
Mentoring or supporting less experienced colleagues	323	9.4
Leaving education	319	9.3
Moving to a different school	195	5.7
Moving to a different educational setting (e.g. FE, HE)	133	3.9
Reducing your working hours	298	8.7
Retiring	272	7.9
Other (please state)	212	6.2
No response	27	0.8
Total	5,235	
Base - total number of respondents	3,424	

As respondents were able to select all answers which apply, included in the above figures are: 27 registrants who did not respond; 2,147 registrants who selected 1 response option; 813 who selected 2 options; 337 who selected 3 options; 80 who selected 4 options; 17 who selected 5 options; 2 who selected 6 options; 1 who selected 7 options.

Working patterns and workload

Table 108 Question 5: Please confirm the number of hours (numerically) you are contracted to work per week

	Number of responses	% of respondents
Over 30	1,329	38.8
26-30	864	25.2
21-25	272	7.9
16-20	283	8.3
11-15	143	4.2
6-10	63	1.8
5 and under	27	0.8
No hours provided	423	12.4
FTE figure (e.g 0.6)	1	0.0
N/A (e.g too many hours)	19	0.6
Total	3,424	100

Table 109 Question 5b: During an average working week how long do you spend on the following? Please state number of hours (numerically). Include tasks that take place outside of your usual working hours, including during weekends and evenings. Round to the nearest half an hour.

Based on the contract information provided in question 1.	Average number of hours worked per week	Average contracted hours
Full-time	43.1	37.6
Part-time	26.3	21.7
Other	35.0	27.5

School learning support worker

Based on contract information provided in question 1	Full-time Average hours		Part-time Average hours		Other Average hours	
	Per week	%	Per week	%	Per week	%
Administration and paperwork	6.7	15.6	1.9	7.2	2.6	7.3
Assisting teaching with learners	15.3	35.5	15.1	57.2	17.1	48.7
Contributing to assessment, marking, planning and preparation	2.8	6.5	1.7	6.5	2.5	7.1
Cover supervision	3.5	8.1	2.1	7.8	3.0	8.4
Non-teaching support relating to learners (e.g. welfare, safeguarding, extracurricular activities, parental contact)	5.6	13.0	1.9	7.1	3.0	8.7
Professional learning (training and development)	1.4	3.2	0.7	2.5	1.1	3.1
Receiving support from line manager, mentor or supervisor	0.8	1.8	0.5	2.0	0.6	1.7
Reflecting on practice	0.9	2.1	0.6	2.3	0.6	1.8
Supporting colleagues, coaching, mentoring	2.8	6.5	1.0	3.9	1.6	4.5
Other	3.3	7.7	0.9	3.5	3.0	8.6
Total	43.1	100	26.3	100	35.0	100

Additional notes regarding the calculation of the above are available in Annex B. 352 failed to enter any hours against the activities, however 29 added comments which ranged from: unable to answer due to not being employed on a regular basis or hours varied completely.

The declared total weekly hours worked ranged from 0.5 to 157 hours per week. 13 gave hours which were over 168 hours.

Based on the information provided in 5a and 5b, 328 (17.0%) full-time school learning support workers stated that during an average week they work less than their contracted hours, 660 (34.1%) work their hours and 659 (34.1%) work above their contracted hours in an average week. Inconsistencies or input errors with the remaining 14.8%.

101 (11.8%) part-time school learning support workers stated that during an average week they work less than their contracted hours, 352 (41.0%) work their hours and 285 (33.2%) work above their contracted hours in an average week. Inconsistencies or input errors with the remaining 14.0%.

Table 110 Question 6a: To what extent do you agree or disagree that you are able to effectively manage your existing workload within your contracted working hours? (select one)

	Number of responses	% of respondents
Strongly agree	552	16.1
Agree	1,336	39.0
Neither agree or disagree	728	21.3
Disagree	536	15.7
Strongly disagree	179	5.2
No response	93	2.7
Total	3,424	100

School learning support worker

Table 111 Question 7: What impacts most on your ability to effectively manage your workload? Please base your answer on your “typical” workload rather than experiences during the COVID-19 pandemic. (select up to three)

	Number of responses	% of respondents
Supporting behaviour management	1,383	40.4
Class or learner group sizes	1,119	32.7
Availability or reliability of technology	940	27.5
Covering for absent colleagues	744	21.7
Administration, paperwork	733	21.4
Non-teaching support relating to learners (e.g. welfare, safeguarding, extracurricular activities, parental contact)	660	19.3
Employer expectations and accountability	541	15.8
External assessment and inspections	111	3.2
Other (please state)	275	8.0
No response	274	8.0
Total	6,780	
Base - total number of respondents	3,424	

As respondents were able to select up to three answers, included in the above figures are: 274 registrants who did not respond; 1,055 registrants who selected 1 response option; 834 who selected 2 options; 1,261 who selected 3 options.

Table 112 Question 8: If you had more time, which of these ways of using that time would benefit you in your role the most? (select up to three)

	Number of responses	% of respondents
Discussing work with colleagues	1,481	43.3
Completing unfinished tasks	1,440	42.1
Undertaking professional learning	1,243	36.3
Discussing work with learners	1,159	33.8
Contributing to assessment, marking, planning and preparation	1,015	29.6
Reflecting on practice	992	29.0
Other (please state)	99	2.9
No response	167	4.9
Total	7,596	
Base - total number of respondents	3,424	

As respondents were able to select up to three answers, included in the above figures are: 167 registrants who did not respond; 832 registrants who selected 1 response option; 678 who selected 2 options; 1,747 who selected 3 options.

School learning support worker

Table 113 Question 9a: How has delivering blended learning during the COVID-19 pandemic affected your workload?

	Number of responses	% of respondents
It's increased significantly	403	11.8
It's increased slightly	395	11.5
It's about the same	855	25.0
It's reduced it slightly	688	20.1
I haven't been delivering blended learning	997	29.1
No response	86	2.5
Total	3,424	100

Overall themes from open text comments – workload

In response to:

Question 6b - Do you have practical suggestions on what changes would help to make your workload more manageable? Total number of open text responses: 443

- increased working hours;
- employ more staff to spread the workload;
- more cover staff (i.e. PPA);
- less focus on administration and extra duties;
- utilise individual strengths of staff;
- more support from school leaders.

In response to:

Question 9b If your workload has increased slightly or significantly, please explain what the additional work has been and any practical suggestions on how this could be improved. Total open text responses: 610

Additional workload:

- administration requirements and / or paperwork and extra duties;
- challenges of online/blended learning delivery and resource development;
- more contact with pupils and parents/guardians;
- engagement from home – pupils/colleagues/employer.

Practical suggestions for improvement:

- sufficient staff – more cover staff (i.e. PPA) required;
- improved ICT – design, reliability and use of IT systems/support available;
- increase support available from management/leaders;
- increase expected working hours;
- additional comments: related to sufficient/increased pay.

Wellbeing

Table 114 Question 10: Please rate the following statements:

	I feel able to take my timetabled / allocated breaks during the day		I feel concerned about my workload	
	Number of responses	% of respondents	Number of responses	% of respondents
Strongly agree	599	17.5	133	3.9
Agree	1,246	36.4	571	16.7
Neither agree or disagree	605	17.7	1,259	36.8
Disagree	548	16.0	878	25.6
Strongly disagree	224	6.5	275	8.0
Not applicable	202	5.9	308	9.0
Total	3,424	100	3,424	100

	I feel pressure to undertake tasks outside of my usual role		I feel that I have job security	
	Number of responses	% of respondents	Number of responses	% of respondents
Strongly agree	231	6.7	166	4.8
Agree	744	21.7	1,461	42.7
Neither agree or disagree	988	28.9	749	21.9
Disagree	899	26.3	518	15.1
Strongly disagree	319	9.3	332	9.7
Not applicable	243	7.1	198	5.8
Total	3,424	100	3,424	100

	If needed, I will be supported by my colleagues/school regarding my mental health or wellbeing		The support on offer in respect of mental health and wellbeing is appropriate for my needs	
	Number of responses	% of respondents	Number of responses	% of respondents
Strongly agree	973	28.4	661	19.3
Agree	1,366	39.9	1,185	34.6
Neither agree or disagree	601	17.6	954	27.9
Disagree	211	6.2	274	8.0
Strongly disagree	110	3.2	130	3.8
Not applicable	163	4.8	220	6.4
Total	3,424	100	3,424	100

School learning support worker

Table 115 Question 11: Does your school/local authority/regional consortia offer any of the following types of support for your wellbeing?

	Support offered		I have made use of this support	
	Number of responses	% of respondents	Number of responses	% of respondents
A confidential helpline	1,496	43.7	92	2.7
Counselling support	1,605	46.9	194	5.7
Exercise classes or any other kind of support for physical exercise	767	22.4	126	3.7
Training courses on managing your wellbeing	1,440	42.1	301	8.8
Wellbeing days or activities	1,032	30.1	252	7.4
Other support [please specify]	105	3.1	43	1.3
Total	6,445		1,008	
Base - total number of respondents	3,424			

Support offered:

As respondents were able to select all answers which apply: 45 registrants did not respond; 330 registrants selected 1 response option; 328 selected 2 options; 185 selected 3 options; 56 selected 4 options; 15 selected 5 options; 2 selected 6 options.

Made use of the support:

As respondents were able to select all answers which apply: 2,823 registrants did not respond; 351 registrants selected 1 response option; 166 selected 2 options; 44 selected 3 options; 15 selected 4 options; 17 selected 5 options; 8 selected 6 options.

School learning support worker

Table 116 Question 12: Specifically considering the COVID-19 pandemic, please rate your levels of concern in relation to the following:

	Balancing home schooling and carer responsibilities		Handling learners' anxieties	
	Number of responses	% of respondents	Number of responses	% of respondents
Not concerned at all	880	25.7	269	7.9
Not very concerned	767	22.4	704	20.6
Fairly concerned	830	24.2	1,400	40.9
Very concerned	508	14.8	599	17.5
Don't know	223	6.5	197	5.8
No response	216	6.3	255	7.4
Total	3,424	100	3,424	100

	The impact on your working practices		The support available to help you cope with your concerns	
	Number of responses	% of respondents	Number of responses	% of respondents
Not concerned at all	343	10.0	572	16.7
Not very concerned	974	28.4	1,176	34.3
Fairly concerned	1,167	34.1	813	23.7
Very concerned	563	16.4	360	10.5
Don't know	164	4.8	281	8.2
No response	213	6.2	222	6.5
Total	3,424	100	3,424	100

	Your job security		Your own health or those close to you	
	Number of responses	% of respondents	Number of responses	% of respondents
Not concerned at all	740	21.6	232	6.8
Not very concerned	1,020	29.8	513	15.0
Fairly concerned	787	23.0	1,190	34.8
Very concerned	582	17.0	1,244	36.3
Don't know	115	3.4	77	2.2
No response	180	5.3	168	4.9
Total	3,424	100	3,424	100

School learning support worker

	Your wellbeing and safety at work		Other [please specify]	
	Number of responses	% of respondents	Number of responses	% of respondents
Not concerned at all	408	11.9	30	0.9
Not very concerned	782	22.8	17	0.5
Fairly concerned	1,054	30.8	22	0.6
Very concerned	929	27.1	45	1.3
Don't know	88	2.6	80	2.3
No response	163	4.8	3,230	94.3
Total	3,424	100	3,424	100

Professional learning

Table 117 Question 13: If you have been employed for 12 months or more, how many hours of professional learning do you estimate you have undertaken in the past 12 months? (select one)

	Number of responses	% of respondents
30 hours or more (or proportionate amount if part time)	1,121	32.7
Less than 30 hours (or proportionate amount if part time)	1,489	43.5
Employed for less than 12 months or are not currently employed	399	11.7
None	324	9.5
No response	91	2.7
Total	3,424	100

Table 118 Question 14: Which of the following professional learning activities have you undertaken in the last 12 months? (select all that apply)

	Number of responses	% of respondents
Attended courses, workshops, conferences, seminars, webinars (including e-learning)	2,535	74.0
Made use of new technologies	1,591	46.5
Gained knowledge and skills in your workplace (e.g. a new post, an initiative, project or activity)	1,212	35.4
Training to prepare you for the new curriculum	1,061	31.0
Read education publications or researched new developments	1,010	29.5
Observed colleagues or work shadowed them	637	18.6
Mentored, coached, shared your best practice with others	634	18.5
Training to develop your Welsh language skills (e.g. Sgiliaith)	499	14.6
Received support from a mentor or coach	455	13.3
I have not undertaken any professional learning in the last 12	379	11.1
Other (please state)	118	3.4
No response	56	1.6
Total	10,187	
Base - total number of respondents		3,424

As respondents were able to select all answers which apply, included in the above figures are: 56 registrants who did not respond; 890 registrants who selected 1 response option; 699 who selected 2 options; 636 who selected 3 options; 452 who selected 4 options; 304 who selected 5 options; 208 who selected 6 options; 99 who selected 7 options, 57 who selected 8 options, 20 who selected 9 options, 3 who selected 10 options.

School learning support worker

Table 119 Question 15: What do you think are the main barriers or obstacles stopping you accessing professional learning? Please think of your normal working practices rather than particular issues around the COVID-19 pandemic. (select all that apply)

	Number of responses	% of respondents
Cost	1,135	33.1
Conflict with your work, not enough time	981	28.7
No barriers, you have accessed the professional learning needed in the last 12 months	972	28.4
No opportunity to access professional learning during working hours	935	27.3
Home, family, personal commitments	819	23.9
Limited employer / line manager support or guidance	385	11.2
The professional learning on offer is poor quality or is not relevant	213	6.2
You do not have the required pre-requisites (e.g. qualifications, experience, seniority)	213	6.2
Other (please state)	148	4.3
No response	172	5.0
Total	5,973	
Base - total number of respondents	3,424	

As respondents were able to select all answers which apply, included in the above figures are: 172 registrants who did not respond; 1,745 registrants who selected 1 response option; 786 who selected 2 options; 478 who selected 3 options; 182 who selected 4 options; 46 who selected 5 options; 13 who selected 6 options; 2 who selected 7 options.

Table 120 Question 17: Please rate the following statements regarding delivering blended / remote learning:

	I feel confident that I have the technology and equipment I need		I have had the training and support I need from my school	
	Number of responses	% of respondents	Number of responses	% of respondents
Strongly agree	554	16.2	418	12.2
Agree	1,277	37.3	1,151	33.6
Neither agree or disagree	655	19.1	883	25.8
Disagree	358	10.5	347	10.1
Strongly disagree	100	2.9	102	3.0
Not applicable	480	14.0	523	15.3
Total	3,424	100	3,424	100

	I feel I am able to meet individual learners' needs		Before the COVID-19 pandemic, I was already confident in delivering blended / remote learning	
	Number of responses	% of respondents	Number of responses	% of respondents
Strongly agree	472	13.8	217	6.3
Agree	1,470	42.9	577	16.9
Neither agree or disagree	681	19.9	912	26.6
Disagree	246	7.2	841	24.6
Strongly disagree	58	1.7	274	8.0
Not applicable	497	14.5	603	17.6
Total	3,424	100	3,424	100

	I can see benefits of continuing with blended/ remote learning after the COVID-19 pandemic subsides	
	Number of responses	% of respondents
Strongly agree	392	11.4
Agree	1,221	35.7
Neither agree or disagree	845	24.7
Disagree	338	9.9
Strongly disagree	174	5.1
Not applicable	454	13.3
Total	3,424	100

Overall themes from open text comments – professional learning

In response to:

Question 16 In which areas would you welcome further development to help you be a more effective education professional? (please list up to three areas) Total open text responses: 1,652

- ICT skills including digital and blended learning;
- mental health and wellbeing (including LGBTQ, gender identity in the school sector);
- improving Welsh language skills;
- additional learning needs;
- behaviour management and support;
- the new curriculum.

9.0 Results – youth work

Please note, qualified youth workers and qualified youth support workers have been combined. For information the breakdown of responses is as follows:

	Responses
Youth worker	163
Youth support worker	58

If a registrant is registered in both categories, they have only been recorded once.

9.1 Respondent profile ¹⁹

In terms of the representativeness of respondents the gender balance is broadly similar to the profile on the Register. The age breakdown differs with less respondents in the 29 and under age category.

Table 121 Gender balance of respondents to the youth work surveys

	Respondents		Profile on the Register	
	Number	%	Number	%
Female	160	72.4	721	66.4
Male	61	27.6	363	33.6
Total	221	100	1,084	100

Table 122 Age range of respondents to the youth work surveys

	Respondents		Profile on the Register	
	Number	%	Number	%
29 and under	26	11.8	217	20.0
30 to 39	70	31.7	336	31.0
40 to 49	67	30.3	280	25.8
50 to 59	46	20.8	206	19.0
60+	12	5.4	45	4.2
Total	221	100	1,084	100

Table 123 Breakdown of respondents by employment description ²⁰to the youth work surveys

	Respondents		Profile on the Register	
	Number	%	Number	%
Youth worker	107	48.4	400	36.9
Youth support worker	80	36.2	581	53.6
Others in service	2	0.9	31	2.9
Others out of service	32	14.5	72	6.6
Total	221	100	1,084	100

¹⁹ 218 (98.6%) registrants completed the survey through the medium of English and 3 (1.4%) through the medium of Welsh.

²⁰ If a registrant has an employment of both youth worker and youth support worker, they have been recorded under youth worker. The EWC are reliant on the employer and the practitioner to update this information. Registration Rules: '17- (1) A registered person shall notify the Council within a period of one month of any change to any particulars recorded in the Register in relation to him or her', however not all practitioners adhere to this timescale.

9.2 Key findings of youth work (YWP)

Role and career

Separate surveys were produced for qualified youth workers and qualified youth support workers however due to the low sample size from youth support workers they have been combined and therefore will be referred to collectively as youth work practitioners (YWP).

- 45.7% of YWP were employed on full-time – permanent contracts.
- Almost half (48.4%) of YWP roles were core funded, 45.2% were grant funded.
- In terms of career development, 75.6% of YWP who responded indicated they intended to continue to develop their practice over the next 3 years, whilst 25.8% stated that they would like to mentor or support less experienced colleagues.

Working patterns and workload

- During an average working week a full-time YWP worked on average 39.6 hours. The average contractual hours was 37.2 hours. Most hours were spent on:
 - administration and paperwork - 9.4 hours;
 - face to face youth work (including virtual/digital) - 7.7 hours;
 - planning, preparation, assessing needs - 4.6 hours.
- YWP were mostly able to manage their workload. 65.1% either agreed or strongly agreed that they were able to manage their workload within the agreed working hours.
- The main areas that had impacted on their ability to effectively manage their workload were:
 - administration, paperwork, budgets, applying for funding (55.2%);
 - the number of young people requiring youth work services (33.0%);
 - not having enough staff (27.1%).
- If more time was available, the main areas that would benefit YWP would be spending more time with young people/delivering front line services (65.6%) and planning, preparation, assessing needs (39.4%).

Wellbeing

- Views differed/were mixed in relation to wellbeing: Most YWP felt:
 - concerned about their workload (33.5% agreed or strongly agreed, however 38.5% neither agreed nor disagreed);
 - that in general they had job security (36.7% agreed or strongly agreed, 24.4% neither agreed nor disagreed, 29.8% disagreed or strongly disagreed);
 - supported by management and have been given the appropriate supervisory support (72.4% agreed or strongly agreed);
 - they would be supported by their line manager/colleague/school regarding their mental health or wellbeing if needed (80.1% agreed or strongly agreed);

Youth work

- the support on offer in respect of mental health and wellbeing was appropriate for their needs (70.1% agreed or strongly agreed).
- Respondents recognised a range of wellbeing support offered with the most frequently identified being training courses on managing their wellbeing (65.6%) and counselling support (60.6%). However, only 20.4% of respondents had actually made use of the support and had attended wellbeing days or activities and 16.7% had participated in training courses on managing wellbeing.
- The COVID-19 pandemic had impacted YWP wellbeing during the last 12 months. Most stated they were fairly or very concerned in relation to the following:
 - handling a young person's anxieties (65.2%);
 - the impact on working practices (64.2%);
 - their own health and those close to them (69.7%);YWP were however more positive in the following areas, where they were either not concerned at all or not very concerned about the following:
 - the support available to cope with concerns (62.4%);
 - their wellbeing and safety at work (58.8%).
- There were mixed responses regarding balancing home schooling and carer responsibilities with 42.1% stating that they were either not concerned at all or not very concerned. 47.9% however said that they were either fairly concerned or very concerned.
- Job security also provided a mixed response with 44.3% stating that they were either not concerned at all or not very concerned, when asked specifically in relation to the Covid-19 pandemic. 51.1% did however state that they were either fairly concerned or very concerned about job security in relation to the COVID-19 pandemic.

Blended and digital learning

- Responses were polarised regarding whether workload has been affected by youth work services being delivered during the COVID-19 pandemic. 29.4% of respondents felt their workload has been reduced. 23.1% stated it is about the same. 23.5% believed that their workload increased slightly and 22.2% said it has increased significantly.
- Views differed in relation to confidence to deliver digital or blended learning. Most YWP agreed or strongly agreed to the following:
 - 77.3% felt blended or remote delivery of youth work was not a substitute for face to face youth work;
 - 70.6% felt confident that they had the technology and equipment they need to deliver digital learning effectively;
 - 62.0% had the training and support needed from their employer;
 - 64.2% could see the benefits of continuing with blended learning after the COVID-19 pandemic subsides.However, 53.0% disagreed or strongly disagreed that they felt confident in delivering digital or blended learning before the COVID-19 pandemic. 19.5% neither agreed nor disagreed.

Professional learning

- 48.9% had completed more than 30 hours (or proportionate amount if part time) of professional learning in the past 12 months. A range of activities had been undertaken. 94.1% had attended courses workshops, conferences, seminars and webinars and 69.2% had made use of new technologies.
- Conflict with work/not enough time (46.2%) were the main barriers for accessing the required professional learning. 35.7% stated they felt there were no barriers and they had accessed the professional learning they needed in the last 12 months.
- 77.4% of respondents kept up to date with developments in youth work via their employer and 60.6% through social media.
- In response to the open text question, respondents indicated they would welcome further development in the following areas:
 - mental health and wellbeing –specifically homelessness, drug misuse awareness, domestic abuse, trauma recovery, LGBTQ, gender and identity;
 - management/leadership/multi-agency/partnership working;
 - ICT skills including digital/blended learning;
 - education, PCGE, outdoor/creative therapies;
 - higher level youth work qualifications;
 - improving Welsh language skills;
 - marketing, promotion, engaging young people.

9.3 Tabulation of responses – youth work survey

In considering the data below please note there were separate surveys for qualified youth workers and qualified youth support workers. Responses have been combined due to the sample size. 163 responses were from qualified youth workers and 58 from qualified youth support workers.

The ‘No Response’ column in each table relates to those individuals who have answered some but not all questions in the survey.

Role and career

Table 124 Question 1: Which of the following best describes your current employment as a qualified youth worker/youth support worker? (select one)

	Number of responses	% of respondents
Full-time - permanent	101	45.7
Full-time - temporary/fixed term	59	26.7
Part time - permanent	36	16.3
Part-time- temporary/fixed term	17	7.7
Voluntary	2	0.9
Casual	1	0.5
Other (please state)	4	1.8
No response	1	0.5
Total	221	100

Table 125 Question 2: Which of the following best describes your role?

	Number of responses	% of respondents
Core funded	107	48.4
Grant funded	100	45.2
Other (please state)	12	5.4
No response	2	0.9
Total	221	100

Youth work

Table 126 Question 3: How do you see your career changing in the next three years? (select all that apply)

	Number of responses	% of respondents
Continuing to develop and strengthen learning and practice	167	75.6
Mentoring or supporting less experienced colleagues	57	25.8
Progressing to a more senior youth work role	38	17.2
Increasing your working hours or securing a longer term role	37	16.7
Moving to a different youth work employer	19	8.6
Leaving youth work	16	7.2
Other (please state)	13	5.9
Retiring	13	5.9
Reducing your working hours	12	5.4
Gaining a level 6 or 7 youth work qualification in order to work as a youth worker*	9	4.1
No response	1	0.5
Total	382	
Base - total number of respondents		221

*This option was only asked to youth support workers

As respondents were able to select all answers which apply, included in the above figures are: 1 registrant who did not respond; 121 registrants who selected 1 response option; 58 who selected 2 options; 25 who selected 3 options; 12 who selected 4 options; 3 who selected 5 options and 1 who selected 6 options.

Working patterns and workload

Table 127 Question 4: Please confirm the number of hours (numerically) you are contracted to work per week

	Number of responses	% of respondents
Over 30	150	67.9
26 to 30	13	5.9
21 to 25	10	4.5
16 to 20	8	3.6
11 to 15	3	1.4
6 to 10	7	3.2
5 and under	13	5.9
No hours provided	16	7.2
N/A (e.g too many hours)	1	0.5
Total	221	100

Youth work

Table 128 Question 4b: During an average working week how long do you spend on the following? Please state number of hours (numerically). Include tasks that take place outside of your usual working hours, including during weekends and evenings. Round to the nearest half an hour.

Based on the contract information provided in question 1.	Average number of hours worked per week	Average contracted hours
Full-time	39.6	37.2
Part-time	17.3	15.4

Based on contract information provided in question 1	Full-time Average hours		Part-time Average hours	
	Per week	%	Per week	%
Administration, paperwork, budgets, applying for funding*	9.4	23.7	3.9	22.5
Face to face youth work (including virtual/digital)	7.7	19.5	4.4	25.6
Detached, outreach youth work	0.8	2.0	1.4	8.1
Open access youth work	0.8	2.1	0.7	4.2
Referral based, targeted youth work	4.1	10.3	1.4	7.8
Planning, preparation, assessing needs	4.6	11.7	1.9	10.8
Professional learning (training and development)	1.2	2.9	0.6	3.7
Receiving support from line manager, mentor or supervisor	1.2	2.9	0.4	2.1
Supporting colleagues, management, coaching, mentoring*	4.5	11.5	0.7	3.9
Supervising student youth workers**	0.7	1.7	0.1	0.6
Working with other organisations and agencies	3.5	8.9	1.6	9.4
Other (please state)	1.1	2.7	0.2	1.3
Total	39.6	100	17.3	100

* Youth support workers were asked slightly different statements:

- Administration, paperwork, ~~budgets, applying for funding~~
- Supporting colleagues, ~~management~~, coaching, mentoring*

**Youth support workers were not asked to provide hours for this statement, therefore the current figure in the table is based on youth support workers working 0 hours for this task. If the average was calculated based on only youth workers, the average hours would be 0.9 (full time) and 0.2 (part time) for this task. Additional notes regarding the calculation of the above are available in Annex B.

6 failed to enter any hours against the activities. No additional comments were provided by these registrants. The declared total weekly hours worked ranged from 2.5 to 130 hours per week. 1 registrant gave hours which were over 168 hours. Based on the information provided in 4a and 4b, 8 (5.0%) of full-time youth workers/youth support workers stated that during an average week they work less than their contracted hours, 111 (69.4%) work their hours and 28 (17.5%) work above their contracted hours in an average week. Inconsistencies, no responses or input errors with the remaining 8.1%.

0 (0.0%) part-time youth workers/youth support workers stated that during an average week they work less than their contracted hours, 34 (64.2%) work their hours and 9 (17.0%) work above their contracted hours in an average week. Inconsistencies, no responses, or input errors with the remaining 18.9%.

Youth work

Youth work question only

Table 129 Question 4c: How many paid youth workers/youth support workers do you manage / supervise?

Range	Number of responses	% of respondents
0	69	42.3
1 to 5	48	29.4
6 to 10	16	9.8
11 to 15	3	1.8
16 to 20	2	1.2
21 to 25	1	0.6
26 to 30	3	1.8
31 to 35	2	1.2
36 to 40	1	0.6
Over 40	1	0.6
No response	17	10.4
Total	163	100

Table 130 Question 5: To what extent do you agree or disagree that you are able to effectively manage your existing workload within your contracted working hours? (select one)

	Number of responses	% of respondents
Strongly agree	35	15.8
Agree	109	49.3
Neither agree or disagree	27	12.2
Disagree	34	15.4
Strongly disagree	14	6.3
No response	2	0.9
Total	221	100

Table 131 Question 6: What impacts most on your ability to effectively manage your workload? Please base your answer on your “typical” workload rather than experiences during the COVID-19 pandemic. (select up to three)

	Number of responses	% of respondents
Administration, paperwork, budgets, applying for funding	122	55.2
The number of young people requiring youth work services	73	33.0
Not having enough staff	60	27.1
Organisational expectations and accountability	54	24.4
Availability or reliability of technology	40	18.1
Covering for absent colleagues	30	13.6
Supporting colleagues (e.g. management, coaching, mentoring)	30	13.6
External assessment, quality assurance	19	8.6
Other (please state)	25	11.3
No response	3	1.4
Total	456	
Base - total number of respondents	221	

As respondents were able to select up to three answers, included in the above figures are: 3 registrants who did not respond; 65 registrants who selected 1 response option; 71 who selected 2 options and 82 who selected 3 options.

Youth work

Table 132 Question 7: If you had more time, which of these ways of using that time would benefit you in your role the most? (select up to three)

	Number of responses	% of respondents
Spending more time with young people/delivering front line services	145	65.6
Planning, preparation, assessing needs	87	39.4
Demonstrating, evaluating impact of your practice	74	33.5
Undertaking professional learning	62	28.1
Reflecting on practice	58	26.2
Preparing resources for blended / remote delivery	57	25.8
Other (please state)	9	4.1
No response	4	1.8
Total	496	
Base - total number of respondents	221	

As respondents were able to select up to three answers, included in the above figures are: 4 registrants who did not respond; 54 registrants who selected 1 response option; 51 who selected 2 options and 112 who selected 3 options.

Table 133 Question 8: How has delivering youth work services during the COVID-19 pandemic affected your workload?

	Number of responses	% of respondents
It's increased significantly	49	22.2
It's increased slightly	52	23.5
It's about the same	51	23.1
It's reduced it	65	29.4
No response	4	1.8
Total	221	100

Overall themes from open text comments workload

In response to:

Question 5 Do you have practical suggestions on what changes would help to make your workload more manageable? Total number of open text responses: 44

- decrease the amount of administrative tasks and the time spent on them;
- additional funding to increase the amount of youth workers;
- increased amount of working hours for youth workers.

Question 8 If your workload has increased slightly or significantly [as a result of delivering blended learning during the COVID-19 pandemic], please explain what the additional work has been and any practical suggestions on how this could be improved.

Additional workload:

- impact of COVID-19 pandemic - every aspect of the work more difficult;
- administration requirements and / or paperwork;
- insufficient staffing - in particular those trained to a senior level;
- shift away from young people to performance targets;
- insufficient contracted hours for the workload/caseload.

Youth work

Practical suggestions for improvement:

- more quality support from services to help young people;
- over the phone support for young people;
- additional staff to deal with administrative tasks;
- more staff who are youth work/teaching and quality assurance qualified.

Wellbeing

Table 134 Question 9: Please rate the following statements:

	I feel concerned about my workload		I feel that I have job security	
	Number of responses	% of respondents	Number of responses	% of respondents
Strongly agree	17	7.7	11	5.0
Agree	57	25.8	70	31.7
Neither agree or disagree	85	38.5	54	24.4
Disagree	49	22.2	42	19.0
Strongly disagree	7	3.2	24	10.9
Not applicable	1	0.5	3	1.4
No response	5	2.3	17	7.7
Total	221	100	221	100

	I feel supported by management and have been given the appropriate supervisory support		If needed, I will be supported by my colleagues/employer regarding my mental health or wellbeing	
	Number of responses	% of respondents	Number of responses	% of respondents
Strongly agree	68	30.8	74	33.5
Agree	92	41.6	103	46.6
Neither agree or disagree	27	12.2	22	10.0
Disagree	17	7.7	12	5.4
Strongly disagree	12	5.4	6	2.7
Not applicable	2	0.9	2	0.9
No response	3	1.4	2	0.9
Total	221	100	221	100

	The support on offer in respect of mental health and wellbeing is appropriate for my needs	
	Number of responses	% of respondents
Strongly agree	52	23.5
Agree	103	46.6
Neither agree or disagree	33	14.9
Disagree	17	7.7
Strongly disagree	7	3.2
Not applicable	5	2.3
No response	4	1.8
Total	221	100

Youth work

Table 135 Question 10: Does your employer offer any of the following types of support for your wellbeing?

	Support offered		I have made use of this support	
	Number of responses	% of respondents	Number of responses	% of respondents
A confidential helpline	122	55.2	6	2.7
Counselling support	134	60.6	17	7.7
Exercise classes or any other kind of support for physical exercise	81	36.7	18	8.1
Training courses on managing your wellbeing	145	65.6	37	16.7
Peer support network	100	45.2	36	16.3
Wellbeing days or activities	102	46.2	45	20.4
Other support [please specify]	6	2.7	3	1.4
Total	690		162	
Base - total number of respondents	221		221	

Support offered:

As respondents were able to select all answers which apply: 27 registrants did not respond; 26 registrants selected 1 response option; 28 selected 2 options; 40 selected 3 options; 42 selected 4 options; 29 selected 5 options; 28 selected 6 options and 1 selected 7 options.

Made use of support:

As respondents were able to select all answers which apply: 148 registrants did not respond; 27 registrants selected 1 response option; 20 selected 2 options; 14 selected 3 options; 8 selected 4 options; 3 selected 5 options and 1 selected 6 options.

Table 136 Question 11: Specifically considering the COVID-19 pandemic, please rate your levels of concern in relation to the following:

	Balancing home schooling and carer responsibilities		Handling a young person's anxieties	
	Number of responses	% of respondents	Number of responses	% of respondents
Not concerned at all	50	22.6	10	4.5
Not very concerned	43	19.5	44	19.9
Fairly concerned	56	25.3	91	41.2
Very concerned	50	22.6	53	24.0
Don't know	14	6.3	7	3.2
No response	8	3.6	16	7.2
Total	221	100	221	100

Youth work

	The impact on your working practices		The support available to help you cope with your concerns	
	Number of responses	% of respondents	Number of responses	% of respondents
Not concerned at all	6	2.7	40	18.1
Not very concerned	62	28.1	98	44.3
Fairly concerned	84	38.0	51	23.1
Very concerned	58	26.2	19	8.6
Don't know	4	1.8	6	2.7
No response	7	3.2	7	3.2
Total	221	100	221	100

	Your job security		Your own health or those close to you	
	Number of responses	% of respondents	Number of responses	% of respondents
Not concerned at all	25	11.3	16	7.2
Not very concerned	73	33.0	45	20.4
Fairly concerned	67	30.3	97	43.9
Very concerned	46	20.8	57	25.8
Don't know	4	1.8	0	0.0
No response	6	2.7	6	2.7
Total	221	100	221	100

	Your wellbeing and safety at work		Other [please specify]	
	Number of responses	% of respondents	Number of responses	% of respondents
Not concerned at all	39	17.6	3	1.4
Not very concerned	91	41.2	0	0.0
Fairly concerned	30	13.6	2	0.9
Very concerned	53	24.0	8	3.6
Don't know	1	0.5	0	0.0
No response	7	3.2	208	94.1
Total	221	100	221	100

Professional learning

Table 137 Question 12: If you have been employed for 12 months or more, how many hours of professional learning do you estimate you have undertaken in the past 12 months? (select one)

	Number of responses	% of respondents
30 hours or more (or proportionate amount if part time)	108	48.9
Less than 30 hours (or proportionate amount if part time)	98	44.3
Employed for less than 12 months or are not currently employed	11	5.0
None	4	1.8
Total	221	100

Youth work

Table 138 Question 13: Which of the following professional learning activities have you undertaken in the last 12 months? (select all that apply)

	Number of responses	% of respondents
Attended courses, workshops, conferences, seminars, webinars (including e-learning)	208	94.1
Made use of new technologies	153	69.2
Gained knowledge and skills in your workplace (e.g. a new post, an initiative, project or activity)	109	49.3
Read youth work / education publications or researched new developments	96	43.4
Mentored or coached, shared your best practice with others	93	42.1
Observed colleagues or work shadowed them	38	17.2
Training to develop your Welsh language skills	35	15.8
Received support from a mentor or coach	28	12.7
I have not undertaken any professional learning in the last 12 months	4	1.8
Other (please state)	5	2.3
No response	0	0.0
Total	769	
Base - total number of respondents		221

As respondents were able to select all answers which apply, included in the above figures are: 29 registrants who selected 1 response option; 42 who selected 2 options; 49 who selected 3 options; 39 who selected 4 options; 34 who selected 5 options; 15 who selected 6 options, 11 who selected 7 options and 2 who selected 8 options.

Table 139 Question 14: What do you think are the main barriers or obstacles stopping you accessing professional learning? Please think of your normal working practices rather than particular issues around the COVID-19 pandemic. (select all that apply)

	Number of responses	% of respondents
Conflict with your work, not enough time	102	46.2
No barriers, you have accessed the professional learning needed in the last 12 months	79	35.7
Cost to your employer	59	26.7
Cost to you	52	23.5
Home, family, personal commitments	52	23.5
Job security (e.g. length of contract)	23	10.4
The professional learning on offer is poor quality or is not relevant	22	10.0
Limited employer / line manager support or guidance	10	4.5
You do not have the required pre-requisites (e.g. qualifications, experience, seniority)	4	1.8
Other (please state)	9	4.1
No response	4	1.8
Total	416	
Base - total number of respondents	221	

As respondents were able to select all answers which apply, included in the above figures are: 4 registrants who did not respond, 107 registrants who selected 1 response option; 56 who selected 2 options; 32 who selected 3 options; 16 who selected 4 options; 4 who selected 5 options; 1 who selected 6 options and 1 who selected 7 options.

Table 140 Question 16: Please rate the following statements regarding delivering blended / remote learning:

	Blended or remote delivery of youth work is not a substitute for face to face youth work		I feel confident that I have the technology and equipment I need	
	Number of responses	% of respondents	Number of responses	% of respondents
Strongly agree	92	41.6	27	12.2
Agree	79	35.7	129	58.4
Neither agree or disagree	32	14.5	33	14.9
Disagree	10	4.5	23	10.4
Strongly disagree	4	1.8	6	2.7
Not applicable	2	0.9	1	0.5
No response	2	0.9	2	0.9
Total	221	100	221	100

	I feel I able to meet individual young people's needs		I have had the training and support I need from my employer	
	Number of responses	% of respondents	Number of responses	% of respondents
Strongly agree	11	5.0	25	11.3
Agree	73	33.0	112	50.7
Neither agree or disagree	58	26.2	51	23.1
Disagree	58	26.2	19	8.6
Strongly disagree	13	5.9	8	3.6
Not applicable	5	2.3	3	1.4
No response	3	1.4	3	1.4
Total	221	100	221	100

	Before the COVID-19 pandemic, I was already confident in blended or remote methods of delivering youth work		I can see benefits of continuing with blended or remote methods of delivering youth work after the COVID-19 pandemic subsides	
	Number of responses	% of respondents	Number of responses	% of respondents
Strongly agree	11	5.0	35	15.8
Agree	42	19.0	107	48.4
Neither agree or disagree	43	19.5	47	21.3
Disagree	81	36.7	22	10.0
Strongly disagree	36	16.3	8	3.6
Not applicable	4	1.8	0	0.0
No response	4	1.8	2	0.9
Total	221	100	221	100

Table 141 Question 17: How do you stay up to date with developments in youth work? (select all that apply)

	Number of responses	% of respondents
Your employer	171	77.4
Social media	134	60.6
Welsh Government Youth Work Bulletin	133	60.2
CWVYS communication	73	33.0
Interim Youth Work Board communication	71	32.1
Other (please state)	19	8.6
No response	2	0.9
Total	603	
Base - total number of respondents	221	

As respondents were able to select all answers which apply, included in the above figures are: 2 registrants who did not respond, 41 registrants who selected 1 response option; 60 who selected 2 options; 55 who selected 3 options; 41 who selected 4 options; 21 who selected 5 options and 1 who selected 6 options.

Overall themes from open text comments - professional learning

In response to:

Question 15 In which areas would you welcome further development to help you be a more effective education professional? (please list up to three areas) Total number of open text responses: 111

- mental health and wellbeing –specifically homelessness, drug misuse awareness, domestic abuse, trauma recovery, LGBTQ, gender and identity;
- management/leadership/multi-agency/partnership working;

- ICT skills including digital/blended learning;
- education, PCGE, outdoor/creative therapies;
- higher level youth work qualifications;
- improving Welsh language skills;
- marketing, promotion, engaging young people.

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Annex B: Notes regarding calculation of hours table

In each registration category, there is a table showing a summary of hours and a further table showing a breakdown of tasks. Please note that the totals in these two tables may differ slightly due to rounding.

In order to avoid input errors, the two hours tables in each section are calculated using the following process:

- Respondents that selected a "full time", "part time" or "other" response in question 1.
- Considering the answer in question 1, this was then checked against their answer in relation to the contracted hours.
- If the following was satisfied, their responses in relation to hours spent on each task was used:
 - For full time, respondents that stated their contracted hours were between 37 and 48 hours per week
 - For part time, respondents that stated their contracted hours were under 37 hours per week
 - For other, respondents that stated their contracted hours were between 1 and 48 hours per week

A check was then made against the contracted hours and total hours worked. As a result, responses were only considered where respondents stated that their total hours worked were the same or higher (up to 100 hours) than their contracted hours.

General notes

Issues in the completion of this question which need to be considered:

- incomplete or inaccurate information e.g. the contracted hours and/or total hours appearing low in comparison to contract type i.e. indicated they worked full-time but the sum of the declared total weekly hours worked was 2 hours.
- incomplete or inaccurate information in relation to breakdown of tasks e.g. an amount entered which takes weekly hours total over the number of hours in a week.
- the complexity and variety of contracted hours e.g. fractional/zero hours contracts;

Responses that fell into the above bullets were not considered in the tables.

If a number and '+' was entered e.g. 5+, the basic number (i.e. 5) was accepted. Numbers entered in text were converted to a numerical figure and figures rounded to the nearest quarter of an hour for ease of analysis.