Learning & Skills Sector Data Pack

Final Version 12.02.19

NEWANGLIA
Local Enterprise Partnership
for Norfolk and Suffolk

European Union
European
Social Fund

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Introduction to the Sector Data Pack

The role of the Sector Data Pack is to bring together the latest socio-economic and labour market data and present both an up-to-date, and future view, of the sector and any underlying issues within the area that could impact upon it. Data is presented in a navigable format without comment, with interpretation at this stage mainly left to the reader.

The Data Pack informs the Sector Evidence Report, the key findings from which help to inform the priorities developed in the Sector Skills Plan. In most instances data has been analysed and presented down to local authority level. In some instances, and even where local authority data is available, it has not been presented in the data pack due to issues of unreliability and small sample sizes. This is particularly the case with data from the Annual Population Survey and the Annual Survey of Hours and Earnings.

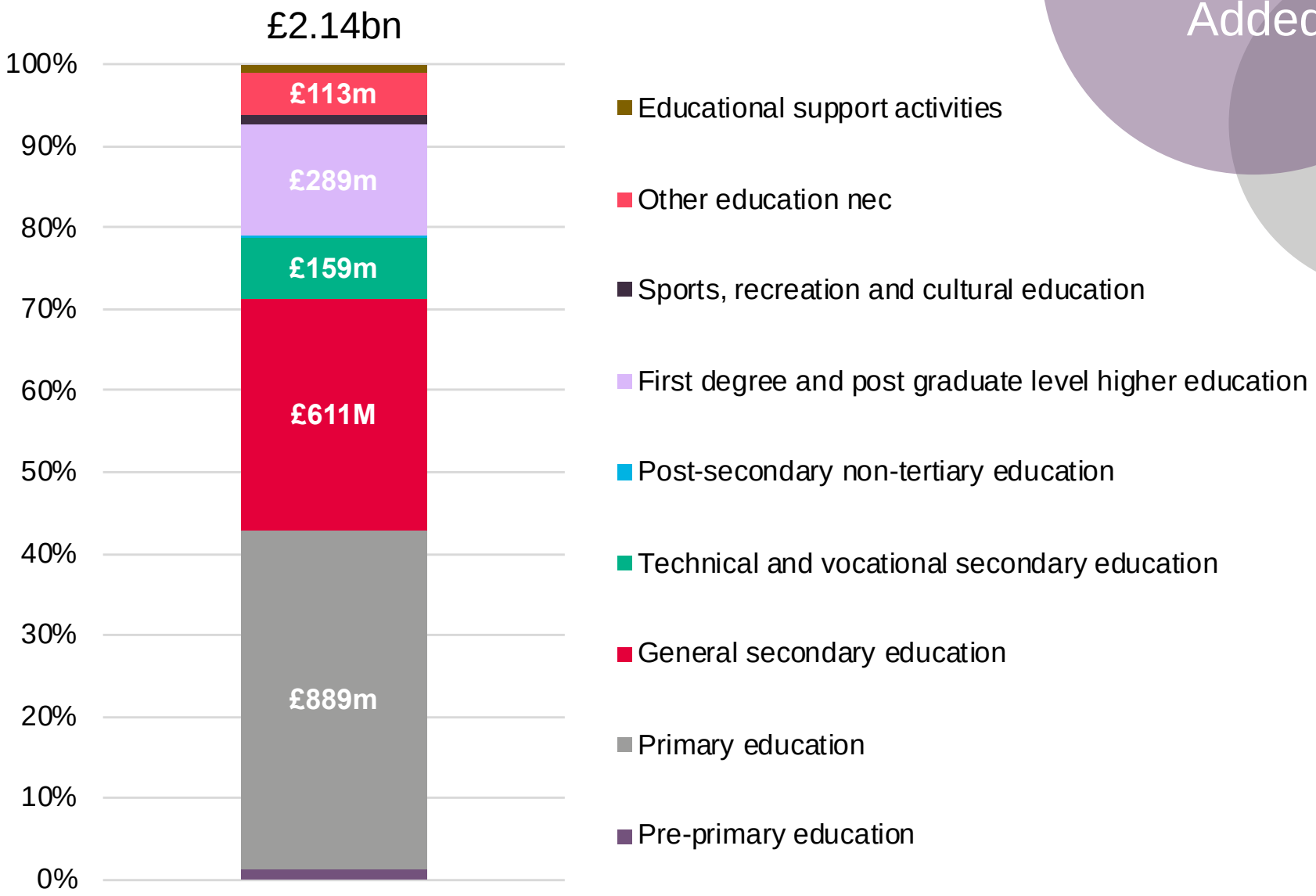
Introduction to the Learning and Skills Sector Definition

In compiling the data pack for the Learning and Skills sector skills plans, we have considered both the broad industrial group of ‘Education’ (which captures both teaching and non-teaching activity), and the teaching occupations that fall under the broad occupational group of ‘Teaching and Educational Professionals’. Full details of the sub sectors and occupations that each of these definitions cover are presented in the appendices (page 47).

The Learning & Skills Sector in New Anglia

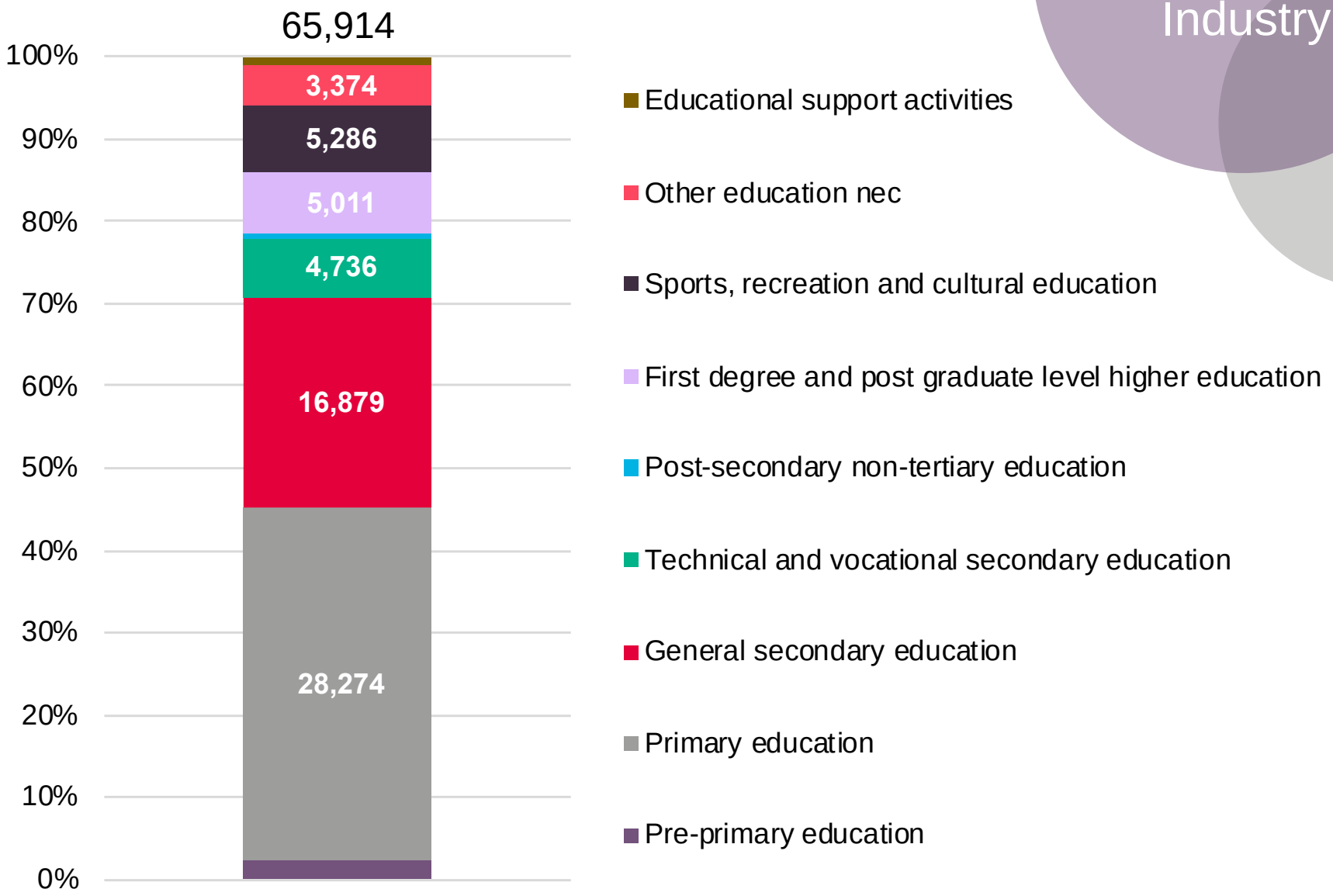
Gross Value Added by Sub Sector

Source: New Anglia LEP Local Economic Strategy Analysis



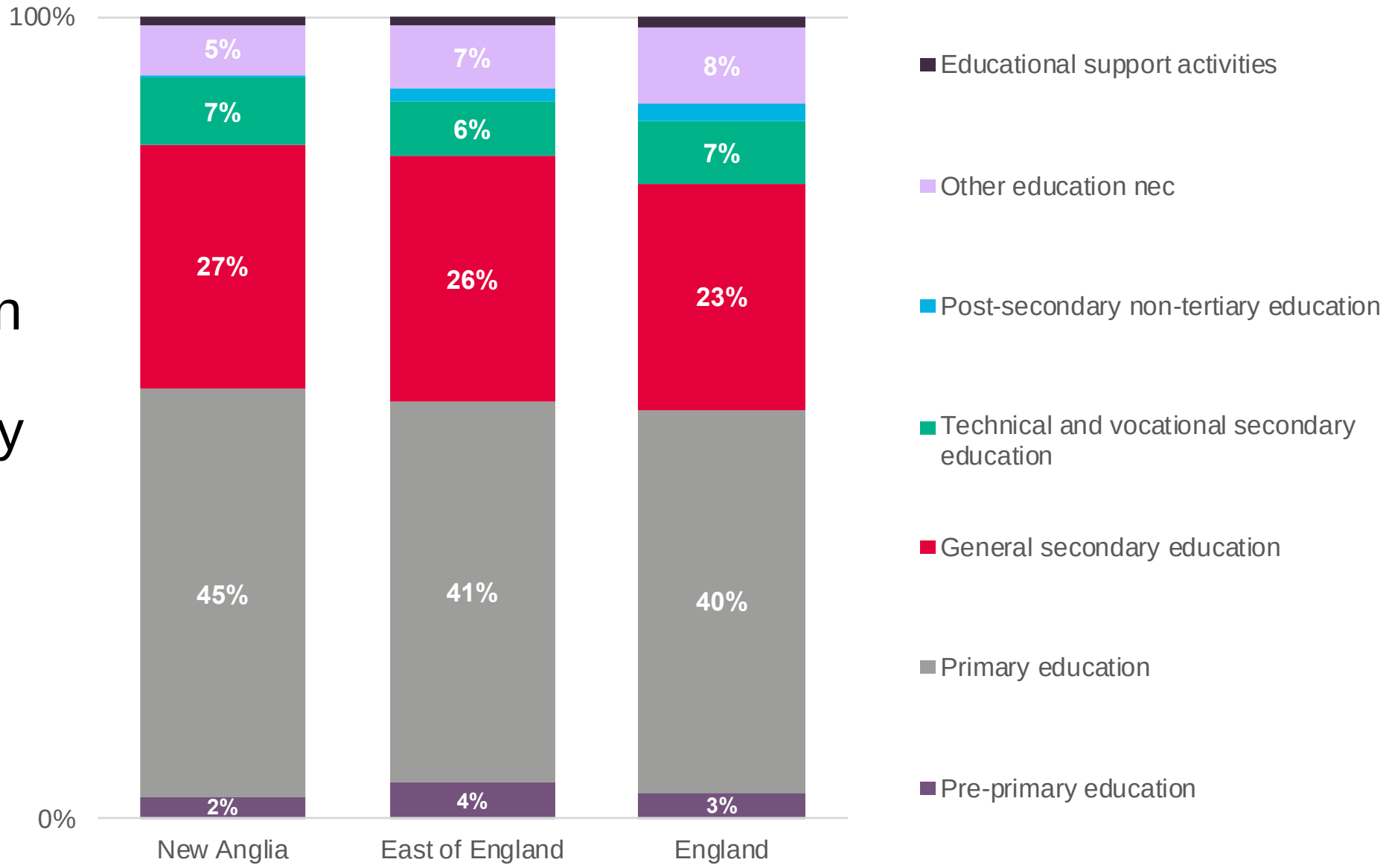
Workforce Jobs by Sub Sector

Source: New Anglia LEP Local Economic Strategy Analysis

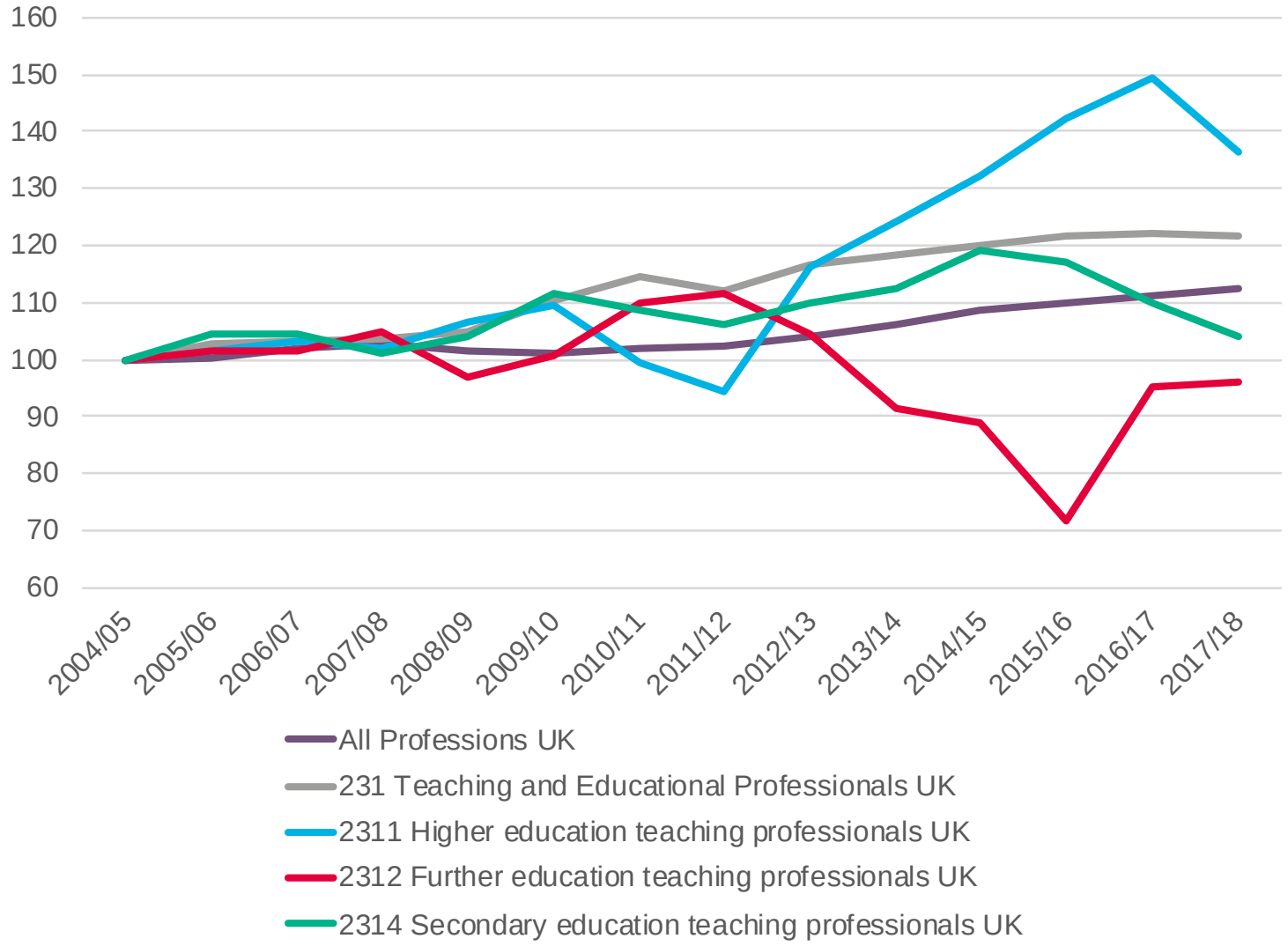


Proportion of Total Education Sector Employment by Sub Sector

Source: Business Register and Employment Survey, Office for National Statistics

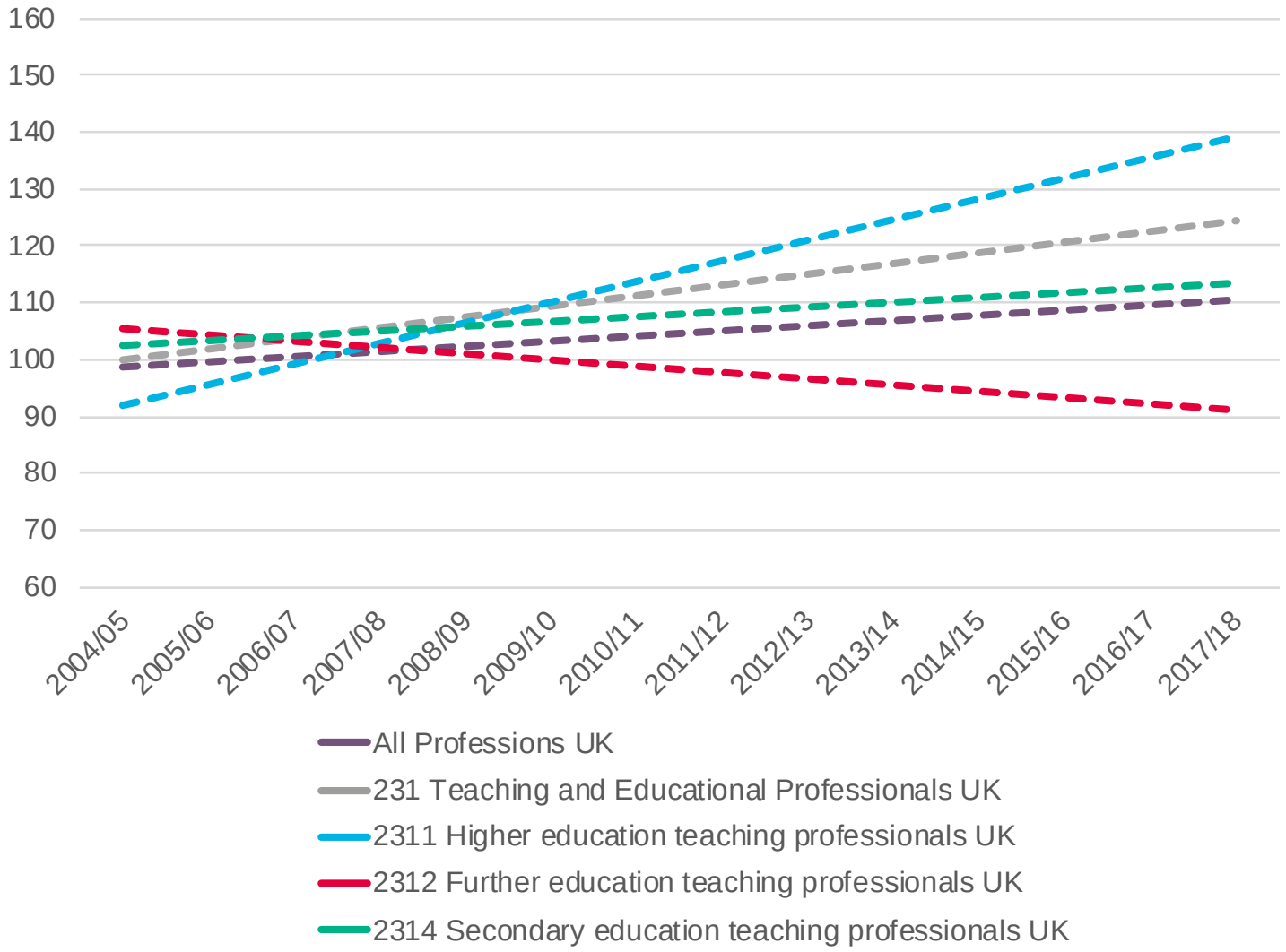


UK Teaching and Educational Employment Change 2004/05 = 100



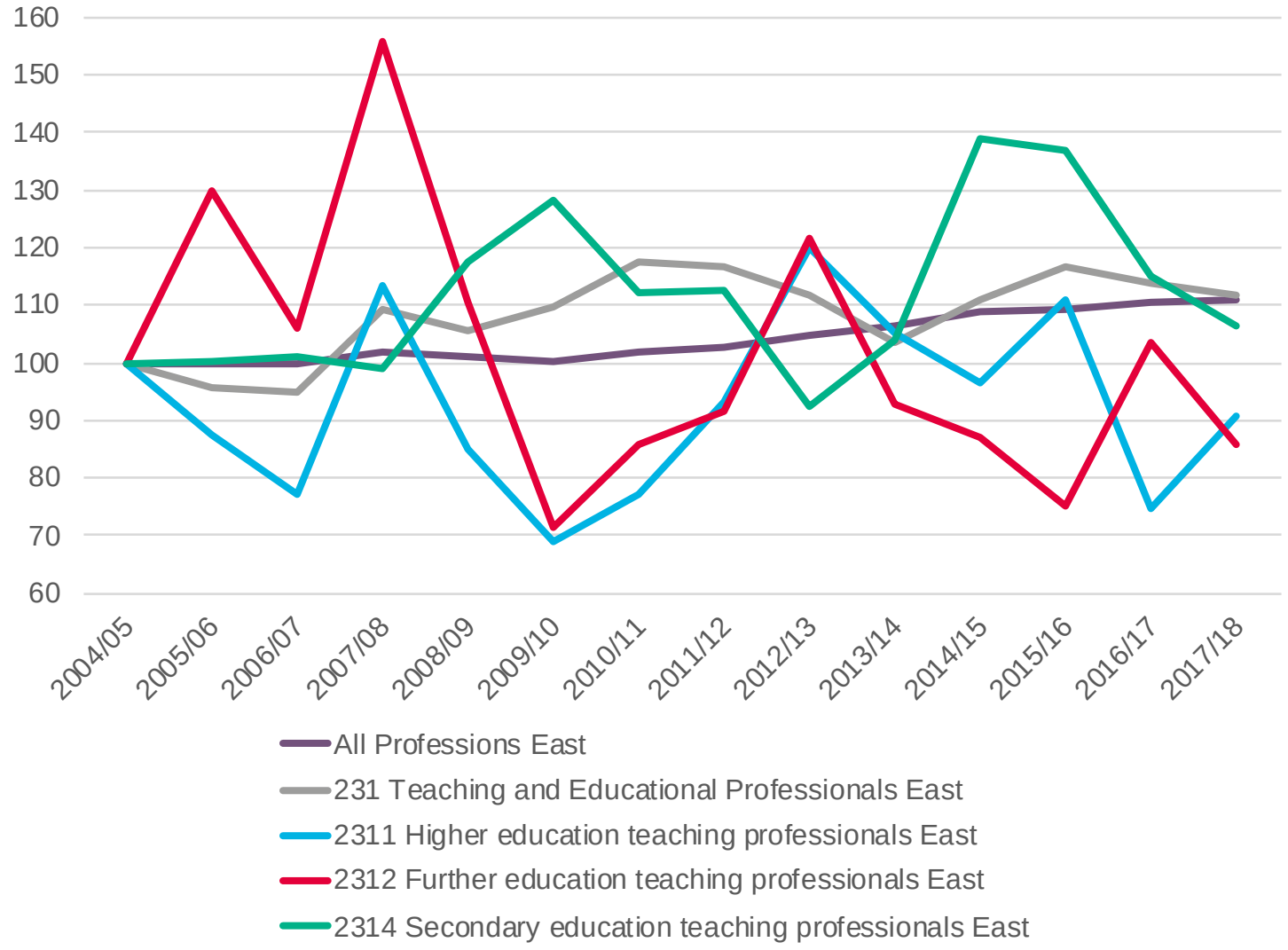
Source: Annual Population Survey, Office for National Statistics

UK Teaching and Educational Employment Change Trends, 2004/05 = 100



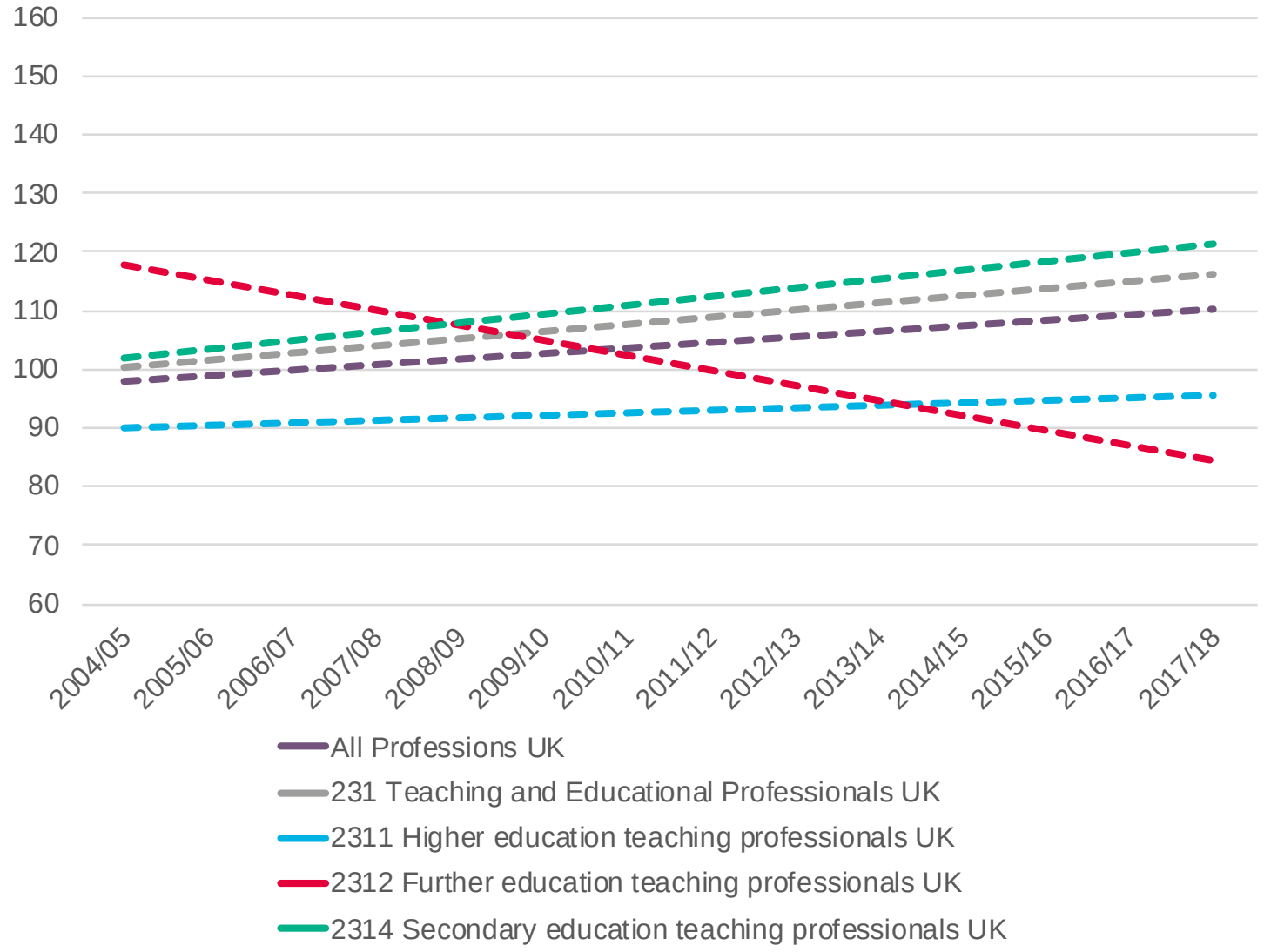
Source: Annual Population Survey, Office for National Statistics

East of England Region Teaching and Educational Employment Change, 2004/05 = 100



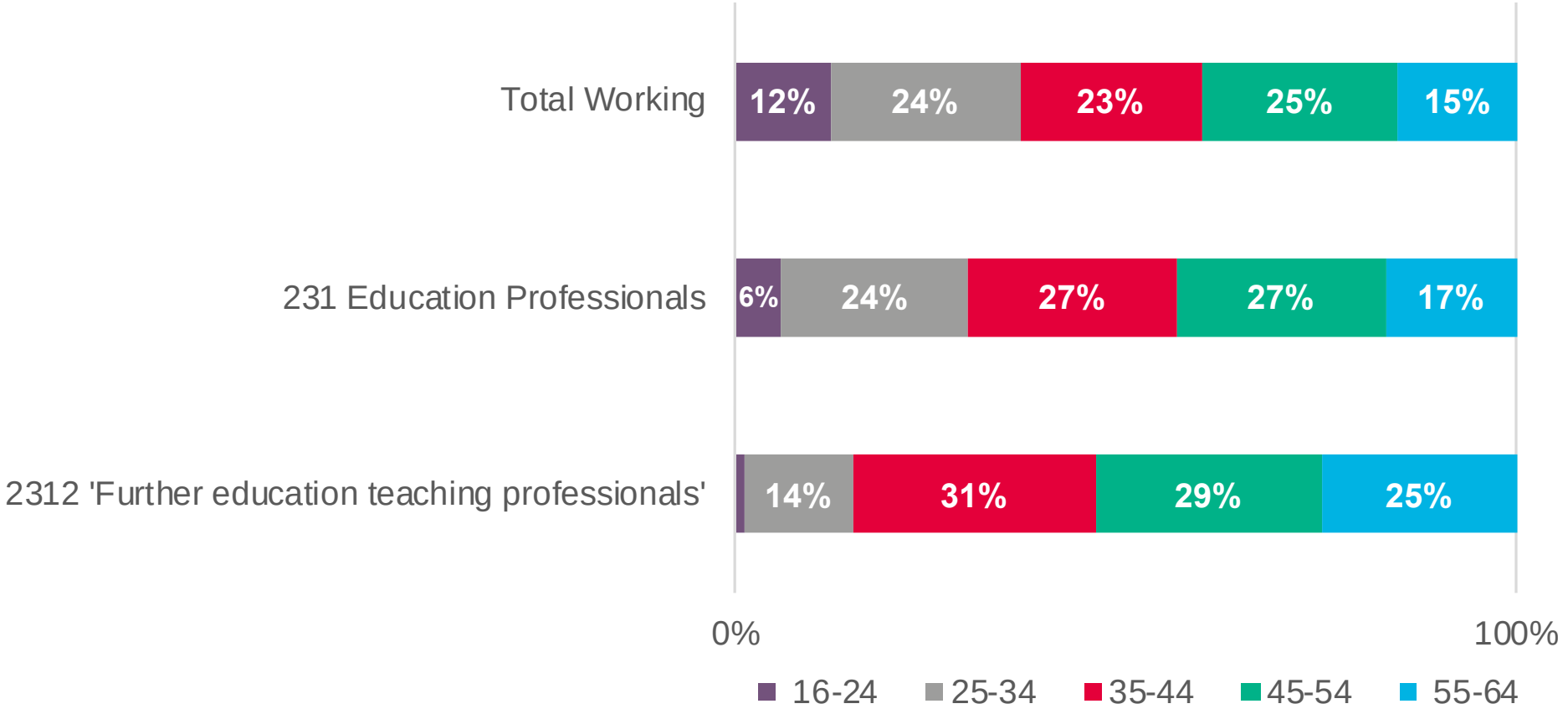
Source: Annual Population Survey, Office for National Statistics

East of England Region Teaching and Educational Employment Change Trends, 2004/05 = 100



Source: Annual Population Survey, Office for National Statistics

Occupation by Age Band, England 2016



Source: Annual Population Survey, Office for National Statistics

Learning & Skills Sector Skills Supply and Demand

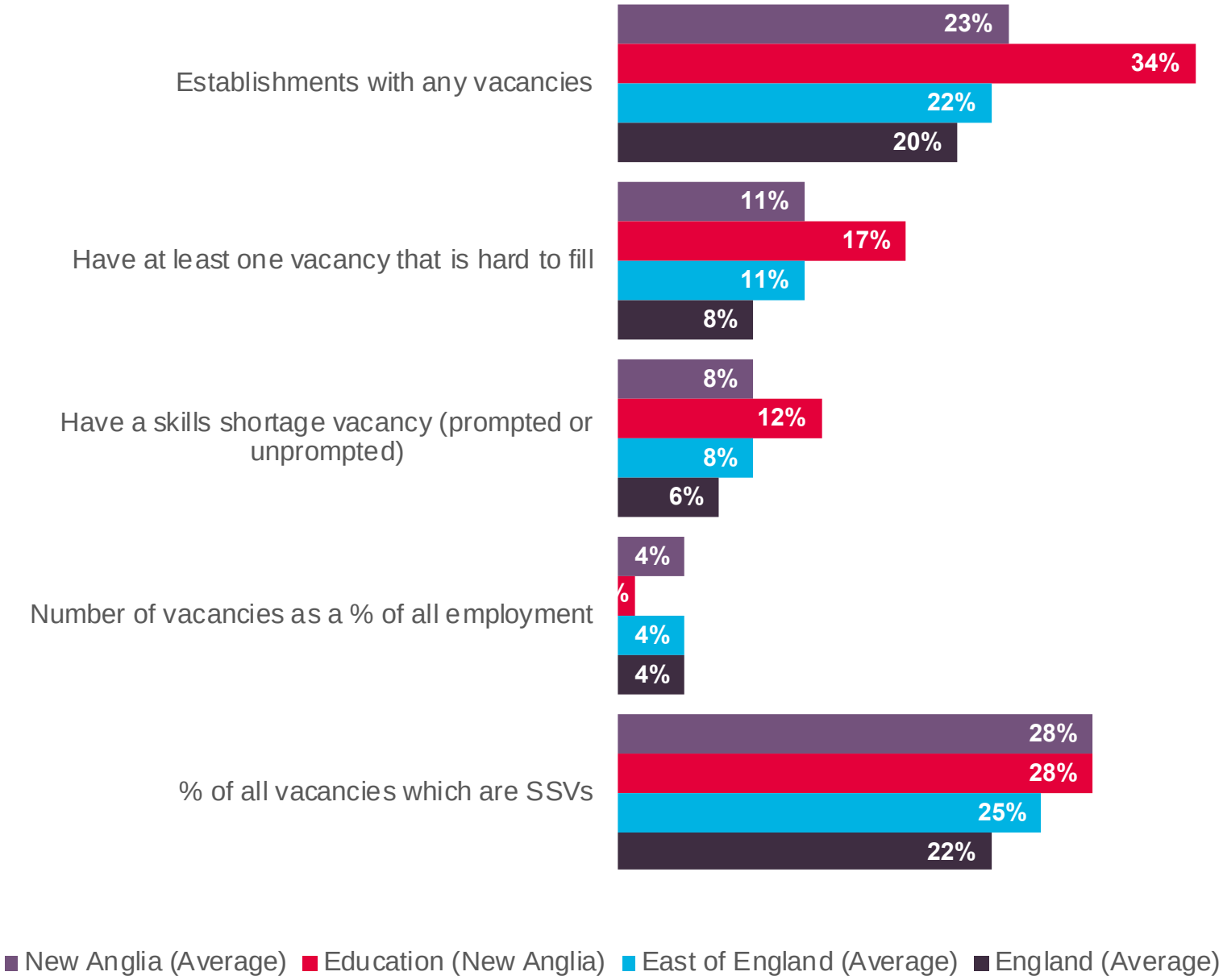
UKCES ESS 2015

The following analysis uses the LEP level data released as part of the UK Commission for Employment and Skills (UKCES) Employer Skills Survey (ESS) 2017. The data covers the areas of vacancies, skills gaps, training, and staff retention and underutilisation.

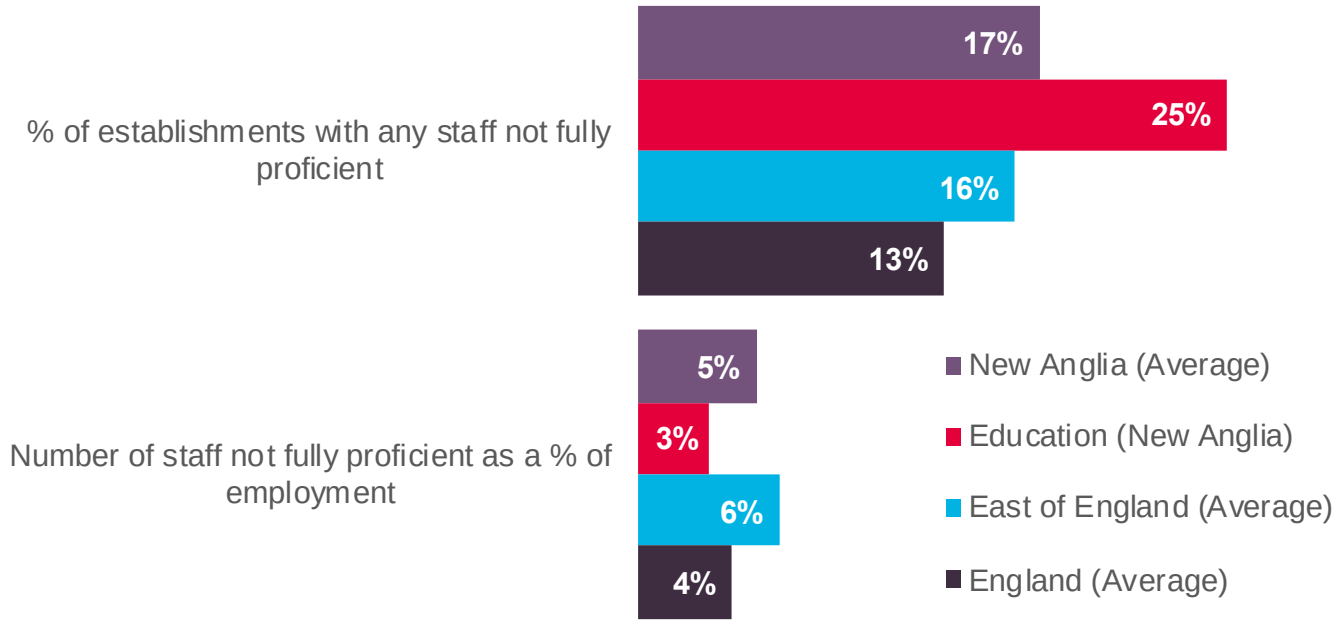
Data is published for a limited number of broad sectors at LEP level and we have chosen the sector of ‘Education’ as that being closest to encapsulating Learning & Skills sector activity. In all instances, national, regional, and New Anglia LEP averages are presented as comparators.

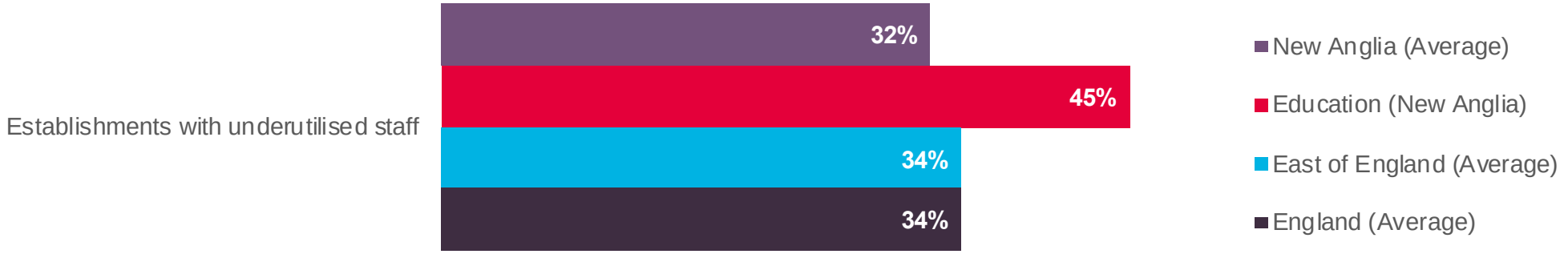
In total, 2,280 employers in New Anglia were surveyed, 153 of which were ‘Education’ employers.

Vacancies

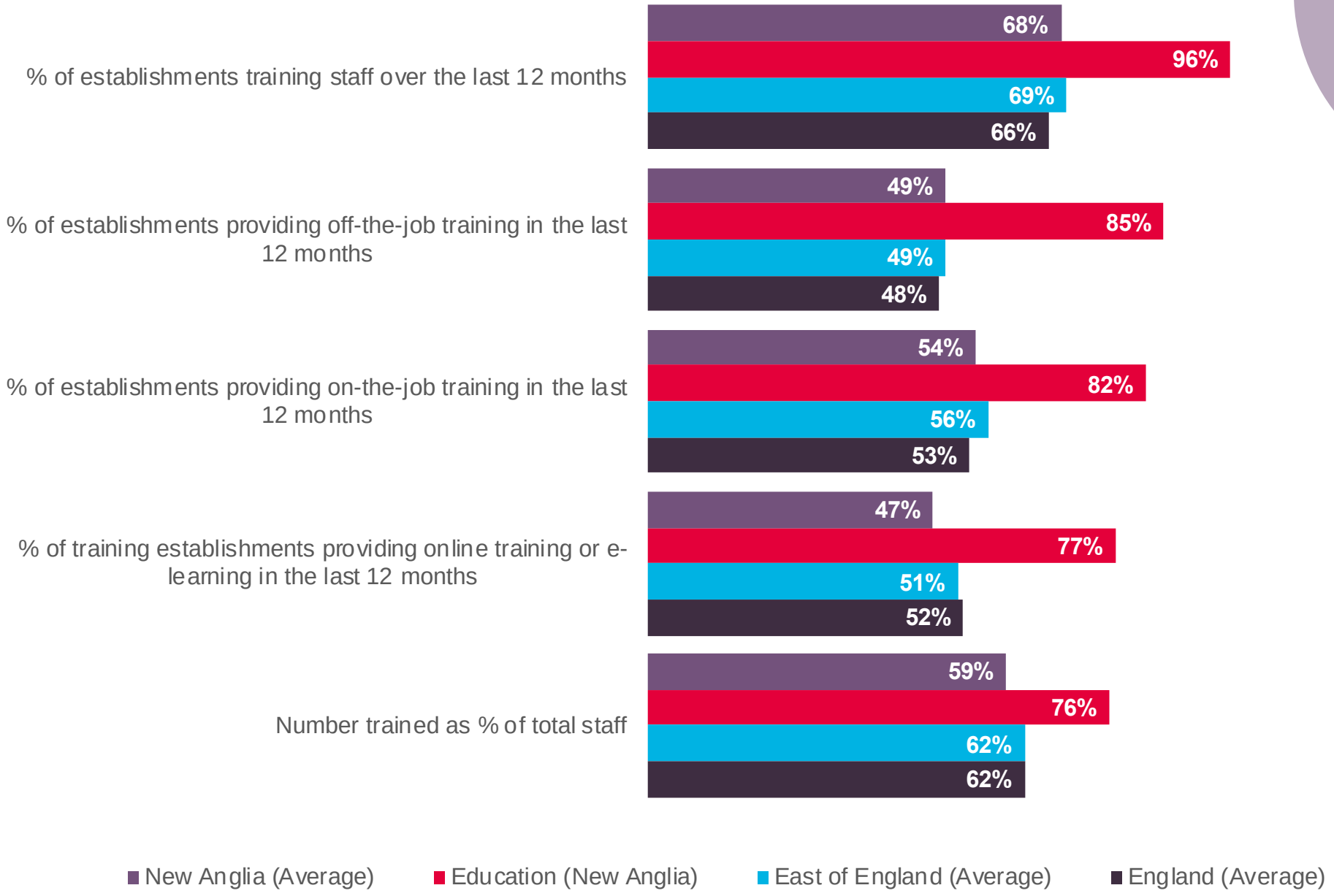

Establishments with any vacancies
23%
34%
22%
20%
Have at least one vacancy that is hard to fill
11%
17%
11%
8%
Have a skills shortage vacancy (prompted or unprompted)
8%
12%
8%
6%
Number of vacancies as a % of all employment
4%
%
4%
4%
% of all vacancies which are SSVs
28%
28%
25%
22%
New Anglia (Average)
Education (New Anglia)
East of England (Average)
England (Average)

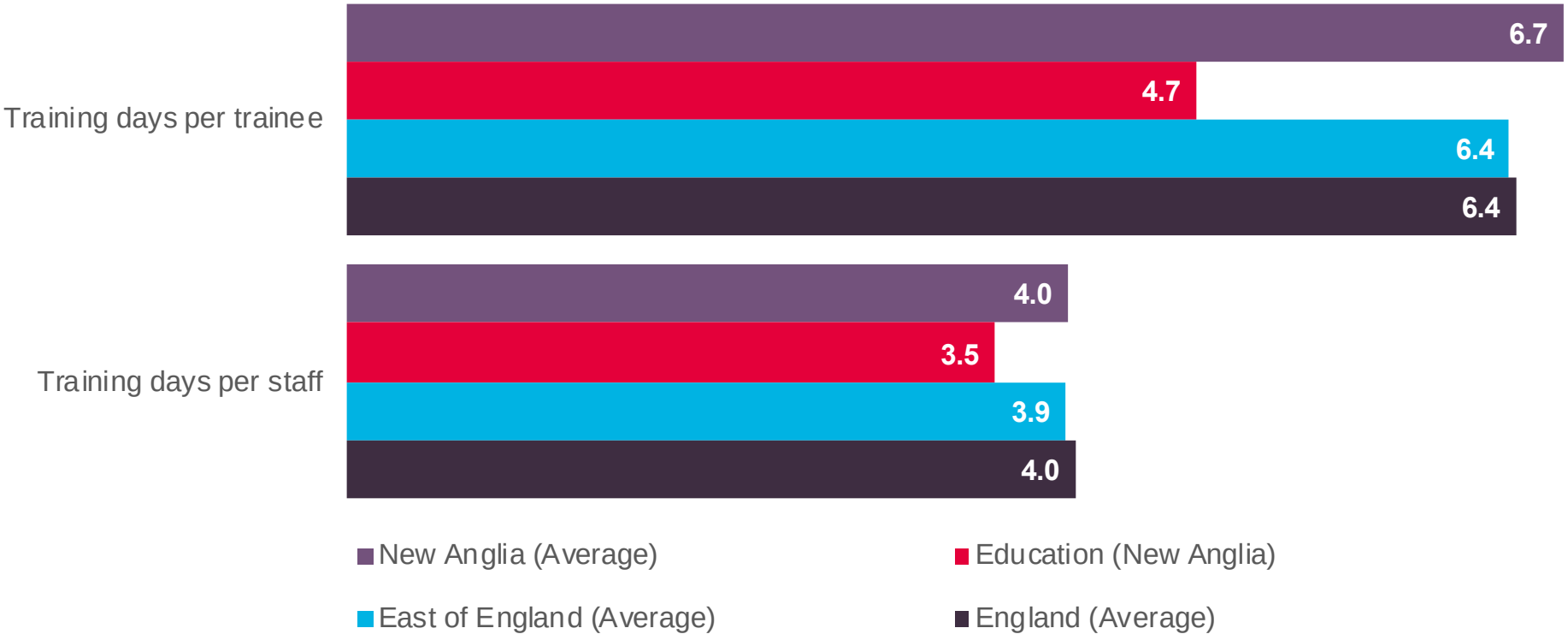
Skills Gaps & Underutilisation





Training


% of establishments training staff over the last 12 months
68%
96%
69%
66%
% of establishments providing off-the-job training in the last 12 months
49%
85%
49%
48%
% of establishments providing on-the-job training in the last 12 months
54%
82%
56%
53%
% of training establishments providing online training or e-learning in the last 12 months
47%
77%
51%
52%
Number trained as % of total staff
59%
76%
62%
62%
New Anglia (Average)
Education (New Anglia)
East of England (Average)
England (Average)


Training days per trainee
6.7
4.7
6.4
6.4
Training days per staff
4.0
3.5
3.9
4.0
New Anglia (Average)
Education (New Anglia)
East of England (Average)
England (Average)

FE Learning Aims

All data (unless stated otherwise) is sourced from the Department for Education's Further Education data library https://www.gov.uk/government/statistical-data-sets/fe-data-library-local-authority-tables#history

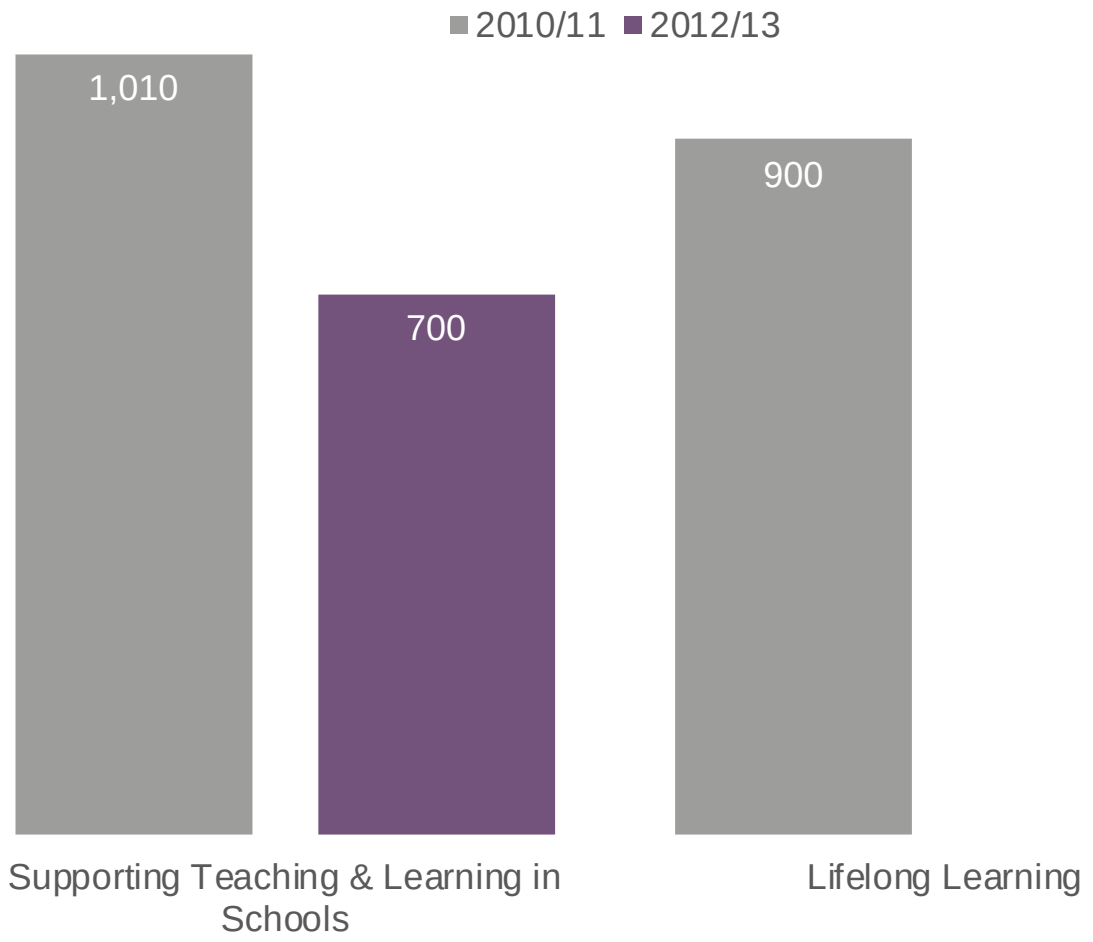
In order to present information that is relevant to New Anglia LEPs high performing and underpinning sectors then we have identified FE and skills provision data split by Sector Lead Body and aligned a best-fit with each sector.

The Sector Lead Bodies identified as being the most relevant to the Learning & Skills sector are: Supporting Teaching & Learning in Schools; and Lifelong Learning.

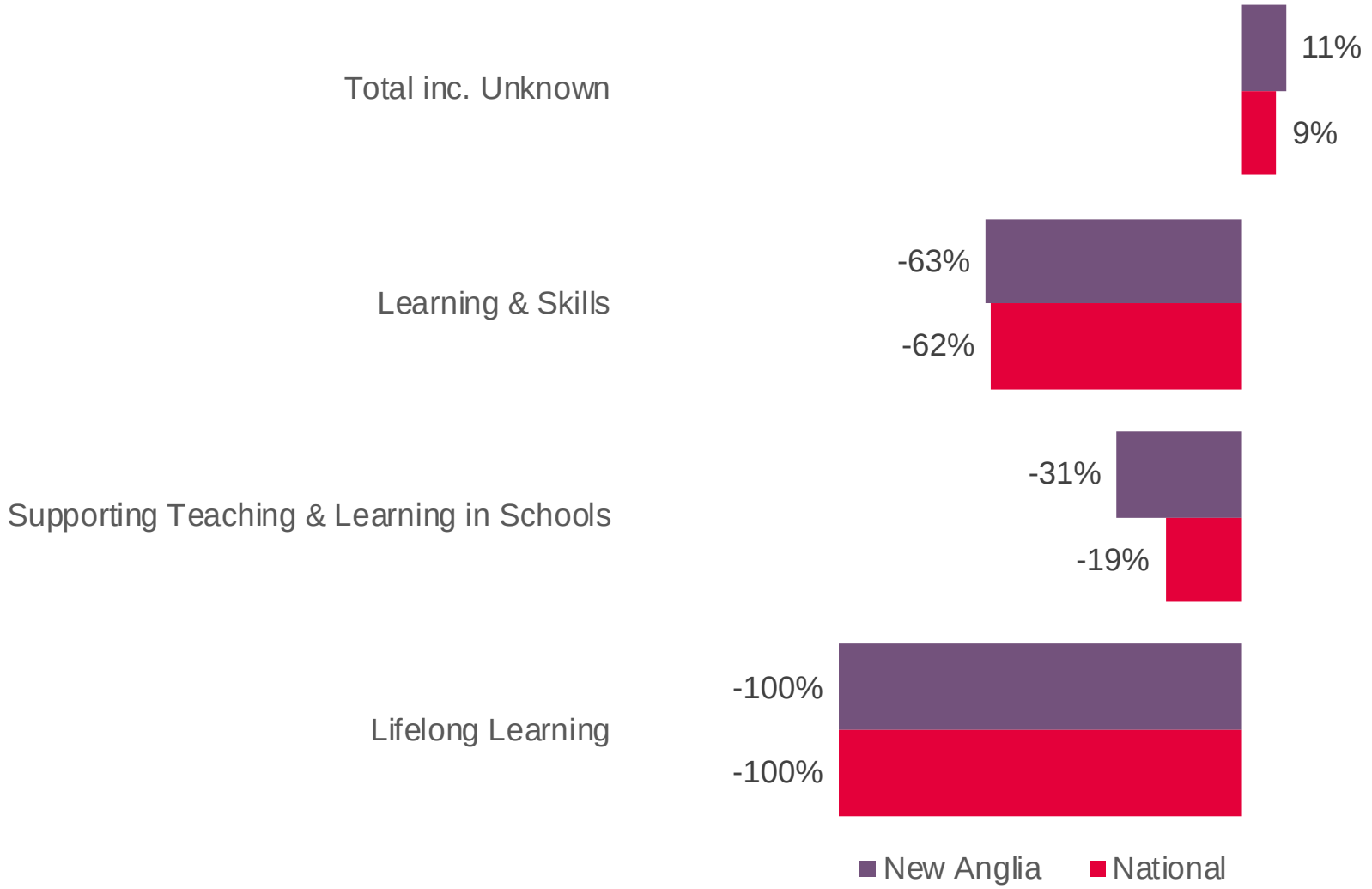
However, not all FE and Skills learning aims align with a sector lead body. In fact, on average around two thirds are classed as unknown. This means that we are basing results here on roughly a third of the data.

Please note that all data is rounded to the nearest 10 and that therefore some figures presented may not add to the sum totals presented.

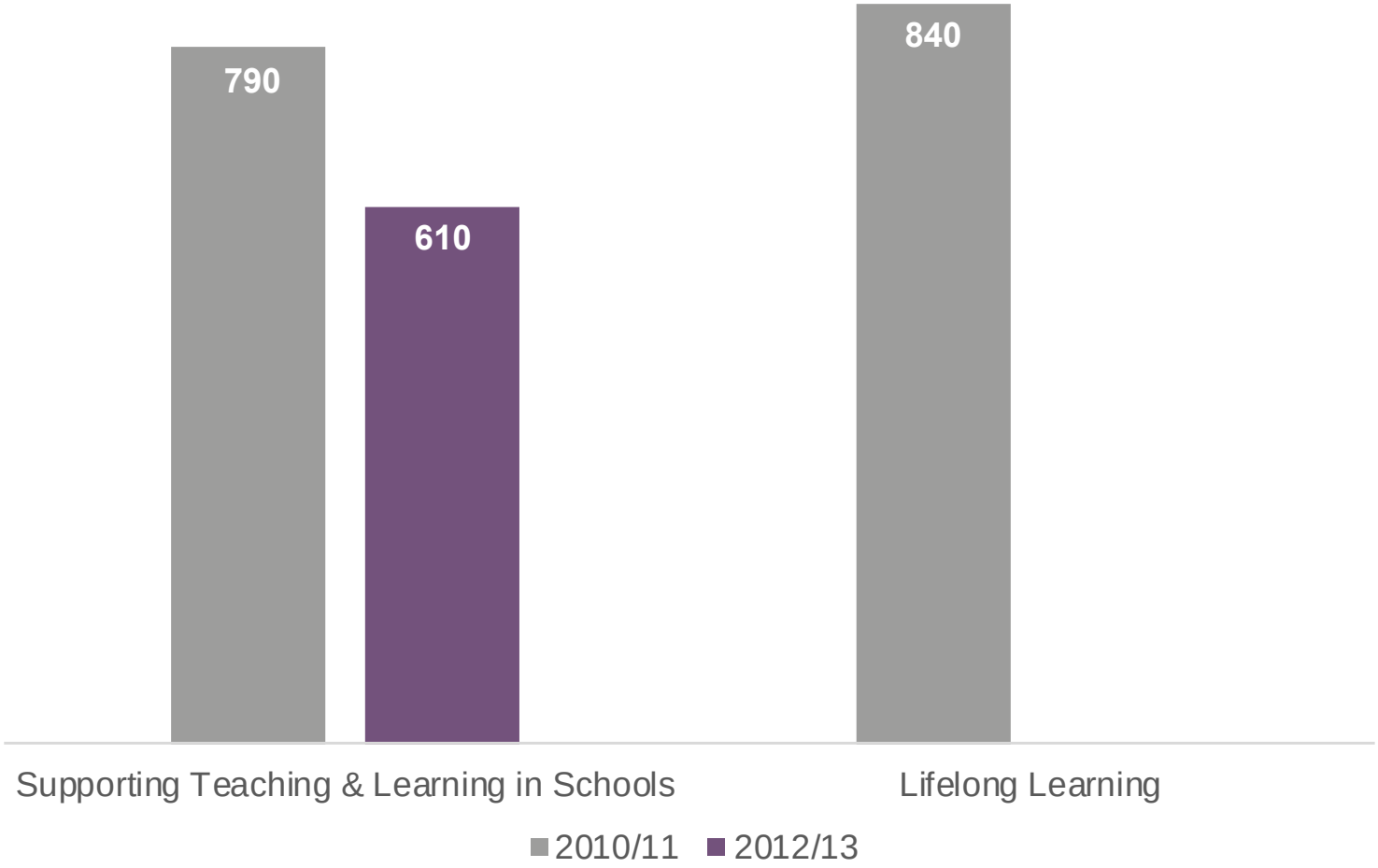
Learning & Skills Sector Learning Aims Delivered to New Anglia Learners by Sector Lead Body, 2010/11 and 2012/13



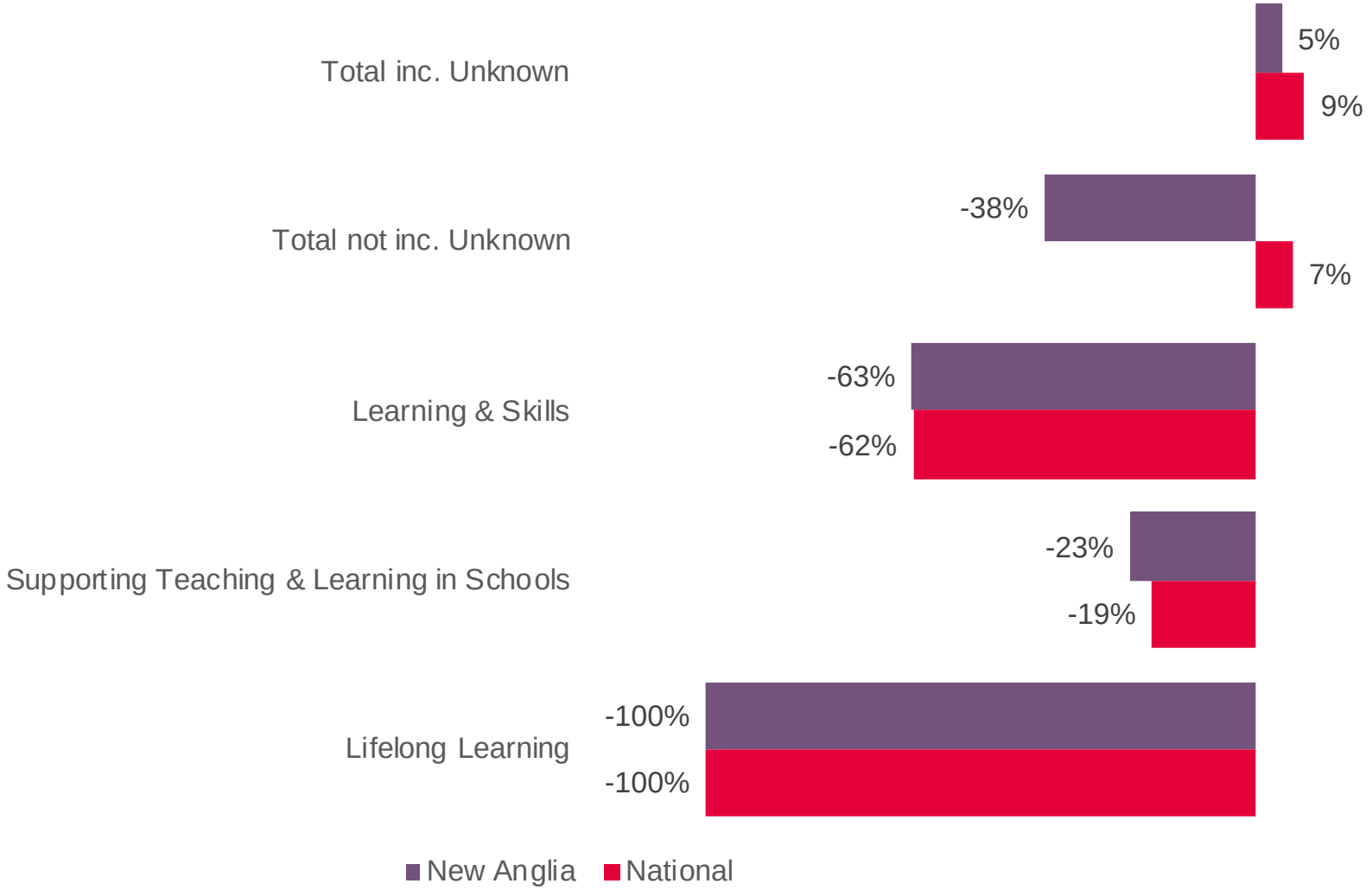
Change in Learning & Skills Sector Learning Aims Delivered to Resident Learners by Sector Lead Body 2010/11 - 2012/13



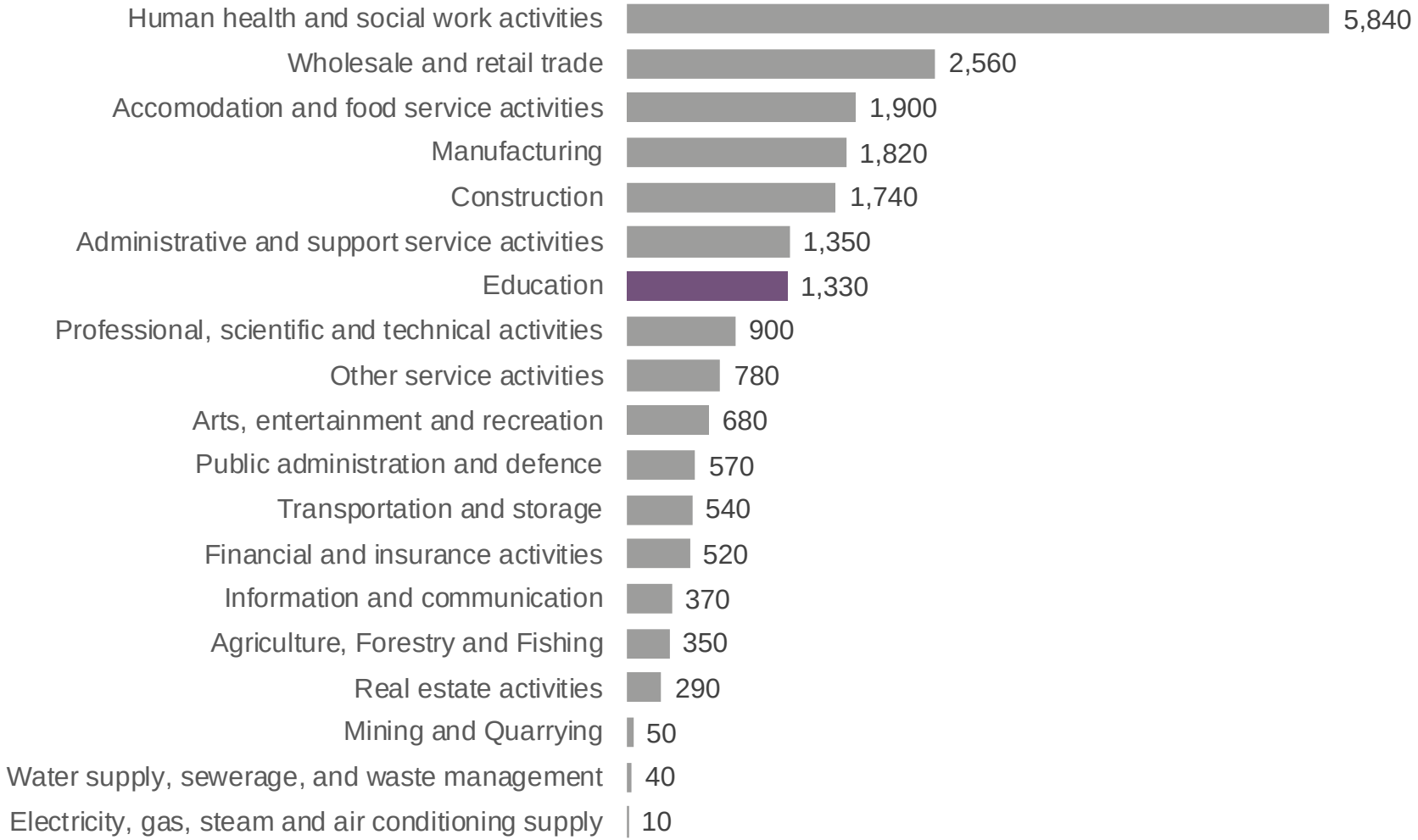
Learning & Skills Sector Learning Aims Delivered to New Anglia Learners by New Anglia Providers by Sector Lead Body, 2010/11 and 2012/13



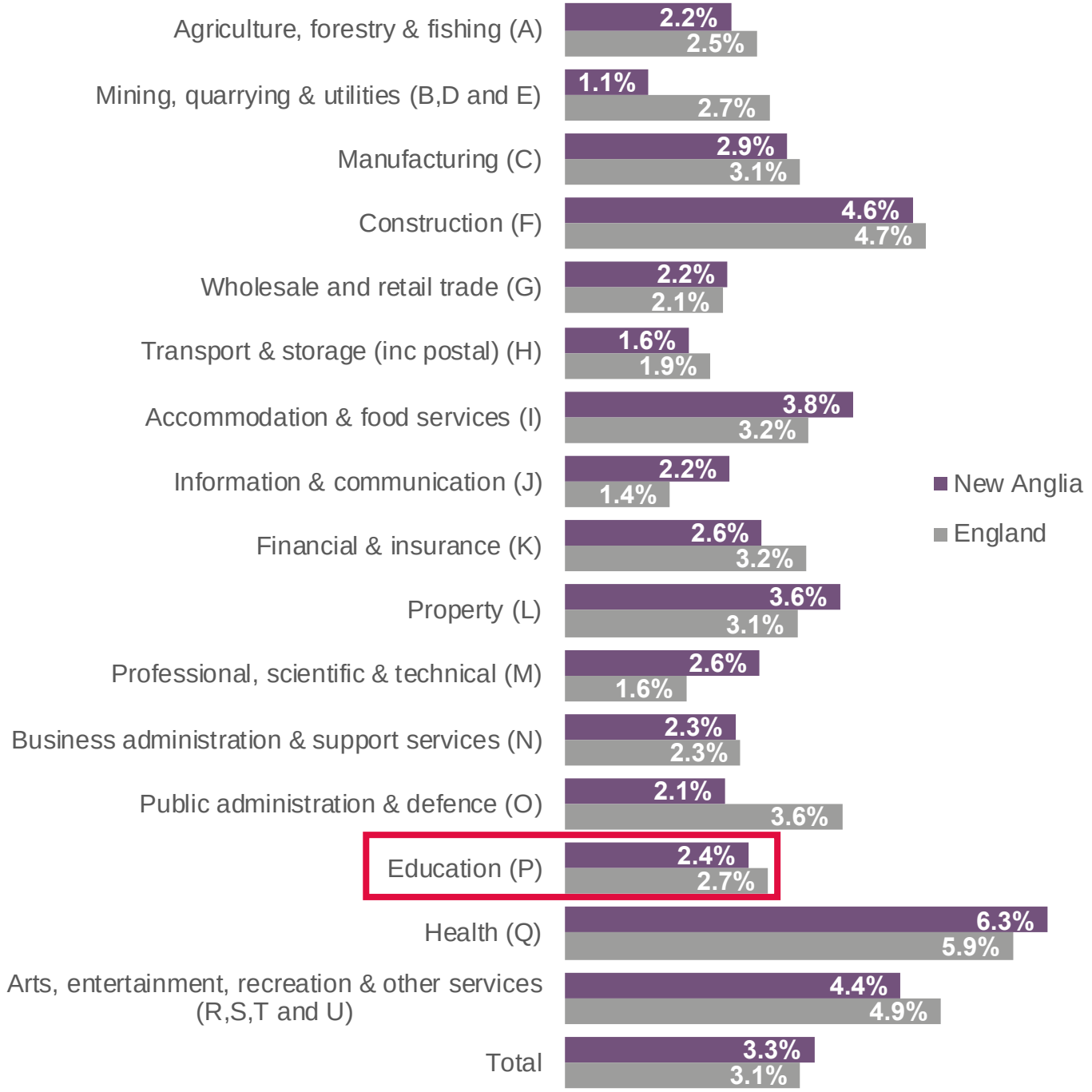
Change in Learning & Skills Sector Learning Aims Delivered to Resident Learners by Domiciled Providers by Sector Lead Body, 2010/11 – 2012/13



Apprenticeship Participation by Sector, 2014/15



Source: Department for Education



Apprenticeship Numbers as a Proportion of Total Sector Workforce, 2014/15

Source: Department for Education

Apprenticeship Starts by Learning & Skills Related Framework

Apprenticeship Framework	2015/16				2016/17				2017/18			
	Intermediate	Advanced	Higher	**Total**	Intermediate	Advanced	Higher	**Total**	Intermediate	Advanced	Higher	**Total**
Supporting Teaching and Learning in Schools	40	130	0	**170**	60	210	0	**270**	10	90	0	**100**
Learning and Development	0	20	0	**20**	0	0	0	**0**	0	0	0	**0**
Supporting Teaching and Learning in Physical Education	0	70	0	**70**	0	40	0	**40**	0	40	0	**40**
Grand Total	40	220	0	**260**	60	250	0	**310**	10	130	0	**140**

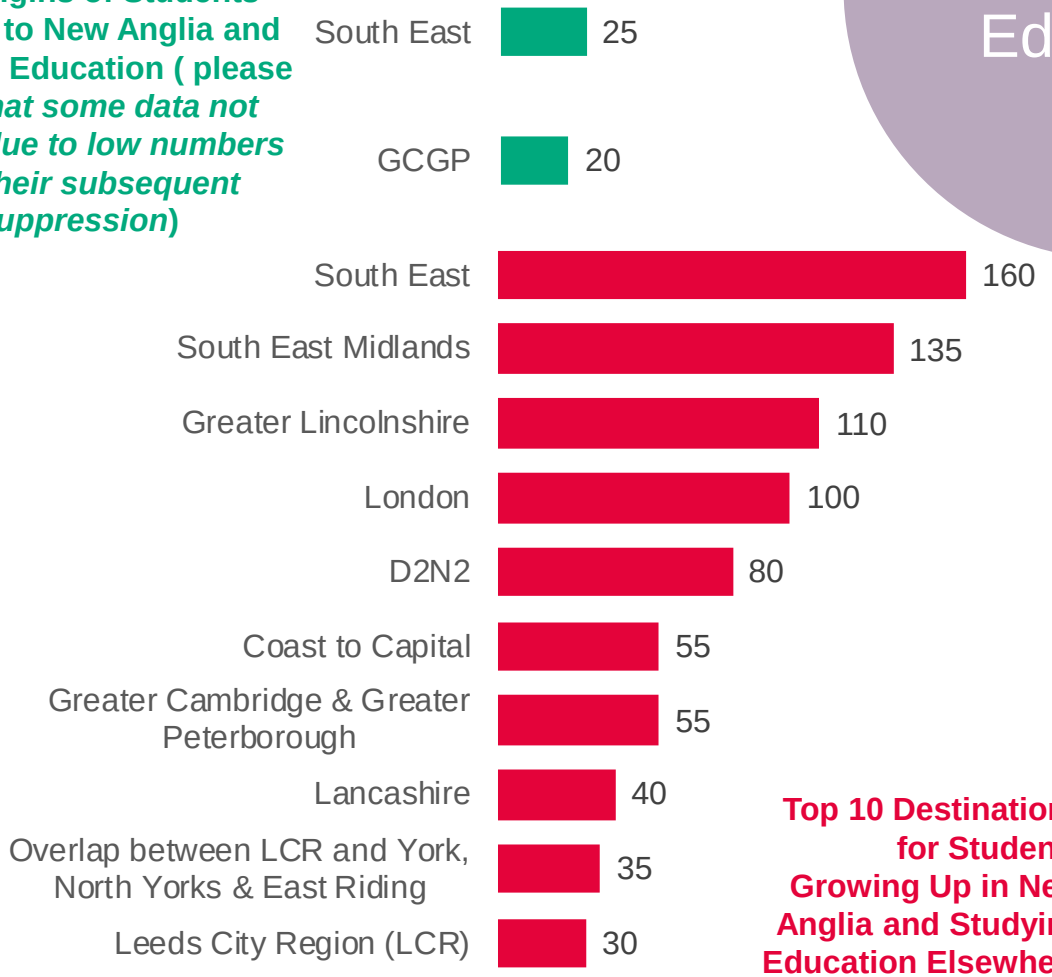
Source: Education and Skills Funding Agency Data Cube

STUDY 2010/11 – 2014/15

100
grew up outside New Anglia and studied Education in New Anglia

1,050 (58%)
left and studied outside New Anglia

Top Origins of Students Coming to New Anglia and Studying Education (please *note that some data not shown due to low numbers and their subsequent suppression*)



Top 10 Destinations for Students Growing Up in New Anglia and Studying Education Elsewhere

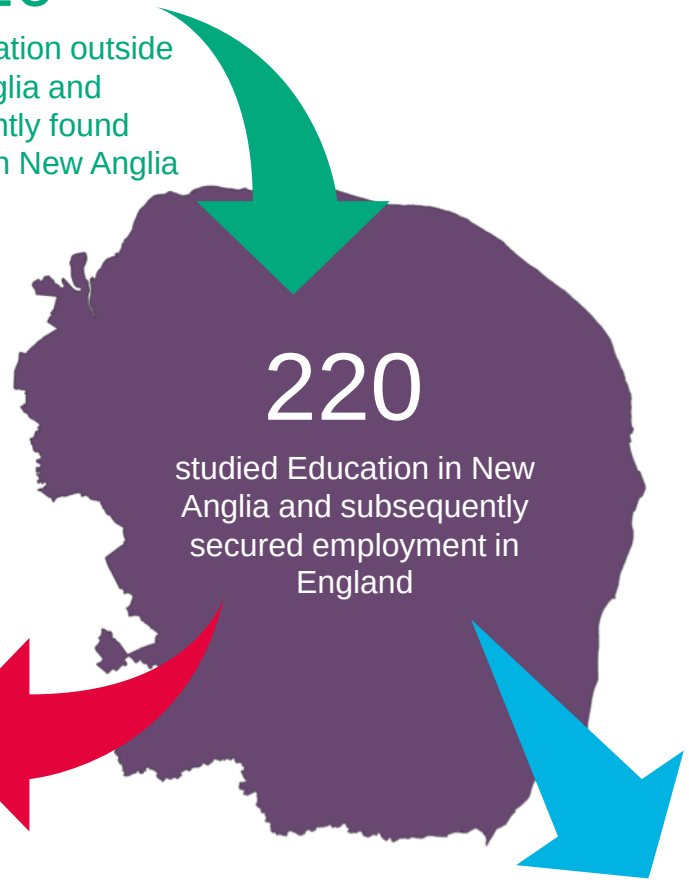
Total studied Education in New Anglia
860
of which 12% came from outside New Anglia

Over the period 2010/11 – 2014/15 inclusive, New Anglia had a net flow of students studying Education of

- 950

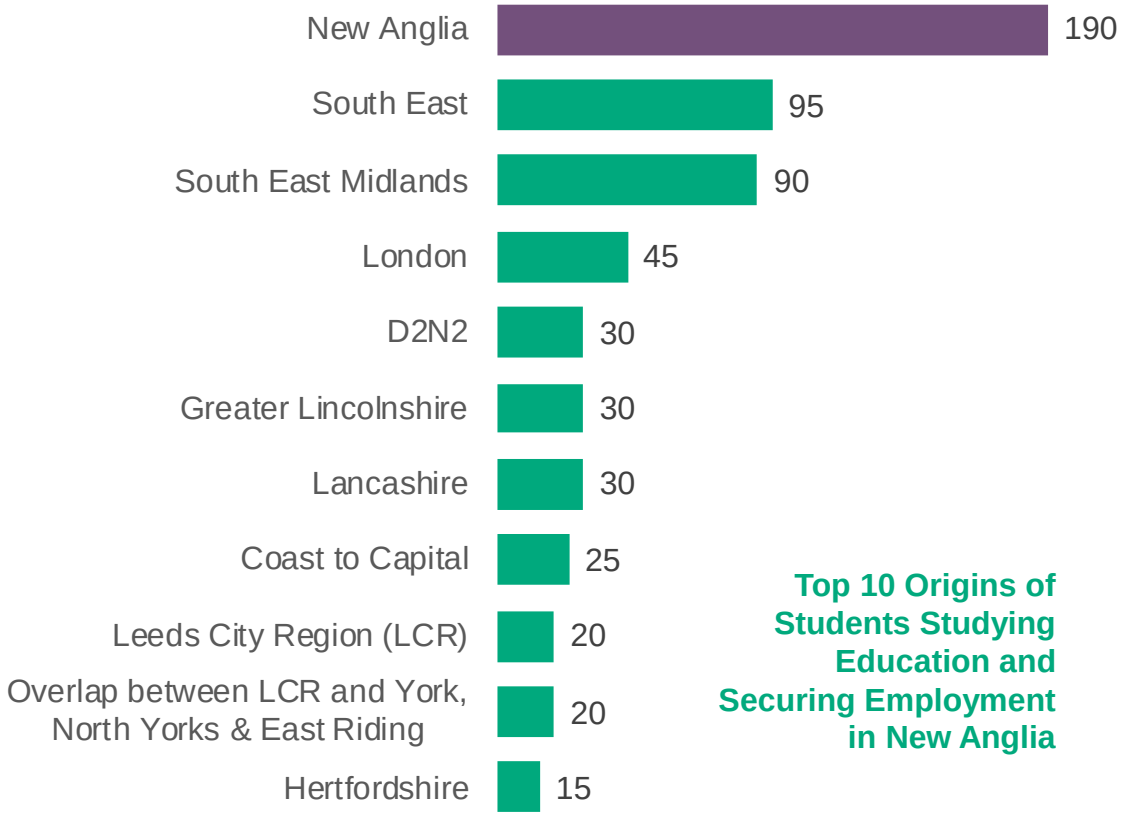
EMPLOYMENT 2010/11 – 2014/15

510
studied Education outside New Anglia and subsequently found employment in New Anglia



30 (14%)
left and found employment outside New Anglia

Total studied Education and employed in New Anglia
700
of which 73% came from outside New Anglia



Top 10 Origins of Students Studying Education and Securing Employment in New Anglia

Over the period 2010/11 – 2014/15 inclusive, New Anglia had a net flow of workers who studied Education of

+490

COMPARATORS

	Education	New Anglia	New Anglia	National
Stay for study and employment	86.4%	87.6%	27.3%	29.3%
Leave for study, return for employment			30.2%	30.4%
Leave for study, do not return			38.7%	34.3%
Stay for study, leave for employment	13.6%	12.4%	3.9%	6.0%

NOTES ON DATA SOURCES & METHODOLOGY

- The data presented here is from the population of England-domiciled students who studied for a first degree at an English higher education provider between the academic years 2010-11 and 2014-15 inclusive. Data comes from the Higher Education Statistics Agency (HESA) Student Record, the Education and Skills Funding Agency's Individualised Student Record (ILR) data and the Destinations of Leavers from Higher Education (DLHE) survey.

- Numbers are Full Person Equivalents. This is because individuals can be taught through collaborative arrangements at two (or more) institutions. In order to count provision against both institutions, student counts have been divided between teaching institutions in proportion to the percentage of time taught at each.

- Data presented on mobility between home and study, where 'home' refers to the domicile of a student before they go to university, is for the population of students who entered higher education between 2010-11 and 2014-15 and who have a valid postcode for both home and study. This is taken from the HESA Student Record and the ILR. **The total FPE for this population was 1,817,855.**

- Data using employment location is restricted to students who left higher education between 2010-11 and 2014-15 and who provided a valid full or partial employment postcode in response to the DLHE survey. **The total FPE for this population was 710,800.**

- Because these two populations differ significantly means that we are unable to make direct comparisons between the two i.e. calculate the true retention of students, and movements into employment, for an area.

Labour Insight Jobs

The following section presents data from Labour Insight, a Burning Glass analytical tool. This tool collects details of online job postings from multiple sources and enables the analysis of these postings based on specific skills, educational requirements, and job titles, for example.

Please note that whilst Labour Insight will capture more information on the jobs market than more traditional Department for Work and Pensions vacancy data, the fact that not all job vacancies are advertised means that there will still be gaps in the findings.

In terms of the Learning and Skills sector then according to the Labour Insight Jobs tool, there were 27,026 teaching occupation vacancies posted in New Anglia between Jan. 1, 2012 and Dec. 31, 2018.

As our interest in the Learning and Skills sector is focused on teaching roles (as opposed to the wider employment opportunities provided by the education sector), we have used (and in some cases focused in on) the following Standard Occupational Classification (SOC) codes in our analysis:

- Secondary education teaching professionals (2314)
- Teaching and other educational professionals n.e.c. (2319)
- Higher education teaching professionals (2311)
- Senior professionals of educational establishments (2317)
- Further education teaching professionals (2312)
- Primary and nursery education teaching professionals (2315)
- Special needs education teaching professionals (2316)
- Education advisers and school inspectors (2318)

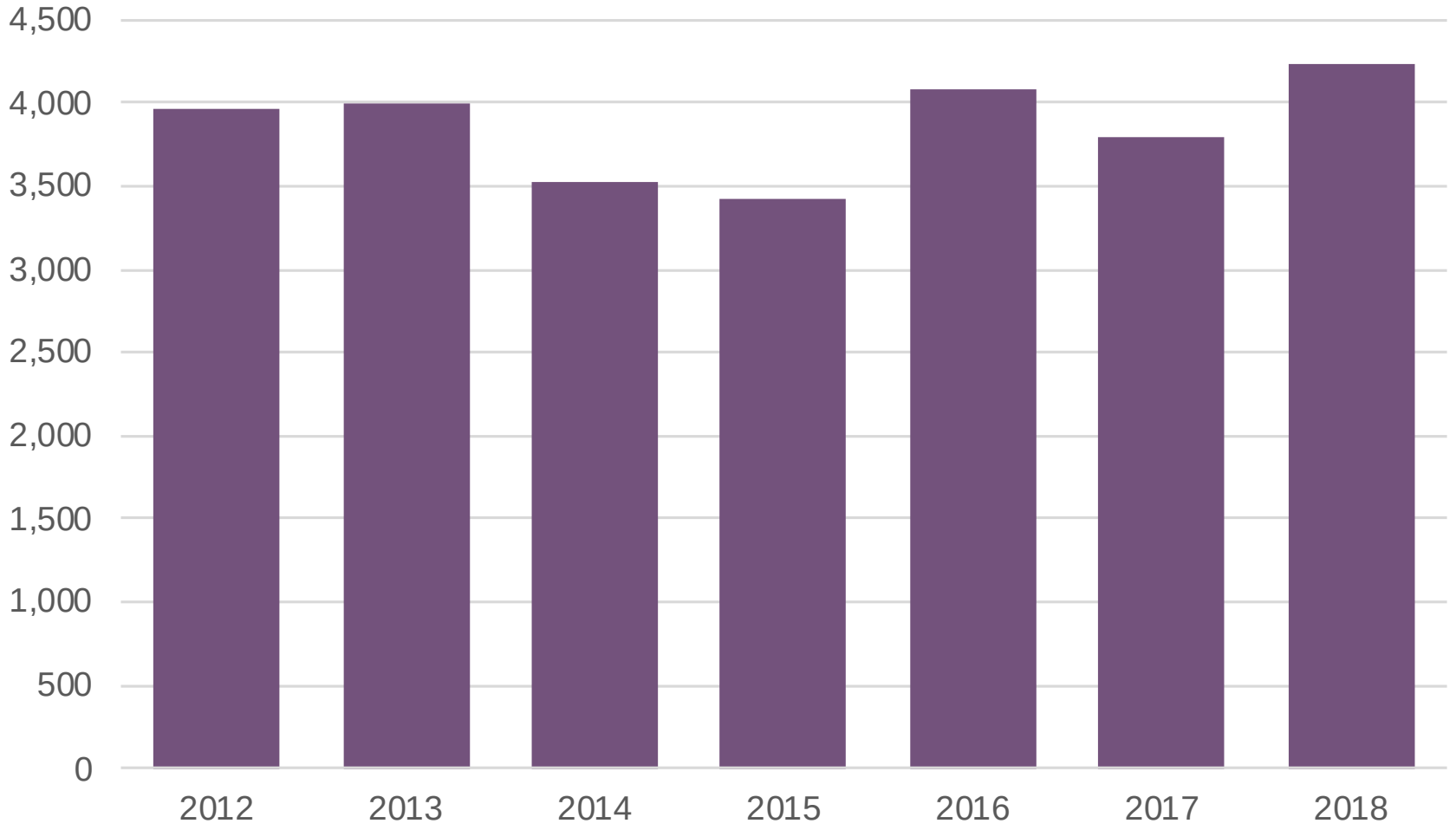
Burning Glass Labour Market Analysis of All Teaching Occupations (excluding Primary) in the Education Sector, 2018

Travel to Work Area	Job Postings	Job Postings per 1000 people employed, last 12 months	Location Quotient
Bury St Edmunds	251	4	Lower demand than average
Norwich	675	3	Much lower demand than average
Ipswich	479	3	Much lower demand than average
King's Lynn	163	2	Much lower demand than average
Lowestoft	103	2	Much lower demand than average
Great Yarmouth	67	1	Much lower demand than average
Thetford & Mildenhall	77	1	Much lower demand than average
Cromer & Sheringham	9	1	Much lower demand than average

Burning Glass Labour Market Analysis of Further Education Teaching Occupations, 2018

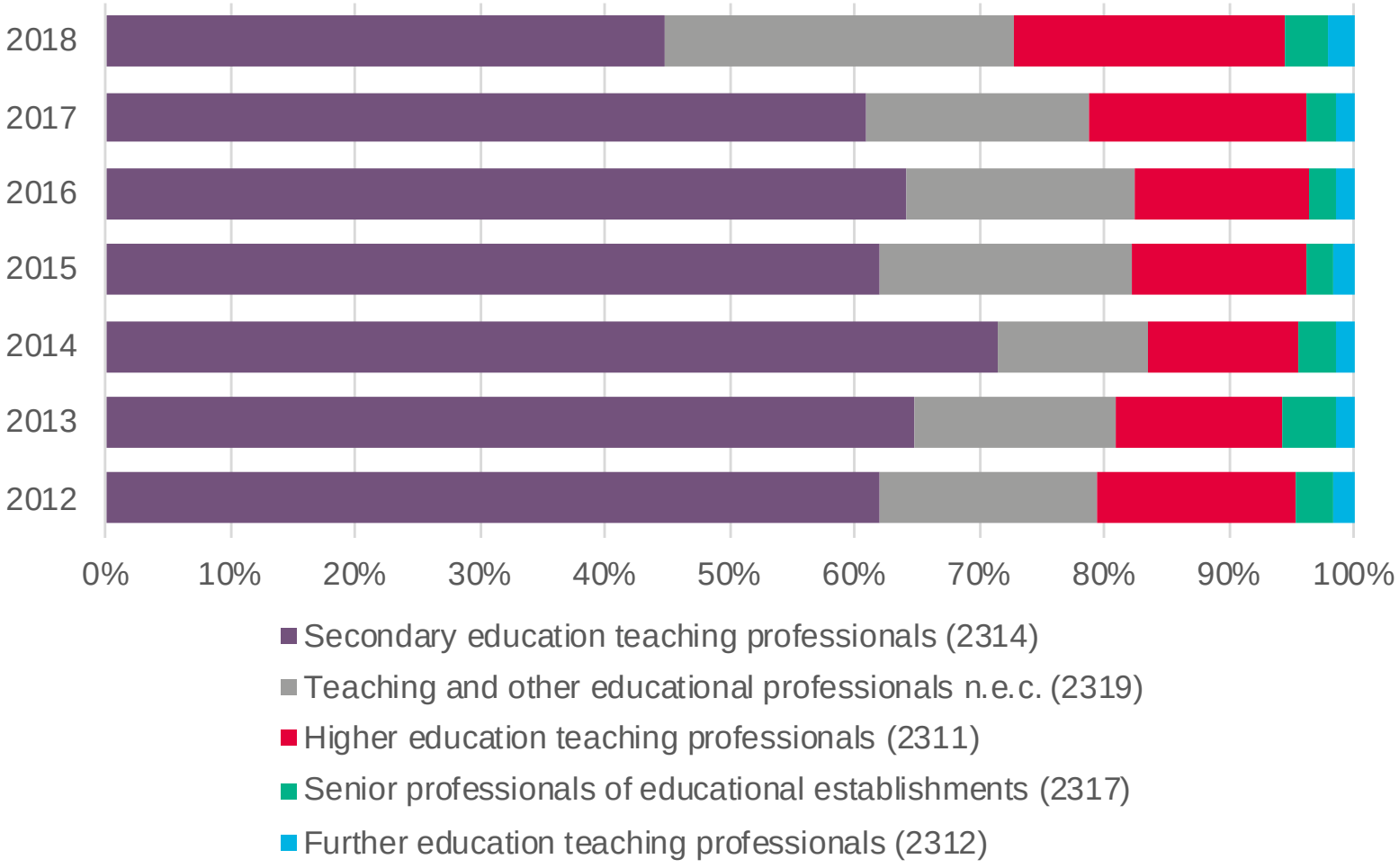
Travel to Work Area	Job Postings	Job Postings per 1000 people employed, last 12 months	Location Quotient
Bury St Edmunds	35	0.5	Much higher demand than average
Ipswich	47	0.3	Average demand
Great Yarmouth	8	0.2	Much lower demand than average
Norwich	15	0.1	Much lower demand than average
Lowestoft	6	0.1	Much lower demand than average
Thetford & Mildenhall	4	0.1	Much lower demand than average
Cromer & Sheringham	1	0.1	Much lower demand than average
King's Lynn	1	0.0	Much lower demand than average

New Anglia Teaching Vacancies Over Time



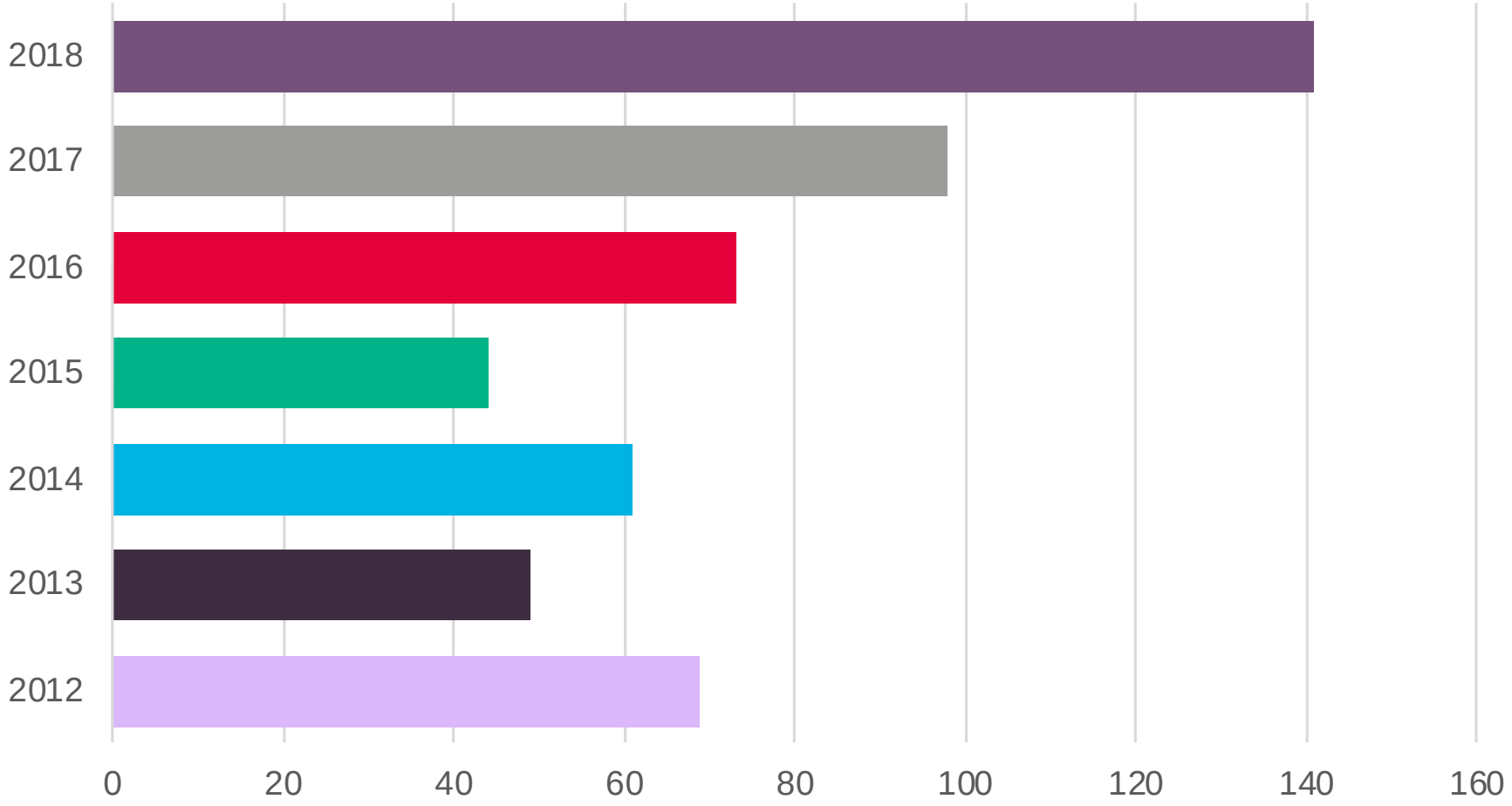
Source: Burning Glass Labour Market Insight

New Anglia Selected Teaching Vacancies by Occupation Over Time

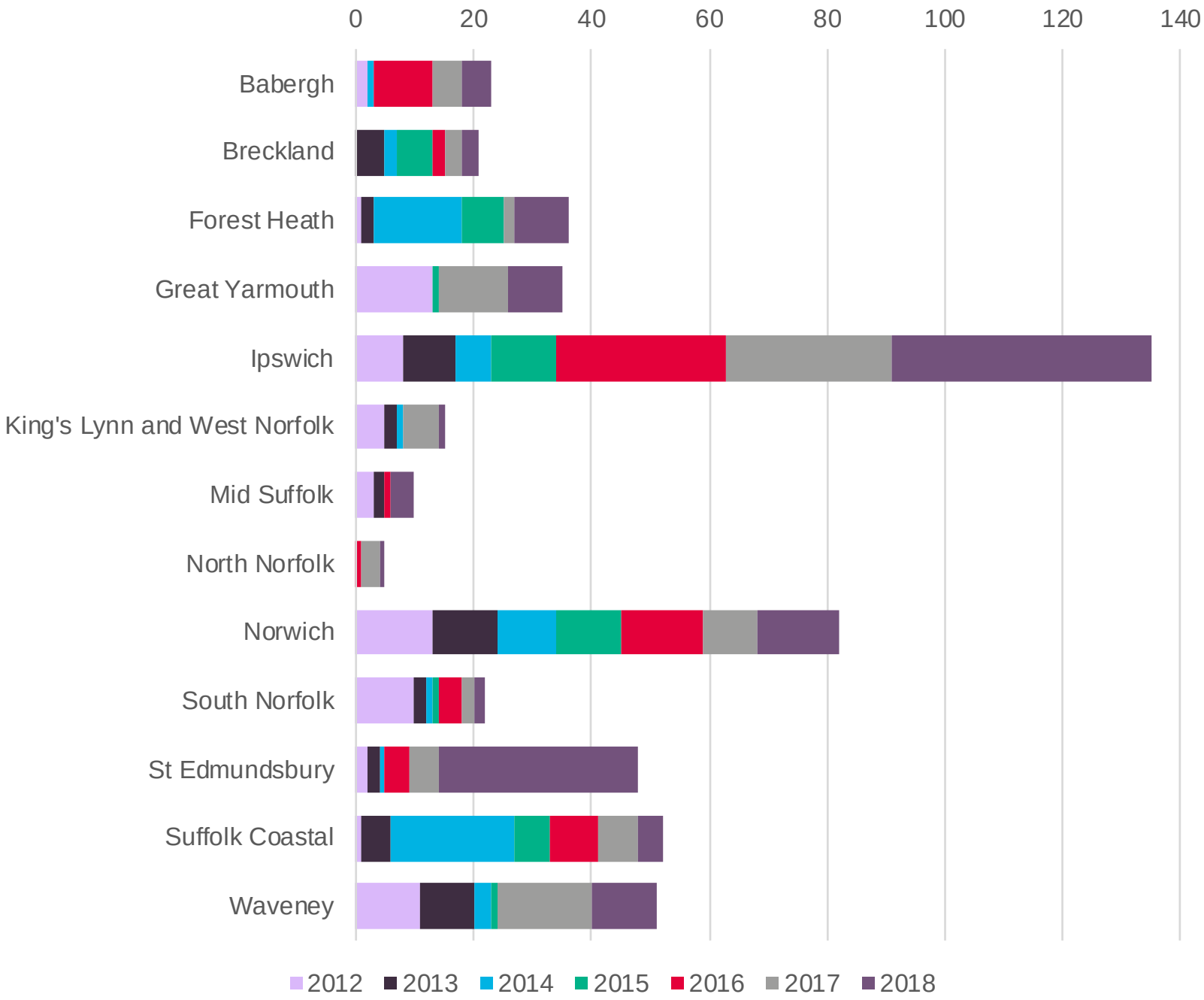


Source: Burning Glass Labour Market Insight

New Anglia Further Education Teaching Vacancies Over Time



Source: Burning Glass Labour Market Insight



Further Education Teaching Vacancies Over Time Across New Anglia

Source: Burning Glass Labour Market Insight

Where the Work is

The following analysis makes use of data and findings available via the online toolkit http://wheretheworkis.org/ . The findings presented are a result of combining data from the UKCES 'Working Futures' programme and job vacancy data from the Labour Market Insight tool developed by Burning Glass.

Limitations
Though the 'Where the work is' tool provides a comprehensive and detailed free-to-use dashboard of supply and demand in the UK, the following limitations should be taken into account when interpreting the data:

- Senior Management and Elementary roles
Occupations not open to recent HR graduates or FE finishers are not considered. Similarly, occupations that do not require any formal qualifications or training are also excluded from this tool, since the number of job-seekers cannot be meaningfully quantified.

- Matching supply and demand
Some occupations do not have specific qualifications or subject-specific requirements (such as sales, marketing and related associate professionals). As a result of this, and despite the fact that many people with a broad range of qualifications can apply for these occupations, they frequently appear 'undersupplied' in the tool, i.e. when the "job opportunity" is low. Occupations with very small sample sizes (either of finishers or job postings) are excluded from the dataset.

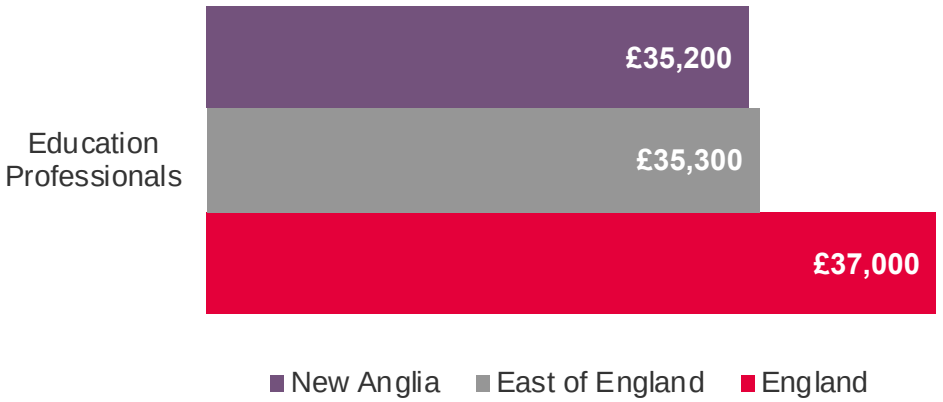
- Internal and international migration
Some occupations do not rely solely on FE finishers or HE graduates from their immediate location. Many people travel to find work, often moving across the country. Other occupations, such as those on the Migration Advisory Committee's shortage occupation list, may rely more heavily on jobseekers arriving from outside the UK.

- Online and offline postings
Burning Glass Technologies (BGT) acknowledge that not all jobs are posted online, although a comparison of the Annual Survey of Hours and Earnings (ASHE) employment data and BGT postings data for UK in 2014 showed a 94 per cent correlation between ASHE and BGT occupational distributions. The BGT posting data slightly overestimate the proportion of professional and associate professional occupations, while slightly underestimating the proportion of elementary occupations.

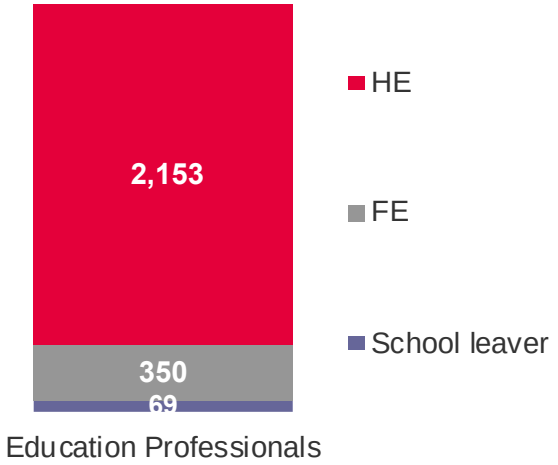
Where the Work is - Various

Location Quotient - Measure of Job Posting Density relative to employment indexed to the national density relative to employment

Advertised Salaries for Job Postings in 2015

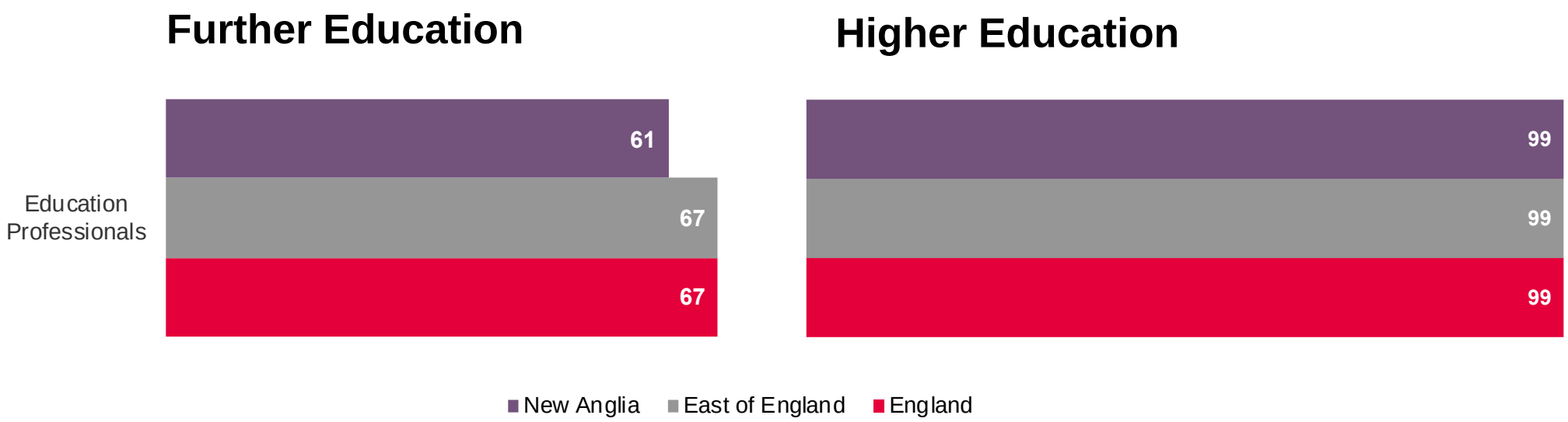


Number of Job Postings asking for entry-level (2 years of experience or fewer) and school leaver education levels, further education levels, and higher education levels



Source: *http://wheretheworkis.org/*

Opportunity Score - Score based on the Demand Supply Ratio of FE / HE postings within a geography, from Very Low (0) to Very High (100)



A Future View of the Learning & Skills Sector

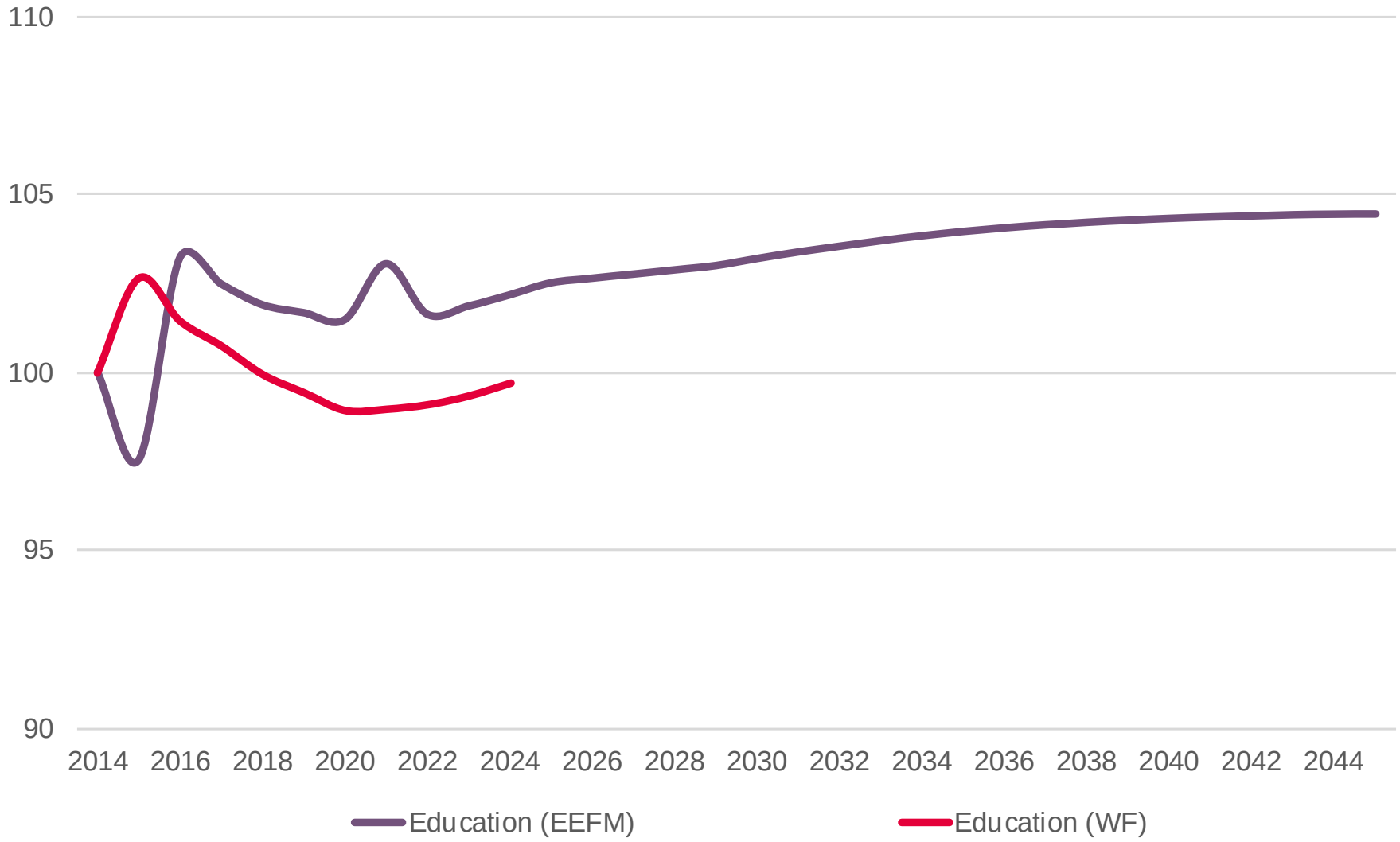
Forecasting Models

The following analysis uses data from the East of England Forecasting Model (EEFM) and the UK Commission for Employment and Skills (UKCES) Working Futures data (WF).

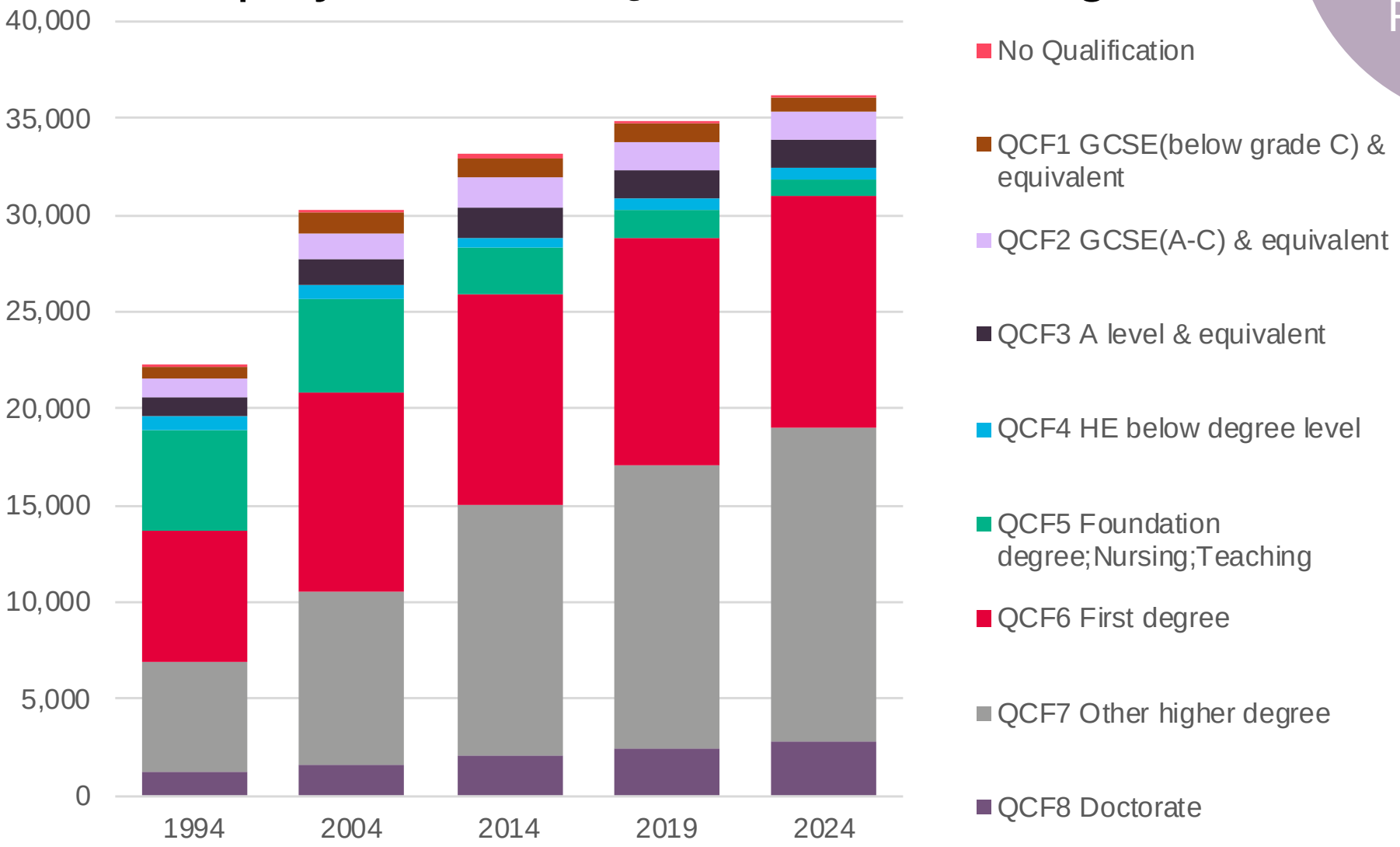
Where possible we have presented analysis for both the Education sector, and Teaching and Educational Professionals. We note here again that the Education sector is much wider than that of Teaching and Educational Professionals as it captures the numerous non-teaching roles that are supported by the sector.

Please also note that neither model, or the projections they produce, take into account the New Anglia LEPs ambitions for growth in Gross Value Added (GVA) and employment.

Education Sector Employment Change, 2014 = 100



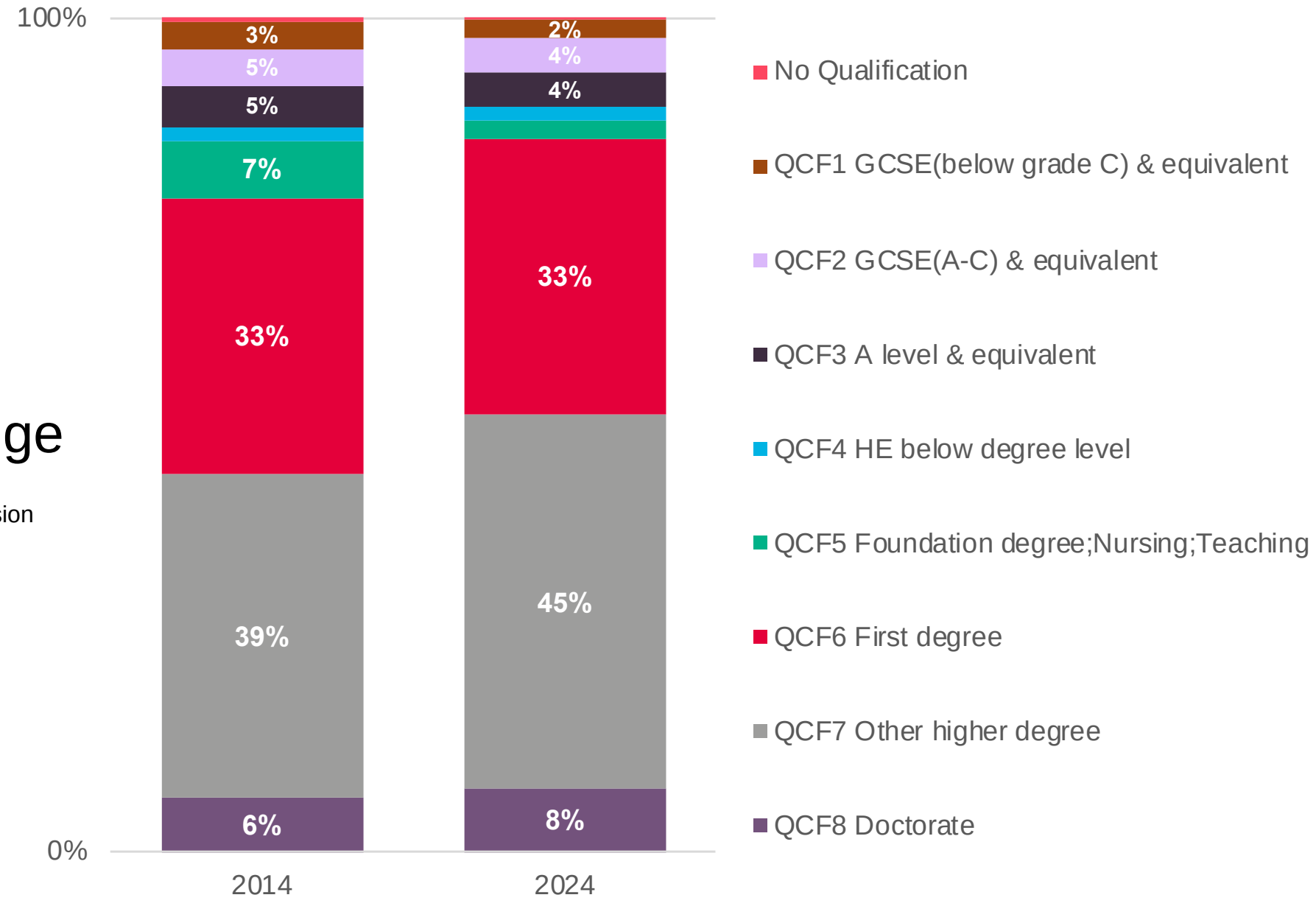
Teaching and Educational Professionals Employment and Qualification Change



Source: Working Futures, UK Commission for Employment and Skills

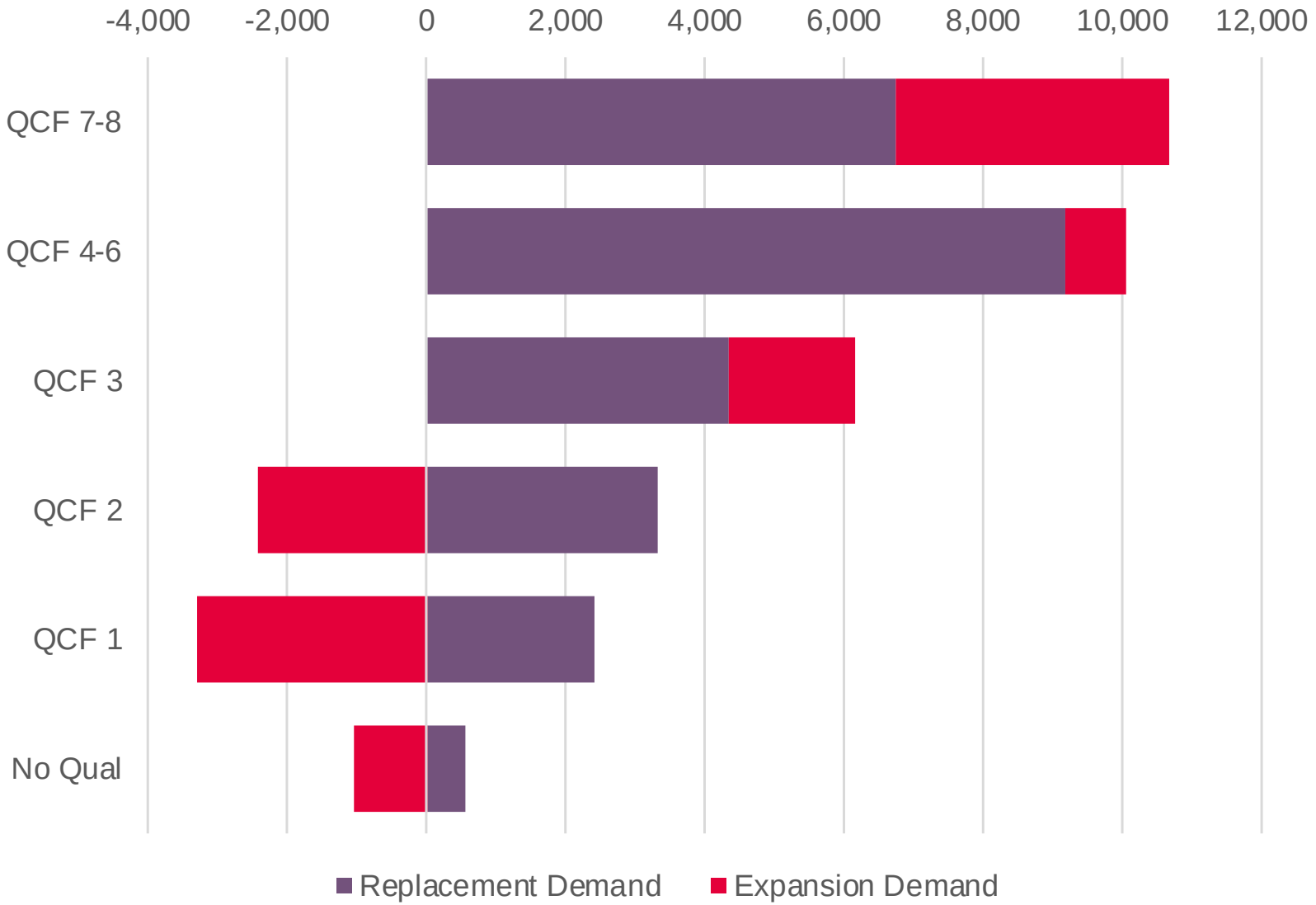
Teaching and Educational Professionals Qualification Change

Source: Working Futures, UK Commission for Employment and Skills



Education Sector Replacement and Expansion Demand by Qualification, 2014 - 2024

Replacement & Expansion Demand



Source: Working Futures, UK Commission for Employment and Skills

Appendices

Education Standard Industrial Classification (SIC) codes

SIC : Education Subsector

85100 : Pre-primary education

85200 : Primary education

85310 : General secondary education

85320 : Technical and vocational secondary education

85410 : Post-secondary non-tertiary education

85421 : First-degree level higher education

85422 : Post-graduate level higher education

85510 : Sports and recreation education

85520 : Cultural education

85590 : Other education nec

85600 : Educational support activities

Teaching and Educational Standard Occupational Classification (SOC) codes

Occupation (SOC)

Higher education teaching professionals (2311)

Further education teaching professionals (2312)

Secondary education teaching professionals (2314)

Primary and nursery education teaching professionals (2315)

Special needs education teaching professionals (2316)

Senior professionals of educational establishments (2317)

Education advisers and school inspectors (2318)

Teaching and other educational professionals n.e.c. (2319)