

Gloucestershire Employment and Skills Board

Evidence base

Spring 2017

Contents

Welcome	5
Background	6
The Employment and Skills Board	6
Reporting	6
The role of the Local Enterprise Partnership	6
The role of local authorities	7
Context.....	8
The Global and National picture	10
Global Analysis	10
National Analysis.....	10
Gloucestershire: the local picture – what we know now	13
Section 1: Business.....	13
Enterprise.....	14
Competitiveness.....	15
Productivity	15
Employment and unemployment	16
NEETs.....	17
Geographical distribution	17
Race.....	18
Disability.....	18
Section 2: Education	20
Primary Schools.....	20
Secondary Schools	20
Special Schools.....	20
Sixth forms	20
FE and HE in Gloucestershire	20
Other and Private sector training organisations.....	21
Ofsted.....	21
Exclusion	21
Home education.....	22

Area reviews.....	23
Educational achievement and qualifications	23
Participation in learning.....	24
Free School Meals	25
GCSEs.....	25
Level 3 qualifications.....	26
Technical qualifications.....	26
Progression routes	26
Apprenticeships	27
Careers support.....	29
Work experience	31
Section 3: Skills.....	33
Skilled occupations.....	33
Skills shortages and skills gaps	33
Barriers to providing more training	36
Levels of qualification of workforce.....	36
Employer-sponsored learning.....	36
Soft Skills	36
Section 4: The Future: what does it look like?	38
Skills demand	38
Sectors.....	39
STEM	39
Jobs growth and replacement demand	40
Population forecasts	41
Top forecast occupations.....	43
Section 5: Gloucestershire: Other things to consider	44
Out-Commuting	44
Transport.....	44
Earnings.....	44
Local Vacancy Information.....	44
Average house prices	44
Opportunities.....	45

The top 10 skills employers wanted:	45
Top 10 advertised occupations	45
Advertised salaries	45
Top 10 industry sectors.....	46
Top 10 employers advertising vacancies	46
Distribution of education as advertised in vacancies	47
Section 6: Reviewing our key sectors.....	48
Section 7: Sectors to watch.....	49
Energy and utilities.....	49
Cyber, Artificial intelligence and robotics	49
Agri- tech.....	49
Leisure and tourism	49
Glossary of terms	50
Levels of qualifications:.....	52
Statistically similar counties to Gloucestershire:	56

Welcome

Thank you for taking the time to read this document and get a better understanding of the issues facing Gloucestershire businesses in relation to skills.

The Employment and Skills Board has been formed in order to give employers and education experts the opportunity to come together and shape skills across Gloucestershire.

There is much discussion on the 'skills gap'. It is a fundamental economic theory; that of supply and demand. A 'gap' appears when there is not enough labour or the specific type of labour or skills that is required by a service a sector. We want to understand this better in Gloucestershire and this is why we have decided to conduct a Gloucestershire business skills survey. This report will help us gain an insight into skills shortages and gaps, understand how Gloucestershire is perceived as a location for business and determine what support is required by businesses to make Gloucestershire as good as it can possibly be.



Peter Carr on behalf of Gloucestershire County Council and GFirst LEP

If you have any questions or comments please do not hesitate to get in touch
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Background

In order to inform and support a skills system which is truly responsive to employers, a robust and comprehensive Evidence Base is required. This will act as a document of common understanding for all the parties interested in Skills in Gloucestershire and in particular the members of the Employment and Skills Board (ESB). This document describes the current and future skills and employment needs of Gloucestershire at the time of its production. Obviously recent and further developments (for example Brexit) will impact on the local skills and employment needs.

The Employment and Skills Board

The ESB or 'Board' has been created to provide a link between local economic development needs and strategic planning and it will have the mandate to address issues around skills and unemployment /worklessness in the County.

Reporting

The Employment and Skills Board will report to the GFirst Local Enterprise Partnership (LEP) Board¹ and to the Gloucestershire Economic Growth Joint Committee (GEGJC) and has a specific role to develop and inform LEP and local authority strategic plans with particular reference to employment skills and training needs. Gloucestershire has requested of government a devolution deal. If this is successful, the Employment and Skills Board would oversee the skills component and budget of that deal.

The role of the Local Enterprise Partnership

Local Enterprise Partnerships have been given a clear task by Government to provide the strategic leadership to set economic priorities and create the right environment for business and growth.

GFirst LEP's role is to drive sustainable economic growth in the county, and by doing so, create jobs and business opportunities.

Key to achieving this is the skills objective of creating 'a highly employable and economically productive population'. Part of the skills vision is to ensure that the County produces talented people with the skills businesses need. GFirst LEP has committed to:

- Develop a strong partnership between education and business to support bridging the skills gap
- Equip students with the skills that businesses need; and provide careers opportunities for local skilled talented individuals.

In the LEPs strategic plan it has committed to provide a highly employable and economically productive workforce that meets the needs of local business, particularly in high value growth sectors. GFirst

¹ GFirst LEP CIC Ltd ("GFirst LEP" or "LEP") is a not-for-profit company and as such, any surplus or assets are used principally for the benefit of the community. It is supported by the county council and six local district councils, all of whom play an active part in economic development through the GEGJC

further commits that it will deliver an integrated approach to stimulating the demand for and planning skills provision from school, college and university leavers.

This will enable all interested parties to better meet the needs of industry by providing the right number of places in the right skills areas at the right level and so ensure industry in Gloucestershire minimises skills gaps.

The role of local authorities

Gloucestershire County Council and the six district councils are the organisations where elected representatives can determine future policy. County Councils are responsible for a number of services, including education, transport and social care². Because of this responsibility, the role of the County Council in guiding and enabling the ESB is vital.

In the recent Area Review Gloucestershire County Council has said it wants to see:

- More young people entering the labour market with the skills, knowledge and attitudes required to make them employable;
- A larger and more skilled workforce in line with employer/ labour market needs;
- Increased number of Apprenticeships available in the county;
- A reduction in the number of unemployed and economically inactive people of working age;
- Skills developed in response to the particular economic developments of each part of the county;
- ‘Future proofed’ skills provision that can accommodate new opportunities for growth.

The Evidence Base provides a foundation for policy development and action by the ESB and stakeholders. It aims to be a detailed and clear picture of local skills needs.

This evidence base covers the geography of Gloucestershire, as per the County Council’s boundaries. As such it incorporates the six districts within the county: Cheltenham, Cotswolds, Forest of Dean, Gloucester, Tewkesbury and Stroud.

More information about the ESB can be found on the LEP website

www.gfirstlep.com/gfirst-LEP/Our-Priorities/Skills

² <https://www.gov.uk/understand-how-your-council-works/types-of-council>

Context

Evidence of a mismatch in the demand and supply of skills both locally and nationally continues to be strong. To address this, the Government in July 2016 launched the 'Post 16 Skills Plan'³ where it shared the vision to reform the skills system. Nick Boles MP Minister of State for Skills said:

'...Bringing training for young people and adults in line with the needs of business and industry will drive up productivity, which has lagged behind in this country even as economic growth and employment have improved...'

Productivity is a recurring theme in Government documents and improving productivity is an aspiration for the local economy.

The report says:

"We face a major challenge: the pressing need for more highly skilled people, trained effectively, to grow the economy and raise productivity, and ensure prosperity and security for individuals.

This challenge persists because our current system of technical education has some serious flaws. Real progress was made under the last Parliament but now we must build on this and go much further" (p6)

The other key government document that should inform the ESB is the Industrial Strategy (Green Paper)⁴. In it Skills importance is recognized and it is a pillar of the strategy

"Pillar 2. Developing skills – we must help people and businesses to thrive by: ensuring everyone has the basic skills needed in a modern economy; building a new system of technical education to benefit the half of young people who do not go to university; boosting STEM (science, technology, engineering and maths) skills, digital skills and numeracy; and by raising skill levels in lagging areas"

The Government recognises that there is a need to support young people and adults to secure a lifetime of sustained skilled employment and meet the needs of our growing and rapidly changing economy. The Government wants to improve the quality of education and student choice. The ESB is about interpreting these National policies for the benefit and best fit in Gloucestershire.

Below are a few comments from National organisations on the importance of skills.

'People and skills are at the heart of our economic prosperity. With a good education and the right skills, everyone has the best chance to get a job and get on in their career. And

³ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/536043/Post-16_Skills_Plan.pdf

⁴ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/586626/building-our-industrial-strategy-green-paper.pdf

for the UK to seize new opportunities and grow, we need a trained and diverse workforce, supported by good business practice and the right policy environment' CBI

'The FSB takes a close interest in the development of the post-16 education system given its importance to the success of small businesses in Scotland. We argue that a more responsive, coordinated and simplified support system for business owners and job seekers is required' FSB

'In this tightening labour market, with record numbers of people in work and the lowest jobseekers-to-vacancies ratio in over a decade, skills shortages present a growing worry for employers. Addressing the skills gap is of vital importance. Access to skills is the number one concern for IoD members and a recent survey of our start-ups, the IoD 99, shows the skills shortage is their top barrier to growth' Seamus Nevin, Head of Employment and Skills Policy, IoD

The Global and National picture

Global Analysis

The latest figures published by the Organisation for Economic Co-operation and Development (OECD)⁵ in December 2016 reveal that the UK is climbing the world rankings in both reading and science. In the 2016 report, which has a science focus, revealed that the country has climbed from 21st place in 2012 to 15th place in 2015, despite a fall in point score from 514 to 509. The UK has also climbed two places for reading, rising from 23rd to 21st despite the average point score falling from 499 to 498 in three years. England has three times more low-skilled people among those aged 16-19⁶ than the best-performing countries like Finland, Japan, Korea and the Netherlands. Much of this arises from weak numeracy (and to a lesser extent literacy) performance on average⁷.

National Analysis

In the OECD report 'Building Skills for All: A Review of England' it says

"In England, the weak basic skills of young adults compared with other countries can be traced back to a lower standard of performance at the end of initial education. Solving these problems should be feasible, on the model of what other countries have achieved, and an active programme of school reform is in train. The priority of priorities is therefore to improve the standard of basic schooling in England, improving both average and minimum standards (which are especially weak in England). Basic skills should be developed and sustained throughout the stages of the education system and into adult life"

The report 'UK's Skills Mix: current trends and future needs' (2016)⁸ by Professor Campbell found UK skills levels (measured by qualification) have improved considerably in recent years and are likely to continue to do so to 2020.

Overall the picture nationally and locally is of improvements in the education sector, but still the gains are not good enough for the country to compete in an international arena. To quote from the Industrial Strategy below:

"The United Kingdom has some of the top universities in the world and a larger proportion of our population have degree-level qualifications than most of our competitors. However, technical education has been relatively neglected. A bewilderingly complex array of qualifications, some of which are poor quality, makes the system hard to use for students and employers. We have particular skills

⁵ <http://www.oecd.org/pisa/>

⁶ <http://www.oecd.org/unitedkingdom/building-skills-for-all-review-of-england.pdf>

⁷ <http://www.oecd.org/unitedkingdom/building-skills-for-all-review-of-england.pdf>

⁸

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/571675/ER5_The_UK_s_Skills_Mix_Current_Trends_and_Future_Needs.pdf

shortages in sectors that depend on STEM subjects, where we need more of these graduates to compete successfully in a global economy.

We still have too many underperforming schools and low overall levels of numeracy and literacy. England remains the only OECD country where 16 to 24-year olds are no more literate or numerate than 55 to 64-year olds. Large differences in skill levels around the country, including among school leavers, are compounding imbalances in the UK economy". (p16)

The UKCES⁹ was responsible for

- giving businesses and people advice on the labour market so they can make informed decisions
- carrying out employment and skills policies to develop a workforce that can compete internationally
- helping more employers invest in their employees' skills

UKCES conducted three vital pieces of research.

1. The Employer Skills Survey 2015, published in May 2016 provides a comprehensive UK-wide picture of employers' skills needs and investment in training. The survey provides information on demand for skills, including vacancies, skills shortages, employee skill gaps and the underutilisation of employees in the workplace. Over 91,000 employers were interviewed for the survey.
2. The Employer Perspectives Survey 2014 provides a comprehensive UK-wide picture of how employers are meeting their skills and recruitment needs, looking both at their engagement with skills and employment services and their broader approaches to people development. It also includes valuable information on provision of work experience, work inspiration activities and apprenticeships. Over 18,000 employers were interviewed for the survey.
3. Working Futures is the most detailed and comprehensive forecasting model of the UK labour market available. The main focus is on forecasting likely future demand for skills, as measured by projected occupational growth, demand for qualifications and a detailed analysis of economic and employment growth prospects by industry and geographical area

Employer Skills Survey 2015: UK Results¹⁰ published May 2016 found:

- 19% of establishments had at least one *current* vacancy at the time of ESS 2015 fieldwork, up from 15% in 2013

⁹ <https://www.gov.uk/government/publications/ukces-employer-skills-survey-2015-england-and-local-toolkit>

¹⁰

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/525444/UKCESS_2015_Report_for_web_May.pdf

- there were 927,000 reported vacancies, almost 300,000 more than two years previously (an increase of 42%)
- Within this buoyant labour market, skill-shortage vacancies presented a growing challenge for employers in filling their vacancies. 6% of all employers had at least one skill- shortage vacancy at the time of the survey – a significant increase from the 4% of employers that reported having such vacancies in 2013
- The vast majority of employers (86%) reported that they had a fully proficient workforce. However, 14% of employers reported skills gaps within their establishment, with approximately 1.4 million staff lacking proficiency in their current role (5% of the UK workforce)
- The most common skills deemed to be lacking among existing staff were people and personal skills relating to workload management and teamwork. Specialist, job-specific skills were also widely considered to be lacking, along with complex analytical skills, especially among those in high-skill occupations such as Managers and Professionals
- Establishments experiencing retention difficulties were most likely to report them among Skilled Trades and Elementary occupations (21% and 20% respectively). In contrast, very few establishments reported retention difficulties to be mainly among Managers (2%).
- Three in ten employers reported that they had at least one employee who fits this description within their establishment (30%), with two million workers reported to be under-utilised in this way.
- It remained the case that two-thirds of employers (66%) had funded or arranged training or development for their staff over the previous 12 months, with around half providing any off-the-job training (49%) or on-the-job training (53%)
- Overall, vacancies and skill-shortage vacancies have increased significantly over the last two years, with some sectors in particular facing heightened difficulties in recruiting staff, such as in Construction and Finance
- Manufacturing remains one of the sectors most likely to report that their vacancies are hard to fill for skill related reasons, despite declining employment levels and this has been persistent over the Employer Skills Survey series throughout the 21st century; Skilled Trades is the occupation in which employers are most likely to report skill- shortage vacancies

UKCES summarized the information from these three surveys into LEP area reports¹¹. Some of the information has been extracted and used in this evidence base.

¹¹ <https://www.gov.uk/government/publications/local-enterprise-summary-reports>

Gloucestershire: the local picture – what we know now

Section 1: Business

Gloucestershire has a prosperous and resilient economy set within a highly attractive natural environment, which offers a high standard of living for local residents. GFirst LEP developed a vision for growing Gloucestershire, that by 2022, the county will have ‘world class companies, a diverse business portfolio and a reputation for starting and growing great businesses’. In the SEP¹² the LEP has committed to providing a highly employable and economically productive workforce that meets the needs of local business, particularly in high value growth sectors.

There are approximately 28,295¹³ businesses in Gloucestershire. They support a well-qualified and highly skilled employed workforce of approximately 289,400¹⁴ people (those that work in the county, not necessarily residents). 83% of residents also work in Gloucestershire¹⁵.

Both manufacturing and health sectors are significant in terms of employment. Other important sectors to Gloucestershire include:

- public administration and defence (e.g. GCHQ),
- education,
- construction and
- retail¹⁶.
- Agriculture¹⁷

Employment growth is predicted in the following sectors:

- health,
- business administration and support services,
- construction,
- accommodation and food services
- mining quarrying and utilities sector

¹² <http://www.gfirstlep.com/gfirst-LEP/Our-Priorities/Our-Vision/>

¹³ UK Business Counts – Enterprises, 2016. ONS

¹⁴ Business register and Employment survey 2015, ONS

¹⁵ 2011 census, ONS

¹⁶ Business register and employment survey 2015, ONS

¹⁷ Agriculture data is not collected by ONS, but by DEFRA who do it every 2 years. The data is not comparable. It has been added in as it is a significant sector

Source: LEFM, Gloucestershire County Council 2016

The SEP focuses on key drivers of productivity and supporting growth in high value sectors; not necessarily the sectors with the highest number of people employed in them. The SEP focuses on the following sectors:

- Nuclear and renewable energy
- Aerospace
- Precision engineering and medical instruments
- Expert intensive businesses
- Professional, scientific and technical, finance and insurance and the media, particularly digital media and tourism are also very important to the county¹⁸

The Gloucestershire economy will be strongly influenced by the national economic and policy context. Productivity and increasing productivity is a key issue in the county and ensuring employers have the right skills is of the utmost importance to reduce the GVA gap between Gloucestershire and better performing areas.

Enterprise

The number of business start-up (births) in 2015 was 3,235. This equates to a rate of 85.0 business 'births' per 10,000 of the working age resident population – higher than the regional average (78.2 births per 10,000) but a lot lower than the national average of 94.3 per 10,000. The area with the greatest percentage increase in business births is Gloucester which saw a 52.1% increase between 2011 and 2015. Cheltenham saw the lowest percentage increase in births over the same period of 17.1%.

In 2015, 2390 businesses closed (business deaths) in Gloucestershire. This equates to a rate of 62.8 business deaths per 10,000. This is broadly similar to regional and national figures. The districts with the highest number of business deaths are Tewkesbury (+19.6%) and Stroud (+2.6%) they are the only districts that have seen an increase of deaths between 2011-2015.

The outlook is positive as there is a net gain in the number of businesses.

The top 5 sectors in terms of percentage share of employment in Gloucestershire are:

1st Wholesale and retail trade; repair of motor vehicles and motorcycles (15.5%)

2nd Human health and social work activities (14.1%)

3rd Manufacturing (12.6%)

¹⁸ p34 of GFirst SEP 2014

= 4th Education (8.3%)

= 4th Administrative and support service activities (8.3%)

It is worth noting although these sectors are the largest employers the future direction of travel for manufacturing and education is to decrease.

Those sectors that have a positive direction of travel are: Wholesale and retail trade; repair of motor vehicles and motorcycles, Construction, Transport and storage, Professional, scientific and technical activities, Administrative and support service activities and Human health and social work activities.

The top 5 sectors in terms of GVA contribution in Gloucestershire are:

1st Public administration and defence; compulsory social security, education, human health and social work activities (19%)

2nd Manufacturing (16%)

3rd Wholesale and retail trade; repair of motor vehicles and motorcycles, transportation and storage, accommodation and food service activities (14%)

4th Real estate activities (13%)

5th Professional, scientific and technical activities, administrative and support service activities (11%)

In 2013 manufacturing was the largest sector but this has slipped to second place in 2014. The top sector in 2014 with regard to GVA is Public administration and defence; compulsory social security, education, human health and social work activities worth £2889m

Competitiveness

The UK Competitive Index for 2016¹⁹ places the Gloucestershire LEP area as the 14th most competitive LEP area in England (out of 39), a drop from 2014 when it was 11th. The West of England, which is the eighth most competitive LEP nationally and the most competitive LEP area in the South West.

Productivity

Productivity is an underlying weakness of the UK economy. Workers in France, Germany and the US produce on average as much in four days as UK workers do in five.²⁰ Improving skills is one way to change this fact.

¹⁹ <http://www.cforic.org/pages/ukci2016.php>

²⁰ ONS (2016) International Comparisons of Productivity for 2015

In 2015 the total output of the Gloucestershire economy was approximately £15.97 billion, representing 13% of the value of output in the South West and 1% of the UK economy.²¹

The latest figures show GVA per head in Gloucestershire was £48,874, which was above the South West (£45,361) but below the UK average (£50,830)²². In 2015 Gloucestershire's GVA per hour worked was £30.20. This was above the South West average (£29.40) but below the UK average (£31.80)²³.

Increasing productivity is not a case of the workforce working longer hours but it is producing more for each hour of their time. This can be changed by improving the workforce's skills and/or using technology. Over 10,000 employees in Gloucestershire are not proficient at their job²⁴. To change this requires training and investment.

In the Centre for Cities report²⁵ the authors categorise cities into four groups according to their performance in terms of exports and productivity. Gloucester falls into the third quadrant; a group of cities that underperform and urgently need to improve. Gloucester is below average for exports per job and productivity per job. The report suggest that 'policy should focus on improving the attractiveness of these cities as places for business investment for exporters through improving skills, local infrastructure and looking at existing strengths on which those cities can capitalise.'

There is a correlation that overall research and development investment tends to be lower in areas with low productivity²⁶. The HE establishments in Gloucestershire should consider this an opportunity and examine ways to engage business and conduct research and development through Knowledge Transfer Partnerships (KTPs).

Employment and unemployment

While the size of the working age population is an important factor in looking at the volume of labour supply in the region, it is also important to look at how many people of working age are economically active. Economic activity rates in Gloucestershire are high: during the period April 2015 to March 2016, Gloucestershire had an economic activity rate of 83.5%, which was above both the South West and Great Britain average of 80.8% and 77.8% respectively²⁷.

During the period April 2015 to March 2016 an estimated 314,700 residents of Gloucestershire in employment, of these 300,500 or 96% were aged 16-64. This equates to a resident based employment rate of 79.9% which is higher than the South West and Great Britain averages of 77.4% and 73.7%

²¹ Regional Gross Value Added (Income Approach), 1997 to 2015, ONS

<http://www.ons.gov.uk/economy/grossvalueaddedgva/datasets/regionalgrossvalueaddedincomeapproach>

²² Regional and sub-regional productivity in the UK: Jan 2017, ONS,

<https://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/labourproductivity/articles/regionalandsubregionalproductivityintheuk/jan2017/relateddata>

²³ Ibid.

²⁴ <https://data.gov.uk/dataset/ukces-employer-skills-survey-2015>

²⁵ <http://www.centreforcities.org/wp-content/uploads/2017/01/Cities-Outlook-2017-Web.pdf>

²⁶ ONS (2016) UK Gross Domestic Expenditure on Research and Development: 2014

²⁷ Source: Annual Population Survey, Office for National Statistics

respectively²⁸. In July 2016 the number of people claiming unemployment related benefits stood at 4,180, a rate of 1.1%²⁹. The International Labour Organisation (ILO) measure of unemployment is much higher, there were 13,800 16-64 year olds unemployed in Gloucestershire during the period April 2015 to March 2016, a rate of 3.7%³⁰. The situation relating to those 18-24 year olds claiming unemployment benefits in Gloucestershire is one of improvement from July 2013 to July 2016, with the number of claimants falling from 2,360 to 925 people, this represents a decrease of 61% over the three year period. As a proportion of total working age claimants, the percentage of 18-24 year old claimants has decreased from 26.1% to 22.1%³¹.

There has been a steady decline in long term unemployment, with the proportion of the unemployed who are long term unemployed (more than a year) falling from 26.5% in April 2013 to 22.6% in April 2015³². Long term unemployment leads to a loss of skills, motivation and workplace behaviours, is an important issue and one that may have a lasting legacy, as long-term unemployment is normally slowest to fall during periods of economic recovery.

The employment rate (the proportion of residents aged 16-64 who were in work) is currently 79.9% (April 2015 to March 2016) which is well above the National Average (73.7%)³³ The corresponding unemployment rate has consequently reduced but there are issues in Gloucestershire particularly relating to youth unemployment and long term unemployment.

Gloucestershire has a better qualified population than the country as a whole. There is a greater proportion of professional occupations than at regional or national level.

NEETs

The number of NEET's (not in education, employment or training) in Gloucestershire has decreased over the last three years from 580 in July 2013 to 429 people in July 2016. This represents an overall decrease of 26% over the three year period. Actual rates of NEETs, although seeing seasonal increases around the month of September, have also shown an overall decrease. Over the same period, NEET rates have decreased from 4.5% to 3.3% in Gloucestershire³⁴.

Geographical distribution

Although unemployment in the county is generally low, there were 39 wards (of 146) with claimant rates above the July 2016 County average of 1.1%. They range from St Paul's, Swindon Village, Lydbrook and Ruardean, Newland and St Briavels, Barnwood, Grange, Valley, Hucclecote, Innsworth with Down

²⁸ Annual Population Survey

²⁹ Claimant Count, Office for National Statistics

³⁰ Annual Population Survey, Office for National Statistics

³¹ Claimant Count, Office for National Statistics

³² Job Seekers Allowance, ONS

³³ Annual Population survey, ONS. www.nomisweb.co.uk

³⁴ Gloucestershire Youth Support Team

Hatherley, and Northway, at 1.2%, to Westgate at 4.0%³⁵. This demonstrates that deprivation and high unemployment levels are by no means solely an urban issue.

Race

Gloucester has the highest proportion of people from Black and Ethnic Minorities at 10.9% of the total population. This is still considerably lower than the national figure. Cheltenham also has a higher proportion of people from Black and Ethnic Minorities (5.7%) than the countywide figure. The proportion of people that were classified as 'other white' was higher in Cheltenham than Gloucestershire and England as a whole (5.0% compared with 3.1% for Gloucestershire and 4.6% for England).

42% of people who were of Gypsy/Irish traveler origin lived in Tewkesbury District.

At ward level, Barton and Tredworth ward in Gloucester was the most ethnically diverse ward with 41.4% of its population from Black and Minority Ethnic group and 10.3% from a white background other than White British.

Disability

The proportion of people with long term health problems is projected to increase. 16.7% of residents reported a limiting long term illness in the 2011 census.

According to the Gloucestershire County Council's Challenge and Performance team report (2017) there are approximately 11,600 people aged 18+ living with a learning disability in Gloucestershire, equating to 2.3% of the adult population. Of this group 2,400 are estimated to have moderate to severe learning disabilities (0.5% of the adult population).

There is a strong association between social isolation and state of mental health. Neighbourhoods with the highest vulnerability in terms of social isolation are:

- Matson and Robinswood
- St Mark's 1
- Podsmead 1
- Cirencester Watermoor 3
- Westgate 3
- Westgate 5
- Tewkesbury Prior's park 3
- Hesters way 1

³⁵ Claimant Count, Office for National Statistics

- Tuffley 4

Deprivation

In Gloucestershire women are more likely to head lone parent households with dependent children (89.9% at the 2011 census). There are 13 areas of Gloucestershire in the most 10% deprived nationally. These 13 areas account for 20,643 people.

Section 2: Education

Primary Schools

There are 246 primary/infant/junior schools in Gloucestershire, of these 43 are academies. Included in the 246 are 18 infant and 18 junior schools.

Secondary Schools

There are 39 secondary schools in Gloucestershire including 33 academies; of the 33 academies, 7 are Grammar schools.

Special Schools

There are 11 special schools in Gloucestershire of which 3 are academies.

Sixth forms

26 of our 39 secondary schools have a sixth form

- 9 have under 200 pupils
- 12 have between 200 and 300 pupils
- 3 have between 300 and 400 pupils
- 2 have over 400 pupils

Once a student reaches 16 they can choose their own path, one such path is going on to further/higher education.

FE and HE in Gloucestershire

Gloucestershire has 5 FE providers (Cirencester college, Gloucestershire college, Hartpury college, South Gloucestershire and Stroud college) and 2 HE providers (University of Gloucestershire (UoG) and Royal Agricultural University (RAU)). The recently released Teaching Excellence Framework (TEF)³⁶ has placed University College Hartpury as a Gold institution and UoG and RAU as Silver.

It is safe to assume that the FE providers can draw their students from within Gloucestershire and the edges of their neighbouring counties.

For HE providers the pull is from further away and indeed can be international for some courses. Gloucestershire has an advantage that it has a specialize HE college (RAU) in agriculture and also a specialist FE college (Hartpury), their draw will be different to the UoG because of their specialist nature.

As a county Gloucestershire is well served by post 16 education providers. A challenge is for the post 16 institutions to match their provision with local employment and regional needs.

³⁶ <http://www.hefce.ac.uk/lt/tef/whatistef/>

Other and Private sector training organisations

Gloucestershire County Council is a major training provider, through its adult education budget, worth £2.4m in 2017. It is important to recognise the work of the private training providers in the county such as Gloucestershire Engineering and Training (GET). They are often approached by employers because of skills shortages. Further work is required to understand what gaps they fill. Private training providers based and delivering in Gloucestershire include Clarkson Evans, MPCT, Serco and Bridge Training who deliver apprenticeships and other government funded training such as English and maths, and employability. Private training providers deliver more than 2/3 of all apprenticeships nationally.

Ofsted

The Annual report of HM Chief Inspector of Education, Children’s Services and Skills 2015/16 (December 2016) reports that in Gloucestershire 91% of pupils are in good or outstanding secondary schools (2016). An increase of 5 percentage points from 2015. For primary schools 96% of pupils are on good or outstanding schools in 2016. A 9 percentage point increase from 2015. In contrast exclusion rates are the highest in the country.

Table 1: The Ofsted results for Gloucestershire schools (as at June 2017)

	Primary	Secondary	Special
Outstanding	0	9	4
Good	183	24	7
Requires improvement	13	2	
Inadequate	4	4	
No information	1	0	0

Exclusion

Over the past two years, primary exclusions in Gloucestershire have risen by 63%³⁷, with 31 under-11s (0.06%) in the county being expelled permanently (the average for England is 0.02%). Secondary exclusion rates in the county are up 47% in the same period. Gloucestershire now sits in the top band in England for permanent exclusions. The county council recognizes exclusion rates as a serious problem making it the focus of a children and families scrutiny committee on 12th January 2017 and has dedicated £270,000 to support “restorative practice projects”, aimed at reducing exclusions. Potential factors contributing to the trajectory suggested to councillors include inexperienced teachers, large classes and insufficient resourcing in mainstream settings for children with special educational needs. The county council are to some extent powerless to stop this rise as with almost all the county’s secondaries now academies, the council has much less leverage to hold schools to account. It has also been suggested that the potential negative impact of students with challenging behaviour on a school’s

³⁷ <https://www.gov.uk/government/statistics/permanent-and-fixed-period-exclusions-in-england-2014-to-2015>

position on the academic league tables may play a part in excluding pupils.³⁸ The make up of exclusions are:

- Ethnicity disproportionate exclusions. Black- Caribbean 9.89%, Gypsy Roma 6.93%. White English 2.03%.
- Gender Male 78% of total exclusions (94% in primary. Female exclusions rising 24-30 in comparison to previous year).³⁹

When the county council looked at why this was happening, these were some of the suggested possibilities:

- Behaviour is becoming increasingly challenging (poor parenting, lack of nurture)
- Reduction in school to school support and managed moves.
- Mixed messages from schools. Some adopting 'zero tolerance'
- Importance of results - highest exclusions in year 11
- Cost of supporting challenging pupils
- Impact of technology- relationship issues, social media, mobile phones, inappropriate DVDs, games.
- Possibly reduced resilience from teachers

Gloucestershire's schools are historically among the worst-funded in the country, and have been in the bottom 40 local authority areas for decades.⁴⁰

The 2017-18 funding allocation Gloucestershire receives £4,343.85 per pupil. The lowest funded area is Wokingham at £4,152.15 per pupil. The highest funded area is Tower Hamlets at £6,965.12 per pupil.

The reduction in funding is leading to a number of schools to make redundancies.

Home education

Gloucestershire is experiencing record levels of elective home education. It is not entirely clear how this will affect the education sector in the county but the county council says it wants to get to low numbers.⁴¹

³⁸ <http://glostext.gloucestershire.gov.uk/mgAi.aspx?ID=15000>

³⁹ <http://glostext.gloucestershire.gov.uk/documents/s35293/Scrutiny%20re%20exclusions%20Jan%202017.pdf>

⁴⁰ <https://www.gov.uk/government/publications/schools-funding-arrangements-2017-to-2018>

⁴¹ <http://glostext.gloucestershire.gov.uk/documents/s35293/Scrutiny%20re%20exclusions%20Jan%202017.pdf>

Area reviews

Gloucestershire has also been the subject of two area reviews, the West of England (November 2016) and the Swindon, Wiltshire and Gloucestershire review (March 2017). An area review is a review of post 16 provision, it is primarily to satisfy the government that the institutions are financially sound and have the capability to deliver its vision to deliver 3 million apprenticeships across the country⁴². For the West of England review South Gloucestershire and Stroud College took part. For the Swindon, Wiltshire and Gloucestershire review the following colleges were included: Cirencester College, Gloucestershire College and Hartpury College.

Gloucestershire's key priorities reporting to the area review steering groups were:

- Increasing employment opportunities for vulnerable young people and adults
- Promoting Apprenticeships -the Apprenticeship Levy presents an opportunity to encourage the use of apprenticeships not only as a route for young people to enter the labour market but also as a tool for workforce development. Colleges are well placed to capitalise on this
- Central Forest of Dean - with low aspirations, poor educational outcomes and a lack of jobs, the central Forest of Dean area is the area of greatest concern to Gloucestershire. Having good high quality post 16 provision is one of the building blocks to tackling this area's problems
- Cirencester College an integral part of provision in the south of the County which is a predominantly rural area. Any plans for changes to provision in Swindon should take this into account

The outcome from both reports for Gloucestershire was continued stability in terms of current colleges remaining standalone entities.

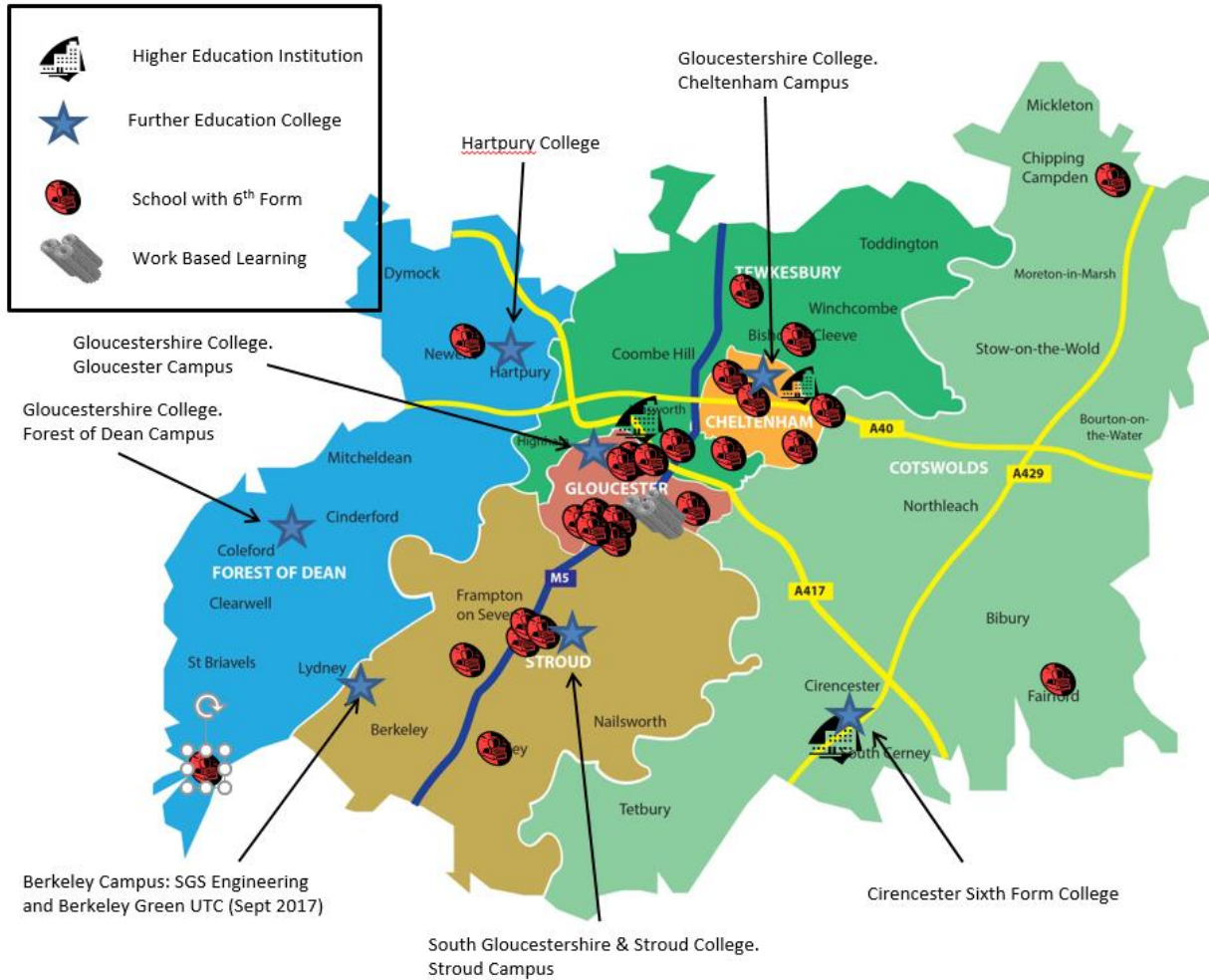
Educational achievement and qualifications

Gloucestershire has a better qualified population than the country as a whole, in 2015 those with degrees or equivalent accounted for 30.1% of the 16-64 year old population which was above the national average of 28.5%. At the other end of the scale some 6.5% of the 16-64 year old population had no qualifications which was some 2% below the national average and amounted to 24,000 people⁴³.

⁴² https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/520838/BIS-16-118-reviewing-post-16-education-and-training-institutions-updated-guidance-on-area-reviews.pdf

⁴³ Annual Population Survey, January 2015- December 2016, ONS <https://www.nomisweb.co.uk>

The illustration below is of education provision in Gloucestershire.



Source: Gloucestershire County Council 2016

Participation in learning

In June 2016 90% of 16 and 17 year olds in the Gloucestershire LEP area were engaged in some form of education or work-based learning, a rise of 3.7 percentage points from 86.2% at the same point in the previous year⁴⁴.

⁴⁴ Participation in education and training: local authority figures, Department for Education

Free School Meals

Measuring Free School Meals (FSM) is a proxy measure of disadvantage. The Department for Education's statistical release in August 2016⁴⁵ for widening participation in Higher Education (HE) shows that the progression to HE of those claiming free school meals has got worse in Gloucestershire.

The percentage progressing to HE has actually dropped from when it was at its highest (13% in 2012/13) and had the least percentage points difference (26). The gap has since risen to 28 percentage points difference (still higher than the National average of 17). Only 10% of those who have FSM go on to HE, whilst amongst those that don't have FSM, 39% go on to HE. The gap is 28 percentage points.

Looking at a comparison for the region and England, Gloucestershire's progression rate is lower than the region and considerably lower than the national average (see Table 2 below).

Table 2: 2013/14 cohort Free School Meals

Area	% Those claiming Free School Means that go on to HE	% Those that do not have FSM that go on to HE	Percentage points difference	Overall % of pupils with FSM
Gloucestershire	10%	39%	28	7%
South West region	14%	35%	21	9%
National	22%	39%	17	-

GCSEs

After peaking at 63% in 2011 the proportion of Gloucestershire pupils achieving 5+ A*-C GCSEs including English and Maths declined to 61% in 2014 and 2015 and rose again in 2016 to 62%. The regional and national picture reflects a different pattern in that values peaked in 2012 before declining two years later by 6 percentage points. The county does, however, remain above the regional and national averages.

Source: Local Authority Interactive Tool (LAIT)

Starting in 2017 with English and maths, new GCSEs in England will be graded from 9 to 1, with 9 being the top grade. This could be a challenge for employers understanding the new grading system.

⁴⁵ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/543126/SFR37-2016_-_WPHE2016_01.08.2016.pdf

Level 3 qualifications

Pupils at the end of Level 3 (A-level study) in 2016 achieved an average points score (APS) of 32.18 per entry which is higher than that reported nationally (31.79) and the third highest APS amongst statistical neighbours.

Higher percentages of pupils achieved 3 A*-A grades or better in Gloucestershire (14.0% compared to 13.2% nationally). This was the highest percentage since 2014 (also 14%) and ranked Gloucestershire 16th nationally and 2nd amongst statistical neighbours. 23.4% of Gloucestershire pupils achieved AAB or better at A Level compared to 22.1% nationally, trends show this as a peak nationally and in Gloucestershire for 2016.

Average point score for Tech Level 3 entries in 2016 was 32.71, this was better than nationally 30.77 and statistical neighbours 29.83 and indeed regionally.

Source: Local Authority Interactive Tool (LAIT)

Technical qualifications

Forecasts suggest greater demand for higher-level technical and specialist skills in the future.

In the Post 16 skills plan⁴⁶ the government introduced the concept of technical qualifications or T levels. The government recognised there were serious flaws in technical education and want to build a 'dynamic, high-quality technical option, which is grounded in engagement with employers, fits soundly with the rest of the system and is responsive to the changing needs of the economy'.

The government wants every young person, after a grounding in the core academic subjects and a broad and balanced curriculum to age 16, to have two choices: the academic or the technical option. The government acknowledges that there should be appropriate bridging courses to make movement between the two options easily accessible.

The government plans to introduce a common framework of 15 routes across all technical education, encompassing both college-based and employment-based learning.

Progression routes

Progression at 18 years of age shows a varied picture;

- 53% of Gloucestershire students are entering higher education at 18 which is below the national average of 58%.
- 22% going to Russell Group Universities. Higher than national average of 17%
- 9% going into employment against 7% nationally

⁴⁶

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/536068/56259_Cm_9280_print.pdf

- 5% doing apprenticeships at 18 – in line with national average

There are anecdotal signs of progression to advanced and higher apprenticeships increasing but only slightly and being held back by lack of supply.

Apprenticeships

The SFA data⁴⁷ for the number of apprenticeship starts in 2015/16 shows there were 5130. This can be further broken down by type of apprenticeship and age. In 2015/16 Under 19 (or youth) apprenticeships accounted for 1520 starts. 29.6% of total apprenticeship starts in 2015/16. 19-24 year olds accounted for 1580 starts (30.7%) and over 25 year olds accounted for 2030 starts (39.5%).

Intermediate level

The number of starts for intermediate level apprenticeships in 2015/16 was 2900. The number of starts was fairly equally distributed across all age ranges (1050 starts for 25+ years (36%) 33% under 19 and 30% for 19-24 year old age group).

Advanced level

The number of starts for advanced level apprenticeships starts in 2015/16 was 2010. The number of starts for under 19s was 530 (26% of starts for this level). 670 19-24 year olds started this level (33%) and 810 over 25 year olds started this level (40%)⁴⁸.

Higher level

The number of starts for higher level apprenticeships starts in 2015/16 was 220. The number of starts for under 19's was only 10 (5% of the starts for this level). 40 19-24 year olds started this level (18%). The largest group to start this level was the over 25s, 170 started this level in 2015/16 (77%).

Comparing the 2015/16 data with previous years (table 2 below) shows that the total number of all apprenticeship starts has increased from 2013/14 from 4350 to 5130 in 2015/16. Intermediate level apprenticeships have gone down slightly. Advanced and higher apprenticeships have both increased over this period of time. Although the numbers for higher apprenticeship starts are low, the progress made since 2013/14 is significant.

Table 2: number of apprenticeships starts by year in Gloucestershire.

Type of apprenticeship	2013/14	2014/15	2015/16
Intermediate	2740	3000	2900
Advanced	1520	1770	2010
Higher	90	150	220

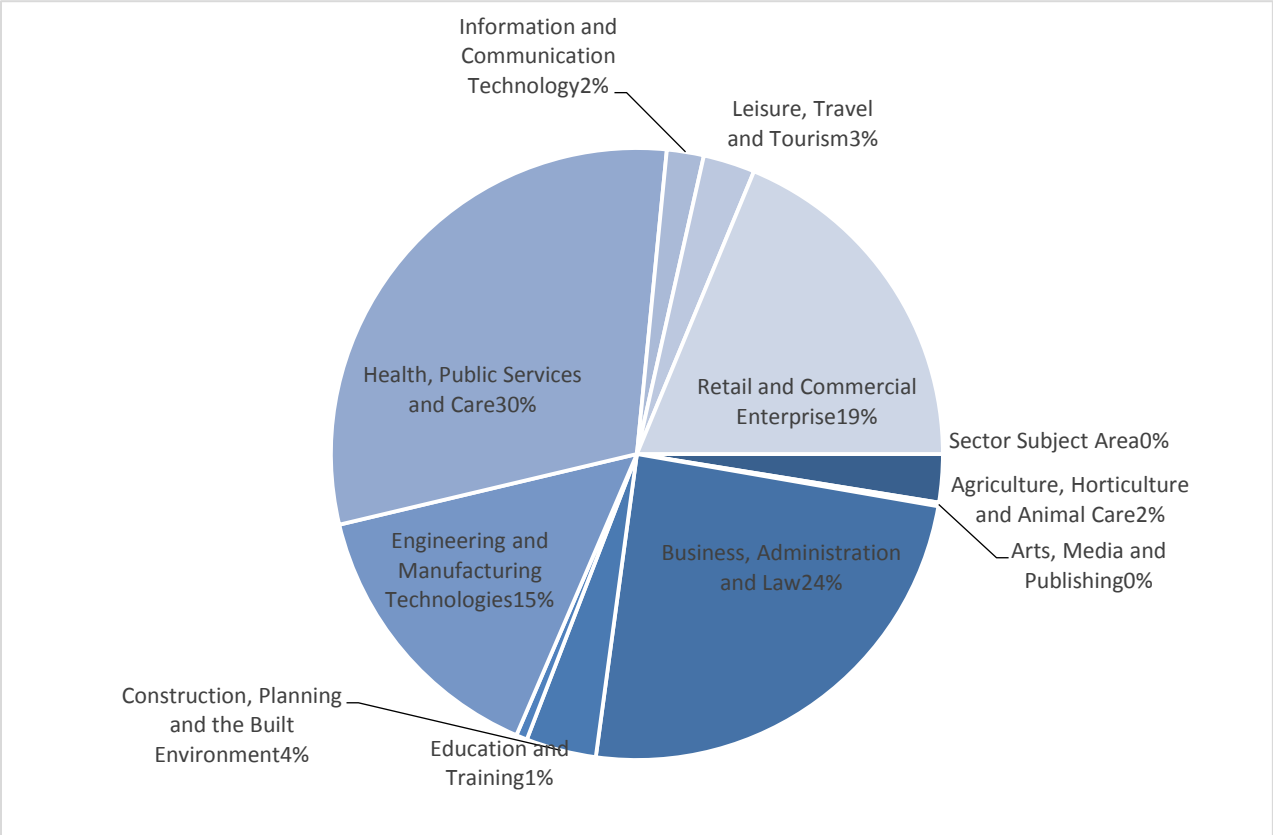
⁴⁷ <https://www.gov.uk/government/statistical-data-sets/fe-data-library-apprenticeships>

⁴⁸ Does not equal 100% due to rounding

Total	4350	4920	5130
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Not only is it important for the number of apprenticeships to increase it is also important that the apprentices are going into the right area to support the Gloucestershire economy and matches the projected increases in number of jobs by sector. Information gathered by the SFA on the subjects the apprentices were starting in Gloucestershire for 2015/16 were; Health 30% (1550 starts), Business 24% (1250 starts) Retail and commercial enterprise 19% (960 starts) and Engineering 15% (760 starts). Figure 1 below illustrates the distribution of subjects as a percentage.

Figure 1



The Government has committed to create 3 million apprenticeships by 2020. Apprenticeships are going through a state of flux, they are moving from Frameworks to Standards. In April 2017 the Apprenticeship Levy was introduced. This levy is applicable to businesses with a pay bill of more than £3 million⁴⁹. Businesses will be paying into the levy with the aim that the money will go towards creating apprentices –either from within their own company or creating new posts.

⁴⁹ <https://www.gov.uk/guidance/pay-apprenticeship-levy>

Careers support

Careers Education, Information Advice and Guidance (CEIAG) aims to help pupils develop the skills and confidence to make realistic and informed choices about their future. It also aims to develop knowledge and understanding of study options, the world of work and the nature of career in the present day.

Typically a programme of CEIAG in a school has four inter related elements:

1. Careers education
2. Careers information
3. Careers Advice and Guidance
4. Experience of the world of work

Following Lord Young's widely accepted report 'Enterprise for All'⁵⁰, Ofsted⁵¹ investigated the availability and effectiveness of enterprise education and work-related learning for pupils in secondary schools. There were a number of recommendations.

The Department for Education (DfE) should:

- re-visit Lord Young's report from 2014 and promote the importance of well-planned provision for enterprise education, including the promotion of economic and business understanding and financial capability
- ensure that the availability of apprenticeships is communicated well to parents and pupils, and that the potential value of apprenticeships as a viable alternative to traditional university routes is promoted
- further promote the Careers and Enterprise Company to encourage schools and businesses to work together in delivering enterprise education.

Ofsted should:

- ensure that inspection judgements take greater account of the coherence and rigour with which schools prepare pupils for employment and self-employment.

Secondary schools should:

- ensure that there is a coherent programme to develop enterprise education, including the economic and business knowledge, understanding and skills of all pupils

⁵⁰ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/338749/EnterpriseforAll-lowres-200614.pdf

⁵¹

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/577236/Getting_ready_for_work.pdf

- develop stronger links with business by using local networks provided by, for example, the chambers of commerce and LEPs, and set clear objectives for the intended outcomes of these partnerships
- make the most effective use of the expertise of their specialist teachers in delivering these programmes and ensure that all teachers involved in delivery have access to appropriate professional development
- ensure that these programmes have effective mechanisms for monitoring and assessing progress in relation to developing knowledge, understanding and skills.

Employers should:

- support local schools in greater number by offering activities such as mock interviews, participation in careers fairs and careers talks
- provide well-planned and constructive opportunities for pupils to gain work experience and an insight into a range of roles and occupations through work shadowing.

The report demonstrates that CEIAG is all parties’ responsibility.

Some schools choose to employ a qualified careers adviser, others buy in this service or it is often bolted on to a teachers role.

The Careers and Enterprise Company (CAEC) produced a heat map⁵² of what careers support is needed across the country. This was last produced with 2014 data. The figures from the report are in table 3 below. The indicators show that Gloucestershire is better than England for offering work experience. This is particularly important as recent research has shown that students that do have workplace exposure earn up to 18% more than their peers⁵³.

Table 3: Indicators of careers support

Indicator	England	Gloucestershire
% Employer establishments who had anyone in on work experience	38%	44%
% Employer establishments who offered any work inspiration	18%	17%

⁵² www.careersandenterprise.co.uk/wp-content/uploads/2015/10/20151026-Cold-Spots-Report-vF1.pdf

⁵³ <http://www.publications.parliament.uk/pa/cm201617/cmselect/cmese/757/75702.htm> Original source Mann, A., & Percy, C. (2014). Employer engagement in British secondary education: wage earning outcomes experienced by young adults. *Journal of education and Work*, 27(5), pp. 496–523

% Employers answering: 16 year old school leavers are "poorly" or "very poorly prepared" for work	36%	29%
% Employers answering: 17-18 year olds recruited to first time job from school are "poorly" or "very poorly prepared" for work	29%	20%

GFirst LEP has engaged with business volunteers to support 4,703 students across Gloucestershire. Over 240 volunteers from 160 businesses have taken part and given 2650 hours of their time to supporting schools and their students with practice interviews, business breakfasts, work place visits and the Young Entrepreneurs programme⁵⁴.

GFirst LEP currently works with over half of schools in the county. They also offer the opportunity to link with an Enterprise Adviser to every secondary or SEN school in Gloucestershire.

There are other players in the county providing CEIAG. South Gloucestershire and Stroud College (SGS) provide an external service to 20 partner schools in Gloucestershire and South Gloucestershire. The level of service a school has can vary from a full time careers advisor to 3 or 4 mock interviews. This is an unique model that could be replicated.

Work experience

Even though the proportion of employers that offer work experience is higher in Gloucestershire (44%) than nationally, there is still a lack of work experience, as required by the employer. Less than one-fifth (17%) of local employers within Gloucestershire had offered any work inspiration, such as holding site visits at their establishment for students or conducting mock interviews with students those children in year 7 and above. Somewhat paradoxically, while a little over three-fifths of Gloucestershire employers cited relevant work experience as critical or significant when recruiting, less than half of employers (44%) in the LEP area had anyone on work experience in the previous 12 months.

The Government report 'Enterprise education: how secondary schools prepare young people for work'⁵⁵ published in November 2016, it highlights a number of failings which the local LEP should address. The involvement of the LEP was already highlighted by Lord Young's report⁵⁶ 'Enterprise for All' in 2014.

Research from Ofsted⁵⁷ found that local employers and their national representatives suggested that a lack of work-related learning was a major barrier to young people gaining employment. School leaders

⁵⁴ Academic year 1st August 2015/16

⁵⁵ <https://www.gov.uk/government/publications/enterprise-education-how-secondary-schools-prepare-young-people-for-work>

⁵⁶ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/338749/EnterpriseforAll-lowres-200614.pdf

⁵⁷ <https://www.gov.uk/government/publications/enterprise-education-how-secondary-schools-prepare-young-people-for-work>

who offered well-managed work experience in key stage 4 reported that it had a positive impact on pupils' attitudes to school on their return and was therefore well worth the investment in curriculum time. A report by Pye Tait consulting for HEFCE⁵⁸ examining employer demand for intermediate technical education in HE identified that just over half of the employers surveyed report skills developed through work experience as being missing or hard to find when recruiting to technician-level roles, demonstrating a clear need for work experience.

There is no mandate for schools to provide work experience. There is an issue over the time (due to timetabling) and cost (such as conducting health and safety assessments) of such exercises.

⁵⁸ <http://www.hefce.ac.uk/pubs/rereports/Year/2016/techdemand/Title,108883,en.html>

Section 3: Skills

Skilled occupations

Gloucestershire has broadly the same representation of employment in higher skilled occupations, compared with the UK as a whole. In Gloucestershire, 42% of employment is in the three high skilled occupational groups: managers, professionals and associate professionals. This compares with a UK average of 43%. However, the figure is much higher in London (57%).

The proportion of employment in the three lowest-skilled occupations is slightly lower than the UK average. In Gloucestershire, 24% of employment is in sales or customer service, plant/process operatives and elementary roles, compared with a UK average of 25%.

The proportion employed in middle-ranking occupations is higher than the UK average: jobs in administrative, skilled trades and caring/leisure roles account for 34% of employment in Gloucestershire, compared with 32% in the UK.

Skills shortages and skills gaps

Skills of the workforce

Gloucestershire has a better qualified population than the country as a whole, in 2015 those with degrees or equivalent accounted for 30.1% of the 16-64 year old population which was above the national average of 28.5%. At the other end of the scale some 6.5% of the 16-64 year old population had no qualifications which was some 2% below the national average and amounted to 24,000 people⁵⁹.

Table 4: Vacancies, skills gaps, training and underutilisation in Gloucestershire

	England Total	South West Total	Gloucestershire Total
Vacancies			
Establishments with any vacancies	20%	18%	16%
Have at least one vacancy that is hard to fill	8%	8%	7%
Have a skills shortage vacancy (prompted or unprompted)	6%	5%	4%
Number of vacancies	-	-	6828
Number of skill-shortage vacancies (SSV)	-	-	1424
Number of vacancies as a % of all employment	3%	3%	3%

⁵⁹ Annual Population Survey, ONS

% of all vacancies which are SSVs	23%	24%	21%
Skills gaps			
% of establishments with any staff not fully proficient	14%	14%	16%
Number of staff not fully proficient as a % of employment	5%	4%	4%
Training			
% of establishments training staff over the last 12 months	66%	66%	65%
% of establishments providing off-the-job training in the last 12 months	48%	50%	50%
% of establishments providing on-the-job training in the last 12 months	52%	53%	51%
% of training establishments providing online training or e-learning in the last 12 months	45%	44%	44%
Underutilisation			
Establishments with underutilised staff	30%	27%	28%

The data from the UKCES 2015⁶⁰ report presented in Table 4 above identifies that around 16% of Gloucestershire’s employers had vacancies, in total 6,828. Of this number 7% were identified as being ‘hard-to-fill’.

The consequences of not filling vacancies are detrimental to the local economy.

Employers were asked the consequences of not filling vacancies. See Table 4 below. It appears that employers are well aware of the consequences. When the employer was asked why they thought the vacancy was hard to fill the top three responses were;

⁶⁰ <https://data.gov.uk/dataset/ukces-employer-skills-survey-2015>

- low number of applicants with the required skills (28%),
- low number of applicants generally (19%) and
- not enough people interested in doing this type of job (16%).

Table 5: Employers responses for not filling vacancies

Consequence of not filling vacancies (prompted). Participants could answer more than once.	Average %	Gloucestershire %
Lose business or orders to competitors	40	40
Delay developing new products or services	37	25
Have difficulties meeting quality standards	32	26
Experience increased operating costs	39	36
Have difficulties introducing new working practices	32	19
Increase workload for other staff	83	87
Outsource work	28	33
Withdraw from offering certain products or services altogether	23	21
Have difficulties meeting customer services objectives	46	45
Have difficulties introducing technological change	21	12
None	6	6
Don't know	1	0

Using Labour Insights, a tool which provides data relating to job vacancies, in October 2016 there were 6,342 vacancies. During the period November 2015 to October 2016, 73,660 jobs were advertised in Gloucestershire, up from 53,704 over the equivalent period the previous year.

The UKCES data reports that Gloucestershire employers identified 10,566 employees assessed as not being fully proficient in their jobs. This accounted for 4% of total employment (slightly below the national average of 5%). The next logical question is why employers don't train their existing staff to help alleviate the problems caused by not recruiting. This figure of over 10,000 people not being fully proficient in their jobs has ramifications on the county's productivity as already mentioned. Further work should be done to look more closely as to why over 10,000 people are not fully proficient, in what sectors and at what level; if they have just come out of education this should be examined to ensure what is being taught is relevant to employers needs.

Barriers to providing more training

A number of reasons were given when asked why employers didn't offer more training. The most popular responses were; lack of funds /training expensive mentioned by 48% of respondents (but lower than the national average of 51%). Can't spare more staff time (having them away on training) was mentioned by 44% of Gloucestershire businesses (lower than the national average of 49%).

Levels of qualification of workforce

When asked about the level of qualification employees have trained to, most say their employees are trained but not towards nationally recognised qualifications (36% higher than the national average of 33%). 33% said they do not train (slightly lower than national average of 34%). In Gloucestershire 4% are trained to level 1. 12% are trained to level 2, 12% are trained to level 3. 6% are trained to level 4 and above⁶¹.

Employer-sponsored learning

Using data available from UKCES 2015, 65% of employers in the Gloucestershire LEP area had arranged or funded training for staff in the 12 months prior to the survey, compared with 66% nationally. There was a slightly higher than average incidence of off-the-job training in Gloucestershire – a reversal of trend since the last skills statement.

The survey estimates that a total of 171,396 employees in Gloucestershire had received training in the last year, equating to 65% of the workforce and above the national average (63%). 24% of these studied towards a nationally-recognised qualification.

The survey also shows that the average number of training days per staff is 4.5. Above the National average of 4.2.

Soft Skills

Employers also note that attitudes to employment are key. Employability skills and attitudes need to be built into all post 16 offers.

⁶¹ UKCES 2015, Raw data

Employers were asked what skills they valued the most, they said; communication, team work, problem solving, organisation, being able to work under pressure, perseverance, leadership, negotiation, commercial awareness and confidence⁶².

In the Governments report 'The Future of Work: Jobs and Skills in 2030'⁶³ it identified that young people will need to be willing to jump across specialist knowledge boundaries as technologies and disciplines converge, developing a blend of technical training and 'softer,' collaborative skills. In the future young people will have more than one career and adaptability using softer skills (such as collaborative working, communication skills) will be of paramount importance.

The Career Design company conducted an employability research⁶⁴ to track the skills employers seek when recruiting graduates. 90% of respondents said their ideal candidate would be 'passionate' and 'positive'. Employers wanted digital fluency (the ability to interpret information, discover meaning, design content, construct knowledge and communicate).

Employers were concerned by the lack of curiosity of graduates.

⁶² <http://get-trained.org/latest-news/top-10-skills-employers-value-most>

⁶³ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/303334/er84-the-future-of-work-evidence-report.pdf

⁶⁴ https://gallery.mailchimp.com/a600cd29335e0f06efa8d0ed3/files/16_03_003_CD_White_paper_no1_FINAL.pdf

Section 4: The Future: what does it look like?

So far this report has focused on what we know and can quantify. To be a truly visionary the Employment and Skills Board will need to have an eye on the projected future trends.

There is no reason to believe that Gloucestershire will not continue to be a successful county. The Governments' drive to increase productivity will have a major impact on the county due to the high numbers of SMEs in it. The skills gap (actual and perceived) is a National issue and one that will most likely require a National response. Gloucestershire should focus on being responsive to local needs by regularly engaging with its businesses.

It should be noted that forecasting cannot always predict what jobs and roles will be in demand in a decade's time, due to the pace of change. This argues for all education and training embedding skills and attitudes that embrace flexibility and change.

It is outside influence that will have the most influence. At the time of writing the country is starting on the process of leaving the European Union, the impact of which is an unknown quantity. The assumptions below are based on 'business as usual' and where funding is from Europe this will be provided by the UK government. A survey⁶⁵ was conducted by the Strategic Alliance and GFirst LEP of businesses attitudes to Brexit (at the time article 50 was triggered) and the potential impact it could have on their business and specifically the impact of skills and their access to non UK workers. The results showed that EU workers work at every level, not just lower skilled jobs, businesses are worried that the supply of skilled workers will dry up – but most (70%) were not making any specific preparations to counteract their fears.

Skills demand

There are a number of sources of information predicting the type of jobs that will be available in the future, what skills will be needed and what level and type of qualifications will be required. The most respected figures are produced by the Government in their LMI summary, this takes information from Working Futures, Employer Skills Survey and the Employer Perspective Survey⁶⁶. Information from Experian and other sources have also been used but the forecast numbers are not consistent.

The UKCES in their report 'the future of work: jobs and skills 2030'⁶⁷ they say:

"Technological growth, and the accompanying changes in business models, make the continuous adaptation of skill sets absolutely fundamental for successful participation in the labour market."p24

The Governments LMI Summary predicts the number of jobs in Gloucestershire is set to rise by around 14,000 over the next decade (2012-2022), an average annual rate of growth of 0.4%. This is a little

⁶⁵ <http://www.gfirstlep.com/News/Report-~-business-views-on-Brexit/?Result=1>

⁶⁶ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/483126/LMI_Summary_-_Gloucestershire_Final_.pdf

⁶⁷ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/303334/er84-the-future-of-work-evidence-report.pdf

below the UK average rate (0.6%): This does not take into account projections from the successful Growth Deal 3 submissions. These projects equate to an additional 8130 jobs⁶⁸.

Sectors

The main sources of employment growth in Gloucestershire (in absolute terms) are forecast to be:

- Health and social work (9000+)
- Professional services (3000+)
- Construction (2000+)
- Wholesale and retail (2000+)

Declining sectors are expected to be:

- Manufacturing (including engineering) with a loss of 4,000 jobs.
- Public administration is expected to see a decline (-1,000) in its level of employment between 2012 and 2022 in the LEP area, broadly in line with that projected at the UK level⁶⁹.

Working Futures⁷⁰ 2012-2022 predicts that Gloucestershire, like the wider UK picture, can expect to see job growth concentrated in higher level roles, as well as in lower level roles relating to care.

The Working Futures projections for Gloucestershire are:

- 22,000 additional high level jobs (for managers, professionals and associate professionals), with 55% of these in professional roles.
- 11,000 fewer jobs in middle ranking administrative, secretarial and skilled trade occupations. Despite this decline these roles are expected to remain significant sources of employment in 2022. There are expected to be around 31,000 administrative and secretarial jobs in the LEP area, despite the loss of around 6,000 jobs in the previous decade. In addition there are expected to be around 9,000 additional jobs in caring or leisure roles.

STEM

Many jobs of the future will require Science, Technology, Engineering and mathematics (STEM) subjects. Industries related to STEM subjects are important to Gloucestershire. Just over a third (36%) of undergraduate students in Gloucestershire are studying STEM course⁷¹s.

⁶⁸ <http://www.gfirstlep.com/News/Growing-Gloucestershire-~-new-bid-for-Growth-Deal-funding/>

⁶⁹ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/483126/LMI_Summary_-_Gloucestershire_Final_.pdf

⁷⁰ <https://data.gov.uk/dataset/working-futures>

⁷¹ Russell Marchant, VC Hartpurry

The recent Science and Innovation Audit (SIA)⁷² (including Gloucestershire) found that just over a third (36%) of subjects being studied by undergraduates in Gloucestershire are STEM. This figure has increased by 1.8% since 2012. This is better than the consortia area⁷³ (average 1.1% increase) but matches the overall picture for England and Wales – increase of 1.8%.

For post graduate students 46% of subjects are in STEM subjects. Biological science and Architecture, building and planning being the most popular subjects. The report shows that out of the consortium Gloucestershire is losing graduate skills the most. 60.7% remain in the LEP area 6 months after graduating which may sound high but not compared to Cornwall and Isles of Scilly at 74.9%. The reasons for this should be examined further. Out of 40 LEP regions Gloucestershire ranks 32nd for retaining graduates 6 months after graduation. This is significant in Gloucestershire and should be addressed. The report found that 6.6% of Gloucestershire's workforce is employed in science, research, engineering and technology professionals and associated professions. Ranking =21st out of 40 LEPs.

A positive statistic is Gloucestershire (14.5%) is above the GB average (11.9%) for the share of employees employed in all SIA 5⁷⁴ themes (14.5% equates to 40,200 employees).

The county appears to have a particular strength in next generation microelectronics (LQ⁷⁵ 5.48) and for this area is ranked 3rd in Great Britain. However, there are only 80 businesses classed as microelectronics; only 0.3% of the share of enterprises in the 5 themes. The largest share of enterprises in 2015 was the 'resilience, environment and sustainability theme' at 13.3% but it had the lowest location quotient of all 5 themes of 0.93. It also had the greatest number of businesses in 2015 (3650).

Jobs growth and replacement demand

Working Futures forecasts replacement demand, which occurs where there is a need to recruit and train new entrants into jobs to replace those leaving⁷⁶, combined with jobs growth and contraction across sectors, means there will be a net requirement to fill 130,000 jobs between 2012-2022. Total net requirements are positive across all occupations, which shows that there is a continuing need for relevant skills provision, even in areas where overall employment levels may be falling.

The overall requirement is again skewed towards higher skilled occupations. This shift towards higher-skilled occupations will generate a rising demand for higher levels of skills and qualifications. Working

⁷² <http://gw4.ac.uk/sww-sia/>

⁷³ The consortia area is South West of England (Cornwall & Isles of Scilly, Gloucestershire, Heart of the South West, Swindon & Wiltshire, and West of England LEPs) and South East Wales

⁷⁴ The 5 themes are: Aerospace and advanced engineering, Digital living innovation, Resilience, environment and sustainability, Next generation microelectronics and New energy systems

⁷⁵ A LQ or Location Quotient is a way that measures a county's industrial specialization relative to a larger geographic unit (usually the nation). For example, an LQ of 1.0 in mining means that the county and the nation are equally specialized in mining; while an LQ of 1.8 means that the county has a higher concentration in mining than the nation. If the LQ is 0.8 then the county has a lower than national average concentration in mining.

⁷⁶ 'Replacement demand' is defined as the number of retirements, plus occupational mobility, plus migration.

Futures⁷⁷ expects to see a net growth of 12,000 jobs in professional roles which are projected to be supplemented by 26,000 job openings arising from replacement demands in Gloucestershire.

For those occupational areas in which we expect to see a net decline in the number of jobs, replacement demands mean that we can still expect a strong supply of job openings. For example, in administrative roles, it is projected that a loss of around 2,000 jobs will be more than offset by 12,000 job openings resulting from replacement demands.

As a result of supply and demand factors, the qualification profile of employment is expected to shift markedly in Gloucestershire. The proportion of jobs held by people qualified at a higher level (level 4 and above) is projected to increase from 38% to 48% between 2012 and 2022. Workers with low qualifications (below level 2) are expected to decline from 18% to 12% of the total workforce over this period.

The graphs below shows a different set of projected changes in employment for Gloucestershire over the period 2015-2025 by Cambridge Ecometrics LEFM, courtesy of Gloucestershire County Council.

Population forecasts

The Office for National Statistics (ONS)⁷⁸ projections suggest that the population in Gloucestershire will rise by 46,300 between 2014 and 2024, rising from 611,300 to 657,600. This increase of 7.6% of the 2014 population is equivalent to an average annual increase of 0.8% per annum. Between 2024 and 2039, the population is projected to rise to 714,000, an increase of 8.6% of the 2024 population.

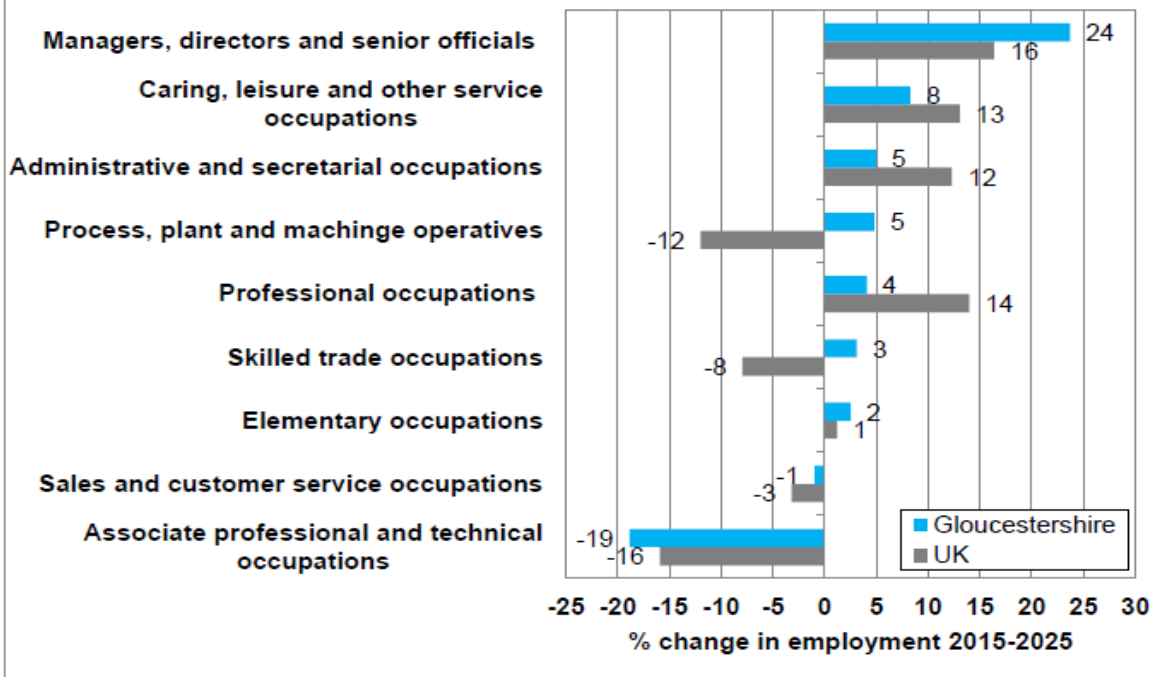
Over the full 25 year period of the ONS projections, the Gloucestershire population is projected to increase by 16.8%, with an annual average growth rate of 0.7%. These projections are slightly higher than those for England and Wales. The dominating feature of the projections is the sharp increase in population in the age group 65 or over, which is projected to increase from 123,800 in 2014 to 206,300 in 2039 (an increase of 66.6%). This increase is sharper than the national trend for England and Wales and means that by 2039 the proportion of people in Gloucestershire who are aged 65 or over will have risen from 20.3% of the population to 28.9%.

The population of children and young people (those aged 0-19) is projected to rise by 11.0% over the twenty-five year period which is in line with the trend for England and Wales. By comparison, the working age population (those aged 20-64) is projected to rise by only 1.4% over the same period. This increase is lower than the national trend for this group and means that by 2039 the working population in Gloucestershire will have fallen from 57.1% of the population to 49.6% of the population. This will limit the pool from which employers can recruit and may have implications for the ability of the local economy to grow, unless growth is accompanied by a rise in productivity.

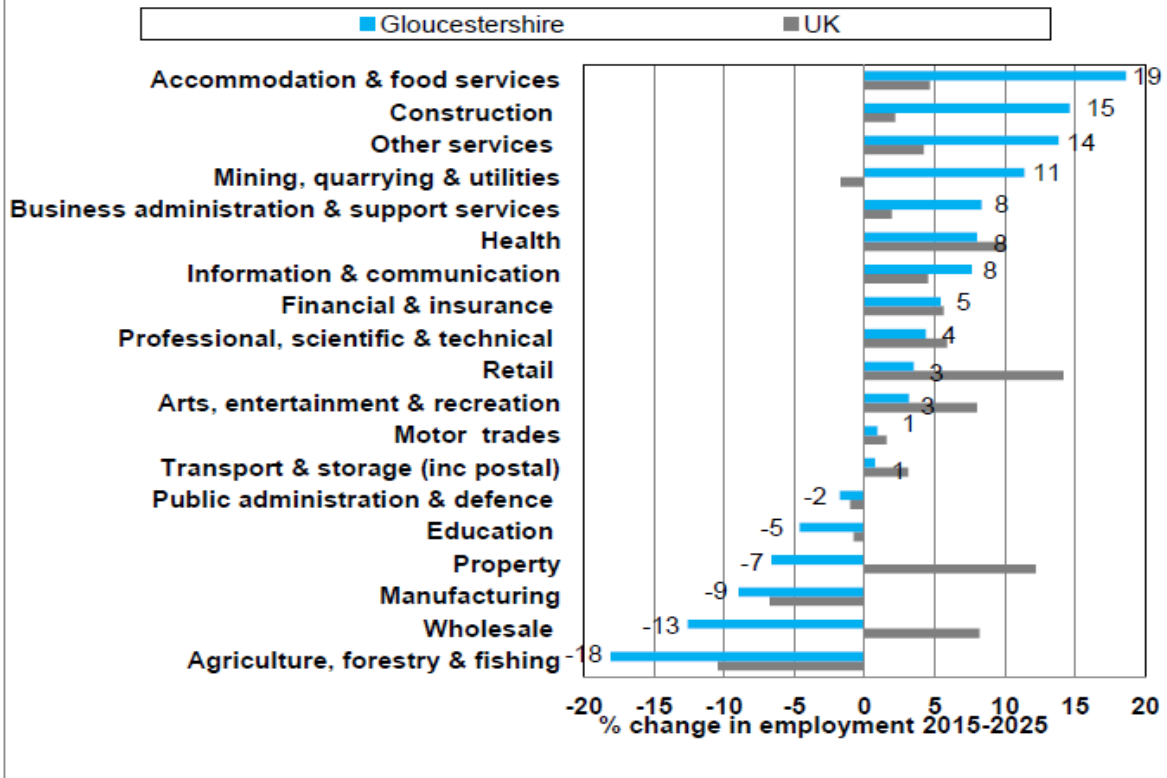
⁷⁷ <https://data.gov.uk/dataset/working-futures>
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/483126/LMI_Summary_-_Gloucestershire_Final_.pdf

⁷⁸ 2014-Based Population Projections, Office for National Statistics

Projected change in employment by broad occupational structure 2015-2025



Projected change in employment by broad industrial sector



Top forecast occupations

Top 10 growth occupations for Gloucestershire are forecast to be;

1. Care and home workers
2. Nurses
3. Nursing auxiliaries and assistants
4. Teaching assistants
5. Production managers and directors in manufacturing
6. Managers and directors in retail and wholesale
7. Sales accounts and business development managers
8. Financial managers and directors
9. Medical practitioners
10. Customer service occupations (not elsewhere classified)

Section 5: Gloucestershire: Other things to consider

Out-Commuting

83.1% of people worked with Gloucestershire. Only 16.9% commuted out of the county.

440,585 people from Gloucestershire travel to out of the county to work each day.

Of the people that commute out of Gloucestershire 42% commute to the South West, 24% commute to the West Midlands and 13% commute to the South East. 38,148 workers commuted into the county, of these nearly 40% came from the West Midlands region, 35% from the rest of the South West region.

Transport

Transport to education is an issue in the county. For young people who do not have access to a car accessing further education can be an issue.

Gloucestershire has superb transport links. This is a blessing and a curse. Due to its central location, with the M5 corridor running through it is a great location for Headquarters and distribution. It has a local airport. It has a good rail network. Transport is an enabler for growth and is also an opportunity for employment.

Earnings

People living in Gloucestershire earn below the national average but above the regional average. In 2016 median workplace-based gross annual earnings (before tax) for a full time worker working in Gloucestershire was £27,384 this was slightly lower than residence-based gross annual earnings which stood at £27,818⁷⁹.

Local Vacancy Information

We have analysed the main requirements of local employers in all sectors when advertising vacancies. This enables us to add to the picture of local skills needs and is an important indicator of the attributes employers seek when recruiting. The information below (p44) is based on 2016 data (source: Burning Glass). Over 12,000 vacancies were advertised in Gloucestershire during 2016.

Average house prices

The average house price in Gloucestershire is higher than the National and South West Average. £246,625 compared to £216,674 (national) and £240,322 (South West).⁸⁰

50,000 new homes are due to be built in the county between now and 2031.

⁷⁹ Annual Survey of Hours and Earnings, ONS www.nomisweb.co.uk

⁸⁰ <https://www.gov.uk/government/publications/about-the-uk-house-price-index/about-the-uk-house-price-index#data-tables>

Opportunities

There are considerable opportunities for future growth in Gloucestershire, Growth Deal 3, the University of Gloucestershire expansion plans and its niche sectors around cyber and the spin out from GCHQ and rural activities with specialist education providers, RAU and Hartpury and CCRI at University of Gloucestershire.

The top 10 skills employers wanted:

Customer service, microsoft excel, project management, Microsoft office, business management, repair, contract management, teaching, product sales and customer contact.

Top 10 advertised occupations

1. Programmers and software development professionals
2. Care workers and home carers
3. Other administrative occupations (nec)
4. IT business analysts, architects and systems designers
5. Vehicle technicians, mechanics and electricians
6. Design and development engineers
7. Sales accounts and business development managers
8. Chefs
9. Civil engineers
10. IT user support technicians

Advertised salaries

More than £90,000	88 jobs
£80-89,999	59
£70-79,999	55
£60-69,999	137
£50-59,999	423
£40-49,999	753
£30-39,999	1,408
£20-29,999	2,034

£15-19,999	1,673
£10-14,999	376
Less than £10,000	880

Top 10 industry sectors

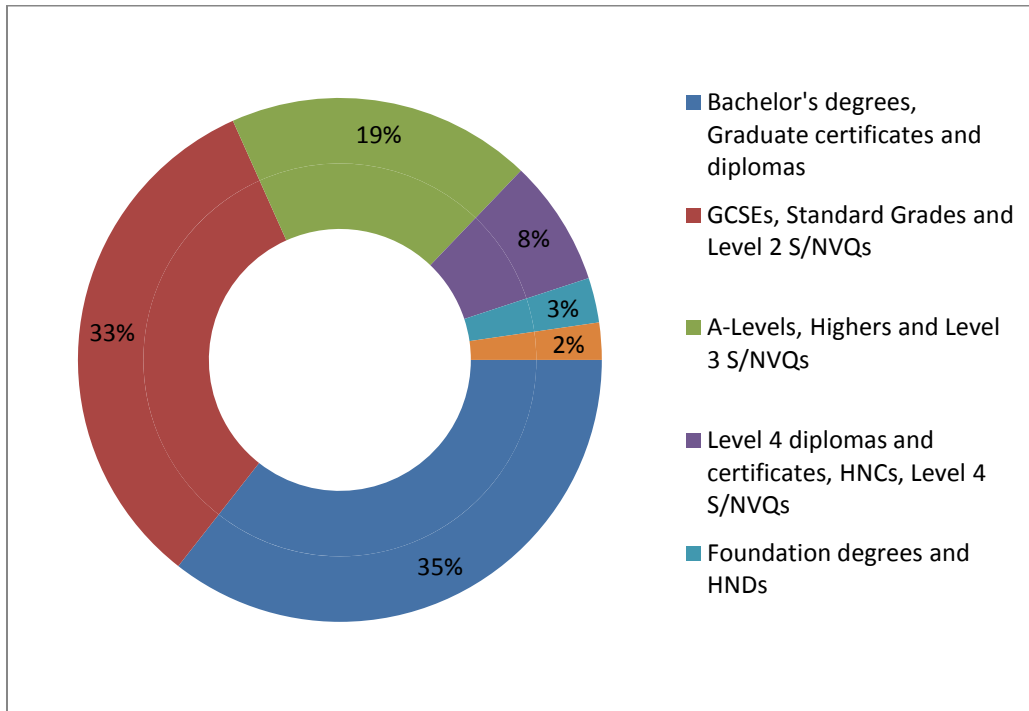
1. Manufacturing,
2. Human health and social work activities,
3. education,
4. professional, scientific and technical activities,
5. wholesale and retail trade, repair of motor vehicles
6. Accommodation and food service activities
7. Financial and Insurance activities
8. Public administration and defence
9. Administrative and support service activities
10. Construction

Top 10 employers advertising vacancies

1. NHS
2. General Electric
3. Gloucestershire College
4. Renishaw
5. University of Gloucestershire
6. Raytheon
7. Airbus
8. Newcross Healthcare
9. Capita
10. Ecotricity

Distribution of education as advertised in vacancies

Figure 2 below shows what qualifications were being asked for in the adverts.



Section 6: Reviewing our key sectors

One of the questions asked in discussions is what does the county excel at? The next question is what could it excel at? The sectors to watch are in section 7.

Based on a combination of factors including their size, their growth potential and the value they add to the local economy the following sectors are important to the county:

- Health,
- construction,
- business administration and support,
- wholesale and retail,
- IT,
- advanced manufacturing and engineering.

Section 7: Sectors to watch

Compiling the Evidence base has highlighted some sectors that although small in the numbers of people they employ are niche to the county and have the potential to differentiate Gloucestershire from competitors.

Energy and utilities

Currently there are close to 65 enterprises operating within the Energy and Utilities sector in Gloucestershire, a relatively small number. However, new projects, particularly in renewables (Ecotricity) and nuclear (at Hinkley), could have a significant impact on both the sector itself and those, which support it such as Construction and Engineering.

Cyber, Artificial intelligence and robotics

IT is a sector that is important to Gloucestershire, with GCHQ located in the county and various companies in the supply chain Cyber is growing exponentially.

Evidence is growing of the demand for Artificial intelligence and robotics.

Feedback from businesses involved in this sector is that they want employees with a good range of coding skills and they will then teach them the specific software that they use.

Agri- tech

Gloucestershire has two institutions (Royal Agriculture University ((Farm 491) and Hartpury) that lead the way in developing technology for agriculture. Combined with the opportunities technology brings and can be developed in the county means that this could be a niche area. Agriculture has a looming demographic crisis. Nationally the proportion of workers under 35 years of age was just 3%.

Associated with this the development of food and drink in the county and the natural landscape that much of the tourism industry relies on.

Leisure and tourism

Leisure and tourism isn't necessary a niche sector, but some of the products such as the Cotswolds and the Cheltenham festival are worldwide brands, they are niche and by the very nature unique to Gloucestershire. Leisure and Tourism is a major employer yet the businesses are small and disparate. There are over 2,000 businesses involved in leisure and tourism employing over 25,000 people at all skills levels.

Glossary of terms

This list of terms is used by the Government⁸¹

Further Education and Skills includes: learners who are studying a course in a FE College, training provider or within their local community; and employees undertaking an Apprenticeship or other qualification in the workplace. For more information, see paragraphs 3 to 5 in the SFR technical document.

Apprenticeships are paid jobs that incorporate on- and off-the-job training leading to nationally recognised qualifications. As an employee, Apprentices earn as they learn and gain practical skills in the workplace. An Apprenticeship framework typically contains the following separately certified elements:

- A knowledge-based element (the theoretical knowledge underpinning a job in a certain occupation and industry, typically certified via a Technical Certificate).
- A competence-based element (the ability to discharge the functions of a certain occupation, typically certified via work-based assessed national vocational qualifications – NVQs).
- Transferable skills (English and maths) – key skills / functional skills.
- A module on employment rights and responsibilities.
- Personal Learning and Thinking Skills (PLTS): independent enquiry, creative thinking, reflective learning, team working, self-management, effective participation.

Apprenticeship Grant for Employers (AGE 16 to 24) scheme provides Apprenticeship grants with a value of £1,500 to employers with up to 1,000 employees to encourage employers to take on new Apprentices aged 16 to 24. Eligible employers must not have taken on an Apprentice in the previous 12 months. Subject to budget availability and the employer's commitment to support the Apprentice to the end of their programme, any one employer can claim support for up to ten apprentices. AGE 16 to 24 has been extended to the 2015-16 financial year. See:

<https://www.gov.uk/government/collections/apprenticeship-grant-for-employers-of-16-to-24-year-olds>

On the **Access to Apprenticeships pathway**, participants use elements of an Apprenticeship framework to brush up skills and workplace experience, with the aim of securing a paid Apprenticeship with an employer as quickly as possible, up to a maximum of six months. Participants are not categorised or counted as an 'Apprentice' until they become employed. This pathway was announced in May 2011 and closed to new starts end of December 2013.

⁸¹ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/601587/SFR13-2017-QualityandMethodology.pdf

Employer Ownership Pilot offers all employers in England direct access to up to £340 million of public investment over the period of the pilot (up to 2015/16) to design and deliver their own training solutions.

Education and Training covers further education learning delivered mainly in a classroom, workshop, or through distance or e-learning. See: Data Dictionary - Business Definitions - Learner Responsive Business Definition

Workplace Learning covers a broad range of training including basic skills, Level 2, Level 3 and higher-level skills. Training is mainly delivered through the workplace (but excludes Apprenticeships). Between 2008/09 and 2010/11 this included Train to Gain programme, Employability Skills Pilot and other programmes such as Programmes for the Unemployed. From 2011/12 it includes all training mainly delivered through the workplace (excluding Apprenticeships).

English and Maths qualifications (previously Skills for Life) are designed to give people the reading, writing, maths and communication skills they need in everyday life, to operate effectively in work and to help them succeed on other training courses. See: Skills Funding Agency - Providers - Our programmes - Basic Skills - Basic Skills

Offender Learning aims to ensure offenders have the skills that will enable them to gain worthwhile, sustainable employment and in-so-doing reduce the likelihood of re-offending. The Offender Learning and Skills Service (OLASS) funds a wide range of learning aims for adults (aged 18 and over) in custody in prisons in England, including awards and units, with a focus on addressing English and maths at the start of a sentence and vocational skills in the run-up to release.

The offenders reported in the SFR were funded via the OLASS budget in August and September 2016, but responsibility transferred to the Ministry of Justice from 1 October 2016 following a Machinery of Government change. However, data for the full quarter of 2016/17 is still reported here.

Community Learning funds a wide range of non-formal courses, from personal development through to older people's learning, IT courses, employability skills, family learning and activities to promote civic engagement and community development. Courses may be offered by local authorities, colleges, and voluntary and community groups, and include activity targeted at deprived areas and disadvantaged groups.

Advanced Learner Loans In academic years 2013/14 and 2015/16 loans were available for eligible learners, aged 24 and above studying full Level 3 and Level 4 qualifications, to help meet up-front course costs. An extension to Advanced Learner Loans from 2016/17 was announced in November 2015: any learner aged 19 or older on the first day of their course and studying at Levels 3 to 6 can apply for a loan to help fund the fees / course costs. Those aged 19-23 still retain an entitlement to full funding of their first full level 3 qualification.

Full Level 2 is equivalent to an NVQ at Level 2, or 5 GCSEs. The widths of all of a learner's Level 2 aims are summed to establish whether a learner is taking a full Level 2 programme.

Full Level 3 is equivalent to an NVQ at Level 3, or 2 A-Levels. The widths of all a learner's Level 3 aims are summed to establish whether a learner is taking a full Level 3 programme. Please see section 3 on the reclassification of some Full Level 2 and Full Level 3 qualifications in 2016/17.

Traineeships were introduced in the 2013/14 academic year to provide young people with essential work preparation, English, maths and work experience to secure an apprenticeship or other work.

Academic year runs from 1st August to 31st July (except LFS figures in Tables 13 and 14 which are calendar year, and Ofqual figures in Table 15 which run from 1st October to 30th September).

BAME – Black, Asian and Minority Ethnic group

SEN – Special Educational Need

HE – Higher education

FE – Further education

LEP – Local enterprise partnership

HEFCE – Higher Education Funding Council for England www.hefce.ac.uk

Ofsted – Office for standards in education, children's services and skills
www.gov.uk/government/organisations/ofsted

Levels of qualifications:

There are 9 qualification levels⁸².

Entry level

Each entry level qualification is available at three sub-levels - 1, 2 and 3. Entry level 3 is the most difficult.

Entry level qualifications are:

- entry level award
- entry level certificate (ELC)
- entry level diploma
- entry level English for speakers of other languages (ESOL)
- entry level essential skills
- entry level functional skills

⁸² <https://www.gov.uk/what-different-qualification-levels-mean/list-of-qualification-levels>

- Skills for Life

Level 1 qualifications are:

- first certificate
- GCSE - grade D, E, F or G (changing to 1-9)
- level 1 award
- level 1 certificate
- level 1 diploma
- level 1 ESOL
- level 1 essential skills
- level 1 functional skills
- level 1 national vocational qualification (NVQ)
- music grades 1, 2 and 3

Level 2 qualifications are:

- CSE - grade 1
- GCSE - grade A*, A, B or C (changing to 1-9)
- intermediate apprenticeship
- level 2 award
- level 2 certificate
- level 2 diploma
- level 2 ESOL
- level 2 essential skills
- level 2 functional skills
- level 2 national certificate
- level 2 national diploma
- level 2 NVQ

- music grades 4 and 5
- O level - grade A, B or C

Level 3 qualifications are:

- A level - grade A, B, C, D or E
- access to higher education diploma
- advanced apprenticeship
- applied general
- AS level
- international Baccalaureate diploma
- level 3 award
- level 3 certificate
- level 3 diploma
- level 3 ESOL
- level 3 national certificate
- level 3 national diploma
- level 3 NVQ
- music grades 6, 7 and 8
- tech level

Level 4 qualifications are:

- certificate of higher education (CertHE)
- higher apprenticeship
- higher national certificate (HNC)
- level 4 award
- level 4 certificate
- level 4 diploma

- level 4 NVQ

Level 5 qualifications are:

- diploma of higher education (DipHE)
- foundation degree
- higher national diploma (HND)
- level 5 award
- level 5 certificate
- level 5 diploma
- level 5 NVQ

Level 6 qualifications are:

- degree apprenticeship
- degree with honours - for example bachelor of the arts (BA) honours, bachelor of science (BSc) honours
- graduate certificate
- graduate diploma
- level 6 award
- level 6 certificate
- level 6 diploma
- level 6 NVQ
- ordinary degree without honours

Level 7 qualifications are:

- integrated master's degree, for example master of engineering (MEng)
- level 7 award
- level 7 certificate
- level 7 diploma
- level 7 NVQ

- master's degree, for example master of arts (MA), master of science (MSc)
- postgraduate certificate
- postgraduate certificate in education (PGCE)
- postgraduate diploma

Level 8 qualifications are:

- doctorate, for example doctor of philosophy (PhD or DPhil)
- level 8 award
- level 8 certificate
- level 8 diploma

Statistically similar counties to Gloucestershire:

Warwickshire

Worcestershire

Suffolk

Somerset

North Yorkshire

Leicestershire

Staffordshire

Cambridgeshire

West Sussex

Oxfordshire

Devon

Nottinghamshire

Essex

Derbyshire

Hampshire

Source: This list has been devised by Gloucestershire County Council for best value purposes in 2016.

This document has been produced by Kathryn Wagstaff Project Manager for the Strategic Alliance on behalf of the Employment and Skills Board.

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