

Learning and Skills Council, Essex



Chelmsford Area Profile



Learning+Skills Council
Essex



Foreword	iv
Understanding the data	v
Enquiries and Further Copies	vi
Key Statistics	1
PEOPLE	2
1. Population	2
1.1 Age	4
1.2 Gender	7
1.2 Ethnicity	8
1.4 Disability	9
2. The Labour Force	11
2.1 Unemployment	14
2.2 Employment	17
2.2.1 <i>The Chelmsford Based Workforce</i>	17
2.2.2 <i>Travel to Work Patterns</i>	24
3. Qualification and Skill Levels	30
3.1 NVQ Equivalence	31
3.2 Assessment of Essential Skills	35
4. Participation in Learning	38
4.1 Learning Patterns of Adults	40
4.1.1 <i>Motives, Barriers and Benefits of Learning for Adults</i>	44
4.1.2 <i>Information, Advice and Guidance for Learning</i>	51
4.1.3 <i>Future Learning Plans of Adults</i>	52
4.2 Learning Patterns of Young People	53
4.2.1 <i>Destinations of Year 11 Leavers</i>	54
4.2.2 <i>Barriers and Benefits of Learning for Young People</i>	61
4.2.3 <i>Future Learning Plans of Young People</i>	65
PROVISION	66
1. Secondary Schools	66
1.1 School Sixth Form Travel to Learn Patterns	68

1.2 School Performance Data.....	69
1.2.1 GCSE Level Tables	69
1.2.2 A/AS Level Tables.....	77
2. Further Education	79
2.1 Further Education Travel to Learn Patterns	80
3. Adult Community Learning	84
3.1 Adult Community Learning Travel to Work Patterns	86
4. Work Based Learning	89
4.1 Work Based Learning Travel to Learn Patterns	92
EMPLOYERS.....	95
1. Profile of Businesses.....	95
2. Vacancies.....	96
2.1 Incidence of vacancies by occupation.....	100
2.2 Impacts of hard to fill vacancy.....	102
2.3 Actions taken are result of having hard to fill vacancy	103
3. Skill Needs and Shortages	104
3.1 Incidence of skills gaps by occupation.....	104
3.2 Proportion of staff that are not fully proficient.....	108
3.3 Impact of skills gaps on the establishment.....	110
3.4 Actions taken by the establishment as a result of having skills gaps	111
4. Workforce Development.....	113
4.1 Whether establishment has funded or arranged any training for staff over past 12 months.....	113
4.2 Types of training funded or arranged for staff over last 12 months	115
4.3 Types of staff trained in the last 12 months	118
4.4 Derived number of staff trained over past 12 months	121
4.5 Whether establishment formally assesses whether individual	

employees have gaps in their skills	121
SUPPORTING DATA.....	122
1. Mapping the Indices of Deprivation.....	122
1.1 Map of Multiple Deprivation	122
1.2 Map of Education, Skills and Training Deprivation.....	123
1.3 Map of Employment Deprivation.....	125
1.4 Map of Barriers to Housing and Services Deprivation.....	126
1.5 Map of Income Deprivation.....	127
GLOSSARY.....	129

Foreword

Welcome to the Area Profile for the district of Chelmsford. This is one of a series of fourteen Area Profiles produced by the LSC, Essex Research & Data Team for the twelve local authority districts and two unitary authorities within our LSC area. This series of Area Profiles is the first updated version since their original release, while the format has remained the same you will find most of the information within has been updated using existing and new datasets, such as the Census 2001 and the National Employer Skills Survey 2003.

This Area Profile brings together key learning and skills data about the Chelmsford area from a host of sources. Some of these sources may be familiar to you, while some are from our own resources, most notably the survey. Please see the glossary for more details on all content.

The aim of this Area Profile is to provide a foundation for the development of our understanding of the learning and skill needs of the people and employers within in the district of Chelmsford. In sharing this digest of data with our partners and providers, we hope to develop, in partnership, a common understanding of the learning needs and characteristics of this area.

The Area Profile is divided into four sections – People, Provision, Employers and Supporting Data. The ‘People’ section focuses on Chelmsford residents, looking at their socio-economic characteristics, their skill and qualification levels, learning needs, and learning behaviour and patterns. The ‘Provision’ section focuses on the post-16 learning providers based in Chelmsford; namely Further Education (FE) providers, Adult Community Learning (ACL) providers, Work Based Learning (WBL) providers and the school sector. The ‘Employers’ section focuses on the workforce development issues of Chelmsford employers – looking at their profile, drivers of change, and their workforce development behaviour and patterns.

Please take time to read the short section entitled ‘Understanding the data’ before you look at the rest of the document. It provides useful information on how you can make the most of the data provided throughout the document. You will also find some further helpful information in the glossary at the end of the document - any terminology that is not familiar to you is likely to be explained in more detail in the glossary.

I would welcome any comments you may have with regard to the contents of this Area Profile. Please forward your comments to our Assistant Director of Research & Data, Liam Sammon whose contact details can be found on page vi.

I hope that you will find the Area Profiles to be both interesting and useful and I look forward to receiving your comments.

Kind regards,



Alison Webster

Understanding the data

Terms used throughout the document

Throughout the document, we make use of the term 'Essex'. Unless otherwise stated, this refers to the geographical area covered by LSC, Essex - that is, the county of Essex and the two unitary authorities of Southend and Thurrock. Likewise, where we use the term 'Basildon' or 'Thurrock' for example, unless stated otherwise, we are referring to the district of Basildon or the unitary authority of Thurrock.

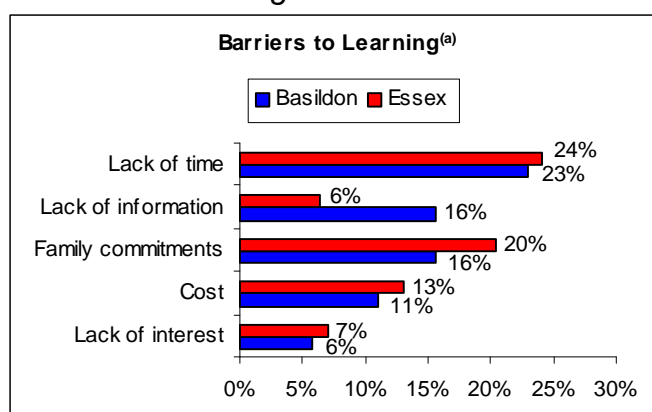
Understanding the 'notes' information on tables, charts and maps

Most of the data reported in this document is presented as a table, chart or map. Additional information in the form of sample bases and population bases are included so as to assist readers in their understanding and interpretation of the table, graph or map, and facilitate further calculations.

A sample base will be listed when the data reported is taken from a survey. The figures reported represent the number of people who responded to the question reported. In addition to the number of people in the sample, the description of the sample group will also be listed. In the example below, you will see that the sample base is 191 for Basildon and 2,662 for Essex, and that this relates to all 16-69 year olds.

A population base relates to the actual group of people that the sample refers to. In the example below, the sample of 191 is a sample of the 16-69 year old population. The population base is therefore the actual number of 16-69 year olds in Basildon or Essex. The population will vary from chart to chart according to the question that is being reported. The population base can be used to estimate the actual number of people in the population that the survey results represent. For example, 11% of Basildon residents say cost is a barrier to learning. By taking the population base of 101,000 and multiplying by 11% it is possible to say that approximately 11,110 Basildon residents regard cost as a barrier to learning.

'Barriers to Learning' ^(a)



Sample bases (16-69 year olds): Basildon, 191; Essex, 2,662

Notes:

(a) Includes factors that are either a 'fairly significant' or a 'significant' barrier

Enquiries and Further Copies

If you wish to discuss these Area Profiles in any further detail or have any comments please contact:

Liam Sammon**Assistant Director of Research & Data**

Tel: 01245 550089

e-mail: liam.sammon@lsc.gov.uk

If you have any detailed questions relating to specific sections then please contact the appropriate member of the Research Team:

Lindsey Austin**Head of Research**

Tel: 01245 550022

e-mail: lindsey.austin@lsc.gov.uk

Austin Dalby**Research Manager (External Information & Quality)**

Tel: 01245 550125

e-mail: austin.dalby@lsc.gov.uk

Anne Ronsky**Research Assistant (Maps)**

Tel: 01245 550087

e-mail: anne.ronsky@lsc.gov.uk

Carol Rider**Research Assistant (Web Site)**

Tel: 01245 550127

e-mail: carol.rider@lsc.gov.uk

Further copies of this Area Profile and the Area Profiles for other areas can be downloaded from www.lsc.gov.uk/essex. This document can be made available in alternative formats and other languages as required. Should such copies be required please contact:

Steff Monk**PR & Communications Assistant**

Tel: 01245 550075

e-mail: steff.monk@lsc.gov.uk

Extracts from this publication may be reproduced for non-commercial educational or training purposes on condition that the source is acknowledged and the findings are not misrepresented.

Key Statistics

	Chelmsford		Essex
		% share of Essex	
Population (2001)	157,153	10%	1,614,378
Economically active population (2004)	86,000	10%	827,000
VAT registered firms (2002)	4,255	9%	45,885
Unemployment rate (August 2004)	1.3%	-	1.9%
Deprivation ranking	13th	-	-
% of 16-69 year olds with no qualifications	23%	-	29%
% of 16-69 year olds with NVQ 3+ equivalence ^(b)	29%	-	22%
Chelmsford resident School VI Form pupils ^(c)	1,830	17%	11,013
Chelmsford resident FE students	5,461	7%	74,405
Chelmsford resident ACC students ^(d)	2,746	11%	24,427
Chelmsford resident WBL students	786	10%	7,704

Notes:

(a) See glossary for definitions of key statistics

(b) Based on 16-69 population, whilst the LSC, Essex target for the percentage of adults with NVQ3 level qualifications or above is based on the 16-65 economically active population.

(c) Based on Pupil level annual school census (PLASC) 2002/2003

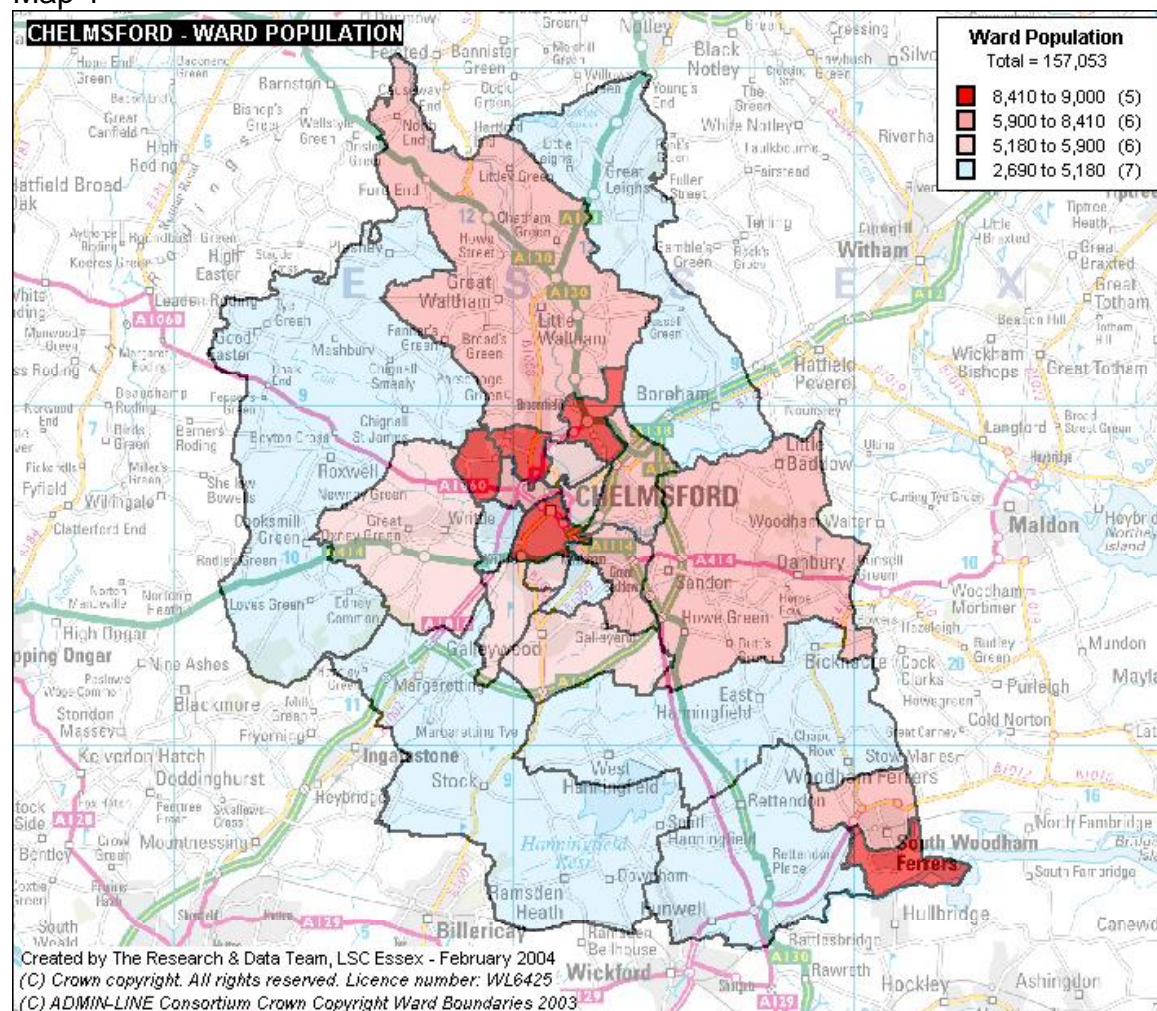
(d) Based on Individualised Learner Record, 2002/2003. For the ACL sector the ISR captures LSC funded FE provision only. FE provision covers everything in the former Schedule 2 category, which includes some non-accredited courses, but covers predominantly accredited courses. The LSC does fund former non-schedule 2 provision in the ACL sector, but this is not recorded by the ILR. See the Adult Community Learning section for details on non-ISR provision.

PEOPLE

1. Population

Map 1 shows the spread of the population in the district of Chelmsford according to the ward residents live in. Figures are based on the 2001 Census.

Map 1



Source: 2001 Census of Population, Office for National Statistics

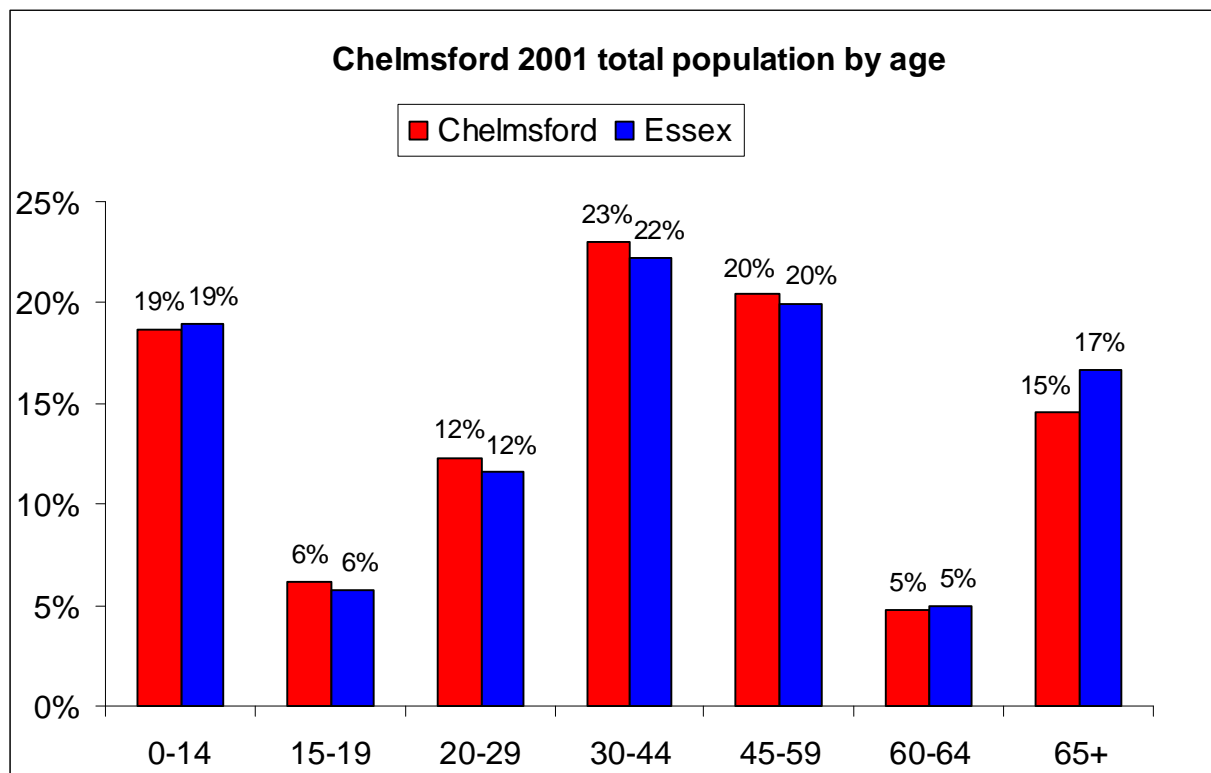
Ward	Population	Ward	Population
Bicknacre and East and West Hanningfield	5,039	Moulsham Lodge	5,484
Boreham and The Leighs	5,093	Patching Hall	8,776
Broomfield and The Walthams	7,477	Rettendon and Runwell	5,039
Chelmer Village and Beaulieu Park	8,406	South Hanningfield, Stock and Margaretting	5,179
Chelmsford Rural West	2,695	South Woodham-Chetwood and Collingwood	8,496
Galleywood	5,898	South Woodham-Elmwood and Woodville	8,133
Goat Hall	5,786	Springfield North	8,999
Great Baddow East	7,853	St Andrews	8,644
Great Baddow West	5,164	The Lawns	5,610
Little Baddow, Danbury and Sandon	8,091	Trinity	5,830
Marconi	6,306	Waterhouse Farm	4,985
Moulsham and Central	8,457	Writtle	5,632

Source: 2001 Census of Population, Office for National Statistics

1.1 Age

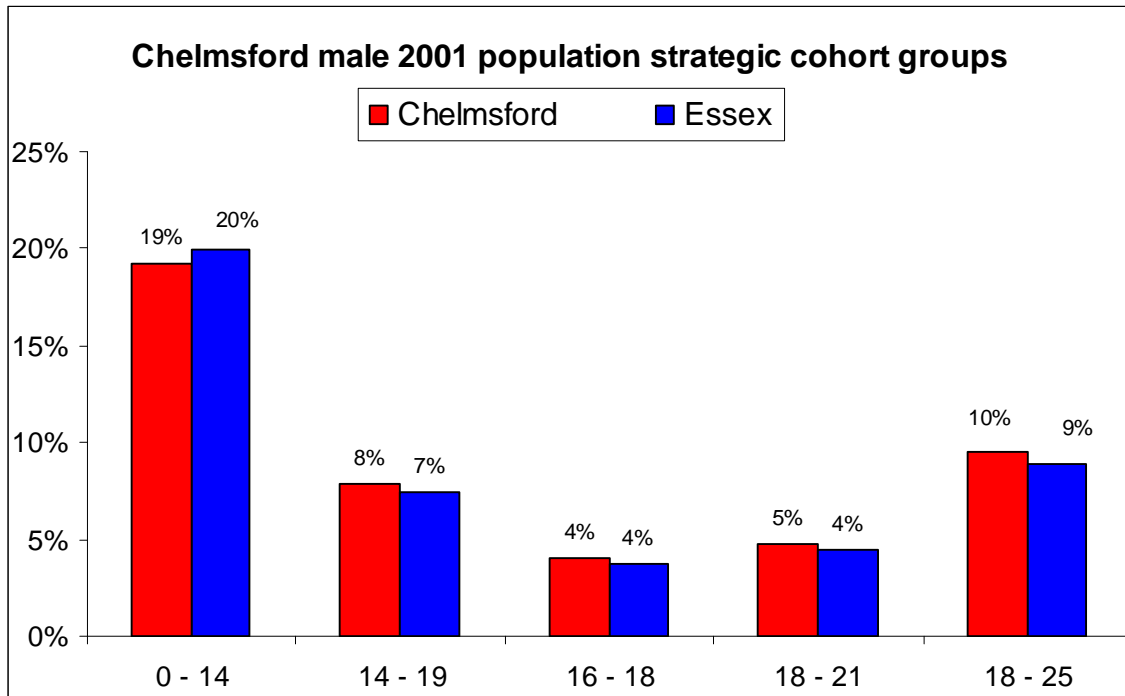
According to the 2001 Census of Population, the population of Chelmsford is 157,152. This comprises 9,686 15 – 19 year olds and 118,127 20+ year olds. Charts 1-4 give a detailed age breakdown of the population in a number of themes.

Chart 1



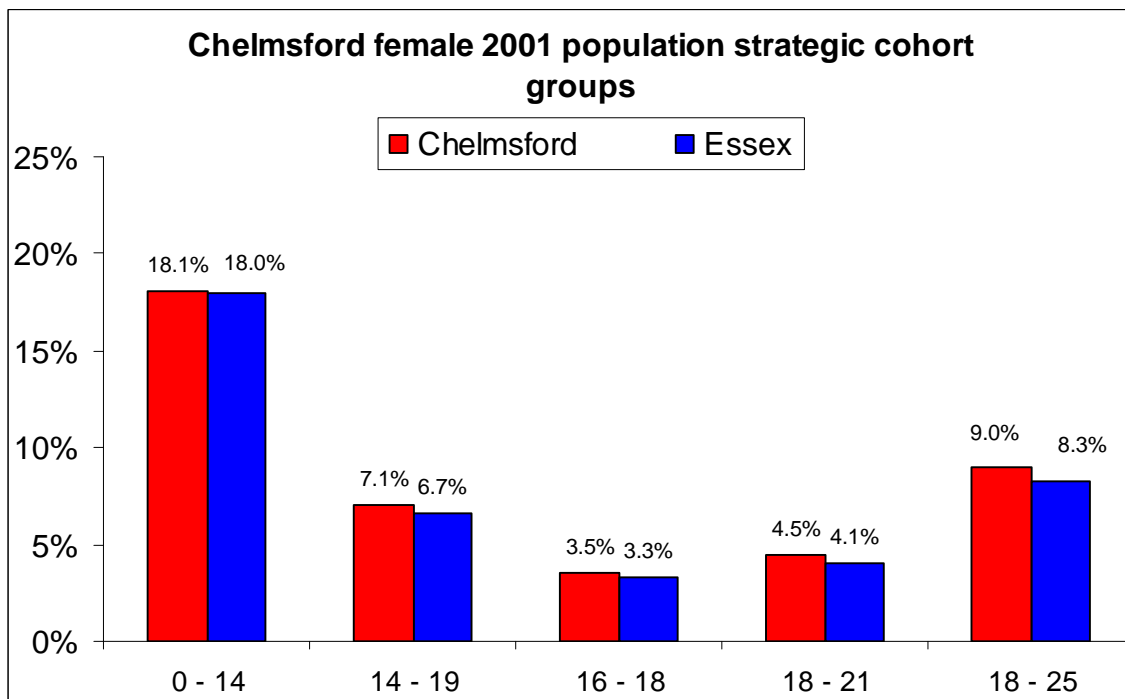
Source: 2001 Census of Population, Office for National Statistics
 Population base (total population): Chelmsford, 157,153; Essex, 1,614,378

Chart 2



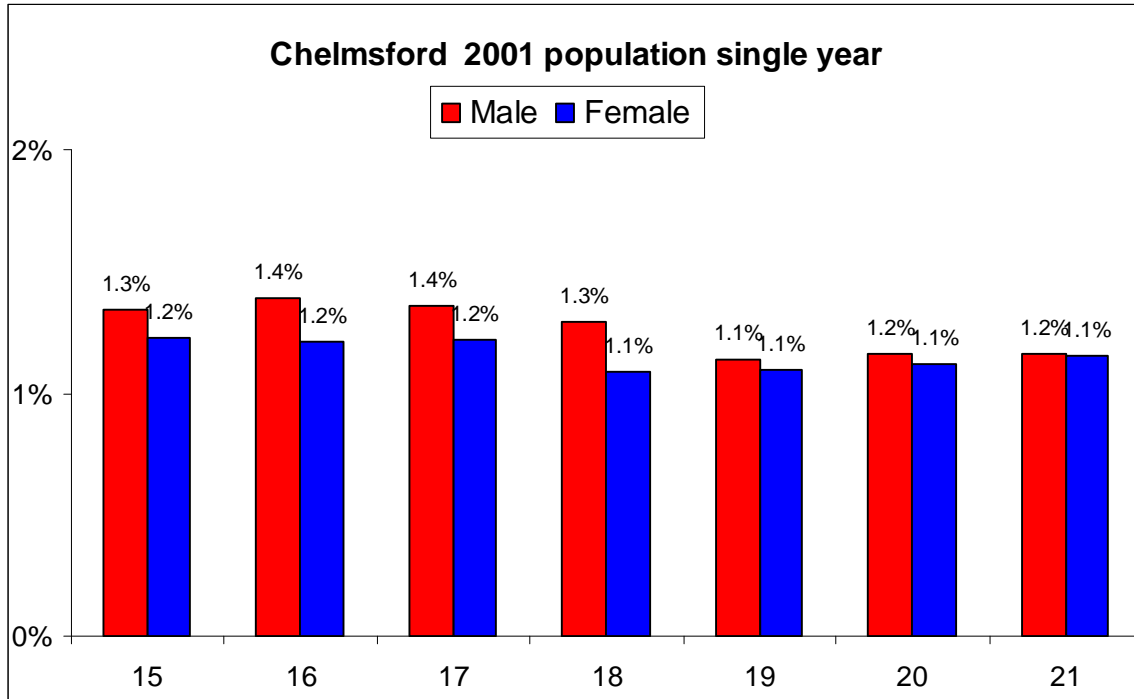
Source: 2001 Census of Population, Office for National Statistics
 Population base (total male population): Chelmsford, 77,478, Essex, 786,800

Chart 3



Source: 2001 Census of Population, Office for National Statistics
 Population base (total female population): Chelmsford, 79,675, Essex, 827,578

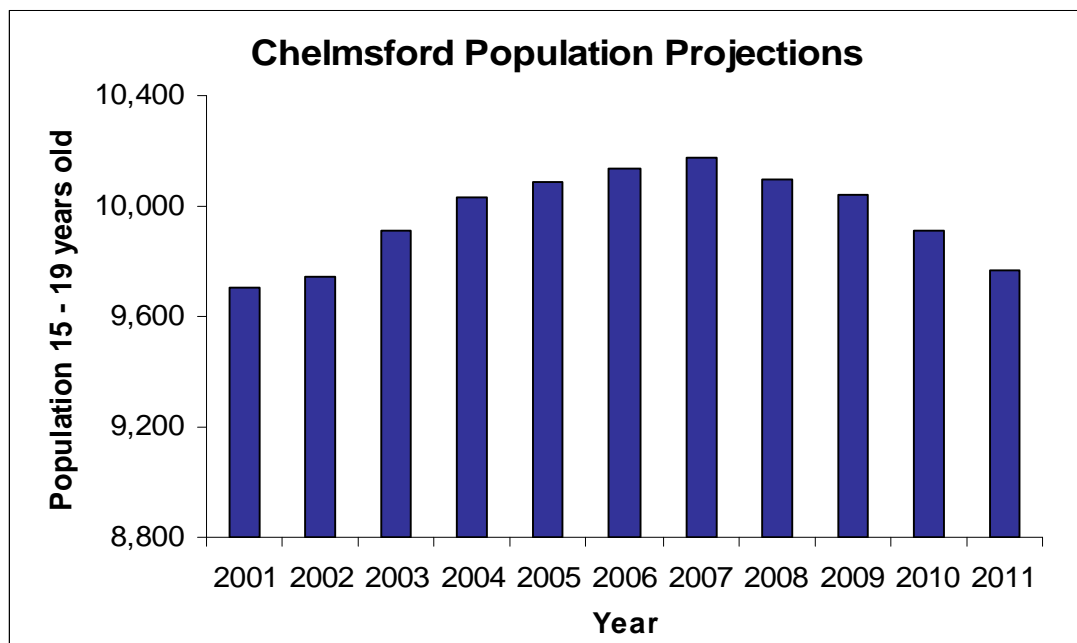
Chart 4



Source: 2001 Census of Population, Office for National Statistics
 Population base (total population): Male, 77,478, Female, 79,675

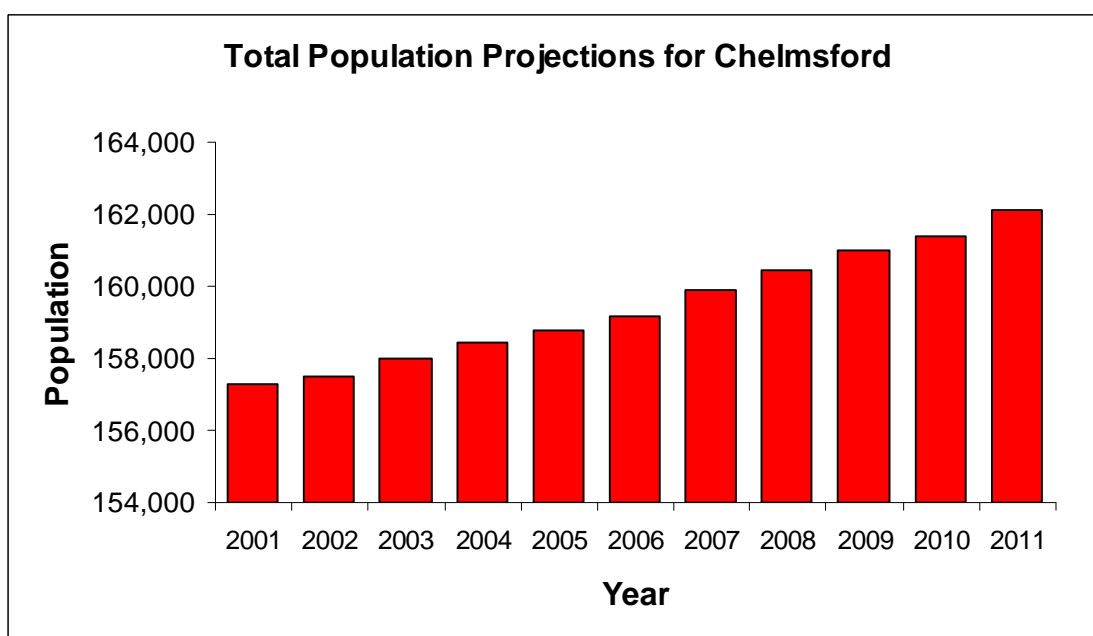
Charts 5 and 6 show the future projections of population in Chelmsford. As can be seen in the chart, the 15 - 19 population group is due to peak in 2007 and then gradually decline. However the overall population is due to increase at a steady rate into the future.

Chart 5



Source: Experian Business Strategies, February 2004

Chart 6



Source: Experian Business Strategies, February 2004

1.2 Gender

The total population of Chelmsford is made up of 77,478 males and 79,675 females. This represents a gender split of 49% male to 51% female.

1.2 Ethnicity

According to the 2001 Census of Population, just under 94% of Chelmsford's population class themselves as White British, a similar percentage to Essex.

Table 1 shows the ethnic group of the population in Chelmsford and Essex.

Table 1

Ethnic group	Chelmsford		Essex	
	As a % of total male population	As a % of total female population	As a % of total male population	As a % of total female population
White: British	94.5%	93.8%	94.3%	94.0%
White: Irish	0.8%	1.1%	0.8%	1.0%
White: Other	1.5%	1.9%	1.6%	1.8%
Mixed: White & Black Caribbean	0.3%	0.3%	0.3%	0.3%
Mixed: White & Black African	0.1%	0.1%	0.1%	0.1%
Mixed: White & Asian	0.3%	0.3%	0.3%	0.3%
Mixed: Other mixed	0.2%	0.2%	0.2%	0.2%
Asian or Asian British: Indian	0.6%	0.6%	0.6%	0.6%
Asian or Asian British: Pakistani	0.2%	0.2%	0.2%	0.2%
Asian or Asian British: Bangladeshi	0.2%	0.1%	0.2%	0.1%
Asian or Asian British: Other Asian	0.2%	0.2%	0.2%	0.2%
Black or Black British: Caribbean	0.3%	0.2%	0.2%	0.2%
Black or Black British: African	0.3%	0.3%	0.3%	0.3%
Black or Black British: Other Black	0.1%	0.1%	0.1%	0.0%
Chinese	0.4%	0.5%	0.3%	0.4%
Other ethnic group	0.2%	0.3%	0.2%	0.3%

Source: 2001 Census of Population, Office for National Statistics
Population base (total population): Chelmsford, 157,153; Essex, 1,614,378

1.4 Disability

The 2001 Census of Population provides data on the number of households with at least one person with a limiting long-term illness for Essex in table 2. Just over a quarter (27%) of households in Chelmsford have one or more people with a limiting long-term illness which is slightly less than the 32% for Essex.

Table 2

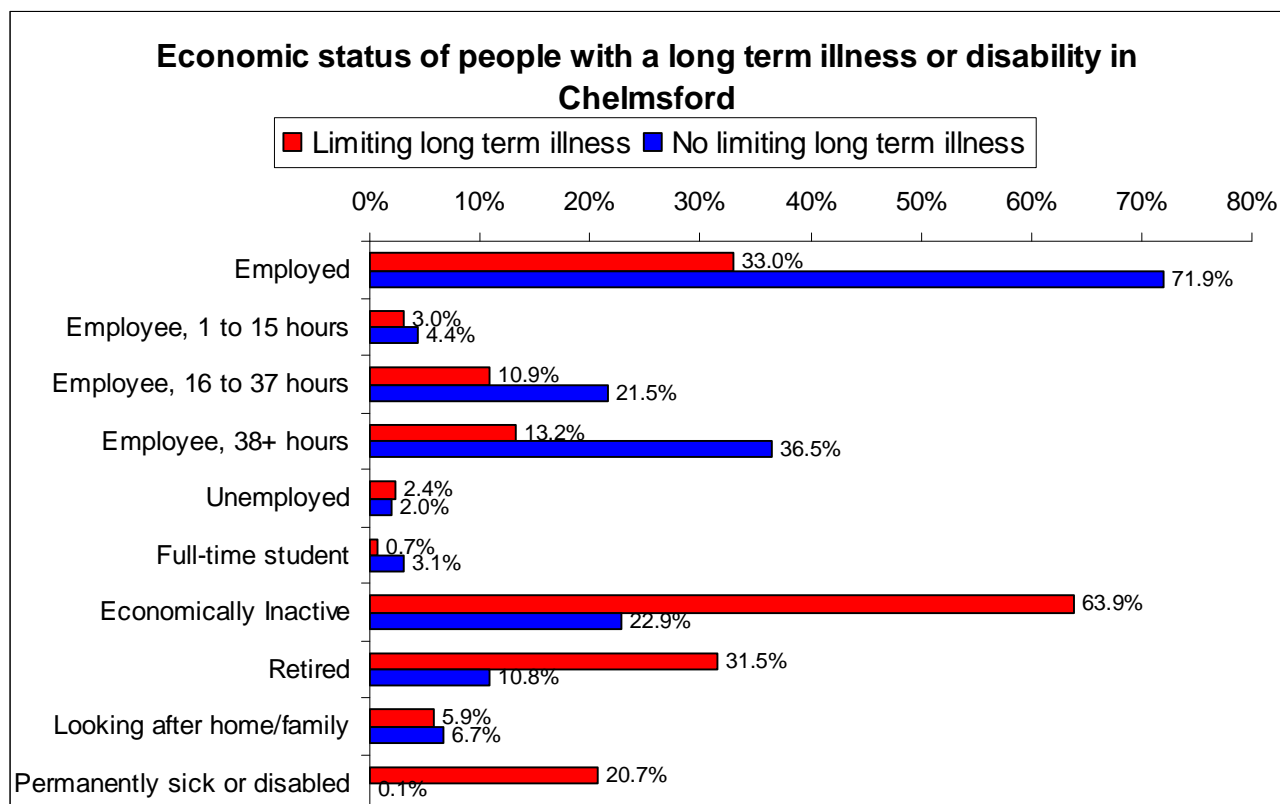
Households with one or more person with a limiting long-term illness		
	As a % of all households	All households
Basildon	33%	69,207
Braintree	29%	54,332
Brentwood	28%	28,767
Castle Point	33%	35,279
Chelmsford	27%	64,564
Colchester	31%	63,706
Epping Forest	30%	50,590
Harlow	31%	33,185
Maldon	30%	24,189
Rochford	31%	31,952
Southend	34%	70,978
Tendring	41%	61,411
Thurrock	32%	58,485
Uttlesford	27%	27,519
Essex	32%	674,164

Source: 2001 Census of Population, Office for National Statistics

The Census 2001 asked respondents whether or not they had a long-term illness or disability. Chart 7 uses this data to show the economic status of the Chelmsford population comparing those who have a long-term illness or disability with those who do not.

As chart 7 shows, Chelmsford residents who have a long term illness or disability are less likely to be in any form of employment and much more likely to be economically inactive and retired.

Chart 7



Source: 2001 Census of Population, Office for National Statistics
Population base Chelmsford: Limiting long term illness, 14,112; No limiting long-term illness, 101,017

Official data relating to disability benefits is another indicator of the number of people with a disability. However, it is likely to underestimate the total number of people affected by a long-term illness or disability as it only relates to those people who are claiming one or more disability benefit. Nevertheless, this information is accurate at the district level and so is included in table 3.

Table 3

Disability benefit claimants, August 2003

	DLA	IB	SDA
Chelmsford	2%	2%	0%
Essex	3%	3%	0%

Figures presented are those claiming as a percentage of the population

Source: Office for National Statistics, August 2003

DLA: Disability Living Allowance

IB: Incapacity Benefit

SDA: Severe Disablement Allowance

Total population: Chelmsford, 157,153; Essex, 1,614,378

Further subgroup analysis of those Essex residents who have a long-term illness or disability with those who do not can be found in sections 3.1, 4.1 and 4.1.1 in the People section of this document.

2. The Labour Force

e provides a breakdown of different sub-groups of the total population – the working age population, the economically active population and all employees.

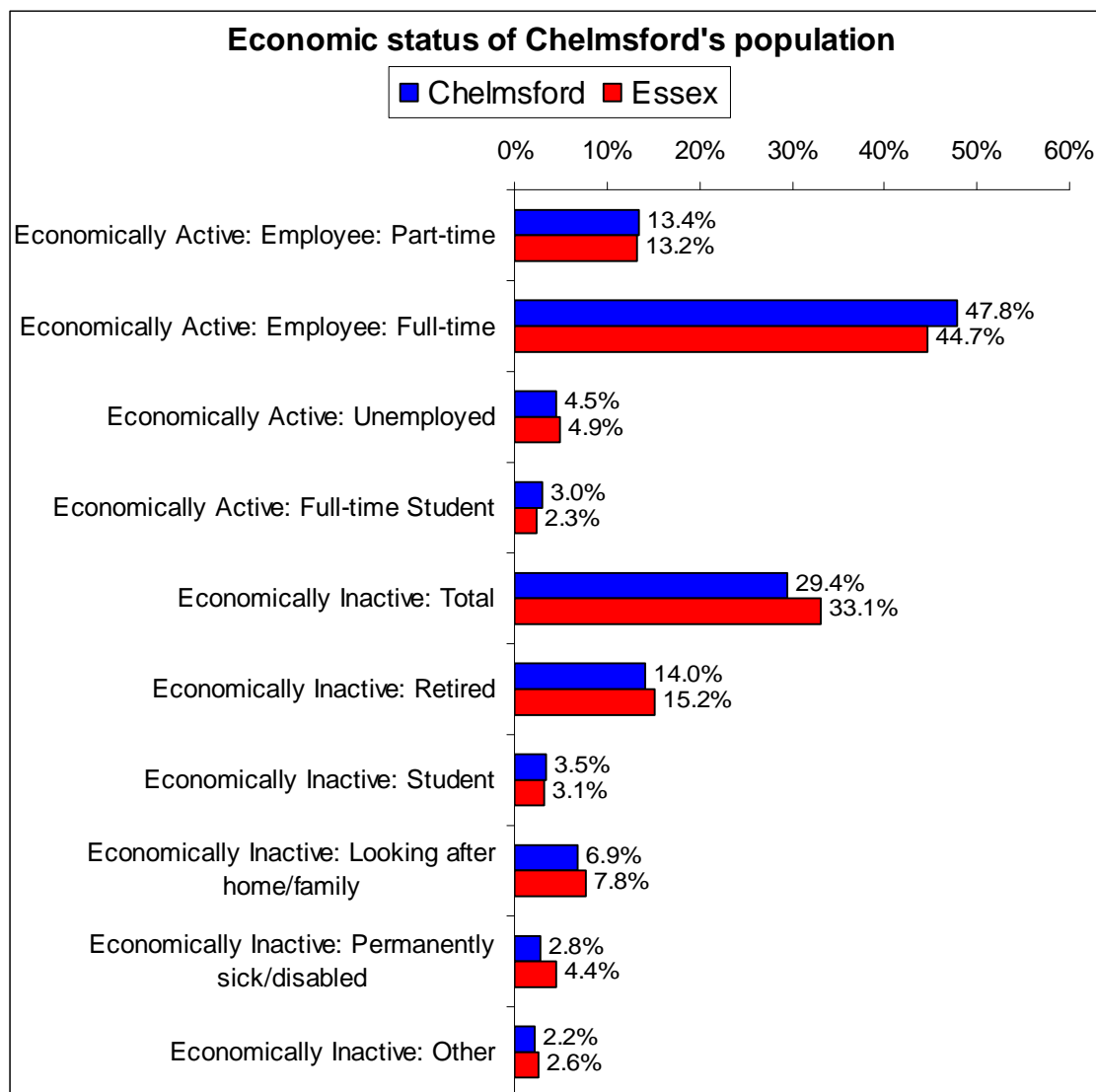
Table 4

Labour force information	Chelmsford	Essex
Working age population	100,000	981,000
Economically active population	86,000	827,000
All employees	84,000	795,000
Male working age population	53,000	507,000
Male economically active population	47,000	452,000
Male employees	46,000	433,000
Female working age population	47,000	474,000
Female economically active population	39,000	375,000
Female employees	38,000	362,000

Source: Labour Force Survey, ONS, June 2003-May 2004

A breakdown of the economic status of the district's population is illustrated in chart 8. The data in this chart is taken from the Census 2001. The pattern is very similar to that of Essex with the exception that there are marginally more people in Chelmsford in full time employment.

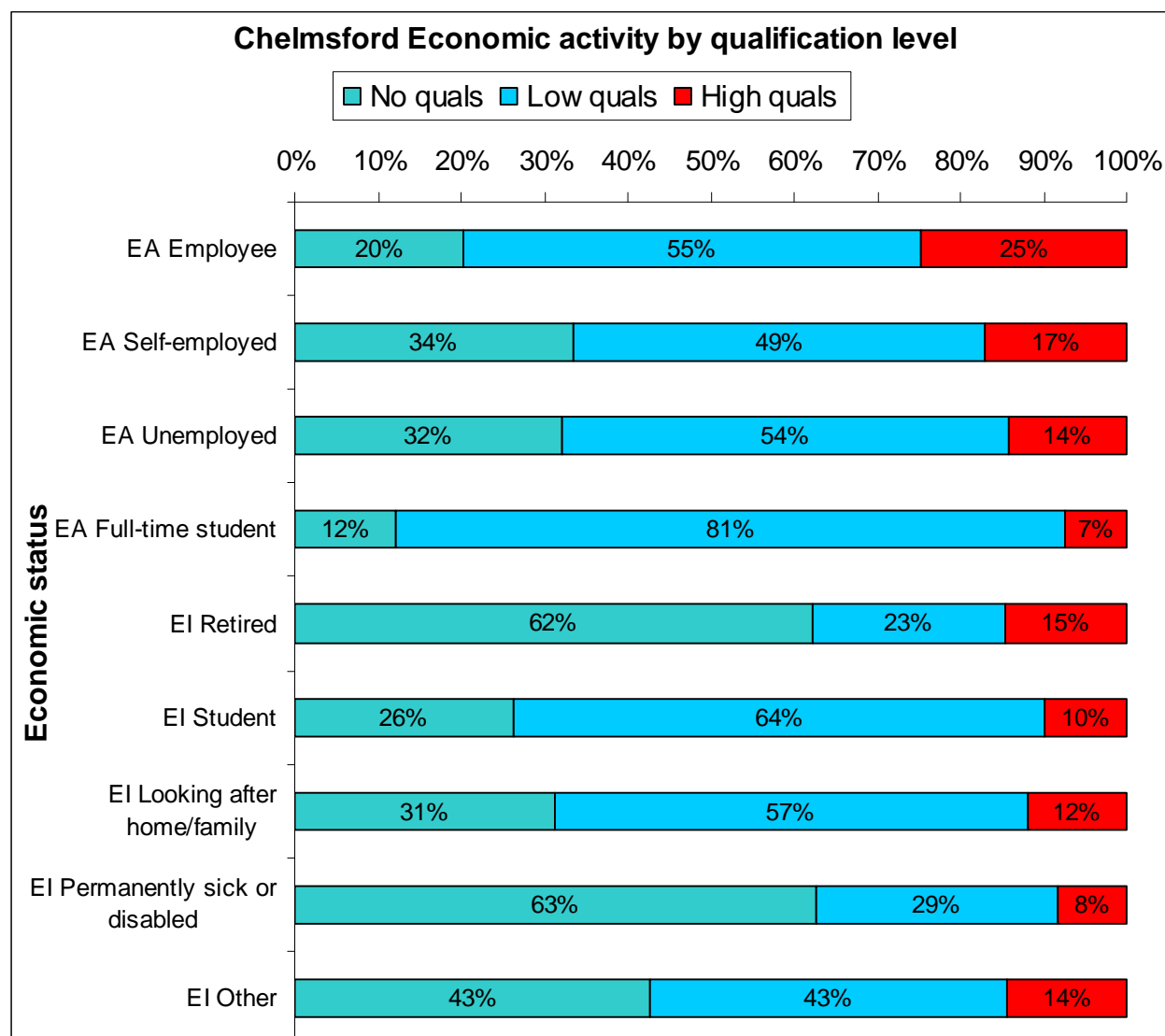
Chart 8



Source: 2001 Census of Population, Office for National Statistics
 Population base (16 - 69 year olds): Chelmsford, 109,412; Essex, 1,093,406

Further analysis of the economic status of the population here shows activity by general qualification level in chart 9. Those in employment are much more likely to have higher-level qualifications with 25% of this group doing so, this figure is also high for those self employed 17%. The groups showing the highest levels of no qualifications are those retired and sick or disabled. Further analysis by qualification level can be found in section 3.1.

Chart 9



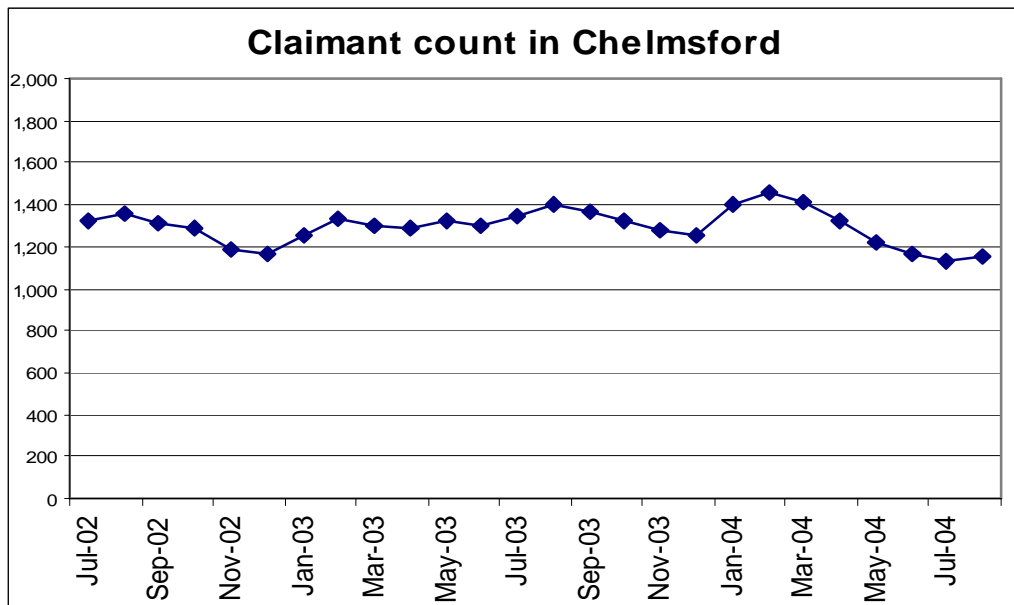
Source: Census 2001, Office for National Statistics; population base (16 - 74 year olds), Chelmsford, 115,131

Note: EI (Economically Inactive); EA (Economically Active)

2.1 Unemployment

There were 1,149 people claiming unemployment benefit in Chelmsford during August 2004. Chart 10 tracks the claimant count in Basildon from July 2002 until August 2004.

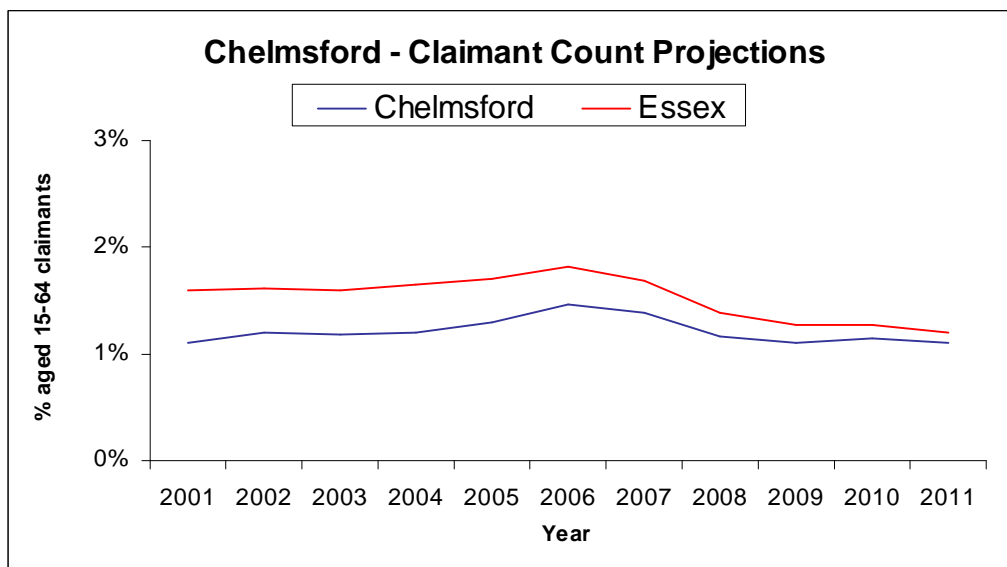
Chart 10



Source: Claimant Count, Office for National Statistics

Chart 11 shows the projections for claimant count in Chelmsford until 2011. This is set to peak in the near future and then begin a gradual decline and come more into line with Essex.

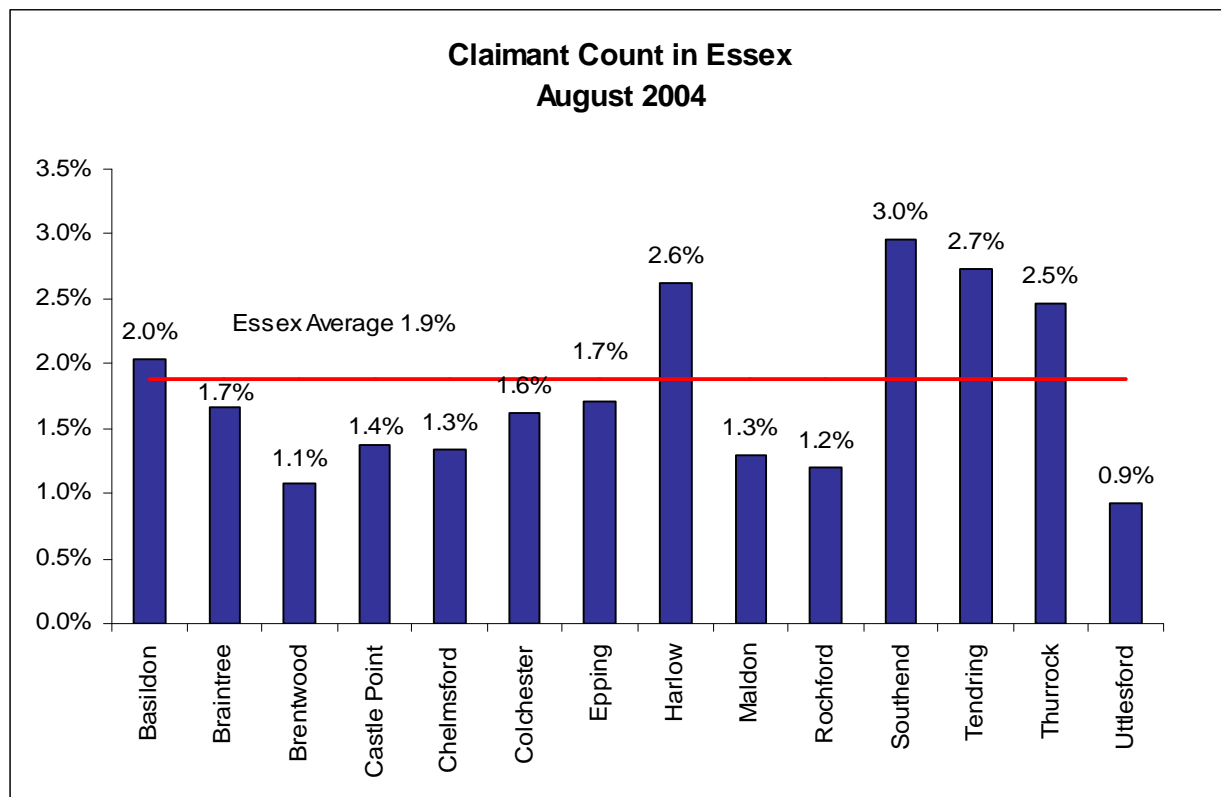
Chart 11



Source: Experian Business Strategies, February 2004

The claimant count can also be expressed as a rate – this is the claimant count expressed as a percentage of the economically active population. The claimant count rate in Chelmsford was estimated to be 1.3% in August 2004, slightly lower than the Essex rate of 1.9%. Chart 12 shows the claimant count rate in August 2004 for all the areas in Essex.

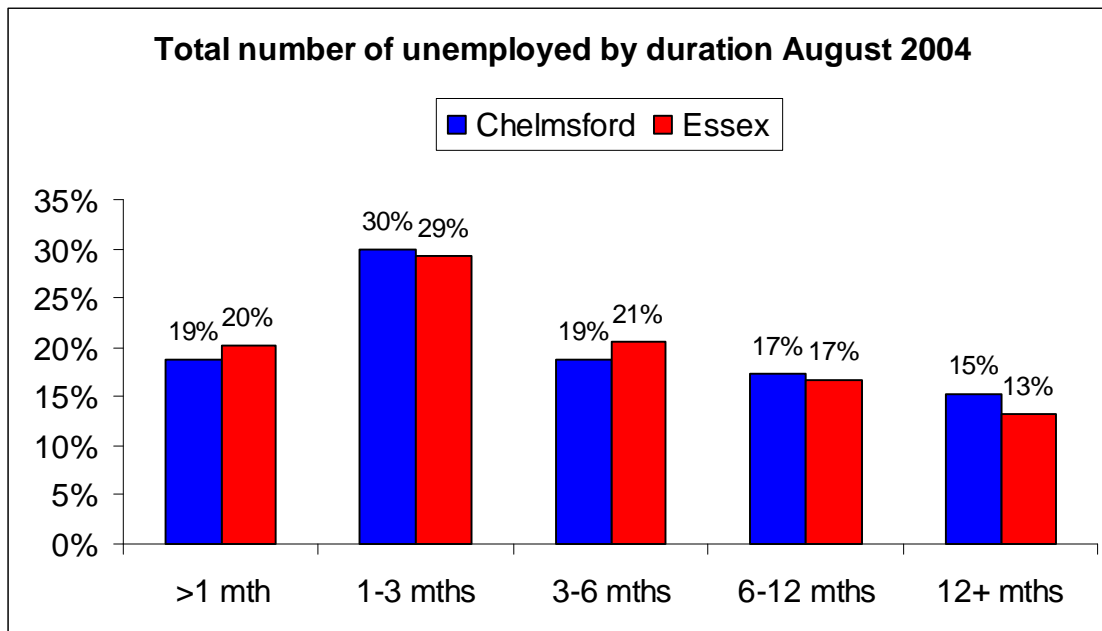
Chart 12



Source: Claimant Count, Office for National Statistics

Charts 13, 14 and 15 show unemployment by duration. While roughly half (49%) of those unemployed in Chelmsford are so for three months or less we see that more claimants (15%) are unemployed for over 12 months than the Essex average.

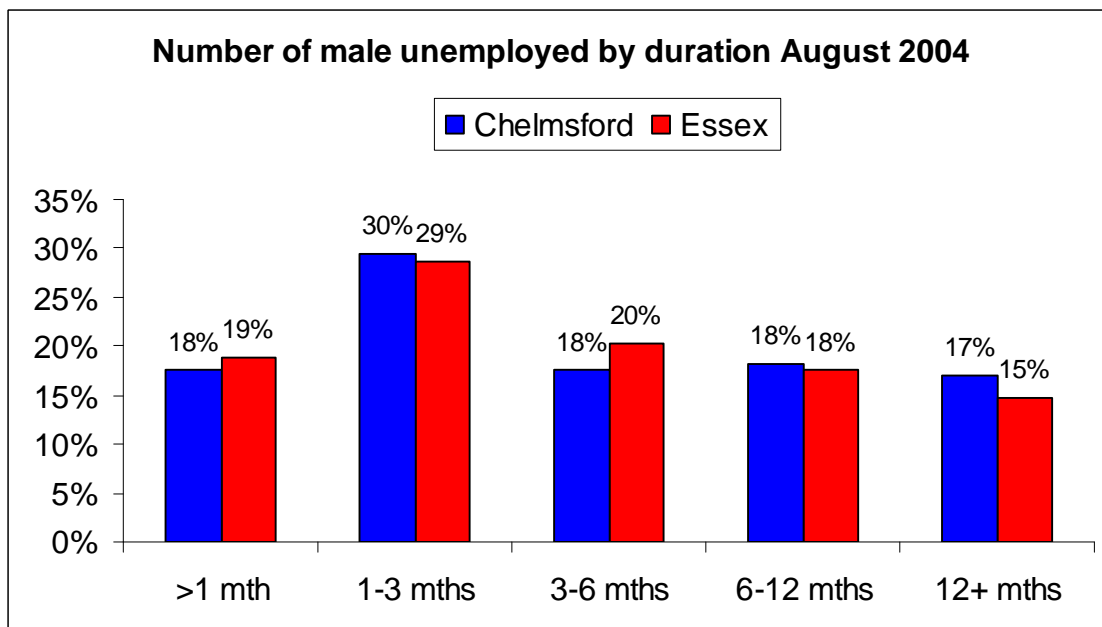
Chart 13



Source: Claimant Count, August 2004, Office for National Statistics
 Total Base: Chelmsford, 1,150; Essex, 15,245

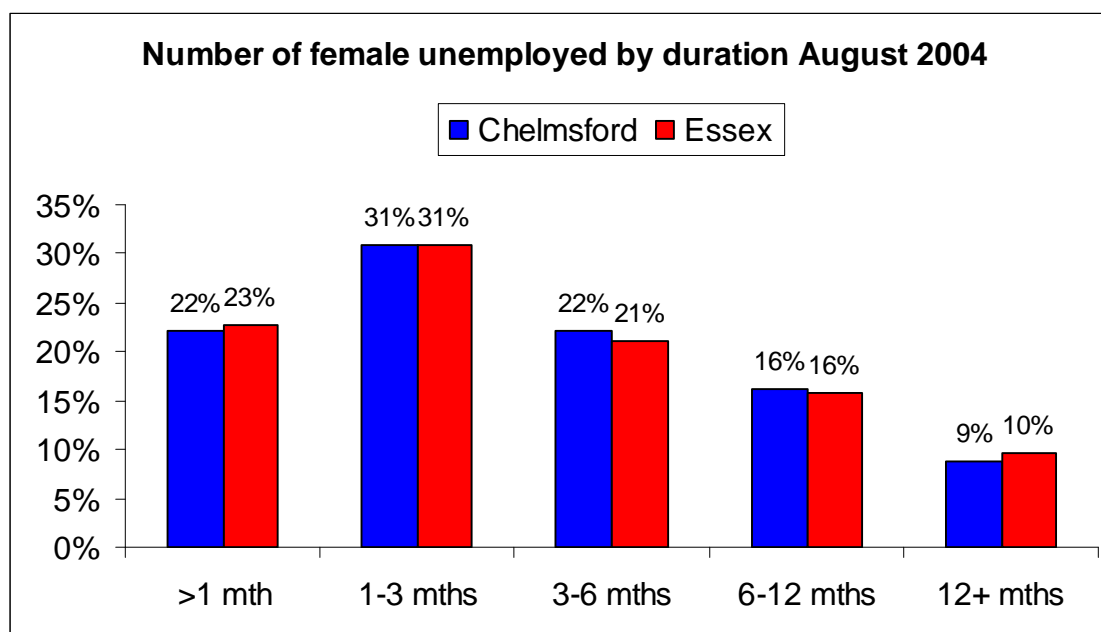
Charts 14 and 15 provide unemployment data by duration and gender.

Chart 14



Source: Claimant Count, August 2004, Office for National Statistics
 Male Base: Chelmsford, 795; Essex 10,420

Chart 15



Source: Claimant Count, August 2004, Office for National Statistics
 Female Base: Chelmsford, 340; Essex, 4,840

Further analysis of those Essex residents who are employed compared to those who are unemployed can be found in sections 3.1, 4.1 and 4.1.1 in the People section of this document.

2.2 Employment

There are two ways of looking at the workforce in a particular geographical area. The resident workforce, and the local workforce. The resident workforce includes all those who live in the area regardless of whether they work in that area, while the local workforce includes all those who work in the area regardless of whether they live in the area. It should be noted that there will be some people who are included in both the resident and local workforce if they live and work in the same area.

Due to the way the majority of employment related official statistics are collected, much of the information in the area profile relating to the employed will be based on the local workforce. It will be stated which workforce the data is based on at the start of each new employment related section.

2.2.1 The Chelmsford Based Workforce

The following section refers to the local workforce only.

There are approximately 76,600 workers in Chelmsford's local workforce according to the Annual Business Inquiry, 2002.

Tables 5, 6 and 7 provide breakdowns of the local workforce by sector compared to Essex. The greatest differences when comparing Chelmsford with Essex is the greater dominance of the public administration, education & health sector in Chelmsford. Also those in the manufacturing sector are less than the Essex average.

Table 5

Total employees by broad sector				
	Chelmsford		Essex	
	#	%	#	%
Utilities, agriculture and fishing	1,400	2%	9,500	2%
Manufacturing	6,400	8%	81,200	13%
Construction	4,500	6%	35,300	6%
Distribution, hotels and restaurants	18,800	25%	164,900	27%
Transport and communications	4,500	6%	41,700	7%
Banking, finance and insurance	17,000	22%	119,900	19%
Public administration, education & health	20,900	27%	138,000	22%
Other services	3,000	4%	28,700	5%

Source: Annual Business Inquiry, 2002

Tables 6 and 7 show the employee sector breakdown by gender. The most popular sector for male employees is the distribution, hotels and restaurants sector at 23% with considerably less male employees working in the manufacturing sector when compared to Essex, 12% against 20%. The largest share for female employees is the public administration, education & health sector which is in line with Essex.

Table 6

Male employees by broad sector				
	Chelmsford		Essex	
	#	%	#	%
Utilities, agriculture and fishing	900	2%	6,200	2%
Manufacturing	4,500	12%	60,100	20%
Construction	3,600	10%	28,500	9%
Distribution, hotels and restaurants	8,900	23%	74,900	24%
Transport and communications	3,600	10%	30,400	10%
Banking, finance and insurance	8,500	22%	59,100	19%
Public administration, education & health	6,500	17%	34,200	11%
Other services	1,400	4%	14,100	5%

Source: Annual Business Inquiry, 2002

Table 7

Female employees by broad sector				
	Chelmsford		Essex	
	#	%	#	%
Utilities, agriculture and fishing	500	1%	3,300	1%
Manufacturing	1,900	5%	21,100	7%
Construction	900	2%	6,800	2%
Distribution, hotels and restaurants	10,000	26%	90,000	29%
Transport and communications	900	26%	11,300	4%
Banking, finance and insurance	8,500	22%	60,800	20%
Public administration, education & health	14,500	37%	103,900	33%
Other services	1,600	4%	14,600	5%

Source: Annual Business Inquiry, 2002

Table 8 shows a more detailed sector breakdown of the Chelmsford local workforce tracking the change in the number of employees in Chelmsford based businesses between 1998 and 2002.

Table 8

Chelmsford employees by sector					
	Number of employees				
Industry sector	1998	1999	2000	2001	2002
Agriculture	1,200	1,000	800	800	800
Energy & Water	700	700	100	700	500
Manufacturing	3,100	3,400	2,800	3,100	2,900
Publishing & printing	800	800	600	800	700
Manufacture of furniture	100	200	100	200	200
Metals, Minerals & Chemicals	900	800	900	800	700
Manufacture of fabricated metal	800	700	800	600	600
Engineering	3,100	2,700	2,300	2,300	2,900
Construction	3,200	2,800	3,100	3,800	4,500
Distribution, Hotels & Catering	17,800	18,200	18,700	18,400	18,800
Sale, maintenance/repair motor vehicles	1,600	1,600	2,100	1,300	1,700
Wholesale trade/commission trade	4,900	3,700	3,500	3,400	3,300
Retail trade, except motor vehicles	8,100	8,800	9,200	9,300	9,800
Hotels & restaurants	3,300	4,200	4,000	4,400	4,000
Transport & Communications	2,900	3,400	3,100	3,300	4,500
Land transport; transport via pipelines	800	1,000	800	900	800
Supporting/auxiliary transport	400	300	400	500	400
Post & telecommunications	1,800	2,100	1,800	1,900	3,300
Financial & Business Services	11,300	11,500	13,300	13,700	17,000
Real estate activities	600	600	900	800	1,100
Computing and related activities	1,400	1,200	1,600	1,400	1,700
Other business activities	5,100	5,500	6,300	6,300	8,200
Public Service	19,600	20,900	21,300	19,700	20,900
Education	6,500	6,400	6,000	6,200	7,900
Health and social work	7,700	9,500	10,700	7,200	7,500
Other	2,300	2,400	2,500	2,800	3,000
Recreational, cultural and sporting	1,200	1,000	1,200	1,200	1,300
Other service activities	600	900	900	800	1,000

Source: Annual Business Inquiry 1999 - 2002, Annual Employment Survey 1998

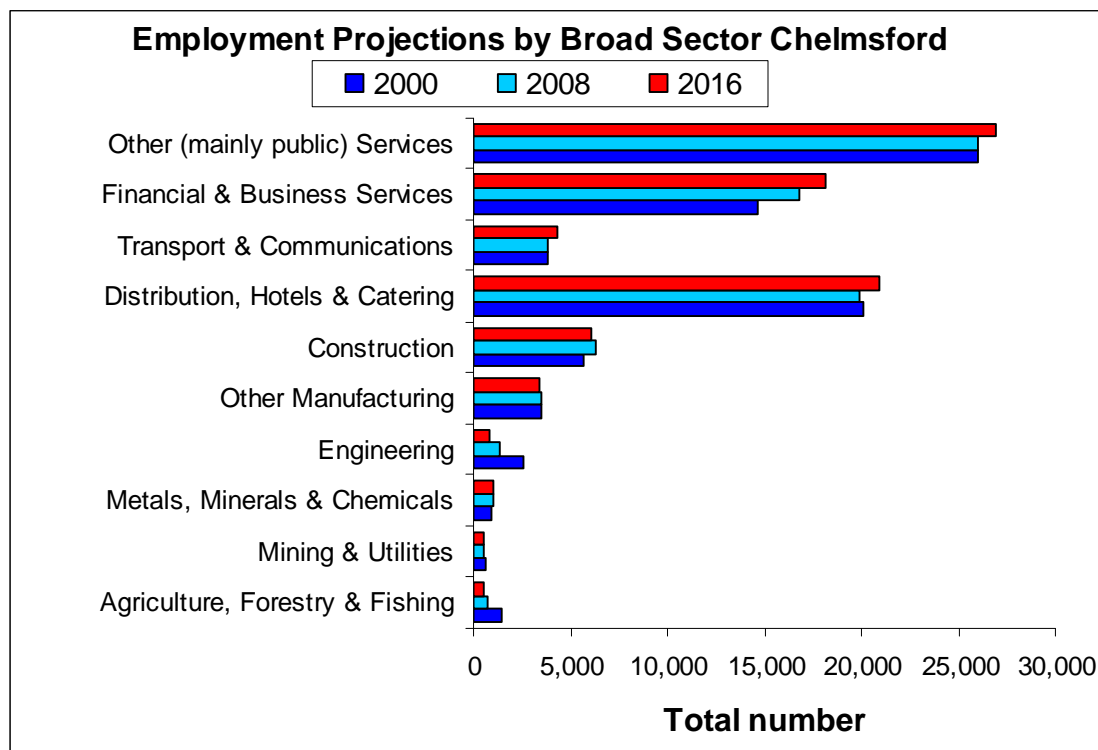
Notes:

Figures in bold are sector totals. Only figures for primary sub sectors are shown - subsets do not equal total

These figures have been omitted due to ONS suppression

Chart 16 shows the future employment projections of Chelmsford district. As the chart shows the sectors with the largest share of workers are set to grow in the future, particularly in financial and business services.

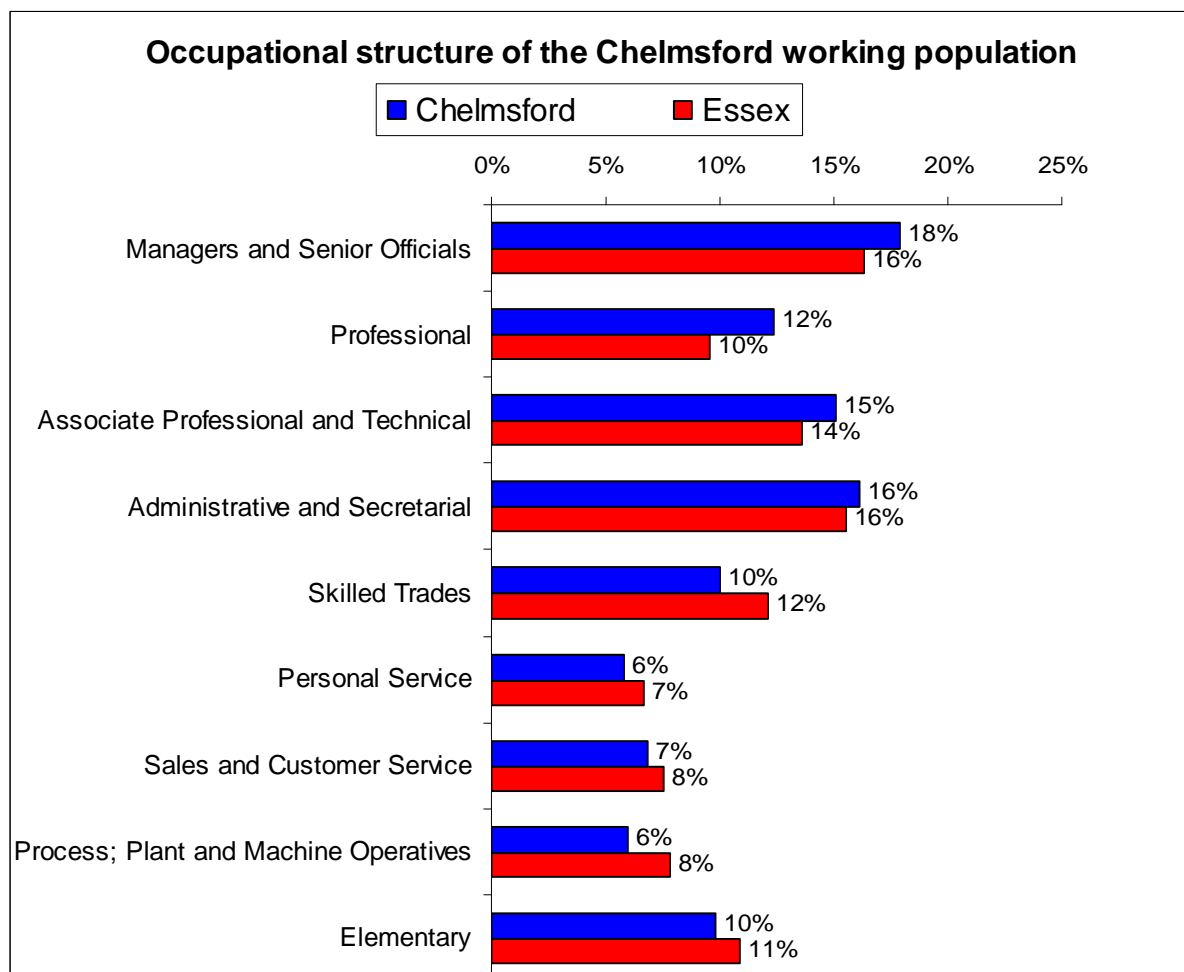
Chart 16



Source: Experian Business Strategies, February 2004

Chart 17 provides a breakdown of the Chelmsford resident workforce by occupation. While the spread of occupations is similar to Essex, workers in Chelmsford are more likely to have senior or professional jobs than their Essex counterparts.

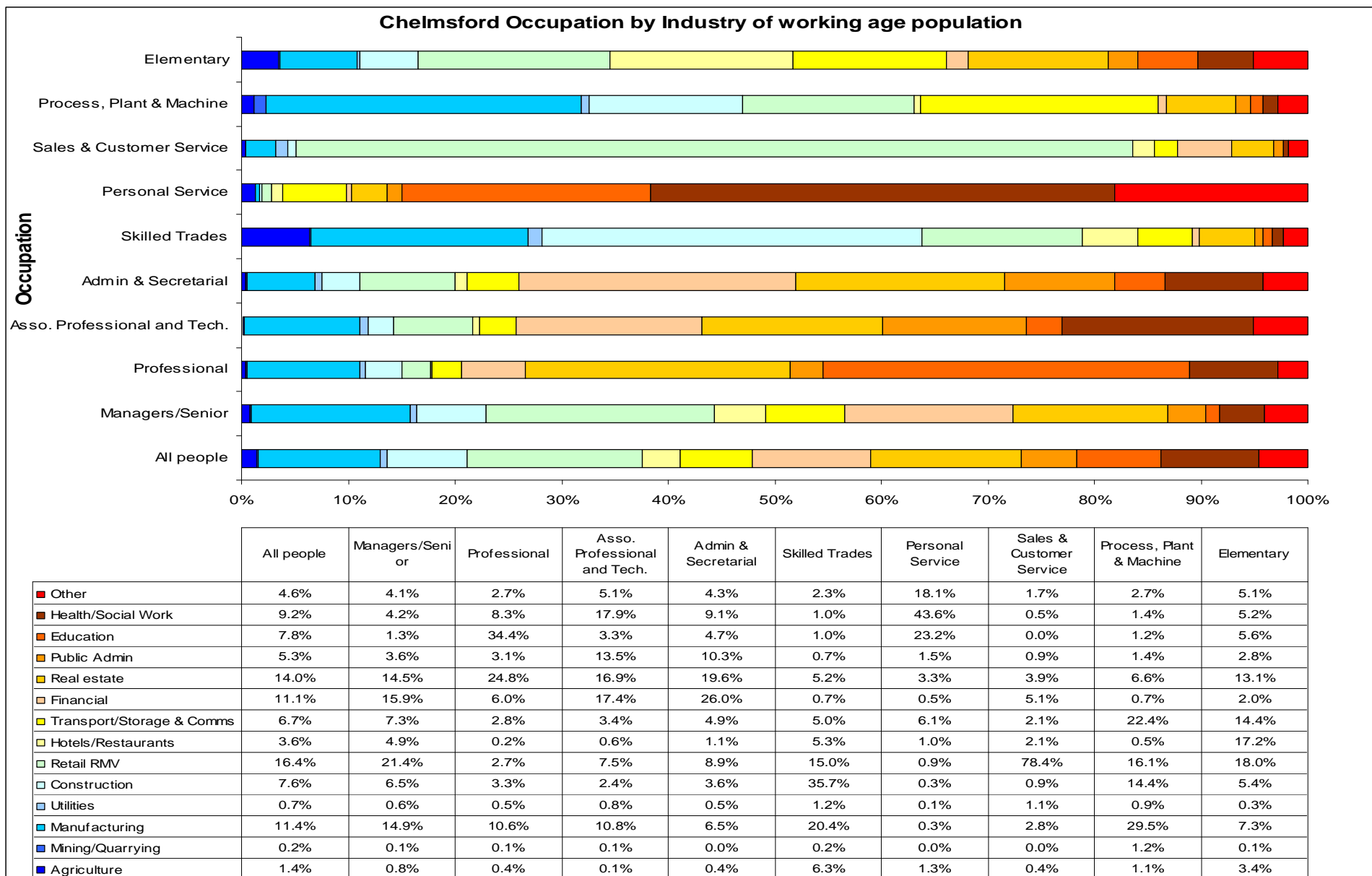
Chart 17



Source: 2001 Census of Population, Office for National Statistics
 Population base (16 - 74 years olds in employment): Chelmsford, 80,261; Essex, 765,116

Following on from this the next chart (18) gives us the picture of the type of occupation people in Chelmsford have by the type of industry in which they work. In Chelmsford over three quarters (78.4%) of people in Sales and Customer service work in the retail sector, 35.7% of skilled workers are in construction and 34.4% of professional workers are in the education sector. Overall the retail sector has the greatest share with 16.4%.

Chart 18

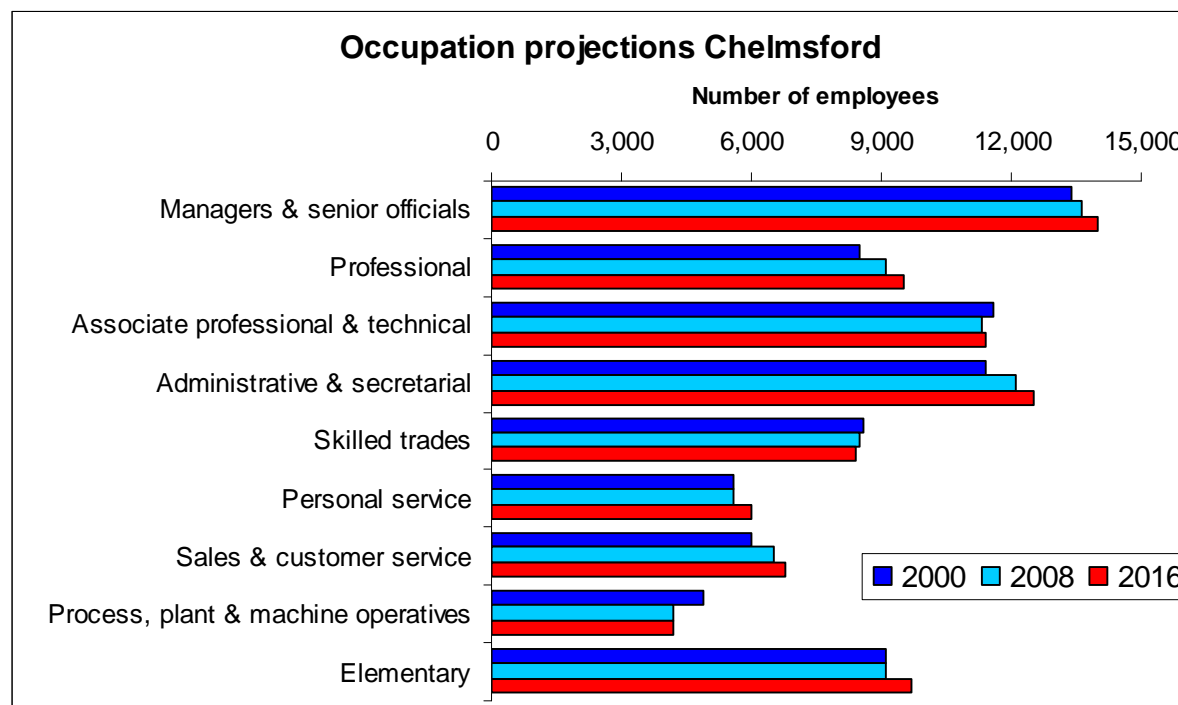


Source: Census 2001, Office for National Statistics

Population base: (16 - 74 years olds in employment) Chelmsford, 80,234

Chart 19 shows us the future projections for occupations in Chelmsford. The greatest increase is in administrative and secretarial occupations with only minor decline in a small number of occupations, skilled trades for example.

Chart 19



Source: Experian Business Strategies, February 2004

2.2.2 Travel to Work Patterns

The LSC, Essex Post 16 Learning Survey allows us to analyse the travel to work patterns for all workers who reside in Essex.

Table 9 provides a broad picture of the travel to work outflow patterns, by grouping workers into those working in Essex, working outside of Essex, and those who work from their home. Maps 2 and 3 following this table give more detailed travel to work information.

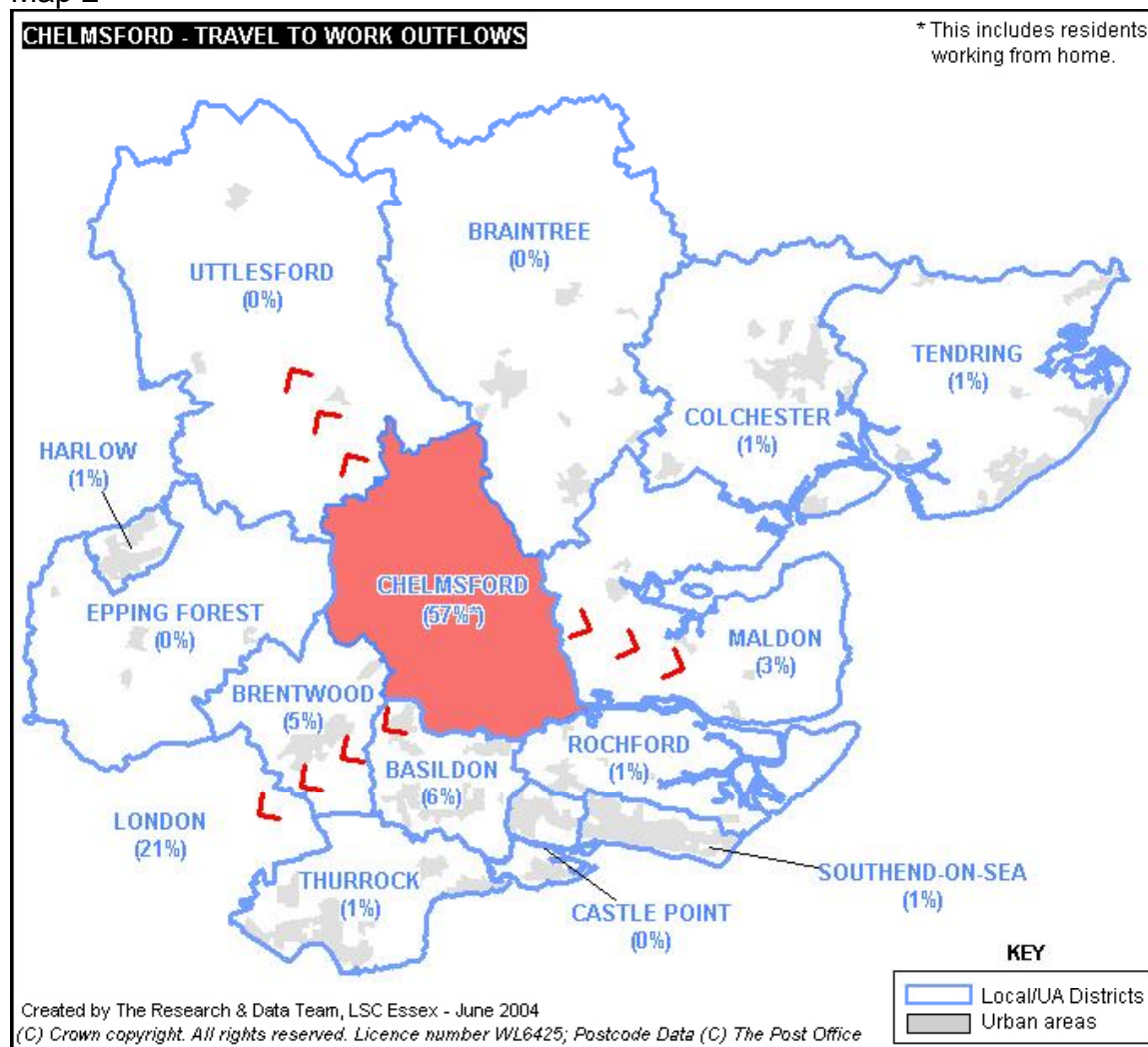
Table 9

Travel to Work		
	Chelmsford	Essex
	% of workers	
In Essex	72%	70%
Out of Essex	22%	25%
Work from home	6%	6%
Refused	0%	1%
Total	100%	100%

Source: Post 16 Learning Survey, LSC, Essex, 2001
 Figures may not add due to rounding
 Sample bases: Chelmsford, 141; Essex, 1911
 Population bases (16-65 year old workers): Chelmsford, 68,000; Essex, 719,600

Map 2 shows the areas where Chelmsford residents travel to work. The figures in the map are expressed as a percentage of those who live in Chelmsford. Just over half (57%) of people in Chelmsford work in Chelmsford, while 21% travel to London. In contrast, very few Chelmsford residents travel to the north of the county for work.

Map 2



Source: Post 16 Learning Survey, LSC, Essex, 2001

Figures may not add due to rounding

Sample base (16-65 year old resident workers): Chelmsford, 141

Population base (16-65 year old resident workers): Chelmsford, 68,000

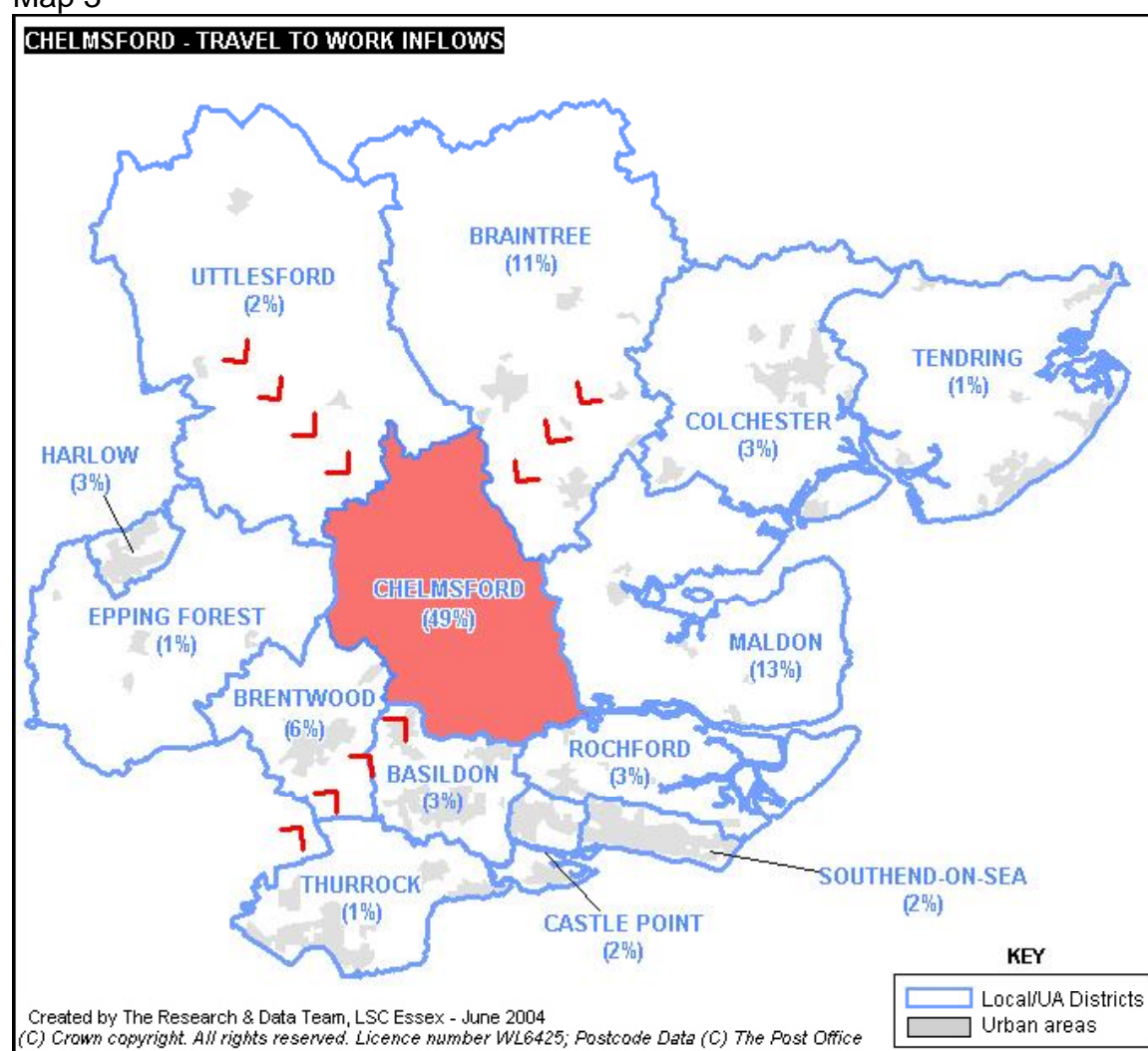
Based on 1991 boundaries

All percentages are rounded. 0% percentages indicate that a minimal number of workers travel between these districts.

Map 3 shows the areas that people who work in Chelmsford travel from. The figures in the map are expressed as a percentage of those who work in Chelmsford. As the Post 16 Learning Survey covered people living in Essex, workers who commute from outside of the county are not represented on this map.

The map shows that almost half (49%) of all workers in Chelmsford also live in the district, whilst 13% travel in from Maldon and 11% from Braintree (11%).

Map 3



Source: Post 16 Learning Survey, LSC, Essex, 2001

Figures may not add due to rounding

Sample base (16 – 65 year old Essex residents who work in Chelmsford): 148

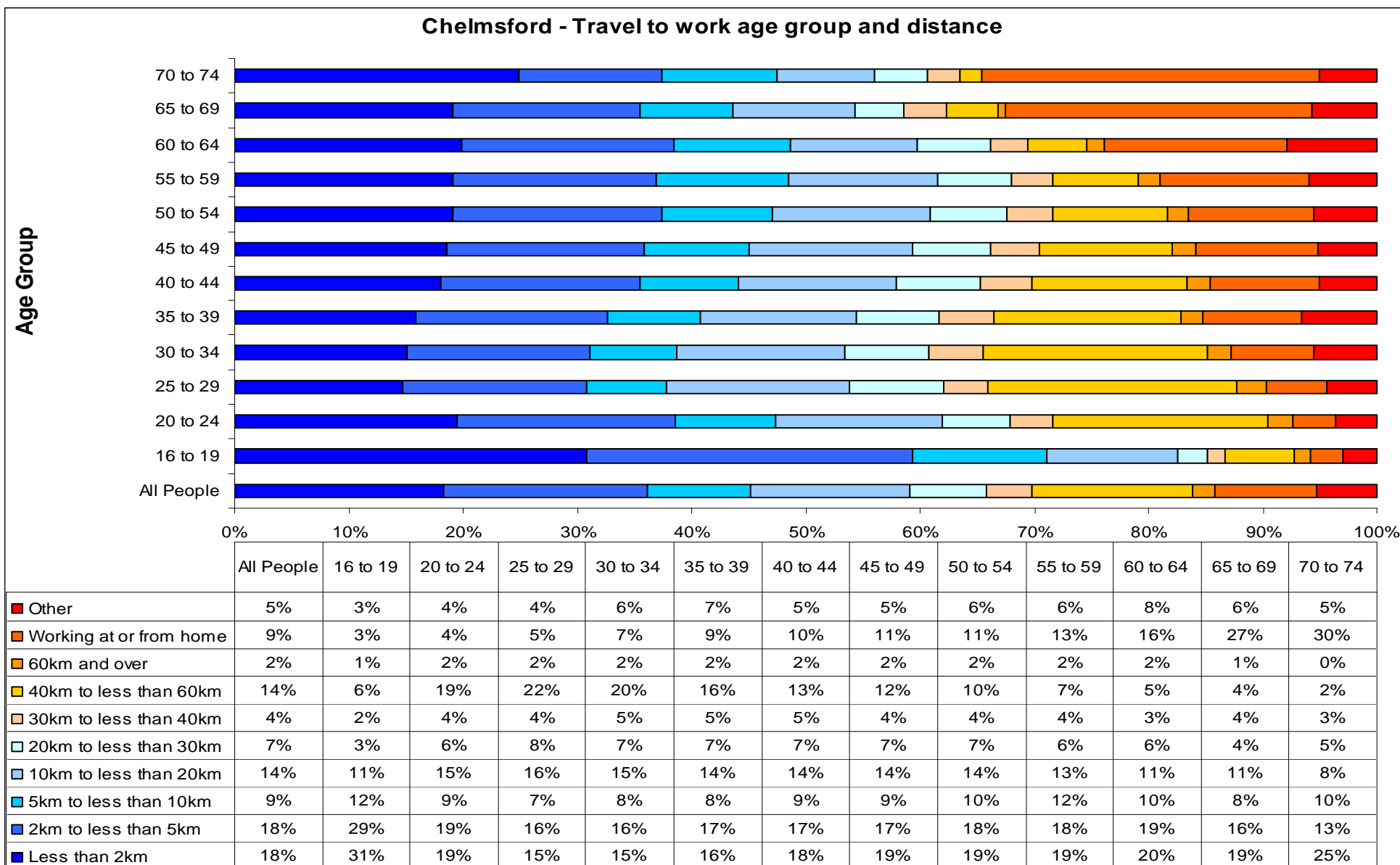
Population base (16 – 65 year old Essex residents who work in Chelmsford): 183,200

Based on 1991 boundaries

All percentages are rounded. 0% percentages indicate that a minimal number of workers travel between these districts.

Chart 20 show us how far a particular age group travels to their place of work on a regular basis in Chelmsford. The proportion of people travelling 40km to 60km and 60km and over is greatest among those aged 20 to 34 while the older age groups increasingly travel less distance to work. Overall some 36% of people travel less than 5km to work.

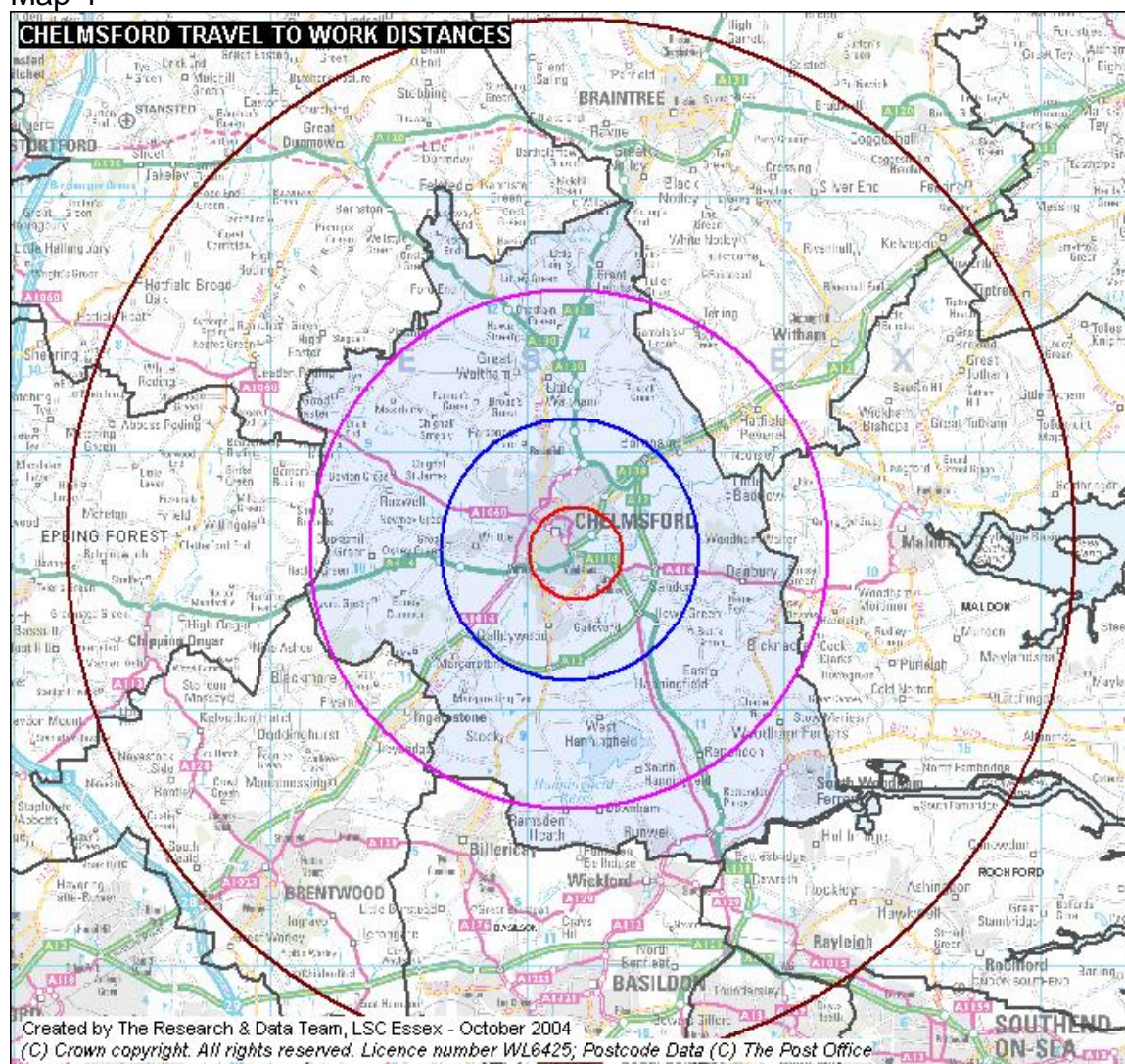
Chart 20







Source: Census 2001, Office for National Statistics; Population base: (16 - 74 years olds in employment), Chelmsford, 80,231

The map below shows us a geographical representation of the distance travelled to work by Chelmsford residents.

Map 4



Source: 2001 Census of Population, Office for National Statistics

Chelmsford		
All people 80,231		
	Less than 2 km =	14,651
	2 km to less than 5 km =	14,367
	5 km to less than 10 km =	7,188
	10 km to less than 20 km =	11,164
	20 km to less than 30 km =	5,418

3. Qualification and Skill Levels

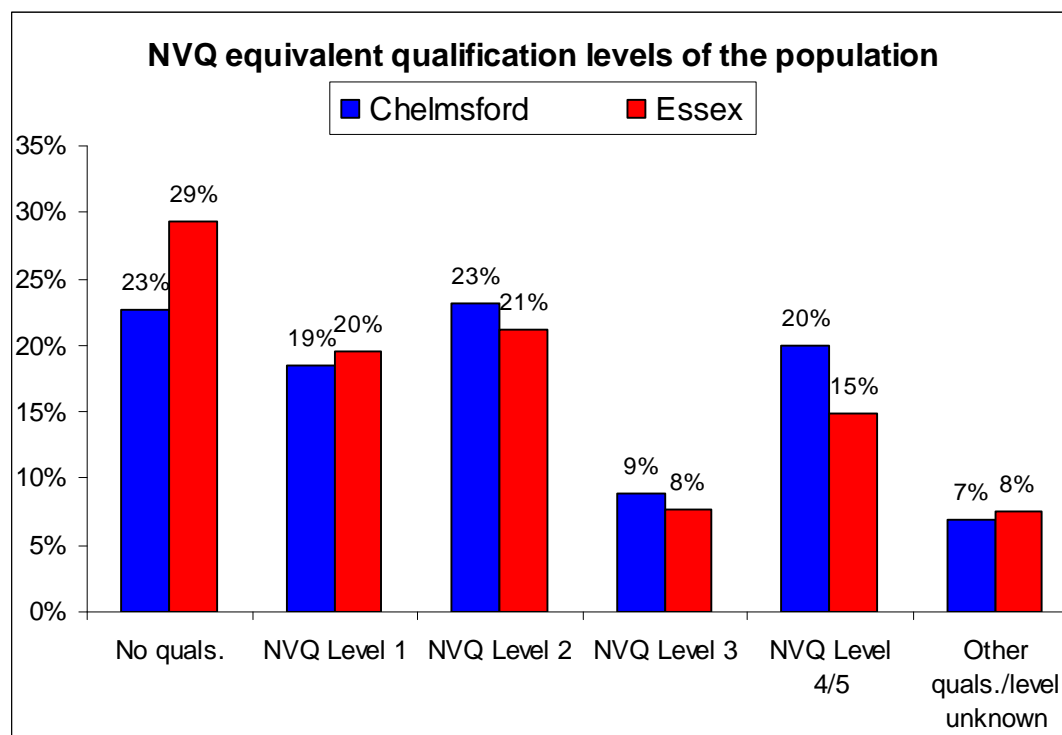
There are many different ways of measuring or assessing an individual's qualifications or skills. Qualifications tend to be easier to measure as each qualification is comprised of a set of criteria to be successfully completed. In addition, many qualifications have been assigned an equivalence level which means it is possible to compare very different qualifications, for example academic and vocational qualifications (for further explanation see NVQ equivalence entry in the glossary). Skills on the other hand, are difficult to measure. Unless gained through some form of qualification it is very difficult to measure via a survey or other written record, that an individual does or does not have a particular skill. Despite this difficulty of measurement, it is important to address the issue of skills as there are a wealth of skills that an individual will possess to a greater or lesser extent which are crucial within everyday life as well as at work.

The following sections will look separately at qualifications in the form of NVQ equivalence and skills by a series of different methodologies.

3.1 NVQ Equivalence

Chart 21 compares the NVQ equivalence of Chelmsford's population to that of the Essex population. As the chart shows one in five Chelmsford residents have a qualification at NVQ level 4/5, however almost one in four (23%) have no qualifications.

Chart 21

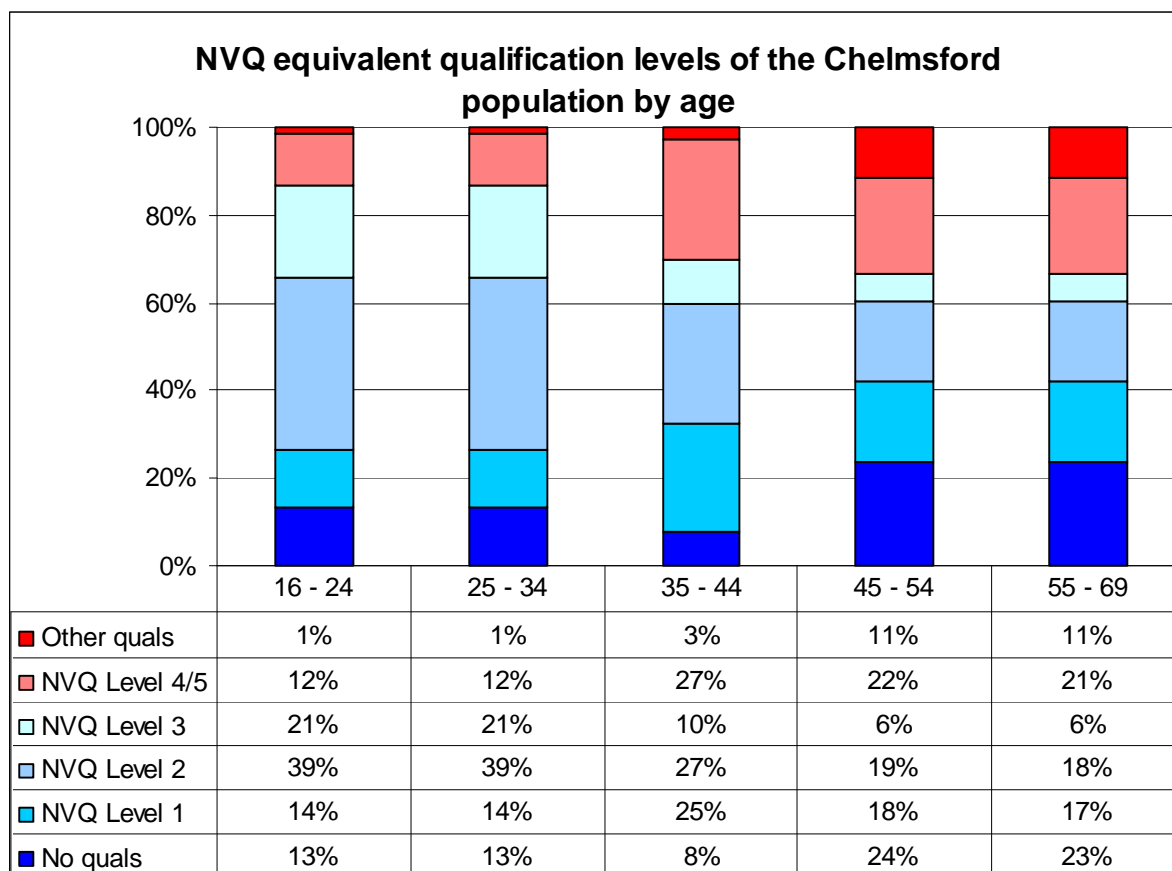


Source: 2001 Census of Population, Office for National Statistics
 Population base (16 - 74 years olds): Chelmsford, 115,122; Essex, 1,160,342

Charts 22, 23 and 24 and table 10 look in more detail at the above data by comparing the NVQ equivalent qualifications by different sub groups of the Chelmsford population.

Chart 22 compares the NVQ equivalent data by different age groups. We can see that 60% of 16 – 24 year olds have combined NVQ level 2/3 qualifications compared to just 24% for the 55 – 69 year olds, showing a great increase in the emerging population. Also while the 45 - 69 age group has the highest instances of no qualification one in five of this group has an NVQ level 4/5 equivalent qualification.

Chart 22



Source: 2001 Census of Population, Office for National Statistics
 Population base: 16 - 24 years, 16,635; 25 - 34 years, 22,245; 35 - 44 years, 24,318; 45 - 54 years, 22,475; 55 - 69 years, 23,732

Table 10 looks at the highest NVQ equivalent qualifications of workers by their occupation. Table 10 shows us that there are high instances of no qualifications in four sectors within Chelmsford, the largest being process, plant and machine. Almost three quarters (73%) of professional occupations have an NVQ level 4/5 equivalent.

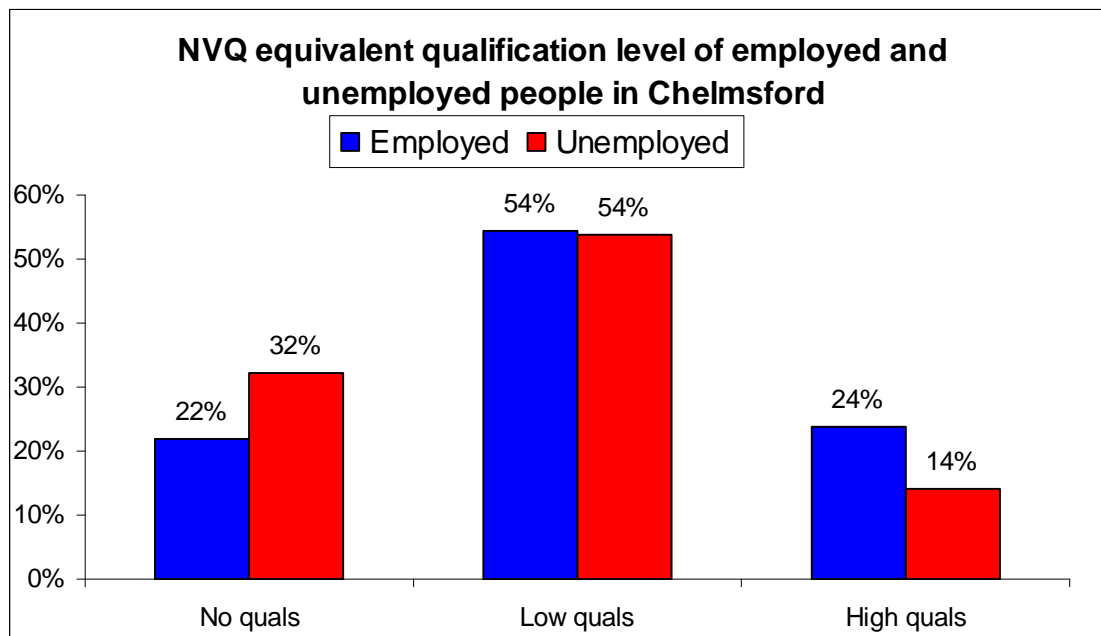
Table 10

Highest NVQ equivalent qualification levels of workers by occupation – Chelmsford						
% by standard occupational classification	No qual.	NVQ 1	NVQ 2	NVQ 3	NVQ 4/5	Other quals.
Managers & senior	11%	19%	27%	11%	26%	6%
Professional	2%	5%	11%	7%	73%	2%
Associate professional & technical	6%	17%	26%	13%	34%	5%
Administrative & secretarial	12%	25%	33%	14%	11%	6%
Skilled trades	25%	28%	20%	6%	6%	16%
Personal service	19%	25%	29%	12%	9%	7%
Sales & customer service	23%	23%	33%	10%	7%	4%
Process, plant & machine	37%	24%	16%	4%	6%	13%
Elementary	36%	25%	21%	7%	5%	6%

Source: 2001 Census of Population, Office for National Statistics
Population base (16 - 74 years olds): Chelmsford, 115,122; Essex, 1,160,342

Chart 23 compares the qualification levels of those who are employed with those who are unemployed. While those in Chelmsford who are employed are much less likely to have no qualifications they are almost twice as likely to have high qualifications than those who are unemployed.

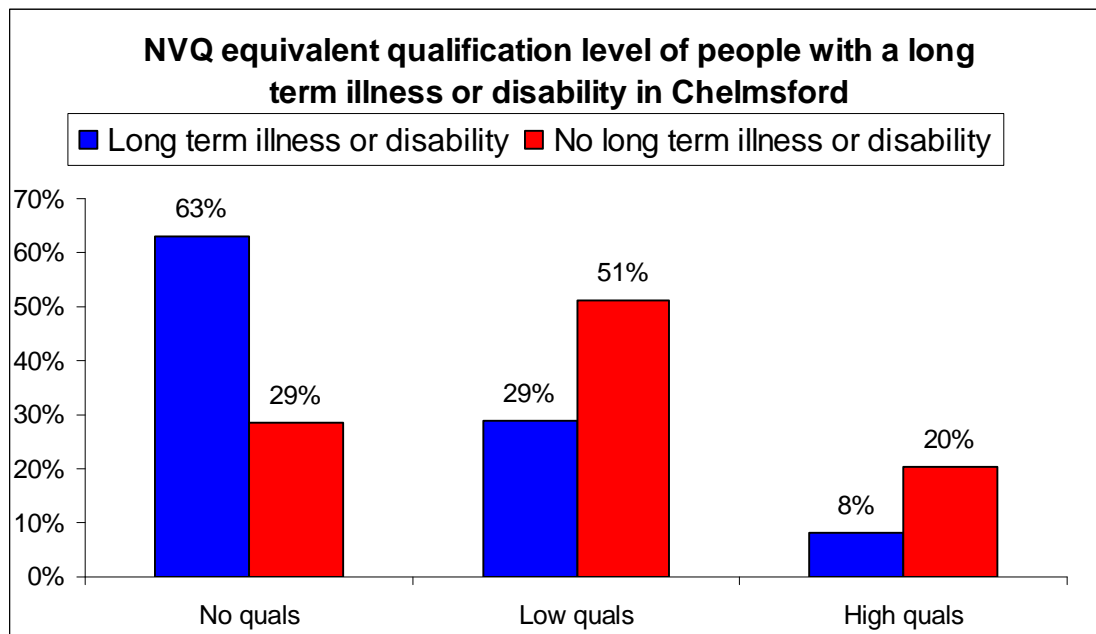
Chart 23



Source: 2001 Census of Population, Office for National Statistics
 Population base (16 - 74 year olds): Employed, 77,280; Unemployed, 2,394

Chart 24 compares the qualifications of those people who have a long-term illness or disability with those who do not. Those with a long term illness or disability are more than twice as likely to have no qualifications and much less likely to have any type of qualification than those without a long-term illness or disability.

Chart 24



Source: 2001 Census of Population, Office for National Statistics
Population base (16 - 74 year olds): Long-term illness, 3,031; No illness 112,108

3.2 Assessment of Essential Skills

In this document we refer to skills such as literacy, numeracy and communication skills as essential skills, reflecting the fact that they are essential in everyday life. We use two sources of data relating to essential skills, the Basic Skills Agency (BSA) data and the LSC, Essex Post 16 Learning Survey data – both sources using a different method to measure essential skills. The BSA survey included questions that tested respondents' reading, spelling and numeracy, whereas the Post 16 Learning Survey asked respondents to assess their own level of skill. The differences in the data from the BSA and the Post 16 Learning Survey are likely to be explained by this difference in data collection method.

According to the BSA data, a significant proportion of people in Chelmsford are estimated to have limited literacy and numeracy skills. They estimate that around 18,600 people - or 19% of those aged between 16 and 60 years - have poor literacy skills, whilst 17,300 - or 18% of those aged between 16 and 60 years - have poor numeracy skills. As table 11 shows, the figures for Chelmsford are slightly lower than for Essex.

Table 11

Adult literacy and numeracy				
	Total poor literacy		Total poor numeracy	
	Number	%	Number	%
Chelmsford	18,585	19.3	17,266	17.9
Essex	210,883	22.1	207,062	21.7

Source: Basic Skills Agency, 2001

The LSC, Essex Post 16 Learning Survey offers another measure of the essential skills of Chelmsford residents. It asked respondents to state whether they feel the need to improve their reading, writing and mathematical skills and also to assess the extent of their ability in certain essential skills.

As table 12 shows, the population of Chelmsford appear to be content with their essential skills of reading, writing and maths. However, whilst a similar proportion of Chelmsford and Essex residents say they need to improve their reading & writing skills, a higher proportion of Chelmsford residents say they need to improve their maths skills (19% in Chelmsford versus 14% in Essex).

Table 12

Self assessment of need to improve essential skills						
	Reading		Writing		Maths	
	Chelmsford	Essex	Chelmsford	Essex	Chelmsford	Essex
Need to improve	8%	8%	11%	9%	19%	14%
No need to improve	89%	87%	86%	86%	77%	81%
Don't know	3%	5%	3%	5%	3%	6%
Total	100%	100%	100%	100%	100%	100%

Source: Post 16 Learning Survey, LSC, Essex, 2001
 Figures may not add due to rounding
 Sample base: Chelmsford, 195; Essex, 2,662

Tables 13 and 14 show how Chelmsford residents rate themselves in terms of their level of ability in certain essential skills. Both tables suggest that generally, Chelmsford residents consider themselves considerably more likely to have a certain skill at an advanced level than Essex residents.

Table 13

Self assessment of level of ability of essential skills								
	Numeracy skills		Reading skills		Spoken ability		Writing skills	
	Chelmsford	Essex	Chelmsford	Essex	Chelmsford	Essex	Chelmsford	Essex
Advanced level	45%	32%	64%	49%	66%	51%	60%	49%
Intermediate level	43%	42%	30%	32%	31%	31%	36%	32%
Basic level	11%	18%	5%	10%	4%	8%	4%	11%
Do not have these skills	1%	7%	1%	8%	0%	7%	0%	7%
Don't know/not relevant	0%	1%	0%	2%	0%	2%	0%	1%
Refused	0%	0%	0%	0%	0%	0%	0%	0%
Total	100%	100%	100%	100%	100%	100%	100%	100%

Source: Post 16 Learning Survey, LSC, Essex, 2001

Figures may not add due to rounding

Sample base: Chelmsford, 195; Essex, 2,662

Table 14

Self assessment of level of ability of other skills								
	IT/Computer Skills		Working with other people		Leadership skills		Problem solving skills	
	Chelmsford	Essex	Chelmsford	Essex	Chelmsford	Essex	Chelmsford	Essex
Advanced level	17%	15%	63%	49%	48%	35%	53%	40%
Intermediate level	38%	32%	34%	32%	42%	39%	41%	38%
Basic level	28%	32%	3%	9%	10%	18%	5%	15%
Do not have these skills	16%	20%	0%	7%	1%	7%	1%	6%
Don't know/not relevant	1%	1%	0%	2%	0%	1%	0%	1%
Refused	0%	0%	0%	0%	0%	0%	0%	0%
Total	100%	100%	100%	100%	100%	100%	100%	100%

Source: Post 16 Learning Survey, LSC, Essex, 2001

Figures may not add due to rounding

Sample base (16 – 69 year olds): Chelmsford, 195; Essex, 2,662

4. Participation in Learning

Table 15 shows the number of Chelmsford residents who are participating in LSC funded learning, by age and sector – please see footnote (a) in the table.

Table 15

Number of learners in LSC funded provision					
Chelmsford	Further Education	School VI form	Work Based Learning	Adult Community Learning ^(a)	All sectors
16-18	1,377	1,830	488	16	3,711
19+	7,348	n/a	299	1,989	9,636

Source:

FE – Individualised Learner Record, 2002/2003

School VI form – Pupil Level Annual School Census (PLASC), 2002/2003

WBL – Individualised Learner Record, 2003/2004

ACL - Individualised Learner Record, 2003/2004 (non-accredited)

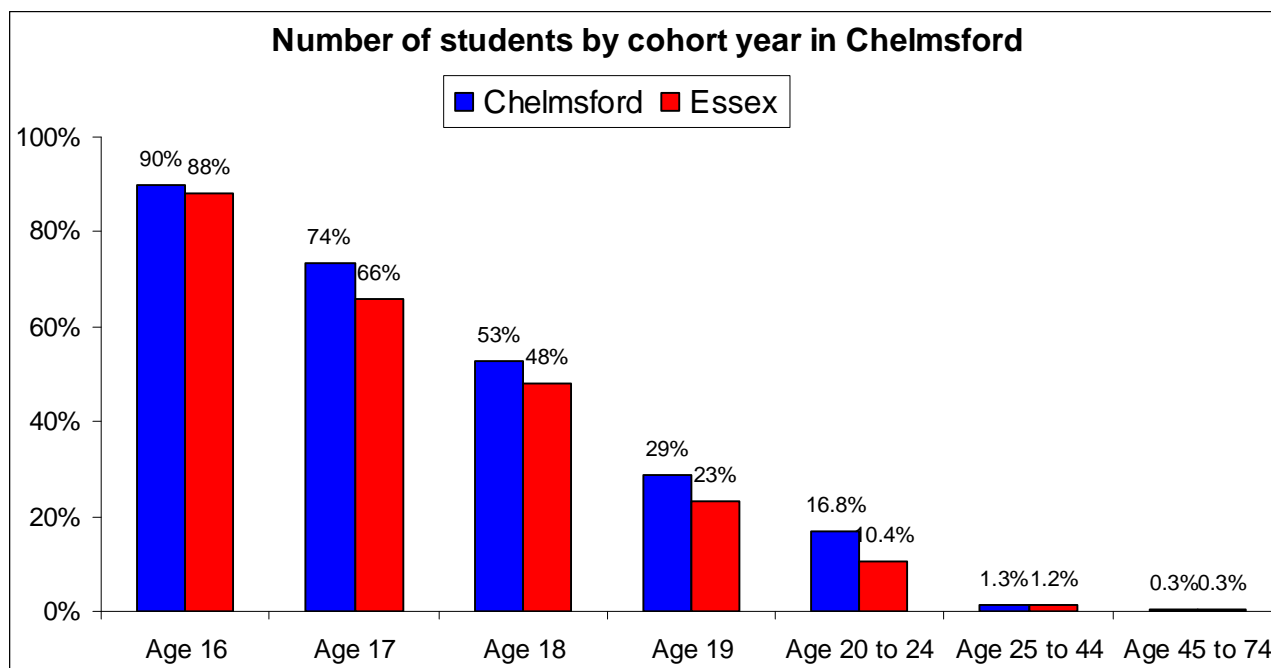
Notes:

Includes learners whose age is not recorded in 19+

(a) For the ACL sector the ILR captures LSC funded FE provision only. FE provision covers everything in the former Schedule 2 category, which includes some non-accredited courses, but covers predominantly accredited courses. The LSC does fund former non-schedule 2 provision in the ACL sector, but this is not recorded by the ILR. See the Adult Community Learning section for further information.

Chart 25 indicates the number of students there are in Chelmsford by a particular year or age group as compared to Essex. As the chart shows there are greater numbers in all of the cohort years in Chelmsford when compared to Essex, indicating a greater participation in learning across the board.

Chart 25



Source: 2001 Census of Population, Office for National Statistics

Population base:

Chelmsford, Age 16, 2,076; Age 17, 2,045; Age 18, 1,904; Age 19, 1,667; Age 20-24, 9,800; Age 25-44, 49,363; Age 45-74, 52,661

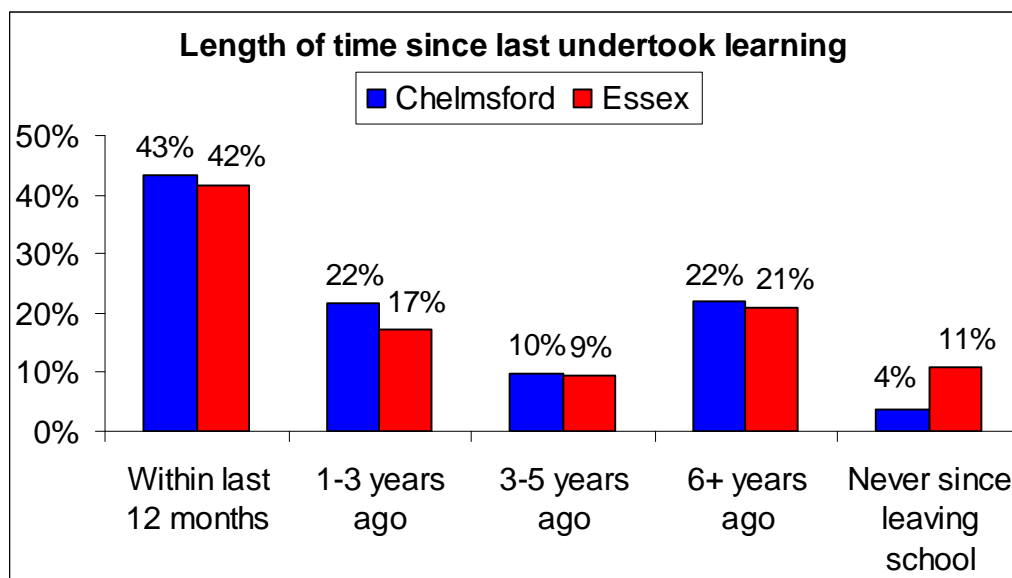
Essex, Age 16, 19,966; Age 17, 19,289; Age 18, 17,614; Age 19, 16,499; Age 20-24, 86,703; Age 25-44, 459,027; Age 45-74, 541,244

The next two sections will address the learning patterns and behaviours of adults and then specifically of young people. Both sections will follow a similar format, covering areas such as the job related and other benefits of learning, barriers to learning, sources of learning related advice and the likelihood of future learning. The adult section will also look at other issues such as the length of time since learning. The young people section also looks at the intended first destination of the 2000/2001 cohort of Year 11 pupils after finishing their compulsory education. The adult section reports data from the LSC, Essex Post 16 Learning Survey, while the young people section reports data from the LSC, Essex 16-18 Learning Survey and the Connexions Year 11 Activity Survey.

4.1 Learning Patterns of Adults

Chart 26 shows how long ago Chelmsford adult residents last undertook any form of learning (see glossary for definition of learning used). Over two-fifths (43%) undertook learning in the last 12 months, while only 4% of residents have not undertaken learning since leaving school. Overall, the pattern for Chelmsford residents is very similar to that for Essex residents.

Chart 26



Source: Post 16 Learning Survey, LSC, Essex, 2001

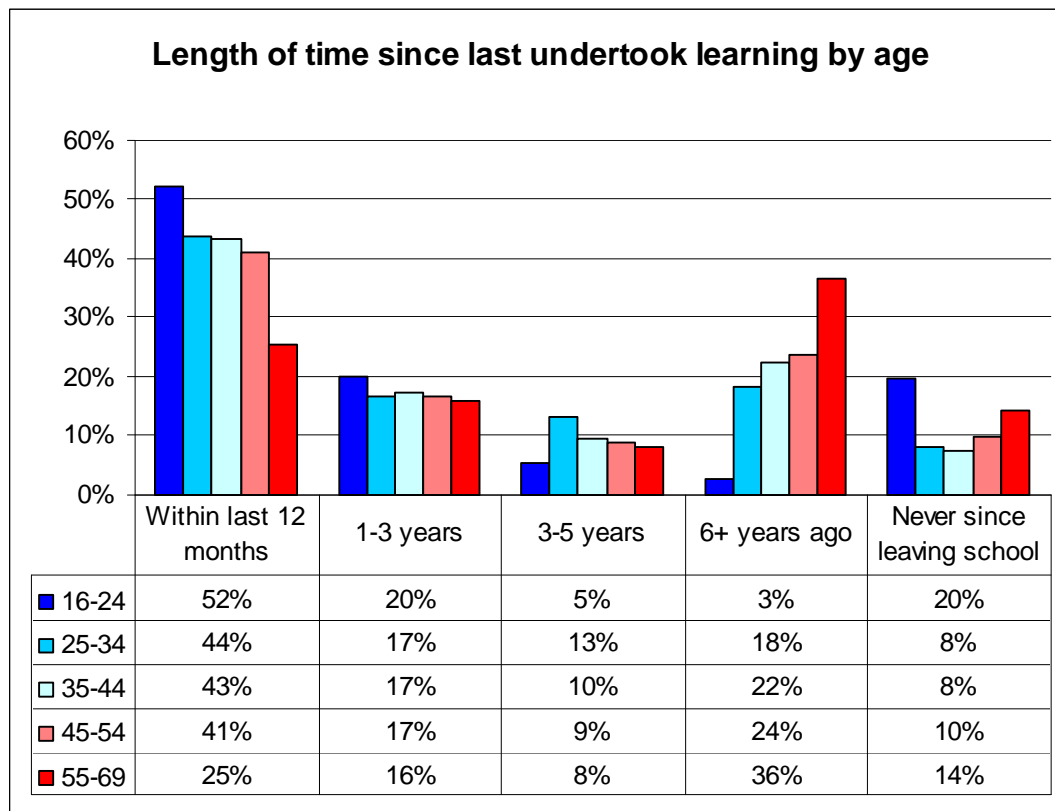
Sample bases: Chelmsford, 195; Essex, 2,662

Population bases (16-65 year olds): Chelmsford, 94,000; Essex, 1,013,000

Charts 27, 28 and 29 further explore the above data by looking at the length of time since learning for various sub groups of the Essex population (due to the limited survey sample size at the district level it is not possible to use district level data).

Chart 27 looks at the length of time since last undertaking learning by age group. As the chart shows, there is a strong relationship between participation in learning and age - only 25% of those aged between 55 and 69 took part in learning in the last year compared to 52% of those aged between 16 and 24.

Chart 27



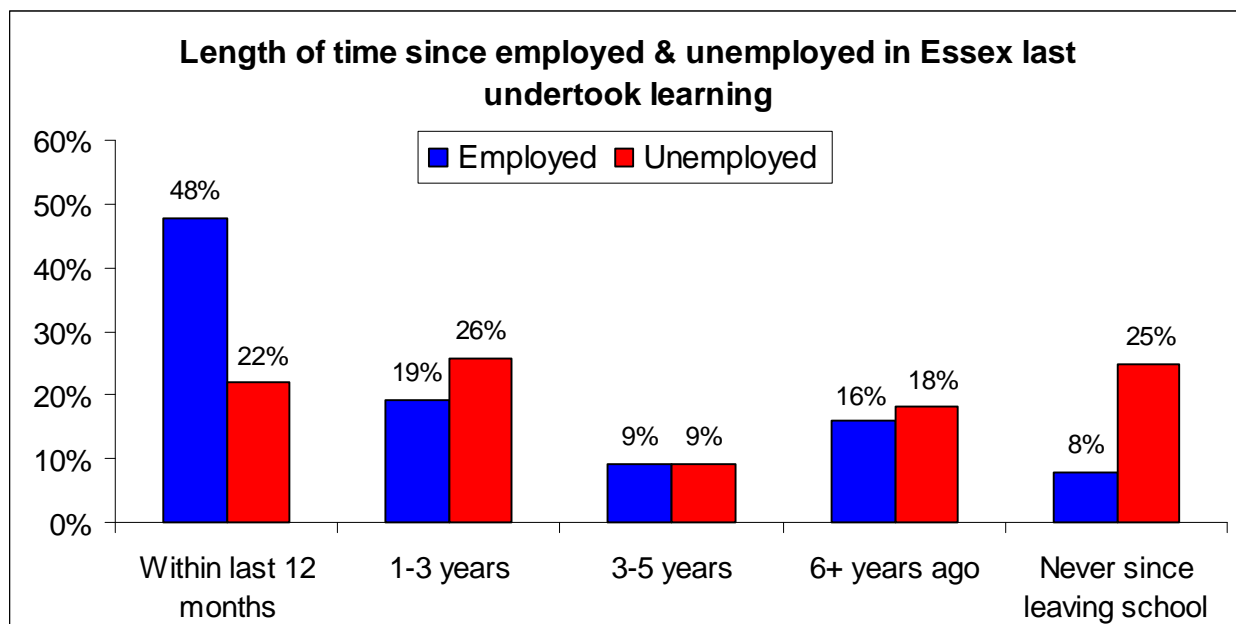
Source: Post 16 Learning Survey, LSC, Essex, 2001

Sample bases: 16-24 years, 384; 25-34 years, 583; 35-44 years, 808; 45-54 years, 514; 55-65 years, 373

Population bases: 16-24 years, 146,000; 25-34 years, 222,000; 35-44 years, 307,500; 45-54 years, 195,500; 55-65 years, 142,000

Chart 28 compares the learning patterns of the employed and unemployed population in Essex. The chart shows that the employed are more than twice as likely to have taken part in learning in the last 12 months than the unemployed. Conversely, one in four (25%) of the unemployed have not taken part in any sort of learning since leaving school compared to only eight per cent of those who are employed.

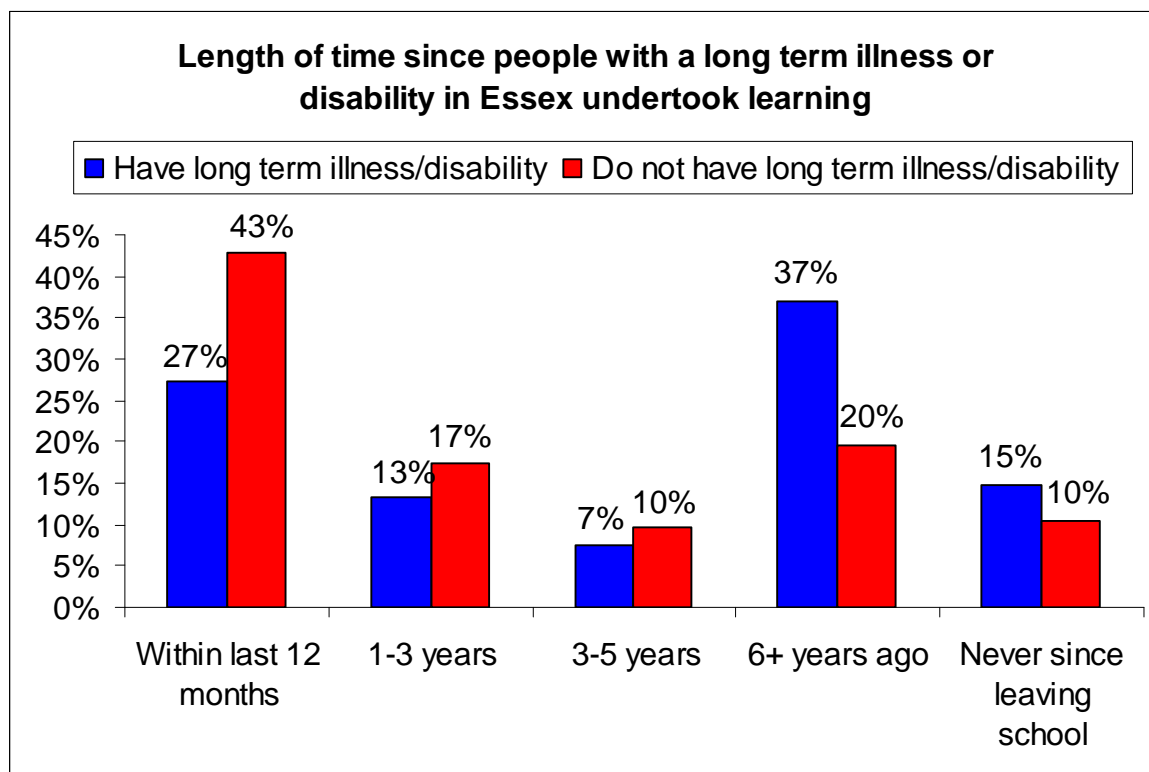
Chart 28



Source: Post 16 Learning Survey, LSC, Essex, 2001
 Base: Employed, 1,882; Unemployed, 109
 Population bases: Employed, 716,000; Unemployed 41,500

Chart 29 compares the length of time since undertaking any learning with those who have a long-term illness or disability with those who do not. As the chart shows, those who have a long term illness or disability are less likely to have participated in learning over the last year.

Chart 29



Source: Post 16 Learning Survey, LSC, Essex, 2001

Sample bases: Have long-term illness/disability, 202; do not have long-term illness/disability, 2,453

Population bases: Have long-term illness/disability, 77,000; do not have long-term illness/disability, 936,000

Table 16 shows the reasons for learning given by those who have participated in learning in the last 12 months. Most learning undertaken is job related, with 76% of learners in Chelmsford undertaking training for job-related reasons. This is slightly lower than the Essex average, though Essex residents are slightly more likely to undertake learning for personal interest or development.

Table 16

Reasons for undertaking learning in the last 12 months		
	Chelmsford	Essex
	% of all learners in last 12 months	
Job related	76%	83%
Personal interest or development	24%	22%

Source: Post 16 Learning Survey, LSC, Essex, 2001
 Figures may not add due to rounding
 Sample bases (16 – 69 year old learners in last 12 months): Chelmsford, 84; Essex, 1,109

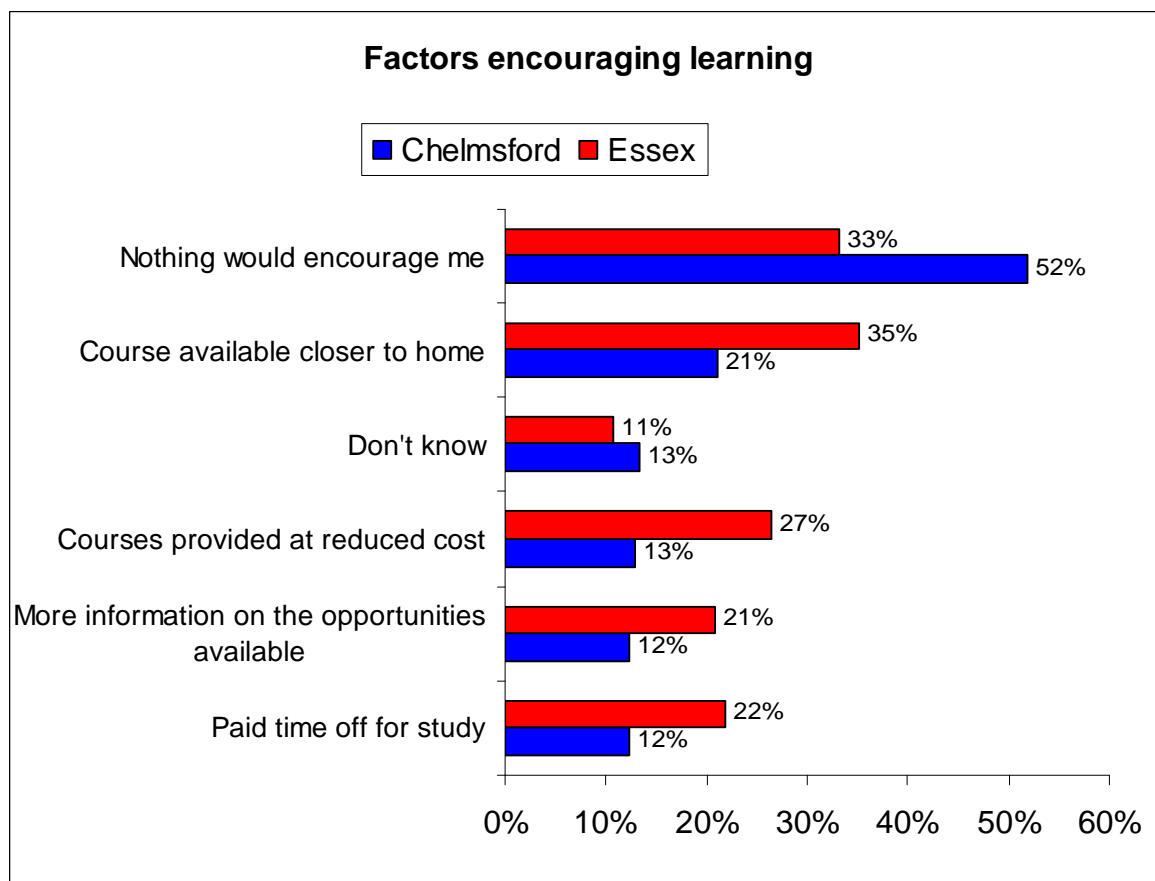
4.1.1 Motives, Barriers and Benefits of Learning for Adults

A key aim of the LSC, Essex Post 16 Learning Survey was to explore issues around which factors encourage Essex residents to learn, which act as barriers and what they perceive to be the key benefits of learning.

All residents were asked both what factors would encourage them to learn along with what factors would stop them learning.

Chart 30 shows the top six factors that would encourage Chelmsford residents to participate in learning. It appears that for over half (52%) of Chelmsford residents nothing would encourage them into learning. Courses being available close to home comes a distant second to potential learners in Chelmsford. One in five (21%) of all residents state this as a factor which would encourage learning, while only just over a third (35%) of all Essex residents do so. The remaining four factors share an almost equal interest for Chelmsford residents.

Chart 30



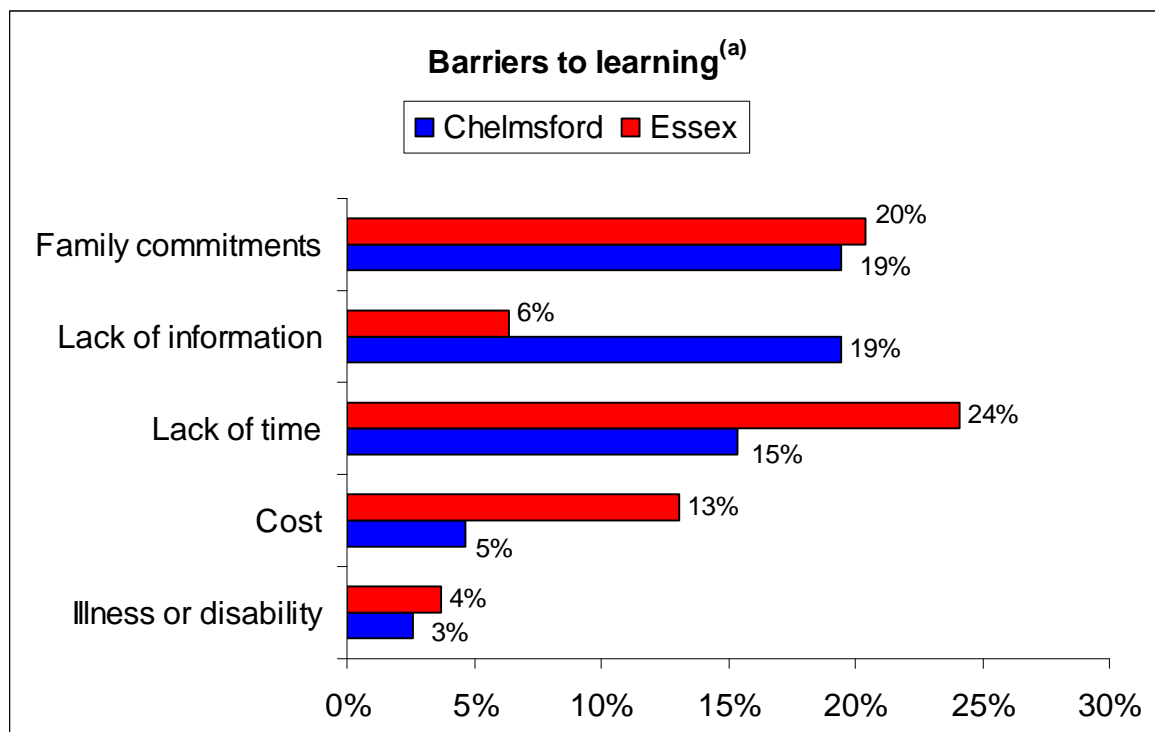
Source: Post 16 Learning Survey, LSC, Essex, 2001

Sample bases: Chelmsford, 195; Essex, 2,662

Population Base (16-65 year olds): Chelmsford, 94,000; Essex, 1,013,000

Chart 31 shows the top five barriers to learning for Chelmsford residents. The barriers perceived by Chelmsford residents do not reflect those of Essex residents with lack of information and family commitments being the key barriers for almost one in five people (Chelmsford, 19% for both; Essex, 6% and 20% respectively). However, 5% Chelmsford residents cite cost of learning opportunities as opposed to 13% of Essex residents.

Chart 31



Source: Post 16 Learning Survey, LSC, Essex, 2001

Sample bases: Chelmsford, 195; Essex, 2,662

Population bases (16-65 year olds): Chelmsford, 94,000; Essex, 1,013,000

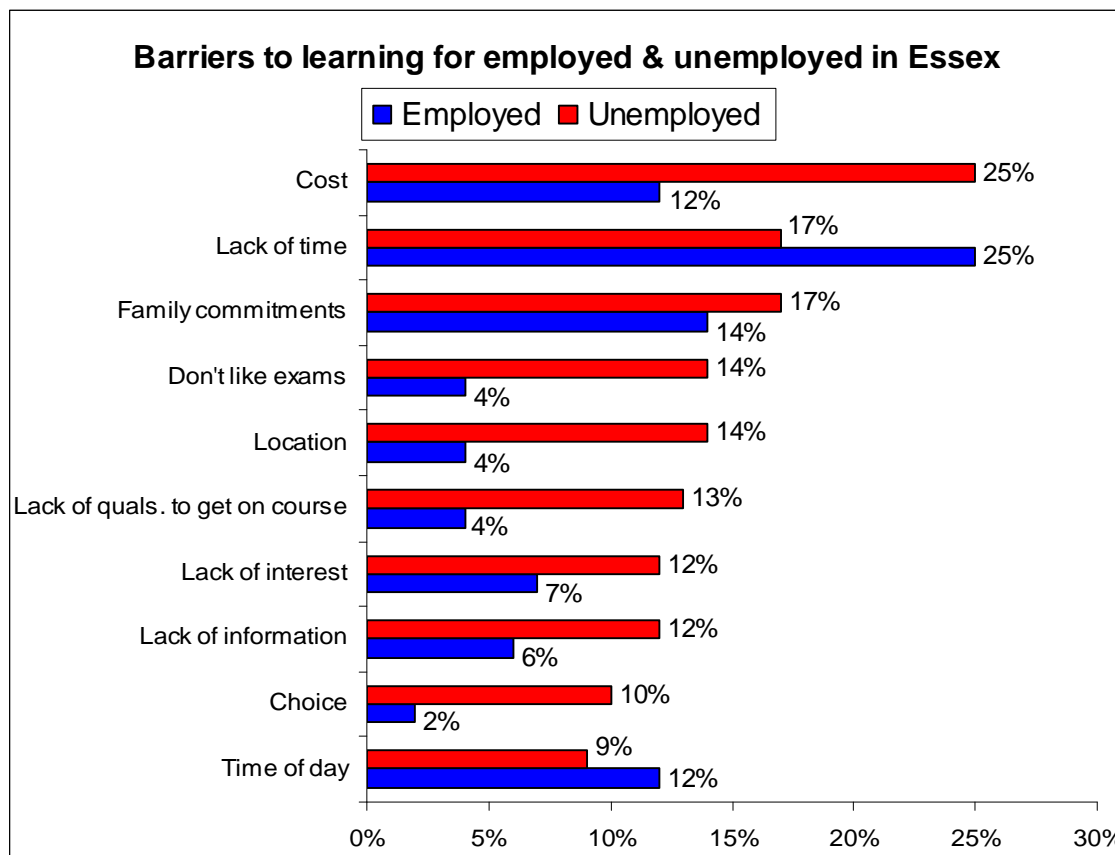
Notes:

(a) Includes factors that are either a 'fairly significant' or a 'significant' barrier

Charts 32 and 33 examine the above data in more detail by looking at the barriers to learning by two different sub groups of the Essex population (due to the limited survey sample size at the district level it is not possible to use district level data).

Chart 32 compares the barriers to learning for the employed and unemployed population in Essex. The unemployed are more likely to cite cost of learning as a barrier, whilst those who are employed rank lack of time and time of day as their main barriers.

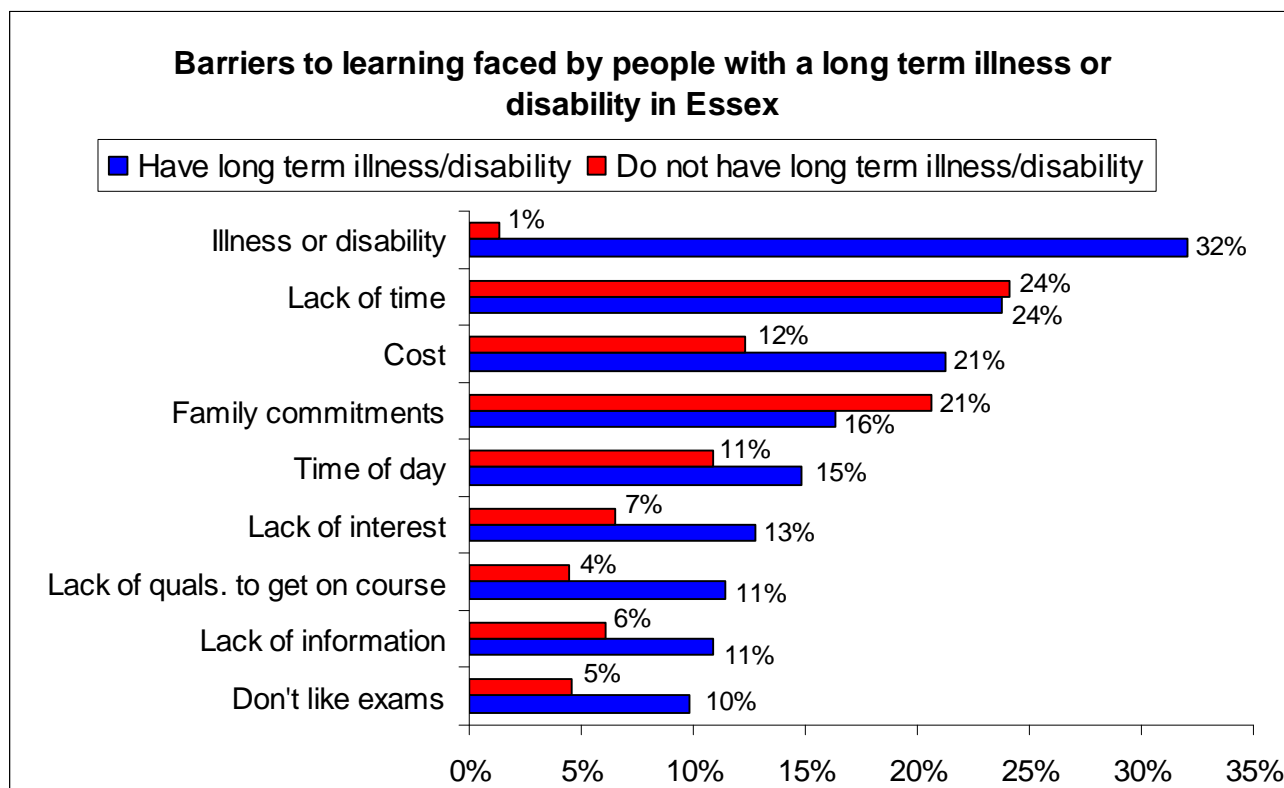
Chart 32



Source: Post 16 Learning Survey, LSC, Essex, 2001
 Base: Employed, 1,882; Unemployed, 109
 Population bases: Employed, 716,000; Unemployed 41,500

Chart 33 compares the barriers to learning for those who have a long-term illness or disability with those who do not. Significantly, one in three (32%) of those who have a long-term illness or disability state that their actual illness or disability is the main barrier to their learning.

Chart 33



Source: Post 16 Learning Survey, LSC, Essex, 2001

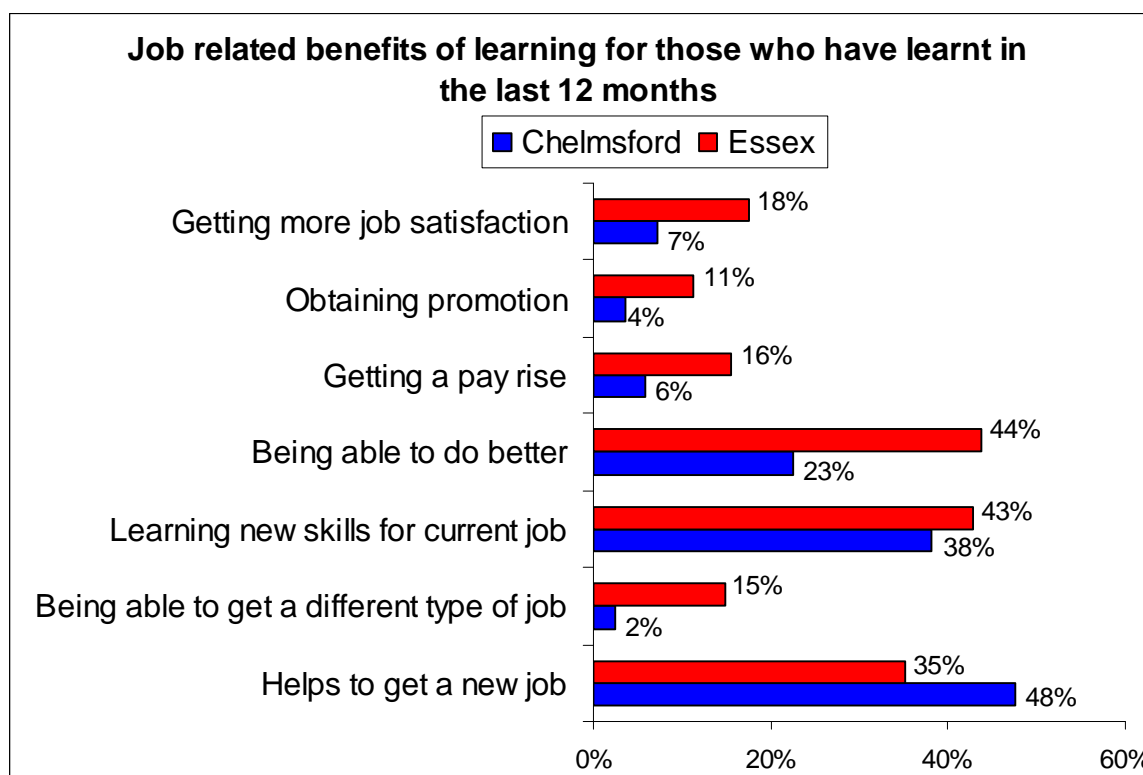
Sample bases: Have long-term illness/disability, 202; do not have long-term illness/disability, 2,453

Population bases: Have long-term illness/disability, 77,000; do not have long-term illness/disability, 936,000

Those residents who had taken part in learning in the last 12 months were asked about the benefits they thought they had received from their learning. The benefits were listed in terms of job related and other benefits.

In terms of job related benefits, as chart 34 shows, very nearly half of Chelmsford residents say they benefited from learning new skills in order to aid them in getting a new job (48%) and from learning new skills for their current job (38%), as opposed to only 35% and 43% respectively for Essex recent learners. The other key difference from Essex learners is the benefit of being able to do their job better – almost a quarter (23%) of Chelmsford learners, as opposed to nearly half (44%) of Essex learners perceive this to be a job related benefit.

Chart 34



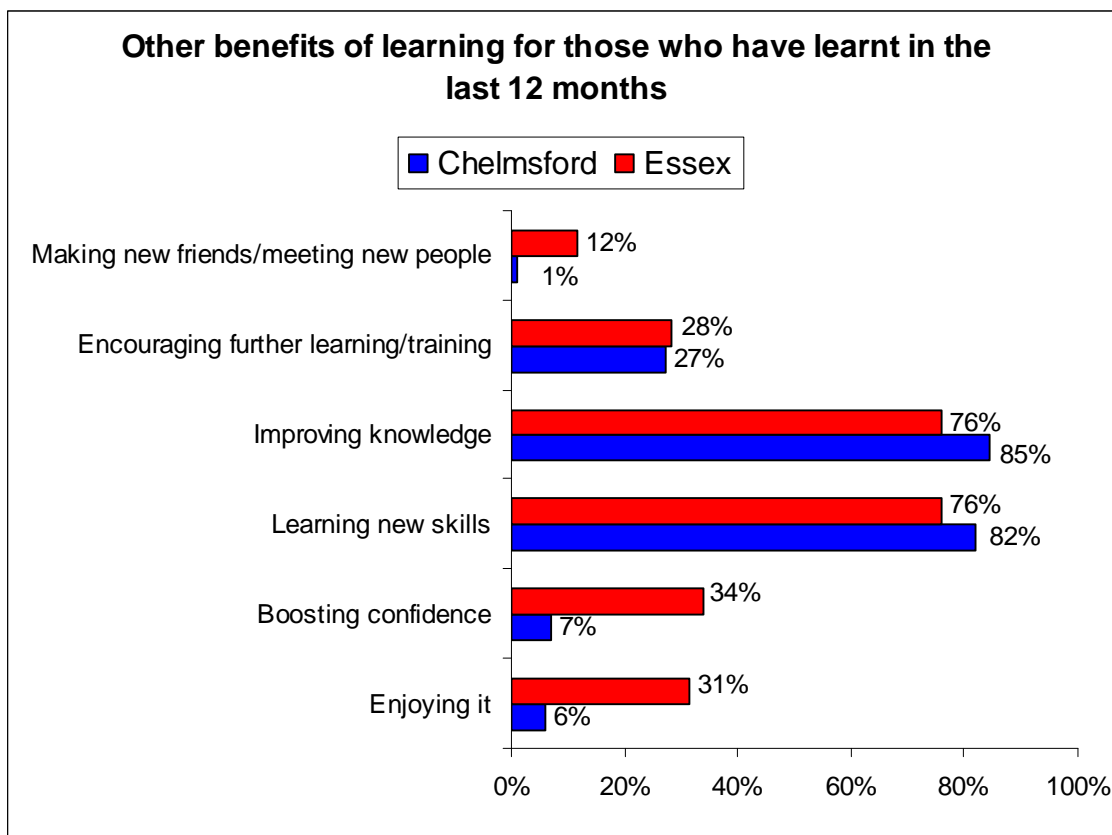
Source: Post 16 Learning Survey, LSC, Essex, 2001

Sample bases: Chelmsford, 84; Essex, 1,109

Population bases (16-65 year old learners in last 12 months): Chelmsford, 40,500; Essex, 422,000

As chart 35 shows, improving knowledge (85%) and learning new skills (82%) were the top two other benefits of recent learning for Chelmsford learners. In each case, these two factors are more likely to be considered as benefits by Chelmsford learners than their Essex counterparts, while Essex learners are more likely to include boosting confidence, enjoyment and making new friends/meeting new people as a benefit.

Chart 35

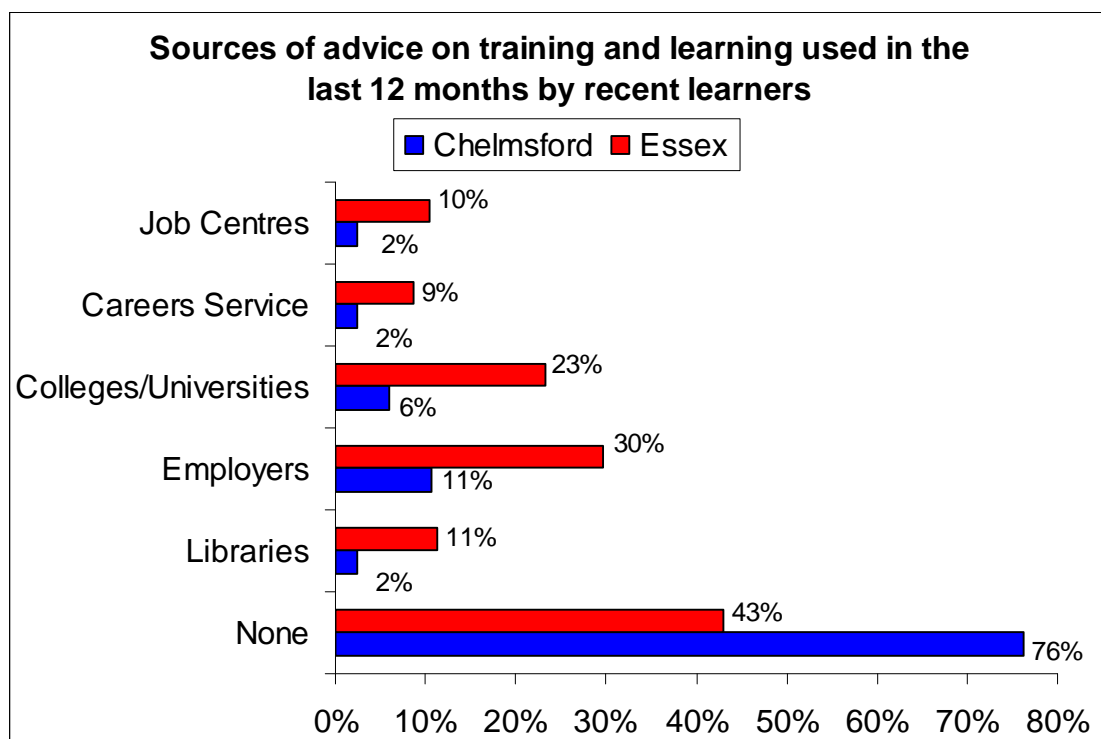


Source: Post 16 Learning Survey, LSC, Essex, 2001
 Sample bases: Chelmsford, 84; Essex, 1,109
 Population bases (16-65 year old learners in last 12 months): Chelmsford, 40,500; Essex, 422,000

4.1.2 Information, Advice and Guidance for Learning

Chelmsford learners are considerably less likely to seek information, advice or guidance for learning than all Essex learners. As chart 36 shows, two in five Essex learners say they had no sources of advice as opposed to three out of four in Chelmsford. Of those that did get advice, one in ten (11%) of all recent learners sought advice on learning from their employer or from libraries.

Chart 36



Source: Post 16 Learning Survey, LSC, Essex, 2001

Sample bases: Chelmsford, 84; Essex, 1,109

Population bases (16-65 year old learners in last 12 months): Chelmsford, 40,500; Essex, 422,000

4.1.3 Future Learning Plans of Adults

In terms of their plans for future learning, Chelmsford residents' views of what they will do differ slightly from that of all Essex residents. As table 17 shows, while slightly more say that they plan to learn within the next year, slightly more are also considering it in the future. In line with Essex, about one in three say they have no plans for any future learning.

Table 17

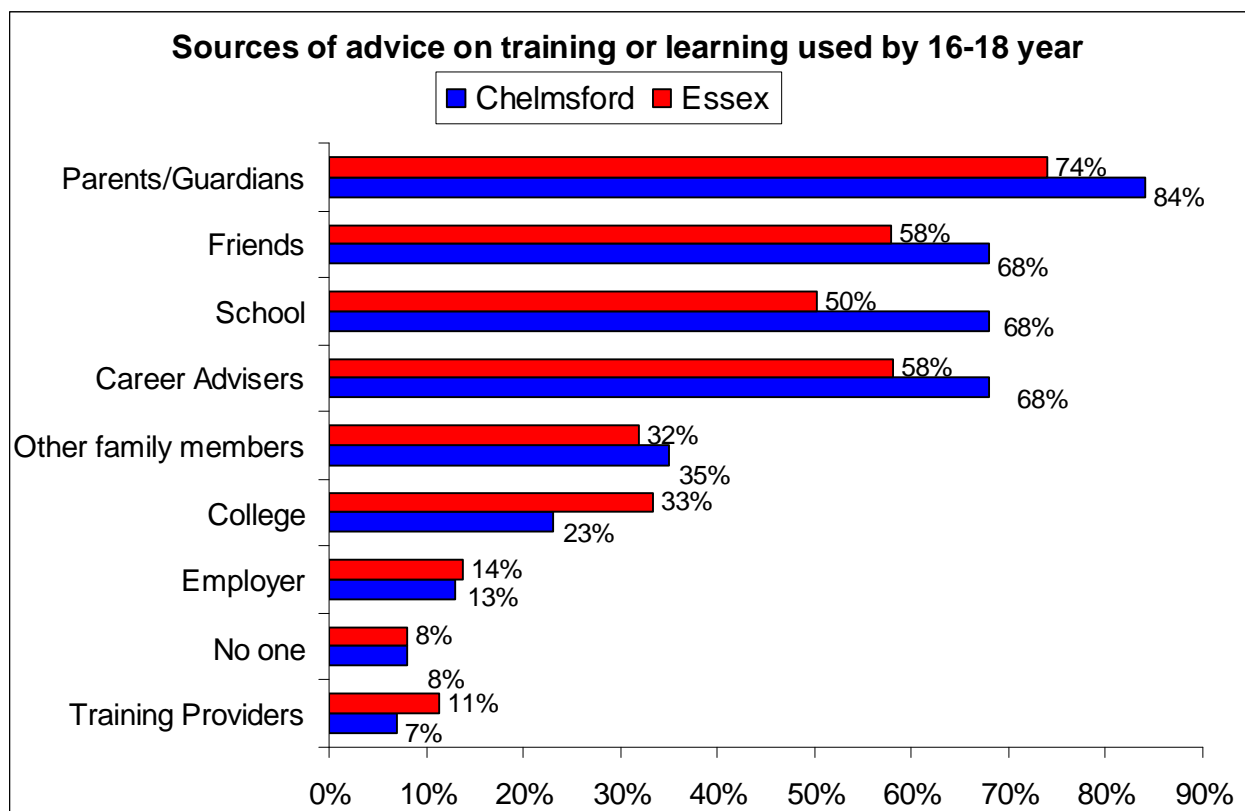
Likelihood of participating in learning in future		
	Chelmsford	Essex
	% of population	
Within the next 12 months	35%	31%
Not within the next 12 months but possibly at a later date	25%	23%
No plans for future learning	34%	33%

Source: Post 16 Learning Survey, LSC, Essex, 2001
 Sample bases: Chelmsford, 195; Essex, 2,662
 Population bases (16-65 year olds): Chelmsford, 94,000; Essex, 1,013,000

4.2 Learning Patterns of Young People

Young people were asked whom, if anyone, they went to for advice about their plans after leaving Year 11. As chart 37 shows, Chelmsford young people broadly follow the pattern of Essex young people, with the majority using their parents/ guardians as a source of advice. Friends, Careers Advisers and Schools were all mentioned as a source of advice by at least two out of three young people.

Chart 37



Source: 16-18 Learning Survey, LSC, Essex, 2002

Sample bases: Chelmsford, 100; Essex, 1,420

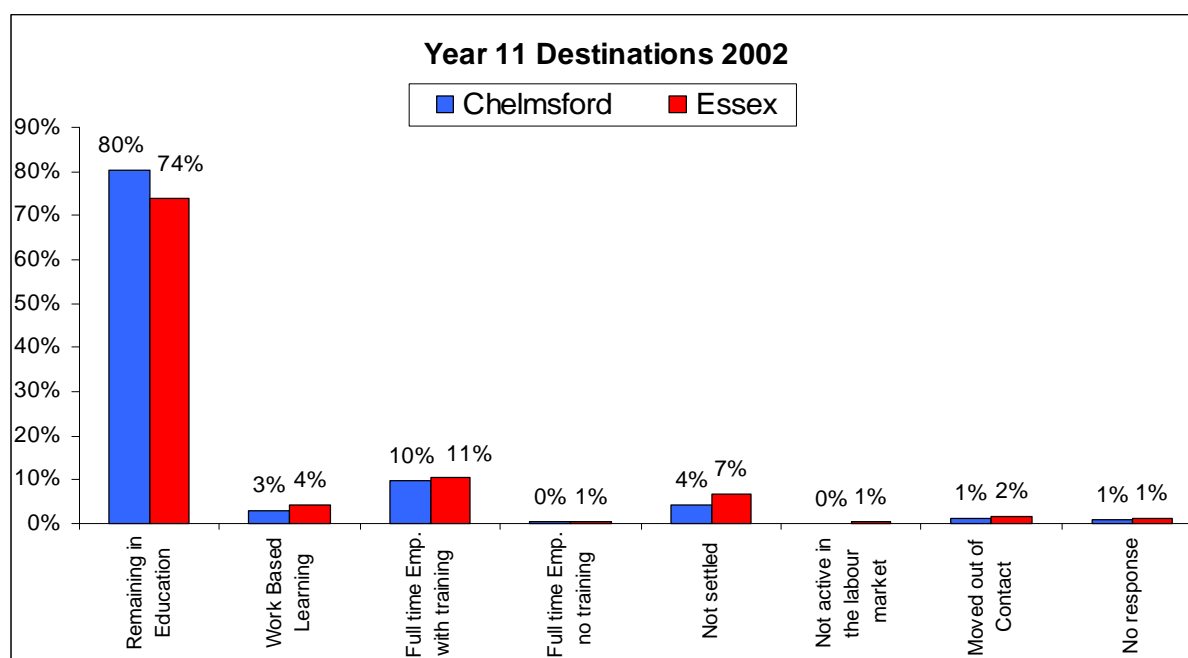
Population bases (16-18 year olds): Chelmsford, 2,900; Essex, 23,700

4.2.1 Destinations of Year 11 Leavers

Each year the Connexions service completes an Activity Survey of Year 11 school leavers from all schools in Essex. It tracks the intended next step of all Year 11 leavers. The data for the survey is collected for every Year 11 pupil attending a school in Essex, as such, the data presented in this section is based on pupils who attended any school in the district of Chelmsford regardless of where they reside.

Chart 38 shows the intended first destination all Year 11 Leavers at the end of the 2001-2002 academic year. As the chart shows, four out of five students choose to remain in education, this is slightly more than the Essex number.

Chart 38



Source: Connexions Activity Survey, 2002

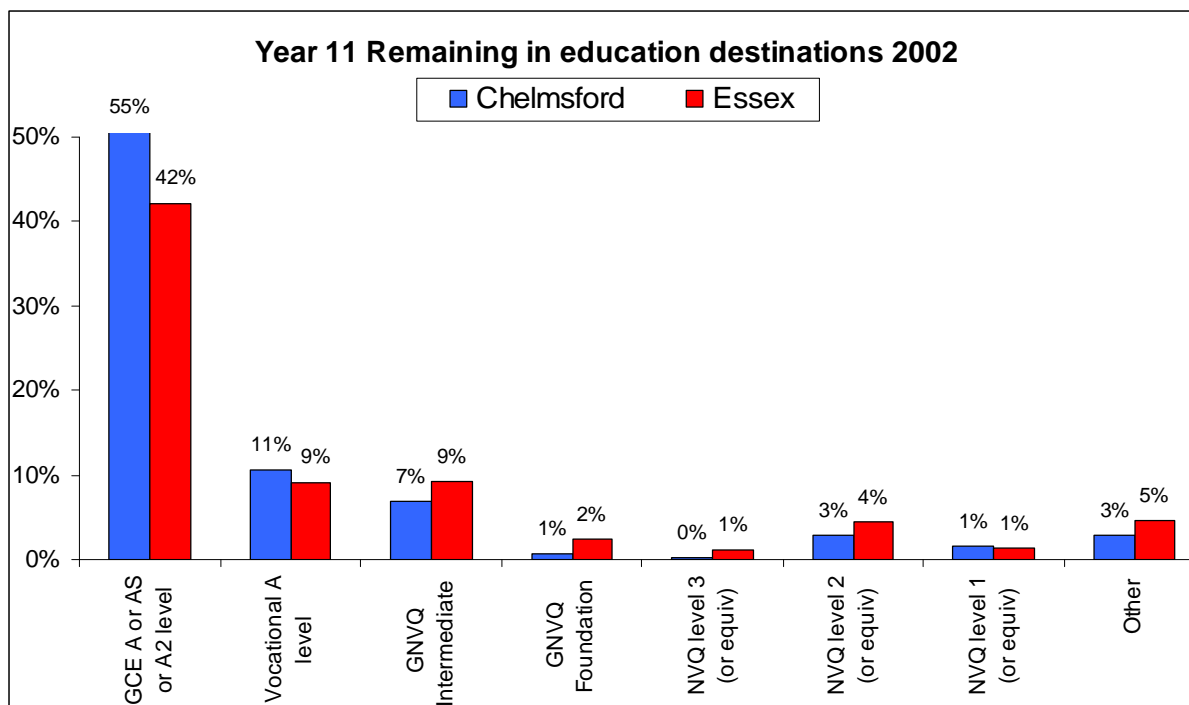
Base: Chelmsford, 2,007; Essex, 19,586

Note:

Expressed as a percentage of all Year 11 leavers

Chart 39 looks in more detail at the group that continue in education. Of those who continue into education we see that by far the A level option is the most popular choice with over half of this group following that course.

Chart 39



Source: Connexions Activity Survey, 2002

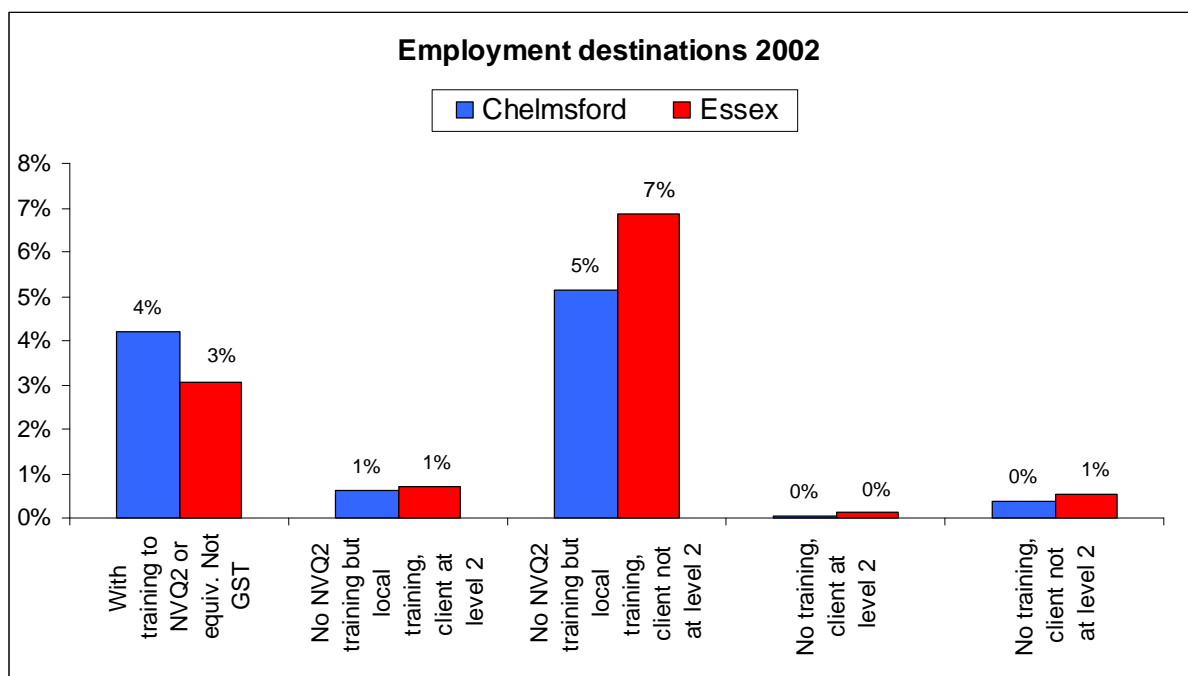
Base: Chelmsford, 2,007; Essex, 19,586

Note:

Expressed as a percentage of all Year 11 leavers remaining in education

Chart 40 focuses on the 10% of Chelmsford leavers that intended to move to some form of employment. Encouragingly a significant portion of this group (4%) are entering employment that offers training to NVQ level 2. It should be noted that the WBL referred to in chart 37 includes all those who are classed as WBL with employed status, whereas chart 40 refers only to those who are referred to as non-employed status (see glossary for details).

Chart 40



Source: Connexions Activity Survey, 2002

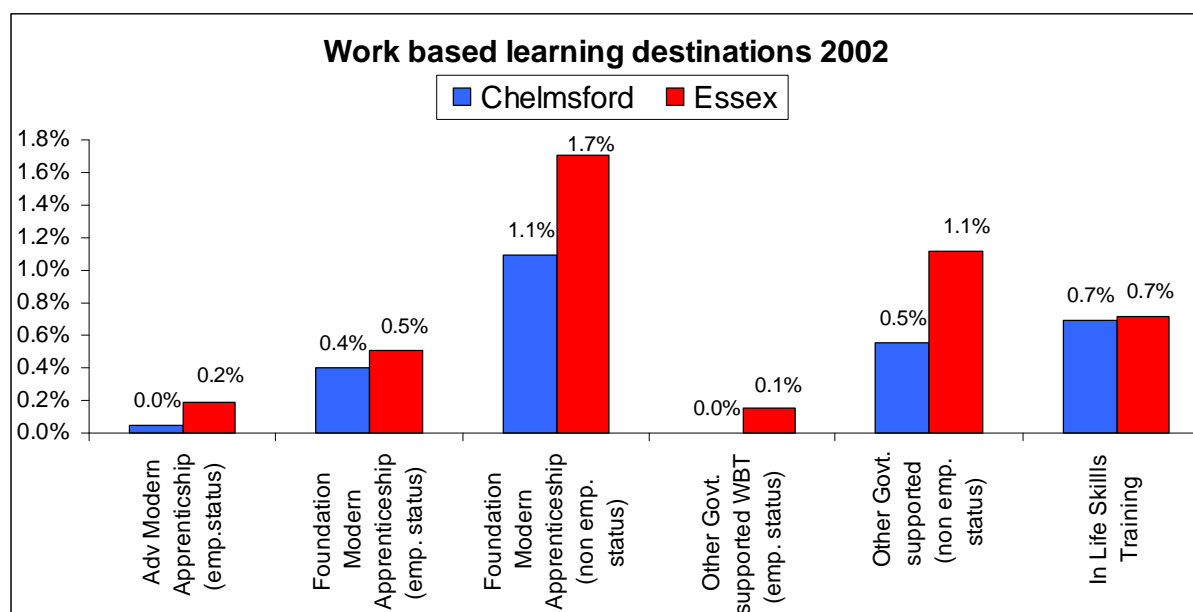
Base: Chelmsford, 2,007; Essex, 19,586

Note:

Expressed as a percentage of all Year 11 leavers entering employment

Chart 41 looks at the group of leavers who have entered WBL, but do not have a job (see glossary for details). The pattern is similar to that of Essex with foundation modern apprenticeships (non emp. Status) being the most popular choice.

Chart 41



Source: Connexions Activity Survey, 2002

Base: Chelmsford, 2,007; Essex, 19,586

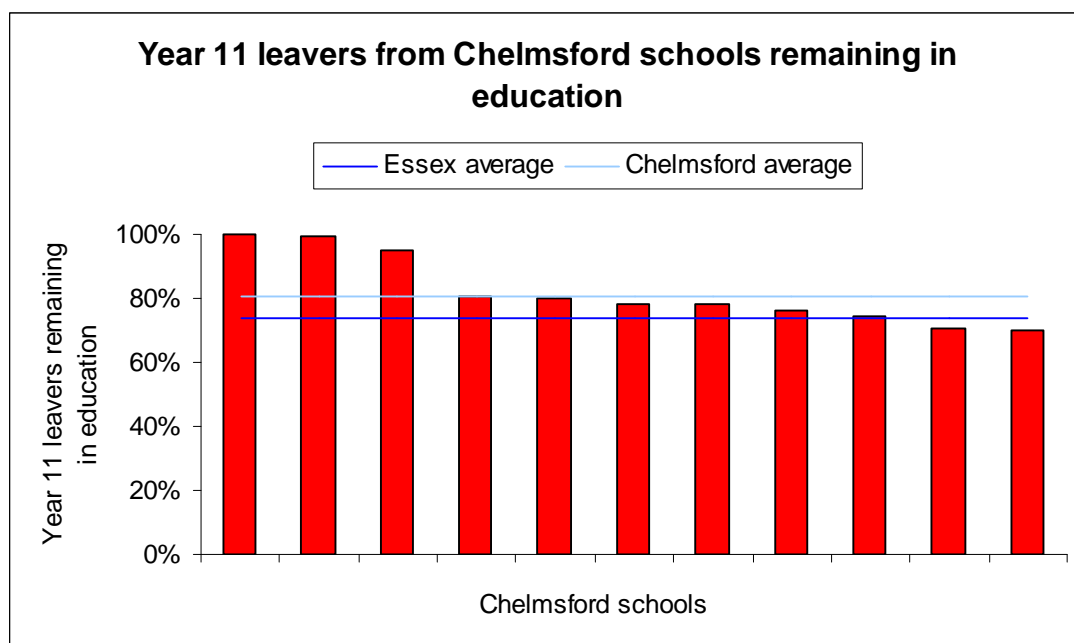
Note:

Expressed as a percentage of all Year 11 leavers entering WBL

Charts 42 to 45 are based on the same Activity Survey data, but explore the patterns of first destinations by the schools within the district in more detail. Each chart compares the LEA-maintained schools in Chelmsford (schools are not named) with the average figures based on all LEA-maintained schools in Essex.

Chart 42 shows the proportion of Year 11 leavers continuing in education for each LEA-maintained school in Chelmsford.

Chart 42

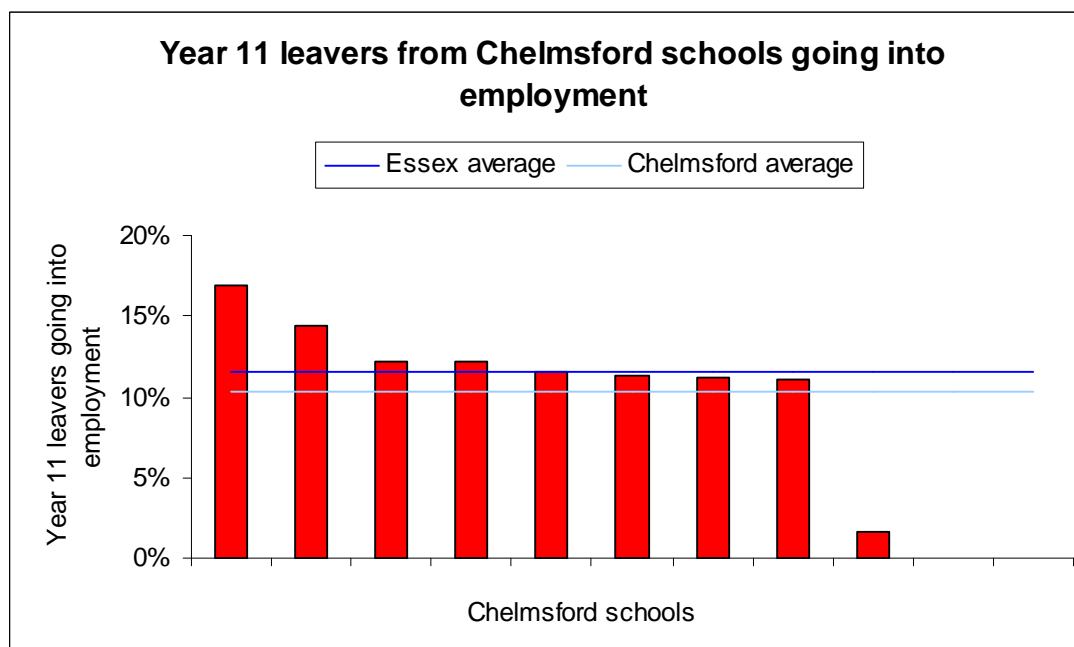


Source: Connexions Activity Survey, 2002

Note: Expressed as a percentage of the total number of Year 11 leavers

Chart 43 shows the proportion of Year 11 leavers entering employment for each LEA-maintained school in Chelmsford.

Chart 43

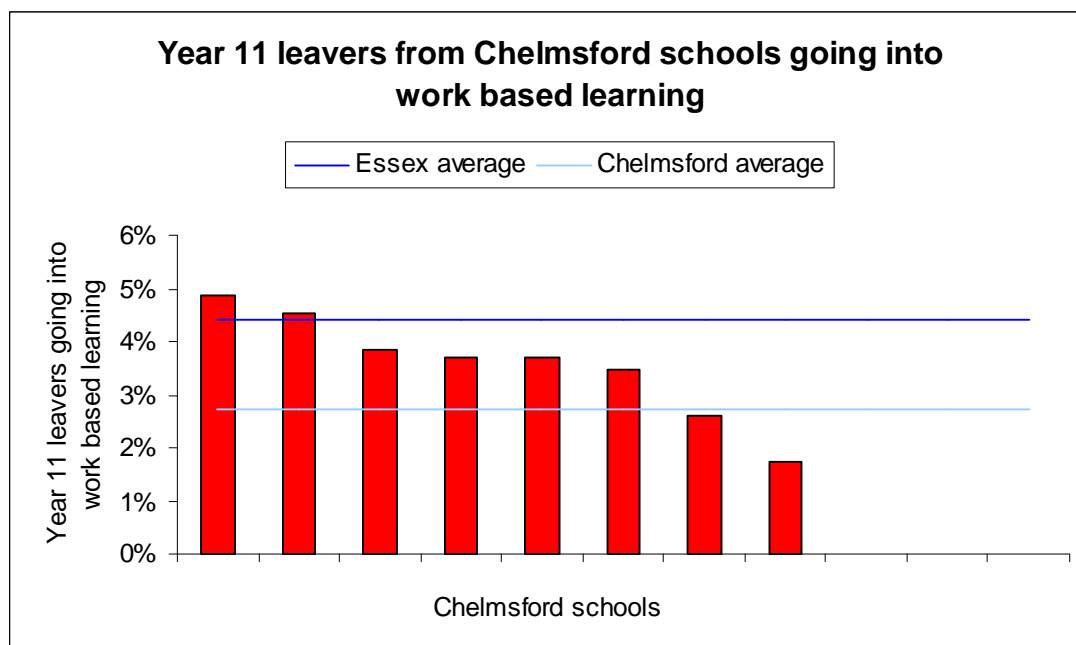


Source: Connexions Activity Survey, 2002

Note: Expressed as a percentage of the total number of Year 11 leavers

Chart 44 shows the proportion of Year 11 leavers entering non-employed work based learning for each LEA-maintained school in Chelmsford.

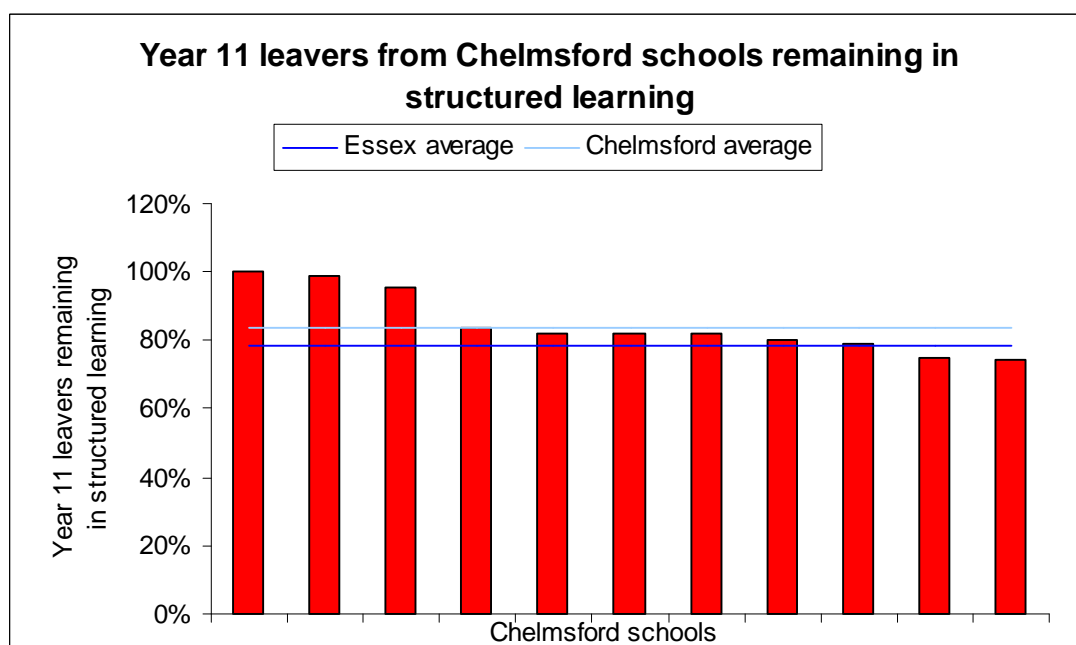
Chart 44



Source: Connexions Activity Survey, 2002
 Note: Expressed as a percentage of the total number of Year 11 leavers

Another way of analysing the first destination of Year 11 leavers is to look at all those who enter a form of structured learning as shown, in chart 45. The definition of structured learning is remaining in education and non-employed work based learning.

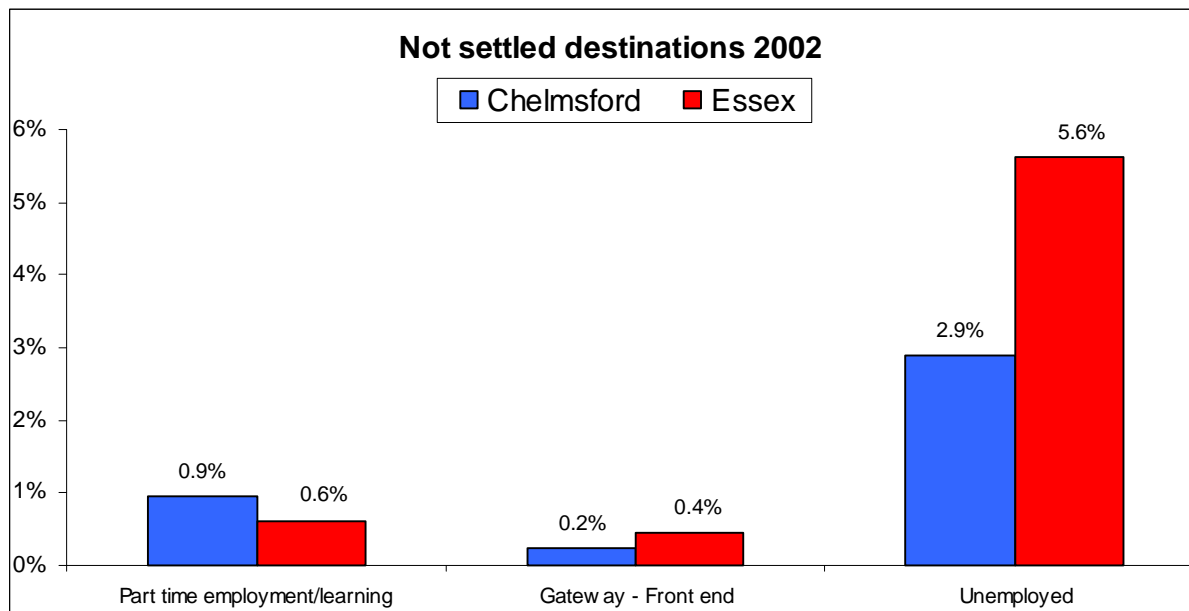
Chart 45



Source: Connexions Activity Survey, 2002
 Note: Expressed as a percentage of the total number of Year 11 leavers

Chart 46 is also based on data from the Connexions Year 11 Leavers Survey. The chart looks at all those whose first destination after leaving Year 11 is not full time education or employment – in the survey their first destination is classed as ‘not settled’. As the chart shows not settled students from Chelmsford are half as likely to be unemployed than their Essex counterparts.

Chart 46



Source: Connexions Activity Survey, 2002

Base: Chelmsford, 2,007; Essex, 19,586

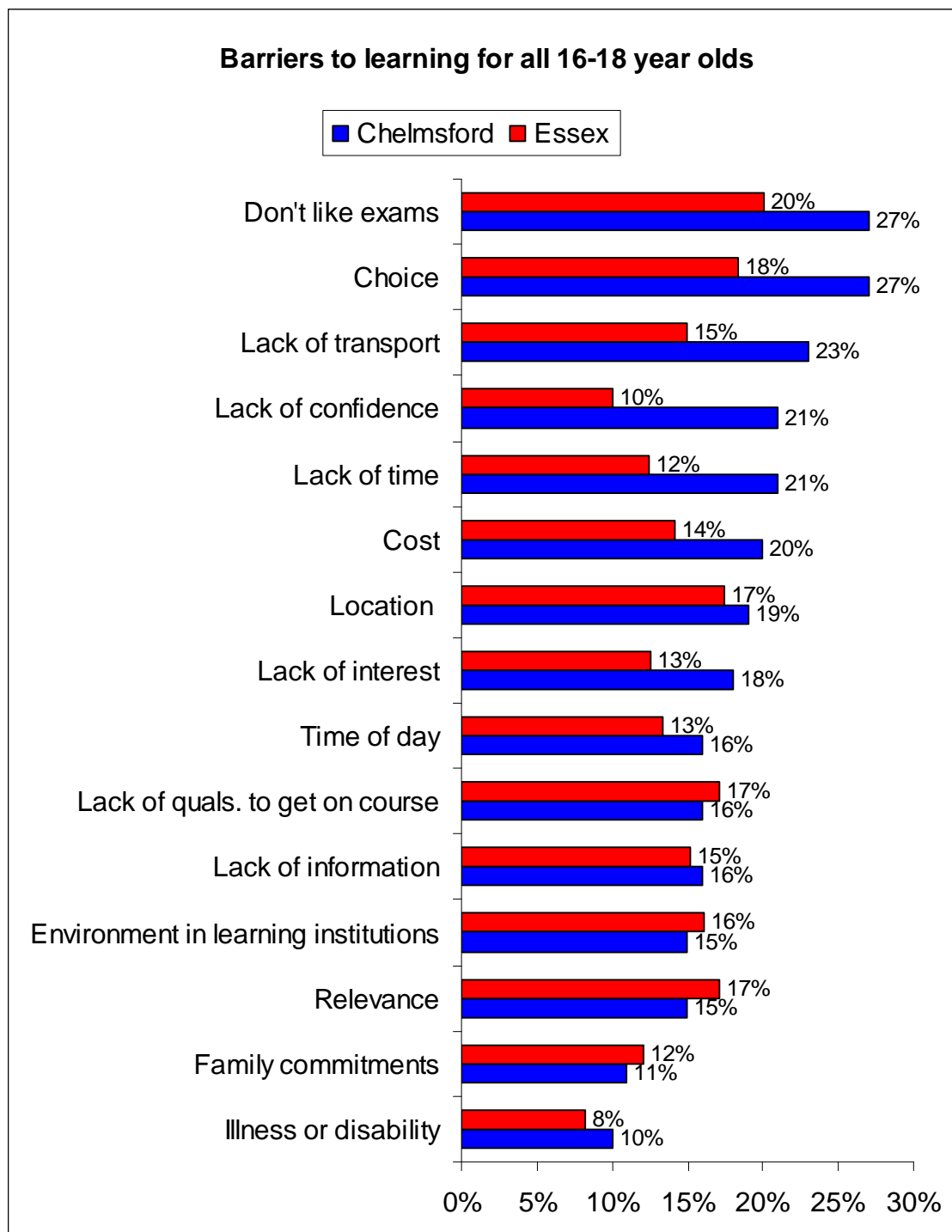
Note:

Expressed as a percentage of all Year 11 leavers who are not settled

4.2.2 Barriers and Benefits of Learning for Young People

As chart 47 shows, Chelmsford 16-18 year olds appear to perceive more barriers to learning than 16-18 year olds across Essex. One in four 16-18 year olds cite dislike of exams (27%), choice (27%) and lack of transport (23%) as barriers to learning – in each case, considerably more than for Essex.

Chart 47



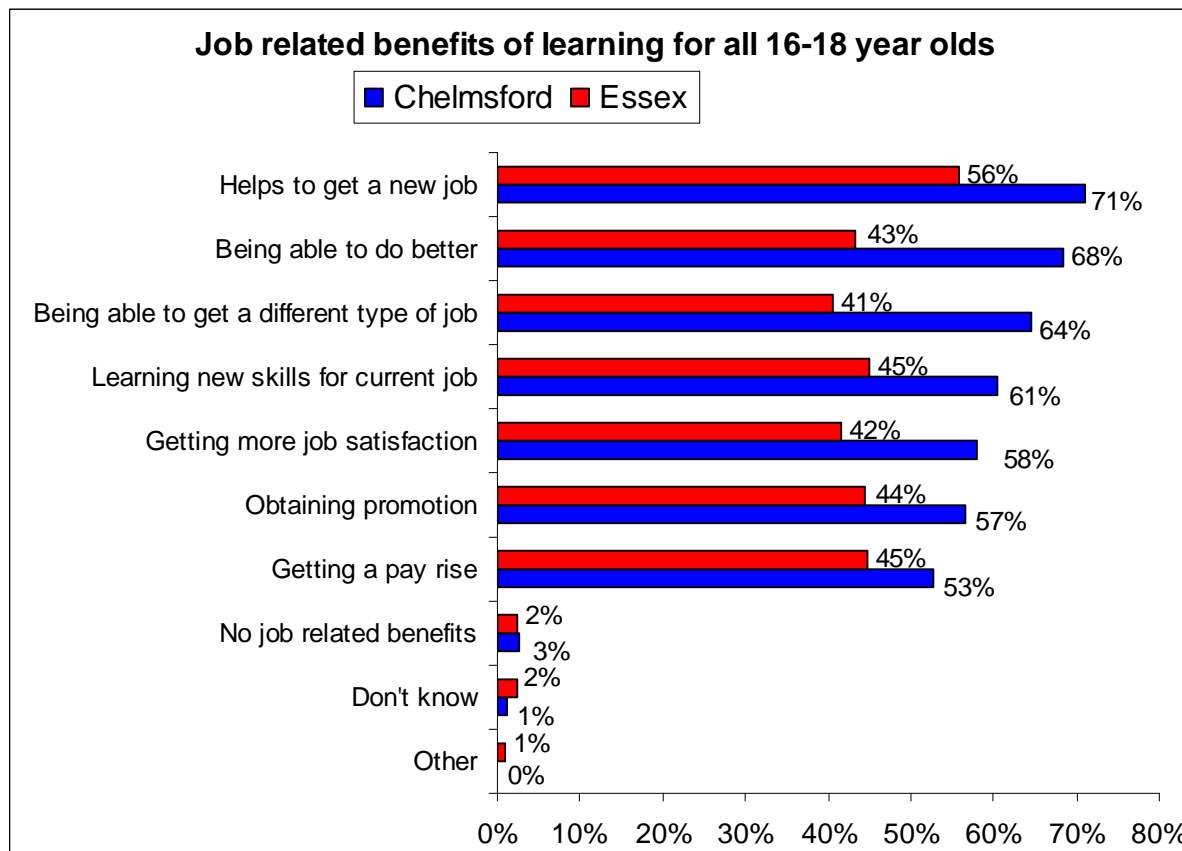
Source: 16-18 Learning Survey, LSC, Essex, 2002

Sample bases: Chelmsford, 100; Essex, 1,420

Population bases (16-18 year olds): Chelmsford, 2,900; Essex, 23,700

All 16-18 year olds – regardless of whether or not they have undertaken further learning – were asked what they perceived to be the job related and other benefits of learning. As chart 48 shows, 16-18 year olds in Chelmsford are more likely to perceive job related benefits of learning than those in Essex, with the main benefit seen to be that it helps to get a new job.

Chart 48



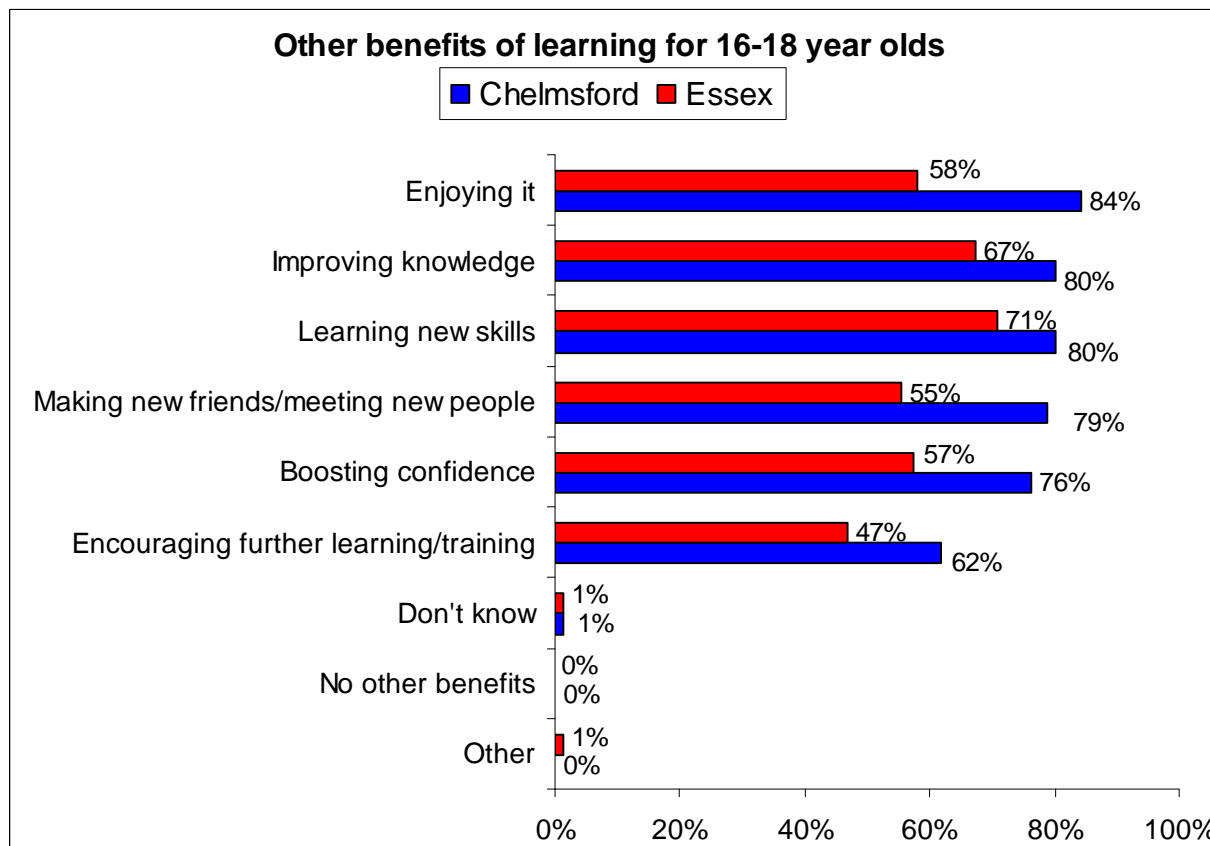
Source: 16-18 Learning Survey, LSC, Essex, 2002

Sample bases: Chelmsford, 100; Essex, 1,420

Population bases (16-18 year olds): Chelmsford, 2,900; Essex, 23,700

As chart 49 shows, Chelmsford young people are also more likely to recognise other benefits of learning than those in Essex. The enjoyment of learning is ranked highest by Chelmsford young people, followed by improving knowledge, learning new skills and making new friends.

Chart 49



Source: 16-18 Learning Survey, LSC, Essex, 2002
 Sample bases: Chelmsford, 100; Essex, 1,420
 Population bases (16-18 year olds): Chelmsford, 2,900; Essex, 23,700

Those young people who are not currently learning at all were asked why this was. Due to the small numbers involved it is only possible to report this at the Essex level. As table 18 shows, the key reason is the desire to work – the case for two in five young people. A lack of interest in learning is also common with one in three giving this as a reason. A further one in ten are actually waiting to start their learning.

Table 18

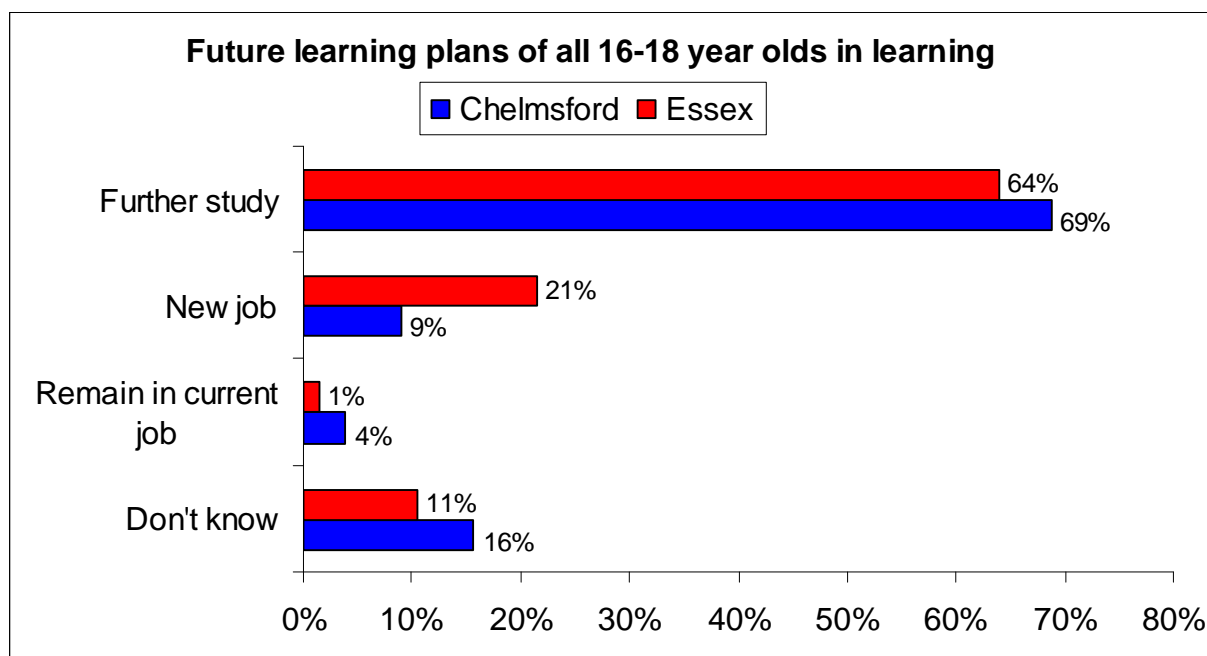
Reasons for not participating in learning for 16-18 year olds	
	Essex
	as % of all non-learners
In work/wanted to work instead	43%
Don't want to/not interested in study	29%
Looking for a placement/waiting to start	12%
Having a child/had a child	5%
Do not like school	3%
Cannot afford to study	2%
Taking a break from education	2%
Health reasons	1%

Source: 16-18 Learning Survey, LSC, Essex, 2002
Sample base: Essex, 263
Population base (16-18 year old non-learners): Essex, 4,400

4.2.3 Future Learning Plans of Young People

All those 16-18 year olds who are currently in some kind of structured learning were asked about their future plans. As chart 50 shows, Chelmsford young people follow a similar pattern as for Essex, with 69% saying they will continue with some form of further study. However, only 9% of Chelmsford young people intend to get a new job, compared with 21% of Essex young people.

Chart 50



Source: 16-18 Learning Survey, LSC, Essex, 2002

Sample bases: Chelmsford, 76; Essex, 1,154

Population bases (16-18 year old learners): Chelmsford, 2,200; Essex, 19,300

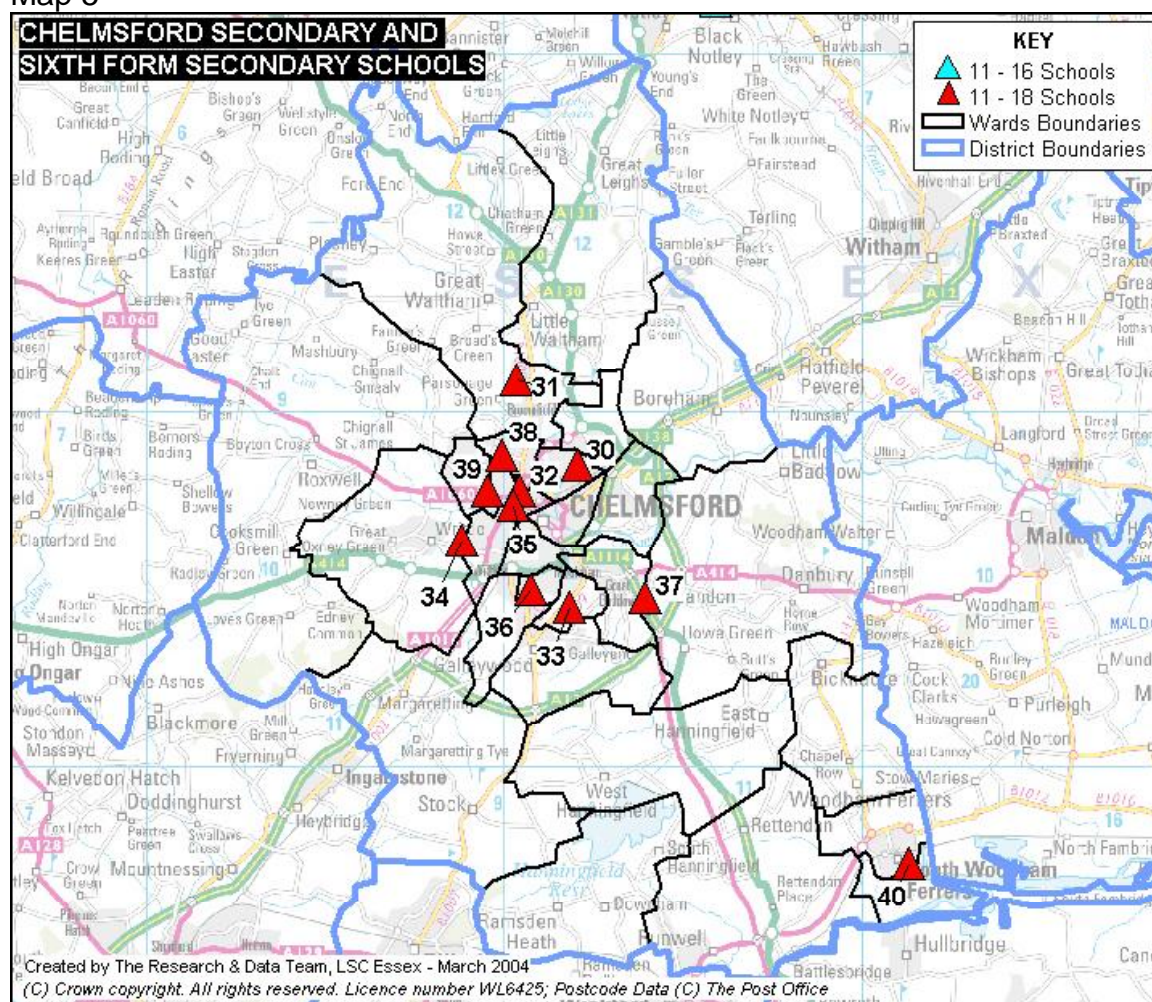
PROVISION

This section looks at each of the learning sectors funded by the LSC. For each sector there is a map of provision in the district, basic travel to learn analysis and any official published performance data that is currently available.

1. Secondary Schools

Map 5 shows all LEA-maintained 11-16 and 11-18 schools in Chelmsford. The numbers on the map relate to the table below the map. The table lists the names of all the schools along with the number of pupils on roll in January 2003.

Map 5



11-19 schools in the LSC, Essex area:

NUMBER	School	Number on roll January 2003	
		11 -16	16 -19
30	The Boswells School	1,232	236
31	Chelmer Valley High School	972	147
32	Chelmsford County High School	596	238
33	Great Baddow High School	1,269	184
34	Hylands School	858	109
35	King Edward VI Grammar School	559	277
36	Moulsham High School	1,343	245
37	The Sandon	1,082	126
38	St. John Payne RC School	947	229
39	St Peter's College*	742	82
40	William de Ferrers School	1,550	269

Source: Essex School Organisation Plan, 2003-2008, Essex County Council, 2003

*Formerly known as Rainsford High School

1.1 School Sixth Form Travel to Learn Patterns

Table 19 below shows the schools that sixth form pupils living in Chelmsford travel to, and the district the schools are located in. Please note that schools are only listed where they have more than 10 learners attending from this area, as such the column percentages in the table will not always add up. The vast majority of students in Chelmsford (86.9%) attend schools within the district although the numbers are quite dispersed among schools. Moulsham and Boswells Schools have the greatest share of these students, 12.6% and 12.5% respectively.

Table 19

Chelmsford resident School VI Form pupils by institution		
	% share of all Chelmsford resident School VI Form pupils	District/LEA
Anglo European School	3.7%	Brentwood
The Boswells School	12.5%	Chelmsford
Chelmer Valley High School	6.7%	Chelmsford
Chelmsford County High School for Girls	6.2%	Chelmsford
Great Baddow High School	9.7%	Chelmsford
Hylands School	5.4%	Chelmsford
King Edward VI Grammar School	7.8%	Chelmsford
Mayflower High School	2.1%	Basildon
Moulsham High School	12.6%	Chelmsford
Rainsford High School	4.1%	Chelmsford
The Sandon School	4.0%	Chelmsford
St. John Payne Catholic Comprehensive School	6.5%	Chelmsford
William de Ferrers School	11.4%	Chelmsford

Source: Pupil Level Annual School Census (PLASC) 2002/2003
Population base (Chelmsford resident Year 12, 13 & 14 pupils): 1,830
Notes:
School VI Form pupils defined as all National Curriculum Year 12, 13, and 14 pupils.
Schools are not listed where their percentage share is < 1% or have fewer than 10 learners

1.2 School Performance Data

The following section presents some of the Department for Education & Skills School Performance Tables. The first section mainly provides performance data on GCSE/GNVQ results, while the second section provides performance data on A/AS/ANVQ results. It should be noted that Independent schools are included in the performance tables.

1.2.1 GCSE Level Tables

Table 20

Secondary school performance tables – trend data for 2001, 2002 & 2003

	Chelmsford schools GCSE/GNVQ results								
	5+ A*-C			5+ A*-G			No passes		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
The Boswells School	68%	70%	67%	95%	95%	93%	2%	2%	3%
Chelmer Valley High School	52%	57%	53%	95%	97%	92%	2%	2%	2%
Chelmsford County High School	99%	99%	99%	100%	100%	99%	0%	0%	0%
Great Baddow High School	61%	65%	67%	94%	93%	94%	3%	5%	3%
Hylands School	54%	56%	58%	91%	88%	92%	6%	8%	4%
King Edward VI Grammar School	99%	99%	100%	99%	99%	100%	1%	1%	0%
Moulsham High School	64%	65%	63%	98%	96%	94%	1%	1%	2%
New Hall School (i)	84%	100%	88%	86%	100%	88%	14%	0%	11%
Rainsford High School (a)	45%	44%	35%	90%	85%	81%	6%	3%	8%
The Sandon School	42%	58%	50%	95%	99%	92%	4%	0%	3%
St John Payne RC School	70%	74%	66%	97%	95%	96%	2%	4%	4%
William de Ferrers School	63%	70%	65%	96%	98%	95%	2%	1%	2%
England average	50%	52%	53%	89%	90%	89%	6%	5%	5%

Source: Department for Education and Skills, 2001, 2002 & 2003

(i): Independent school

(a) School now known as St. Peter's College

Table 21

Secondary school performance tables, 2003 – pupils not achieving 5+ A* - C at GCSE/GNVQ ^(a)

Chelmsford	Number of 15 year olds	Number not achieving 5+ A* - C	as a % of number of 15 year olds
The Boswells School	247	82	33%
Chelmer Valley High School	184	86	47%
Chelmsford County High School	116	1	1%
Great Baddow High School	239	79	33%
Hylands School	159	67	42%
King Edward VI Grammar School	112	0	0%
Moulsham High School	269	100	37%
New Hall School (i)	56	7	12%
Rainsford High School*	155	101	65%
The Sandon School	197	99	50%
St John Payne RC School	181	62	34%
William de Ferrers School	311	109	35%
England average	-	-	47%

Source: Department for Education and Skills, 2003

Notes:

(a) This is calculated from the standard data on those achieving 5+ A* - C at GCSE/GNVQ in the DfES Secondary School Performance Tables, 2003

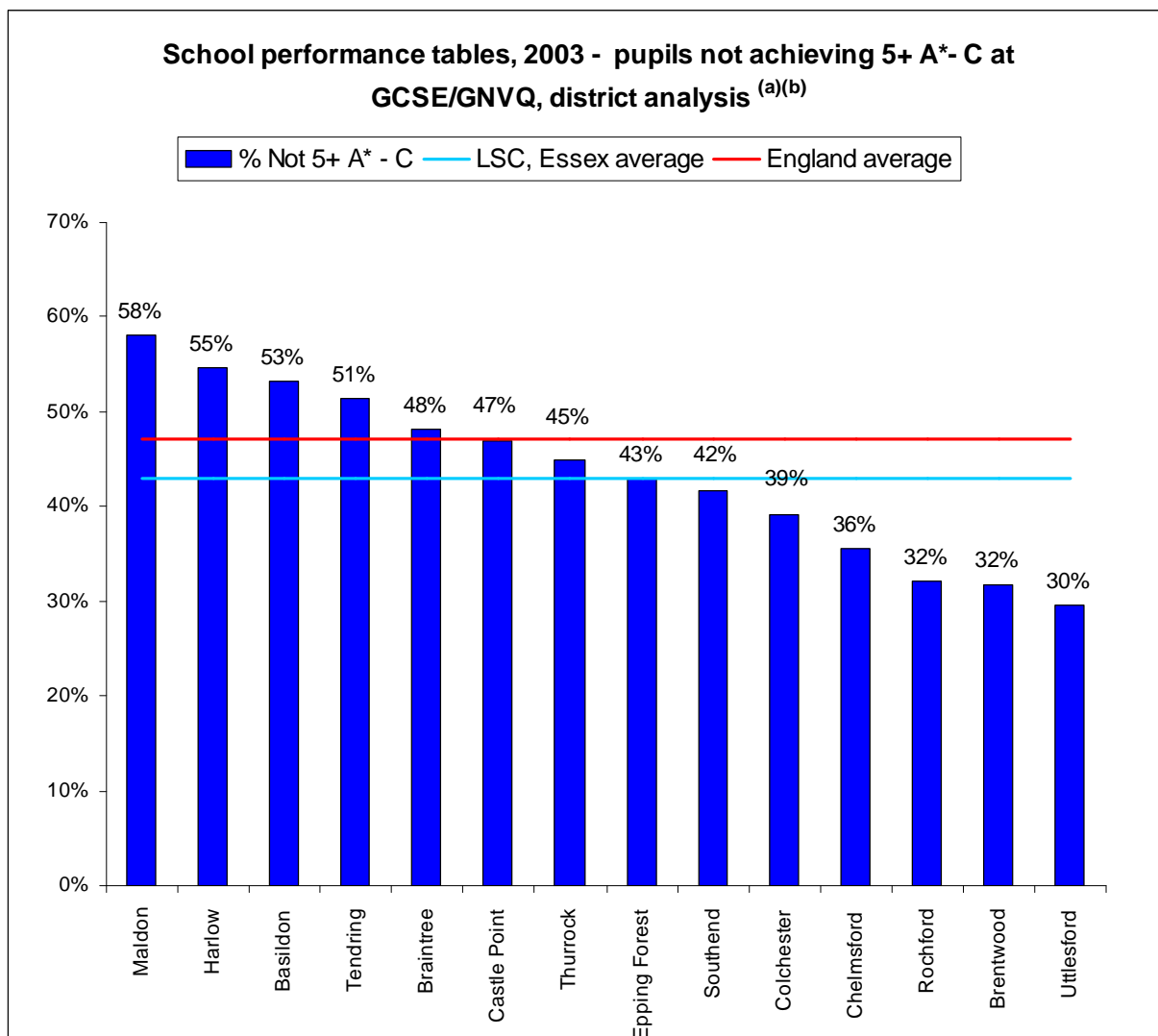
(i): Independent school

*school now known as St Peter's College

Chart 51 compares the number of pupils not achieving 5+ A*-C at GCSE/GNVQ between the 12 districts and two unitary authorities in Essex. Individual schools data has been combined into district level data to give an overall percentage of those pupils who are not achieving 5+ A*-C at GCSE/GNVQ. The lines on the chart show the Essex and England averages.

Chelmsford is ranked eleventh of the 14 areas in Essex, with 36% of pupils not achieving 5+ A*-C at GCSE/GNVQ, making it one of the best performing districts. This compares to an Essex average of 43% and an England average of 47%.

Chart 51



Source: Department for Education and Skills, 2003

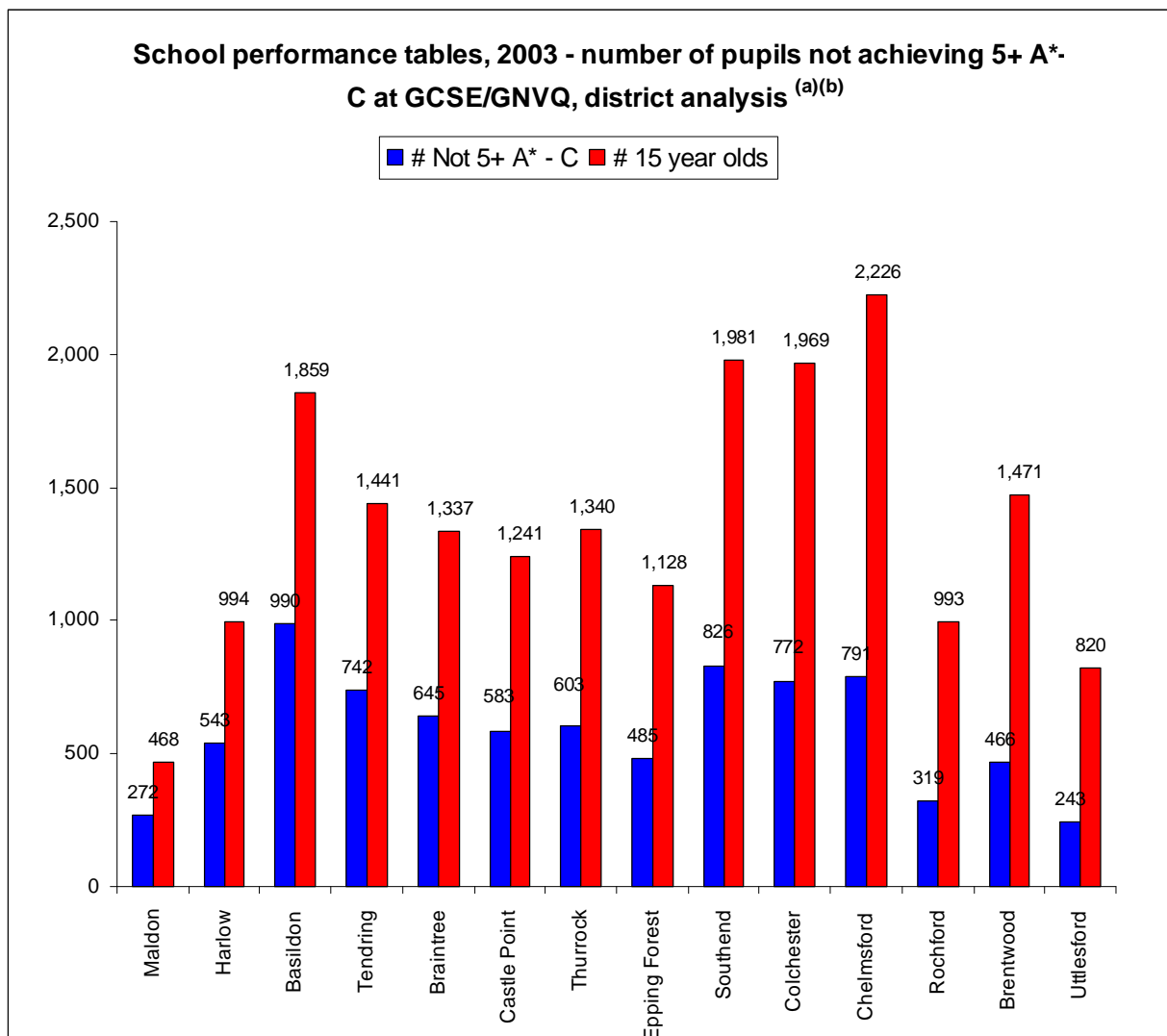
Notes:

(a) Based on pupils attending schools in each district, rather than pupils resident in each district e.g. pupils (from anywhere) attending schools in Chelmsford rather than pupils resident in Chelmsford

(b) This is calculated from the standard data on those achieving 5+ A*- C at GCSE/GNVQ in the DfES Secondary School Performance Tables, 2003

Chart 52 shows the same information as chart 51 but this time as a count of students not a rate. While Chelmsford has one of the lowest rate for this measure we see that in numbers it is still 791 students, the third highest number for all the districts.

Chart 52



Source: Department for Education and Skills, 2003

Notes:

(a) Based on pupils attending schools in each district, rather than pupils resident in each district e.g. pupils (from anywhere) attending schools in Chelmsford rather than pupils resident in Chelmsford

(b) This is calculated from the standard data on those achieving 5+ A*- C at GCSE/GNVQ in the DfES Secondary School Performance Tables, 2003

Table 22

Secondary school performance tables, 2003 – key stage 3 to GCSE/GNVQ value added

Chelmsford	Value added measure ^(a)	% of pupils included in calculation ^(b)	Average number of GCSE/GNVQs taken by pupils in calculation ^(c)	% of pupils included in VA calculation at the school for both KS3 and GCSE/GNVQ ^(d)
The Boswells School	99.9	97%	10.7	98%
Chelmer Valley High School	98.8	98%	9.2	99%
Chelmsford County High School	101.7	93%	11.3	100%
Great Baddow High School	104.1	95%	10.4	97%
Hylands School	98.3	97%	9.8	97%
King Edward VI Grammar School	99.3	97%	10.5	99%
Moulsham High School	97.8	98%	9.2	98%
New Hall School (i)	#	2%	10.5	0%
Rainsford High School (ii)	97.4	90%	11.1	96%
St. John Payne RC Comprehensive School	97.8	98%	8.9	99%
The Sandon School	97.7	96%	8.9	95%
William de Ferrers School	99.3	98%	9.0	99%

Source: Department for Education and Skills, 2003

Notes:

(i): Independent school

(ii) now known as St Peter's College

Indicates that a school's value added measure has been suppressed because coverage is less than 50% of the cohort.

(a): The value added measure for each school is based on the progress made by individual pupils between KS3 and GCSE/GNVQ. Each pupil's value added score is calculated by comparing their GCSE/GNVQ performance with the median - or middle - performance of other pupils with the same or similar prior attainment at KS3. The individual scores are averaged to give a score for the school which is represented as a number based around 100. This indicates the value the school has added on average for their pupils.

In the 2003 tables, the top 5% of schools nationally on the KS3-GCSE VA measure achieved scores of 105.5 or above. The bottom 5% of schools on this measure achieved scores of 94.7 and below. The table below also shows the scores of schools in the top and bottom quarters.

Schools in quarter:	top 5%	top quarter	lowest quarter	lowest 5%
Range of KS3-GCSE /GNVQ VA measures	105.5 and above	101.2 and above	94.8 and below	94.7 and below

(b): This shows the percentage of 15-year old pupils that are included in the value added calculation. This gives some indication of schools where the value added measures may be unrepresentative.

(c): This shows the average number of GCSE/GNVQs taken by each pupil in the value added calculation. This gives an indication of the average number of GCSEs/GNVQs pupils take at the school.

(d): This shows the percentage of pupils included in the value added calculation that were at the same school for both their Key Stage 3 tests and their GCSE/GNVQ examinations.

Table 23

Secondary school performance tables, 2003 – other vocational qualifications for 15 year olds ^(a)

Chelmsford	Number of 15 year olds taking vocational courses	% of pupils achieving vocational courses ^(b)
The Boswells School	21	90%
Chelmsford County High School	23	22%
Great Baddow High School	35	97%
England average	-	70%

Source: Department for Education and Skills, 2003

Notes:

(a): The table shows the achievements of pupils in units of approved GNVQs and full awards or units of approved NVQs, the City and Guilds Diploma of Vocational Education, RSA Initial Awards and IT Key Skills at levels 1 and 2.

(b): Shows the percentage of pupils achieving all the qualifications or units for which they studied in 2002/2003.

Table 24

Secondary school performance tables, 2003- number of half days missed through absence

Chelmsford	Number of pupils	Authorised absences as % of number of pupils	Unauthorised absences as % of number of pupils
The Boswells School	1,241	5.4%	0.3%
Chelmer Valley High School	994	7.5%	0.5%
Chelmsford County High School	593	3.6%	<
Great Baddow High School	1,275	7.0%	0.7%
Hylands School	871	7.2%	0.5%
King Edward VI Grammar School	557	4.3%	<
Moulsham High School	1,355	5.8%	0.1%
New Hall School (i)	444	4.7%	0.0%
Rainsford High School	775	9.7%	1.9%
The Sandon School	1,101	6.7%	1.7%
St John Payne RC School	954	6.0%	0.4%
William de Ferrers School	1,570	6.6%	0.4%
England average	-	7.1%	1.1%

Source: Department for Education and Skills, 2003

<: less than 0.05%

(i): Independent school

Table 25

Secondary school performance tables, 2003 - pupils with special educational needs (SEN)

Chelmsford	Number of 15 year olds	With SEN with statements		With SEN without statements	
		Number	%	Number	%
The Boswells School	247	2	0.8%	15	6.1%
Chelmer Valley High School	184	-	-	19	10.3%
Great Baddow High School	239	7	2.9%	10	4.2%
Hylands School	159	1	0.6%	9	5.7%
Moulsham High School	269	4	1.5%	20	7.4%
New Hall School (i)	56	-	-	4	7.1%
Rainsford High School	155	7	4.5%	23	14.8%
The Sandon School	197	2	1.0%	20	10.2%
St John Payne RC School	181	1	0.6%	14	7.7%
William de Ferrers School	311	5	1.6%	12	3.9%

Source: Department for Education and Skills, 2003

(i): Independent school

1.2.2 A/AS Level Tables

Table 26

(Post-16) school and college performance tables, 2003

Chelmsford	GCE and VCE results			
	Number of students aged 16-18	Number entered	Average point score per student	Average point score per examination
The Boswells School	236	108	319.1	81
Chelmer Valley High School	147	47	215.7	73.7
Chelmsford College	1,631	379	105.2	53.3
Chelmsford County High School	238	126	461.9	102.3
Great Baddow High School	184	90	275.4	75.2
Hylands School	109	50	201.2	65.1
King Edward VI Grammar School	277	139	477.3	103
Moulsham High School	245	116	226.8	73.6
New Hall School (i)	102	37	312.4	92.1
Rainsford High School	81	33	244.8	63.4
St John Payne RC School	229	90	280.1	78.2
The Sandon School	126	46	275.9	71.1
William de Ferrers School	267	117	244.9	77.5
England average	-	-	258.6	77.4

Source: Department for Education and Skills, 2003

(i): Independent school

Table 27

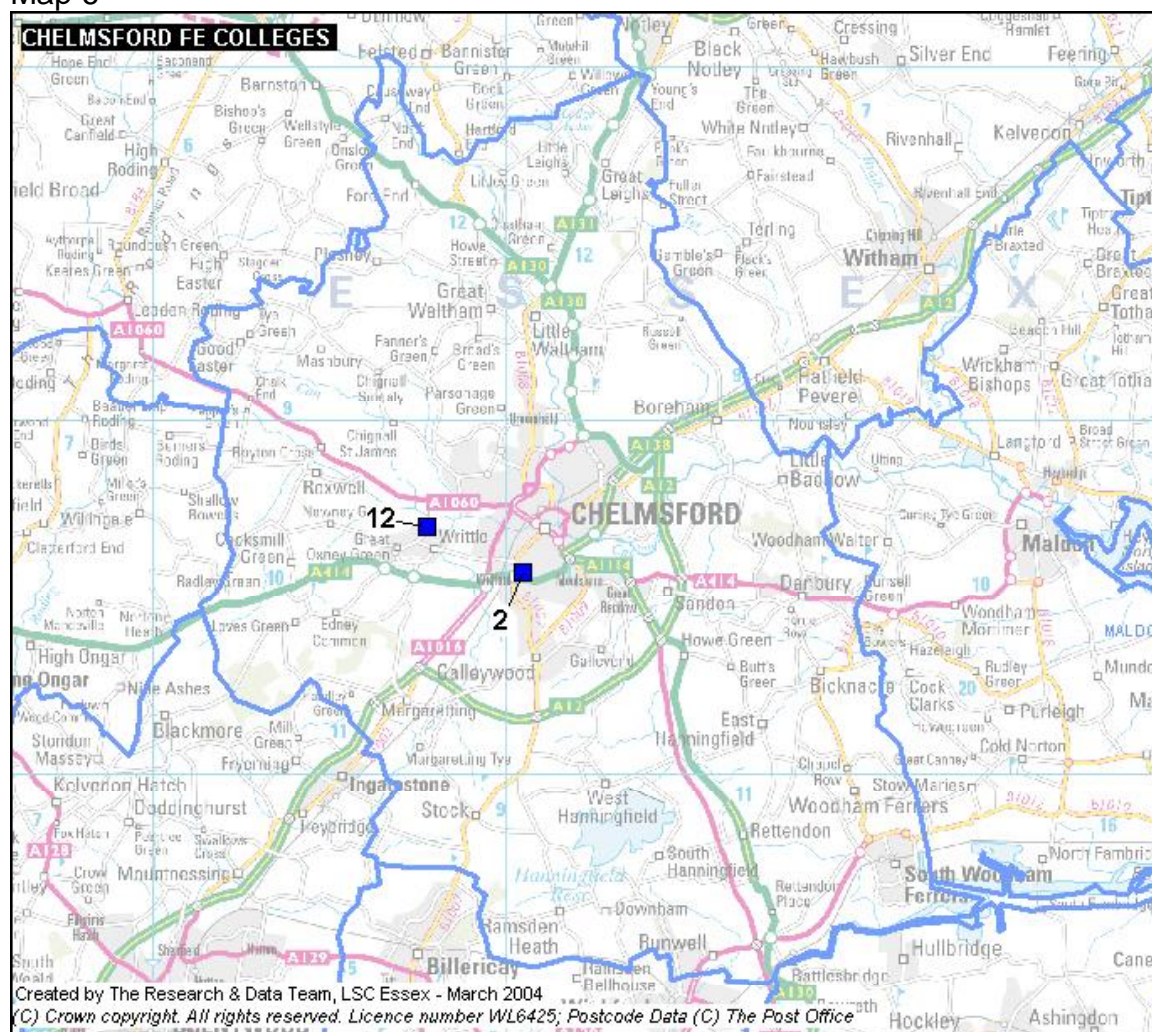
(Post-16) school and college performance tables, 2003				
	Advanced Extension Awards		Other Advanced	
Chelmsford	Number of students	% achieving qual	Number of students	% achieving qual
The Boswells School	-	-	-	-
Chelmsford College	-	-	27	52%
Chelmsford County High School	53	28%	-	-
Hylands School	-	-	-	-
England average	-	55%	-	82%
	Intermediate VQ		IB Diploma	
Chelmsford	Number of students	% achieving qual	Number of students	% achieving qual
The Boswells School	6	33%	-	-
Chelmsford College	103	70%	-	-
Chelmsford County High School	-	-	-	-
Hylands School	7	100%	-	-
England average	-	74%	-	-

Source: Department for Education and Skills, 2003

2. Further Education

Map 6 below shows the FE colleges in Chelmsford. FE provision delivered by ACL providers is covered in section 3. The table below the map shows the number of learners at the institution.

Map 6



Further Education colleges in the Chelmsford area:

Number	College	Number of learners	
		2002/2003	
		Full-time	Part-time
2	Chelmsford College ^(a)	1,297	6,007
12	Writtle College ^(b)	Still req	Still req

(a) Source: PPQI 2002/03

(b) Source: Writtle College out-turn figures 2001

Note: Writtle College (HE Institution) also delivers Further Education provision in the district

2.1 Further Education Travel to Learn Patterns

Table 28 shows the FE colleges that FE learners who live in Chelmsford travel to, and the district the providers are located in. Please note that FE colleges are only listed where they have more than 10 learners attending from this area, as such the column percentages in the table will not always add to 100%. The table looks separately at learners aged 16-18 and 19+.

As table 28 shows, almost two thirds (60.2%) of 16 – 18 students in Chelmsford attend Chelmsford college. 12.9% of this age groups travel to SEEC in Southend and 9.9% to Braintree college in Braintree.

For the 19+ age group the largest share of students remains at Chelmsford college with 38%. Colchester and Braintree have the next largest share of students with 13.3% and 13.1% respectively and 13.8% have out of county provision.

Table 28

Chelmsford resident FE learners by institution			
	% share of all Chelmsford resident FE learners		District/LLSC
	16-18	19+	
Braintree College	9.9%	13.1%	Braintree
Brooksby Melton College	<	1.1%	Leicestershire
Chelmsford College	60.2%	38.0%	Chelmsford
Colchester Institute	5.7%	13.3%	Colchester
College of North East London	<	1.3%	London North
College of West Anglia	<	1.1%	Norfolk
Greenwich Community College	<	2.1%	London East
Harlow College	<	1.1%	Harlow
Havering College of FHE	<	2.2%	London East
Leicester College	<	1.5%	Leicestershire
Merton College	N/a	2.2%	London South
Oaklands College	<	1.3%	Hertfordshire
SEEC	12.9%	1.3%	Southend
SEEVIC	1.5%	1.3%	Castle Point
Southport College	N/a	1.0%	Greater Merseyside
Thurrock and Basildon College	2.0%	3.3%	Thurrock
Waltham Forest College	<	1.2%	London North

Source: Individualised Learner Record, 2002/2003

Notes: Apparent long distances may be due to residents giving their home address while studying away.

Population base: (16-18 learners 1,297; 19+ learners 4,157)

<: denotes less than 10 learners or less than 1% of all learners within age category

Excludes learners whose age is not recorded

Tables 29 and 30 offer further analysis showing enrolments of Chelmsford residents FE learners by qualification level and also area of learning.

Table 29

Enrolments for Chelmsford resident FE learners by Level

	16-18		19+	
	Enrolments	% Share	Enrolments	% Share
Level 1 and Entry	584	10%	1,912	35%
Level 2	1,940	35%	1,171	21%
Level 3 or Higher	2,16	42%	1,163	21%
Other	734	13%	1,231	22%

Source: Individualised Learner Record, 2002/2003

Population base: (16-18 Chelmsford resident FE learners), 5574 ;(19+ Chelmsford resident FE learners), 5477

Notes:

<: denotes less than 10 learners or less than 1% of all learners within age category

These are the number of enrolments, not the number of learners.

Excludes learners whose age or level is not recorded

Table 30

Enrolments for Chelmsford resident FE learners by Area of Learning				
	16-18		19+	
	Enrolments	% Share	Enrolments	% Share
Business administration, Management and Professional	451	8.1%	789	14.4%
Construction	82	1.5%	269	4.9%
Engineering, Technology and Manufacturing	166	3.0%	161	2.9%
English, Languages and Communications	1,003	18.0%	246	4.5%
Foundation Programmes	227	4.1%	180	3.3%
Hairdressing and Beauty Therapy	138	2.5%	254	4.6%
Health, Social Care and Public Services	312	5.6%	1,348	24.6%
Hospitality, Sports, Leisure and Travel	300	5.4%	334	6.1%
Humanities	276	5.0%	159	2.9%
Information and Communication Technology	826	14.8%	1,203	22.0%
Land based provision	<	<	<	<
Not Known	531	9.5%	79	1.4%
Retailing, Customer Service and Transportation	<	<	<	<
Science and Mathematics	838	15.0%	248	4.5%
Visual and Performing Arts and Media	401	7.2%	151	2.8%

Source: Individualised Learner Record, 2002/2003

Population base: (16-18 Chelmsford resident FE learners), 5574 ; (19+ Chelmsford resident FE learners), 5477

Notes:

<: denotes less than 10 learners or less than 1% of all learners within age category

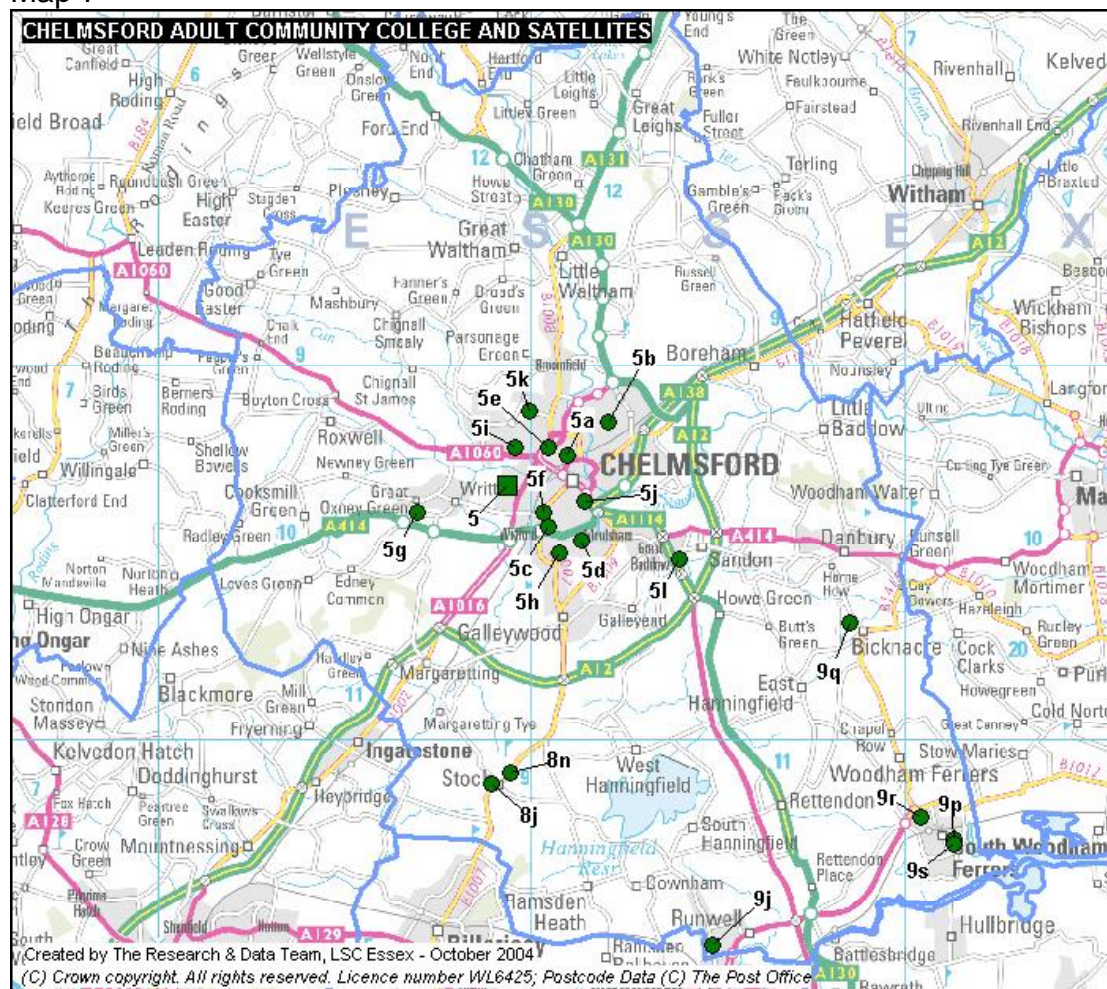
These are the number of enrolments, not the number of learners.

Excludes learners whose age or area of learning is not recorded

3. Adult Community Learning

Map 7 below shows the location of Chelmsford Adult Community College and its satellite locations. It will also show any satellites linked to other Adult Community Colleges that are located in Chelmsford district. The table below the map shows the number of learners at the institution.

Map 7



Source: Adult Learning 2004-2005 issued Chelmsford ACC, Essex County Council

Adult community learning providers in the Chelmsford area:

Number	College
5	The Adult Community College, Chelmsford

Chelmsford ACC satellites:

Number	Name of Satellite
5a	APU Rivermead
5b	Boswells School
5c	Chelmsford College - Moulsham Street
5d	Chelmsford College - Princes Road
5e	Chelmsford County High School
5f	Christ Church
5g	Longmeads Community Association

5h	Moulsham High School
Number	Name of Satellite
5i	St. Peter's College
5j	Essex Records Office
5k	St. John Payne School
5l	Sandon School

Mid Essex ACC satellites:

Number	Name of Satellite
8j	Rectory Hall
8n	Stock Village Hall

East Essex ACC satellites:

NUMBER	Name of Satellite
9j	Runwell Primary School
9p	EEACC: William De Ferrers Centre
9q	Bicknacre Memorial Village Hall
9r	SWF Evangelical Church Hall
9s	Trinity St. Mary's School

3.1 Adult Community Learning Travel to Work Patterns

Table 31 shows the ACL providers that ACL learners who live in Chelmsford travel to and the districts the providers are in. Please note that ACL providers are only listed where they have more than 10 learners attending from this area, as such the column percentages in the table will not always add to 100%. The table relates to those ACL learners who are on LSC-funded FE courses within ACL provision (see glossary for explanation on ACL learner data), which accounts for around one third of all ACL learners.

Over two thirds (69.4%) of the learners in table 29 who live in Chelmsford are attending courses at Chelmsford ACC. A further 16.4% are attending courses in nearby East Essex ACC.

Table 31

Chelmsford resident Adult Community learners by institution^(a)		
	% share of all Chelmsford resident Adult Community learners	Location of provider^(b) / LLSC
Basildon ACC	1.5%	Basildon
Chelmsford ACC	69.4%	Chelmsford
East Essex ACC	16.4%	Maldon
Essex Adult Education Service	1.0%	Chelmsford
Mid Essex ACC	4.2%	Brentwood
North Essex ACC	1.2%	Braintree
St Johns Ambulance	3.0%	National LSC

Source: Individualised Learner Record 2002/03
Population base: 2,746
Notes:
Adult Community Learning providers are not listed where their percentage share is < 1% or have fewer than 10 learners
(a) Refers only to LSC funded FE provision in ACCs – see glossary for further explanation.
(b) Refers to the main location of the provider. Learning may occur at other sites that may or may not be within this district.

Tables 32 and 33 offer further analysis showing enrolments of Chelmsford residents ACL learners by qualification level and also area of learning.

Table 32

Enrolments for Chelmsford resident ACL learners by Level

	Enrolments	% Share
Level 1 and Entry	1,563	46%
Level 2	872	26%
Level 3 or Higher	359	11%
Other	624	18%

Source: Individualised Learner Record, 2002/2003

Population base: (Chelmsford resident ACL learners), 3418

Notes:

<: denotes less than 10 learners or less than 1% of all learners within age category

These are the number of enrolments, not the number of learners.

This is for FE Accredited provision that is delivered within an Adult Community College

Excludes learners whose age or level is not recorded

Table 33

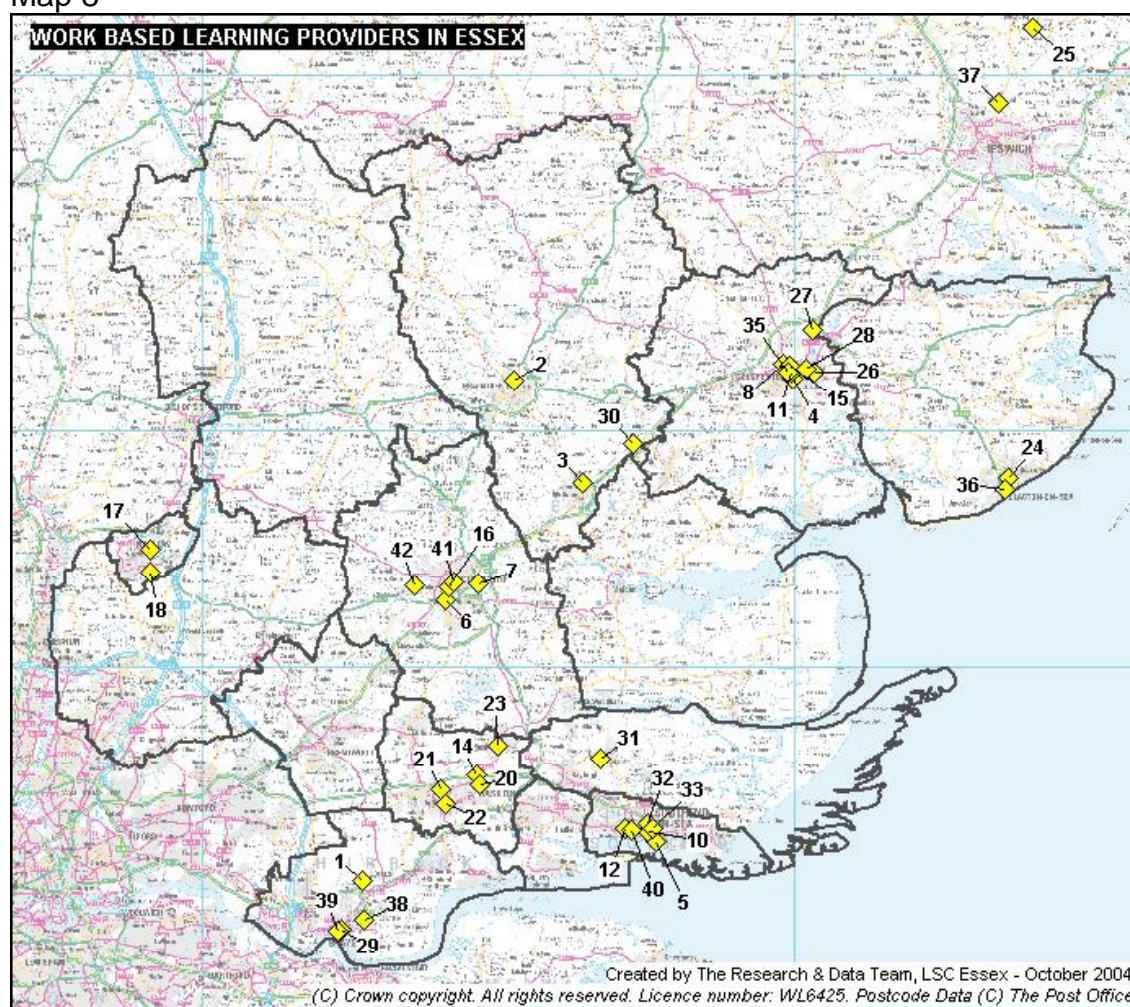
Enrolments for Chelmsford resident ACL learners by Area of Learning		
	Enrolments	% Share
Business administration, Management and Professional	253	7%
Construction	<	<
Engineering, Technology and Manufacturing	<	<
English, Languages and Communications	946	28%
Foundation Programmes	720	21%
Hairdressing and Beauty Therapy	<	<
Health, Social Care and Public Services	105	3%
Hospitality, Sports, Leisure and Travel	79	2%
Humanities	76	2%
Information and Communication Technology	481	14%
Land based provision	<	<
Not Known	457	13%
Retailing, Customer Service and Transportation	<	<
Science and Mathematics	77	2%
Visual and Performing Arts and Media	151	4%

Source: Individualised Learner Record, 2002/2003
Population base: (Chelmsford resident ACL learners), 3418
Notes:
<: denotes less than 10 learners or less than 1% of all learners within age category
These are the number of enrolments, not the number of learners.
This is for FE Accredited provision that is delivered within an Adult Community College
Excludes learners whose age or level is not recorded

4. Work Based Learning

Map 8 and the tables below it detail all the Work Based Learning (WBL) providers that LSC, Essex contracts with (as at July 2004). The locations shown on the map are a provider's main office or a training centre. However, actual training may occur at other sites via sub-contracted provision or at the place of employment. The four out-of-county providers are listed in the second table below - their training will be delivered via sub-contracted provision or at the place of employment. The table also indicates those providers only delivering Lifeskills provision – see the glossary for more details about the different types of learning that WBL providers deliver.

Map 8



Source: Individualised Learner Record 2003/2004

Work-Based Learning providers in LSC, Essex area:

Number	WBL Provider	Number in learning
1	Badgehurst Training	78
2	Braintree College	94
3	Braintree DC (trading as Witham Technology Centre)	75
4	Catten College Limited	75
5	Central Training Academy	198
6	Chelmsford College	157
7	Chelmsford Training Services	143
8	Colchester Institute	369
10	Crown Secretarial College	103
11	Easi Hairdressing Academy Limited	79
12	Eden Training	88
14	Endaim Limited ¹	723
15	Essex Chamber of Commerce and Industry	44
16	Essex County Council, HRS: Staff Development	64
17	Harlow College	282
18	Harlow ITEC	73
20	ITEC Learning Technologies	90
21	J & E Training Limited	99
22	Lifeskills Solutions Limited	22
23	METCOM Training	54
24	NACRO	53
26	Pelcombe Training Limited ²	66
27	Protocol Skills Limited	296
28	Quantica plc	37
29	Rathbone Training	43
30	Roxywood Limited	87
31	SEETEC Business Technology Centre Limited	105
32	Sentra Training Services Ltd.(trading as Prospects)	189
33	South East Essex College of Arts and Technology	253
35	TBG Learning Limited	209
36	Tendring District Council / Career Track	45
38	Thurrock and Basildon College	89
39	Thurrock Council (trading as Thurrock Youth & Play Service)	29
40	Vocational Training Services	527
41	VT Plus Training PLC	360
42	Writtle College	141

Source: Individualised Learner Record 2003/2004

¹ No longer holds a work based learning contract in 2004/05

² No longer holds a work based learning contract in 2004/05

Out of county providers:

Number	WBL Provider	Number in learning
9	Constant Browning Edmonds Limited	100
13	Education & Youth Services Limited	145
19	Hotel & Catering Training Company	57
25	Otley College of Agriculture and Horticulture	111
34	STS Training Limited	143
37	The Blacup Training Group	18

Source: Individualised Learner Record 2003/2004

4.1 Work Based Learning Travel to Learn Patterns

Table 34 shows the WBL providers that WBL learners who live in Chelmsford learn with. Please note that WBL providers are only listed where they have more than 10 learners attending from this area, as such the column percentages in the table will not always add to 100%. The table looks separately at learners aged 16-18 and 19-24. As explained in the table notes, the learning can take place at various locations.

Table 34

Chelmsford resident WBL learners by institution			
	% share of all Chelmsford resident WBL learners		District/LLSC
	16-18	19+	
Chelmsford College	10.5%	6.9%	Chelmsford
Chelmsford Training	8.9%	4.3%	Chelmsford
CITB – Construction Skills	5.5%	<	Out of County
Colchester Institute	2.5%	<	Colchester
Endaim Ltd	13.9%	9.5%	Basildon
Essex County Council	3.6%	<	Chelmsford
JTL	8.2%	<	Out of County
Mitchells and Butlers Retail	<	3.3%	Out of County
Protocol Skills	3.9%	5.0%	Out of County
ReMIT	7.9%	3.4%	Out of County
TBG Learning	2.1%	5.7%	Out of County
Vocational Training Services	4.0%	5.9%	Southend
VT Plus Training	3.7%	8.3%	Out of County

Source: Individualised Learner Record, 2003/2004, Average in Learning

Population base: (16-18 Chelmsford resident WBL learners), 488 ;(19+ Chelmsford resident WBL learners), 299

Notes:

<: denotes less than 10 learners or less than 1% of all learners within age category

Excludes learners whose age is not recorded

Apparent long distances may be due to residents giving their home address while studying away.

(a) Modern Apprenticeship, NVQ Training and E2E learners are all included. Where a provider offers only E2E provision this will be stated in the final column of the table.

(b) Refers to the location of the main office of the training provider - actual training may occur at other sites via sub-contracted provision or at the place of employment, either or which may or may not be within this district.

'Out of county' is listed if the provider's main office is not in Essex.

Tables 35 and 36 offer further analysis showing average in learning of Chelmsford residents WBL learners by qualification level and also area of learning.

Table 35

Average in Learning for Chelmsford resident WBL learners^(a) by Level				
	16-18		19+	
	Average in Learning	% Share	Average in Learning	% Share
Level 1 and Entry	58	11.9%	<	<
Level 2	275	56.3%	172	57.7%
Level 3	155	31.7%	121	40.6%
Level 4			<	<

Source: Individualised Learner Record, 2003/2004

Population base: (16-18 Chelmsford resident WBL learners), 488 ;(19+ Chelmsford resident WBL learners), 299

Notes:

<: numbers of 5 learners or less not shown for data confidentiality reasons

Excludes learners whose age or area of learning is not recorded

(a) The learners main learning aim is counted, any subsidiary aims (i.e. technical certificates, key skills) are not counted.

Table 36

Average in Learning for Chelmsford resident WBL learners^(a) by Area of Learning

	16-18		19+	
	Average in Learning	% Share	Average in Learning	% Share
Business administration, Management and Professional	42	9.8%	40	13.7%
Construction	64	14.9%	17	5.8%
Engineering, Technology and Manufacturing	121	28.3%	36	12.2%
Hairdressing and Beauty Therapy	82	19.1%	28	9.3%
Health, Social Care and Public Services	29	6.7%	35	11.8%
Hospitality, Sports, Leisure and Travel	22	5.2%	53	17.9%
Information and Communication Technology	7	1.6%	14	4.7%
Land based provision	13	2.9%	11	3.7%
Retailing, Customer Service and Transportation	49	11.3%	61	20.6%
Visual and Performing Arts and Media	<	<	<	<

Source: Individualised Learner Record, 2003/2004

Population base: (16-18 Chelmsford resident WBL learners), 429 ;(19+ Chelmsford resident WBL learners), 294

Notes:

<: numbers of 5 learners or less not shown for data confidentiality reasons

Excludes learners whose age or area of learning is not recorded

(a) The learners main learning aim is counted, any subsidiary aims (i.e. technical certificates, key skills) are not counted.

EMPLOYERS

1. Profile of Businesses

There are just over 6,500 businesses in Chelmsford, accounting for 10% of the total businesses in Essex.

Table 37

Number of businesses by employee size				
No. of employees	Chelmsford		Essex	
	1-4	4,560	70%	45,618
5-10	882	13%	8,820	14%
11-24	598	9%	5,113	8%
25-49	281	4%	2,420	4%
50-99	125	2%	1,145	2%
100+	104	2%	779	1%

Source: Annual Business Inquiry, 2002
Base: Chelmsford 6,550; Essex, 63,895

The banking, finance and insurance sector accounts for the largest share of businesses in Chelmsford (33%), followed by distribution businesses, hotels & restaurants (27%). As table 32 shows, this is a similar share to Essex and demonstrates the importance of the service sector to the local economy.

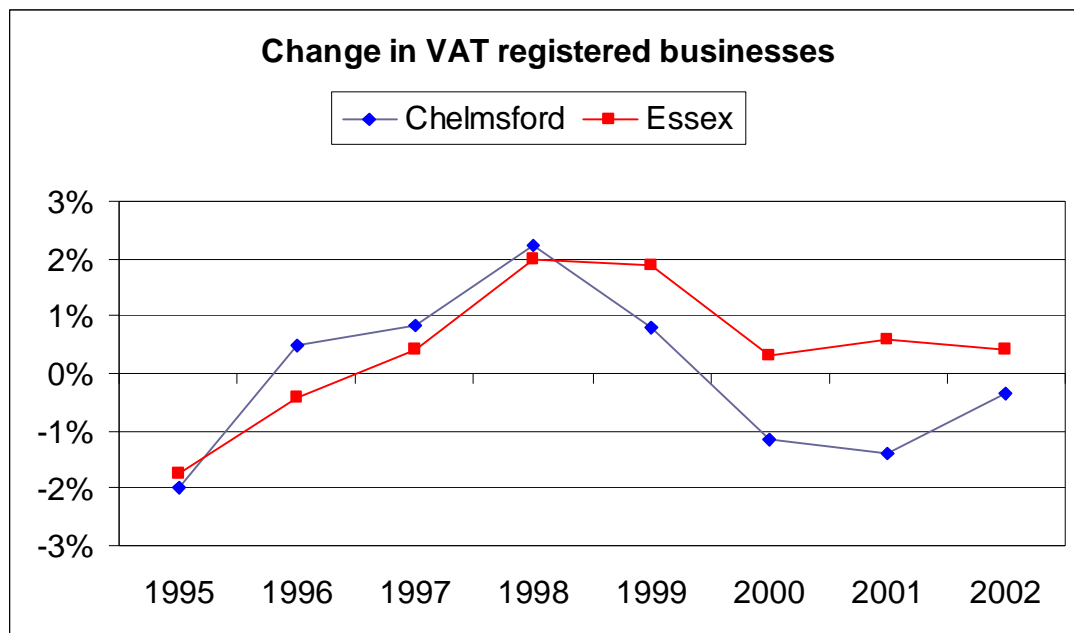
Table 38

Number of businesses by industry				
Industry sector	Chelmsford		Essex	
	Utilities, agriculture & fishing	60	0.9%	415
Manufacturing	469	7.2%	5,555	8.7%
Construction	801	12.2%	8,637	13.5%
Distribution, hotels & restaurants	1,747	26.7%	17,951	28.1%
Transport & communications	273	4.2%	3,535	5.5%
Banking, finance & insurance	2,137	32.6%	17,897	28.0%
Public administration, education & health	545	8.3%	4,833	7.6%
Other services	518	7.9%	5,072	7.9%

Source: Annual Business Inquiry, 2002
Base: Chelmsford, 6,550; Essex, 63,895

Chart 53 shows how the number of VAT registered businesses in Chelmsford has changed since 1995.

Chart 53



Source: VAT registrations & de-registrations, Small Business Service, 2002

The following three sections are based upon the Learning & Skills Council National Employer Skills Survey (NESS). The data presented is based upon the county of Essex rather than individual districts. This is due to the sample size being unreliable at district level. The sample size for Essex was 2,357 employer interviews, and has been weighted on the employer base in the following tables.

2. Vacancies

This section looks at the vacancy situation for Essex employers in a variety of different themes.

Table 39

Vacancies		%
Whether have any vacancies	Yes	17%
	No	83%
	Don't Know	0%
	Total	100%
Of those who have vacancies		
Whether have any hard to fill vacancies	Yes	46%
	No	50%
	Don't Know	4%
	Total	100%
Whether have any skills shortage vacancies (for randomly selected hard to fill vacancies)	Yes	54%
	No	46%
	Total	100%
Source: National Employer Skills Survey 2003 Sample base: Vacancies; 2,357 Hard to fill vacancies; 560 Skills shortage vacancies; 251 Note: 0% usually means less than 1% but greater than zero		

Table 40

Vacancies by employer size		Employee size band					
		1 to 24		25+		Total	
		Count	%	Count	%	Count	%
Whether have any vacancies	Yes	8,759	15%	1,726	41%	10,485	17%
	No	50,366	85%	2,435	58%	52,800	83%
	Don't Know	71	0%	45	1%	117	0%
	Total	59,196	100%	4,206	100%	63,402	100%
Whether have any hard to fill vacancies	Yes	4,122	47%	736	43%	4,858	46%
	No	4,278	49%	932	54%	5,211	50%
	Don't Know	358	4%	58	3%	416	4%
	Total	8,758	100%	1,726	100%	10,485	100%
Whether have any skills shortage vacancies (for randomly selected hard to fill vacancies)	Yes	2,230	54%	380	52%	2,610	54%
	No	1,893	46%	355	48%	2,248	46%
	Total	4,123	100%	735	100%	4,858	100%

Source: National Employer Skills Survey 2003

Sample base: Vacancies 1-24; 1,804, 25+; 553

Hard to fill vacancies 1-24; 329, 25+; 231

Skills shortage vacancies 1-24; 151, 25+; 100

Note: 0% usually means less than 1% but greater than zero

Company size bands have been aggregated due to sample size

Table 41

Sector classification	Whether have any vacancies					
	Yes		No		Don't Know	
	Count	%	Count	%	Count	%
Manufacturing	975	17%	4,722	83%	7	0%
Construction	664	8%	7,861	92%	10	0%
Personal household goods	2,030	14%	12,209	86%	15	0%
Hotels and restaurants	1,140	31%	2,500	69%	n/a	n/a
Transport, storage and communication	488	14%	3,114	86%	n/a	n/a
Real estate, renting and business activities	2,498	15%	13,935	85%	8	0%
Public admin, defence, education and health	1,205	27%	3,323	73%	10	0%
Miscellaneous services	1,208	24%	3,729	75%	66	1%
Total	10,485	17%	52,800	83%	117	0%

Source: National Employer Skills Survey 2003

Sample base: Vacancies; 2,357 (Manu; 211, Con; 303, PHG; 549, H&R; 135, Trans; 128, Real estate; 615, Public admin; 179, Misc; 180)

Note: Some sectors are omitted due to the small sample size and others have been aggregated

This is why the sectors shown will not add up to the total

0% usually means less than 1% but greater than zero

2.1 Incidence of vacancies by occupation

Table 42

Occupation	%
Vacancies for managers	16%
Vacancies for professionals	4%
Vacancies for associate professionals	11%
Vacancies for administrative/clerical staff	18%
Vacancies for skilled trades occupations	15%
Vacancies for personal services staff	12%
Vacancies for sales and customer services staff	17%
Vacancies for machine operatives	10%
Vacancies for elementary staff	18%
Vacancies for unclassified staff	1%
Total	10,485

Source: National Employer Skills Survey 2003
Sample base: 560
Note: Of those that do have vacancies
This is a multiple choice question, % will not equal 100%

Table 43

Occupation	Hard to fill vacancies		
	Yes	No	Total
Vacancies for managers	21%	12%	16%
Vacancies for professionals	6%	3%	4%
Vacancies for associate professionals	11%	10%	11%
Vacancies for administrative/clerical staff	12%	24%	18%
Vacancies for skilled trades occupations	17%	13%	15%
Vacancies for personal services staff	15%	9%	12%
Vacancies for sales and customer services staff	15%	17%	17%
Vacancies for machine operatives	10%	10%	10%
Vacancies for elementary staff	13%	23%	18%
Vacancies for unclassified staff	1%	2%	1%
Total	4,858	5,627	10,485

Source: National Employer Skills Survey 2003
Sample base: 560
Note: Of those that do have vacancies
This is a multiple choice question, % will not equal 100%

2.2 Impacts of hard to fill vacancy

Table 44

Cause to establishment	%
Loss of business or orders to competitors	46%
Delays developing new products or services	48%
Difficulties meeting customer service objectives	59%
Difficulties meeting required quality standards	38%
Increased operating costs	39%
Difficulties introducing new working practices	46%
Increased workload for other staff	85%
Increased pressure / stress / health problems for staff	4%
Low staff morale	0%
High turnover of staff	0%
Less training of staff	0%
Threatens future growth / not achieving potential	0%
Inability to continue offering certain products or services	0%
Difficulties introducing technological change	0%
Other difficulties	5%
No difficulties	5%
Don't know	0%
Total	4,858

Source: National Employer Skills Survey 2003

Sample base: 251

Note: Of those that do have vacancies

This is a multiple choice question, % will not equal 100%

0% usually means less than 1% but greater than zero

2.3 Actions taken are result of having hard to fill vacancy

Table 45

Effect on establishments	%
Increase salaries	33%
Increase training given to existing workforce in order to fill the vacancies	42%
Refine existing jobs	35%
Increase advertising / recruitment spend	59%
Increase/expand trainee programmes	36%
Expand recruitment channels	51%
Offer enhanced terms & conditions	0%
Make existing staff work longer hours	0%
Consider a wider range of applicants	0%
Hire (additional) part-time / temporary / agency / contract staff	1%
Recruit (additional) staff from overseas	n/a
Subcontract (more) work to outside organisations	n/a
Automate certain tasks	n/a
Do Other	2%
Do nothing	12%
Don't know	1%
Total	4,858
Source: National Employer Skills Survey 2003 Sample base: 251 Note: Of those that do have vacancies This is a multiple choice Q, % will not equal 100% 0% usually means less than 1% but greater than zero	

3. Skill Needs and Shortages

This section looks at the skills shortage situation for Essex employers in a variety of different themes.

3.1 Incidence of skills gaps by occupation

Table 46

Occupation	%
Have a skills gap for managers	4%
Have a skills gap for professionals	2%
Have a skills gap for associate professionals	2%
Have a skills gap for admin/clerical staff	5%
Have a skills gap for skilled trades staff	3%
Have a skills gap for personal service staff	1%
Have a skills gap for sales/customer service staff	4%
Have a skills gap for machine operatives	1%
Have a skills gap for elementary staff	3%
Have a skills gap at all	18%
No skills gaps	82%
Cases	63,402

Source: National Employer Skills Survey 2003

Sample base: 2,357

Note: Of those that do have skills gaps

This is a multiple choice question, % will not equal 100%

Table 47

Occupation	Employee size band (sampling categories)				
	1-4	5-24	25-99	100+	Total
Of those that do have skills gaps					
Have a skills gap for managers	2%	8%	15%	33%	4%
Have a skills gap for professionals	1%	3%	4%	13%	2%
Have a skills gap for associate professionals	2%	2%	6%	6%	2%
Have a skills gap for admin/clerical staff	2%	7%	11%	18%	5%
Have a skills gap for skilled trades staff	2%	5%	7%	12%	3%
Have a skills gap for personal service staff	0%	2%	7%	3%	1%
Have a skills gap for sales/customer service staff	2%	10%	9%	9%	4%
Have a skills gap for machine operatives	1%	2%	5%	18%	1%
Have a skills gap for elementary staff	1%	7%	14%	27%	3%
Have a skills gap at all	12%	32%	39%	53%	18%
No skills gaps	88%	68%	61%	47%	82%
Cases	45,928	13,268	3,498	708	63,402

Source: National Employer Skills Survey 2003

Sample base: 1-4; 589, 5-24; 1,215, 25-99; 458, 100+; 95

Note: This is a multiple choice question, % will not equal 100%

Table 48

Occupation	Sector classification based on 14 sectors								
	Manufacturing	Construction	Personal household goods	Hotels and restaurants	Transport, communication and finance	Real estate, renting and business activities	Public admin, defence, compulsory social security	Miscellaneous services	Total
Have a skills gap for managers	5%	2%	3%	9%	2%	4%	9%	2%	4%
Have a skills gap for professionals	2%	1%	0%	0%	1%	3%	6%	0%	2%
Have a skills gap for associate professionals	2%	1%	1%	0%	1%	3%	5%	2%	2%
Have a skills gap for admin/clerical staff	5%	3%	2%	2%	7%	8%	9%	2%	5%
Have a skills gap for skilled trades staff	11%	6%	2%	8%	0%	1%	2%	2%	3%
Have a skills gap for personal service staff	n/a	n/a	0%	0%	0%	n/a	10%	5%	1%
Have a skills gap for sales/customer service staff	2%	0%	10%	8%	2%	3%	2%	3%	4%
Have a skills gap for machine operatives	4%	0%	1%	n/a	8%	1%	n/a	0%	1%
Have a skills gap for elementary staff	3%	1%	2%	26%	2%	1%	3%	3%	3%
Have a skills gap at all	20%	11%	17%	35%	16%	19%	25%	15%	18%
No skills gaps	80%	89%	83%	65%	84%	81%	75%	85%	82%
Cases	5,704	8,534	14,254	3,640	3,602	16,441	4,539	5,004	63,402

Source: National Employer Skills Survey 2003

Sample base: Vacancies; 2,357 (Manu; 211, Con; 303, PHG; 549, H&R; 135, Trans; 128, Real estate; 615, Public admin; 179, Misc; 180)

Note: Of those that do have skills gaps

This is a multiple choice question, % will not equal 100%

Table 49

Occupation	Hard to fill vacancies		
	Yes	No	%
Have a skills gap for managers	10%	4%	4%
Have a skills gap for professionals	5%	1%	2%
Have a skills gap for associate professionals	6%	2%	2%
Have a skills gap for admin/clerical staff	7%	5%	5%
Have a skills gap for skilled trades staff	6%	3%	3%
Have a skills gap for personal service staff	6%	1%	1%
Have a skills gap for sales/customer service staff	5%	4%	4%
Have a skills gap for machine operatives	2%	1%	1%
Have a skills gap for elementary staff	10%	3%	3%
Have a skills gap at all	33%	17%	18%
No skills gaps	67%	83%	82%

Source: National Employer Skills Survey 2003

Sample base: 2,357

Note: Of those that do have skills gaps

This is a multiple choice question, % will not equal 100%

3.2 Proportion of staff that are not fully proficient

Table 50

Employer base		
	Count	%
None (all fully proficient)	51,576	81%
5% or less	440	1%
6-10%	632	1%
11-15%	957	2%
16-20%	1,126	2%
21-25%	2,195	3%
26-30%	440	1%
31-35%	1,282	2%
36-40%	298	0%
41-45%	160	0%
46-50%	1,534	2%
51% or more	2,406	4%
Don't know	355	1%
Total	63,402	100%

Source: National Employer Skills Survey 2003
Sample base: 2,357

Table 51

	Employee size band (sampling categories)									
	1-4		5-24		25-99		100+		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%
None (all fully proficient)	40,344	88%	8,863	67%	2,081	59%	289	41%	51,576	81%
5% or less	n/a	n/a	178	1%	177	5%	85	12%	440	1%
6-10%	n/a	n/a	379	3%	231	7%	21	3%	632	1%
11-15%	n/a	n/a	643	5%	209	6%	106	15%	957	2%
16-20%	n/a	n/a	912	7%	156	4%	57	8%	1,126	2%
21-25%	1,622	4%	353	3%	190	5%	30	4%	2,195	3%
26-30%	n/a	n/a	264	2%	156	4%	20	3%	440	1%
31-35%	852	2%	335	3%	70	2%	24	3%	1,282	2%
36-40%	n/a	n/a	242	2%	54	2%	3	0%	298	0%
41-45%	n/a	n/a	140	1%	19	1%	n/a	n/a	160	0%
46-50%	1,220	3%	281	2%	33	1%	n/a	n/a	1,534	2%
51% or more	1,824	4%	508	4%	60	2%	15	2%	2,406	4%
Don't know	66	0%	171	1%	61	2%	57	8%	355	1%
Total	45,928	100%	13,268	100%	3,498	100%	708	100%	63,402	100%

Source: National Employer Skills Survey 2003
Sample base: 1-4; 589, 5-24; 1,215, 25-99; 458, 100+; 95

3.3 Impact of skills gaps on the establishment

Table 52

Cause to establishment	%
Loss of business or orders from competitors	28%
Delays developing new products or services	27%
Difficulties meeting customer service objectives	40%
Difficulties meeting required quality standards	43%
Increased operating costs	39%
Difficulties introducing new working practices	34%
None of the above	27%
Don't Know	0%
Cases	11,572

Source: National Employer Skills Survey 2003
Sample base: 669
Note: Of those that do have skills gaps
This is a multiple choice question, % will not equal 100%

Table 53

Cause to establishment	Employee size band (sampling categories)		
	1 to 24	25+	Total
Loss of business or orders from competitors	29%	18%	28%
Delays developing new products or services	27%	24%	27%
Difficulties meeting customer service objectives	38%	51%	40%
Difficulties meeting required quality standards	41%	50%	43%
Increased operating costs	38%	44%	39%
Difficulties introducing new working practices	33%	38%	34%
None of the above	28%	21%	27%
Don't Know	0%	0%	0%
Cases	9,825	1,746	11,572

Source: National Employer Skills Survey 2003
Sample base: 1-24; 430, 25+; 239
Note: Of those that do have skills gaps
This is a multiple choice question, % will not equal 100%

3.4 Actions taken by the establishment as a result of having skills gaps

Table 54

Effect on establishment	%
Increased recruitment	26%
Providing further training	82%
Changing working practices	46%
Reallocating work within the company	43%
Expand recruitment channels	23%
Increase/expand trainee programmes	59%
Increase salaries	0%
Implementation of mentoring / buddying scheme	0%
(More frequent) staff appraisal / performance reviews / feedback	4%
Build up team spirit / motivation	1%
More supervision of staff	1%
Subcontract (more) work	1%
Automate certain tasks	n/a
Make staff redundant	1%
Disciplinary action	1%
Other	2%
No particular action being taken	7%
Don't know	0%
Cases	11,572

Source: National Employer Skills Survey 2003

Sample base: 669

Note: Of those that do have skills gaps

This is a multiple choice question, % will not equal 100%

Table 55

Effect on establishment	Employee size band (sampling categories)		
	1 to 24	25+	Total
Increased recruitment	25%	32%	26%
Providing further training	81%	88%	82%
Changing working practices	45%	56%	46%
Reallocating work within the company	41%	51%	43%
Expand recruitment channels	20%	37%	23%
Increase/expand trainee programmes	56%	72%	59%
Increase salaries	0%	1%	0%
Implementation of mentoring / buddying scheme	n/a	1%	0%
(More frequent) staff appraisal / performance reviews / feedback	4%	2%	4%
Build up team spirit / motivation	1%	1%	1%
More supervision of staff	1%	2%	1%
Subcontract (more) work	1%	0%	1%
Automate certain tasks	n/a	n/a	n/a
Make staff redundant	2%	n/a	1%
Disciplinary action	2%	0%	1%
Other	2%	1%	2%
No particular action being taken	7%	3%	7%
Don't know	0%	0%	0%
Cases	9,825	1,746	11,572

Source: National Employer Skills Survey 2003

Sample base: 1-24; 430, 25+; 239

Note: Of those that do have skills gaps

This is a multiple choice question, % will not equal 100%

4. Workforce Development

This section looks at the skills shortage situation for Essex employers in a variety of different themes.

4.1 Whether establishment has funded or arranged any training for staff over past 12 months

Table 56

	Count	%
Yes	34,563	55%
No	28,253	45%
Don't know	587	1%
Total	63,402	100%

Source: National Employer Skills Survey 2003
Sample base: 2,357

Table 57

	Employee size band (sampling categories)									
	1-4		5-24		25-99		100+		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%
Yes	21,098	46%	9,711	73%	3,096	89%	657	93%	34,563	55%
No	24,346	53%	3,501	26%	372	11%	34	5%	28,253	45%
Don't Know	484	1%	56	0%	30	1%	16	2%	587	1%
Total	45,928	100%	13,268	100%	3,498	100%	708	100%	63,402	100%

Source: National Employer Skills Survey 2003
Sample base: 1-4; 589, 5-24; 1,215, 25-99; 458, 100+; 95

Table 58

Sector classification based on 14 sectors	Yes		No		Don't Know		Total
	Count	%	Count	%	Count	%	Count
Manufacturing	2,655	47%	3,041	53%	8	0%	5,704
Construction	4,078	48%	4,396	52%	60	1%	8,534
Personal household goods	6,270	44%	7,634	54%	349	2%	14,253
Hotels and restaurants	2,221	61%	1,413	39%	6	0%	3,640
Transport, storage and communication	1,239	34%	2,363	66%	0	0%	3,602
Real estate, renting and business activities	10,192	62%	6,152	37%	97	1%	16,441
Public admin, education and health	3,854	85%	685	15%	0	0%	4,539
Miscellaneous services	2,754	55%	2,183	44%	66	1%	5,004
Total	34,563	55%	28,253	45%	587	1%	63,402

Source: National Employer Skills Survey 2003

Sample base: Manu; 211, Con; 303, PHG; 549, H&R; 135, Trans; 128, Real estate; 615, Public admin; 181, Misc; 180

Note: Some sectors are omitted due to the small sample size and others have been aggregated

This is why the sectors shown will not add up to the total

0% usually means less than 1% but greater than zero

4.2 Types of training funded or arranged for staff over last 12 months

Table 59

Training	%
Induction	49%
Health and Safety	76%
Supervisory	35%
Management	33%
Training in new technology	56%
Training in foreign languages	3%
Job specific	80%
Basic skills (e.g. reading, writing, maths)	0%
Food hygiene	3%
IT	1%
First Aid	2%
Customer care/service	2%
Sales	1%
Soft skills (e.g. stress management, communication, personal development)	2%
Other	1%
Don't know	0%
Cases	34,563

Source: National Employer Skills Survey 2003

Sample base: 1,643

Note: 0% usually means less than 1% but greater than zero

Table 60

	Employee size band (sampling categories)			
	1-4	5-24	25+	Total
Induction	37%	63%	81%	49%
Health and Safety	69%	84%	94%	76%
Supervisory	25%	45%	60%	35%
Management	21%	46%	64%	33%
Training in new technology	57%	51%	60%	56%
Training in foreign languages	3%	1%	4%	3%
Job specific	78%	83%	87%	80%
Basic skills (e.g. reading, writing, maths)	n/a	0%	n/a	0%
Food hygiene	5%	2%	1%	3%
IT	1%	2%	3%	1%
First Aid	n/a	5%	3%	2%
Customer care/service	2%	2%	2%	2%
Sales	1%	1%	1%	1%
Soft skills (e.g. stress management, communication, personal development)	1%	3%	3%	2%
Other	1%	1%	2%	1%
Don't know	0%	0%	1%	0%
Cases	21,098	9,711	3,757	34,563

Source: National Employer Skills Survey 2003
Sample base: 1-4; 277, 5-24; 875, 25+; 491
0% usually means less than 1% but greater than zero

Table 61

	Sector classification based on 14 sectors								
	Manufacturing	Construction	Personal household goods	Hotels and restaurants	Transport, communication and finance	Real estate, renting and business activities	Public admin, defence, compulsory social security	Miscellaneous services	Total
Induction	42%	41%	44%	64%	54%	39%	82%	53%	49%
Health and Safety	88%	82%	78%	97%	70%	56%	95%	85%	76%
Supervisory	40%	30%	30%	41%	39%	23%	65%	42%	35%
Management	22%	18%	33%	46%	31%	26%	68%	31%	33%
Training in new technology	59%	39%	49%	28%	57%	66%	66%	67%	56%
Training in foreign languages	3%	n/a	1%	n/a	2%	5%	8%	1%	3%
Job specific	81%	79%	77%	82%	88%	78%	84%	79%	80%
Basic skills (e.g. reading, writing, maths)	n/a	n/a	0%	n/a	n/a	n/a	n/a	0%	0%
IT	1%	2%	2%	n/a	13%	6%	n/a	0%	3%
Food hygiene	0%	n/a	1%	8%	0%	n/a	4%	1%	1%
First Aid	0%	0%	1%	3%	1%	1%	9%	1%	2%
Customer care / service	n/a	1%	1%	2%	2%	1%	0%	6%	2%
Sales	0%	n/a	2%	n/a	n/a	2%	n/a	n/a	1%
Soft skills (e.g. stress management, communication, personal development)	1%	1%	1%	4%	n/a	2%	5%	4%	2%
Other	1%	0%	2%	2%	1%	1%	1%	n/a	1%
Don't know	1%	n/a	0%	n/a	n/a	1%	1%	1%	0%
Cases	2,655	4,078	6,270	2,221	2,291	10,192	3,854	2,754	34,563

Source: National Employer Skills Survey 2003

Sample base: Manu; 141, Con; 182, PHG; 348, H&R; 99, Trans; 107, Real estate; 450, Public admin; 173, Misc; 129

Note: Some sectors are omitted due to the small sample size and others have been aggregated. This is why the sectors shown will not add up to the total
0% usually means less than 1% but greater than zero

4.3 Types of staff trained in the last 12 months

Table 62

	%
Managers	44%
Professionals	20%
Associate Professionals & Technical Occupations	14%
Admin and Secretarial occupations	35%
Skilled Trade Occupations	23%
Personal Service Occupations	7%
Sales and Customer Service Occupations	20%
Process, Plant and Machine operatives	7%
Elementary Occupations	14%
None of the above	0%
Subject of training mentioned rather than category of staff	n/a
Other	1%
Don't know	1%
Cases	34,563
Source: National Employer Skills Survey 2003	
Sample base: 1,643	
Note: 0% usually means less than 1% but greater than zero	

Table 63

	Employee size band (sampling categories)				
	1-4	5-24	25-99	100+	Total
Managers	33%	55%	74%	88%	44%
Professionals	16%	20%	35%	52%	20%
Associate Professionals & Technical Occupations	12%	14%	21%	32%	14%
Admin and Secretarial occupations	31%	32%	58%	77%	35%
Skilled Trade Occupations	21%	25%	26%	39%	23%
Personal Service Occupations	2%	12%	21%	16%	7%
Sales and Customer Service Occupations	13%	28%	31%	50%	20%
Process, Plant and Machine operatives	4%	9%	17%	31%	7%
Elementary Occupations	7%	21%	37%	45%	14%
None of the above	0%	0%	0%	n/a	0%
Subject of training mentioned rather than category of staff	n/a	n/a	n/a	n/a	n/a
Other	1%	2%	1%	1%	1%
Don't know	1%	0%	0%	n/a	1%
Cases	21,098	9,711	3,096	657	34,563

Source: National Employer Skills Survey 2003
Sample base: 1-4; 277, 5-24; 875, 25-99; 402, 100+; 89

Table 64

	Sector classification based on 14 sectors								
	Manufacturing	Construction	Personal household goods	Hotels and restaurants	Transport, communication and finance	Real estate, renting and business activities	Public admin, defence, compulsory social security	Miscellaneous services	Total
Managers	42%	22%	43%	56%	61%	36%	80%	36%	44%
Professionals	15%	6%	7%	1%	16%	31%	41%	18%	20%
Associate Professionals & Technical Occupations	15%	3%	11%	0%	13%	19%	26%	13%	14%
Admin and Secretarial occupations	43%	37%	23%	7%	51%	42%	47%	19%	35%
Skilled Trade Occupations	48%	54%	30%	39%	5%	8%	10%	11%	23%
Personal Service Occupations	0%	n/a	1%	0%	2%	0%	40%	24%	7%
Sales and Customer Service Occupations	15%	2%	44%	25%	28%	17%	7%	13%	20%
Process, Plant and Machine operatives	28%	5%	8%	1%	17%	3%	2%	8%	7%
Elementary Occupations	19%	11%	8%	63%	5%	4%	22%	17%	14%
None of the above	n/a	n/a	0%	0%	n/a	1%	n/a	0%	0%
Subject of training mentioned rather than category of staff	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Other	1%	5%	1%	n/a	n/a	0%	2%	1%	1%
Don't know	n/a	n/a	2%	n/a	n/a	n/a	n/a	5%	1%
Cases	2,655	4,078	6,270	2,221	2,291	10,192	3,854	2,754	34,563

Source: National Employer Skills Survey 2003

Sample base: Manu; 141, Con; 182, PHG; 348, H&R; 99, Trans; 107, Real estate; 450, Public admin; 173, Misc; 129

Note: Some sectors are omitted due to the small sample size and others have been aggregated. This is why the sectors shown will not add up to the total
0% usually means less than 1% but greater than zero

4.4 Derived number of staff trained over past 12 months (as proportion of number of employees)

Table 65

	Count	%
Less than 10%	473	1%
10-24%	1,489	4%
25-49%	5,017	15%
50-59%	4,210	12%
60-69%	2,252	7%
70-79%	2,063	6%
80-89%	810	2%
90-99%	368	1%
100%	12,971	38%
101%+	3,188	9%
Don't know	1,723	5%
Total	34,563	100%

Source: National Employer Skills Survey 2003
Sample base: 1,643

4.5 Whether establishment formally assesses whether individual employees have gaps in their skills

Table 66

	Count	Col %
Yes	33,238	52%
No	29,202	46%
Don't Know	962	2%
Cases	63,402	100%

Source: National Employer Skills Survey 2003
Sample base: 2,357

SUPPORTING DATA

1. Mapping the Indices of Deprivation

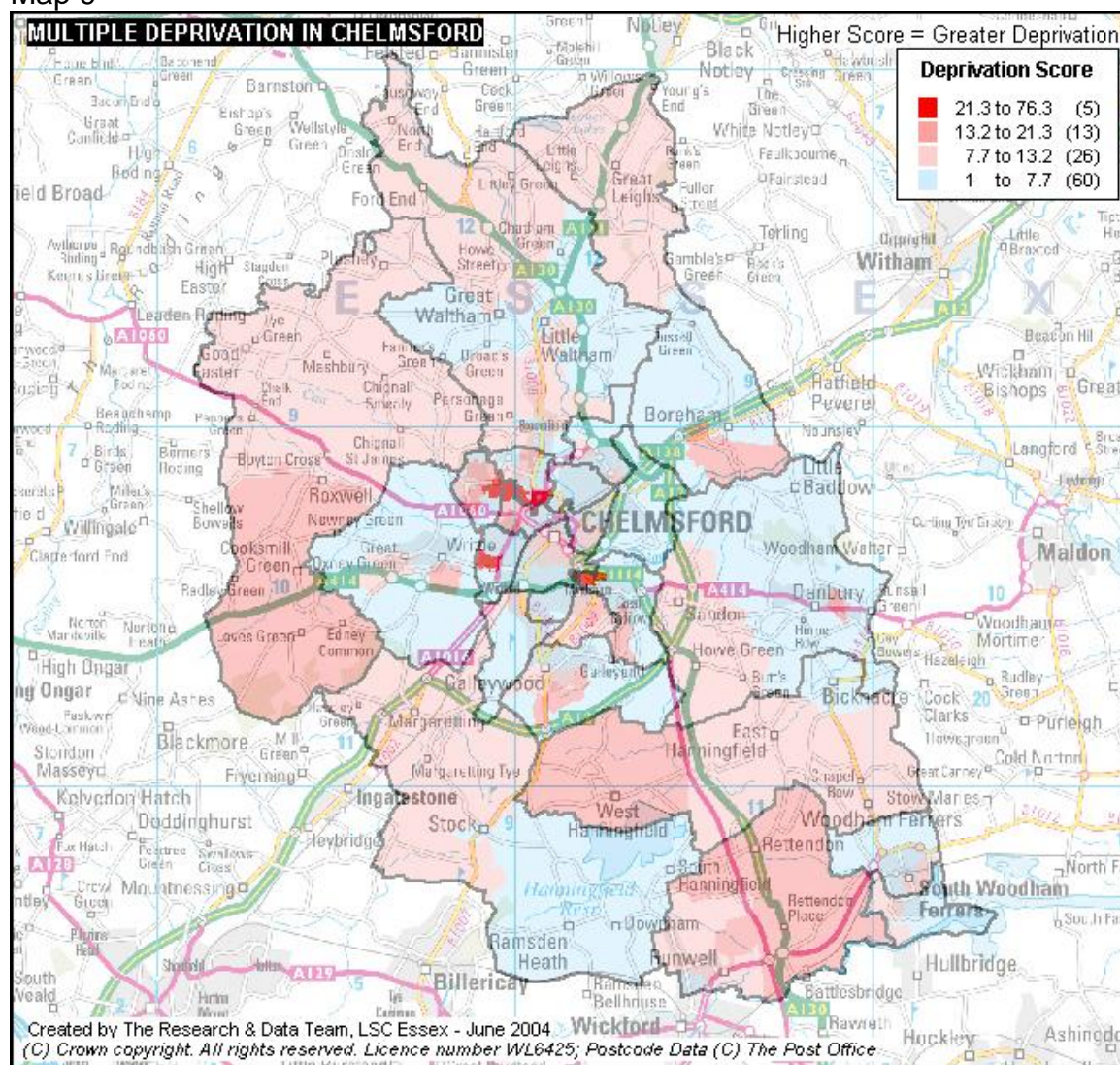
The Indices of Deprivation is a method of measuring levels of deprivation across England. The Office of the Deputy Prime Minister produced the Indices originally in 2000, these are the updated 2004 indices which look at super output areas as opposed to ward. An overall multiple indices of deprivation is calculated by combining the seven domains of deprivation used – Education, Skills & Training, Employment, Living environment, Health and disability, Barriers to housing and services, Crime and Income. In addition to the multiple indices, each indicator has its own deprivation score and can be looked at independently. A deprivation score is available for every super output area in England.

The Multiple Indices of deprivation, as well as the domains of Education, Employment, Housing and Income are presented in a map format below. The maps presented are graded by colour to represent the score in each ward with red at one end of the scale to indicate a high deprivation score, and at the other end blue to indicate a lower score. Each map has a key with the deprivation score range displayed. This range is relevant to all wards in Essex so if a district has a high score, it is high in comparison to all the wards in Essex.

1.1 Map of Multiple Deprivation

As the key in map 9 shows, the Essex multiple deprivation score range of 1 to 76.3 for its 1,065 super output areas. For the 32,482 super output areas in England, the range is 0.59 to 86.83. The most overall deprived super output area in Essex is in the ward of Golf Green in Tendring, ranked 102 out of 32,482. The least deprived Essex super output area is in the ward of Saffron Walden Audley in Uttlesford, ranked 32,458. This range of rankings indicates the contrasting levels of deprivation to be found in Essex.

Map 9



Source: Indices of Deprivation 2004, SOA Lower Layer Level, Office of the Deputy Prime Minister ONS Super Output Area Boundaries. Crown copyright 2004. Crown copyright material is reproduced with the permission of the Controller of HMSO.

1.2 Map of Education, Skills and Training Deprivation

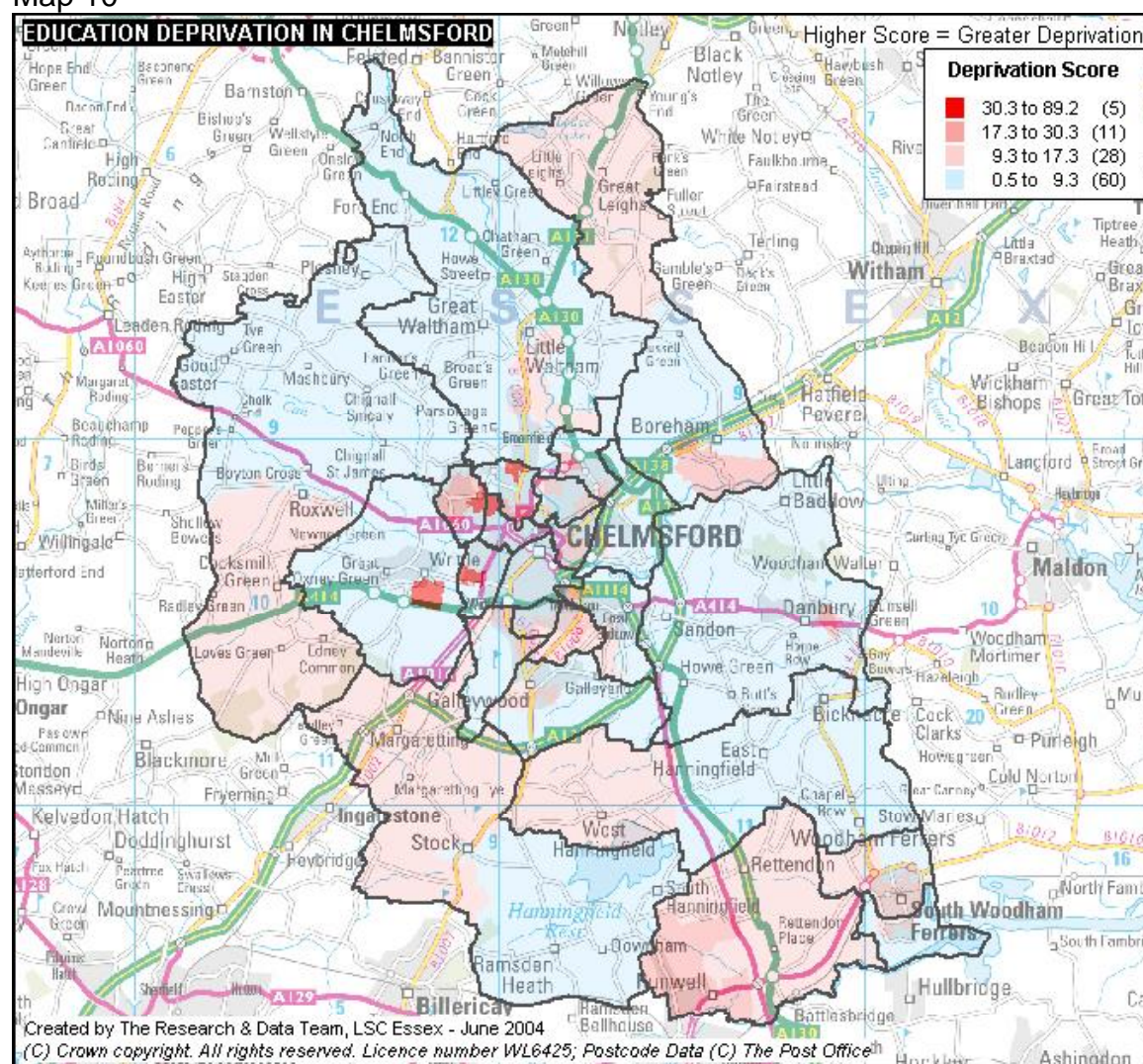
The indicators used to calculate the education score are:

1. Average points score of pupils at Key Stage 2 (end of primary)
2. Average points score of pupils at key stage 3
3. Average points score of pupils at Key stage 4 (GCSE/GNVQ – best of eight results)
4. Proportion of young people not staying on in school or non-advanced further education above 16
5. Secondary school absence rate
6. Proportion of those aged under 21 not entering higher education

CHELMSFORD

As the key in map 10 shows, the Essex education deprivation score range is between 0.5 and 89.2. The score range for the 32,482 super output areas in England is 0.03 to 99.22. The most educationally deprived super output area in Essex is in the Tilbury St Chads ward in Thurrock, ranked 128 out of 32,482. The least educationally deprived super output area in Essex is in the Christ Church ward in Colchester, ranked 32,302. This indicates that Essex wards are amongst the best and worst in England in terms of education, skills and training.

Map 10



Source: Indices of Deprivation 2004, SOA Lower Layer Level, Office of the Deputy Prime Minister ONS Super Output Area Boundaries. Crown copyright 2004. Crown copyright material is reproduced with the permission of the Controller of HMSO.

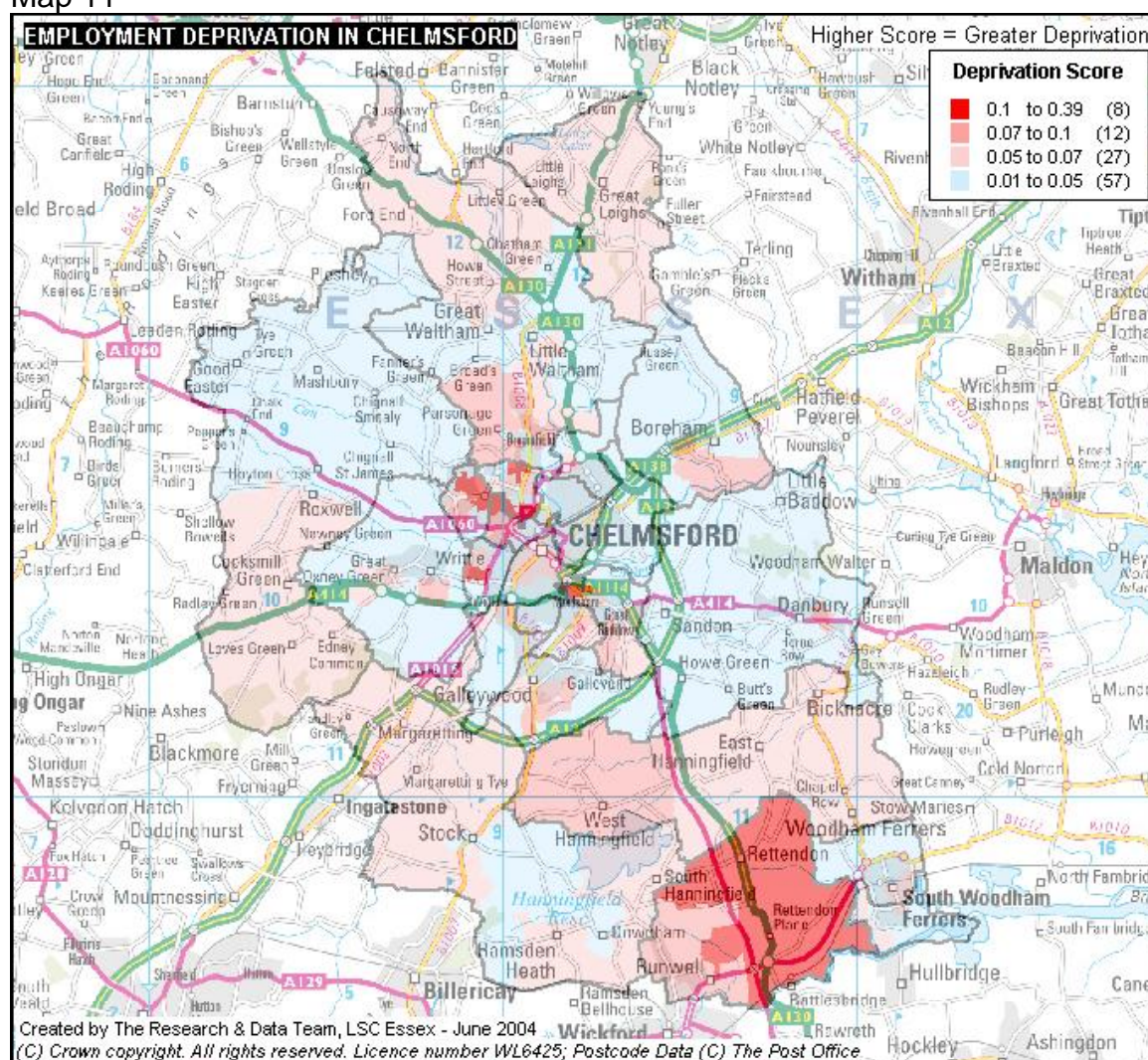
1.3 Map of Employment Deprivation

The indicators used to calculate the employment score are:

1. Unemployment Claimant Count (JUVOS) of women aged 18-59 and men aged 18-64;
2. Incapacity benefit claimants women aged 18-59 and men aged 18-64;
3. Severe disablement allowance claimants, women aged 18-59 and men aged 18-64;
4. Participants in New Deal for the 18-24's who are not included in the claimant count;
5. Participants in New Deal for the 25+ who are not included in the claimant count;
6. Participants in new deal for lone parents aged 18 and over.

As the key in map 11 below shows, the score range for employment deprivation in Essex is between 0.01 and 0.39. The score range for the 32,482 super output areas in England is 0.00 to 0.69. The most deprived super output area in Essex in terms of employment is in the ward of Golf Green in Tendring, ranked 142 out of 32,482. The least deprived super output area in terms of employment is Wivenhoe Cross in Colchester, ranked 32,427.

Map 11



Source: Indices of Deprivation 2004, SOA Lower Layer Level, Office of the Deputy Prime Minister ONS Super Output Area Boundaries. Crown copyright 2004. Crown copyright material is reproduced with the permission of the Controller of HMSO.

1.4 Map of Barriers to Housing and Services Deprivation

The indicators used to calculate the barriers to housing and services score are:

Sub-Domain: Wider Barriers

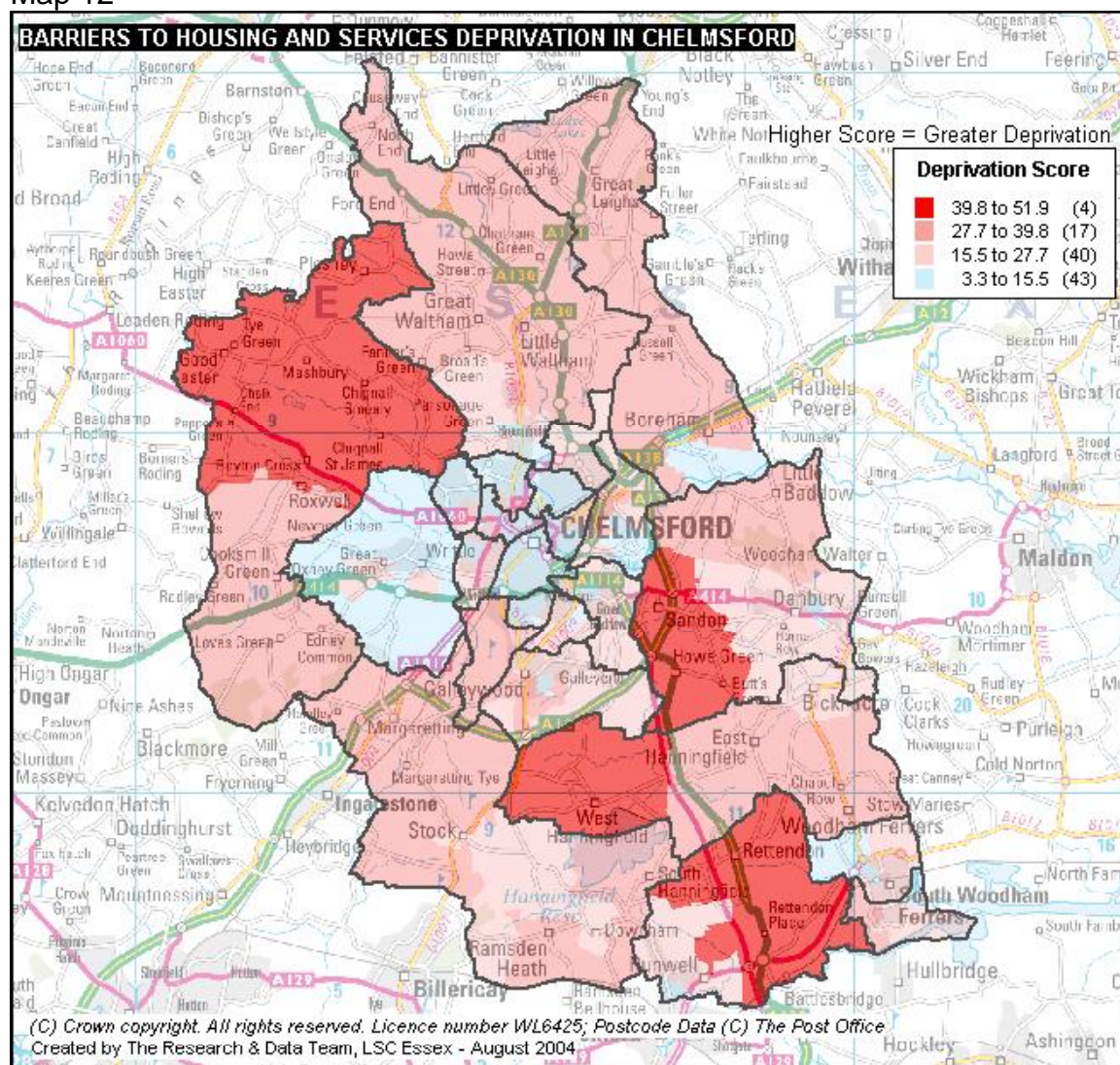
1. Difficulty of access to owner occupation
2. Household overcrowding;
3. LA level percentage of households for whom a decision on their application for assistance under the homeless provisions of housing legislation has been made.

Sub- Domain: Geographical Barriers

1. Road distance to GP premises;
2. Road distance to supermarket or convenience store;
3. Road distance to Primary school;
4. Road distance to Post Office.

As the key in the map 12 shows, the Essex score range for housing and services deprivation is 3.3 to 51.9. The England range for all 32,482 super output areas is between 0.28 and 66.98. The most deprived super output area in Essex in terms of housing and services is Panfield in Braintree, ranked 150 out of 32,482. The least deprived is in the Hawkwell South ward in Rochford, ranked 32,123.

Map 12



Source: Indices of Deprivation 2004, SOA Lower Layer Level, Office of the Deputy Prime Minister
ONS Super Output Area Boundaries. Crown copyright 2004. Crown copyright material is reproduced with the permission of the Controller of HMSO.

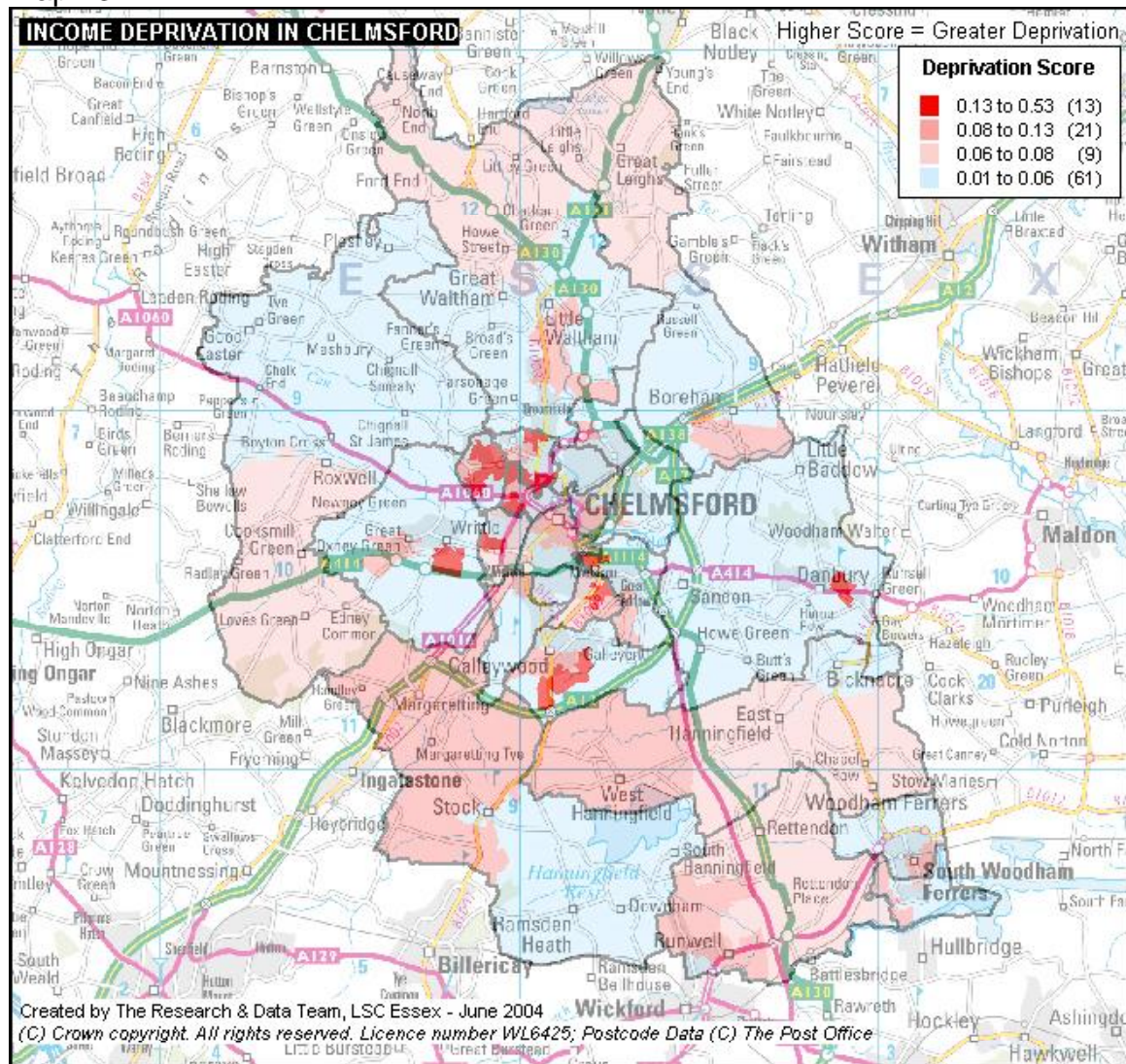
1.5 Map of Income Deprivation

The indicators used to calculate the income score are:

1. Adults and children in Income Support households;
2. Adults and children in income based Job Seekers Allowance households;
3. Adults and children in Working families tax credit households;
4. Adults and children in Disabled persons tax credit households; and
5. National Asylum Support Service (NASS) supported asylum seekers in England.

As the key in map 13 shows, the Essex score range for income deprivation is between 0.01 and 0.53. The England range for all 32,482 super output areas is between 0.00 and 0.96. The most deprived super output area in Essex in terms of income is in the ward of Kursaal in Southend, ranked 208 out of 32,482. The least deprived is in the ward of Hutton South in Brentwood, ranked 32,469.

Map 13



Source: Indices of Deprivation 2004, SOA Lower Layer Level, Office of the Deputy Prime Minister ONS Super Output Area Boundaries. Crown copyright 2004. Crown copyright material is reproduced with the permission of the Controller of HMSO.

GLOSSARY

16-18 Learning Survey	The 16-18 Learning Survey was conducted by Bostock Marketing Group (BMG) on behalf of LSC, Essex. Fieldwork was conducted during early 2002. A total of 1,400 16-18 year olds were interviewed; 100 in each of the 14 local authority districts that comprise the LSC, Essex area. Interviews were conducted by telephone. The figures reported throughout this document are weighted if they relate to Essex, and unweighted if they relate to the district/unitary authority.
Achievement rate	The achievement rate is one of the statistics reported on in the Summary Statistics document. (See also entry for Summary Statistics.) It is defined as: $\frac{\text{Number of qualifications achieved}}{\text{Total number of qualifications which have been completed}} \times 100$
ACL	Adult Community Learning. The ACL enrolment and student figures reported in this document are taken from the Individualised Student Record (ISR) data set. For the ACL sector the ISR data set captures Learning and Skills Council funded Further Education provision only. Further Education provision covers everything in the former Schedule 2 category, which includes some non-accredited courses, but covers predominantly accredited courses. The LSC does fund former non-Schedule 2 provision in the ACL sector, but this is not recorded by the ISR.
Activity Survey	An annual survey conducted by the Connexions in Essex into the first destinations of Year 11 students after they have completed their statutory education.
Census 2001	A complete survey of the entire population gathering demographic information every ten years.
Claimant Count	The claimant count records the number of people claiming unemployment-related benefits. These are currently the Jobseeker's Allowance (JSA) and National Insurance credits, claimed at Employment Service local offices. People claiming JSA (formerly Unemployment Benefit) must declare that they are out of work, capable of, available for and actively seeking work during the week in which the claim is made.
DETR	Department for the Environment, Transport and Regions. (Now disbanded and split into the ODPM, Office for the Deputy Prime Minister and the DFT, Department for Transport).
Dwelling	Property that exists either occupied or unoccupied.
Economically active	All those in employment plus also those who have actively sought work in the last four weeks.
FE	Further Education.

HE	Higher Education.
Household	Property that is in constant occupation by one or more persons.
Indices of multiple deprivation	This measure is an amalgamation of seven separate indices that show the relative deprivation of a super output area against all super output areas measured.
Individual Learner Record (ILR)	The data collection mechanism of the Learning & Skills Council. The ILR currently collects data for learners participating in Further Education, Work Based Learning and accredited Adult Community Learning in the 2002/2003 academic year. School Sixth forms will also be included in future.
Individualised Student Record (ISR)	The ISR was previously used to collect data on learners in Further Education institutions and learners participating in accredited learning in Adult Community Colleges. The Individual Learner Record will replace the ISR from the 2002/2003 academic year.
In-year retention rate	<p>The retention rate is one of the statistics reported on in the Summary Statistics document. (See also entry for Summary Statistics.) It is defined as:</p> $\frac{\text{Number of learners who continued to attend their course (of 12 weeks or more) at the end of the qualification, or the end of the teaching year (whichever is sooner)}}{\text{Total number of learners participating in a course of 12 weeks or more}} \times 100$
Learning	<p>The definitions of learning used in the two Learning Surveys commissioned by LSC, Essex are:</p> <p>“Taught learning which involves some teaching or instruction, either face to face or using written materials, audio tapes, video tapes, CD Rom etc”, <i>and/or non-taught learning, which is</i> “learning that has not involved any teaching or instruction but has led to you developing your skills, improving your knowledge or working towards a qualification”. Unless otherwise specified, both types of learning are included in any references to learning.</p>
Learning Gateway	A programme to help 16 and 17 year olds who have had negative experiences of learning. Life skills, one element of the Learning Gateway, can help a young person to gain new skills that may lead to employment or help progress into further learning. For more information see www.careersbp.co.uk .
Life skills	See entry for Learning Gateway.
NESS 2003	National Employer Skills Survey. One of the largest employer surveys in the UK undertaken each year by the National Learning and Skills Council.
Median	The number in the middle of a set of numbers; that is, half the numbers have values that are greater than the median and half have values that are less.

Modern Apprenticeships	Part of the Government approved Work Based Learning scheme for 16 to 24 year olds. They involve a young person going into the workplace combining working and learning about a job whilst training towards a National Vocational Qualification (NVQ). A young person will have either employed status or non-employed status when enrolled on a foundation MA, but must have employed status when enrolled on an advanced MA.	
NVQ equivalence	The definitions of attainment levels listed here are those used by the Department for Education and Skills and are based on qualifications available from the Labour Force Survey.	
	Level 5 Higher degree	NVQ level 5
	Level 4 First degree Diploma in higher education RSA higher diploma Teaching (including FE, secondary, primary & others)	Other degree HNC, HND, BTEC etc higher Other HE below degree NVQ level 4 Nursing etc
	Level 3 NVQ level 3 RSA advanced diploma Scottish CSYS (67% of) Trade apprenticeship (50% of) GNVQ advanced	OND, ONC, BTEC etc national SCE higher or equivalent (3+) A level and equivalent (2+) City & guilds advanced craft AS level or equivalent (4+)
	Level 2 NVQ level 2 RSA diploma AS level or equivalent (2 or 3) BTEC, SCOTVEC first or general diploma O levels, GCSE or equivalent (5+ grades A-C)	GNVQ intermediate City & Guilds craft Trade apprenticeship (50% of) A level and equivalent (1) Scottish CSYS (33% of) SCE higher or equivalent (1 or 2)
	Below Level 2 NVQ level 1 CSE below grade 1 City & Guilds other AS level or equivalent (1) GNVQ/GSVQ foundation GCSE below grade C	SCOTVEC modules BTEC, SCOTVEC first or general certificate Less than 5 GCSE grades A-C RSA other YT, YTP certificate

Post 16 Learning Survey	The Post 16 Learning Survey was conducted by Bostock Marketing Group (BMG) on behalf of LSC, Essex. Fieldwork was conducted during Autumn/Winter 2001. A total of 2,800 people aged 16-69 were interviewed; 200 in each of the 14 local authority districts that comprise the LSC, Essex area. Interviews were conducted face to face in the respondent's home. The figures reported throughout this document are weighted if they relate to Essex, and unweighted if they relate to the district/unitary authority.
Sample and population bases	The sample base is referred to whenever survey data is cited at the foot of the chart, table or map. It refers to the number of people actually interviewed in relation to the chart/table/map. The population base is referred to whenever possible when a sample base is given. The population base allows you to apply the survey results to the population as a whole.
School performance tables	As produced by the Department for Education and Skills (www.dfes.gov.uk).
SIC	Standard Industrial Classification. Serves to classify a business by the type of economic activity they are engaged in.
SOC	Standard Occupational Classification. Serves to classify an individual by the type of economic activity they are engaged in.
UCAS	University and Colleges Admissions Service.
VAT de-registrations	The number of businesses de-registering from VAT each year. This is an indicator of the number of closures. It excludes the very smallest businesses which operate below the threshold for VAT registration (at the end of 2001, the VAT threshold was an annual turnover of £54,000). Businesses de-registering from VAT do so due to closure, or (in a minority of cases) because turnover has fallen below the registration threshold. Closure does not necessarily involve bankruptcy or insolvency proceedings, which make up only around one in four closures.
VAT registrations	The number of enterprises registering for VAT each year. This is an indicator of the number of business start-ups. It excludes the very smallest businesses which operate below the threshold for VAT registration (at the end of 2001, the VAT threshold was an annual turnover of £54,000).

WBL	Work Based Learning. Also see entries for Modern Apprenticeships and Learning Gateway.
Workforce Development Survey	The Workforce Development Survey was conducted by Prism Research on behalf of LSC, Essex. Fieldwork was conducted during Autumn/Winter 2001. A total of 1,400 employers were interviewed; 100 in each of the 14 local authority districts that comprise the LSC, Essex area. Interviews were conducted by telephone. The figures reported throughout this document are weighted if they relate to Essex, and unweighted if they relate to the district/unitary authority.