Ipsos MORI
Social Research Institute

E-readiness in the Social Care Sector for SCIE

Final Report

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social care institute for excellence scie

Legal notice

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Summary

Executive summary

This report describes the findings of the third survey on perceptions of e-learning within the social care sector completed by Ipsos MORI for the Social Care Institute for Excellence (SCIE). The study looks to gauge an overview of views and experiences of training using Information and communication Technology (ICT) within the sector by triangulating the views of employers and their employees.

The findings will feed into SCIE's Get Connected programme, which aims to enable providers of care for adults in England to access ICT more effectively. It is also hoped the survey will help SCIE identifies aspects of e-learning where it could make a difference.

Employer survey

- The survey of employers was completed using Computer Assisted Telephone Interviewing (CATI). A total of 3,900 employers were initially contacted by post to inform them that Ipsos MORI may contact them as part of the survey. Employers were drawn from the Care Quality Commission (CQC) database of social care organisations. In total 550 individuals responsible for workplace training of employees in social care organisations were interviewed by telephone between 13 July and 10 September 2012. Quota sampling was used in this survey and post-survey weights applied to ensure the overall data were reflective of social care organisations on the CQC database. In previous surveys, weights for non-response were not applied because no sample frame describing the social care employer population existed Ipsos MORI recommend that those using these findings recognise that the data between years is not strictly comparable due to this difference.

- The survey shows that levels of satisfaction with the quality and quantity of training and work-related knowledge and skills of staff are very high – particularly amongst those personally involved in the training. Satisfaction with training in general is high across each of the care home groups; this should be taken into account when viewing how employers view e-learning.

- Employers say that e-learning study programmes relevant to social care are used by over half of their staff (56% amongst management and 52% operational staff) and this falls within the middle of all training methods asked in the survey. While traditional methods of training such as face-to-face training or on-the-job training are more prevalent, the data shows a substantial take up of e-learning programmes.

- Employers' tend to say the training methods they use most often are those that are more effective. Indeed the four most widely used training methods amongst operation and management staff are also considered to be the most effective and vice-versa. Just over two-fifths say e-learning is *very effective* amongst management and operational staff (41% and 46% respectively).

- Employers generally feel that e-learning is or could be an effective form of training for their staff. Three-quarters (74%) feel it is or could be an effective from of training for management and almost two-thirds (63%) for operational staff. Meanwhile a fifth (21%) think it would be *not very* or *not at all* effective for delivering training to management staff and a third (32%) to operational staff; these groups are significantly more likely not to currently use e-learning programmes.

- Employers are most likely to say the reason e-learning is ineffective is that other methods, notably face-to-face training, are preferred for the social care environment. This reflects the type of work that operational staff do, which is based on interracting with care home residents and users of domicialiry care services. However there is also a group of employers who cite the flexibility and control over learning pace e-learning offers as being significant positives over other methods.

- Two-thirds (65%) of employers train employees using some form of e-learning. Whilst, this figure is broadly in line with 2009, the amount of e-learning that forms part of the training mix has increased overall since then. The proportion of employers who use e-learning most of the time has increased to a third (33%) of all those using e-learning compared to one in five 21% in 2009. This is despite the falls seen in actual and potential funding within the e-learning sector.

- The data show domiciliary organisations are less receptive to e-learning as they usually deliver less than half their training in this way (74% compared with 66% overall). Issues amongst domiciliary employers which are considered particularly important in the delivery of e-learning include containing up-to-date information, being relevant and practical and that they allow for quick learning; these could be areas of focus when designing e-learning software to encourage greater use of e-learning programmes.

- Two-thirds (64%) of all employers using e-learning do so in combination with face-to-face training; however use of such "blended" training is down compared to 2009 when seven in ten (71%) combined these methods *very* or *fairly often*.

- It is unsurprising to find that confidence and experience with e-learning are closely linked to positive perceptions of e-learning and electronic resources.

- Around one in twenty (6%) employers know they have received a "Get Connected" grant from the Social Care Institute for Excellence, while seven in ten (69%) did not received a grant. Employers without a "Get Connected" grant are less likely to be keen on e-learning within the workplace generally. For example, those who have not received a 'Get Connected' grant would rather e-learning is not provided as part of training (19% compared with 10% who have received a grant).

Employee survey

- The survey of social care employees was conducted using a postal self-completion method. Employers participating in the telephone survey were asked at the end of their interview whether they would be happy to be sent questionnaires to distribute to their employees. Employers that agreed were then sorted by the number of people they employed and the type of care they provided after which a random selection was drawn. Selected organisations were then sent questionnaires to be distributed for their employees to complete. In total 3,183 questionnaires were distributed and 192 completed questionnaires were returned. Given the low response rate (6%), Ipsos MORI urge caution when interpreting the survey results.

- Employees responding to the survey say they use ICT and electronic equipment a lot in their workplace. The great majority have access to a computer and half (52%) of all employees use one daily.

- Most employees say they have access to tools which would support e-learning at home; ninety eight percent can access to at least one technological device and ninety four percent have access to the internet. The majority of this latter group have broadband or Wi-Fi access.

- The prevalence of technology at home and in the workplace is reflected in employees' self-reported technological skills. Employees broadly say they have the skills to learn using electronic tools; a third of employees feel they *definitely* (32%) or *for the most part* (34%) have the ICT skills they need to access e-learning opportunities. Furthermore, two-thirds (65%) say they are interested in learning via ICT, while three in ten (30%) are not interested.

- E-learning training is a relatively more popular method of training for developing new skills or refreshing existing ones. This suggests that there is an appetite for e-learning amongst this audience.

- ICT skill levels are a significant factor in employees' willingness to train using ICT. There is an unsurprising relationship between willingness to use ICT-based training and having the right ICT skills to enable learning in this way. Employees are more likely to take part in ICT training without a trainer are those that say they:
    - Have computer or internet skills, and
    - Can use basic and advanced mobile phone applications.

- Confidence in using ICT and taking part in e-learning diminishes with age.

- Three-quarters of interviewed employees are familiar with using ICT in their home or for personal purposes. This is a starting point from which to access e-learning opportunities related to their work, and it means employers can potentially use this ICT experience to facilitate access to e-learning. Furthermore, sophisticated technology such as high speed broadband, social networking and online buying and banking is used by the majority. This shows that many employees, especially younger ones, have the right foundation of skills to benefit from e-learning.

- The findings show that domiciliary care employees are most comfortable with electronic devices, although it is important to remember that the base size of this group is low (68 respondents). Domiciliary care employees report the greatest access and use of remote technology devices amongst the sectors, both at home and at work, and related to the flexible nature of their workplace, are more likely to have access to remote internet connections like Wi-Fi. Furthermore, a high degree of perceived employer support for the use of electronic devices within the workplace underlies the prevalence of electronic tools amongst this audience.

Background and methodology

Background and methodology

Background to the survey

In 2006 and 2009, SCIE ran studies looking into the e-readiness of the social care sector. The 2009 study consisted of:

- An update of the literature review conducted in 2006 on e-readiness and e-learning in the social care sector.
- A survey of employers in the social care sector. This study was formed of three modes; online, paper and telephone surveys. Employers were initially invited to complete the survey online, with those not responding invited to complete by post of over the telephone in turn.
- A survey with employees in the social care sector. Employers who took part in the research were asked if Ipsos MORI could send them questionnaires by post or a link to an online survey to hand out or forward to their staff.

In order to track changes in perceptions and prevalence of e-learning within the social care sector Ipsos MORI was asked to conduct a new study into the current position of e-learning within the sector.

Aims and objectives

- The survey intends to look into the use and perceptions of e-learning within the social care sector. By speaking to both employers and employees of care home organisations, the study looks to gauge an overview of views and experiences within the sector.
- In addition to issues around e-learning specifically, the study intends to assess the wider training practices within the sector, along with the adoption of ICT within the workplace. This includes analysis of how ready employers and staff feel they are to use.
- The findings will feed into SCIE's Get Connected programme, which aims to enable providers of care for adults in England to access information and communication technology (ICT) more effectively. The survey findings will aim to help SCIE identify aspects of e-learning where it could make a difference.
- The skills and training of care workers are key to improving outcomes for service users and users' satisfaction with the care and support they receive. Quality of care is indeed an important issue for the public as well as the sector more generally – which has been badly affected by recent scandals and press headlines regarding the quality of care delivered by some organisations.

2012 Survey approach

Employers

This year, the employer survey took place over the telephone only, rather than using the three modes as used in previous iterations of the studies conducted in 2009 and 2006. The survey was streamlined into a telephone mode only for the following reasons:

- The response rate to the invitation to complete the survey online was extremely low (3%); and
- The decision was made to change the sampling frame and use CQC records instead of SCIE's. The rationale for this change is that CQC's data base was considered more comprehensive and up-to-date. As well as including all employers in the social care sector, it provides their full contact details with telephone numbers as well as other information about the employer such as the type of care they deliver.

For the employer survey 3,900 organisations were initially contacted by post to inform of the survey and that Ipsos MORI may contact them by telephone to take part. When contacted, the interviewer asked to speak to the individual overseeing training within the workplace to take part in the survey. In total 550 employers were interviewed between 13 July and 10 September 2012.

Minimum quotas were then set by three defined care group: care homes with nursing; care homes without nursing; and domiciliary care. These quotas allowed improved statistical comparison between each care group at the expense of some sensitivity at the overall level. The weighting scheme creates a design effect of 1.17 which results in an effective base size for the whole sample of 472. Data were then weighted by the population profile of organisations on the CQC dataset to ensure the results are representative of the sector as a whole[1]. The final profile of responses is outlined in the following table:

Table 1: Achieved sample sizes by type of employer

	Total	Care home without nursing	Care home with nursing	Domiciliary care
Unweighted total	550	201	172	177
Weighted total	550	308	110	132

Comparisons with the 2009 data have been made within this survey. However, caveats on this analysis exist. Firstly, the weighting for non-response described above was not carried out in previous years hence the data is not technically comparable. Secondly, the questionnaire was quite heavily revised this year (as it was between 2006 and 2009), so many of the questions themselves have changed. In these instances, the original version of the questionnaire has been included when comparisons have been made.

In most cases, comparisons with 2006 have not been made in the report. Aside from the issues above, the technological landscape in 2006 was markedly different than in 2012, especially in relation to the use of mobile devices.

[1] Sector population defined by records supplied by the Care Quality Commission.

Employee survey

A similar survey of employees was completed in 2009 and 2006. The sampling and survey methods describe below replicates the earlier approach with one main difference. In 2009, an online mode of data collection was used in conjunction with paper self completion methods. However, the online response in 2009 was very low (in single figures) so a decision was taken to lower costs by not including this option in 2012. Instead, only a self-completion postal option was offered for employees.

Recruitment to the survey was carried out via employers who had been contacted for the CATI survey described earlier and who said they would be happy to receive and distribute paper surveys to their employees. Nine in ten (89% or 490 employers) agreed for at least some questionnaires to be sent to them for distribution.

Sampling was completed on an ad hoc quota basis. As the employer fieldwork progressed, employees were selected based on the type of care that they gave and the number of employees. At a given point in time, employers agreeing to be re-contacted were sorted by the number of employees and the type of care provided. A selection was then taken which allowed for employees from different types of care organisations and size of businesses to be contacted. In total, 177 employers were then selected with a view to distributing around 3,000 questions in total.

The actual total of questionnaires sent was 3,183 as outlined in Table 2 below. One questionnaire had its ID number defaced.

Table 2: Employee sample

	Total	Care home without nursing	Care home with nursing	Domiciliary care
Employers to whom questionnaires were sent	177	64	42	71
Employers from whom completed questionnaires were received	49	15	12	22
Distribution rate	28%	23%	29%	31%
Target number of employees for circulation	3,138	806	805	1,527
Unweighted total of returned questionnaires	192[2]	79	44	68
Response rate	6%	10%	6%	5%

[2] Includes one response from an employee whose questionnaire care sector ID was missing.

Ipsos MORI note that:

1. This method of contacting employees has proved ineffective (both this year and in 2009). It is reliant on both good will (of which there is an abundance) and, more importantly, the time of employers to distribute questionnaires to their employees, then for those employees to return the surveys. Ipsos MORI hoped that the changes made this year to the method would alleviate some of the common problems with postal methods i.e. their low response rates. The changes did not have the desired effect and a low response rate means that significant bias is likely to exist in the findings.

2. Ipsos MORI have considered again how the survey method may be improved should SCIE wish to run the survey in the future. A potential solution for any future surveys is to ask the employer to randomly nominate one or two employees using a random method (next/last birthday, Kish, etc) who can be can either be spoken to directly by the interviewer after the employer, or called back at a later date for an interview. This method is likely to result in a much higher response rate and, as importantly, this method ensures a better distribution across care sectors. Errors that result from incorrect self-completion are also eliminated.

Comparability over time

Being able to track changes over time is clearly important and where possible, trend data with 2009 has been included in the report. However the trends for both employer and employee surveys should be viewed indicatively, due to the changes in methodology and, in places, changes to question wording. Data from 2006 has mostly been excluded for the reasons noted earlier although some long term trend data has been included for questions that are important in the overall analysis.

Naming conventions

Throughout the report, employers taking part in the employer survey are referred to as ‘employers’ and employees taking part in the employee survey are referred to as ‘employees’. Care sector organisations are known as ‘organisations’. The study looks at the following organisations within the care sector; ‘domiciliary organisations’; ‘care homes with nursing’ and ‘care homes without nursing’. Domiciliary care organisations provide personal care within the home, allowing people to maintain independence; care homes without nursing provide supporting care within a residential setting; care homes with nursing provide care support along with the support of qualified nursing staff.

Publication of data

Our Standard Terms and Conditions apply to this, as to all studies we carry out. Compliance with the MRS Code of Conduct and our clearing of any copy or data for publication, web-siting or press release which contains any data derived from Ipsos MORI research is necessary. Such clearance would only be refused on the grounds of inaccuracy or misrepresentation. This is to protect our client’s reputation and integrity as much as our own. We recognise that it is in no one’s best interests to have survey findings published which could be misinterpreted, or could appear to be inaccurately, or misleadingly, presented.

Employer survey

1. Training methods and effectiveness in the workplace

This section seeks to explore the current training methods used by both management and operational staff within organisations. This includes an examination of satisfaction with current training, induction training and personal training received by the employer.

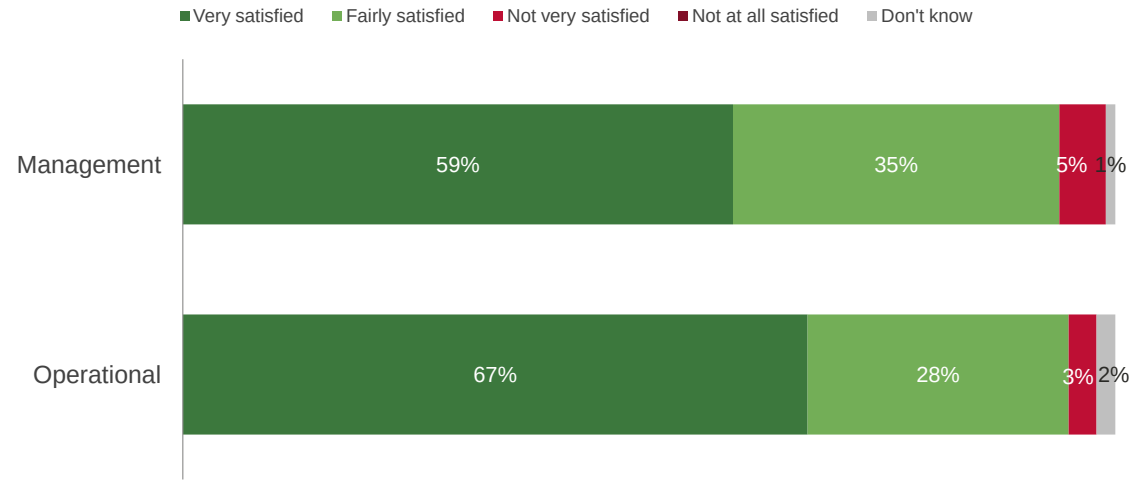
Satisfaction with training and skills within organisations

Satisfaction with training was asked separately for management and operational staff this year. In previous years, the corresponding satisfaction question was considered for all staff so the data is not directly comparable.

In 2012, satisfaction with the amount of both *management* and *operational* training is very high (94% and 95% respectively are satisfied[3]). Satisfaction is particularly high with regards to operational staff, where two-thirds (67%) are very satisfied by the amount of training this section of staff receive.

Figure 1.1: Satisfaction with amount of training

In general, how satisfied are you with the amount of training your management/operational staff have received...?



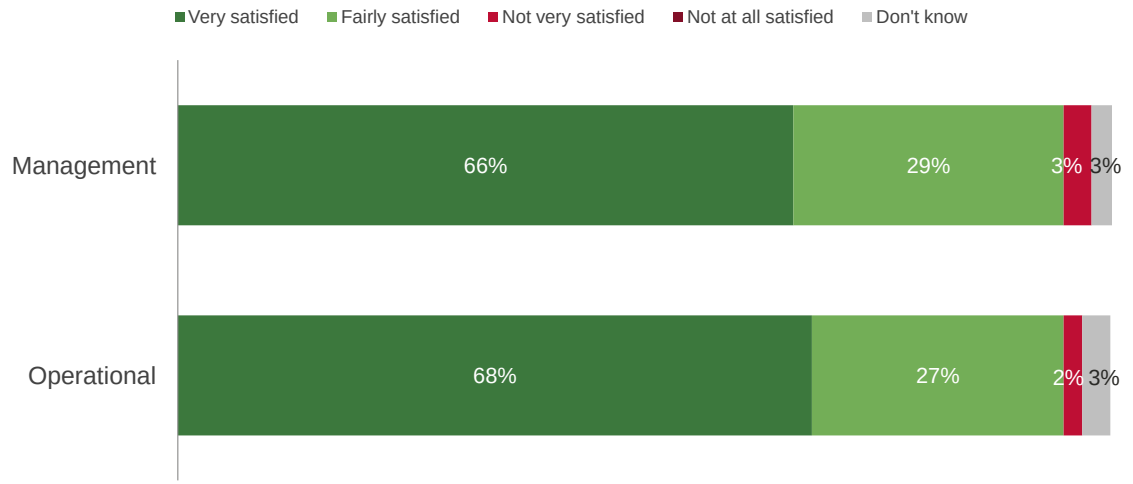
Base: All employers : 2012 (550)

[3] Measured as an aggregate of “very” and “fairly satisfied”

Satisfaction with the *quality* of training management and operational staff receive is equally high, where again nineteen in twenty (95%) employers are satisfied. The proportion of employers who are very satisfied with the quality of training is the same across both operational and management staff (68% and 66% respectively). Nobody is *not at all satisfied* with either the amount or quality of training being conducted within their organisation.

Figure 1.2: Satisfaction with quality of training

In general, how satisfied are you with the quality of training your management/operational staff have received?



Base: All employers : 2012 (550)

Satisfaction with training is reflected by high levels of satisfaction in the current levels of work-related knowledge and skills at both a management and operational level, where almost all employers are at least *fairly* satisfied (98% and 97% respectively) and around two-thirds are *very* satisfied (68% and 63% respectively).

With such high levels of overall satisfaction with training amongst employers and employees, the ability of a different mix of training methods to increase satisfaction is perhaps limited. Specifically, the extent to which satisfaction with training can be increased by broadening opportunity and access to e-learning is not measured. A potential concern is that a movement towards more e-learning may see a decline in satisfaction.

For example, satisfaction is high across the board and employers who are personally involved in the training of social care staff are particularly likely to be satisfied with:

- The quality of operational staff training (96% vs. 90% overall); and
- Current levels of operational work-related knowledge and skills (98% vs. 92% overall).

It is logical to assume that their connection with their organisation's training programme and their responsibility for training delivery to operational staff is the reason for this. In the next section, it is shown that e-learning is used by just over half of employers and that other training methods are more prevalent. In the same way that those who manage and deliver their training are more satisfied with it, the higher prevalence of face to face training methods is likely to drive this satisfaction. We return to this theme later in the report.

Figure 1.3: Satisfaction with management's work-related skills

How satisfied are you with your operational/management staff's current levels of work-related knowledge and skills?

Base: All employers : 2012 (550)

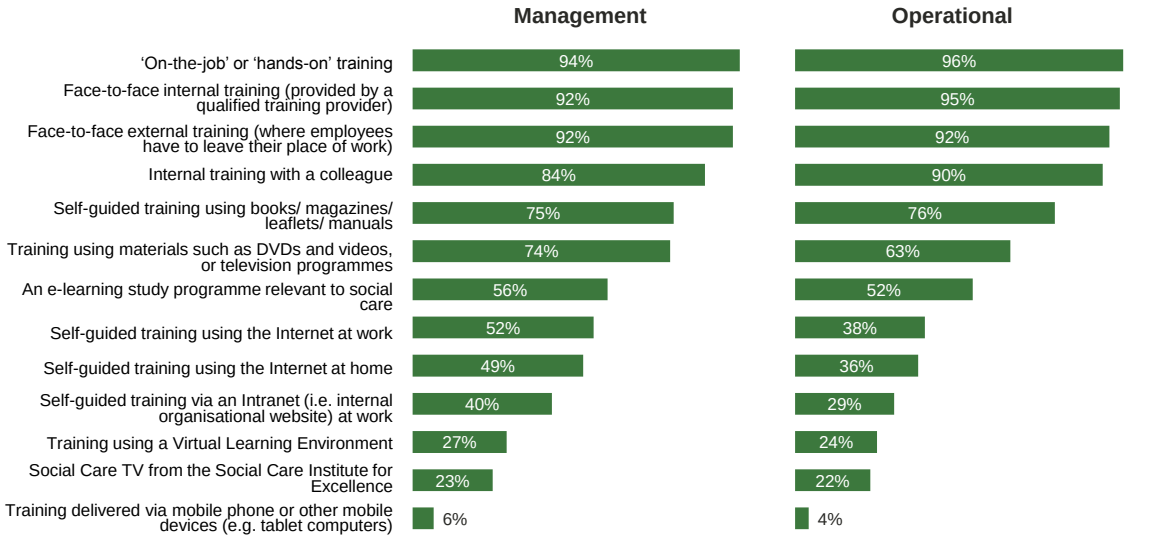
Types of training used within the care sector

Figure 1.4 shows a range of training that is used by both management and operational staff within care organisations. Training delivered directly by a trainer or on-the-job training are by far the most frequently used across both types of skills: on-the-job training (94% of management and 95% of organisational staff); face-to-face internal training (92% and 95%); face-to-face external training (92% and 90%) and internal training with a colleague (84% and 92%). Self-guided training is less frequently used; with around a third and two-thirds of employers reporting that their organisation trains staff in this way. Although self-guided training is more frequently used amongst management staff – three-quarters (75%) of organisations train management in this way using hard materials such as books – instructor led training methods are more widely used.

The specific phrase "e-learning" was used in the questionnaire and "e-learning programmes relevant to social care" are used by over half (56% amongst management staff and 52% operational staff). However, when all of the electronic methods discussed in the survey are grouped together, 81% of employers say they use at least one of these methods for training management staff and 68% use them for operational staff. This shows that the prevalence of any method of "e-learning" (beyond just the phrase recognition) is high amongst the survey population.

Figure 1.4: Job training used by management and operational staff

Which of the following types of job training do your management/operational staff currently use?



Base: All employers (550)

An "e-learning programme relevant to social care" is more likely to be run within larger organisations for organisational staff (60% of organisations with 51+ staff compared with 49% in those with 1-20 staff). This is perhaps due to the greater investment larger organisations can put into the IT required to run e-learning programmes and associated materials.

Effectiveness of training methods used

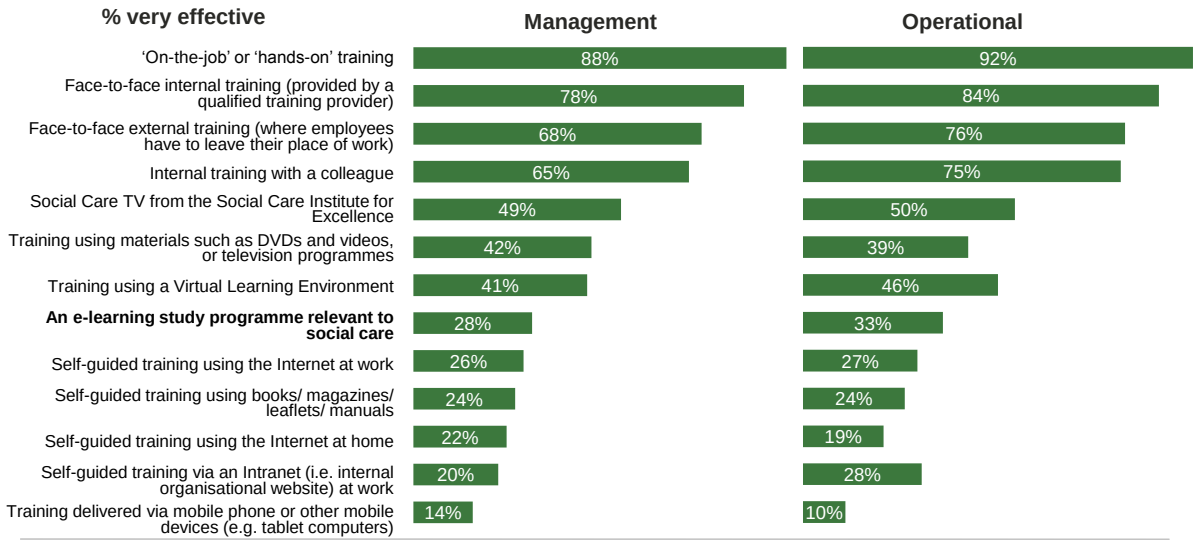
Employers were asked to comment on each type of training used within their organisation. As illustrated in Figure 1.5, employers think the same types of training *very* effective for operational and management staff, although almost all training methods are considered to be more effective amongst operational staff. On-the-job training is deemed the most effective, with around nine in ten employers saying so for management and operational staff. This is followed by face-to-face internal training (78% and 84%); face-to-face external training (68% and 76%) and internal training with a colleague (65% and 75%).

The perceived effectiveness of on-the-job or hands-on training clearly shows the importance of practice for front line staff in social care. While classroom based learning provides the theory, it still needs to be followed up by things like on the job coaching, mentoring, supervision and feedback from more experienced staff so front line staff can learn and improve their practice.

The training that employers think is very effective is the same as the training they use most often; indeed the four most widely used training methods amongst operation and management staff are also considered to be the most effective and vice-versa. Whilst this is unsurprising, it is relevant to this research that an "e-learning study programme relevant to social care" is not amongst this group. However, as noted earlier, some method of electronic learning is used by over four in five employers for management staff and, taken as a whole, electronic methods are deemed very effective by 97% of employers for management and 99% of employers think at least one electronic method is effective for operational staff.

Figure 1.5: Effectiveness of management and operational training

And how effective would you say these types of training are to the management / operational staff in your organisation?

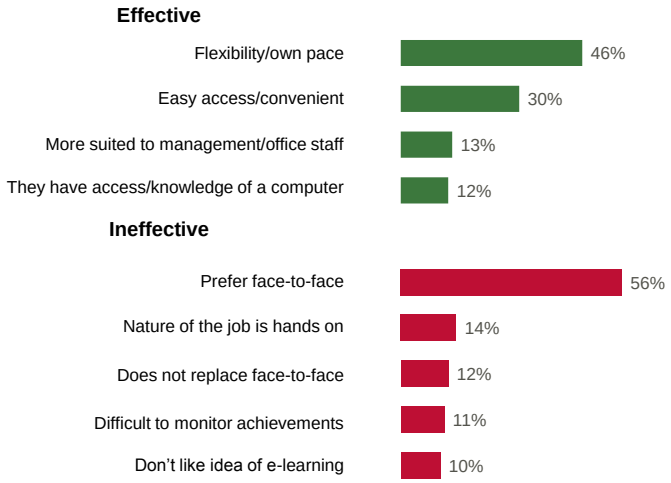


Base: All employers where each type of training is used
All employers where operational staff currently use type of training

Figures 1.6 and 1.7 outline why employers think e-learning study programmes relevant to social care are effective (*very* or *fairly* effective) or ineffective (*not very* or *not at all* effective). The top reasons mentioned for being effective for both management and operational staff are its flexibility and that staff can learn at their own pace (46% and 49% respectively of all those who say e-learning is effective) and that it is easy to access and convenient (30% and 21%). A preference for face-to-face training is the most cited reason why employers think e-learning is ineffective (56% and 39%), which also relates to the other negative perceptions. There is a general conceptual idea that care work is "hands-on", which also links to the view that the idea of e-learning is not liked for the sector.

Figure 1.6: Why is e-learning effective/ineffective amongst management staff? Top mentions

Why do you think e-learning is effective/not effective way to deliver training to your management staff?



Base: All who say e-learning is effective amongst management staff (387) and all who say e-learning is ineffective amongst management staff (154)

Figure 1.7: Why is e-learning effective/ineffective amongst operational staff? Top mentions

Why do you think e-learning is effective/not effective way to deliver training to your operational staff?

Base: All who say e-learning is effective amongst operational staff (387) and all who say e-learning is ineffective amongst operational staff (225)

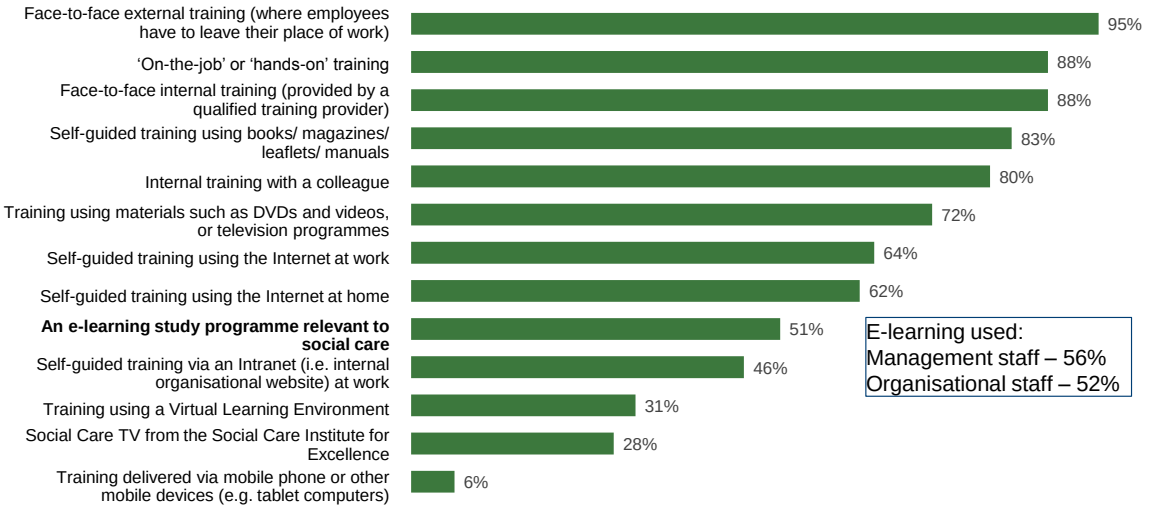
Employer training

Figures 1.8 and 1.9 shows the types of training the surveyed employers personally used. As with operational and management staff, face-to-face and on-the-job training are most frequently received. However, self-guided training using printed literature is slightly more popular with four-fifths (83%) using this form of training compared with three quarters of management (76%) and operational (75%) staff. Half (51%) of all employers have received or used e-learning study programmes, which is in line with the level used amongst management and operational staff.

What this shows is the training mix for all staff from the employer down is similar. Whilst there are significant differences between the different types of staff, the differences are small and the overall pattern of usage is similar regardless of occupation.

Figure 1.8: Types of job training personally used

Which of the following types of job training have you received or used in your current role?

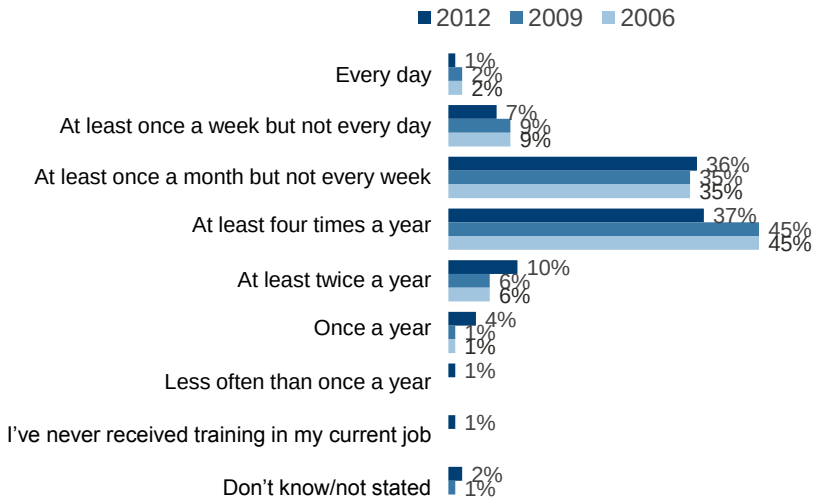


Base: All who have received training within their current job (534)

Most employers train on a *monthly* or *at least quarterly* basis; 36% receive training *at least each month but not every week* or 37% receive training *at least four times a year*. Meanwhile one in ten (10%) receive training *at least twice a year* and seven percent receive training *at least once a week*. The overall pattern of training remains similar to the pattern found in 2009.

Figure 1.9: Frequency of training

How often, if at all, do you receive training?



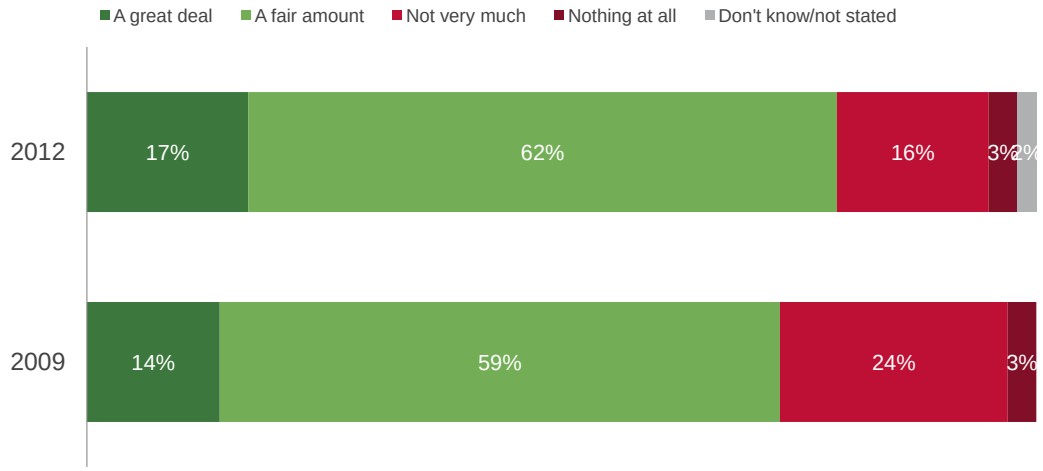
Base: All employers : 2012 (550), 2009 (545); 2006 (516)

Training in the workplace

Four-fifths (79%) of employers know at least *a fair amount* about where they can find social care training and learning resources on the internet; this figure is up slightly from 2009[4] (73%). However the majority (62%) say they know *a fair amount* (rather than *a great deal*; 17%) and a fifth (19%) say they know either *not very much* or *nothing at all*. This and other trend data is relatively static, which suggests that despite the increasing sophistication of training technology, employers are making little change in their approach to training. This suggests that some employers would benefit from getting information about the extensive e-learning resources available from SCIE website.

Figure 1.10: Awareness of where to find social care learning on the internet

How much would you say you know about where to find social care learning and training resources on the Internet?



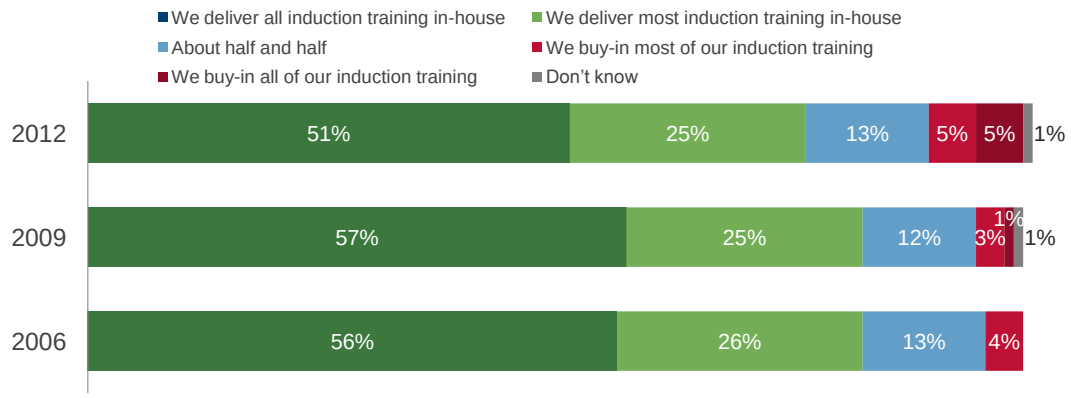
Base: All who have received training within their current job : 2012 (534), 2009 (545)

[4] Data from 2006 is not comparable due to a significant change in the question asked then: "How much would you say you know, if anything, about where on the web to find online social care learning facilities?"

Again, the pattern of induction training in 2012 matches the arrangements in 2009. Three-quarters (76%) of employers provide either all or most training in-house. Meanwhile one in ten buy-in either most or all induction training (10%) or have about a half-and-half split between internal and external delivery (13%). There are, however, small signs that outsourcing is now a more popular option. The proportion of employers using in-house induction training has dropped slightly (51% compared with 57% in 2009), and employers who opt for external training has increased to one in ten (10% from 4% in 2009). Between 2006 and 2009, there was no significant change in these measures.

Figure 1.11: Induction training provided in-house or externally?

As far as you know, what proportion of your induction training for staff is delivered in-house and what proportion do you have to buy-in from an external provider?



Base: All employers: 2012 (550), 2009 (545); 2006 (516)

2. E-Learning training in the workplace

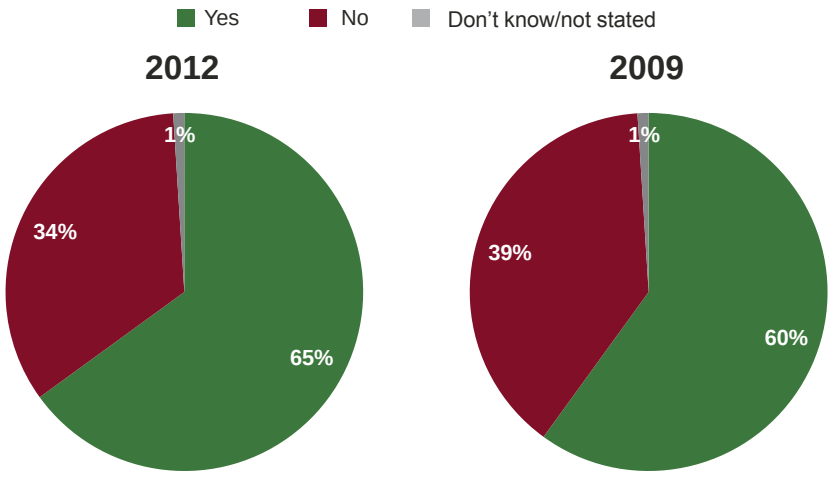
The following section looks at the prevalence, intentions and perceptions of e-learning in the workplace.

Prevalence of e-learning

Employers were asked whether their organisation, or any external organisations who train their employees, provide any training using e-learning. This question covers broader uses of e-learning, not only a specific programme as covered in the previous section. In line with 2009, two-thirds (65%) of employers say they train employees using some form of e-learning. Questions asking about the use of e-learning were not asked in 2006.

Figure 2.1: E-learning provided in the workplace

Does your organisation, or any external organisations who train your employees, provide any training using e-learning?



Base: All employers : 2012 (550), 2009 (545)

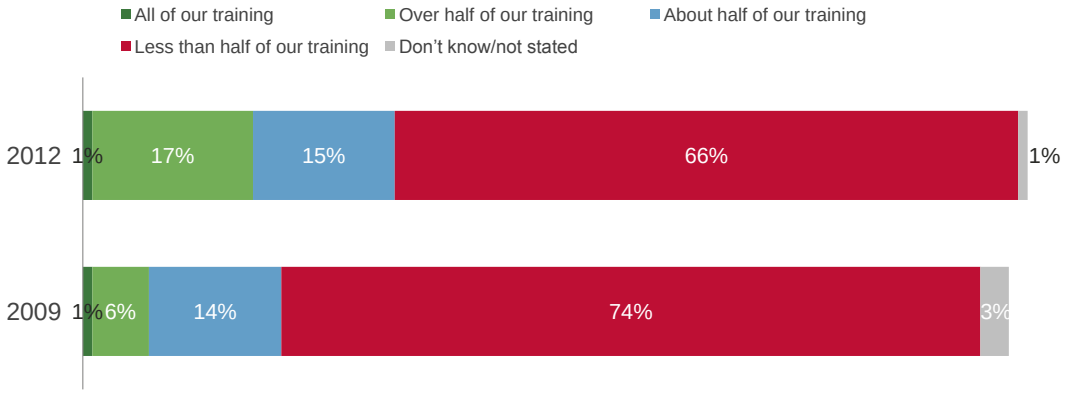
Compared to 2009, e-learning has become a more important part of the training mix. A third (32%) of employers now deliver at least half of their training using e-learning compared to one in 5 (21%) in 2009.

E-learning forms a greater part of the training mix within care homes with nursing as three in ten (30%) of these deliver more than half of their training using e-learning compared with 18% of care homes without nursing and 13% of domiciliary organisations.

Taking into account employers' stated preference for on-the-job or hands-on learning and face-to-face training, it will be interesting to see whether the proportion of e-learning continues to increase in the future, or reaches a plateau.

Figure 2.2: Proportion of training delivered using e-learning

In total, approximately how much of your training is currently delivered using e-learning?



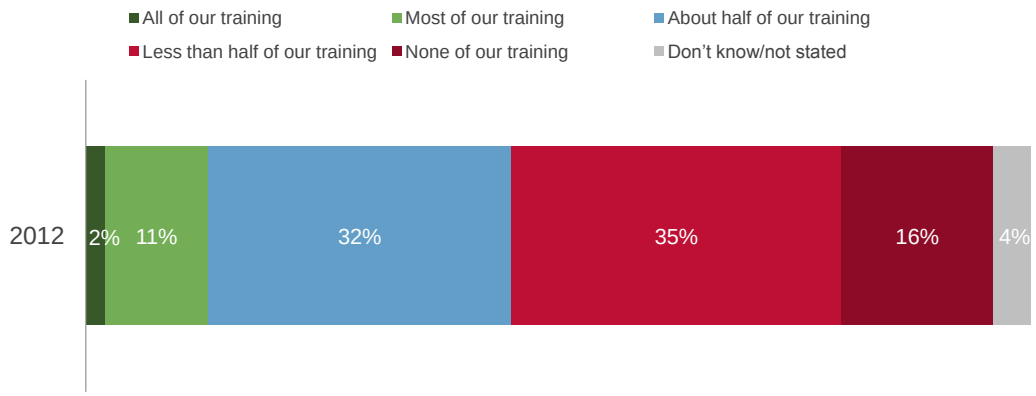
Base: All employers where organisation, or any external organisations who train employees, provide training using e-learning: 2012 (358), 2009 (545)

All employers were asked how much training they would *like* to see delivered using e-learning at their organisation. Over one in ten (13%) would like to see e-learning delivered as part of more than half of training and a third would like to see about half (32%) of training delivered or less than half (35%). About one in six (16%) would not like to see any e-learning delivered.

The amount of e-learning training employers would ideally like to receive is driven by whether they currently provide any training using e-learning; this suggests that the use of e-learning within the workplace is, to some degree, related to preference. Over half (56%) of those who currently receive e-learning would like over half their training conducted using e-learning, compared to just five percent of those who do not currently receive any training via this method. Furthermore a third (33%) of those who do not currently deliver any e-learning within the workplace would like this to continue.

Figure 2.3: Ideal amount of training provided using e-learning

What proportion of training would you like to see delivered using e-learning?



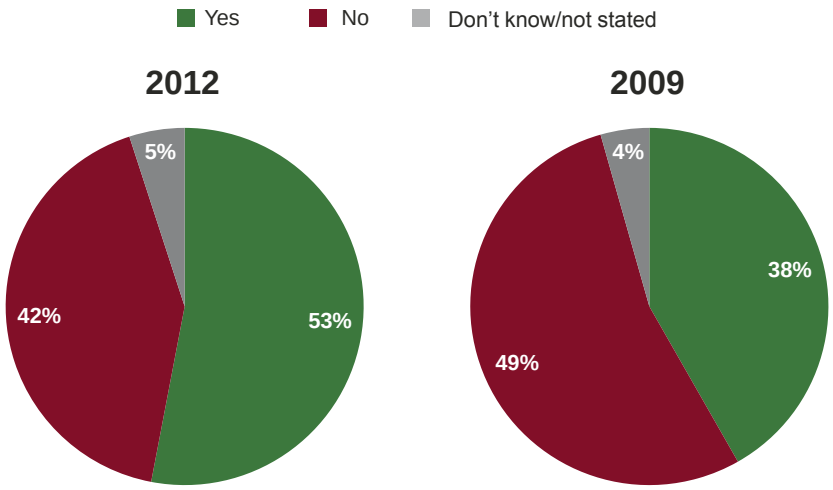
Base: All employers : 2012 (550)

Over half (53%) of employers who use e-learning currently monitor the progress of their employees using an online system; this represents an increase from 2009 where two-fifths (38%) monitored employee progress in this way (the question was not asked in 2006). Monitoring of e-learning is more likely amongst those organisations that are likely to have the IT infrastructure and capability to do so, namely:

- Larger organisations (61% of organisations with 51+ staff monitor compared with 53% overall).
- Organisations that use e-learning when delivering training either all or over half of the time (89% compared with 51% of those who deliver training no more than half the time).

Figure 2.4: Monitoring of progress on e-learning study programmes

If your employees have accessed an e-learning study programme relevant to social care, do you currently monitor their progress using an online system?



Base: All where management or operational staff currently used e-learning; 2012 (357); 2009 (241)

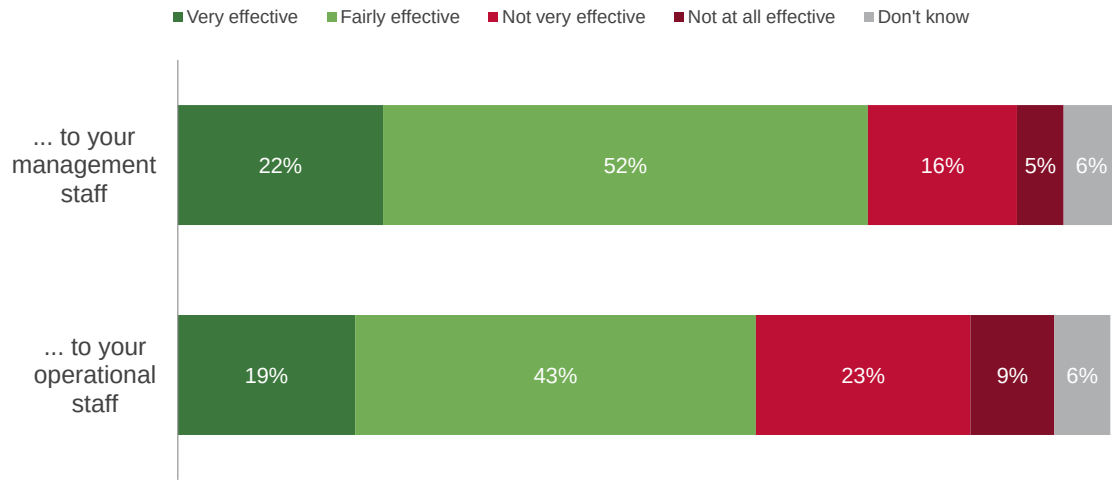
Perceptions of e-learning

Employers generally feel that e-learning is or would be an effective form of training. Three-quarters (74%) see e-learning as an effective form of training for management and almost two-thirds (62%) for operational staff. Meanwhile a fifth (21%) think it would be a *not very* or *not at all* effective training method for management staff and a third (32%) for operational staff[5].

This again reflects the nature of the social care work that front line staff do: to support care home residents and users of domiciliary care services they will always need some form of on-the-job training

Figure 2.5: Perceived effectiveness of e-learning

How effective do you think e-learning is / "would be" in delivering training...?



Base: All employers : 2012 (550)

[5] The question asked in 2006 was markedly different, so comparison of the data is not advisable. 2006 question: "In general, how effective, if at all, do you feel e-learning is as an approach to training and education?" In 2006, one in five respondents answered don't know to this question.

Employers were asked what they consider to be the most important characteristics of e-learning for improving their staff's skills. As illustrated in Figure 2.6, factors which relate to the content of the e-learning are deemed to be the most important. E-learning should provide *up to date information* (86%) that is *practical and relevant* (84%) and *allows for quick learning* (77%). What is noteworthy about those elements is that they are applicable to training generally.

What e-learning is technically better placed to do *is provide tools to monitor employee progress and scores* and four in five (80%) employers felt this was important. Another value of e-learning is *its ability to engage and enthuse learners* (75%). One significant selling proposition for e-learning is, when done well, it is *media-rich*. Although this was less important overall, over two-thirds (68%) of employers still consider it to be an important aspect of e-learning.

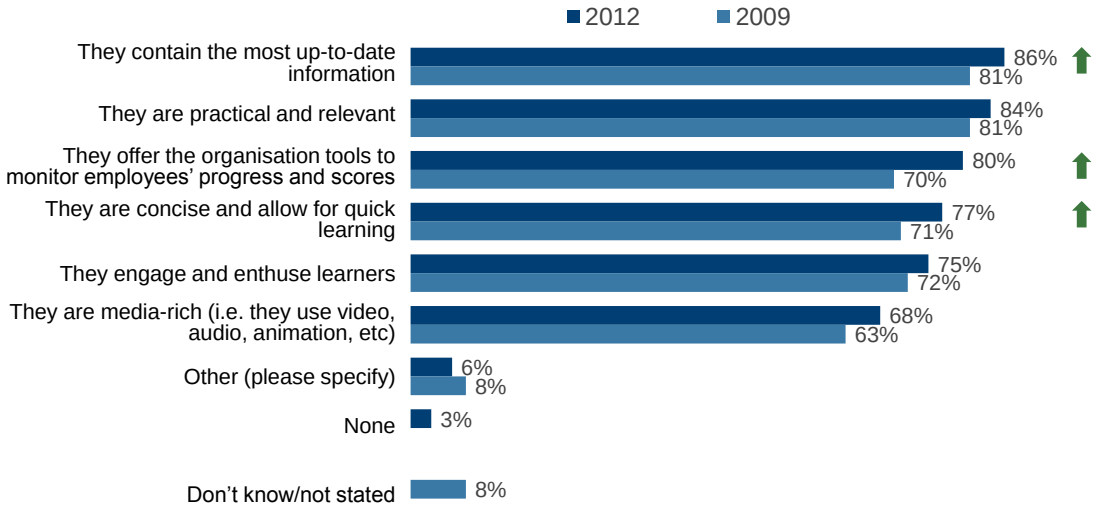
As illustrated in Figure 2.6 with upward arrows, training characteristics that are considered to be more important than in 2009 include those related to IT capacity to be fast and to offer real-time information:

- Contains the most up-to-date information;
- Offers organisation tools to monitor employee progress and scores; and
- Is concise and allows for quick learning.

However, an important caveat is a change in the questionnaire this year which introduced a *none of the above* category at the expense of a *don't know* response. The question was not asked in 2006.

Figure 2.6: Essential characteristics of e-learning for skill improvements

Which, if any, of the following characteristics do you consider essential in e-learning training sessions so that staff can improve their skills?



Base: All employers : 2012 (550), 2009 (545)

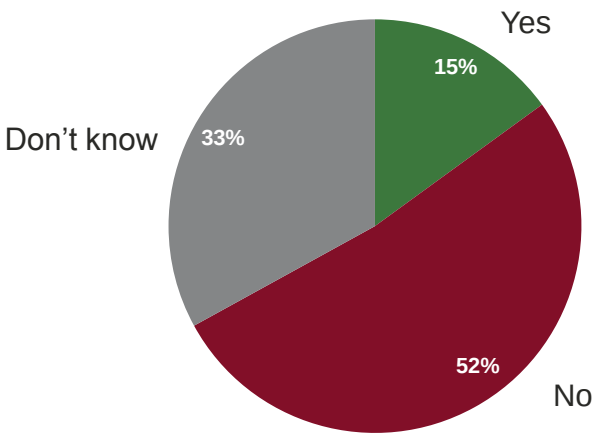
Employers operating in domiciliary care services are particularly likely to highlight certain characteristics of e-learning as being essential:

- It contains the most up-to-date information (91% compared with 86% overall);
- It is relevant and practical (89% compared with 84% overall); and
- It engages and enthuses learners (81% compared with 75% overall).

Around one in seven (15%) employers intend to make use of mobile phone or tablet devices in order to support learning in their organisation, while a third (33%) *don't know*. The relatively low levels affirming that they will use mobile devices as part of the learning mix in the near future is likely to be due in part to the recent adoption of the technology as a learning tool and the limited number of learning applications developed for mobile devices[6].

Figure 2.7: Intention to use mobile or tablet devices to support learning

In the next two years or so do you intend to make use of mobile phones, other mobile devices or tablet computers to support learning in your organisation?



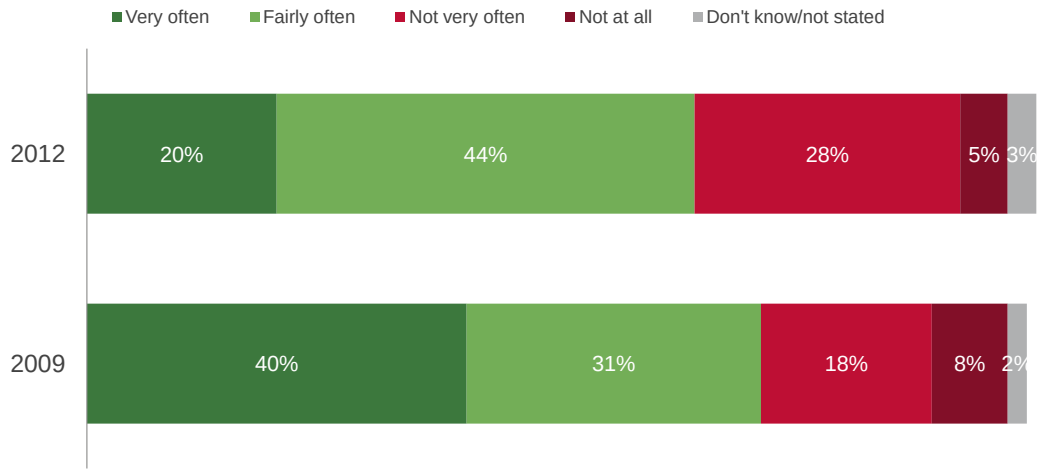
Base: All where management or operational staff currently used e-learning (357)

[6] It is worth noting that Gartner's "Hype Cycle for 2012" places media tablets close to becoming at the "plateau of productivity" in which the technology becomes ubiquitous. Some development is therefore needed for applications using these devices to become commonplace and, perhaps more importantly, reliable. http://www.gartner.com/it/page.jsp?id=2124315

Two-thirds (64%) of all employers who use e-learning deliver it in combination with face-to-face training, while three in ten (28%) do not use mixed delivery *very often* and one in twenty (5%) *do not use it at all*. Blended training is less common than in 2009, when seven in ten (71%) conducted training using e-learning and face-to-face training together *very* or *fairly often*. This should be read in the context of the an overall increase in the proportion of employers using e-learning for more than half of their total training activity, as reported earlier. Neither this question, nor subsequent related questions, were asked in 2006.

Figure 2.8: Blended electronic and face-to-face training

Regarding face-to-face training, how often, if at all, do trainers in your organisation use electronic resources as part of this training?

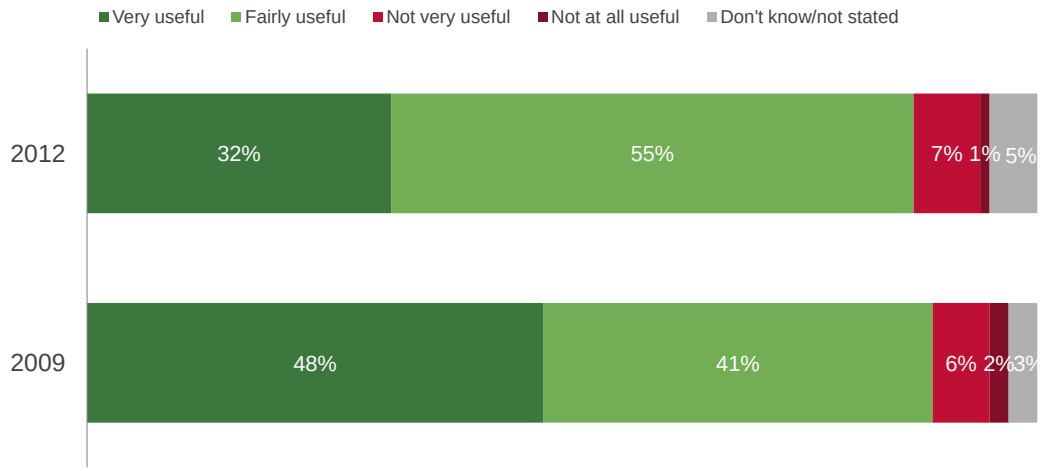


Base: All where organisation, or any external organisations, provide(s) training to employees using e-learning: 2012 (358), 2009 (545)

Nine in ten (89%) of all employers who use e-learning feel electronic resources in a learning environment are *very* or *fairly* useful – while this figure is in line with 2009, those who find it *very useful* has fallen from half (48%) in 2009 to a third (32%) in 2012. However, there was a significant change in the question as this year, the link to face-to-face training was included. Employers in 2009 were asked about the use of electronic resources in training generally.

2.9 Electronic resources as used in face-to-face training

How useful, if at all, are electronic resources in delivering face-to-face training?



Base: All where organisation, or any external organisations, provide(s) training to employees using e-learning: 2012 (358), 2009 (545)

Employers who use e-learning were asked how they could be helped to make better use of electronic resources to deliver face-to-face training. Each factor had broadly the same number of mentions; Figure 2.10 shows that around seven in ten would find each useful. However factors are particularly pertinent amongst some groups.

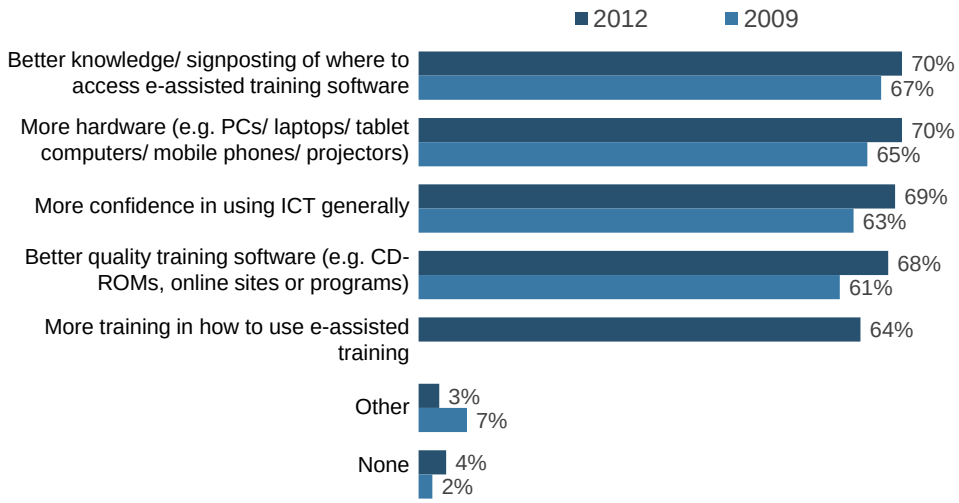
- Employers who are not very or not at all confident about helping others use e-learning tools are more likely to highlight *knowledge and signposting for accessing e-assisted software* (89% versus 70% overall) and *having greater confidence in using ICT generally* (85% versus 68% overall) as factors that would help them.

- Meanwhile, employers of small organisations of 21 or fewer employees are more likely to cite *better quality training software* as an enabler (78% versus 68% overall).

- However, *better quality training/software* is now a more mentioned form of assistance (68% versus 61% in 2009).

Figure 2.10: Enablers of electronic resource when delivering face-to-face training

Which of the following, if any, would enable you or your organisation to make better use electronic resources to deliver face-to-face training?



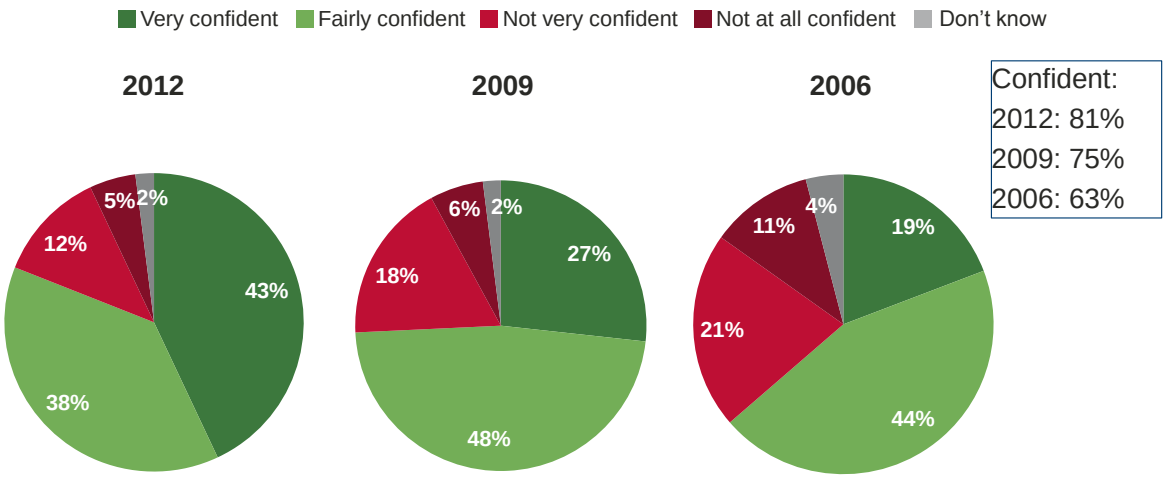
Base: All where organisation, or any external organisations, provide(s) training to employees using e-learning: 2012 (358), 2009 (545)

Confidence and exposure to e-learning

Four-fifths (81%) of employers who have received training within their current job say they are at least fairly confident about helping other staff use e-learning tools; this compares with three-quarters (75%) in 2009 and 63% in 2006. And over two-fifths (43%) overall say they are very confident in helping others.

Figure 2.11: Confidence in helping others use e-learning skills

How confident are you in your own ability to help others in your organisation use e-learning tools?



Base: All who have received training within their current job : 2012 (534), 2009 (545), 2006 (516)

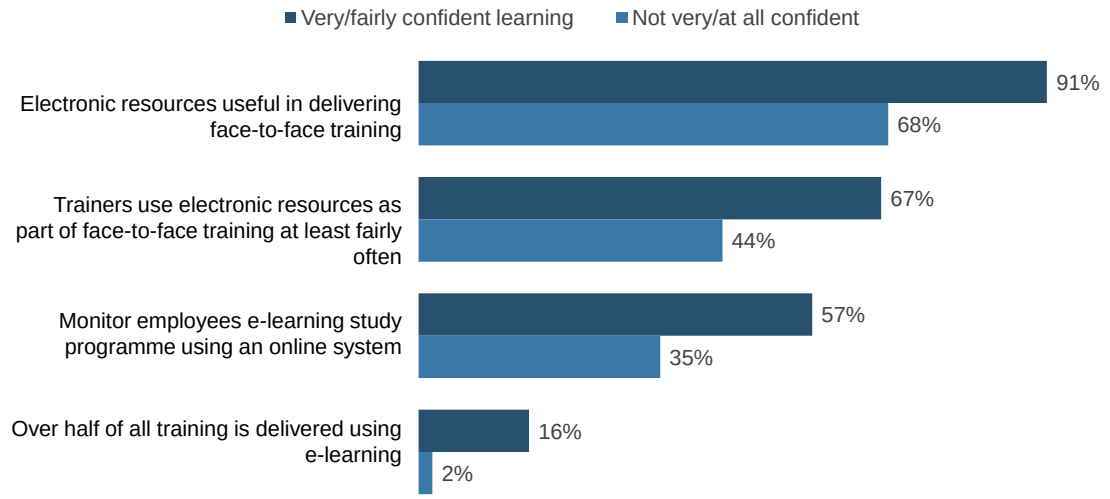
The survey findings show that employer confidence in using e-learning programmes is correlated with the use of e-learning and electronic tools within the workplace. This is common sense given that the natural extension of greater knowledge of how learning tools work will lead to a better appreciation of how such tools can be used in the workplace. Employers who are confident about helping others in their organisation to use e-learning materials are more likely to have e-learning programmes currently being run amongst management (62%) and operational (56%) staff within their organisation (compared with 30% who use e-learning with both management and operational who are not confident).

It should also be noted that confidence in helping others use e-learning tools is partly a function of exposure to e-learning, with those who use e-learning more often being more confident. For example, those who have half or more of their organisation's training delivered using e-learning are more likely to be *very confident* about helping other use e-learning tools (71% compared with 47% of those who receive about half/less than half).

Figure 2.12 illustrates the correlation between confidence and use of e-learning within their organisation.

Figure 2.12: Confidence and use of e-learning

How confident are you in your own ability to help others in your organisation use e-learning



Base: All employers who are very or fairly confident(432) and all employers who are not very or at all confident (92)

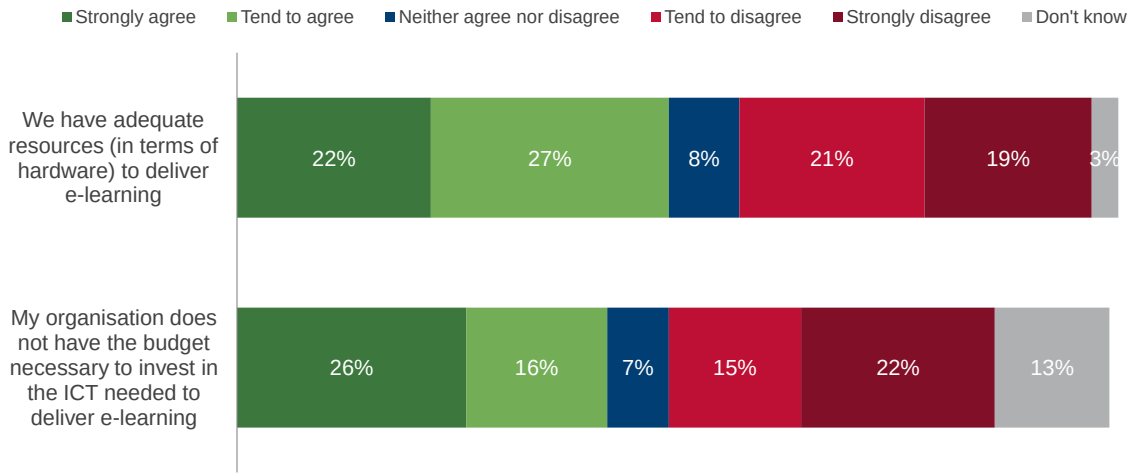
3. ICT resources and funding

This section looks into the current resources and funding streams used by care organisations to provide e-learning training.

Employers were asked two statements regarding the resources they have to deliver e-learning. Around half (49%) agree (aggregate of *strongly* and *tend to* agree) they have adequate resources to deliver e-learning, while two-fifths (41%) disagree with the statement. Two-fifths (42%) also agree that they do not have enough resources to invest in the ICT to deliver e-learning, while just under two-fifths (37%) disagree.

Figure 3.1: Resources to deliver e-learning

To what extent do you agree or disagree with the following statements?



Base: All employers: 2012 (550)

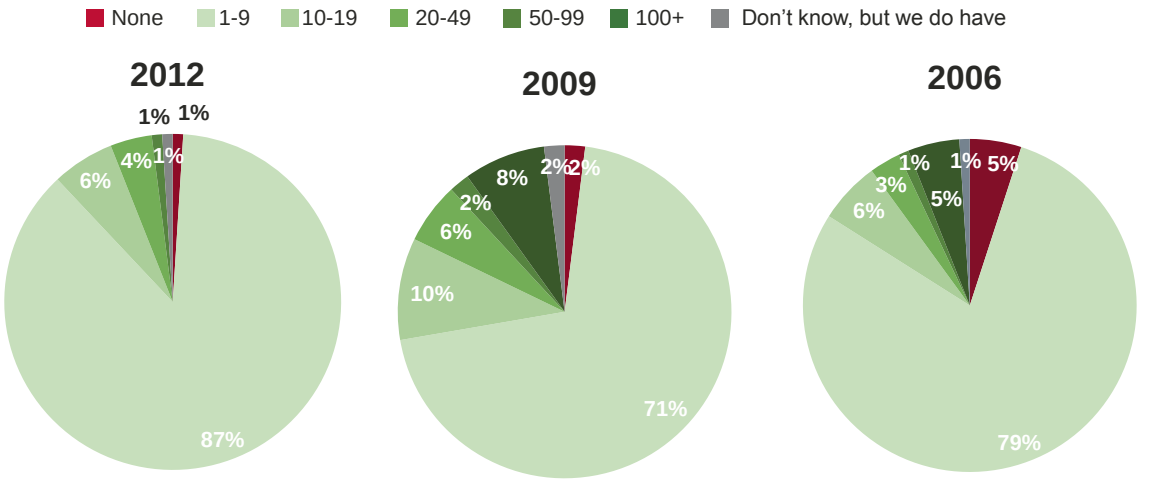
- Employers from care homes with nursing are more likely to disagree that they have adequate resources to deliver e-learning (52% compared with 41% of homes without nursing and 31% of domiciliary organisations). This may be related to care homes with nursing saying electronic resources within their organisation are *not very* or *not at all* useful (14% compared with 8% overall). As employers operating care homes with nursing are the most likely employer to adopt e-learning, this view may also reflect their experiences in trying to implement the technology.

- Larger organisations (with over 50 staff) are more likely to disagree that they do not have the necessary budget to invest in ICT infrastructure in the future (46% compared with 37% on average). This may reflect economies of scale as a large organisation's investment in ICT benefits potentially more employees. For example, a computer purchased for e-learning can be used by many more employees so the cost per employee is less.

Almost all (99%) employers say their organisation has a computer – including laptops and tablets - at their place of work. The vast majority (87%) of organisations have between 1-9 computers, while one in ten (10%) have 10-49 and one percent have more than 50 at their place of work. Organisations are now more likely to have between 1-9 computers at their workplace (87% compared with 71% in 2009 and 79% in 2006), however, this coincides with a fall in the number with 10 or more machines (11% compared with 26% in 2009. This can probably be attributed to the different profile of businesses between 2012 and 2009 (see Appendix). In the last survey, more interviews then were completed with representatives from larger organisations. Hence one would expect there to be a higher number of reported computers in the workplace.

Figure 3.2: Number of computers within workplace

Approximately how many computers do you have at your place of work (either desktop or laptop or tablet)?



Base: *All employers: 2012 (550), 2009 (545); 2006 (516)*

Figures presented earlier showed that employers thought e-learning was a more practical option for management staff. One reason for this opinion relates to the higher levels of access to ICT that management staff enjoy:

- Nearly all employers (93%) say *all* their management staff have access to a computer; while seven percent say either *most*, *about half* or *not very many* managers have access.

- In comparison, just half (51%) of operational staff have access to a computer *all the time*, a fifth (20%) have access for *most*, *about half* or *not very many* staff and around three in ten (27%) operational staff do not have any access. Importantly, nine in ten (90%) employers whose operational staff do not have access to a computer say that e-learning is or would be *very* or *fairly effective* in delivering training. This is on par with employers where all staff have access to a computer (91%).

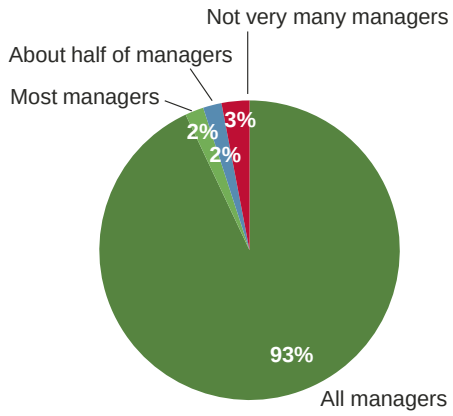
- Employers who are based in rural locations more likely to have no access for their operational staff to computers (40% versus 25% of urban employers).

Figure 3.3: Proportion of staff with access to a computer

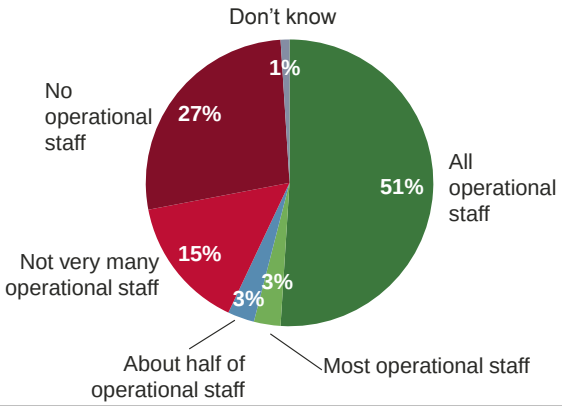
And what proportion of your operational staff would you say have access to a computer at work (either desktop or laptop or tablet)?

What proportion of your management staff would you say have access to a computer at work (either desktop or laptop or tablet)?

Management staff access to a computer



Operational staff access to a computer

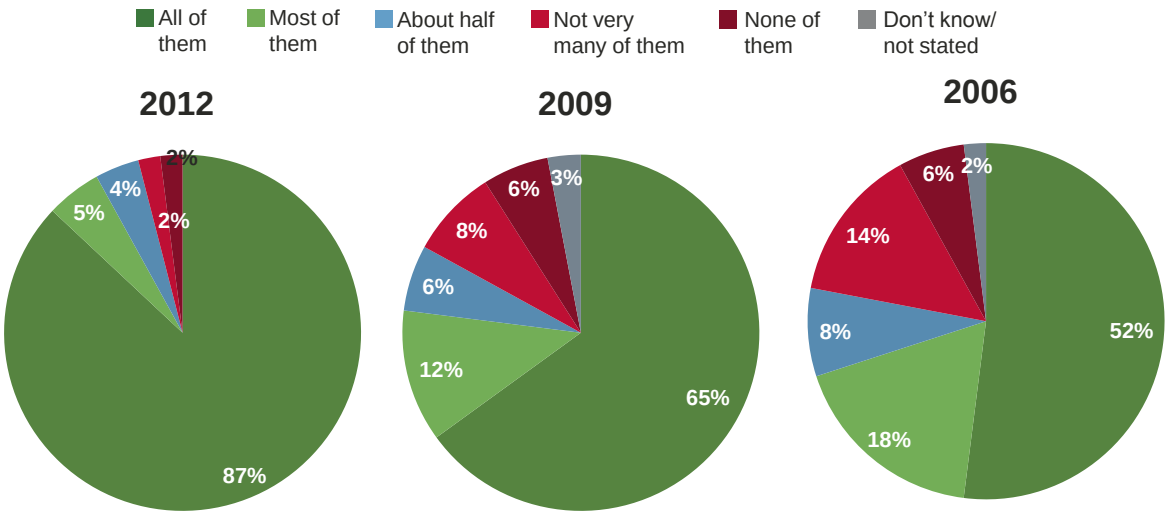


Base: All employers who have a computer at place of work: 2012 (545)

Nine in ten (87%) of employers with computers in the workplace say they are connected to the Internet whilst just two percent say work computers have no internet access. This is markedly different to 2009 when just two-thirds (65%) of all work computers had internet access, which was an increase from just over a half (52%) in 2006. This could be due to infrastructural developments in broadband and Wi-Fi over the last few years or simply an increase in the use of the internet over the intervening years. Two-thirds (67%) of organisations with the internet have computers accessing it via broadband and a third (35%) via Wi-Fi. Meanwhile, Dial-Up is used at three percent of organisations with the internet. As indicated in Figure 3.4, the proportion of employers who have internet access to all their computers has increased over the years the survey has been run. This is likely to be a reflection of the wider availability of broadband technology.

Figure 3.4: Internet access in workplace

And what proportion of these computers give their users Internet access?

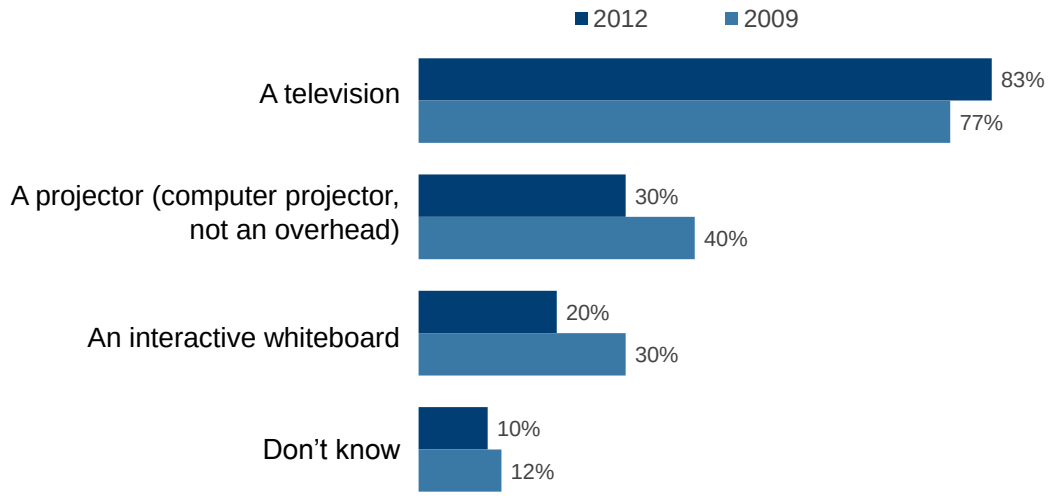


Base: All employers who have a computer at place of work: 2012 (545), 2009 (545), 2006 (516)

Four-fifths (83%) of employers say they have a television at their place or work, three in ten (30%) have a projector and a fifth (20%) have an interactive whiteboard. Employers with televisions have increased by six percentage points since 2009 and the number of projectors and interactive whiteboards has decreased by 10 percentage points. This is possibly a reflection on how technology has developed in the past three years including the falling cost of flat screen televisions and the ability to use these in combination with mobile devices such as laptops. The question in 2006 used a significantly different pre-code option for television ("digital television"), so the findings are not directly comparable.

Figure 3.5: Electronic resources in workplace

Do you have any of the following at your place of work?

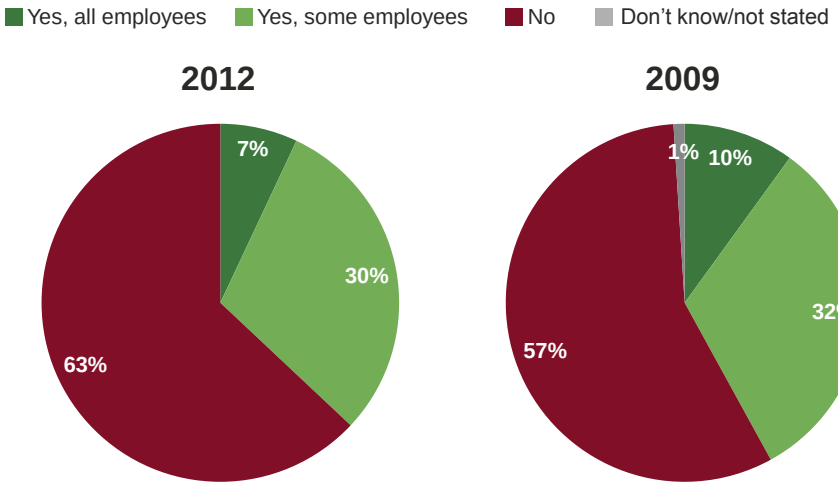


Base: All where organisation, or any external organisations, provide(s) training to employees using e-learning: 2012 (358), 2009 (545)

Two-fifths (37%) of employers report that their employees have access to mobile phones provided by their organisation and this includes 7% who say all employees have a work mobile. Meanwhile two-thirds (63%) say none of their staff have a mobile telephone provided. This is broadly in line with 2009 and was not asked in 2006.

Figure 3.6: Mobile phone provision for employees

Do your employees have mobile phones or other mobile devices provided by your organisation?



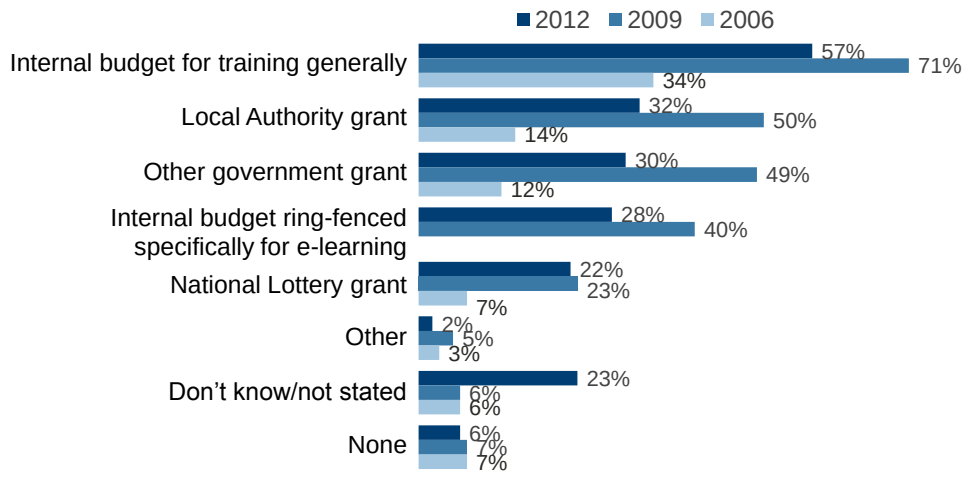
Base: All employers: 2012 (550), 2009 (545)

Funding within the workplace

From a list, employers were asked to identify the funding streams their organisation can use to purchase e-learning materials for employees. As outlined in Figure 3.7, employer cite internal training budgets most often (by 57% of respondents), followed by local authority grants (32%), other government grants (30%), internal ring-fenced budget for e-learning (28%) and a National Lottery grant (22%). Three in ten (29%) employers either do not feel any of the options are viable funding streams or they do not know. It is noteworthy that there is no difference between employers who do and do not currently use e-learning in this measure i.e. the use of e-learning does not relate to the knowledge of funding sources. Funding to pay for e-learning materials is far less accessible in 2012 compared to 2009, although higher than it was in 2006.

Figure 3.7: Potential funding streams for e-learning

Which of the following funding streams, if any, could be used to fund the provision of e-learning materials for your employees (such as CD ROMs or online courses)?



Base: All employers: 2012 (550), 2009 (545), 206 (545)

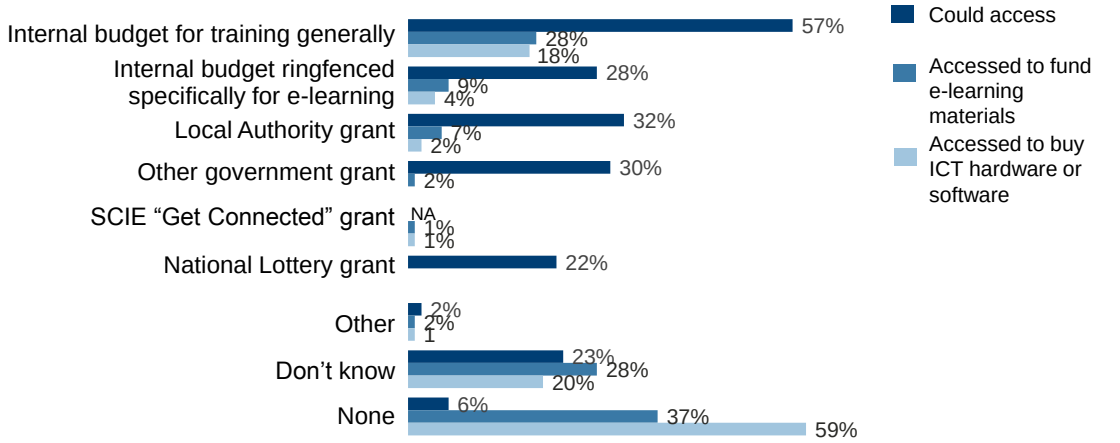
Figure 3.8 is striking because it illustrates that any finding for e-learning usually comes from an internal budget. Whilst employers think they could access a variety of funds, they typically choose not to access, or are unable to access, external grants.

Figure 3.8: Funding of e-learning

And which of these, if any, have you accessed in the last six months to fund e-learning materials?

Which of the following funding streams, if any, could be used to fund the provision of e-learning materials for your employees (such as CD ROMs or online courses)?

Which of these, if any, have you accessed in the last six months for buying ICT hardware or software?



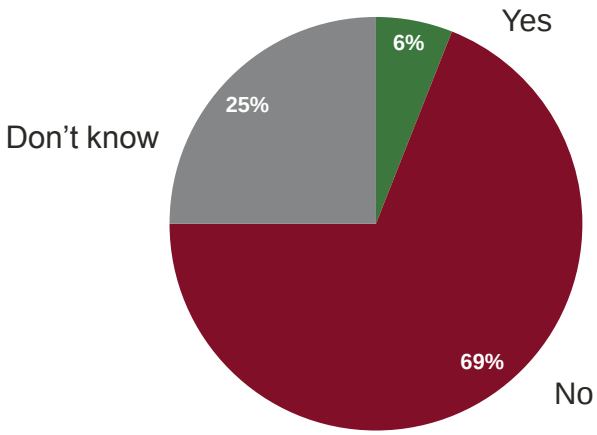
Base: All employers who have received a funding stream : Could access (550); Accessed for e-learning materials (550); accessed for buying ICT hardware or software (550)

Get Connected grants were made by SCIE for the provision of ICT in support of e-learning for staff and/or access to ICT for residents or service users. Some funded Get Connected projects were for one of these purposes and some were for both. Around one in twenty (6%) employers know they have received a “Get Connected” grant from the Social Care Institute for Excellence, while seven in ten (69%) did not received a grant. It should be noted that a quarter (25%) do not know whether they have received a grant or not, which reflects the significant minority of employers who are unaware of their funding streams for e-learning more broadly.

Employers without a “Get Connected” grant are less likely to be keen on e-learning within the workplace generally. Those who have not received a ‘Get Connected’ grant would rather e-learning is not provided as part of training (19% compared with 10% who have received a grant).

Figure 3.9: Employers receiving “Get Connected” grants

Did you ever receive a “Get Connected grant” from the Social Care Institute for Excellence?



Base: All employers: 2012 (550)

Employee Survey

4. Access and use of ICT

This section outlines employees' access to and use of technology devices both at home and at work.

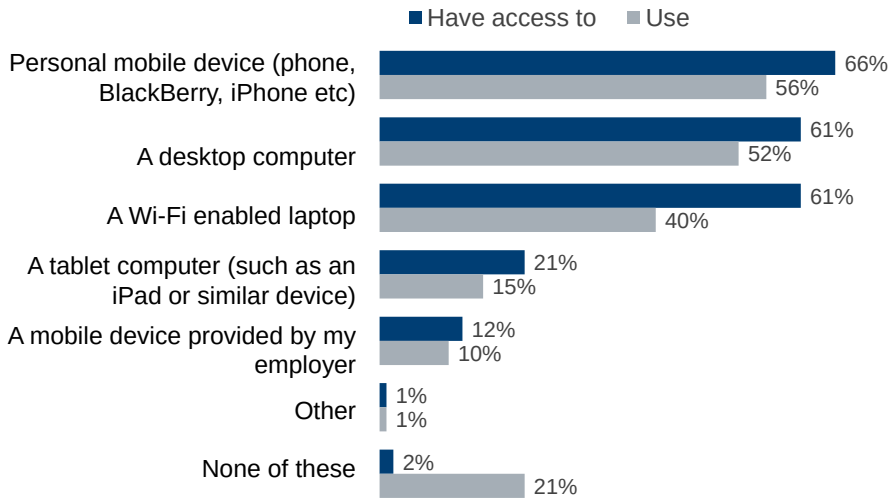
Employee access to technology at home

As in 2009, employees were asked about the access they had to technology at home. However, given the developments in technology over the last six years, the types of technology that featured in the survey have changed markedly. As such, it is difficult to properly compare data between the years, although some examples of change have been highlighted.

Ninety eight percent of employees have access to at least one of a list of technologies at home. The devices accessed by employees reflect the technological penetration of each more widely within society. Two-thirds (66%) have access to a personal mobile device[7]; in 2009, 52% said they had access to a "personal mobile phone" Three-fifths have access to desktop computer (61%) and a Wi-Fi enabled laptop (61%). Meanwhile, a minority have access to a tablet computer (21%) or a mobile device provided by the employer (12%). Two percent do not have access to any of the listed technologies at home.

Figure 4.1: Access and use of technology in the home

Which, if any, of the following technology do you personally have access to and/or use in your home?



Base: All employees (192)

[7] This figure is low compared to the UK average. Ofcom's Communications Market Report for 2012 states that 92% of the population own a mobile phone (http://stakeholders.ofcom.org.uk/binaries/research/cmr/cmr12/UK_1.pdf).

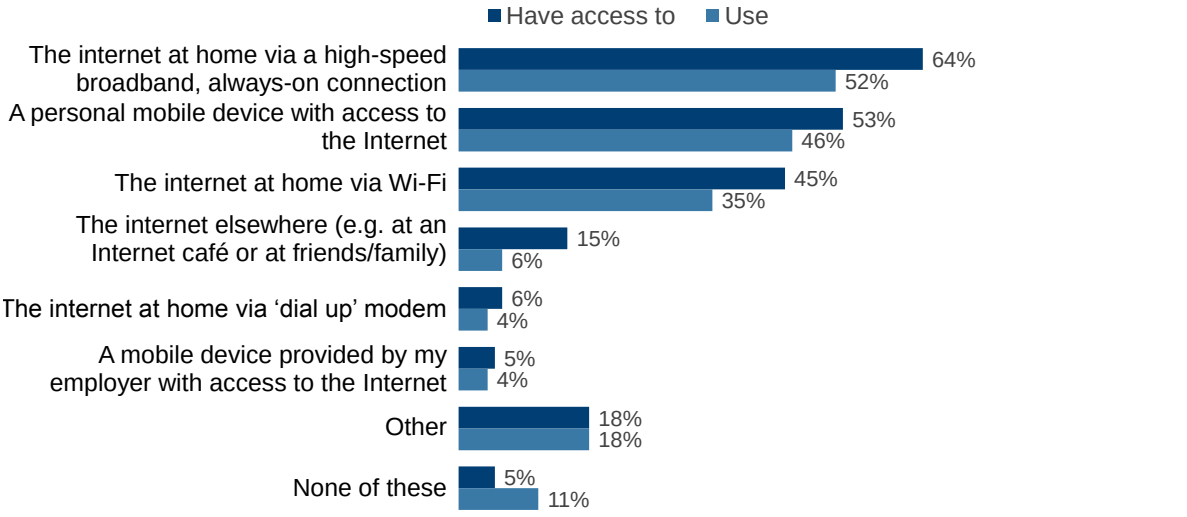
For future surveys, the phrase "mobile phone" should be used and a separate precode asking about smart phones should be used.

Employee use of technology is slightly different to access. The most widely used items are a personal mobile device (56%) and a desktop computer (51%), followed by a Wi-Fi enabled laptop (40%). A minority of employees use a tablet computer (15%) or a mobile phone device provided by an employer (10%).

Just over half of all interviewed social care employees use a computer or laptop at home every day (52%) and a third at least once a week (32%). Just one in seven (14%) say they use their computer less frequently. Compared to 2009, usage is static as the equivalent figures for everyday use was 54% and weekly 30%, although the question in these years did not include "or laptop" in the question.

Figure 4.2: Ways of accessing the internet outside work

And which, if any, of the following ways of accessing the internet do you personally have access to and/or use outside work?



Base: All employees (192)

As reflected in other research of technological and internet penetration found more widely[8], use of technology is more prevalent amongst the young. The findings from this research show that use of technology varies by age for some, but not all, devices. Younger employees aged 16-34 are more likely to have access at home to:

- Wi-Fi enabled laptops (80% vs. 61% on average) and
- Personal mobile phones (80% vs. 66% on average).

Younger employees are also more likely to use their computers more frequently. Two-thirds (67%) of employees aged 16-34 use their computer every day (compared with 52% on average).

[8] http://www.ipsos-mori.com/DownloadPublication/1490_ipsosmediact_techtracker_report_Q3_2012.pdf

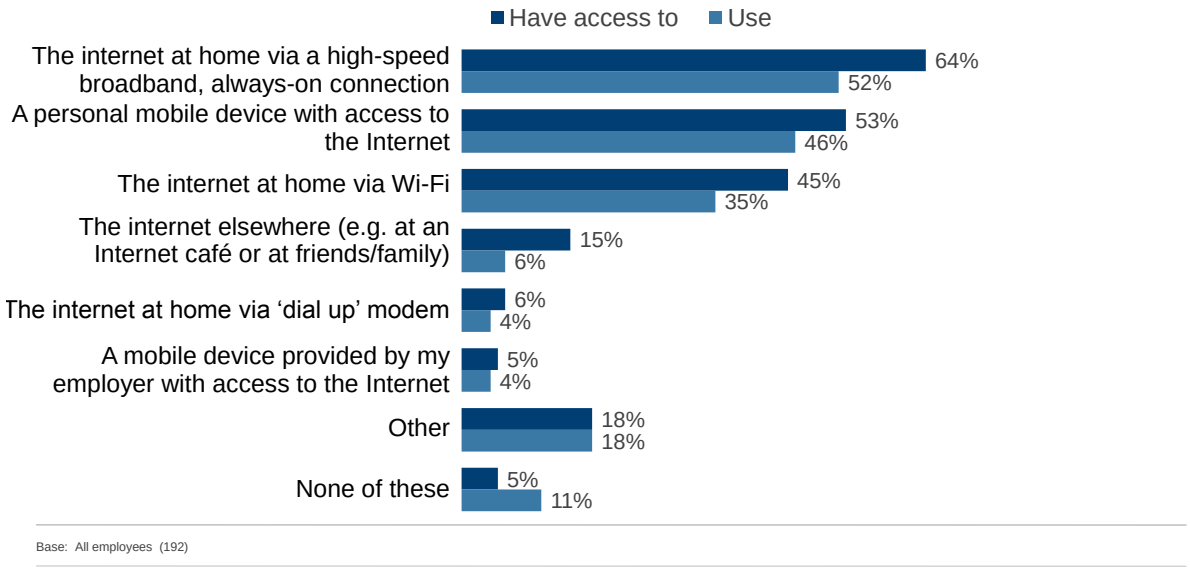
Employee access to the internet outside of work

As shown in Figure 4.3, over nine in ten (93%) of employees have access to the internet outside work: this is broken down into access to the internet at home via high-speed broadband (64%) (up from 39% in 2009[9]), a personal mobile device (53%) at home via Wi-Fi (45%) and elsewhere (15%). A small minority have access to the internet at home via dial-up modem (6%, down from 26% in 2009) or through a mobile device provided by an employer (4%).

About half (52%) of all employees use their internet at home via a high-speed broadband, fewer employers (46%) use the internet through their personal mobile device and a third (35%) use their internet at home via Wi-Fi[10]. A minority have access to the internet at home via "dial-up" modem or through a mobile device provided by their employers (4% and 3%, respectively) and the same proportions actually use them (4% both).

Figure 4.3: Ways of accessing the internet outside work

And which, if any, of the following ways of accessing the internet do you personally have access to and/or use outside work?



Base: All employees (192)

[9] And not asked in 2006

[10] Data is not comparable with 2009 as the data was aggregated in a different way.

Computers for personal use

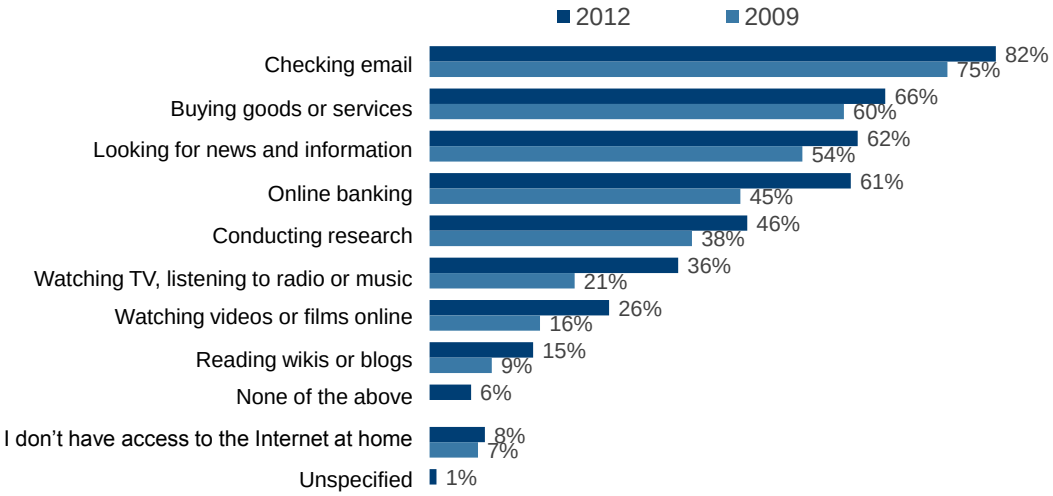
As illustrated in Figure 4.4, employees are most likely to use the internet at home for:

- Checking e-mails (82%);
- Online shopping (66%);
- Looking for news and information (62%); or
- Online banking (61%).

There has been a significant rise in the use of online banking in 2012 (61% compared to 41% in 2009). Employees with computer and internet skills, who receive or take part in training via ICT, are more likely to use the internet at home for all the activities. This question was not asked in 2006.

Figure 4.4: Reasons for using the internet at home

If you use the Internet at home, which, if any, of the following personal activities do you use it for?

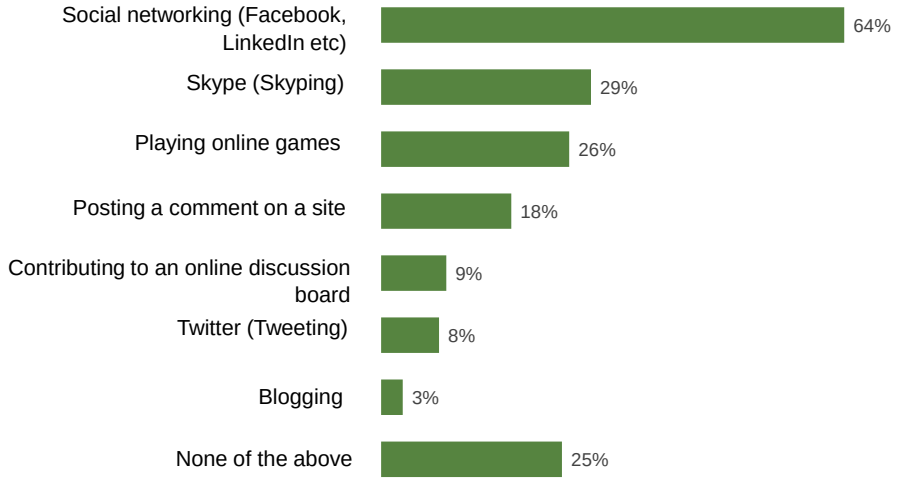


Base: All Employees 2012 (192), 2009 (248)

Social networking (64%) is by far the most popular online social activity of employees. The equivalent response in 2009 was “Setting up your own social networking site”, chosen by 43% of employees then. Less popular activities include using Skype (29%) or playing online games (26%). A very small minority ‘tweet’ (9%, but less than 1% in 2009) or use blogs (3%), while a quarter of home internet users (25%) do not take part in any online social activity.

Figure 4.5 Social network activities used at home

And if you use the Internet at home, which, if any, of the following social activities do you use it for?



Base: All who use the internet at home (173)

These findings show that three-quarters of interviewed employees are familiar with using ICT in their home or for personal purposes. This is a starting point from which to access e-learning opportunities related to their work, and it means employers can potentially use this ICT experience to facilitate access to e-learning.

Furthermore, sophisticated technology such as high speed broadband, social networking and online buying and banking is used by the majority. This shows that many employees, especially younger ones, have the right foundation of skills to benefit from e-learning.

5. Use of Information Technology for Work

This section looks at how employees use technology at work and what they use it for.

Access and use of IT

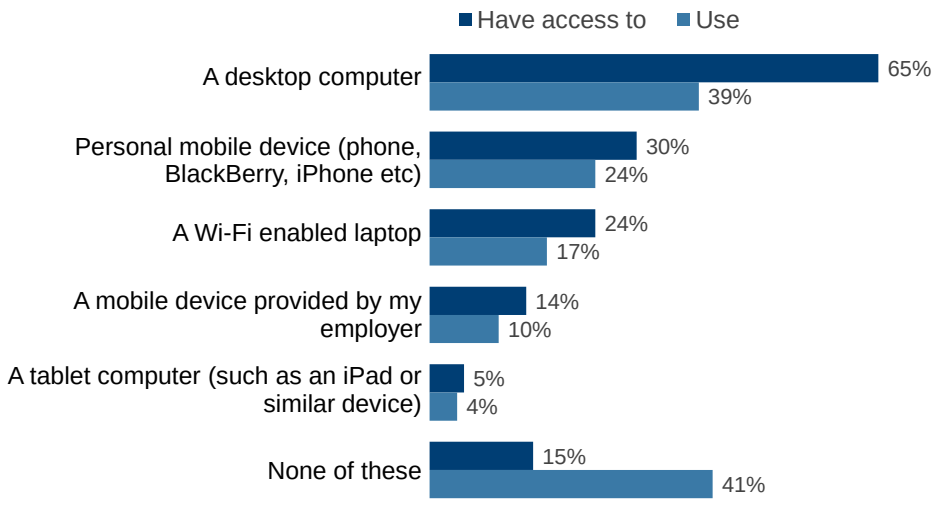
As with technology in the home, employees were also asked about access and use in the workplace. Eighty five percent of employees have access to at least one of the listed technology items at work, compared to ninety eight percent of people at home. An equivalent question was not asked in previous surveys. Meanwhile only three in ten (30%) have access to a personal mobile device at work, roughly half of the proportion who have access to one at home, and a quarter (24%) have access to a Wi-Fi enabled laptop. A very small minority (5% and 4% respectively) have access to and use a tablet computer at work. All but one of the 192 interviewees has access to technology from the list provided from either at home and at work.

Around two-thirds of employees (65%) have work access to a desktop computer, which is not significantly different from findings in 2009 and 2006.

As shown in Figure 5.1 a similar proportion of employees use and access each device other than desktop computers, where there is a fourteen percentage point difference between access and use.

Figure 5.1: Technology accessed at work

Which, if any, of the following technology do you personally have access to/use at or for work?



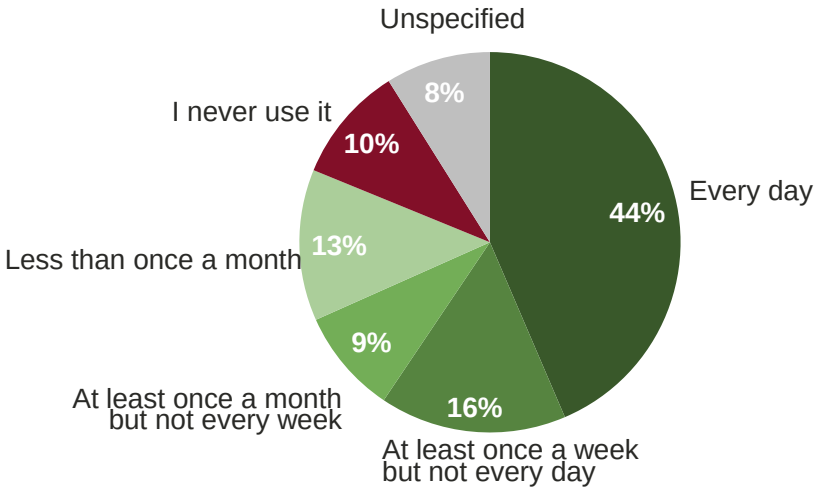
Base: All employees (192)

As might be expected, employees who use desktop computer at work are more likely to have developed new skills from an e-learning programme (54% versus 33% who do not use a desktop top).

As shown in Figure 5.2, while two-fifths (44%) of employees with access to a computer at work use it every day, whereas one in ten (10%) said they do not use one at all. These figures are significantly different from both 2009 when nearly three in five (58%) said they used a computer at work every day.

Figure 5.2 Frequency of using a computer at work

If you have access to a computer at or for work, how often do you use it?



Base: All who have access to a computer(164)

The most frequently mentioned reason for not using a computer at work are that computer work is not part of the employee's job role (26%). This may indicate that the benefits of using ICT activities may still be under-developed in some care settings. Other reasons include the computer being inaccessible (19%), that it is for management or administrative use only (17%) or that there is no time to use it (13%). The precode list for this question was different to that asked in 2009, so no comparison is possible.

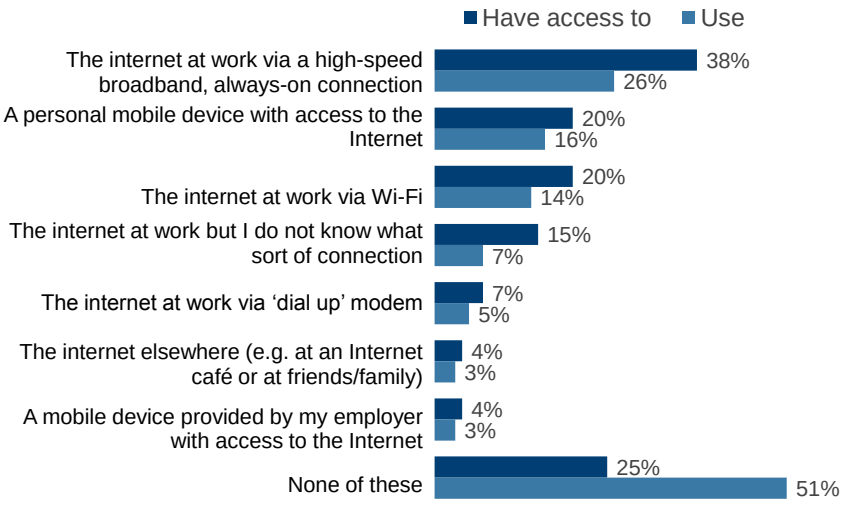
Opinion is equally split among 47 employees who do not use a computer at work regarding whether they would like to use one: the same proportion (30%; 14 employees) agree and disagree they would like to have access a computer. The scale used in 2009 and 2006 was different to that used this year, so no comparison is possible.

This year, employees were asked if and how they accessed the internet at work. Three-quarters (75%) of employees have at least one way of accessing the internet at work and, as with access at home, broadband is used most often. Two-fifths (43%) of all employees has access to the internet at work via a high-speed broadband, followed by using a personal mobile device (20%) and access via Wi-Fi (20%). A similar pattern follows with use of internet connection; a quarter (26%) access through broadband, followed by mobile devices (16%) and Wi-Fi (14%).

A quarter (25%) of employees say they have no access and half (51%) say they do not use the internet at work. These figures on access and use help explain why some employers think that e-learning is not an appropriate on-the-job training method for their staff.

Figure 5.3: Ways of accessing the internet

And which, if any, of the following ways of accessing the internet do you personally have access to/use for work?



Base: All employees (192)

Skills to use technology

Employees were asked the extent to which they agree or disagree that they have the skills to use a computer, the internet and mobile phone applications (both basic and advanced).

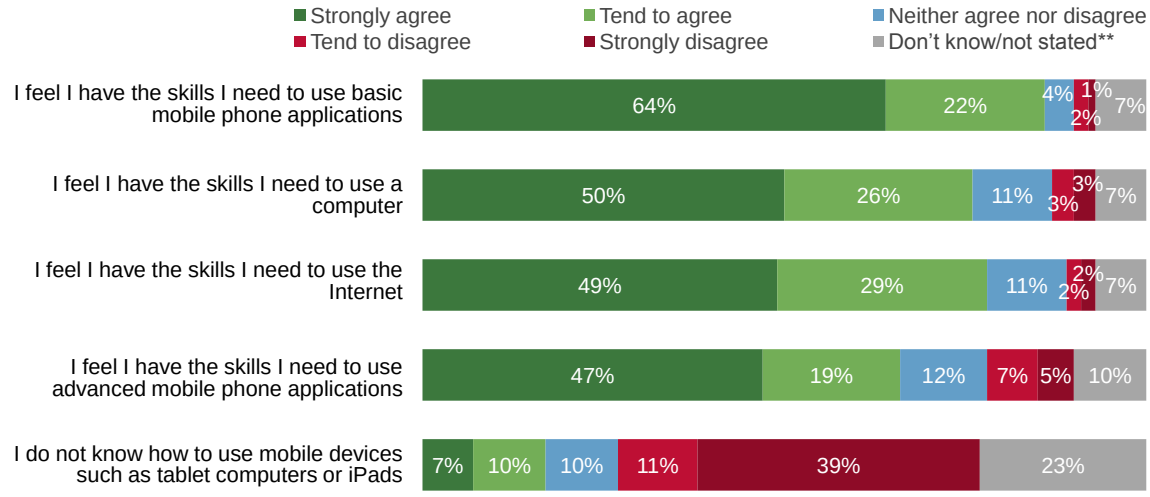
In the main, employees think they have the skills needed to use a range of ICT devices that can facilitate e-learning. The great majority of employees agree they can use a mobile phone to make calls (86%), that they can use the internet (79%) and use a computer (76%), while two-thirds (66%) feel they have the skills to use a mobile phone to surf the web. These figures show no significant difference from the 2009 data.

The ability to use iPads or tablet computers is also relatively high given it is a relatively new product type; less than a fifth (17%) agree with the statement that they "do not know how to use mobile devices such as tablet computers and iPads", while half (49%) disagree with this. Clearly, questions about this new technology are new to the survey.

Employees who have developed new skills via e-learning (51 respondents) are more likely to agree that they have skills to use the internet (90% vs. 74% who have not gained new skills via e-learning). Although the survey does not indicate causality, it shows that there is a relationship between being able to use the internet and gaining new skills via e-learning.

Figure 5.4.: IT skills of employees

To what extent do you agree or disagree with the following statements?



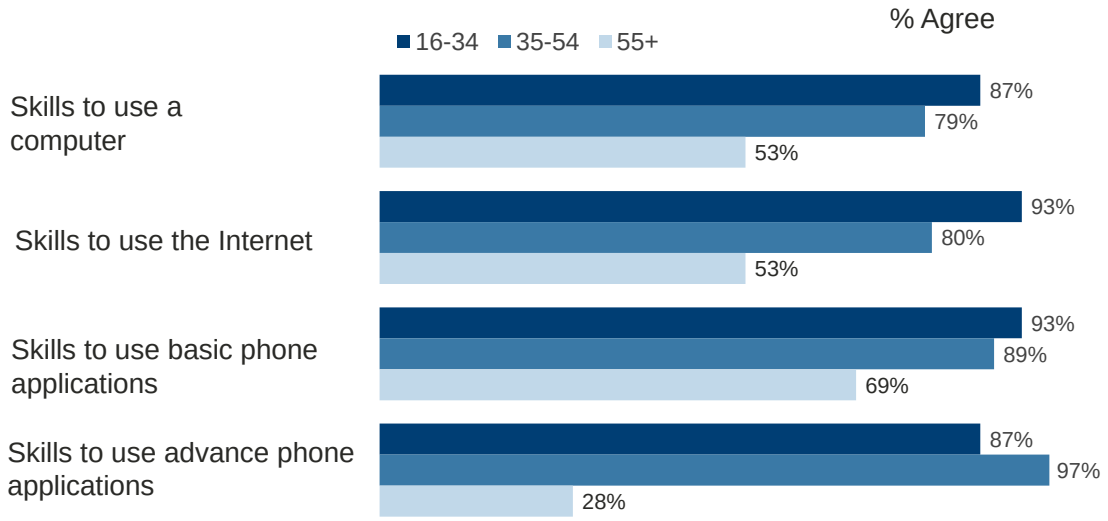
Base: All employees (192)

Self-reported ability to use a computer, the internet and mobile phone applications diminishes with age. This mirrors the relationship explored earlier between use of technology and having the right skills, along with the generally greater use of technology among the young.

These findings tentatively suggest that advanced mobile phone applications are understood by a relatively large proportion of the employees taking part in this survey (around two thirds of those who took part). Furthermore, the similarity between the applications developed for smart phones and those for tablet computers (the touch-screen interface) suggests that e-learning apps may be a potential growth area for e-learning in the medium term, especially for young workers in the sector. The fact that tablet and smart phone interfaces can be used with customers may also broaden the e-learning opportunities of such technology. Apps that aid learning for Apprenticeships are a good example of potential areas of development.

Figure 5.5: Confidence in using technology by age

To what extent do you agree with the following statements?



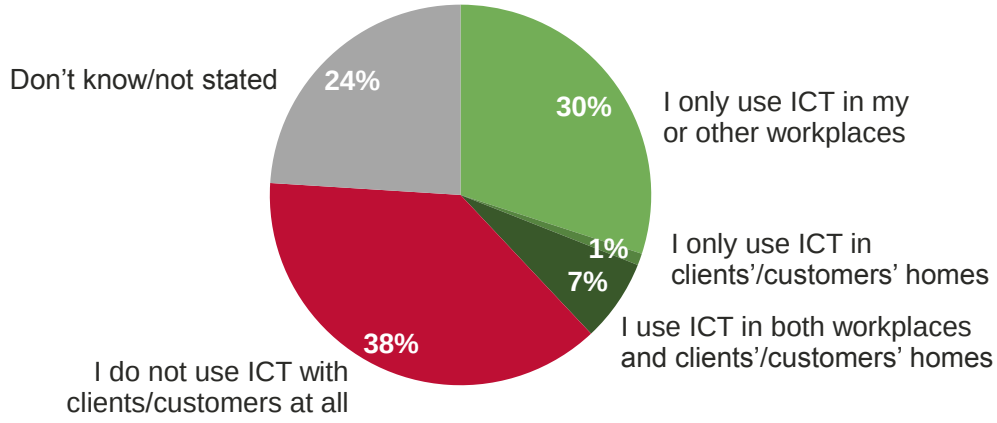
Base: 16-34 (61), 35-54 (89) and 55+ (36)

Use of ICT

Nearly two in five (38%) of those surveyed use ICT in the workplace or with customers. The same proportion did not use ICT for work at all, with the remainder being unsure. These questions are new to the survey in 2012.

Figure 5.6: Use of ICT at work

Which of the following best describes how you use Information Communication Technology (ICT) with your clients / customers in your work?

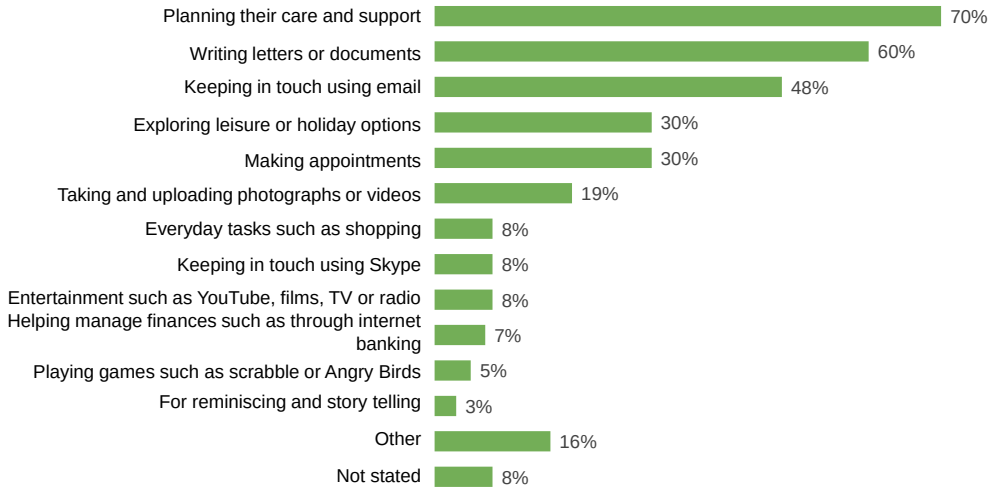


Base: All employees (192)

The majority of those who use ICT in their care work with clients use it in order to *plan their care and support* (70%). The second most common ICT task is *writing letters or documents* (60%), followed by *keeping in touch by email* (48%).There appears to be scope for wider use of ICT with clients, since the each of the remaining activities asked about are use by fewer than a third of employees,

Figure 5.7: Tasks for using ICT in work with clients

For which of the following tasks, if any, do you use ICT in your care work with clients?



Base: All employees who use ICT (73)

Training within the workplace

All questions on training were redesigned for the 2012 survey and so comparison with past data is not possible. Employees were given a brief description of what off the-job and on-the-job training entails and were then asked whether they take part in each type of training. Around two-thirds (64%) of employees say they take part in off-the-job training, while four-fifths (82%) take part in on-the-job training.

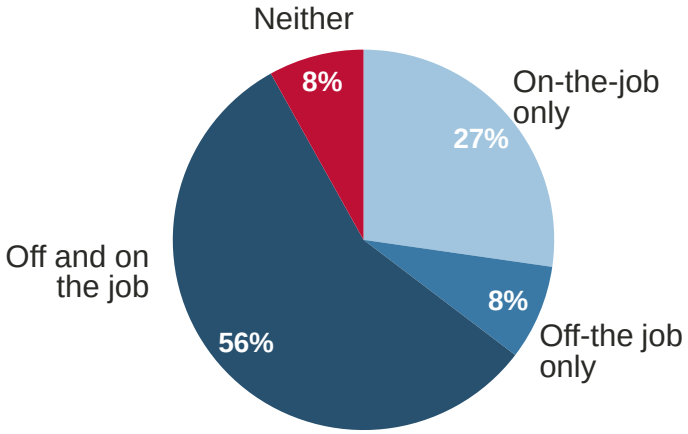
Recognition of both on and off the job training is lower than reported by employers, where almost all (96%) employers say on-the-job training takes place at their organisation; this may in part be to do with differences in how employers and employees define 'on-the-job' training.

Employees in the domiciliary sector are more likely to take part in off-the-job training (34% vs. 25% on average). This could be due to the nature of domiciliary work, which often involves employees working in clients' homes where there is less opportunity to train on-the-job, however a larger sample size and a sample of employees working within a larger number of different homes would be needed to have greater faith in these figures.

Over half (56%) take part in both on and off-the-job training, while three in ten (27%) take part in on-the-job training only and one in ten (8%) take part in off-the-job training only. One in ten (8%) do not take part in neither on- nor off-the-job training.

Figure 5.8: On and off-the job training

Do you take part in off/on the job training?



Base: All employees (192)

As outlined in Figure 5.9, employees say that on-the-job training happens more often than off-the-job training.

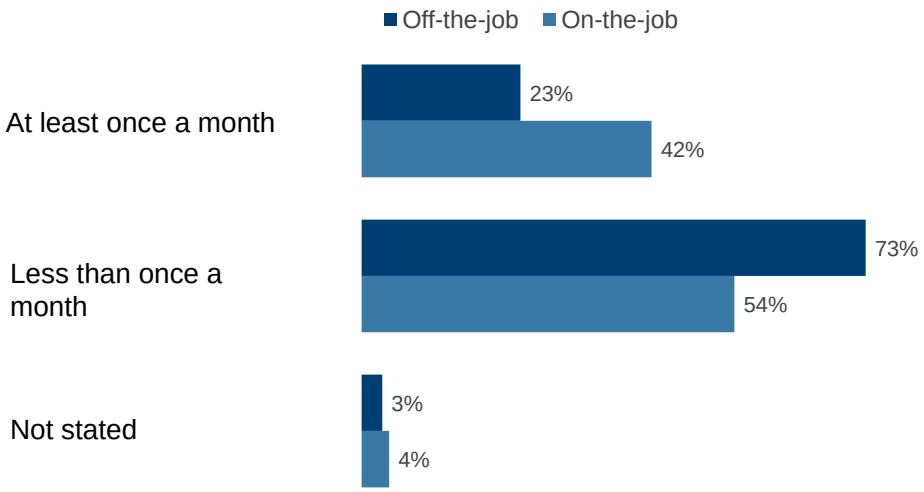
- Two-fifths (42%) of employees receive on-the-job training at least once a month, while just under a quarter (23%) receive off-the-job training as frequently.

- Similarly, off-the job-training is more likely to be received at least four times a year or more infrequently (74% compared with 54% of those who receive on-the-job training).

In summary, training on the job is received by more people and happens more often than off-the-job training. This is to be expected as the nature of on-the-job training can be informal and less structured. On-the-job training's value is in helping a learner to develop skills in a workplace environment and can, in many cases, be spontaneous and provided as and when it is deemed necessary. Off-the-job training requires more organisation and time to plan.

Figure 5.9: Frequency of receiving off-the-job/on-the-job training

How often do you receive off-the-job/on-the-job training?



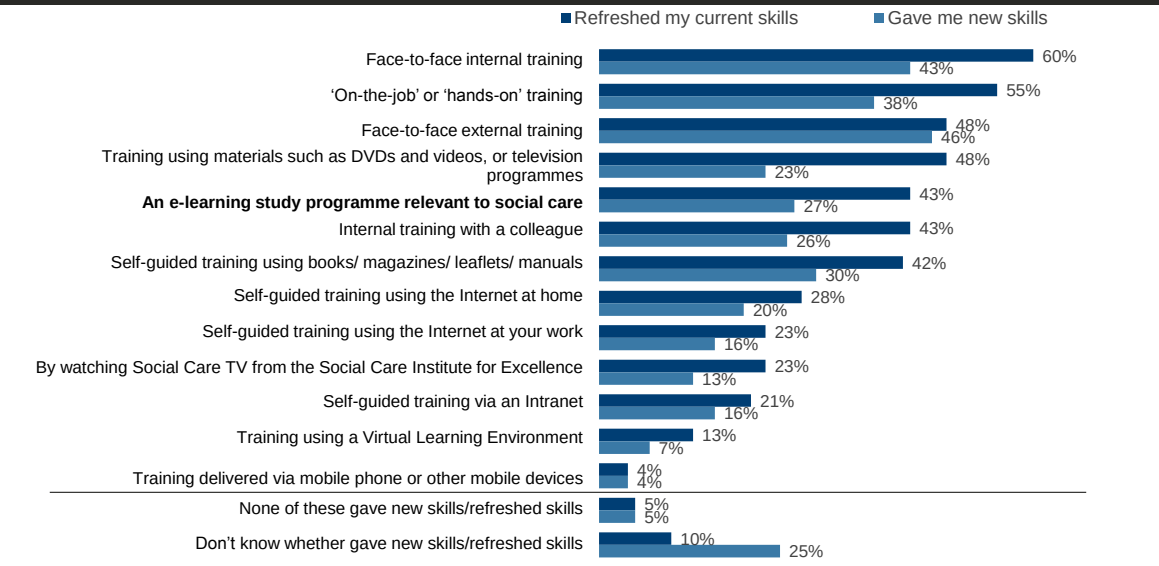
Base: All who take part in off-the-job training (123), All who receive on-the-job training (158)

Figure 5.10 outlines the types of job training that employees say have impact. Traditional forms of training are most likely to be mentioned as being those to have refreshed existing skills or given new skills: *face-to-face internal* (60% and 43% respectively); *on-the-job training* (55% and 38%) and *face-to-face external training* (48% and 46%) are the top three methods mentioned. Internal training is more likely to be mentioned in relation to refreshing skills, whereas external training is more likely to be cited for developing new skills; both were the top mention for each respective skill enhancement.

A range of different types of e-learning are listed in Figure 5.10. The great majority (87%) of employees report they have used at least one of them to refresh a skill and seven in ten (72%) have developed new skills using one of these methods.

Figure 5.10: Types of job training received

Which of the following types of job training have you received or used whilst you have been working for your current employer?



Base: All employees (192)

Employees were asked to make up to three choices of their *preferred* type of training for learning new skills or updating current skills. The preferred methods of training match patterns of use; *face-to-face internal training* (65%), *face-to-face external training* (51%) and *on-the-job training* (48%) are cited most often. These figures reinforce the findings from employers earlier regarding the prevalence face-to-face learning as the primary training method in the sector. This type of training also reflects one of the primary skills in care work, interacting with people.

Figure 5.11: Preferred type of training for learning and refreshing skills

Whether you have received training or not, what would your preferred type of training be for learning new skills and refreshing skills you already have?

Base: All employees (192)

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A third (31%) state e-learning as one of their preferred methods of learning new skills or refreshing existing ones. Preference for e-learning is related to self-reported ability to use ICT. For example, a third (34%) of employees who say they have internet skills would prefer to receive e-learning training (compared with 17% who do not have internet skills).

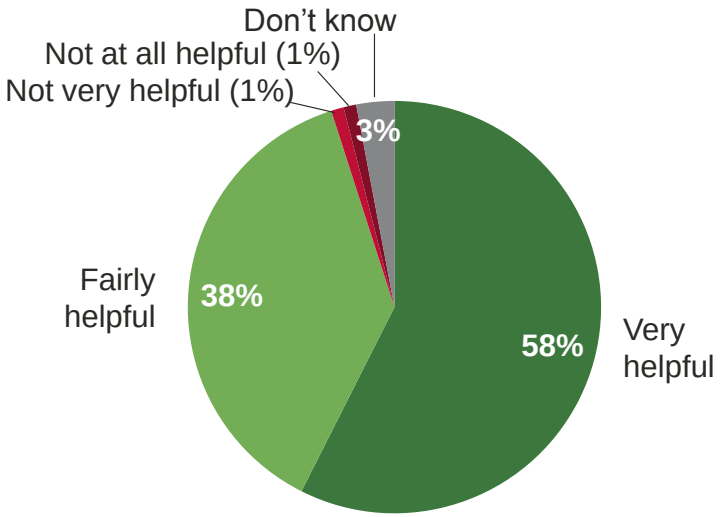
Trainers within the workplace

Over half (55%) of all employees report that trainers use ICT to help them *every time* or *most times* they deliver training. Meanwhile a fifth (22%) say trainers use ICT in their training delivery *sometimes* or a *few times* and less than one in ten (7%) say ICT is *never* used.

The vast majority (95%) of employees who have had trainers use ICT to help deliver training say is helpful (either *fairly* or *very* helpful). Three-fifths (58%) say use of ICT during training is *very* helpful. Just two percent (4 respondents) say it is *not very* or *not at all* helpful. This illustrates the e-learning is valued by those employees that receive it.

5.12: Use of trainers delivering training using ICT

In your experience, how helpful is it to have trainers use ICT to deliver training?

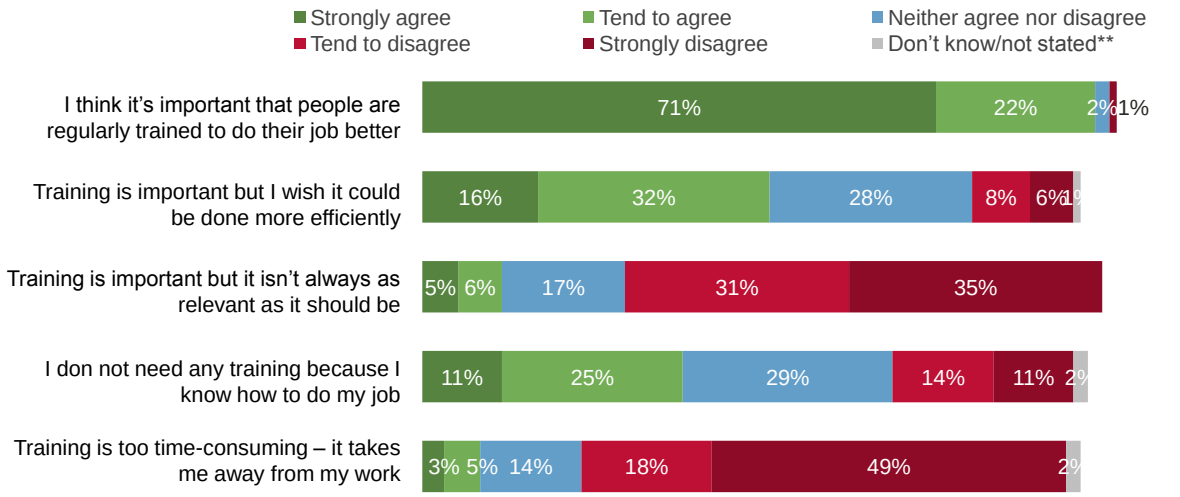


Base: All who have had trainers use ICT (151)

As shown in Figure 5.13, the 42 employees who have not received training with the assistance of ICT are mainly unsure about how helpful it would be, although more say it would be helpful than would not. Twenty seven *don't know* or did not state whether it would be helpful or not, while ten say it would be helpful and one in ten (10%) disagree that it would helpful.

Figure 5.13: Perceptions of current training

To what extent do you agree or disagree with the following statements?



Base: All employees (192)

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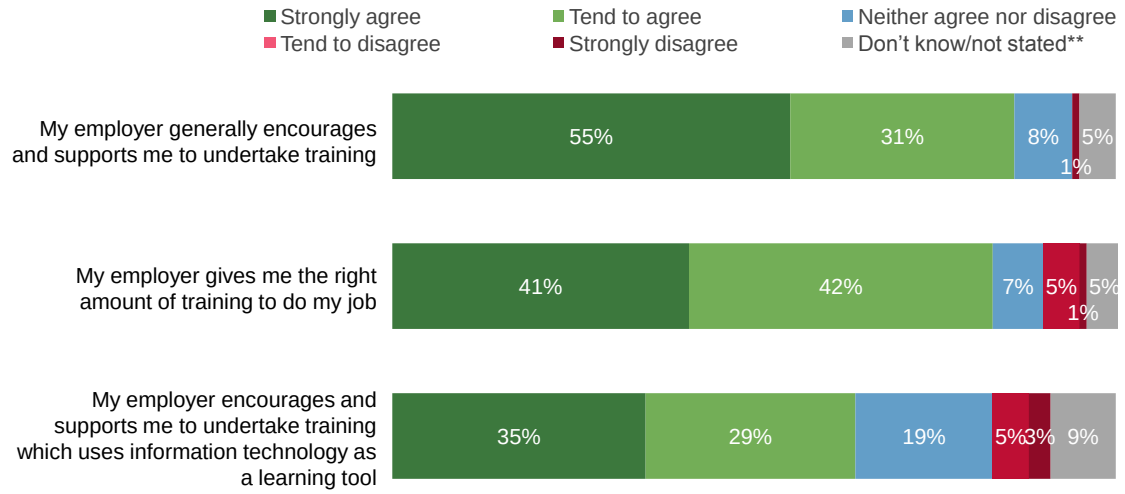
Perceptions of training at work

Employees were asked whether they agreed or disagreed with a range of statements about training at work and, as a whole, employees have positive perceptions. Most employees agree[11] that it is important that people are *trained regularly in order for them to do their job better* (93%) and only one in ten (10%) agree that they *do not need any training because they know their job*. Moreover two-thirds (66%) disagree that training is *too time consuming as it takes them away from their job*. Training is clearly valued in a care setting and this is not significantly different to the findings from 2009.

Employees were also asked whether they thought training could be conducted more *efficiently* or be more *relevant* to their work. Perceptions are mixed towards the two statements, although there is a significant minority who do agree with both. Around half (48%) agree with the statement *training is important but I wish it could be done more efficiently* compared to one in seven (14%) who disagree. In 2009, a third (35%) agreed with the same statement. And in line with 2009, over a third (36%) agree that training is *not always as relevant as it could be* whereas a quarter (24%) disagree. Around three in ten neither agree nor disagree that training could be more efficient or relevant (28% and 29% respectively), while a smaller proportion disagree with the statements (14% and 24%).

Figure 5:14 Perceptions of employer support of training

To what extent do you agree or disagree with the following statements?



Base: All employees(192)

Domiciliary employees are particularly likely to disagree that they do not need or do not have the time to receive training. For example:

- They are more likely to disagree that they *do not need to do any training because they know their job* (78% vs. 59% of care homes both with and without nursing).

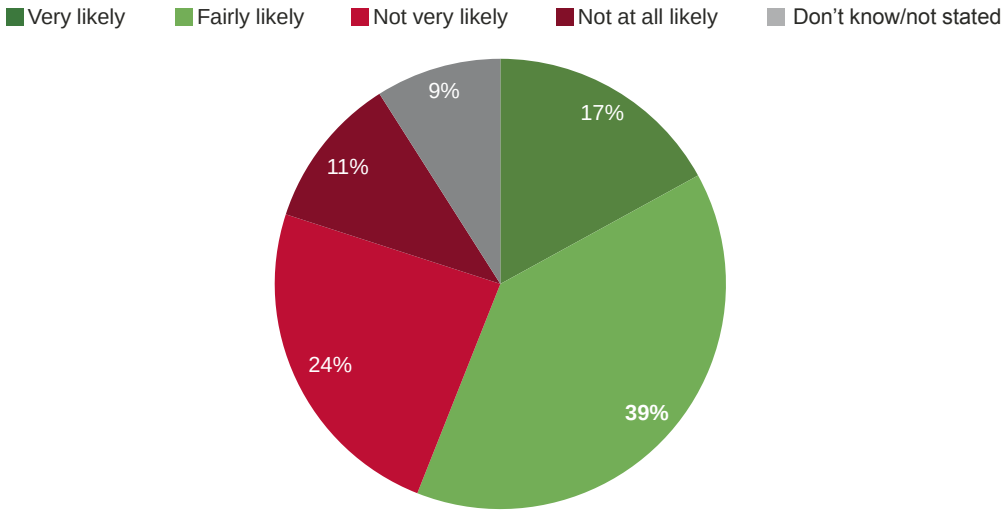
[11] An aggregate of *strongly* and *tend to* agree

- They are more likely to disagree that it is *too time consuming and take them away from their work* (79% vs. 67% overall who disagree).

- Employees mostly feel that employers support their training. Over four in five agree[12] that their employer gives them the *right amount of training do their job* (83%), indeed two in five (41%) strongly agree with this statement. Similarly, 86% agree their employer *generally encourages and supports me to undertake training* and over half (55%) strongly agree. The majority (64%) agree that their employer supports them to use information technology as a learning tool. As illustrated in Figure 5.16, only a small minority disagree with any of these statements.

Figure 5.15: Likelihood of taking part in training via ICT without a trainer present

How likely is it that you would take part in training via ICT without a trainer present if it was offered?



Base: All employees (192)

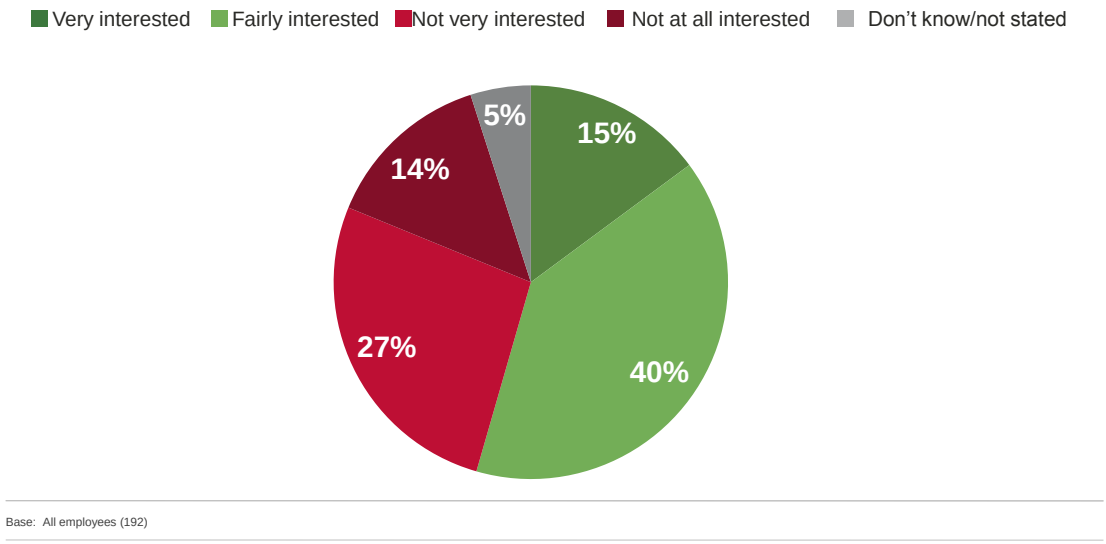
[12] Combination of 'strongly' and 'tend to' agree

Training via ICT instead of face-to-face

In a new question for 2012, employees gave mixed views on receiving training via ICT *instead* of face-to-face: over half (55%) would be interested, while two-thirds (40%) would not. The same proportion (55%) of employees say it is likely they would take part in training via ICT without a trainer present if it was offered, although a significant minority (36%) say this is not likely, albeit in a comparison of unweighted data. The proportion likely to agree is significantly lower than in 2009 when three-quarters (77%) were likely to train using ICT without a trainer present.

Figure 5.16: Interest in receiving training using ICT rather than face-to-face

How interested would you be in receiving training via ICT rather than face-to-face?



Base: All employees (192)

ICT skill levels are a significant factor in employee willingness to receive ICT training. Indeed, there is a strong willingness to engage in ICT-based training if the employee feels they have the skill set needed to use the technology. As shown in the following table, employees are more likely to positively respond to both statements if they feel they have computer skills, internet skills, and can use basic and advanced phone applications and can use mobile phones.

And as before, willingness is related to age (which is also related to self-reported skill level). Younger employees are more willing to take part in ICT training without a trainer (63% of employees aged 16-44 would be likely compared with 48% aged 45+). This again reflects the greater exposure to technology seen amongst young people more widely noted earlier.

Table 3: Correlation between skill to use technology and willingness to use it as part of training

	Self reports skills to use…			
	Computers	**The Internet**	**Basic phone applications**	**Advance phone applications**
	(146)	**(151)**	**(165)**	**(127)**
Interested in taking part in ICT rather than face to face (vs. 55% on average)	62%	61%	58%	63%
Likely to take part in training via ICT without a trainer present (vs. 55% on average)	62%	63%	61%	65%

6. Learning at work

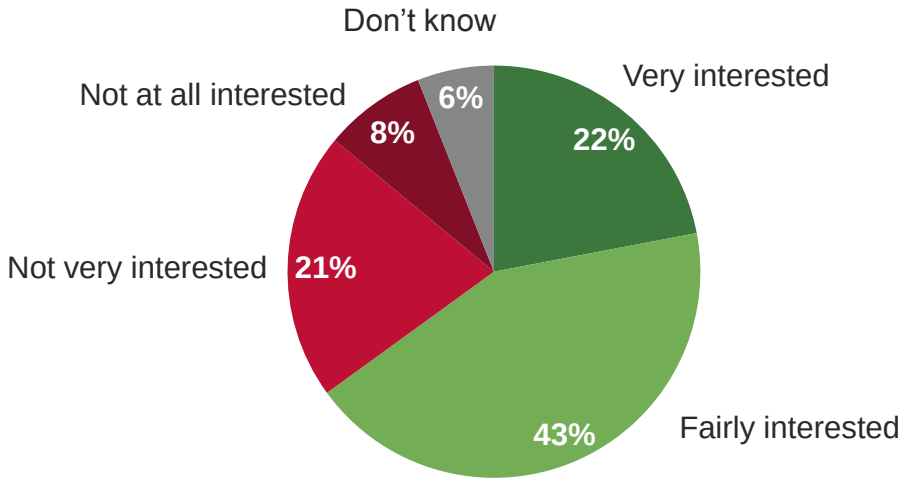
This section looks at learning at work and in particular how employees use ICT and electronic resources to study and what help they get from employers to do so.

Using ICT and e-learning

Employees were asked a series of questions about their interest and need in learning via ICT resources as shown in Figure 6.1. Two-thirds (65%) are interested in learning via ICT, while three in ten (30%) are not interested. These figures are statistically no different from the 2009 data.

Figure 6.1: Accessing learning resources using ICT

How interested would you be in accessing learning resources via ICT?



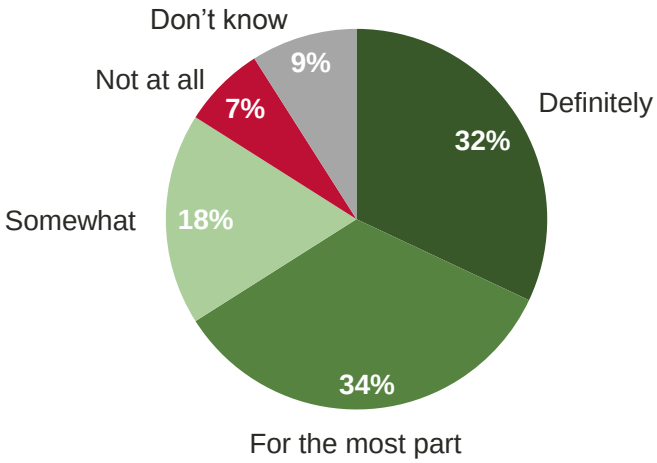
Base: All employees (192)

This year, employees were asked about whether they felt they had the skills to take part in e-learning. Two-thirds (66%) of employees feel they have the skills required to take part in e-learning. As shown in Figure 6.2, a third (32%) of employees feel they *definitely* have ICT skills they need to access e-learning opportunities and a further third (34%) have the requisite skills *for the most part*. Meanwhile a fifth (18%) says they *somewhat* have the ICT skills needs and seven percent say *not at all*.

There is further evidence of a connection between age and using e-learning tools. Those who are aged 55 or over are more likely to say they have *not at all* the skills required to take part in e-learning opportunities (19% vs. 7% on average).

Figure 6.2: ICT skills to access e-learning opportunities

To what extent do you feel you have the ICT skills you need to be able to access e-learning opportunities?



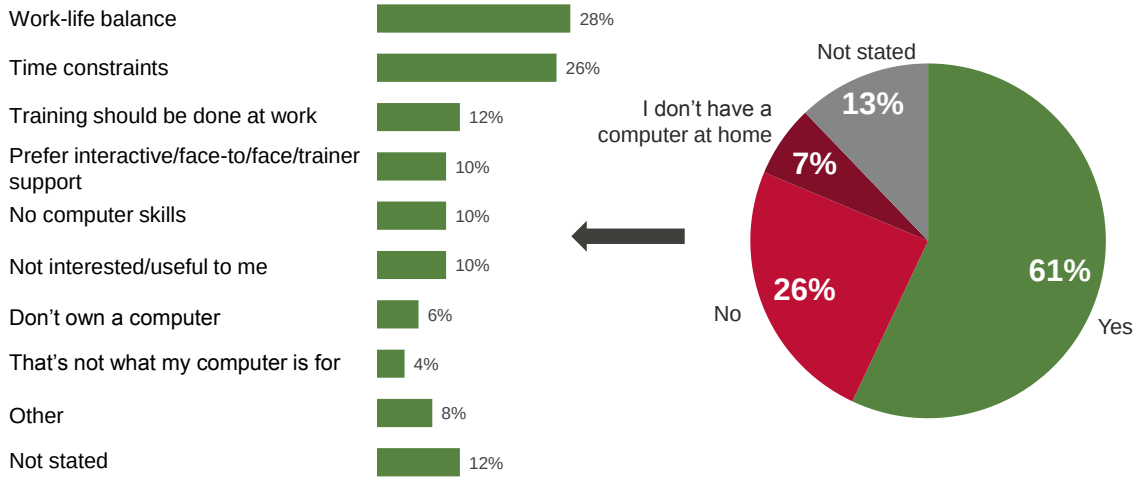
Base: All employees (192)

The majority (61%) of employees say they would be willing to access internet based training on their personal computer at home, while a quarter (26%) would not. Those unwilling to undertake internet-based training at home who have access are most likely to cite their wish to *maintain a home-work balance* (28%) and *time constraints* (26%) as barriers rather than issues related to computer access or the skills required to use one and one in ten (10%) say they *do not know how to use a computer*. These questions were not asked in previous surveys.

Figure 6.3: Willingness to undertake internet-based training at home

If you have a computer at home, would you be willing to undertake Internet-based training on your personal computer at home?

Why would you be unwilling to undertake internet-based training



Base: All (192) ; All not willing to undertake internet-based training (50)

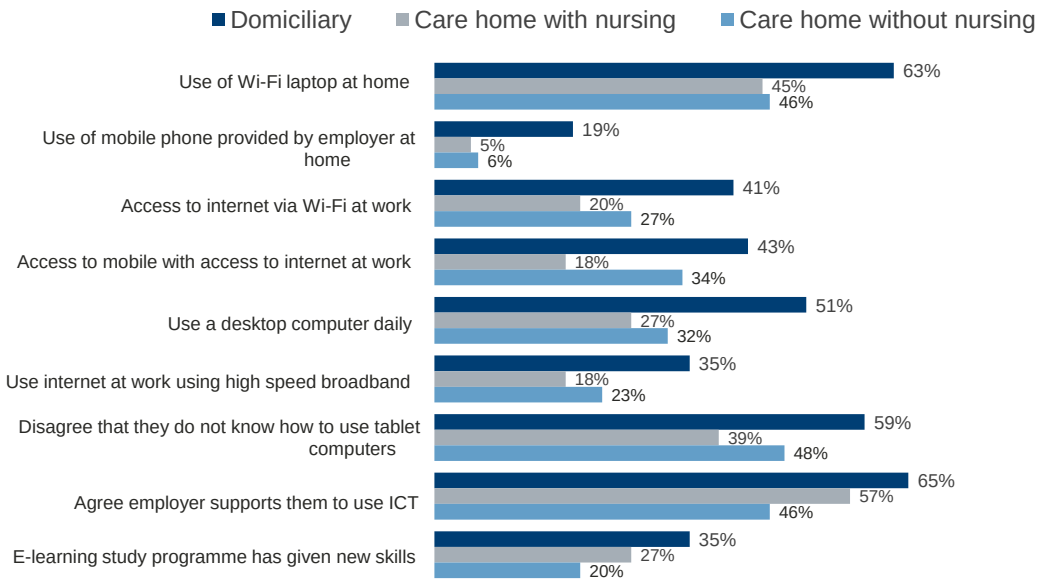
Employee use of technology within domiciliary organisations

It is clear from the results that domiciliary care employees (35% of the sample) are the most imbedded into an e-learning environment of all the sectors. They have the greatest access and use of remote technology devices amongst the sectors, such as laptops and mobile phones, both at home and at work. And related to the flexible nature of their workplace, are more likely to have access to remote internet connections like Wi-Fi. Domiciliary employees are particularly confident about using tablet devices and, importantly, say they have developed new skills using e-learning programmes. Furthermore, a high degree of perceived employer support for the use of electronic devices within the workplace underlies the prevalence of electronic tools amongst domiciliary employees.

It may be expected that the use of remote devices within the domiciliary sector to be higher than employees within care homes, as three in five domiciliary employees (62%) work in several locations (compared to 16% and 9% in care homes with and without nursing respectively). Furthermore domiciliary employees are more likely to have gained new skills using electronic devices, which indicates how the sector integrates technology into learning. electronic resources with learning effectively. It also reiterates findings elsewhere amongst employees which show the link between having the skills to use technology and use of technology.

Figure 6.4 indicates the key differences seen between the care sectors:

Figure 6.4: E-readiness across the sector



Base: All employees: domiciliary (68); care with nursing (44); care without nursing (79)

Advice about learning

Employees were asked where they generally go to get advice or information about any issues they may have in their day-to-day lives and for working more effectively. The internet and the workplace clearly form important sources for employees to find advice or information. While the most frequent source of advice and guidance in everyday life is *friends and family outside work* (60%), *the internet* (54%) and *a manager or employer* (52%) follow closely behind, and some way ahead of *magazines and books* (35%). This latter figure is down 15 percentage points from 2009 and 2006 although other the statistics above are not significantly different compared to earlier years, including the use of the Internet.

Figure 6.5: Places to get advice and information about any issues

In your day-to-day life, where do you generally go to get advice or information about any issues you may have? And where would you go for advice or information about how to work more effectively?

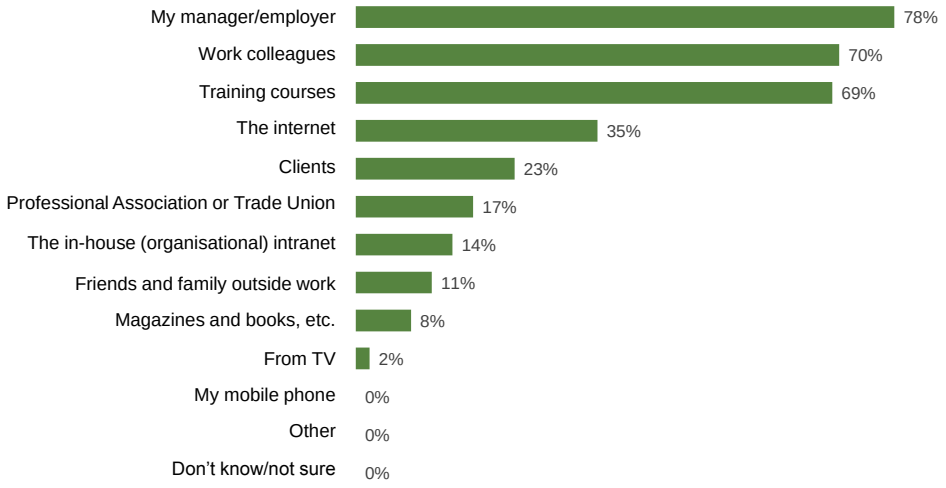
Base: All employees (192)

As one might expect, work-based sources are the most commonly mentioned when looking specifically for advice or information about how to work more effectively, and this is no different from previous years. Three-quarters (73%) of employees would go to *their manager or employer* and two-thirds would get advice from *a training course* (65%) or from *work colleagues* (63%). *The internet* is also a relatively common source of getting information and advice or working more effectively cited by over two-fifths (43%) of employees.

Work-based sources are also considered to be the best sources of advice and information about how to work better. Indeed, four-fifths (78%) cite *a manager*, while seven in ten mention *a work colleague* (70%) or *training courses* (68%).

Figure 6.6 Sources of advice about how to work better

Which, if any, of the following do you think are the best sources of advice and information on how to work better?

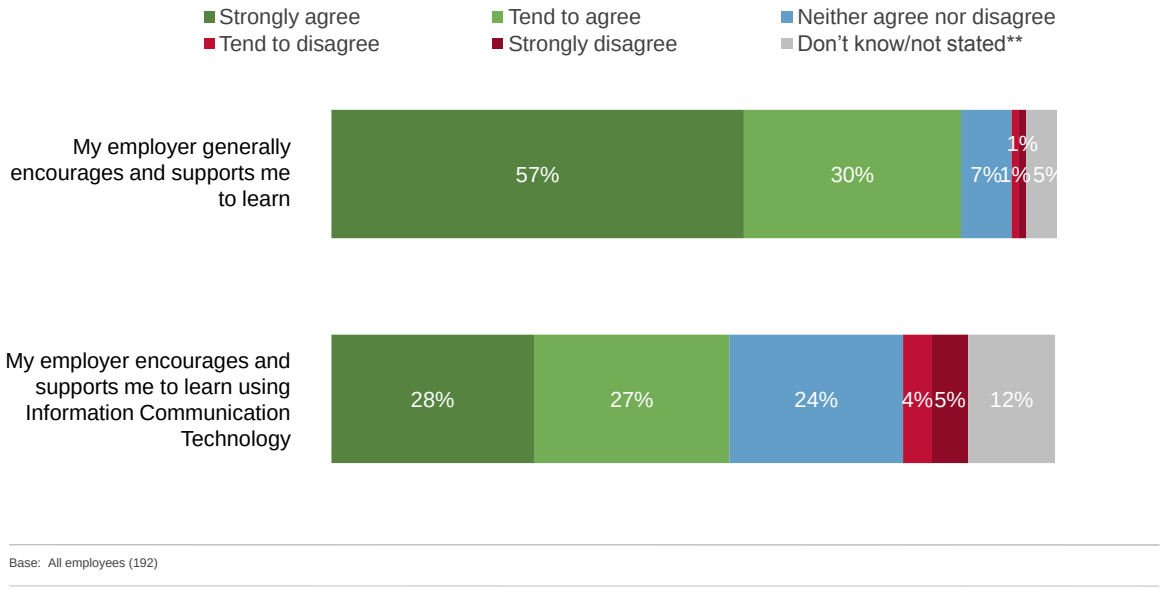


Base: All employees (182)

Employees were asked whether they agreed that their employer *generally encourages and supports them to learn*. Like previous years, almost nine in ten (86%) agree[13] that this is the case with almost three-fifths (57%) agreeing strongly. Just two percent (four respondents) disagree. Although a smaller proportion (55%) agree they *have support helping them to learn using ICT*.

Figure 6.7: Perceptions of employer support of training

To what extent do you agree or disagree with the following statements?



Base: All employees (192)

[13] Aggregate of "strongly" and "tend to" agree.

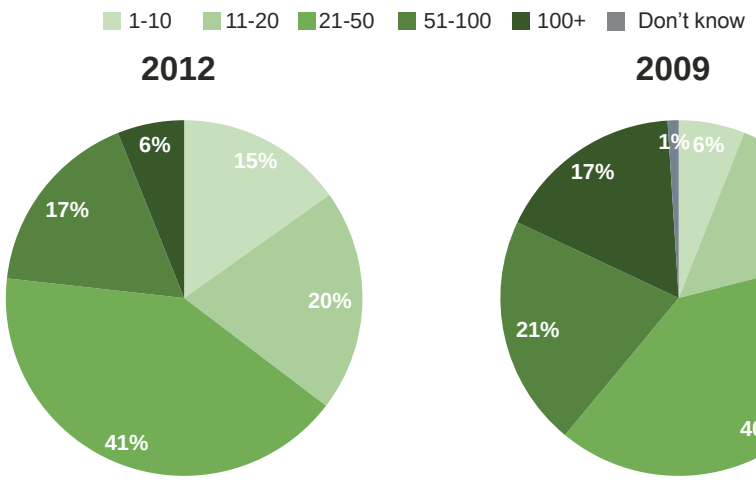
Appendix

Appendix

Employer survey demographics

Number of employees at place of work

Approximately how many people work at your place of work? If your organisation has more than one site, "place of work" means the location in which you are solely or mostly based.



Base: *All employers: 2012 (550), 2009 (545)*

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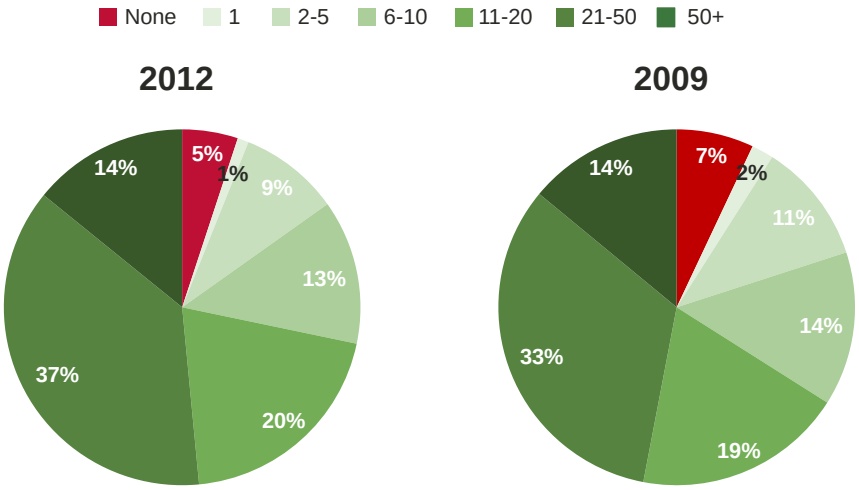
Number of staff reporting to management

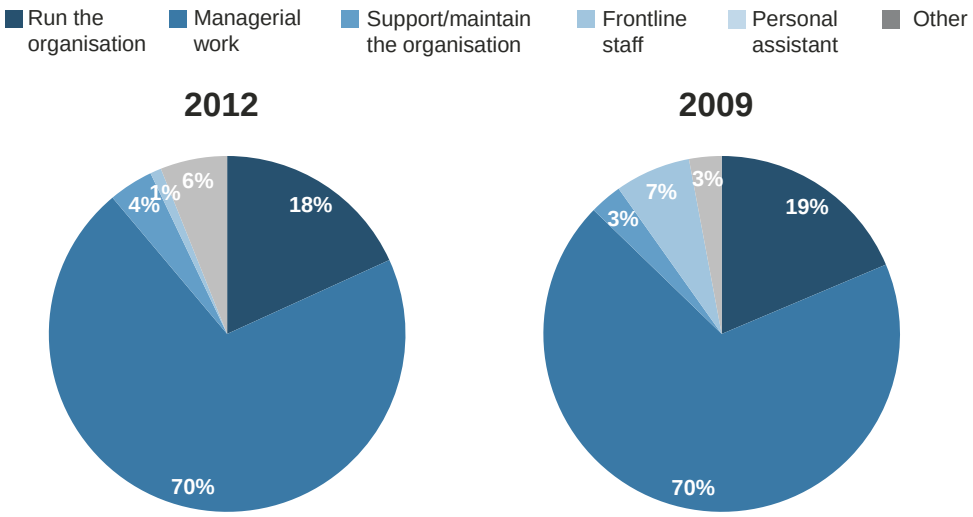
And how many staff, if any, report directly to you?



Base: *All employers: 2012 (550), 2009 (545)*

Type of work

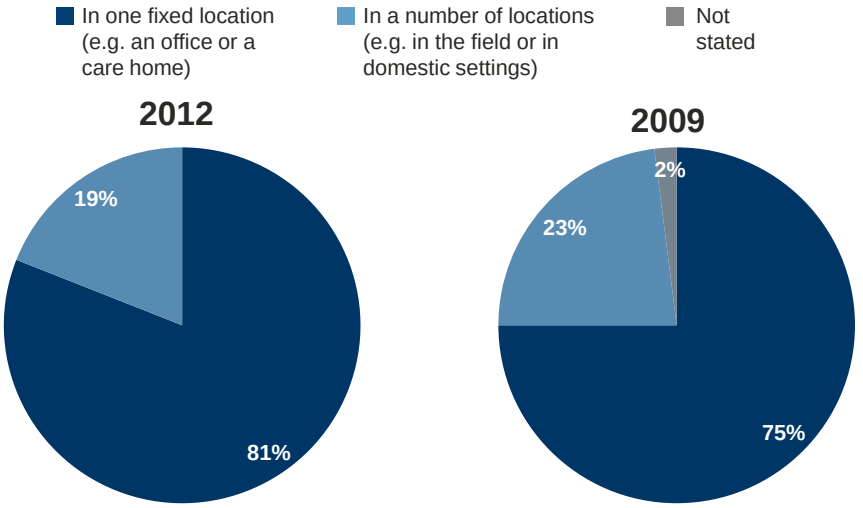
What sort of work do you do?



Base: *All employers: 2012 (550), 2009 (545)*

Workplace mobility

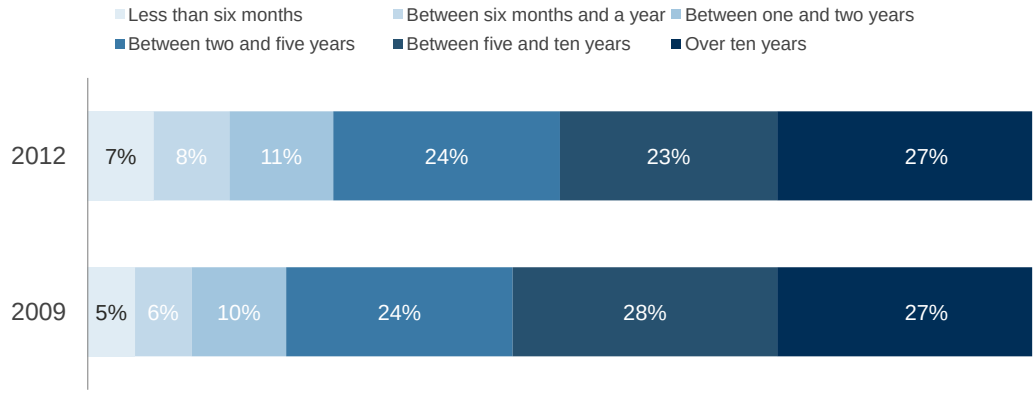
Do you tend to work



Base: *All employers: 2012 (550), 2009 (545)*

Length of current employment

How long have you been in your current job with your current employer?

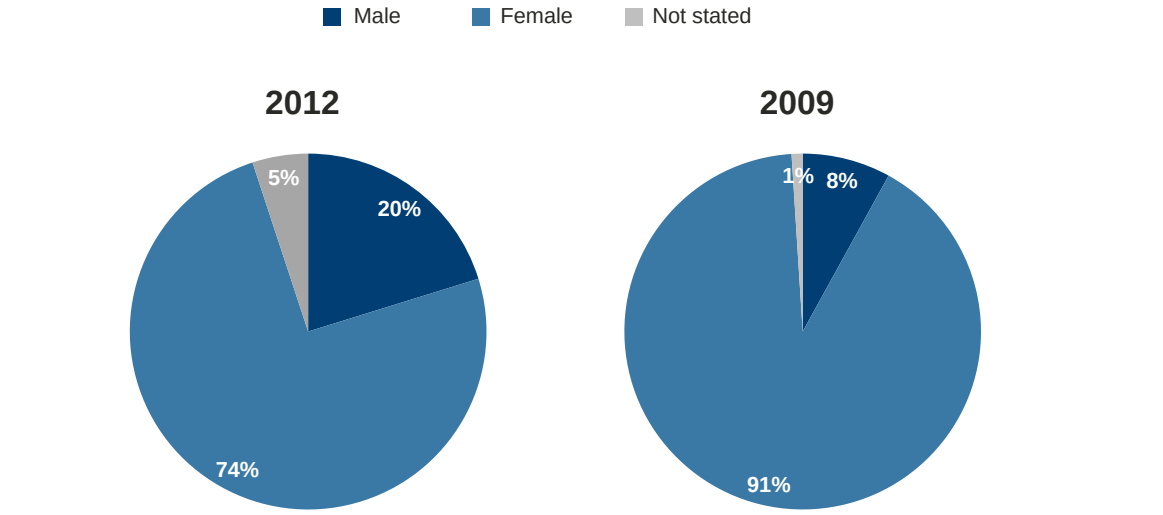


Base: All employers: 2012 (550), 2009 (545)

Employee survey demographics

Gender

Are you male or female?



Base: All (192)

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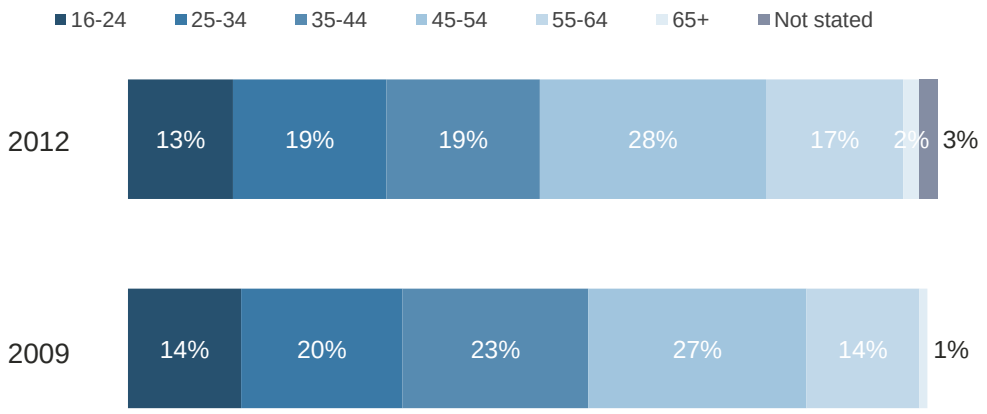
Age

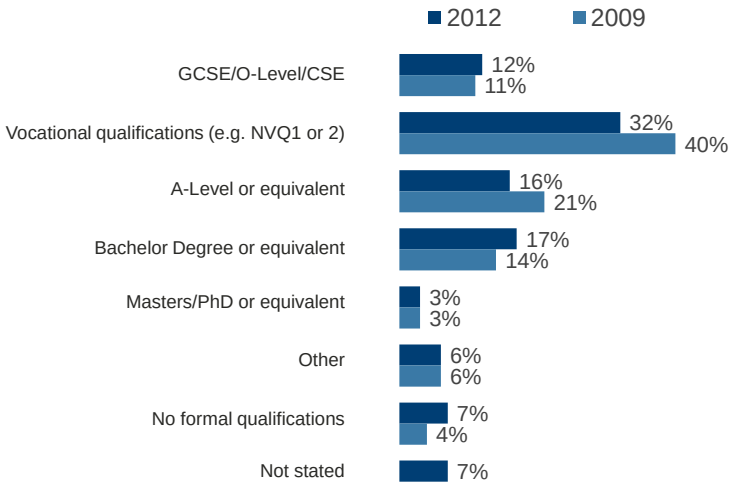
How old are you?



Base: All employees(192)

Qualification level

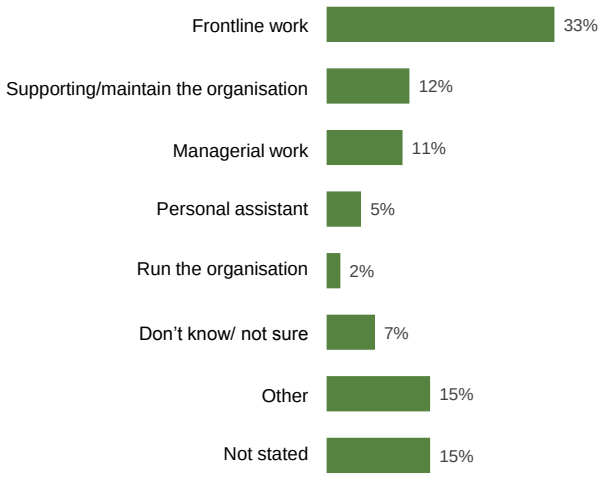
What, if any, is your highest educational or professional qualification?



Base: All (192)

Role

What sort of work do you do with your organisation?



Base: All (192)

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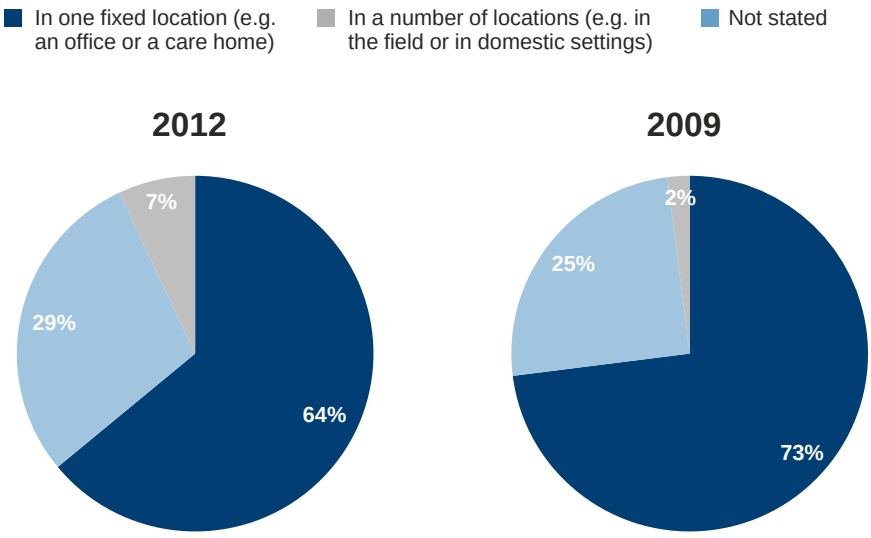
Job location

Do you tend to work . . . .?



Base: All (192)

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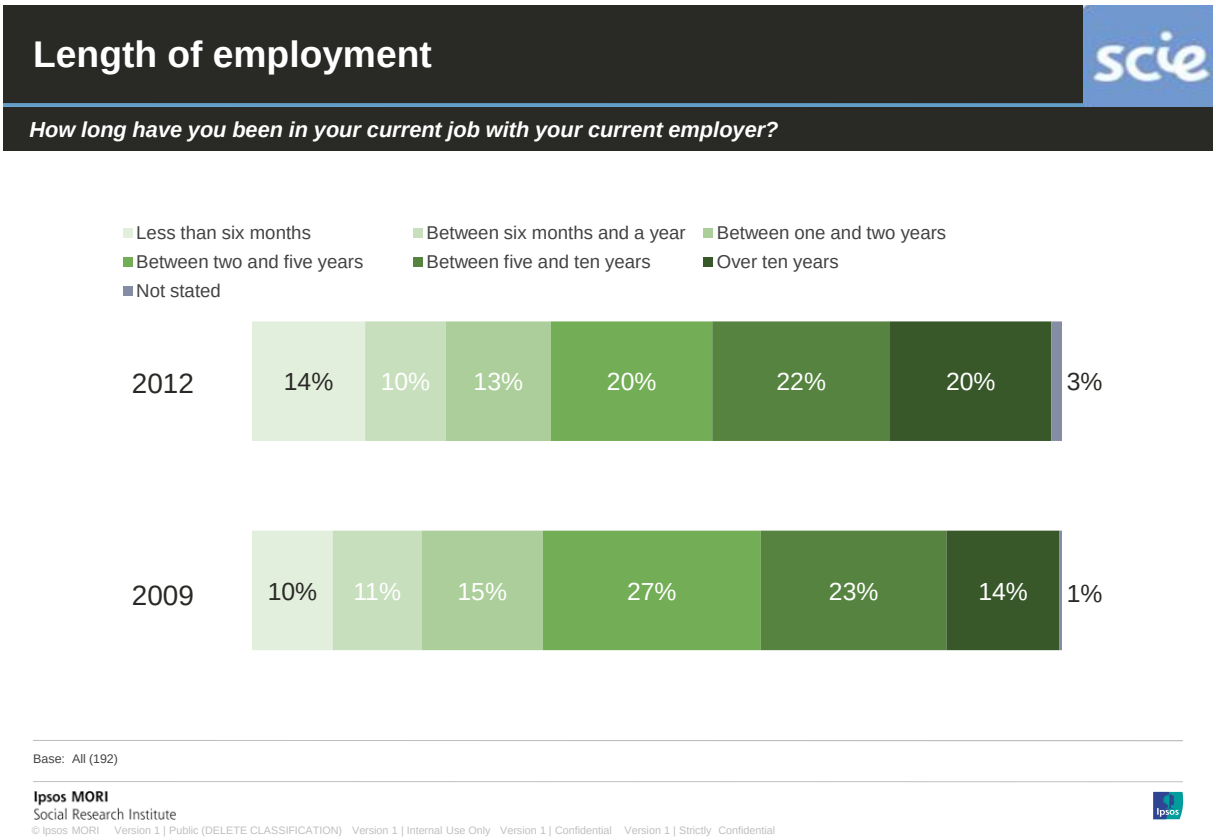

Statistical reliability

The respondents to the questionnaire are only samples of the total population, so we cannot be certain that the figures obtained are exactly those we would have if everybody had been interviewed (the true values). We can, however, predict the variation between the sample results and the true values from knowledge of the size of the samples on which the results are based and the number of times that a particular answer is given. The confidence with which we can make this prediction is usually chosen to be 95% - that is, the chances are 95 in 100 that the true value will fall within a specified range. The table below illustrates the predicted ranges for different sample sizes and percentage results at the 95% confidence interval.

Table 4: Size of sample on which survey results is based	**Approximate sampling tolerances applicable to percentages at or near these levels**		
	10% or 90%	**30% or 70%**	**50%**
	±	±	±
192 interviews (employee survey)	4	7	7
550 interviews (employer survey)	3	4	4

Source: Ipsos MORI

For example, with a sample of 550 where 30% give a particular answer, the chances are 95 in 100 that the "true" value (which would have been obtained if the whole population had

been interviewed) will fall within the range of plus or minus 3 percentage points from the sample result.

Strictly speaking the tolerances shown here apply only to random samples, although they offer an approximation for the complex design used by the current study.

When results are compared between separate groups within a sample, different results may be obtained. The difference may be "real", or it may occur by chance (because not everyone in the population has been interviewed). To test if the difference is a real one - i.e. if it is "statistically significant", we again have to know the size of the samples, the percentage giving a certain answer and the degree of confidence chosen. If we assume "95% confidence interval", the differences between the two sample results must be greater than the values given in the table overleaf:

Table 5: Size of sample compared	**Differences required for significance at or near these percentage levels**		
	10% or 90%	**30% or 70%**	**50%**
100 and 100	8	13	14
250 and 100	7	11	12
500 and 250	5	7	8
500 and 500	4	6	6

Source: Ipsos MORI