

Chapter 6: Educated and Skilled People

Figure or Table	Advancing Together Indicator	YNY Baseline	YNY Latest Data	YNY Change on Baseline	YNY Progress	Y&H Baseline	Y&H Latest Data	Y&H Change on Baseline	Y&H Progress
Table 6.1	Basic Skills: Percentage of pupils achieving Level 4 at Key Stage 2 in English in Maintained Schools	77%	82%	+5 pp	☺	68%	76%	+8 pp	☺
Table 6.1	Basic Skills: Percentage of pupils achieving Level 4 at Key Stage 2 in Mathematics in Maintained Schools	75%	79%	+4 pp	☺	68%	73%	+5 pp	☺
Table 6.3	Young People's Education and Skills: Percentage of 19 year olds with 5 or more GCSEs at A*-C or NVQ Level 2 qualification	85.1%	87.1%	2pp	☺	64.3%	66.8%	2.5pp	☺
Figure 6.3	Workforce Skills and Training: Percentage of economically active adults receiving job related training in the last four weeks by gender	10.9%	12.4%	+1.5 pp	☹	15.5%	12.1%	-3.4pp	☹
		9.7% (males)	11.8% (males)	+2.1pp	☹	14.4% (males)	11.1% (males)	-3.3pp	☹
		12.1% (females)	13% (females)	+0.9pp	☹	16.4% (females)	13.2% (females)	-3.2pp	☹
Table 6.13	Workforce Skills and Training: Percentage of working age population without qualifications	10.1%	10.1%	-	☹	13.0%	9.7%	-3.3 pp	☺

Table 6.14	Workforce Skills and Training: Percentage of economically active adults qualified to NVQ Level 3 or equivalent	50.1%	58.6%	8.5pp	☺	44.1%	48.4%	+4.3pp	☺
Table 6.15	Higher Level Skills: Percentage of economically active adults qualified to NVQ Level 4 or equivalent	29.4%	37%	7.6pp	☺	24%	27.3%	+3.3pp	☺

Other Advancing Together Educated and Skilled People Indicators – Data not available for York and North Yorkshire	
IT Skills: TBA	ICT targets being developed through the ICT Action Plan – ‘Digital Skills for a Connected Region’

Table 6.1 – Baseline 1998/99. Latest data is 2004/05. Source: Department for Education and Skills, Statistical First Release ‘National Curriculum Assessments of 7,11 and 14 year olds by Local Education Authority 1999’ and Statistical First Release ‘National Curriculum Assessments at Key Stage 2 2004/05’

Table 6.1 – Baseline 1998/99. Latest data is 2004/05. Source: Department for Education and Skills, Statistical First Release ‘National Curriculum Assessments of 7,11 and 14 year olds by Local Education Authority 1999’ and Statistical First Release ‘National Curriculum Assessments at Key Stage 2 2004/05’

Table 6.3 – Baseline 2003//04. Latest data is 2004/05. Source: LSC

Figure 6.3 – Baseline 1999/00. Latest data is 2004/05. Source: Labour Force Survey and Annual Population Survey.

Table 6.13– Baseline 1999/00. Latest data is 2003/04. Source: Labour Force Survey.

Table 6.14 – Baseline 2000/01. Latest data is 2004/05. Source: Department of Education and Skills, analyses of the Local Labour Force Survey

Table 6.15 - Baseline 2000/01. Latest data is 2004/05. Source: Department of Education and Skills, analyses of the Local Labour Force Survey

☺ - significant change in the right direction.

☹ - little or no change.

☹ - significant change in the wrong direction.

pp – percentage point difference

Chapter 6: Educated and Skilled People

Advancing Together Vision

Yorkshire and Humber will have exceptional education and training, widespread learning and skills, and a healthy labour market without skills gaps or shortages.

In a global environment where knowledge is key to competitiveness, the future prosperity of Yorkshire and Humber is closely linked to the skills and aspirations of people in the region. Through education and learning we will build the skills and capacity, fulfilment, and life chances of our people – from pre-school to post-retirement – for the benefit of individuals, businesses, and the entire region.

This chapter covers the Advancing Together indicators which relate to Basic Skills, Young People's Education and Workforce Skills and Training and Higher Level Skills.

The Future Workforce

This section highlights the skills and attainment levels of York and North Yorkshire's future workforce. Although this analysis will not cover all of the qualifications available and undertaken by young people, it aims to provide an overview of the attainment levels and key issues that need to be addressed in order to ensure that young people leaving the education system will meet the needs of employers and develop their full potential. It is important to note that it is difficult to analyse some educational data at a district level due to the two tier local authority structure within North Yorkshire, and therefore the existence of only two Local Education Authorities within the sub-region. This section provides analysis against the Basic Skills and Young People's Education and Skills Advancing Together indicators.

Key Stage Two

Key Stage 2 attainment (or final year of primary school - 11 years old) is reflected through the percentage of those children achieving the required standard (Level 4 or above) in English, Maths and Science. Key Stage 2 assessments form part of the four-stage assessment process that children undertake during their time at school – culminating in GCSEs/GNVQs at age 15/16 (also known as Key Stage 4) (see Technical Appendix for further information about the four key stages).

The table below outlines the attainment level at Key Stage 2 across York and North Yorkshire in comparison to regional and national averages. At a regional level Yorkshire and Humber has consistently performed poorly around attainment in all the subject areas, featuring in one of the two bottom positions. However at a sub-regional level, both York and North Yorkshire perform well, exceeding the regional and national averages, similar performance is experienced across each of the subject areas.

Although there are high levels of attainment within the sub-region at this level, since 1998 York and North Yorkshire has experienced the least improvement. Therefore the gap between regional and sub-regional average has decreased, suggesting that attainment in other areas is catching up and York and North Yorkshire is not maintaining the extent of its lead.

In terms of Key Stage 3, the sub-region performs well across all subject areas, but as with Key Stage 2, York and North Yorkshire has demonstrated the least improvement since 1998.

Table 6.1: Attainment at Key Stage 2 1998/99 – 2004/05, level 4 and above

Area	English		Mathematics		Science	
	1998/99	2004/05	1998/99	2004/05	1998/99	2004/05
England (LEA maintained)	70	79	68	74	78	86
Yorkshire and Humber	68	77	68	73	77	85
The Humber	67	78	68	73	77	86
South Yorkshire	63	75	65	70	75	83
West Yorkshire	68	77	66	72	76	83
York and North Yorkshire	77	82	75	79	84	88
York	77	81	75	79	85	87
North Yorkshire	77	83	76	79	84	89

Source: Department for Education and Skills, Statistical First Release 'National Curriculum Assessments of 7,11 and 14 year olds by Local Education Authority 1999' and Statistical First Release 'National Curriculum Assessments at Key Stage 2 2004/05'

[Advancing Together Indicators 20a and 20b](#)

[Also a Regional Sustainable Development Framework Indicator](#)

Table 6.2: Attainment at Key Stage 3 1998/99 – 2004/05, level 5 and above

Area	English		Mathematics		Science	
	1998/99	2004/05	1998/99	2004/05	1998/99	2004/05
England	64	74	64	74	60	70
Yorkshire and Humber	60	70	61	72	57	67
The Humber	57	69	60	70	53	66
South Yorkshire	55	68	56	69	53	65
West Yorkshire	58	88	59	88	55	82
York & North Yorkshire	73	79	73	81	71	87
York	71	79	71	80	67	76
North Yorkshire	75	79	75	82	74	80

Source: Department for Education and Skills, 'Key Stage 3 Teacher Assessment and Test Results, 1999, by Government Office and Local Education Authority' and 'Key Stage 3 attainment in 2004/05 for each Local Authority and Government Office Region'

Key Stage Four

Key Stage 4 results are measured by the percentage of pupils achieving at least five or more GCSEs at grades A*-C, or equivalent vocational qualifications.

Both the North Yorkshire (62.4%) and York (59.8%) Local Authorities continue to perform higher than is seen regionally and nationally. North Yorkshire now ranks highest of all the Local Authorities in the region, with York third. Nationally, North Yorkshire ranks 14th (out of 149) and York 27th.

Analysis of Key Stage 4 achievement highlights that 2.5% of young people aged 16 within the sub-region have no qualifications; again this figure is lower than the regional and national average.

Table 6.3: Change in GCSE/GNVQ achievement across York and North Yorkshire 1998/99 – 2004/05 (5 + A* - C)

Area	1998/99 %	2004/05 %	Improvement from 98/99 to 04/05	No Qualifications 2004/05
England	46.5	54.7	8.2	4.1
Yorkshire and Humber	41.0	51.2	10.2	4.8
York and North Yorkshire	55.0	61.9	6.9	2.5
York	52.6	59.8	7.2	2.5
North Yorkshire	57.4	62.4	5.0	2.5

Source: Department for Education and Skills, GCSE and Equivalent Results 2004/05, DfES (Jan 2006)

Value Added Measures

Value Added is a measure of the progress that pupils make between Key Stages, in this case between Key Stage 2 and Key Stage 4. As not all pupils have the same intake level and therefore cannot all be compared on the same level, the Value Added measure is designed to give a more accurate reflection of the progress made and allow a fairer comparison between schools. Value Added Key Stage 2 – Key Stage 4 looks at progress made throughout the whole of the secondary phase of education.

As explained by DFES, each pupil's Value Added score is based on their best eight results at GCSE or equivalent and the median performance of other pupils with the same or similar results at the relevant key stage. The individual pupil scores are added together and averaged to produce the school level Value Added measure. This indicates the value the school has added on average for its pupils. Measures above 1000 represent schools where pupils on average have made more progress than similar pupils nationally, while measures below 1000 represent schools where pupils have made less progress.

Table 6.4: Value Added Scores in the sub-region, 2005

Area	Value Added Score
North Yorkshire	994.1
York	995.5
York & North Yorkshire*	994.8
Yorkshire & Humber*	978.4

* based on calculated averages

Source: Department for Education and Skills, School and College Achievement and Attainment Tables 2005 KS2 to KS4 Value Added, 2005

In the above table, York and North Yorkshire are measured separately in terms of Value Added Scores. The score for York and North Yorkshire combined has been calculated as an average of the individual York and North Yorkshire county scores.

Value Added scores for York and North Yorkshire both fall below the national average, however it is important to note that most areas do as the weighting seems to be skewed by the results from London boroughs.

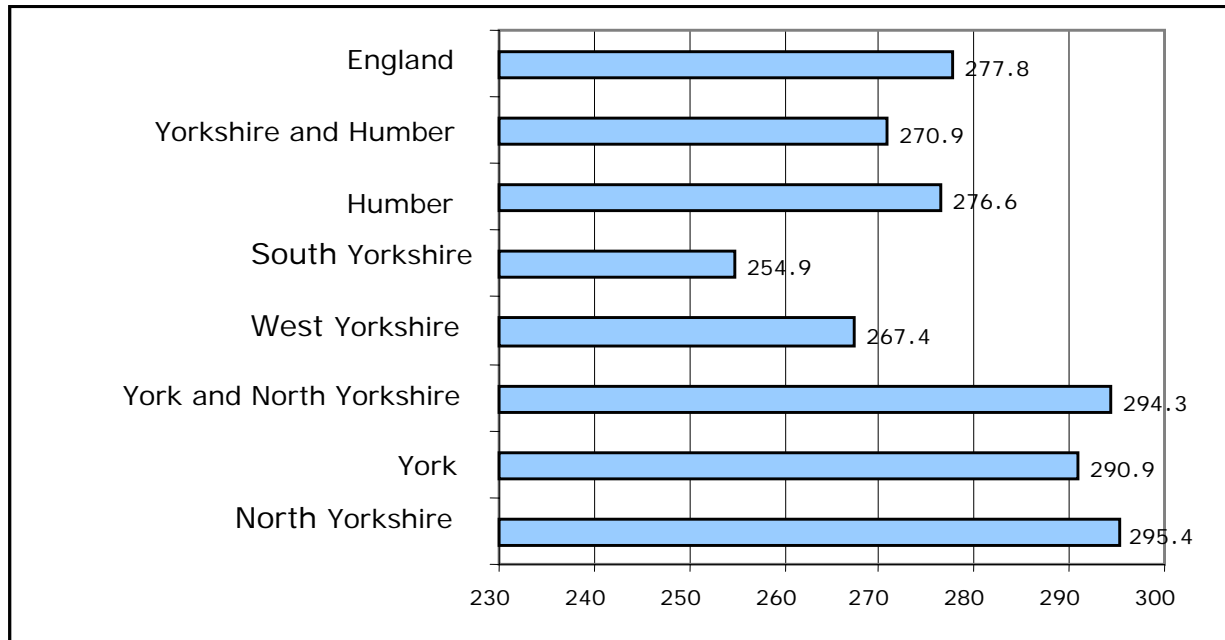
Post-16 Attainment

'A' Level Attainment

'A' Level attainment is measured using a point score for achievement of GCE/VCE/A/AS Level (for further information see the Technical Appendix). Two passes at Advanced level ('A' level) are regarded as equivalent to an NVQ level 3 and an Advanced Subsidiary level (AS) is

the first 50% of an A level. The following table outlines the average GCSE point scores for the sub-region.

Figure 6.1: Average GCE/VCE A/AS point scores of 16-18 year olds by sub-region, 2004/05



Source: Department for Education and Skills, GCE/VCE A/AS Examination Results for Young People in England 2004/05

At a sub-regional level, performance is best in York and North Yorkshire with an average point score of 294.3. The Humber achieved an average point score of 276.6 in 2004/05, which was a significant increase on previous years. West Yorkshire and South Yorkshire have the lowest A/AS attainment figures at 267.4 and 254.9 respectively.

Gender analysis shows that within York and North Yorkshire girls out perform boys at A Level (or equivalent), with their average points score being approximately thirty points higher.

19 Year old Attainment at Level 2

The attainment of 19 year olds at NVQ level 2 or equivalent is one of the regional Advancing Together indicators. This indicator measures NVQ Level 2 as well as GCSE and gives a more adult focus to the data. It also relates to the ability of the region to provide its population with the skills and education to make successful lives and careers. This information is only available at sub-regional level for 2003/4 and 2004/5 as it is a relatively new measure. The table below shows 87.1% of 19 year olds reaching Level 2 by the end of 2004/5. This achievement is 20.3 percentage points higher than the regional average (66.8%) and also builds on high levels of success of young people aged 15 achieving 5+ GCSE at grade A* to C. The sub-region's figure is also significantly higher than those seen in The Humber (66.2%), West Yorkshire (64.1%) and in South Yorkshire (60.0%). The trend for Level 2 attainment by age 19 shows that between 2003/4 to 2004/5 there was an increase of 2.5% across the region, with a 2 percentage point increase seen in York and North Yorkshire.

Table: 6.5 Percentage of learners reaching Level 2 by age 19 2003/4 and 2004/5

LSC Area	% of Learners reaching Level 2 by age 19 (by end of 2003/04)	% of Learners reaching Level 2 by age 19 (by end of 2004/05)	Change (2003/04 to 2004/05)
Humberside	64.3%	66.2%	1.9%
North Yorkshire	85.1%	87.1%	2.0%
South Yorkshire	58.4%	60.0%	1.6%
West Yorkshire	60.4%	64.1%	3.7%
Yorkshire and the Humber	64.3%	66.8%	2.5%
National	66.8%	69.8%	3.0%

Source: LSC

According to DFES Statistical First Release tables (23rd February 2006) nationally York and North Yorkshire is the highest performing LSC area for learners reaching the Level 2 threshold by age 19.

Higher Level Skills (Level 4 or above)

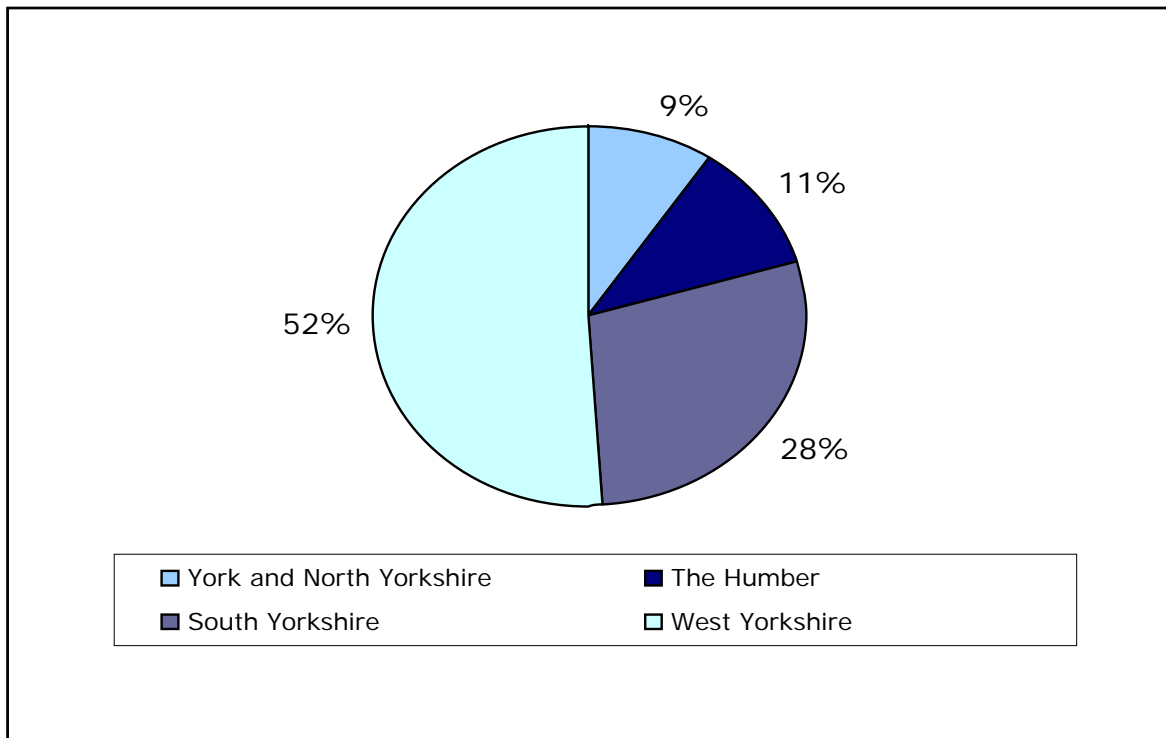
High level skills tend to be delivered by the Higher Education (HE) Sector, therefore the majority of information and data within this section comes from the Higher Education Statistics Agency (HESA). To compare student related data across the sub-regions it has been necessary to group Universities together within the administrative boundaries as follows:

- West Yorkshire - University of Leeds, Leeds Metropolitan University, Trinity & All Saints College, University of Huddersfield, University of Bradford
- South Yorkshire - University of Sheffield, Sheffield Hallam University
- York and North Yorkshire - University of York, York St John College
- The Humber - University of Hull

However, this can cause problems, as there is no distinction between multiple locations for example those students at the Scarborough campus of the University Of Hull are recorded under The Humber sub-region. It is also important to consider when comparing Higher Education (HE) information that the number, size and type/specialism of institution differs across the sub-regions.

In 2003/04, the sub-region had 18,010 students which equates to 9.5% of the total students from the region. Amongst HE students in York and North Yorkshire 27% or 4,830 were postgraduates, (compared to a regional average of 24%) and 73% or 13,180 were undergraduates (compared to a regional average of 76%).

Figure 6.2: HE Students in Yorkshire and Humber



Source: HESA, 2004

Analysis of overseas students outlines that 7% of undergraduates in the sub-region and 30% of postgraduates are from overseas. This equates to 2330 overseas students in York and North Yorkshire.

Further analysis of HESA data outlines that graduates from the sub-region's universities tend to be focused with the disciplines of biological sciences, social sciences, education and subjects allied to medicine.

Graduate Destinations

Graduate retention has been recognised as key to the economic prosperity of an area, increasing higher level skills and growing its economic base. Figures which analyse the destinations of the region's students highlights that in 2002 York and North Yorkshire experienced a net inflow of graduates, at around 280. (Retaining graduates for the economic benefit of our region, Regional Review, Autumn 2004, Richard Pethen and Nalayini Thambar)

Participation and Provision

This section looks at the need to encourage participation in learning across an individual's lifespan. Furthermore, the provision of education and learning must meet the needs of employers and take into account any future skills needs.

Education for Sustainable Development

Progress in the Region 2005 emphasises the importance of sustainable development across the region. In terms of education, this involves ensuring people and businesses are aware of how their actions and choices at home, work and study impact on the environment around them.

There are a number of related education projects in York and North Yorkshire which link to the sustainability agenda. The Schools Waste Action Club (SWAC) project, which is linked directly into the National Curriculum through a programme of lesson based activities, provides free practical advice and help on waste reduction and recycling initiatives. SWAC has been running in York schools for three years and due to its success, has recently expanded into North Yorkshire.

Post-16 Choices and Guidance

Post-16 Choices

Destinations data for York and North Yorkshire highlights that in 2004, out of a cohort of 8,767, 94% of school students continued in Education, Employment or Training (EET). Further analysis of this EET group shows that 76% went into Education, 7.8% into Employment with Training and 7.9% into Employment without training. Ryedale has the highest proportion of school leavers continuing into EET (97.6%) followed by Craven (97.2%) whereas York has the lowest percentage at 92.1%, followed by Scarborough at 93.6%.

A further aspect of the destinations data which is a key priority for organisations such as the LSC, is the 16-18 age group that have left full-time education and are 'Not involved in Employment, Education or Training' – the NEET group. The danger is that these young people could become lost to the world of learning. When individuals leave full-time education it is important that they maintain their interest in learning and are aware of the different routes available for that continuing involvement.

In November 2004, across York and North Yorkshire there were around 527 16-18 year olds who fell into this NEET group, but a problem for those agencies with a remit for young people, is that they are not a group who are easy to find and engage. They can be difficult to target for further learning other than via the Connexions service. We can assess the numbers in the NEET group but knowledge of their characteristics are not as easy to come by, although this is an area that the LSC is planning to research further in the coming year. Table 6.3 shows the proportion of 16-18 year olds who are in the NEET group by district. Sub-regionally 5% of school leavers went into the NEET group, at a local level the highest percentages were in York and Scarborough both with 6% of school leavers entering the NEET group.

Table 6.6: Proportion of the 16-18 age group across the region that are not involved in employment, education or training, November 2004

Area	Destination of School Leavers		
	Into EET (%)	Into NEET (%)	Into Unknown (%)
York and North Yorkshire	94.2	4.6	1.2
Craven	97.2	2.7	0.1
Hambleton	95.3	4.3	0.4
Harrogate	94.0	3.8	2.3
Richmondshire	96.0	3.2	0.9
Ryedale	97.6	2.4	0.0
Scarborough	93.6	5.7	0.7
Selby	94.2	4.7	1.0
York	92.1	5.9	1.9

Source: Guidance Enterprises Destination Report 2004

Post 16 Guidance

Choosing appropriate education and training to undertake is one of the many important life decisions people make. Getting this right increases the benefits of learning, hence the vital importance of individual advice and guidance leading to the right choice.

The Connexions Strategy and Connexions Service provides an individual, tailored service, offering advice, guidance and access to personal development opportunities to all young people aged 13-19, or 13-24 if the young person has a learning difficulty and/or disability. The new information, advice and guidance service for adults is called nextstep. The service offers information to all adults plus advice to adults who have yet to gain their first level two qualification equivalent to five GCSEs grades A*-C. For adults who need more in-depth help, there is an enhanced service available which can offer a variety of different activities and which is accessed through the basic nextstep service. The nextstep service is key to identifying adults who require support and help with literacy and numeracy skills and those wanting to gain their first level two qualification. The Skills White Paper identified the important role of the new service in helping adults gain qualifications, obtain work or gain promotion with their current employer

Further descriptions of Post 16 Guidance regional and national initiatives which also operate within the sub-region are detailed in Progress in the Region 2005.

Post-16 Learning Provision

Post-16 Provision

The post-16 provision across York and North Yorkshire ranges from vocational training such as Centres of Vocational Excellence (CoVEs), further and higher education which takes place within sixth form and FE colleges and also Work Based Learning (WBL) and Adult and Community Learning (ACL) provision.

The following table outlines the provision and participation for the different types of providers in York and North Yorkshire. During 2004-2005, the number of learners participating in WBL reached 3,800, which shows a 9% increase since two years ago.

The number of learners at Further Education (FE) Colleges has remained relatively stable, albeit increasing from 59,386 in 2002-2003 to 60,745 the following year (which is an increase of 2%). There was then a fall to 59,853 (a 1% decline when compared to the previous year).

Since 2002-2003, the number of 16-18 learners at FE colleges has fallen by 2%. Although not shown in the table below, there has been an increase in the number of 16-18 year olds engaged in full time learning, with the number of part time learners reducing.

During 2004-2005 School Sixth Forms are shown as having 6,907 pupils - a 5% increase since 2002-2003.

Table 6.7: Learning Provision and Participation in York and North Yorkshire, 2005

Age	Work Based Learning			Further Education			School Sixth Form		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
16-18	2,212	2,236	2,124	9,874	9,752	9,646	6,550	6,719	6,907
19+	1,260	1,387	1,418	49,512	50,993	50,207	0	0	0
Total	3,472	3,623	3,800	59,386	60,745	59,853	6,550	6,719	6,907

Source: LSC. WBL figures are based solely on providers contracting directly with the LSC North Yorkshire

CoVEs are specialist areas of vocational provision characterised by close links between colleges, other providers, business partners, other employment interests and communities. They aim to produce appropriately qualified and skilled workers with excellent employment and career prospects which meet the needs of the economy.

The CoVE programme is central to the Learning and Skills Council's task of improving skills for employment and national competitiveness. The programme is primarily focused on delivering skills at level 3 and will enable the development, maintenance and delivery of high quality, specialist provision across a range of vocational areas.

CoVEs focus on enhancing the skills and careers of those already in work, enhancing the employability of new entrants to the labour market, and the employment prospects of those seeking work (including self-employment). They enable providers to develop, maintain and deliver high quality, specialist provision across a range of new and traditional occupations. They are innovative in delivering learning that develops both specialist and related general skills.

CoVEs will work closely with business and industry to deliver industry-relevant, economically important provision of a high standard. At present there are six CoVE providers in York and North Yorkshire, offering courses in a variety of different specialisms. The list of local CoVEs can be seen below:

Table 6.8: CoVE Providers in York and North Yorkshire

Provider	CoVE	Location
Selby College	ICT for Business and the Rural Economy	Selby
York College	Rail Engineering and Signal Engineering	York
York College / City of Bath College / Weymouth College	Construction - Stonemasonry	York
Craven College	Business leadership and management	Craven
Askham Bryan College	Food Chain Technology	York
Derwent Training Association / Yorkshire Coast College	Advanced Engineering and Manufacturing Technology Training Partnership	Scarborough
Darlington College of Technology / Yorkshire Coast College / York College / HCTC Ltd	Hospitality and Catering	Richmondshire

Source: Yorkshire and Humberside Regional CoVE Local Office Updates LLSC NYLSC November 04

Proximity to University

The following table outlines the proximity of the population of the sub-region's districts to a University. The data shows that the percentage of population within a 30 minute drive in most cases is lower than the percentage of population within 15 miles. This highlights problems with infrastructure and connectivity which could be a barrier to people entering universities locally.

Table 6.9: Population and Proximity to a University

Area	Population	Within 30mins Drive Time	% of Population within 30mins	Within 15 Miles	% of Population within 15 Miles
Yorkshire & Humber	4,783,739	3,753,619	78.5	3,750,822	78.4
Craven	53,620	14,601	27.2	13,991	26.1
Hambleton	84,111	7,548	9.0	12,822	15.2
Harrogate	151,336	16,334	10.8	101,227	66.9
Richmondshire	47,010	0	0.0	0	0.0
Ryedale	50,872	4,028	7.9	6,603	13.0
Scarborough	106,243	0	0.0	0	0.0
Selby	76,468	30,943	40.5	65,596	85.8
York	181,094	181,094	100.0	181,094	100.0

Source: Yorkshire Forward, 2006

Lifelong Learning

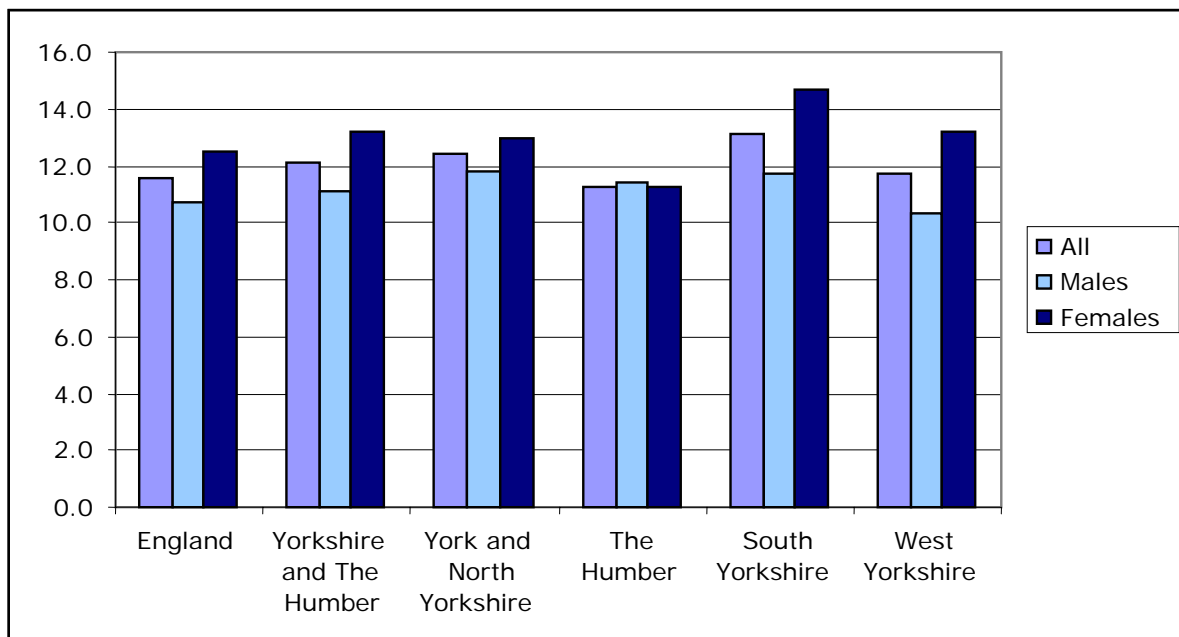
Adult and Community Learning

It is important to also consider Adult and Community Learning (ACL). Such provision is delivered in different ways throughout the sub-region, for example in North Yorkshire ACL is delivered through a number of separate districts, with each having a manager responsible for local provision. Both York and North Yorkshire Local Authorities also deliver accredited learning as former Further Education Funding Council (FEFC) funded external institutions.

Work Related Training

The Advancing Together Framework uses the percentage of working age employees receiving work-related training in the last four weeks as an indicator of workforce development. Results from the Annual Population Survey 2004/05, which has recently replaced the Labour Force Survey highlights that 12.4% of York and North Yorkshire employees had received job-related training in the past four weeks. This is slightly higher than the regional and national averages. Gender analysis highlights that a higher percentage of females (13%) undertook training in the sub-region compared to males (11.8%); however both genders experienced an increase from 1999/00. The percentage of females receiving training was slightly lower in York and North Yorkshire than the regional average. Closer local level analysis highlights differences between the districts; from 14.5% in Hambleton to 5.1% in Ryedale. This may relate to the high number of small businesses within the Ryedale district, and corresponds with findings from the National Employer Skills Survey, 2003 which stated that businesses within Ryedale were the least likely to have a training budget whereas establishments in Hambleton are most likely to have such a budget.

Figure 6.3: Percentage of Working Age Employees Receiving Job-Related Training in the Past Four Weeks, by Gender



Source: Nomis, Annual Population Survey, 2004/05
 Advancing Together Indicator 22
 Also a Regional Sustainable Development Framework Indicator

Analysis from the National Employer Skills Survey 2005 states that two thirds of York and North Yorkshire establishments had provided training over the past 12 months. This involved

49% of all employers mentioning off-the job and 46% on-the-job training 40% of employers stated that they had a training plan, which although this is in line with that seen in 2003 (39%), it is below the levels seen nationally and regionally (both being 45%).

Further information about lifelong and work-related training is available through the National Lifestyle Survey. Two questions are asked which concern training; they focus upon whether householders have been involved in training over the past twelve months and also whether this training was paid by their employer. The results show that York and North Yorkshire compares well to the regional average with 42.6% of householders undertaking training or qualifications. Similarly the sub-region experiences the highest percentage of training which is paid for in part or full by employers.

Table 6.10: Training and/or qualifications undertaken in the past twelve months since January 2004

Area	Training and Qualifications Undertaken	Employer paid in part or full
England	41.0	58.9
Yorkshire and Humber	40.5	59.1
York and North Yorkshire	42.6	64.9
South Yorkshire	38.7	59.0
West Yorkshire	40.2	57.4
Humber	41.5	57.9

Source: Acxiom, National Lifestyle Survey, 2004. © Acxiom UK Ltd, 2004. All rights in the data contained in this table belong to Acxiom UK Ltd and may not be used or reproduced without the express permission of Acxiom UK Ltd.

ICT Skills

IT skills are recognised as essential in providing the sub-region with a skilled workforce which leads to a competitive economy. A partnership of regional bodies, such as Business Link, e-Skills UK, Learning and Skills Council, Skillset and Yorkshire Forward, have recently completed the 'Digital Skills for a Connected Region'. This is a regional ICT skills action plan. The plan has been developed to provide a framework for the successful and vigorous development of digital skills across Yorkshire and Humber from 2005-2009. The targets agreed within the action plan will be used to inform the future development of the Advancing Together IT skills indicator.

Qualifications and Attainment of Adults

This section will focus upon the Advancing Together indicators which measure Workforce Skills and Training and Higher Level Skills. The analysis will look at the basic skills of the adult population in the sub-region and then assess qualifications amongst the adult workforce.

Basic Skills

Although the data below is some what out of date, it does provide the opportunity to make comparisons of basic skills levels with the region and across the districts. The sub-regional average for both poor literacy (23.2%) and poor numeracy (22.1%) is lower than both the regional and national average. There are an estimated 100,558 people with poor literacy and 96,113 with poor numeracy across the sub-region. At a district level Ryedale and Scarborough have the highest percentage of working age population with poor numeracy or literacy skills.

Table 6.11: Percentage of Working Age Population (aged 16-60) with Poor Literacy and Numeracy

Area	Poor Literacy	Poor Numeracy
England	24%	24%
Yorkshire and Humber	26.0%	26.6%
York and North Yorkshire	23.2%	22.1%
Craven	25.5%	23.9%
Hambleton	21.8%	20.2%
Harrogate	20.6%	19.2%
Richmondshire	22.3%	19.5%
Ryedale	27.4%	24.4%
Scarborough	26.6%	25.5%
Selby	22.3%	22.1%
York	23.0%	23.3%

Source: Basic Skills Agency, 2001

Skills for Life, (the Government's strategy for improving adult literacy and numeracy skills), was launched in 2001. The aim of the strategy is to improve people's everyday, functional English and Maths so that they are better prepared and able to function at work, at home and at leisure. Since 2001, over one million adults nationally have achieved an approved qualification.

In York and North Yorkshire the Skills for Life Strategy aims to support at least 24,653 people (including 16,123 between August 2004 and July 2007) to improve their English and Maths skills and gain a national qualification by 2007. Although not shown in the table above, between April 2001 and July 2005, 31,175 people took up 66,269 Skills for Life learning opportunities and 13,222 people achieved a national qualification in the sub-region.

The LSC's target for York and North Yorkshire in 2004 was exceeded by 104 learners. It is also the case that as of July 2005 28% of the 2007 target was delivered and is currently (April '06) on track to achieve the July 2007 target of 16,123.

Table 6.12: Skills for Life achievement

Area	Cumulative Total to July 2004	Target to July 2004	% Achievement of 2004 Target	Achievement August 2004 – July 2005	Target August 2004 – July 2007	% Achievement of 2007 Target (as at July 2005)
York and North Yorkshire	8,634	8,530	101%	4,588	16,123	28%
Yorkshire and Humber	77,435	78,450	99%	41,163	78,697	52%

Source: LSC (Jan 2006)

No Qualifications

The Advancing Together indicator number 22 measures the skills and training of the region's workforce. In particular it looks at the percentage of working age population without qualifications; this indicator is used to measure whether any reduction in the number of such individuals is being made. The regional indicator uses information from the DTI, Regional Competitiveness and State of the Regions however this does not provide analysis at a sub-regional level and therefore information from the Labour Force Survey has been used instead, although there are problems with this particular variable below the sub-regional level.

In 2003/04, 10.1% of economically active adults within the sub-region had no qualifications. This is lower than the regional percentage of 11.3%; however there has been no change in this figure since 1999/00, whereas each of the other sub-regions has experienced a decrease in this figure.

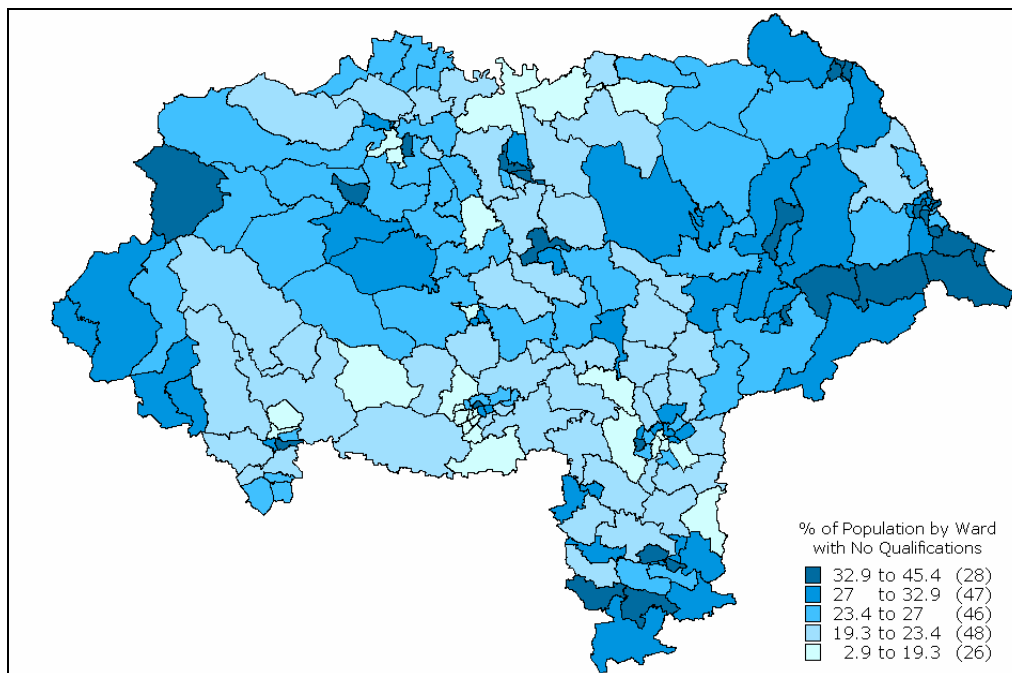
Table 6.13: Percentage of Economically Active Adults with No Qualifications by Sub-region

Area	1999/00	2003/04
Yorkshire and The Humber	12.9	11.3
York and North Yorkshire	10.1	10.1
South Yorkshire	13.9	10.4
West Yorkshire	12.6	12.2
The Humber	14.7	11.5

Source: Nomis, Labour Force Survey, 2004
 Advancing Together Indicator 22b

The following map shows the percentage of population by ward, aged between 16-74 who were recorded in the Census 2001 as having no qualifications. This highlights a concentration of such individuals in the main urban centres of York, Scarborough, Selby and Harrogate and the coastal strip. Sub-regionally, according to the Census 2001, 26% of people aged 16-74 have no qualifications. This is lower than the regional average of 33%.

Figure 6.4: Percentage of Population by Ward aged 16-74 with No Qualifications



Source: Census 2001

Workforce Attainment

Qualifications of the workforce are generally measured in NVQs (National Vocational Qualifications) or equivalent. NVQ Level 2 equates to five or more GCSE's grade A* - C, whilst NVQ 3 is equivalent to two or more A Levels. NVQ 4 is generally accepted as being at first degree level.

Due to the sample survey methodology of the Labour Force Survey, caution should be taken when using the data at a district or smaller geographical levels as the information is subject to errors. However the dataset has been used here as it allows comparison with regional and national figures.

NVQ Level 3 and above

In 2004/05, 58.6% of economically active adults of working age were qualified to at least Level 3 in the sub-region. This is an 8.5% increase since 2000/01. The figure is around 10% higher than both the regional and national averages. District level analysis highlights that Craven has the highest proportion of adults qualified to this level at 64.1%, and that Ryedale experienced the greatest increase at around 18%.

Table 6.14: Percentage of Economically Active Adults (18-59/64) Qualified to at Least NVQ Level 3 (or equivalent), 2000/01 – 2004/05

Area	2000/01	2004/05
England	46.2%	49.8%
Yorkshire and Humber	44.1%	48.4%
York and North Yorkshire	50.1%	58.6%
Craven	54.3%	64.1%
Hambleton	48.3%	58.5%
Harrogate	50.9%	58.7%
Richmondshire	55.1%	56.7%
Ryedale	39.4%	57.7%
Scarborough	52.6%	56.1%
Selby	42.1%	54.7%
York	52.7%	60.5%

Source: Department of Education and Skills, analyses of the Local Labour Force Survey

[Advancing Together Indicator 22a](#)

[Also a Regional Sustainable Development Framework Indicator](#)

NVQ Level 4 and above

Further information from the Local Labour Force Survey has been used to demonstrate the percentage of economically active adults who are qualified to at least NVQ Level 4 or above; again the sub-regional average at 37% exceeds both regional and national figures. There is also variance at the district level with Ryedale having the greatest proportion of adults with the level of qualification whereas Selby has the lowest proportion.

Table 6.15: Percentage of Economically Active Adults (18-59/64) Qualified to at Least NVQ Level 4 (or equivalent), 2000/01 – 2004/05

Area	2000/01	2004/05
England	27%	30.3%
Yorkshire and Humber	24%	27.3%
York and North Yorkshire	29.4%	37%
Craven	32.1%	40.2%
Hambleton	25.2%	36.6%
Harrogate	35.6%	39.6%
Richmondshire	32.2%	28.8%
Ryedale	25.6%	42.3%
Scarborough	25.9%	35.1%
Selby	24.7%	28.2%
York	29.7%	39.2%

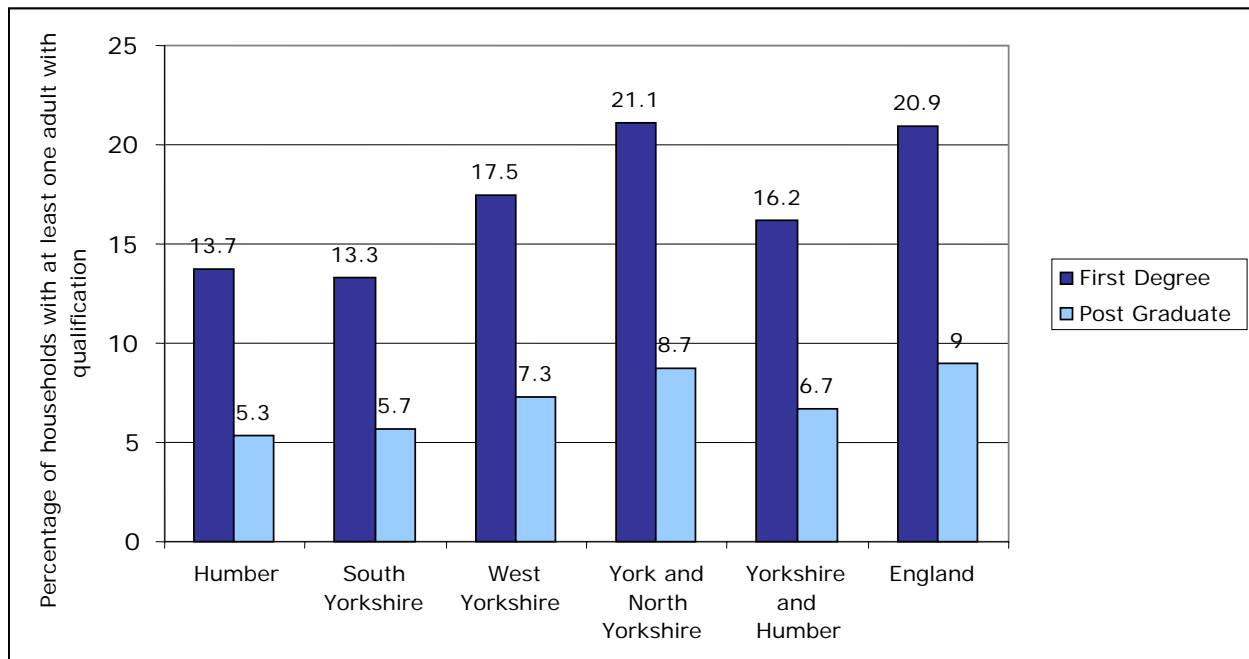
Source: Department of Education and Skills, analyses of the Local Labour Force Survey

Advancing Together Indicator 23

Also a Regional Sustainable Development Framework Indicator

Analysis from the Labour Force Survey is further supported by the Acxiom Lifestyle survey which provides data on the first degree and postgraduate qualifications of households across the sub-region. In 2004, 21.1% of households in York and North Yorkshire have at least one adult with a first degree; this is slightly higher than the national average and also exceeds the regional average. The percentage of households with at least one Post Graduate qualification within the sub-region is higher than the regional average but slightly lower than the national average.

Figure 6.5: First Degree and Post Graduate qualifications across the sub-regions and region



Source: Acxiom, National Lifestyle Survey, 2004. © Acxiom UK Ltd, 2004. All rights in the data contained in this figure belong to Acxiom UK Ltd and may not be used or reproduced without the express permission of Acxiom UK Ltd.

Employer Needs and Future Trends

The next section looks at the employer perspective in relation to skills needs, where skills gaps exist and what are the employer's actions in attempting to address such issues.

Skills Requirements

Results from the April 2005 Yorkshire Forward/CBI Survey of Regional Economic Trends outlined that marketing and management skills were the most in need of improvement in York and North Yorkshire (26 per cent and 25 per cent respectively), although this is slightly less than in the region as a whole (28 and 32 per cent respectively).

27% of businesses across the sub-region stated that they felt there were no skills in need of improvement over the next twelve months in order to bring about business benefits.

Analysis outlined in the LSC Overview Factsheet for York and North Yorkshire, which utilises data from the Yorkshire Forward Regional Econometric Model, looks at the predicted demand for each qualification level. By 2010, overall employment demand is forecast to increase, so therefore the volumes of qualifications required of the workforce will also increase. As an overview it is NVQ levels 2, 3 and 4 qualifications which show the largest volume increases. These fluctuations do however focus on changes in volume, so one must also consider differences in percentage terms. There is a continued increase in all qualification levels over this time, although the extent to which NVQ level 4 is required may "tail off" at the end of the decade in comparison to 2006. The greatest percentage increase is seen at level 2.

Table 6.16: York and North Yorkshire Qualification Forecasts

Year	NVQ 5	NVQ4	NVQ3	NVQ2	NVQ1	NVQ0	Total
2000	17,570	77,570	79,420	105,140	41,330	44,340	365,370
2002	19,390	79,980	84,940	112,430	43,530	47,970	388,240
2006	19,640	87,450	86,570	116,280	44,510	49,260	403,710
2010	20,130	83,610	87,790	119,090	45,680	50,480	406,780
Change 2000-2010	740	3,630	2,850	6,660	2,150	2,510	18,540

Source: Yorkshire Forward/Experian Business Strategies Econometric Model, 2003

Sector Skills

The Sector Skills Councils have begun work on producing an outline of specific skills needs to each sector. Progress in the Region 2005 provides a detailed summary of skills needs within each sector in Yorkshire and Humber. For further information see the Educated and Skilled People chapter.

Training

The Yorkshire Forward/CBI Survey of Regional Econometric Trends April 2005 found that 63% of businesses in York and North Yorkshire had funded workforce training in the past year. This is similar to the regional figure of 63% but lower than the national average of 70%. However, of those York and North Yorkshire firms that do train, 48% provide it to the majority of their staff.

Of those businesses that train, 92% of the sub-region's firms fund this training through the business and only 12% use public sector funding. 35% of companies in North Yorkshire that train use universities or further education colleges to provide this training, compared with only 26% within the region in general.

The most common reasons by employers for not providing training to their staff were that they 'did not need to' (48%) and that their staffs are already trained (38%). This is

compared to the regional figures of 39%. This may highlight an issue around employers perceiving no training is necessary.

Skills Gaps

According to the National Employer Skills Survey (NESS) 2005 for York and North Yorkshire, a skills gap is defined as existing where, in the opinion of the employer, an employee is not fully proficient at their job. It is reported nationally that the situation in relation to "skill gaps" continues to improve. Whilst it is now the case that nationally "only" around one in six (16%) of employers are experiencing skills gaps, Yorkshire and Humber does however see the worst figure of any region (23%). Within York and North Yorkshire the figure is 21%. This represents a decrease of 6 percentage points compared to figures from the NESS 2003 data. In volume terms, within York and North Yorkshire, 20,000+ employees are classified by their employer as not being "fully proficient". This equates to at least 6% of all employees, which is broadly in line with that seen regionally (8%) and nationally (6%).

The impact of skills gaps was perceived by employers to be that the business works at below the expected standard and this results in under-delivery or a slow pace of development.

The table below summarises the specific skills employers identified as the most common "deficiencies".

Table 6.17: Skills Deficiencies reported by employers in York and North Yorkshire, 2005

Skills Deficiencies	Percentage
Technical, practical or job-specific skills	47%
Oral communication Skills	36%
Team working skills	35%
Customer handling skills	32%
Problem solving skills	29%
Literacy skills	27%
Written communication Skills	27%
Management skills	24%
Numeracy skills	24%

Source: National Employers Skills Survey 2005

The combined percentage of employers reporting gaps in generic skills like communication, team working, customer handling and problem solving exceeds those seeking technical skills. This may highlight the need for consideration into how to best respond to these findings in terms of necessary training and education for the future workforce.

Skills Shortages

Skills shortages differ to skills gaps in that they are defined as a situation where there is a genuine shortage in the accessible external labour market of the type of skill being sought, and which leads to a difficulty in recruitment.

6% of establishments in York and North Yorkshire in the National Employer Skills Survey 2005 reported that they had vacancies which were due to skills-shortages, which equates to 3,175 vacancies due to this reason. The main skills sought in connection with skills-shortage vacancies were technical, practical or job related skills (47%), oral communications (36%), handling (36%), team working (35%) and customer handling (32%).

Recruitment problems, particularly those vacancies which are proving hard-to-fill can have a severe effect, not just on the day to day running of a business but also on that business's future development and growth. The impact of having such vacancies include an increased workload for other (current) employees (75%), but significant proportions also report factors such as difficulties in introducing new working practices (35%) and the loss of business or orders to competitors (35%).

Forecasts

Forecasts from the Regional Econometric Model over the period 2003-2009 suggest that employment in the sectors of gas, electricity and water, textiles and clothing and chemicals (mainly traditional, manufacturing roles) will decline. This change in employment structure may necessitate change in the levels of advice and training directed at certain areas.

Growth is forecast to take place within the sectors of education and financial and business services. There is a need to ensure that training provision can support the development of skills in these sectors. Closer analysis of the RES clusters highlighted a forecast growth in employment in Digital; again the training needs of this cluster must be considered in future planning. For further information about employment forecasts see the Advanced Economy chapter.