

Learning and Skills Council, Essex



# Epping Forest Area Profile



Learning+Skills Council  
Essex



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## Foreword

Welcome to the Area Profile for the district of Epping Forest. 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 Epping Forest 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 Epping Forest. 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 Epping Forest 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 Epping Forest; 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 Epping Forest 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.

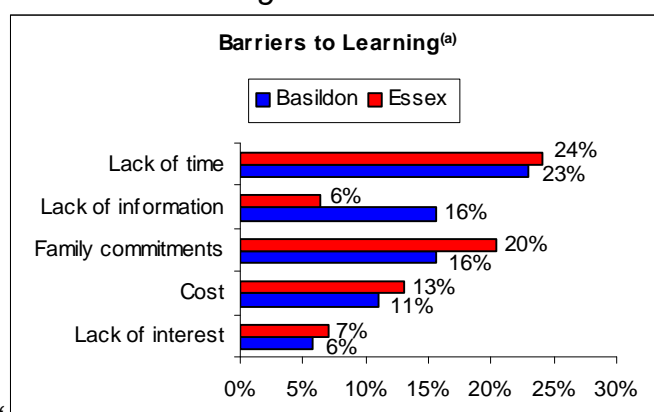
### Understanding the 'notes' information on tables, charts and maps

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 <sup>(a)</sup>,



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](mailto: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](mailto:lindsey.austin@lsc.gov.uk)

**Austin Dalby**  
**Research Manager (External Information & Quality)**  
Tel: 01245 550125  
e-mail: [austin.dalby@lsc.gov.uk](mailto:austin.dalby@lsc.gov.uk)

**Anne Ronsky**  
**Research Assistant (Maps)**  
Tel: 01245 550087  
e-mail: [anne.ronsky@lsc.gov.uk](mailto:anne.ronsky@lsc.gov.uk)

**Carol Rider**  
**Research Assistant (Web Site)**  
Tel: 01245 550127  
e-mail: [carol.rider@lsc.gov.uk](mailto: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](http://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](mailto:steff.monk@lsc.gov.uk)

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## Key Statistics

|   | Epping Forest |                  | Essex     |
|---|---------------|------------------|-----------|
|   |               | % share of Essex |           |
| Population (2001)   | 120,891       | 7%               | 1,614,378 |
| Economically active population (2004)                       | 63,000        | 8%               | 827,000   |
| VAT registered firms (2002)                                 | 4,605         | 10%              | 45,885    |
| Unemployment rate (August 2004)                             | 1.7%          | -                | 1.9%      |
| Deprivation ranking   | 7th           | -                | -         |
| % of 16-69 year olds with no qualifications                 | 29%           | -                | 29%       |
| % of 16-69 year olds with NVQ 3+ equivalence <sup>(b)</sup> | 25%           | -                | 22%       |
| Epping Forest resident School VI Form pupils <sup>(c)</sup> | 853           | 8%               | 11,013    |
| Epping Forest resident FE students                          | 5,339         | 7%               | 74,405    |
| Epping Forest resident ACC students <sup>(d)</sup>          | 885           | 4%               | 24,427    |
| Epping Forest resident WBL students                         | 373           | 5%               | 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.

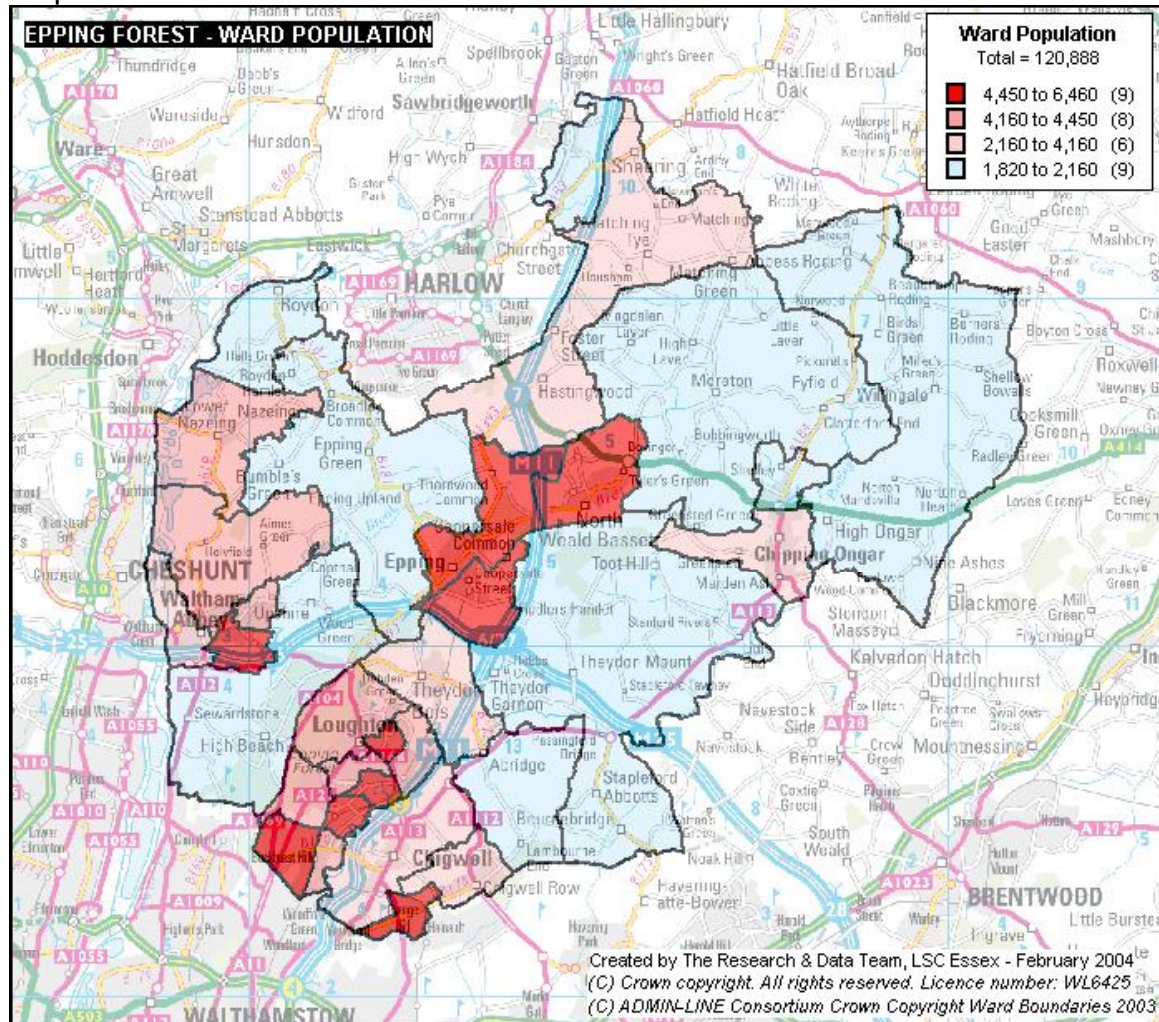


# PEOPLE

## 1. Population

Map 1 shows the spread of the population in the district of Epping Forest 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

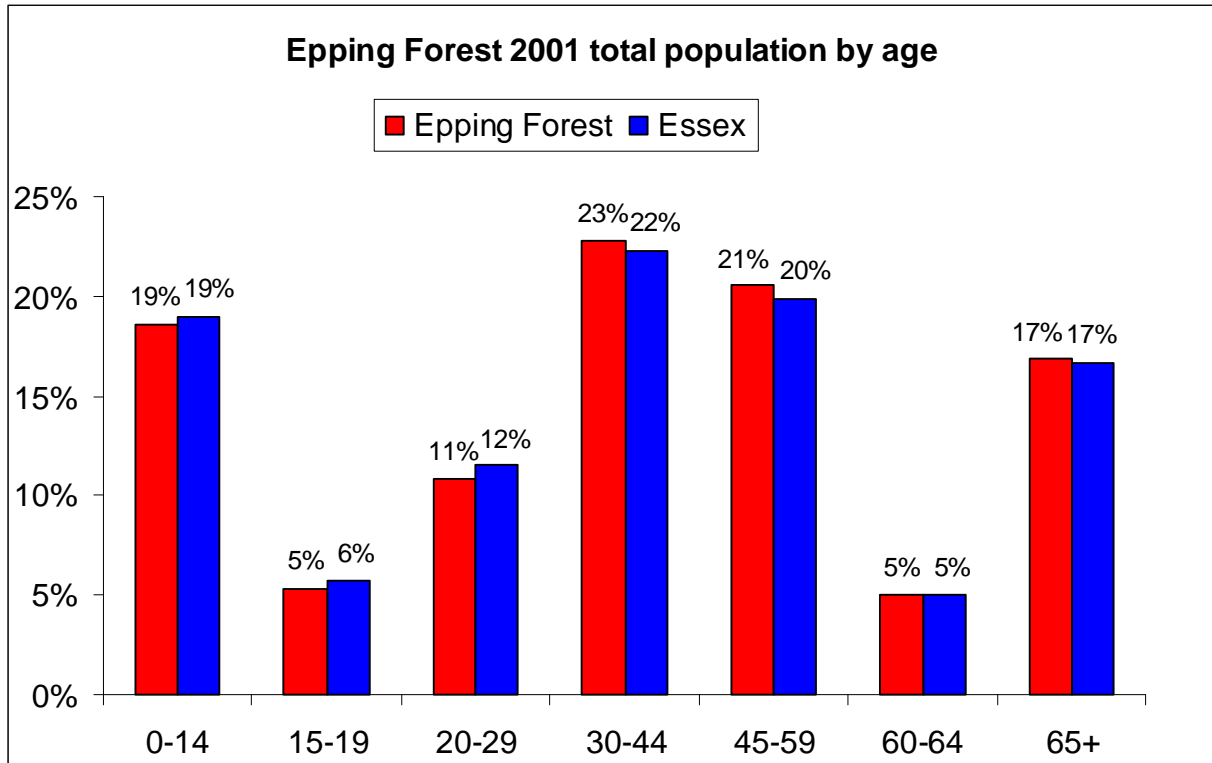
| Ward                                       | Population | Ward                      | Population |
|--|------------|---------------------------|------------|
| Broadley Common, Epping Upland and Nazeing | 1,924      | Loughton Roding           | 4,540      |
| Buckhurst Hill East                        | 4,281      | Loughton St John's        | 4,284      |
| Buckhurst Hill West                        | 6,457      | Loughton St Mary's        | 4,162      |
| Chigwell Row                               | 2,161      | Lower Nazeing             | 4,173      |
| Chigwell Village                           | 3,937      | Lower Sheering            | 1,955      |
| Chipping Ongar, Greensted and Marden Ash   | 4,115      | Moreton and Fyfield       | 2,119      |
| Epping Hemnall                             | 5,997      | North Weald Bassett       | 4,461      |
| Epping Lindsey and Thornwood Common        | 5,974      | Passingford               | 2,094      |
| Grange Hill                                | 6,351      | Roydon                    | 2,139      |
| Hastingwood, Matching and Sheering Village | 2,172      | Shelley                   | 1,954      |
| High Ongar, Willingale and The Rodings     | 2,081      | Theydon Bois              | 3,993      |
| Lambourne                                  | 1,828      | Waltham Abbey High Beach  | 2,143      |
| Loughton Alderton                          | 4,456      | Waltham Abbey Honey Lane  | 6,178      |
| Loughton Broadway                          | 4,231      | Waltham Abbey North East  | 4,193      |
| Loughton Fairmead                          | 4,453      | Waltham Abbey Paternoster | 4,330      |
| Loughton Forest                            | 4,214      | Waltham Abbey South West  | 3,546      |

Source: 2001 Census of Population, Office for National Statistics

## 1.1 Age

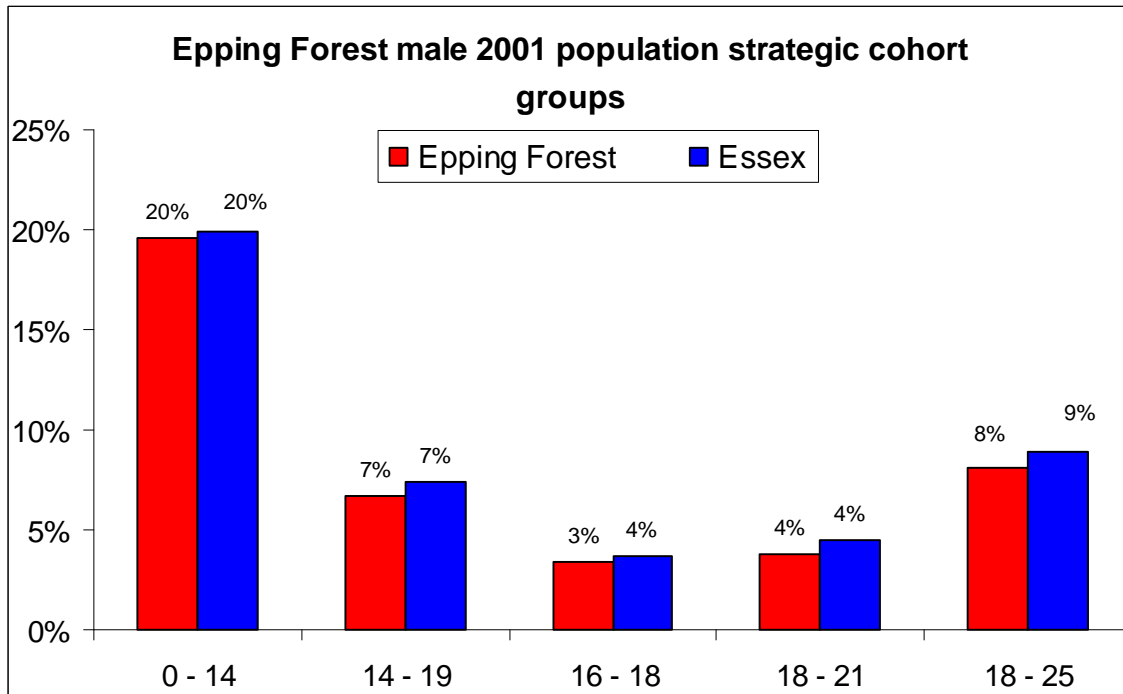
According to the 2001 Census of Population, the population of Epping Forest is 120,891. This comprises 6,403 15 – 19 year olds and 92,092 20 + year olds. Charts 1-4 give a more detailed age breakdown of the population in a number of themes.

Chart 1



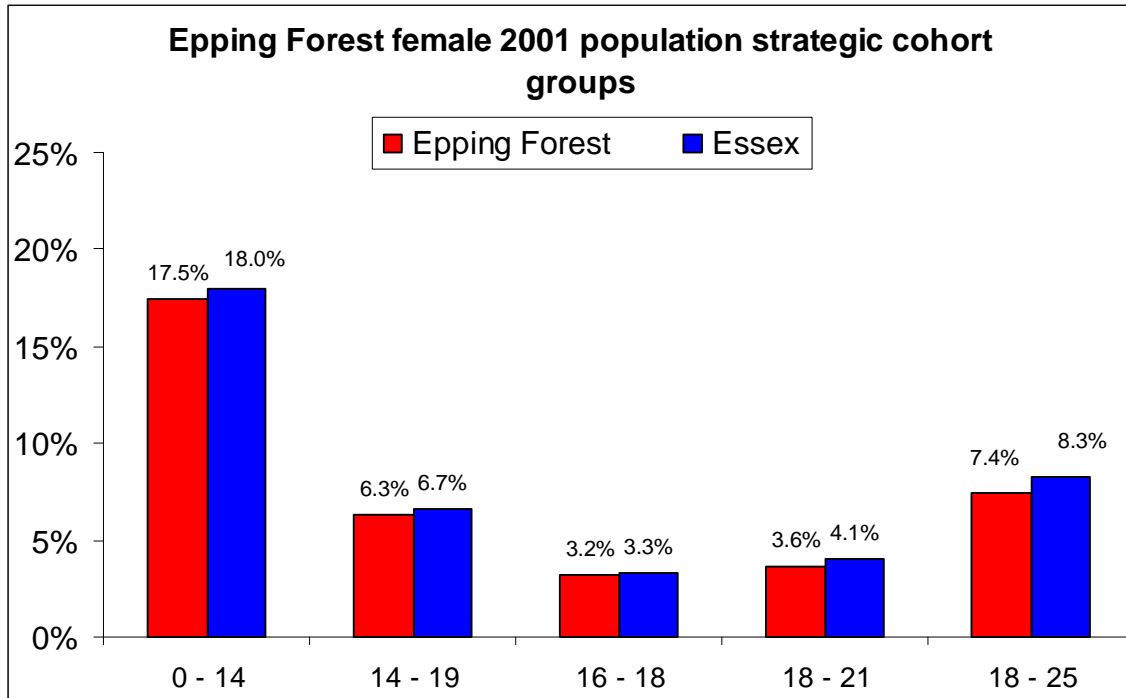
Source: 2001 Census of Population, Office for National Statistics  
 Population base (total population): Epping Forest, 120,891; Essex, 1,614,378

Chart 2



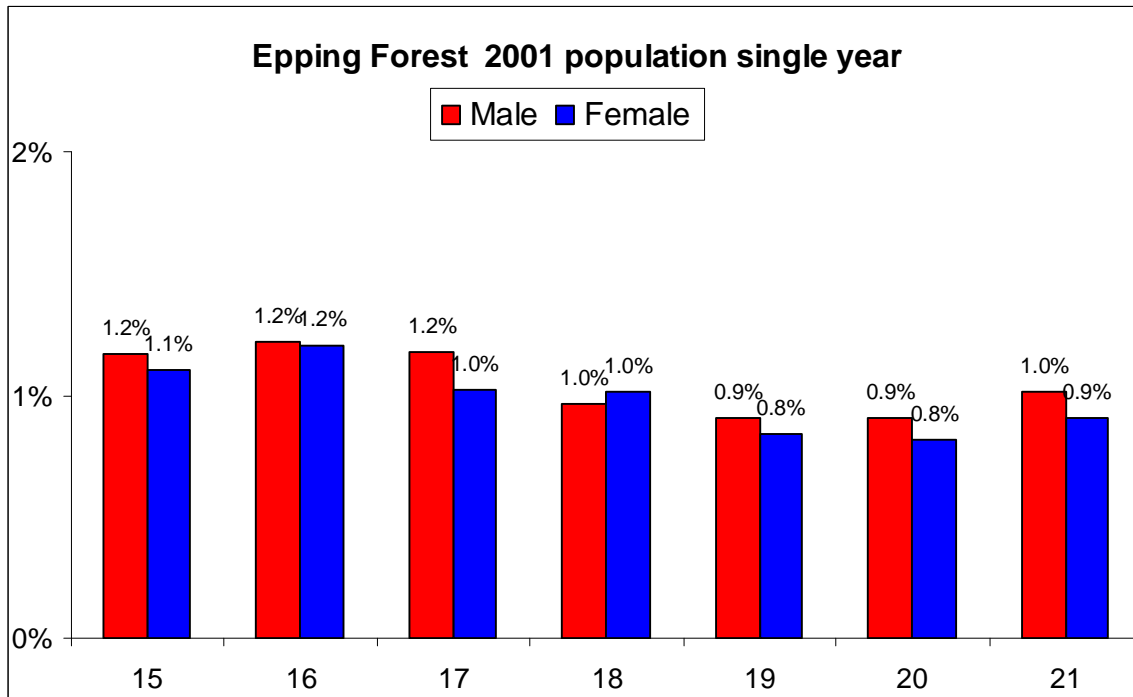
Source: 2001 Census of Population, Office for National Statistics  
 Population base (total male population): Epping Forest, 58,610, Essex, 786,800

Chart 3



Source: 2001 Census of Population, Office for National Statistics  
 Population base (total female population): Epping Forest, 62,281, Essex, 827,578

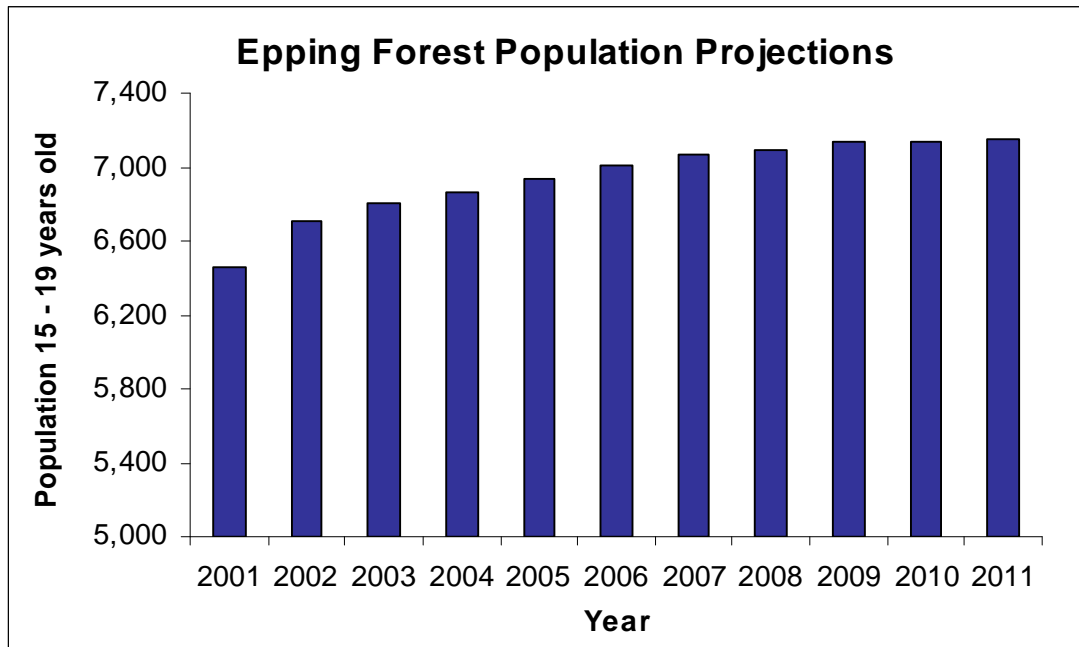
Chart 4



Source: 2001 Census of Population, Office for National Statistics  
 Population base (total population): Male, 58,610, Female, 62,281

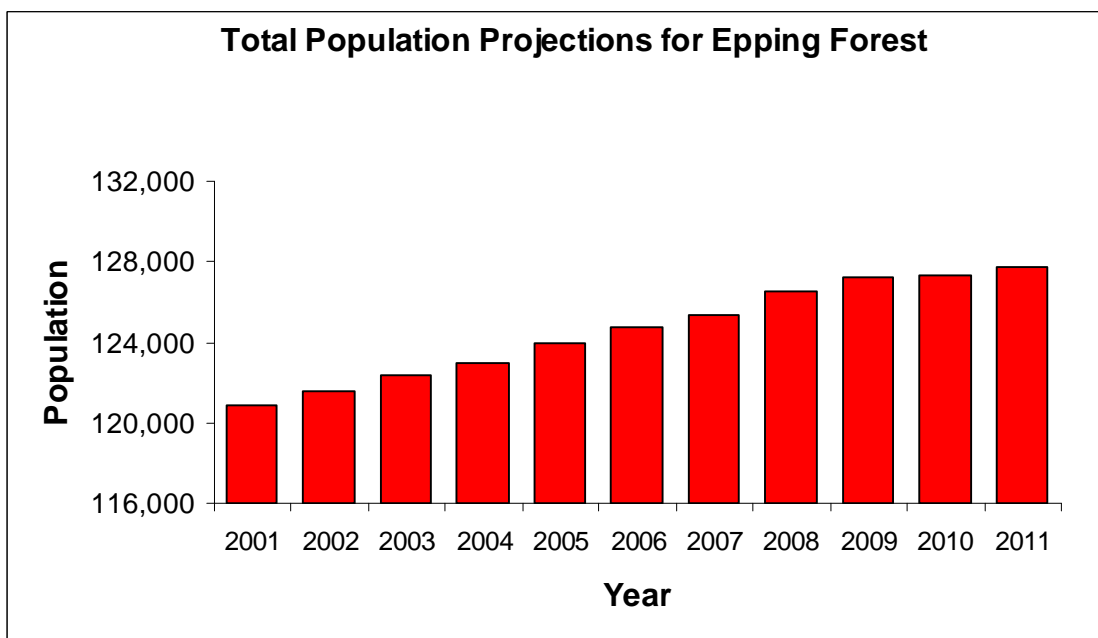
Charts 5 and 6 show the future projections of population in Epping Forest. As can be seen the 15 – 19 population is due to rise steadily and reach a plateau in 2009. In similar fashion, the overall population is also due to rise at a measured rate and plateau in 2009.

Chart 5



Source: Experian Business Strategies, February 2004

Chart 6



Source: Experian Business Strategies, February 2004

## 1.2 Gender

The total population of Epping Forest is made up of 58,610 males and 62,281 females. This represents a gender split of 48% male to 52% female.

### 1.3 Ethnicity

According to the 2001 Census of Population, just over 91% of Epping Forest's population class themselves as White British, a similar percentage to Essex.

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

Table 1

| Ethnic group                        |                                 |                                   |                                 |                                   |
|-------------------------------------|---------------------------------|-----------------------------------|---------------------------------|-----------------------------------|
|                                     | Epping Forest                   |                                   | 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                      | 91.5%                           | 91.0%                             | 94.3%                           | 94.0%                             |
| White: Irish                        | 1.0%                            | 1.3%                              | 0.8%                            | 1.0%                              |
| White: Other                        | 2.7%                            | 2.7%                              | 1.6%                            | 1.8%                              |
| Mixed: White & Black Caribbean      | 0.4%                            | 0.3%                              | 0.3%                            | 0.3%                              |
| Mixed: White & Black African        | 0.1%                            | 0.1%                              | 0.1%                            | 0.1%                              |
| Mixed: White & Asian                | 0.4%                            | 0.4%                              | 0.3%                            | 0.3%                              |
| Mixed: Other mixed                  | 0.2%                            | 0.3%                              | 0.2%                            | 0.2%                              |
| Asian or Asian British: Indian      | 1.7%                            | 1.7%                              | 0.6%                            | 0.6%                              |
| Asian or Asian British: Pakistani   | 0.4%                            | 0.3%                              | 0.2%                            | 0.2%                              |
| Asian or Asian British: Bangladeshi | 0.1%                            | 0.1%                              | 0.2%                            | 0.1%                              |
| Asian or Asian British: Other Asian | 0.4%                            | 0.2%                              | 0.2%                            | 0.2%                              |
| Black or Black British: Caribbean   | 0.4%                            | 0.4%                              | 0.2%                            | 0.2%                              |
| Black or Black British: African     | 0.4%                            | 0.4%                              | 0.3%                            | 0.3%                              |
| Black or Black British: Other Black | 0.1%                            | 0.0%                              | 0.1%                            | 0.0%                              |
| Chinese                             | 0.3%                            | 0.4%                              | 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): Epping Forest, 120,891; 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. Epping Forest is in line with Essex in that around one in three households has at least one person with a limiting long-term illness.

Table 2

| <b>Households with one or more person with a limiting long-term illness</b> |                                 |                       |
|---|---------------------------------|-----------------------|
|   | <b>As a % of all households</b> | <b>All households</b> |
| 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               |

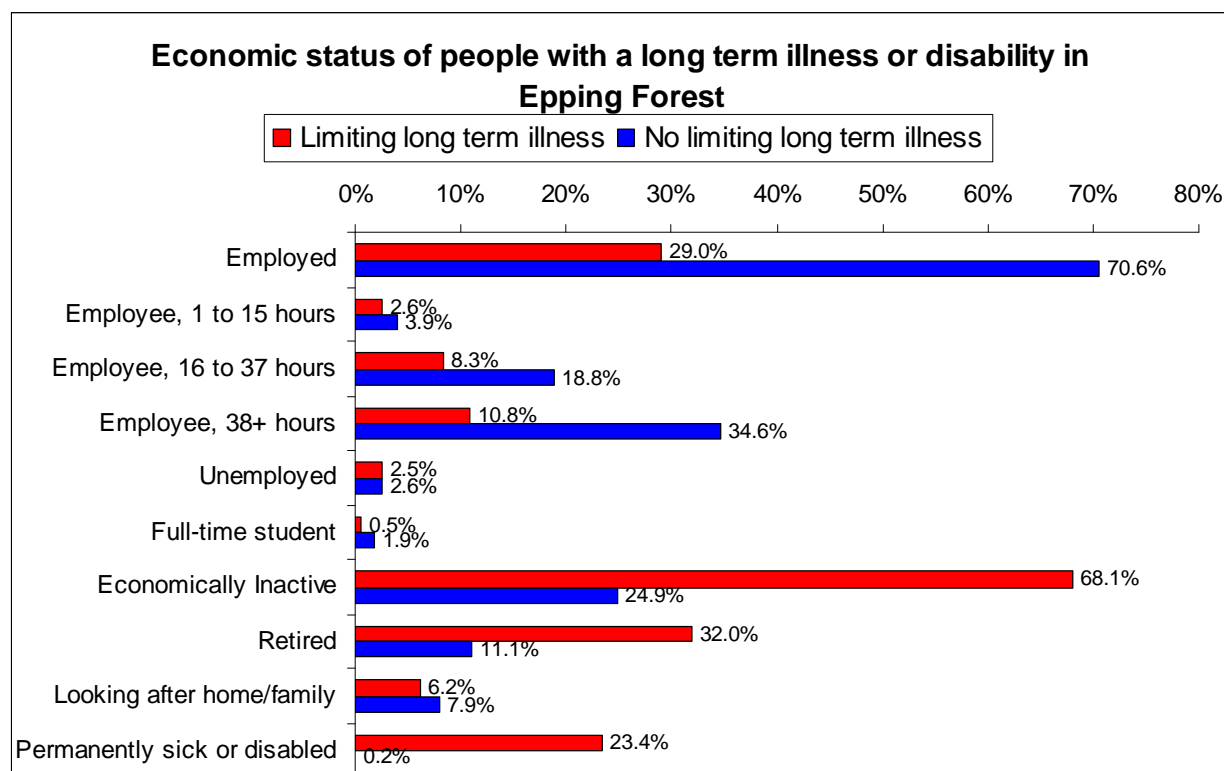
Source: 2001 Census of Population, Office for National Statistics

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 Epping Forest population comparing those who have a long-term illness or disability with those who do not.



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

Chart 7



Source: 2001 Census of Population, Office for National Statistics  
 Population base Epping Forest: Limiting long term illness, 12,224; No limiting long-term illness, 75,026

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 |
| Epping Forest                             | 3%  | 3% | 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: Epping Forest, 120,891; Essex, 1,614,378



Further sub-group 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

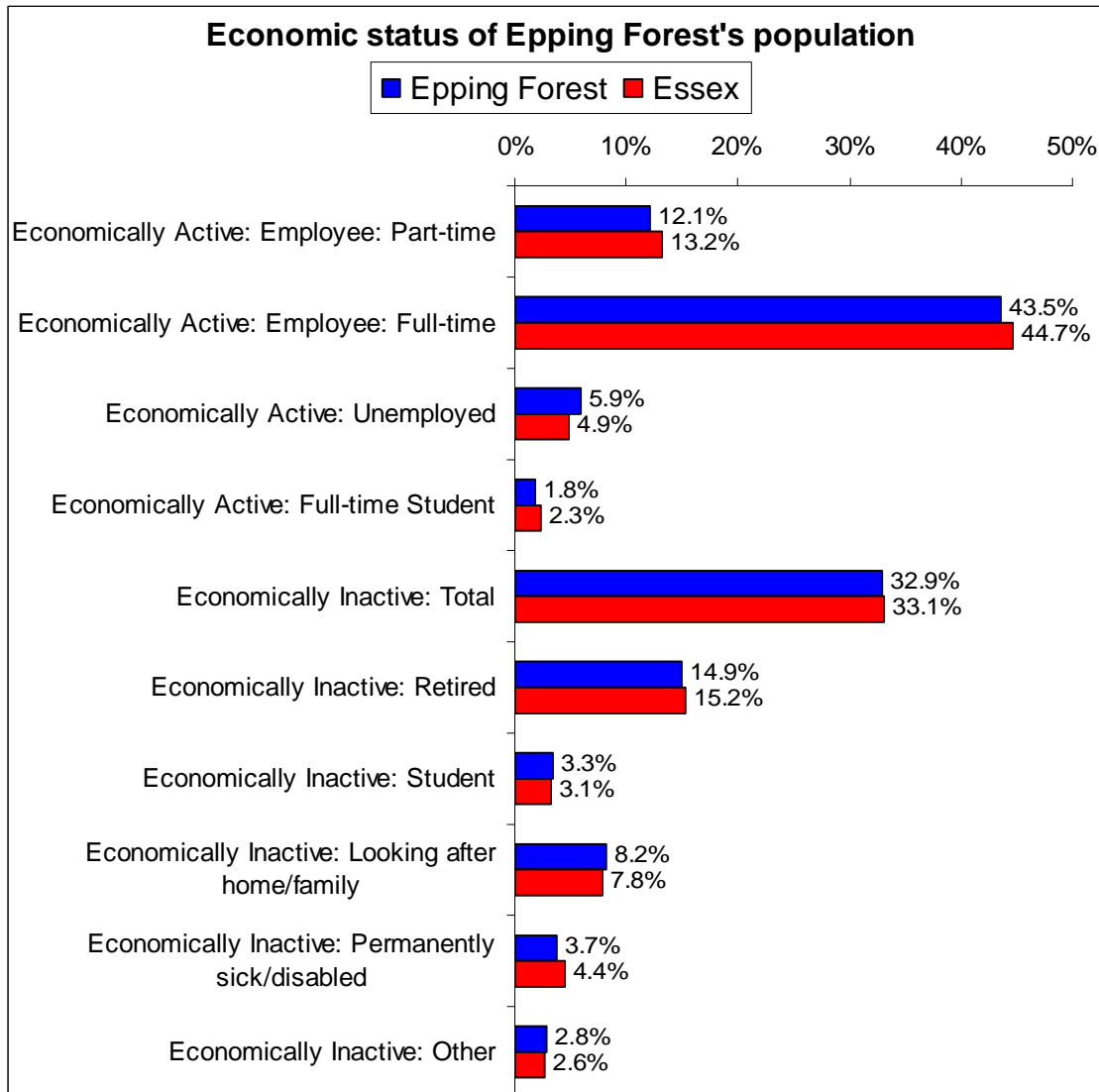
Table 4 provides a breakdown of different sub-groups of the total population – the working age population, the economically active population and all employees.

Table 4

| <b>Labour force information</b>                      | <b>Epping Forest</b> | <b>Essex</b> |
|--|----------------------|--------------|
| Working age population                               | 73,000               | 981,000      |
| Economically active population                       | 63,000               | 827,000      |
| All employees  | 61,000               | 795,000      |
| Male working age population                          | 38,000               | 507,000      |
| Male economically active population                  | 35,000               | 452,000      |
| Male employees                                       | 34,000               | 433,000      |
| Female working age population                        | 35,000               | 474,000      |
| Female economically active population                | 28,000               | 375,000      |
| Female employees                                     | 27,000               | 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 economic status in Epping Forest is almost identical to that of Essex with no notable exceptions.

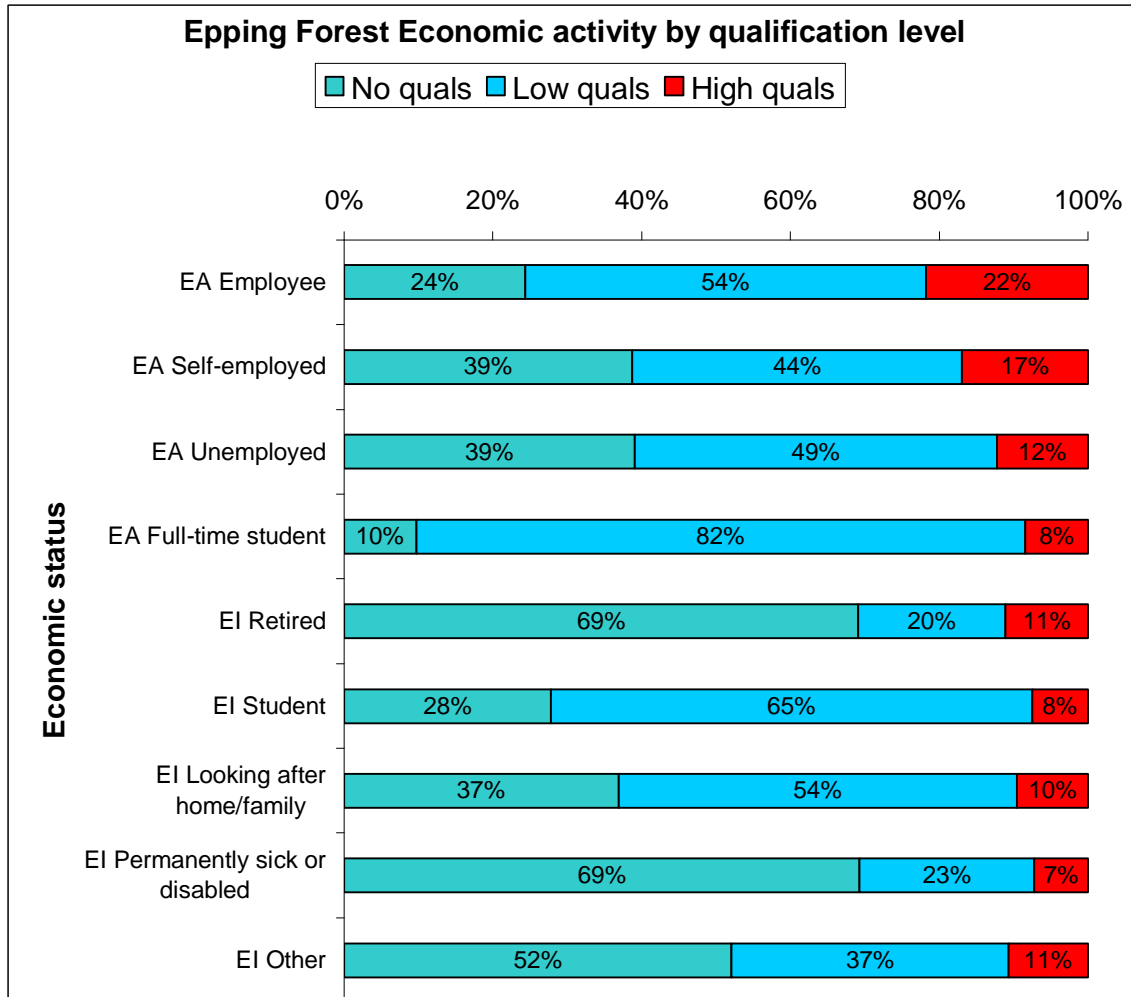
Chart 8



Source: 2001 Census of Population, Office for National Statistics  
 Population base (16 - 69 year olds): Epping Forest, 82,031; 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 more likely to have high level qualifications than any other economic status category, while those who are retired, sick or disabled have the highest instances of no qualifications. Further analysis by qualification level can be found in section 3.1.

Chart 9



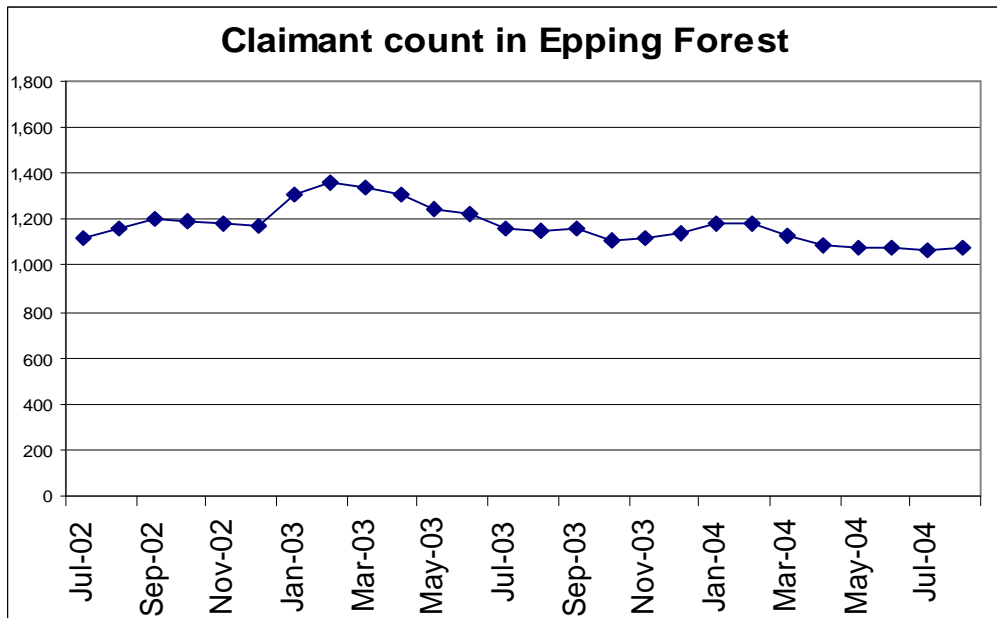
Source: Census 2001, Office for National Statistics; population base (16-74 year olds), Epping Forest, 87,252

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

## 2.1 Unemployment

There were 1,079 people claiming unemployment benefit in Epping Forest during August 2004. Chart 10 tracks the claimant count in Epping Forest from July 2002 until August 2004

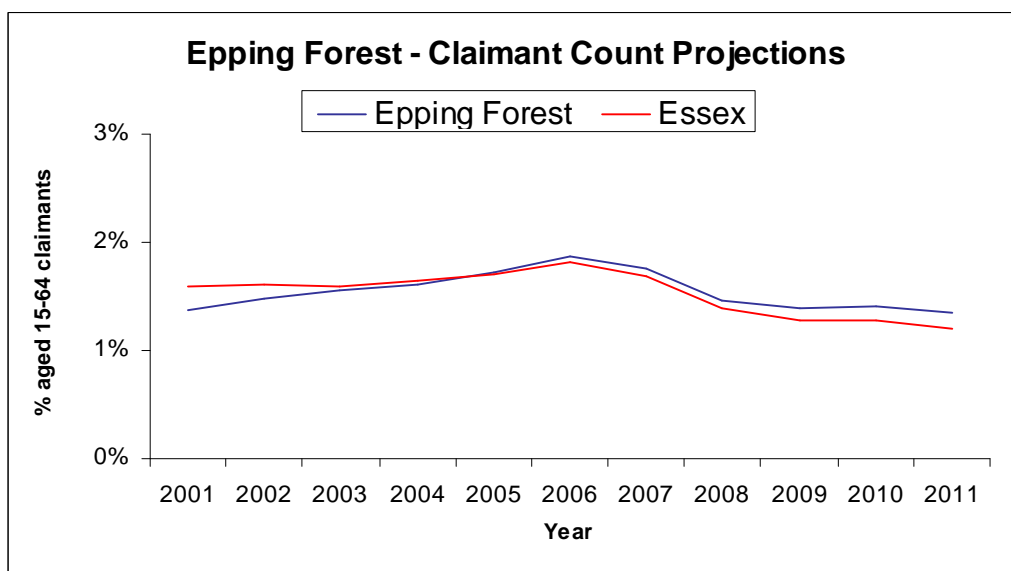
Chart 10



Source: Claimant Count, Office for National Statistics

Chart 11 shows the projections for claimant count in Epping Forest until 2011. As the chart shows, over the time period there is a transference in claimant count between Epping Forest and Essex. Over time the claimant count rate is due to slowly become worse than the Essex average.

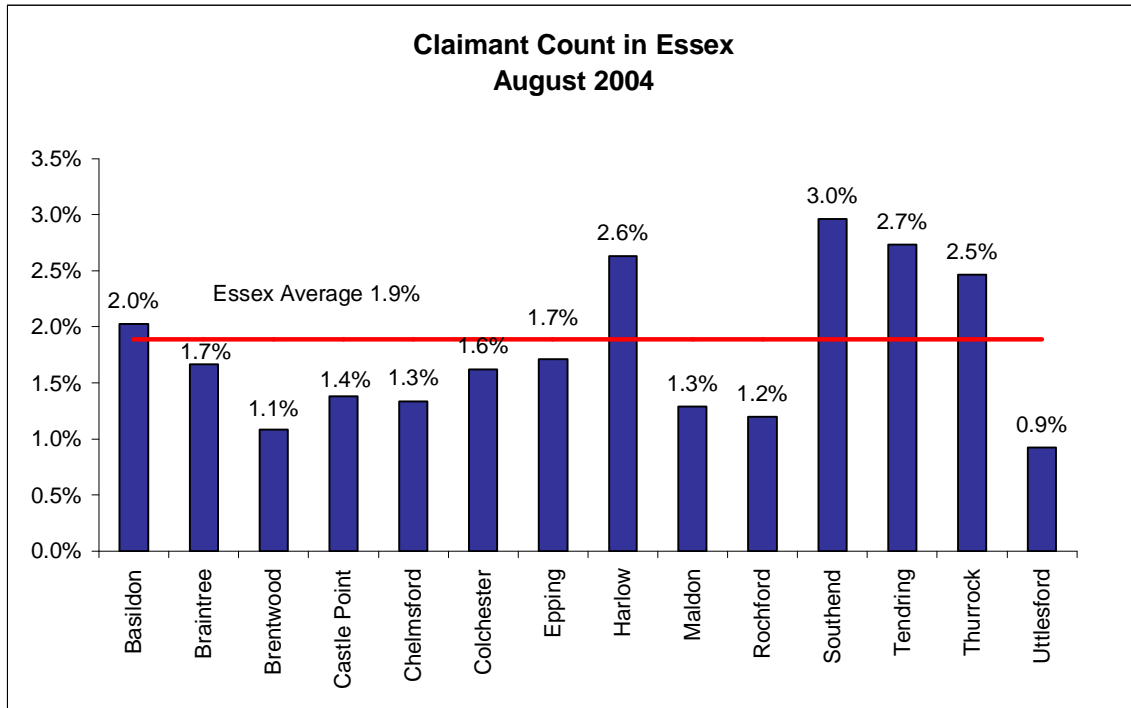
Chart 11



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 Epping Forest was estimated to be 1.7% in August 2004, the same as the Essex rate. Chart 12 shows the claimant count rate in August 2004 for all the areas in Essex.

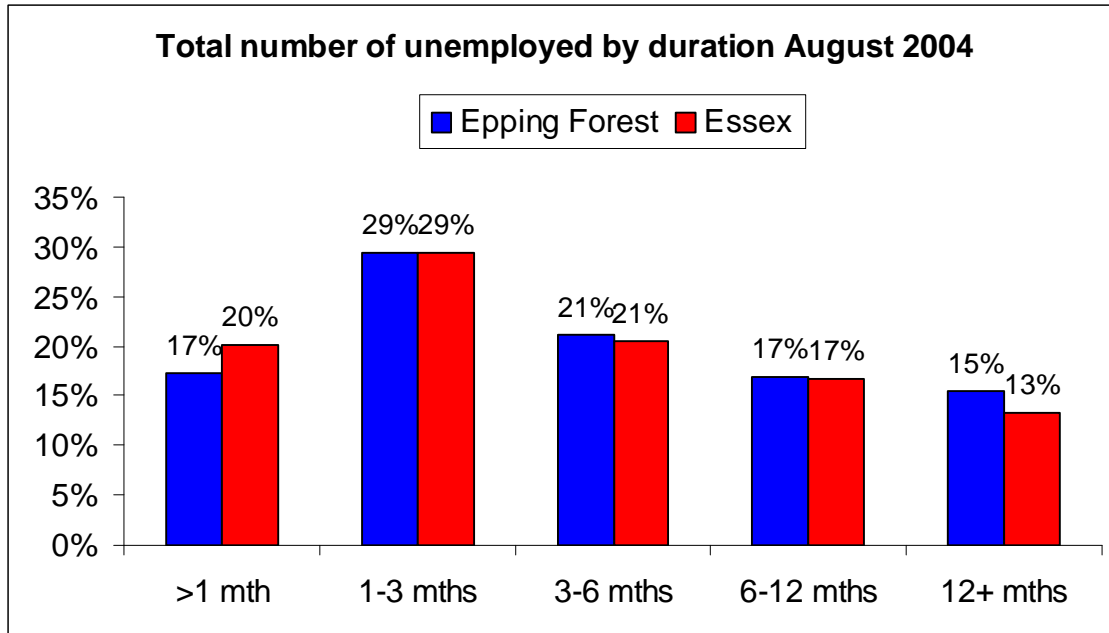
**Chart 12**



Source: Claimant Count, Office for National Statistics

Charts 13, 14 and 15 show unemployment by duration. The profile for Epping Forest is almost identical to Essex with slightly fewer people being unemployed for a month or less.

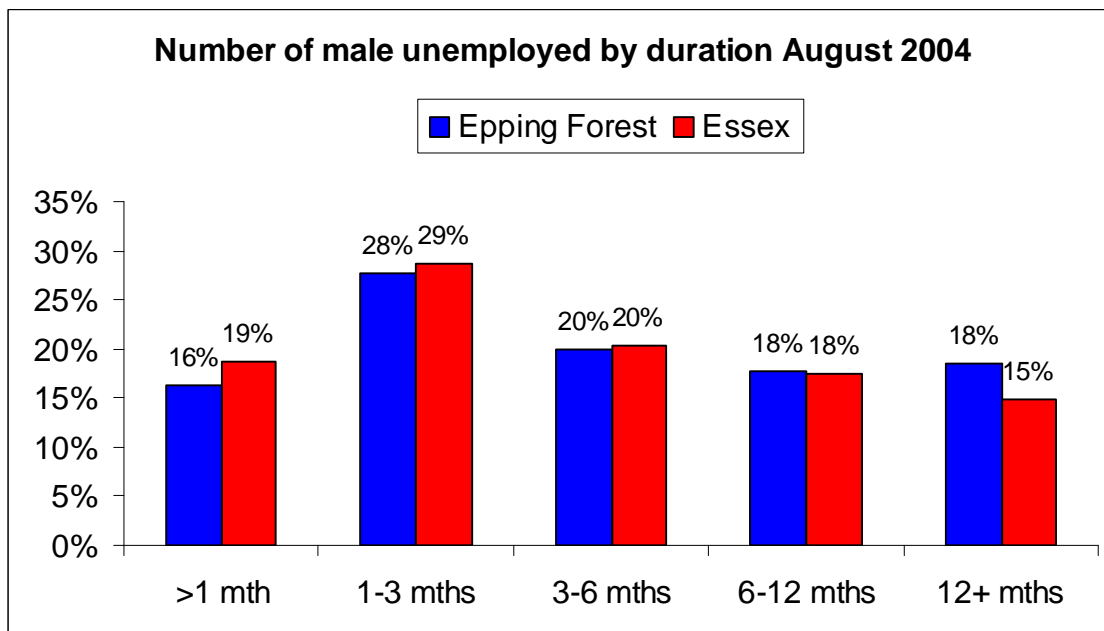
Chart 13



Source: Claimant Count, August 2004, Office for National Statistics Total Base: Epping Forest, 1,070; Essex, 15,245

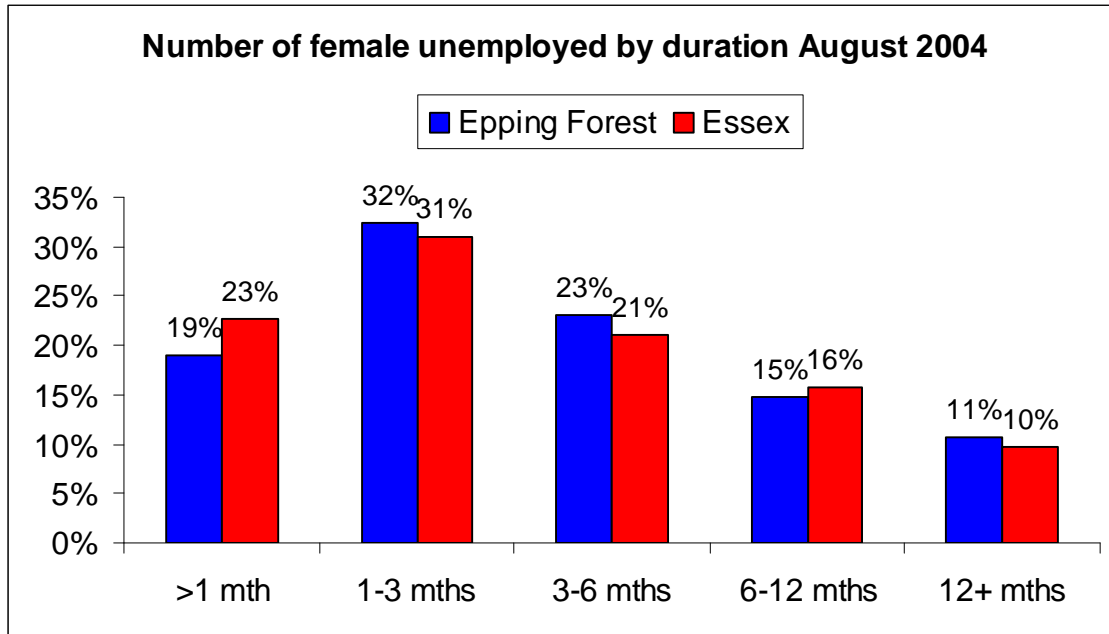
Charts 14 and 15 provide unemployment data by duration and gender.

Chart 14



Source: Claimant Count, August 2004, Office for National Statistics Male Base: Epping Forest, 705; Essex 10,420

Chart 15



Source: Claimant Count, August 2004, Office for National Statistics  
 Female Base: Epping Forest, 370; 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 Epping Forest Based Workforce

The following section refers to the local workforce only.

There are approximately 38,900 workers in Epping Forest'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 most notable difference is that of the manufacturing sector which is just 8% in Epping Forest and 13% in Essex. The margin of 5% is the same as in the original area profiles.

Table 5

| Total employees by broad sector           |               |     |         |     |
|---|---------------|-----|---------|-----|
|   | Epping Forest |     | Essex   |     |
|   | #             | %   | #       | %   |
| Utilities, agriculture and fishing        | 800           | 2%  | 9,500   | 2%  |
| Manufacturing                             | 3,200         | 8%  | 81,200  | 13% |
| Construction                              | 3,700         | 10% | 35,300  | 6%  |
| Distribution, hotels and restaurants      | 11,000        | 28% | 164,900 | 27% |
| Transport and communications              | 1,100         | 3%  | 41,700  | 7%  |
| Banking, finance and insurance            | 8,300         | 21% | 119,900 | 19% |
| Public administration, education & health | 8,300         | 21% | 138,000 | 22% |
| Other services                            | 2,400         | 6%  | 28,700  | 5%  |

Source: Annual Business Inquiry, 2002



Tables 6 and 7 show the employee sector breakdown by gender. There are some large differences in sectors between the genders, the main being that of public administration, education and health 33% female and 10% male. Manufacturing and construction are the most dominant sectors for male employees with 28% in these sectors compared to 9% for female employees.

Table 6

| <b>Male employees by broad sector</b>     |                      |          |              |          |
|---|----------------------|----------|--------------|----------|
|   | <b>Epping Forest</b> |          | <b>Essex</b> |          |
|   | <b>#</b>             | <b>%</b> | <b>#</b>     | <b>%</b> |
| Utilities, agriculture and fishing        | 600                  | 3%       | 6,200        | 2%       |
| Manufacturing                             | 2,300                | 12%      | 60,100       | 20%      |
| Construction                              | 3,000                | 16%      | 28,500       | 9%       |
| Distribution, hotels and restaurants      | 5,400                | 28%      | 74,900       | 24%      |
| Transport and communications              | 800                  | 4%       | 30,400       | 10%      |
| Banking, finance and insurance            | 4,100                | 21%      | 59,100       | 19%      |
| Public administration, education & health | 1,900                | 10%      | 34,200       | 11%      |
| Other services                            | 1,200                | 6%       | 14,100       | 5%       |

Source: Annual Business Inquiry, 2002

Table 7

| <b>Female employees by broad sector</b>   |                      |          |              |          |
|---|----------------------|----------|--------------|----------|
|   | <b>Epping Forest</b> |          | <b>Essex</b> |          |
|   | <b>#</b>             | <b>%</b> | <b>#</b>     | <b>%</b> |
| Utilities, agriculture and fishing        | 300                  | 1%       | 3,300        | 1%       |
| Manufacturing                             | 900                  | 5%       | 21,100       | 7%       |
| Construction                              | 700                  | 4%       | 6,800        | 2%       |
| Distribution, hotels and restaurants      | 5,600                | 29%      | 90,000       | 29%      |
| Transport and communications              | 300                  | 1%       | 11,300       | 4%       |
| Banking, finance and insurance            | 4,300                | 22%      | 60,800       | 20%      |
| Public administration, education & health | 6,400                | 33%      | 103,900      | 33%      |
| Other services                            | 1,200                | 6%       | 14,600       | 5%       |

Source: Annual Business Inquiry, 2002

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

Table 8

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

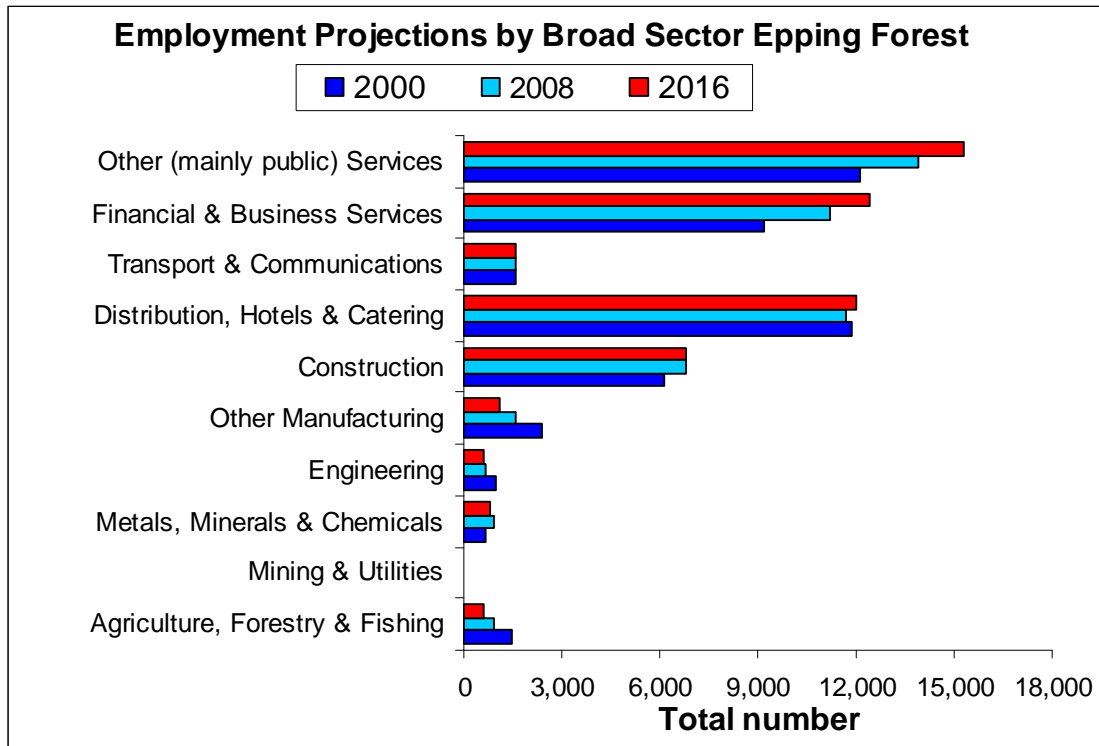
Source: Annual Business Inquiry 1999 - 2002, Annual Employment Survey 1998

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 Epping Forest district. The largest growth sectors are public and financial services with the remainder either in decline or remaining fairly static.

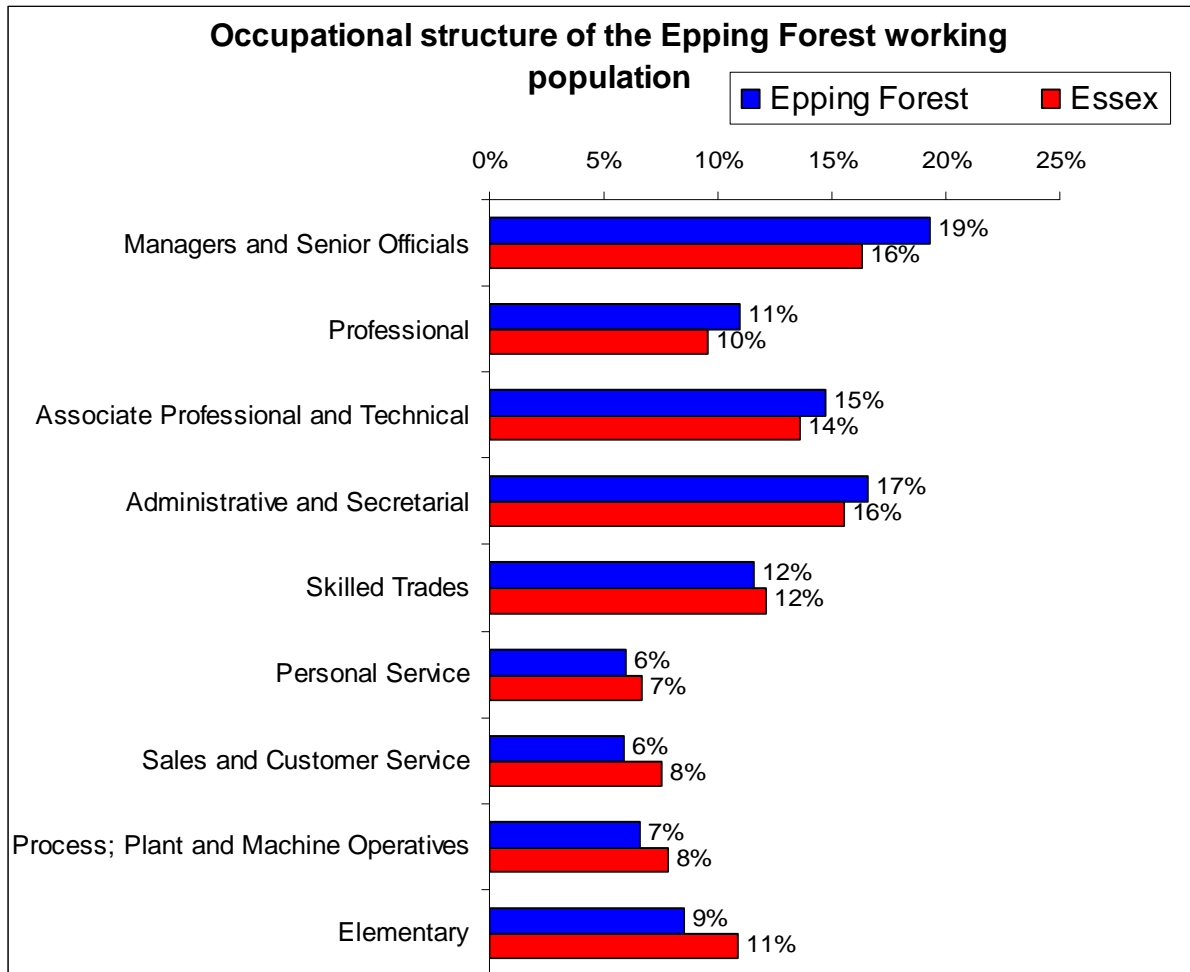
Chart 16



Source: Experian Business Strategies, February 2004

Chart 17 provides a breakdown of the Epping Forest resident workforce by occupation. The most dominant occupations in Epping Forest when compared to Essex are those of senior, professional and administrative roles.

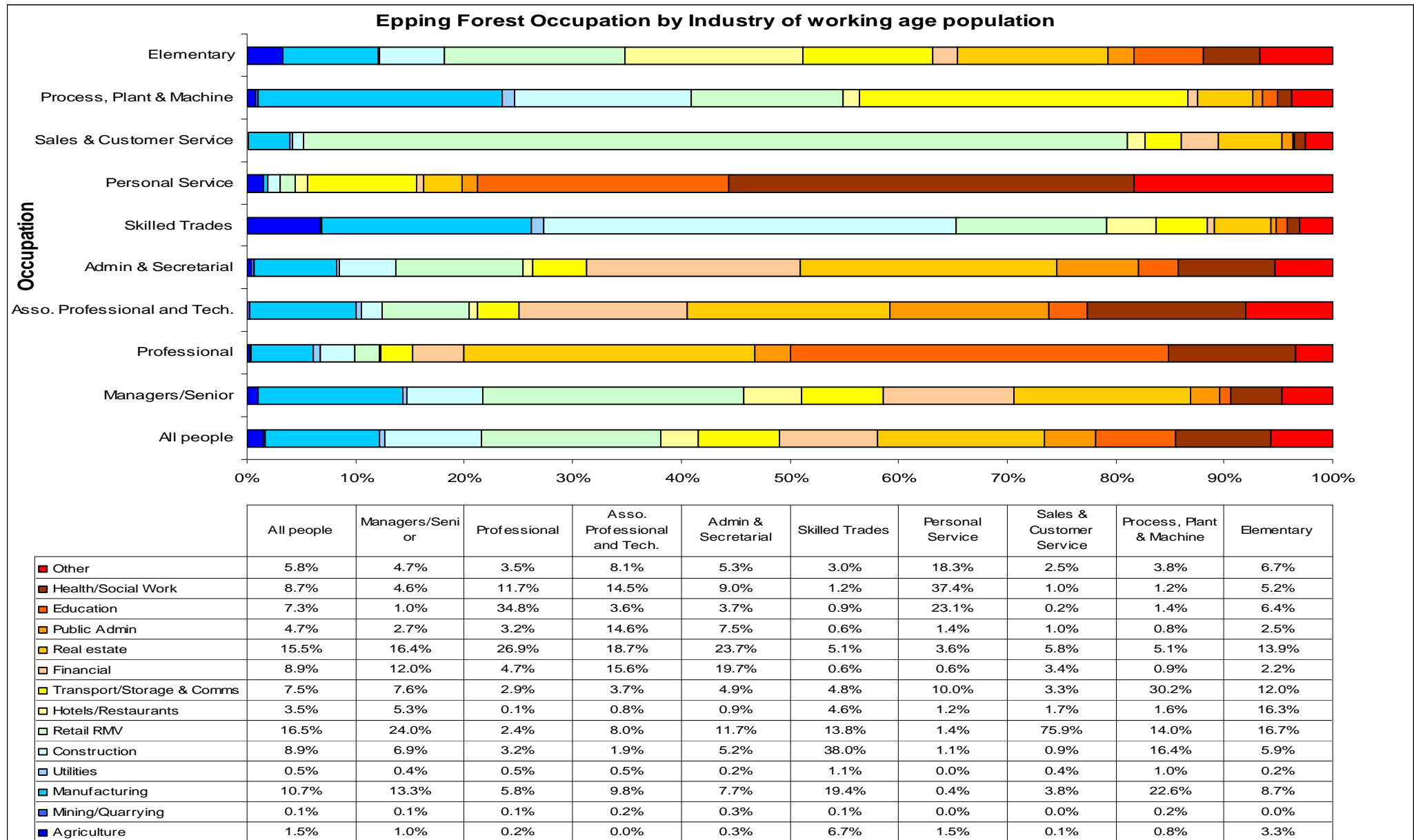
Chart 17



Source: 2001 Census of Population, Office for National Statistics  
 Population base (16 - 74 years olds in employment): Epping Forest, 57,804; Essex, 765,116

Following on from this the next chart (18) gives us the picture of the type of occupation people in Epping Forest have by the type of industry in which they work. As the chart shows the sales and customer service occupations are most prevalent in the retail industry with 75.9% of this occupation. Retail is also the sector which has the largest overall share of occupations, 16.5% followed by real estate with 15.5%.

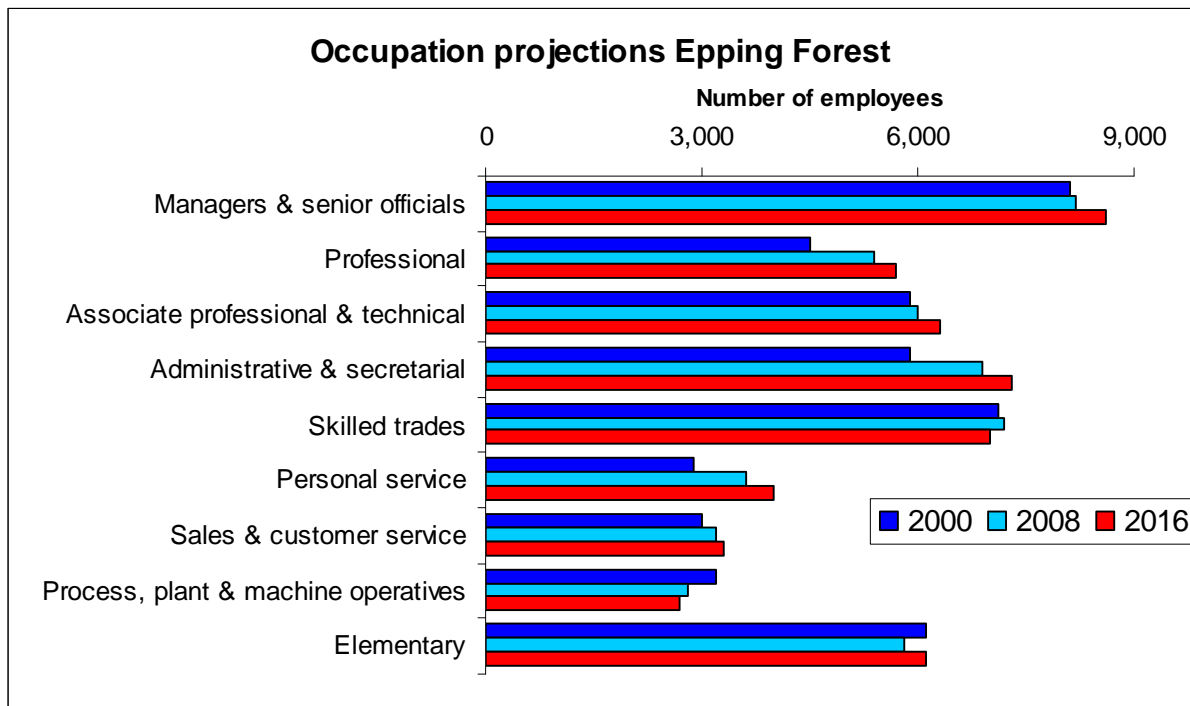
Chart 18



Source: 2001 Census of Population, Office for National Statistics; Population base (16-74 years olds in employment): Epping Forest, 57,803

Chart 19 shows us the future projections for occupations in Epping Forest. As the chart shows the greatest increase is in the administrative and secretarial and personal service occupations. Skilled trades and process, plant and machinery occupations are the only areas in decline.

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. Map 2 following this table gives more detailed travel to work information.

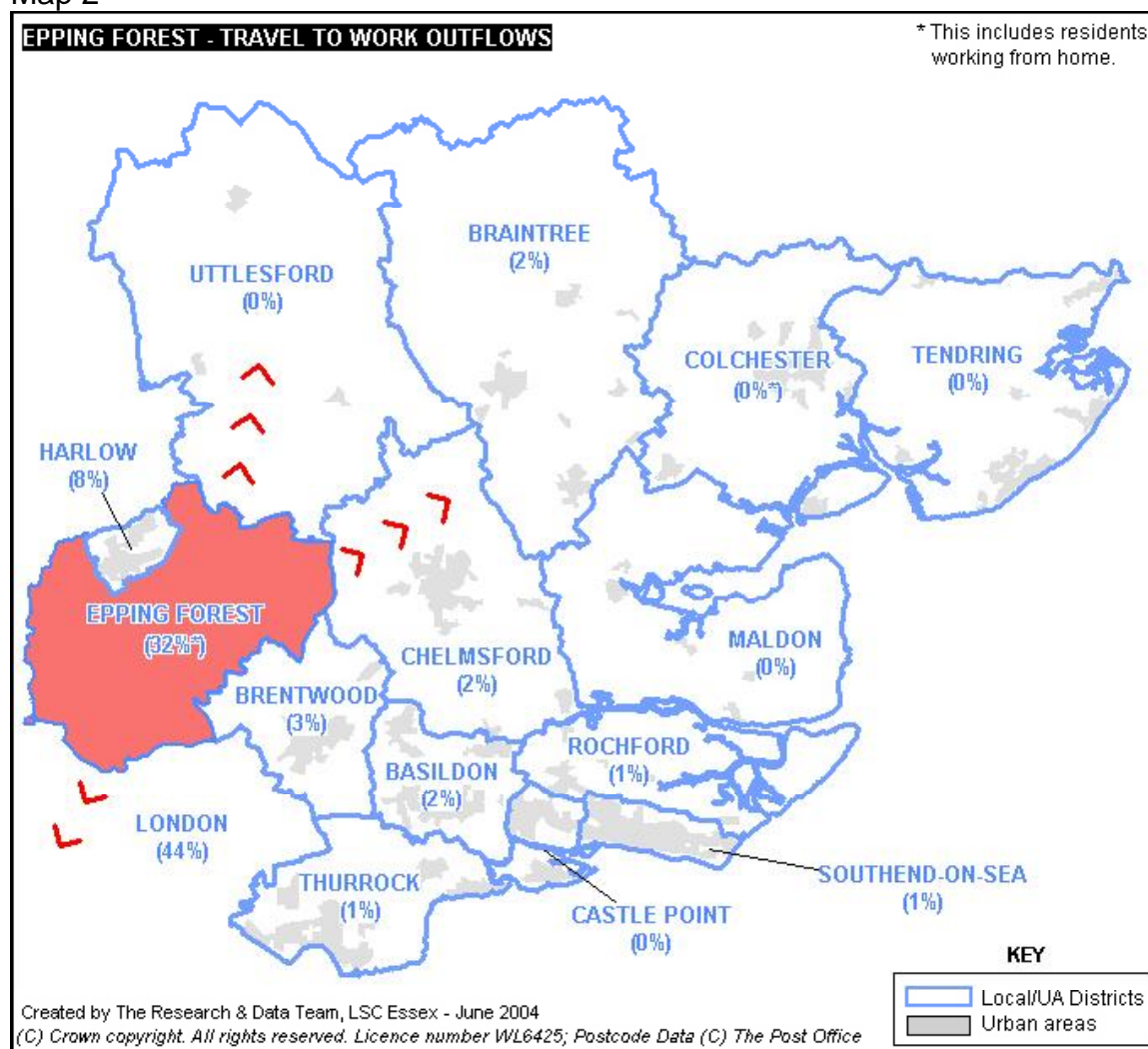
Table 9

| <b>Travel to work</b> |                      |              |
|-----------------------|----------------------|--------------|
|                       | <b>Epping Forest</b> | <b>Essex</b> |
|                       | <b>% of workers</b>  |              |
| In Essex              | 45%                  | 70%          |
| Out of Essex          | 50%                  | 25%          |
| Work from home        | 5%                   | 6%           |
| Refused               | 0%                   | 1%           |
| Total                 | 100%                 | 100%         |

Source: Post 16 Learning Survey, LSC, Essex, 2001  
 Figures may not add due to rounding  
 Sample bases: Epping Forest, 131; Essex, 1911  
 Population bases (16-65 year old workers): Epping Forest, 52,100; Essex, 719,600

Map 2 shows the areas where Epping Forest residents travel to work. The figures in the map are expressed as a percentage of those who live in Epping Forest. Just under a third (32%) of people in Epping Forest work in Epping Forest, while 44% travel to London. With the exception of the 8% travelling to Harlow, very few Epping Forest residents travel to the rest 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): Epping Forest, 131

Population base (16-65 year old resident workers): Epping Forest, 52,100

Based on 1991 boundaries

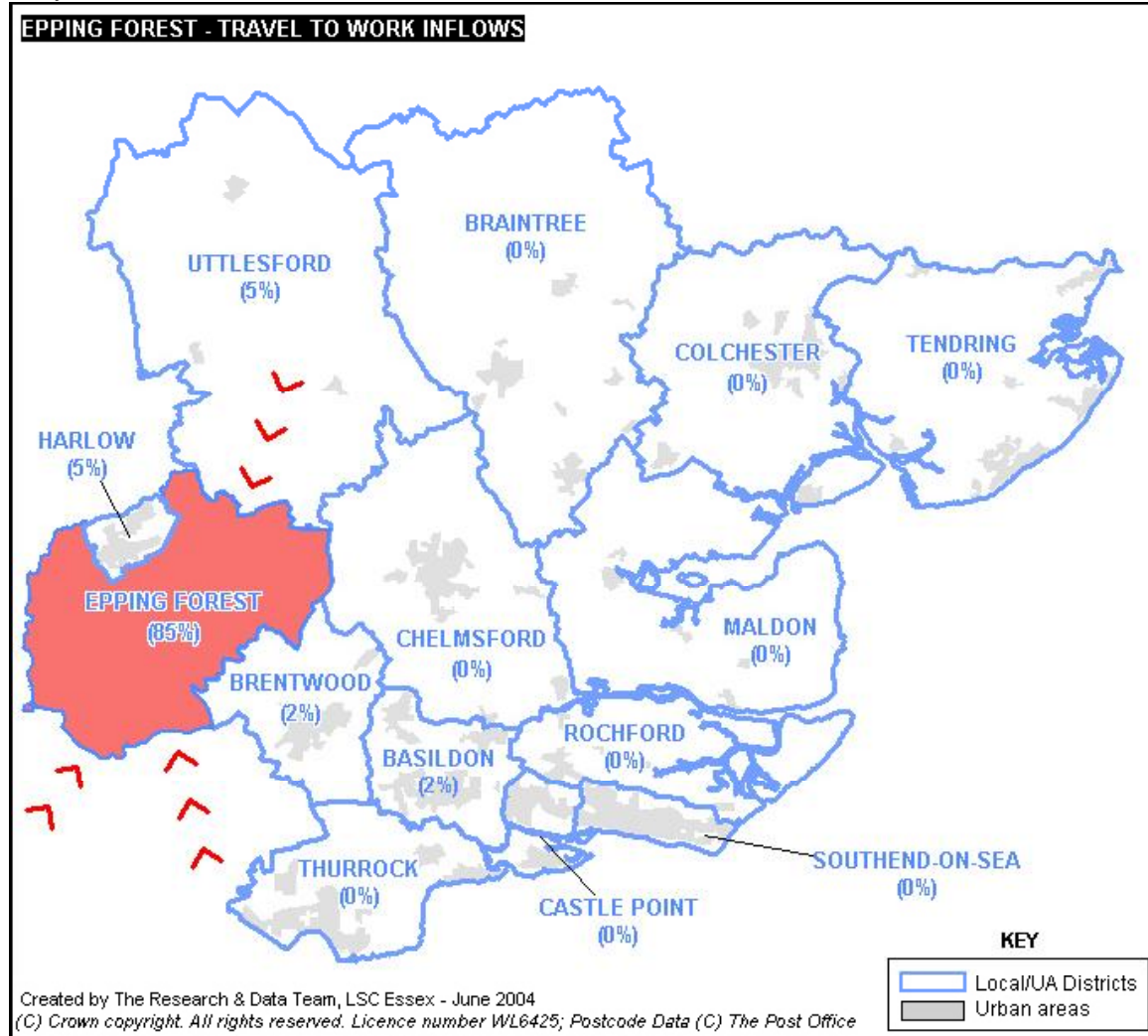
All percentages are rounded. 0% percentages indicate that a minimal number of workers travel between these districts

Map 3 shows the areas that people who work in Epping Forest travel from. The figures in the map are expressed as a percentage of those who work in Epping Forest. 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 more than half (85%) of all workers in Epping Forest also live in the district.



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 Epping Forest): 41

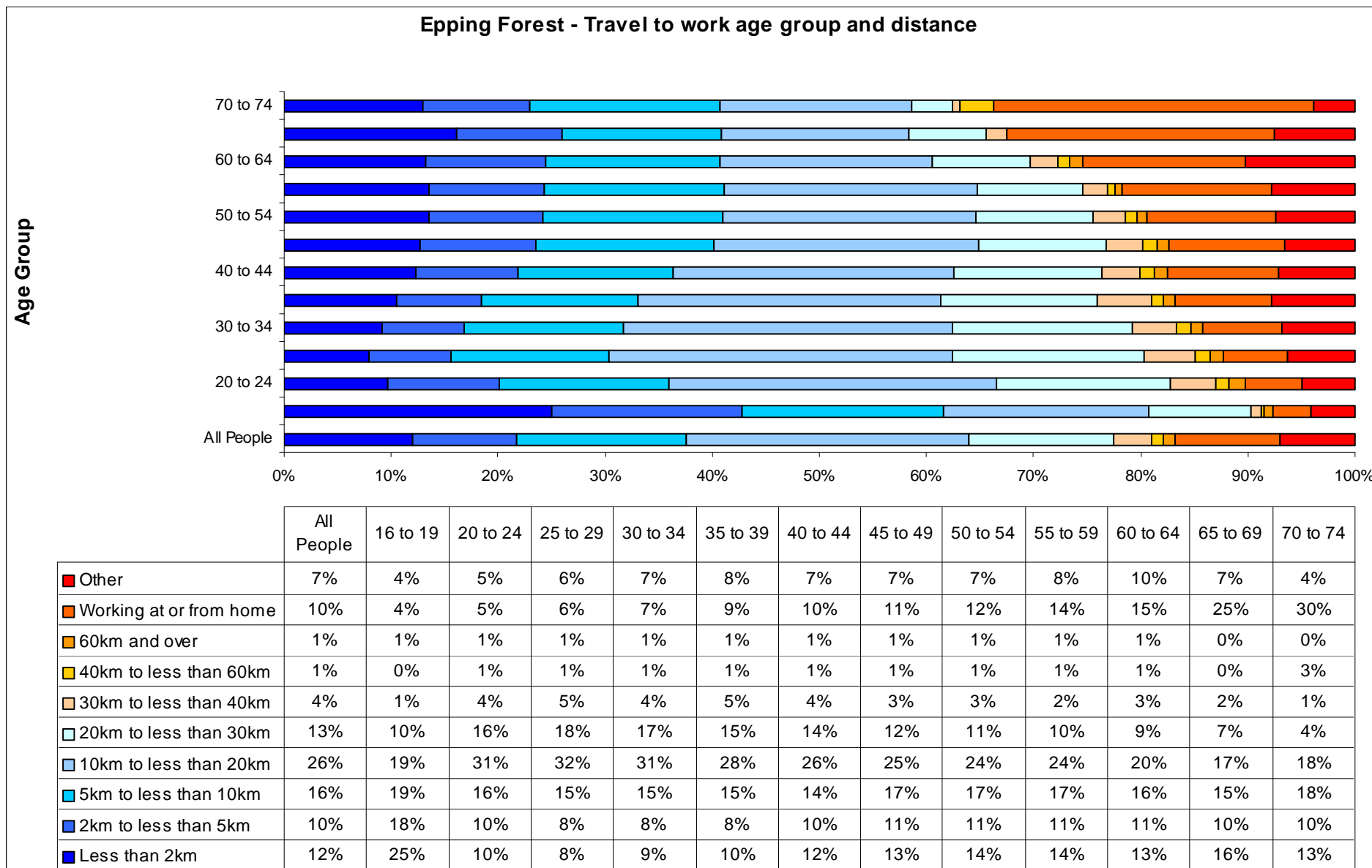
Population base (16 – 65 year old Essex residents who work in Epping Forest): 18,400

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 Epping Forest. As a general rule the older the age group becomes the less distance is travelled to work. Overall 64% of all people travel 20km or less, to their place of work.

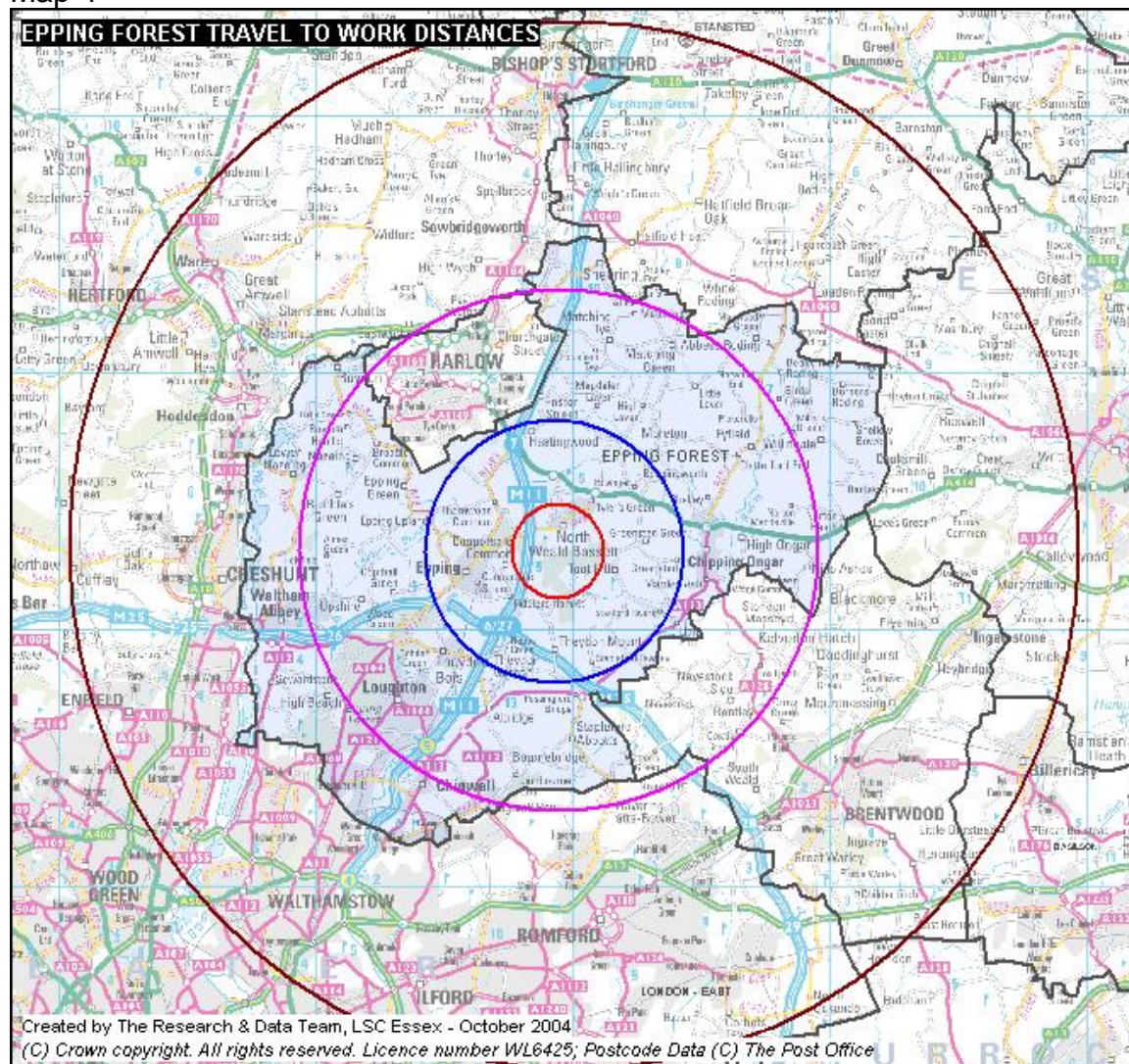
Chart 20



Source: 2001 Census of Population, Office for National Statistics; Population base (16 - 74 years olds in employment): Epping Forest, 57,824

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

Map 4



Source: 2001 Census of Population, Office for National Statistics

### Epping Forest

All people 57,824

|   |                            |        |
|---|----------------------------|--------|
|   | Less than 2 km =           | 6,926  |
| — | 2 km to less than 5 km =   | 5,669  |
| — | 5 km to less than 10 km =  | 9,089  |
| — | 10 km to less than 20 km = | 15,321 |
| — | 20 km to less than 30 km = | 7,767  |

### 3. Qualification and Skill Levels

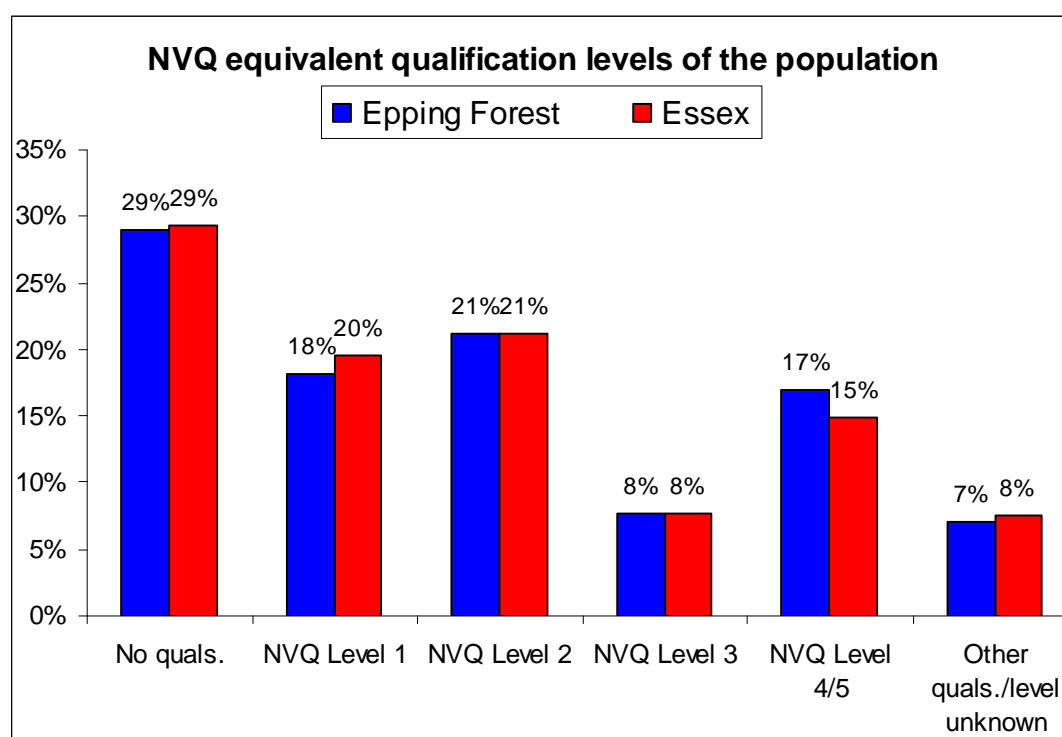
There are many different ways of measuring or assessing an individual's qualifications or skills. Qualifications tend to be easier to measure as each qualification is comprised of a set of criteria to be successfully completed. In addition, many qualifications have been assigned an equivalence level 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 Epping Forest's population to that of the Essex population. Overall Epping Forest residents are qualified to a similar level to that of their Essex counterparts, although slightly higher at NVQ level 4/5.

Chart 21



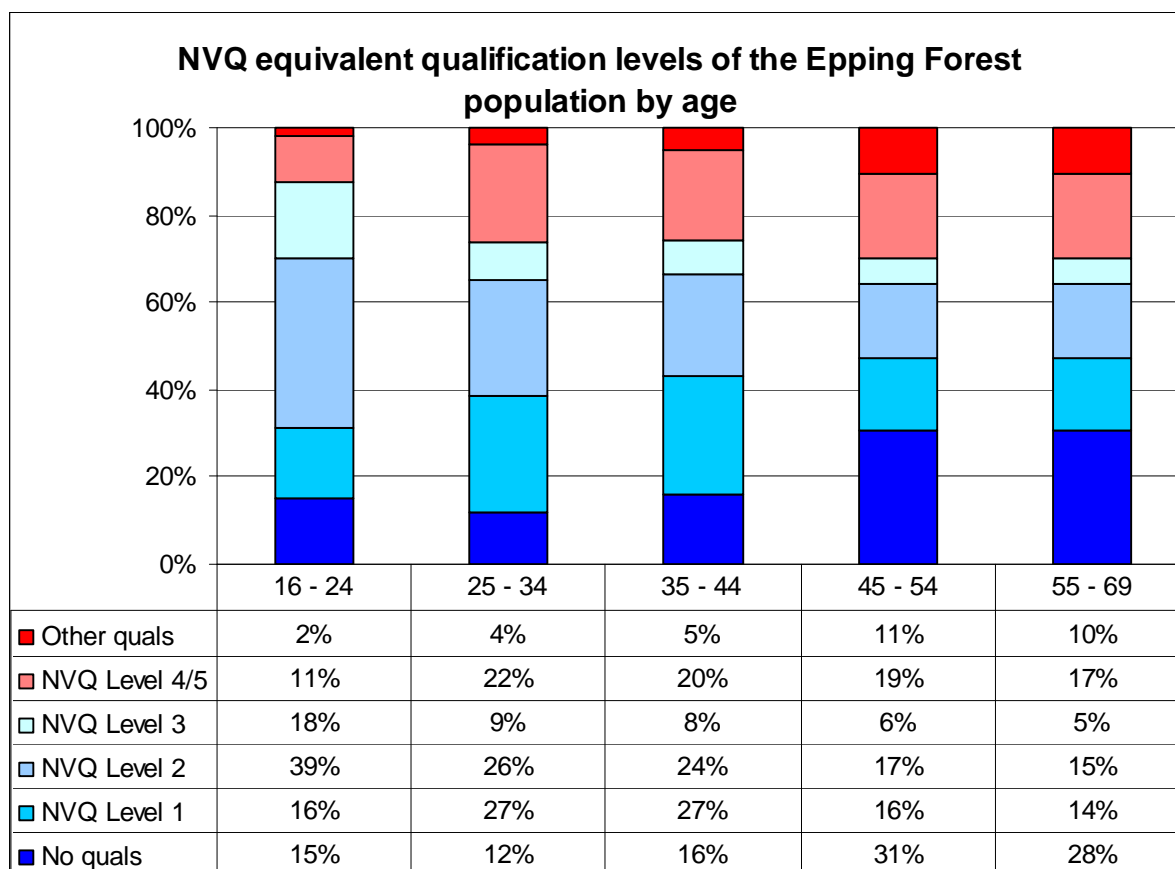
Source: 2001 Census of Population, Office for National Statistics  
 Population base (16-74 years olds): Epping Forest, 87,334; Essex, 1,160,342



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 Epping Forest population.

Chart 22 compares the NVQ equivalent data by different age groups. NVQ level 4/5 is a very similar percentage from the age of 25 upwards, we also see that those in the higher age bands higher greater instances of having no qualifications.

Chart 22



Source: 2001 Census of Population, Office for National Statistics  
 Population base: 16 - 24 years, 10,978; 25 - 34 years, 16,592; 35 - 44 years, 18,229; 45 - 54 years, 17,118; 55 - 69 years, 19,205

Table 10 looks at the highest NVQ equivalent qualifications of workers by their occupation. Those in professional occupations are more likely to have NVQ level 4/5 qualifications with 73% doing so. Also process, plant & machine and elementary occupations have the highest instances of no qualifications.

Table 10

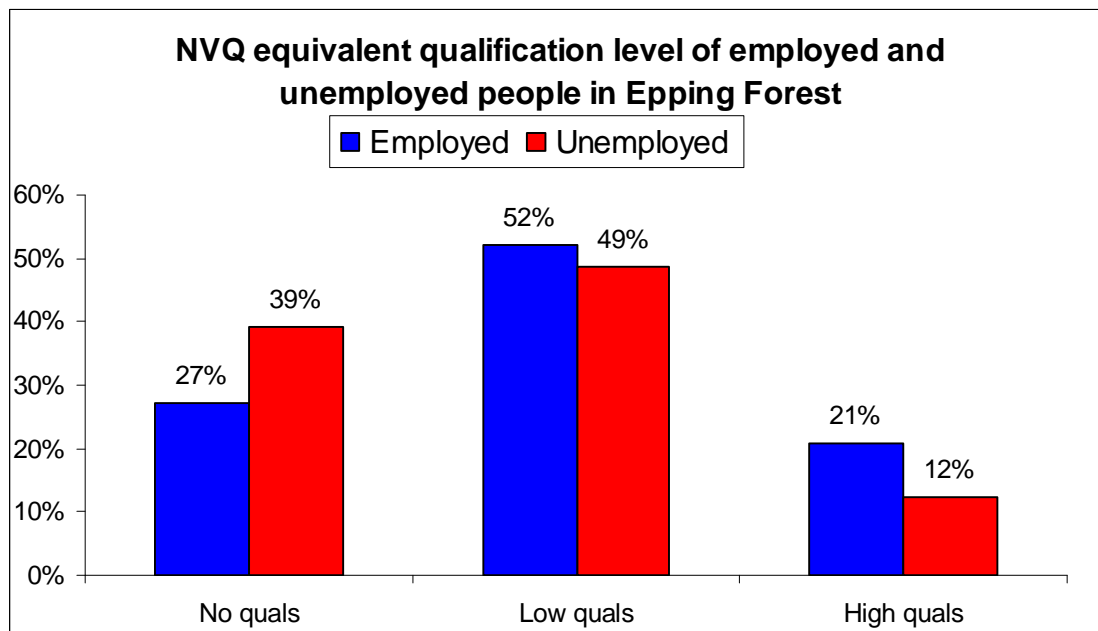
**Highest NVQ equivalent qualification levels of workers by occupation  
– Epping Forest**

| <b>% by standard occupational classification</b> | <b>No qual.</b> | <b>NVQ 1</b> | <b>NVQ 2</b> | <b>NVQ 3</b> | <b>NVQ 4/5</b> | <b>Other quals.</b> |
|--|-----------------|--------------|--------------|--------------|----------------|---------------------|
| Managers & senior                                | 15%             | 20%          | 25%          | 11%          | 23%            | 6%                  |
| Professional                                     | 2%              | 5%           | 10%          | 7%           | 73%            | 2%                  |
| Associate professional & technical               | 8%              | 18%          | 27%          | 12%          | 29%            | 5%                  |
| Administrative & secretarial                     | 16%             | 26%          | 32%          | 12%          | 9%             | 5%                  |
| Skilled trades                                   | 32%             | 25%          | 17%          | 5%           | 4%             | 16%                 |
| Personal service                                 | 23%             | 25%          | 26%          | 9%           | 9%             | 8%                  |
| Sales & customer service                         | 30%             | 23%          | 29%          | 8%           | 6%             | 4%                  |
| Process, plant & machine                         | 46%             | 22%          | 12%          | 3%           | 4%             | 13%                 |
| Elementary                                       | 45%             | 22%          | 19%          | 5%           | 3%             | 6%                  |

Source: 2001 Census of Population, Office for National Statistics  
Population base (16 - 74 years olds): Epping Forest, 87,334; Essex, 1,160,342

Chart 23 compares the qualification levels of those who are employed with those who are unemployed. Those who are in employment are more likely to have low and high qualifications and less likely to have no qualifications than those who are unemployed.

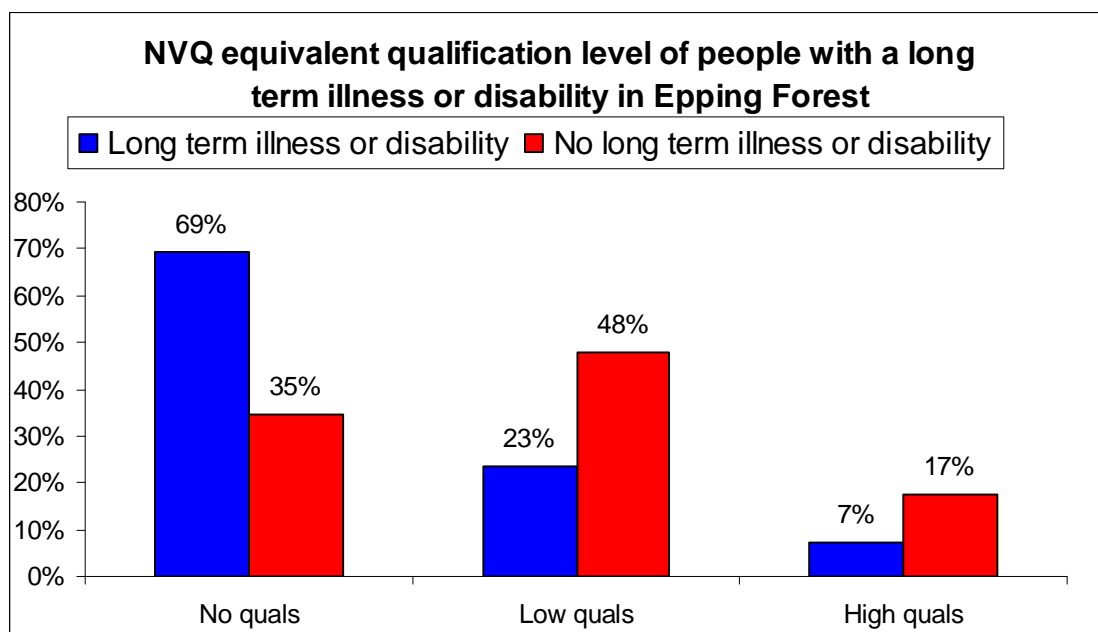
Chart 23



Source: 2001 Census of Population, Office for National Statistics  
 Population base (16 - 74 year olds): Employed, 56,546; Unemployed, 2,246

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 much more likely to have no qualifications and less likely to have any qualifications than those without.

Chart 24



Source: 2001 Census of Population, Office for National Statistics  
 Population base (16 - 74 year olds): Long-term illness, 2,971; No illness 84,289

### 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 Epping Forest are estimated to have limited literacy and numeracy skills. They estimate that around 14,600 people - or 20% of those aged between 16 and 60 years - have poor literacy skills, whilst 14,000 - or 19% of those aged between 16 and 60 years - have poor numeracy skills. As table 11 shows, the figures for Epping Forest are slightly lower than for Essex.

Table 11

| <b>Adult literacy and numeracy</b> |                            |          |                            |          |
|------------------------------------|----------------------------|----------|----------------------------|----------|
|                                    | <b>Total poor literacy</b> |          | <b>Total poor numeracy</b> |          |
|                                    | <b>Number</b>              | <b>%</b> | <b>Number</b>              | <b>%</b> |
| Epping Forest                      | 14,589                     | 20.2     | 14,061                     | 19.4     |
| 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 Epping Forest 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 Epping Forest are as likely as their Essex counterparts to say they need to improve their skills.

Table 12

| Self assessment of need to improve essential skills |               |       |               |       |               |       |
|---|---------------|-------|---------------|-------|---------------|-------|
|   | Reading       |       | Writing       |       | Maths         |       |
|   | Epping Forest | Essex | Epping Forest | Essex | Epping Forest | Essex |
| Need to improve                                     | 8%            | 8%    | 10%           | 9%    | 13%           | 14%   |
| No need to improve                                  | 90%           | 87%   | 87%           | 86%   | 84%           | 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: Epping Forest, 186; Essex, 2,662

Tables 13 and 14 show how Epping Forest residents rate themselves in terms of their level of ability in certain essential skills. Broadly speaking Epping Forest residents are in line with Essex residents in terms of having a certain ability at an advanced level.

Table 13

| Self assessment of level of ability of essential skills |                 |       |                |       |                |       |                |       |
|---|-----------------|-------|----------------|-------|----------------|-------|----------------|-------|
|   | Numeracy skills |       | Reading skills |       | Spoken ability |       | Writing skills |       |
|   | Epping Forest   | Essex | Epping Forest  | Essex | Epping Forest  | Essex | Epping Forest  | Essex |
| Advanced level  | 26%             | 32%   | 49%            | 49%   | 53%            | 51%   | 53%            | 49%   |
| Intermediate level                                      | 54%             | 42%   | 39%            | 32%   | 35%            | 31%   | 34%            | 32%   |
| Basic level   | 17%             | 18%   | 8%             | 10%   | 5%             | 8%    | 8%             | 11%   |
| Do not have these skills                                | 3%              | 7%    | 4%             | 8%    | 6%             | 7%    | 4%             | 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: Epping Forest, 186; 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 |       |
|   | Epping Forest      | Essex | Epping Forest             | Essex | Epping Forest     | Essex | Epping Forest          | Essex |
| Advanced level                                      | 13%                | 15%   | 53%                       | 49%   | 40%               | 35%   | 42%                    | 40%   |
| Intermediate level                                  | 33%                | 32%   | 35%                       | 32%   | 39%               | 39%   | 44%                    | 38%   |
| Basic level   | 31%                | 32%   | 7%                        | 9%    | 16%               | 18%   | 10%                    | 15%   |
| Do not have these skills                            | 21%                | 20%   | 4%                        | 7%    | 5%                | 7%    | 4%                     | 6%    |
| Don't know/not relevant                             | 2%                 | 1%    | 1%                        | 2%    | 1%                | 1%    | 1%                     | 1%    |
| Refused   | 1%                 | 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): Epping Forest, 186; Essex, 2,662

## 4. Participation in Learning

Table 15 shows the number of Epping Forest 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 |                   |                |                     |   |             |
|--|-------------------|----------------|---------------------|---|-------------|
| Epping Forest                              | Further Education | School VI form | Work Based Learning | Adult Community Learning <sup>(a)</sup> | All sectors |
| 16-18                                      | 1,277             | 853            | 247                 | 7                                       | 2,384       |
| 19+  | 5,343             | n/a            | 126                 | 773                                     | 6,242       |

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)

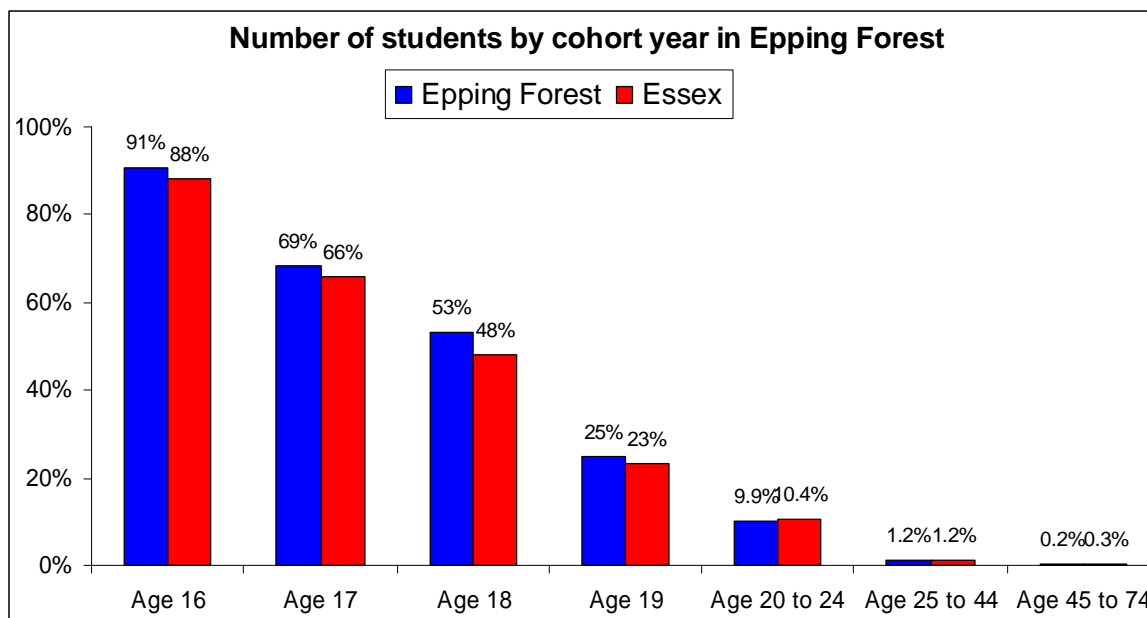
Notes:

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 Epping Forest by a particular year or age group as compared to Essex. As the chart shows there are more students in almost all of the cohort years than the Essex average.

Chart 25



Source: 2001 Census of Population, Office for National Statistics

Population base:

Epping Forest, Age 16, 1,458; Age 17, 1,327; Age 18, 1,195; Age 19, 1,048; Age 20-24, 5,903; Age 25-44, 34,801; Age 45-74, 41,520

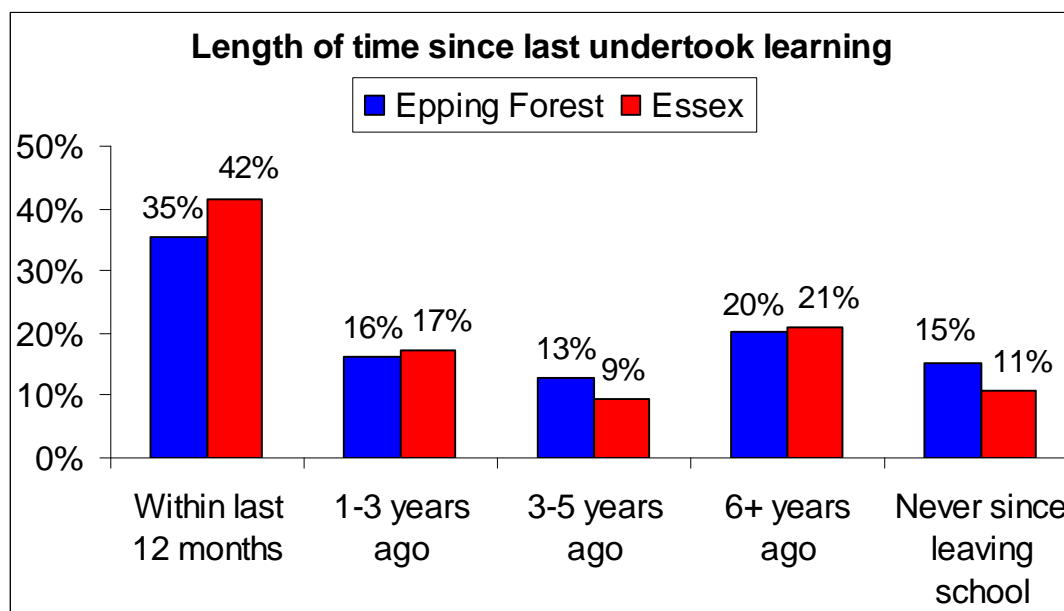
Essex, Age 16, 19,966; Age 17, 19,289; Age 18, 17,614; Age 19, 16,499; Age 20-24, 86,703; Age 25-44, 459,027; Age 45-74, 541,244

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 Epping Forest adult residents last undertook any form of learning (see glossary for definition of learning used). Over a third (35%) undertook learning in the last 12 months, while just under one in seven (15%) residents have not undertaken learning since leaving school. As chart 25 shows, Epping Forest residents are less likely to have undertaken recent learning than their Essex counterparts.

Chart 26



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

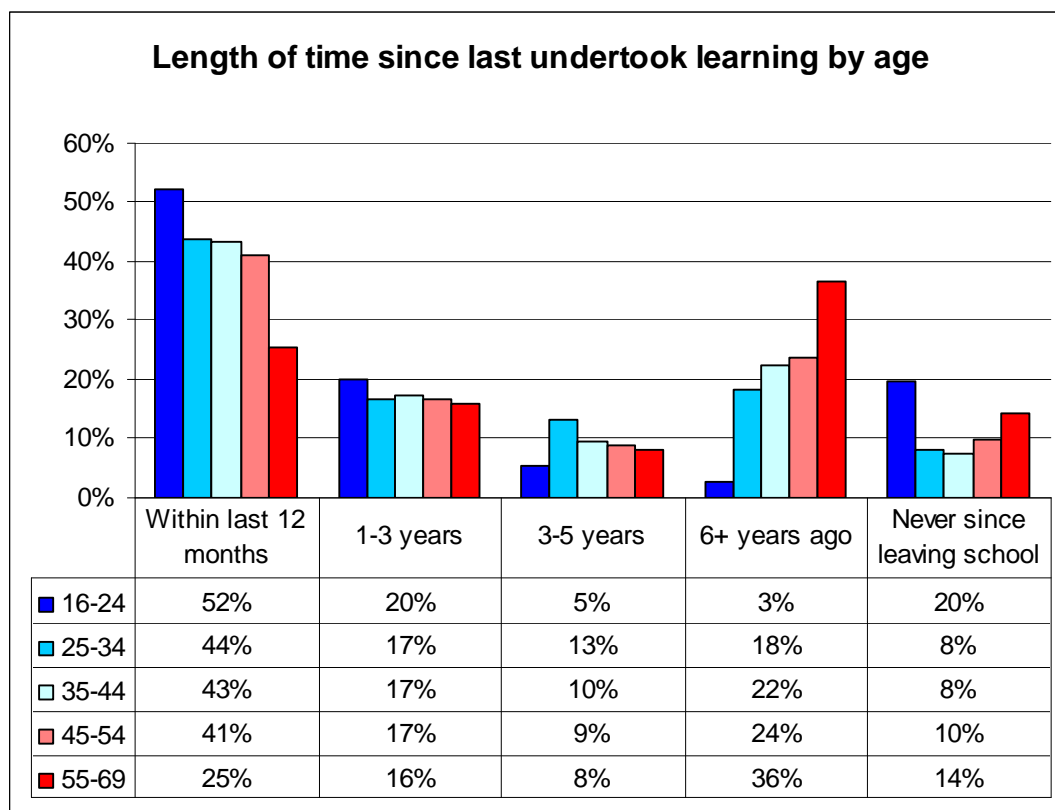
Sample bases: Epping Forest, 186; Essex, 2,662

Population bases (16-65 year olds): Epping Forest, 74,000; 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



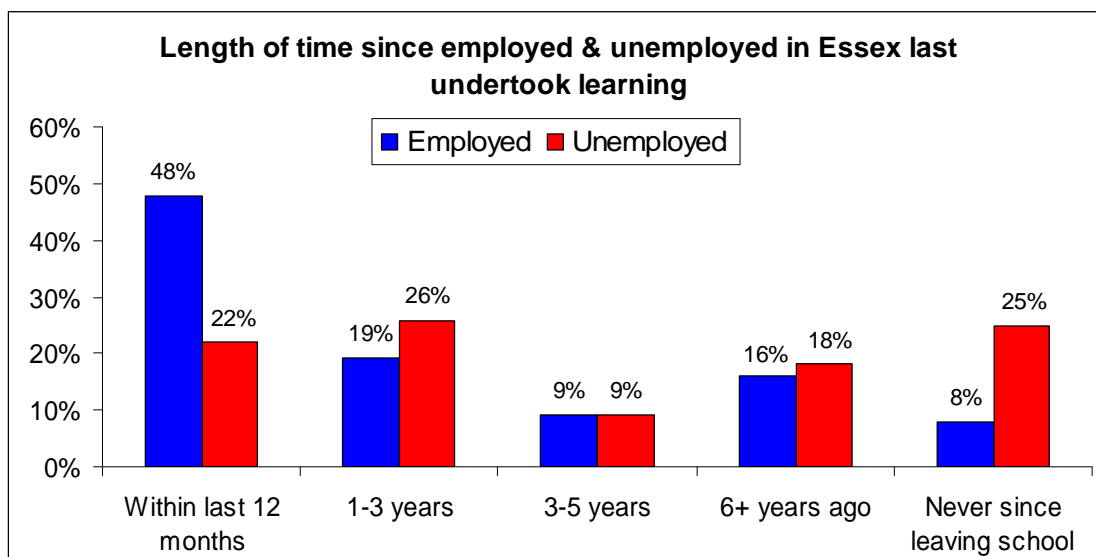
Source: Post 16 Learning Survey, LSC, Essex, 2001

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.

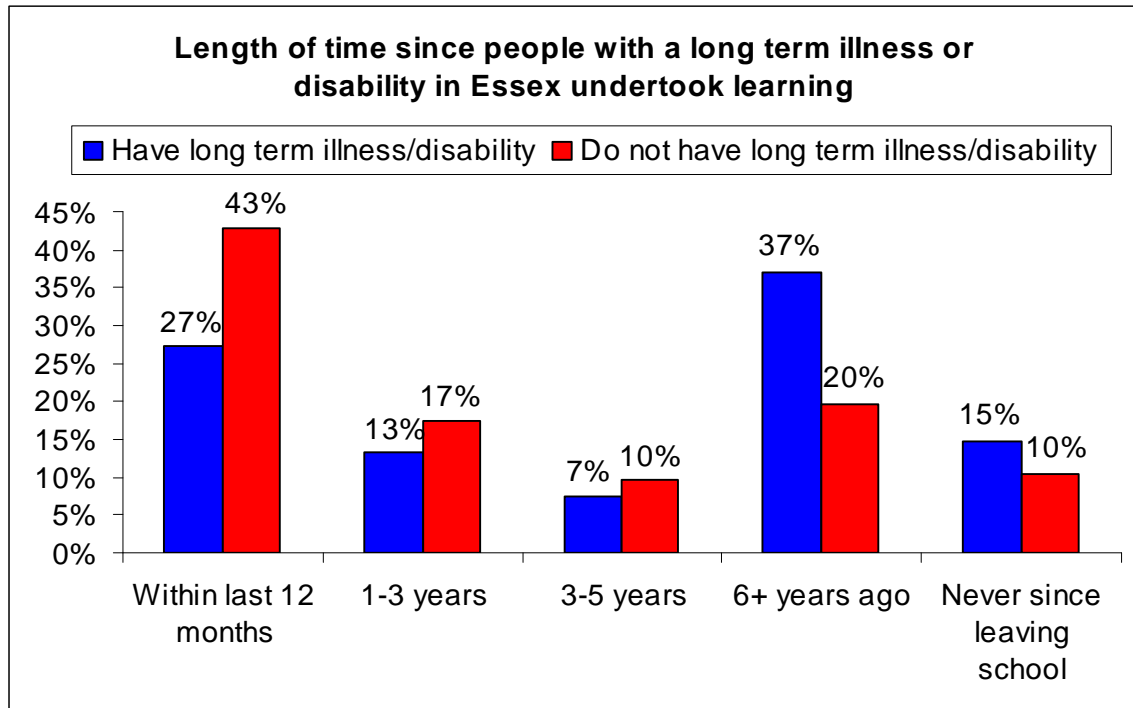
Chart 28



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 85% of learners in Epping Forest undertaking training for this reason – in line with Essex learners.

Table 16

| <b>Reasons for undertaking learning in the last 12 months</b> |  |              |
|---|--|--------------|
|   | <b>Epping Forest</b>                       | <b>Essex</b> |
|   | <b>% of all learners in last 12 months</b> |              |
| Job related   | 85%  | 83%          |
| Personal interest or development                              | 21%  | 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): Epping Forest, 66; Essex, 1,109

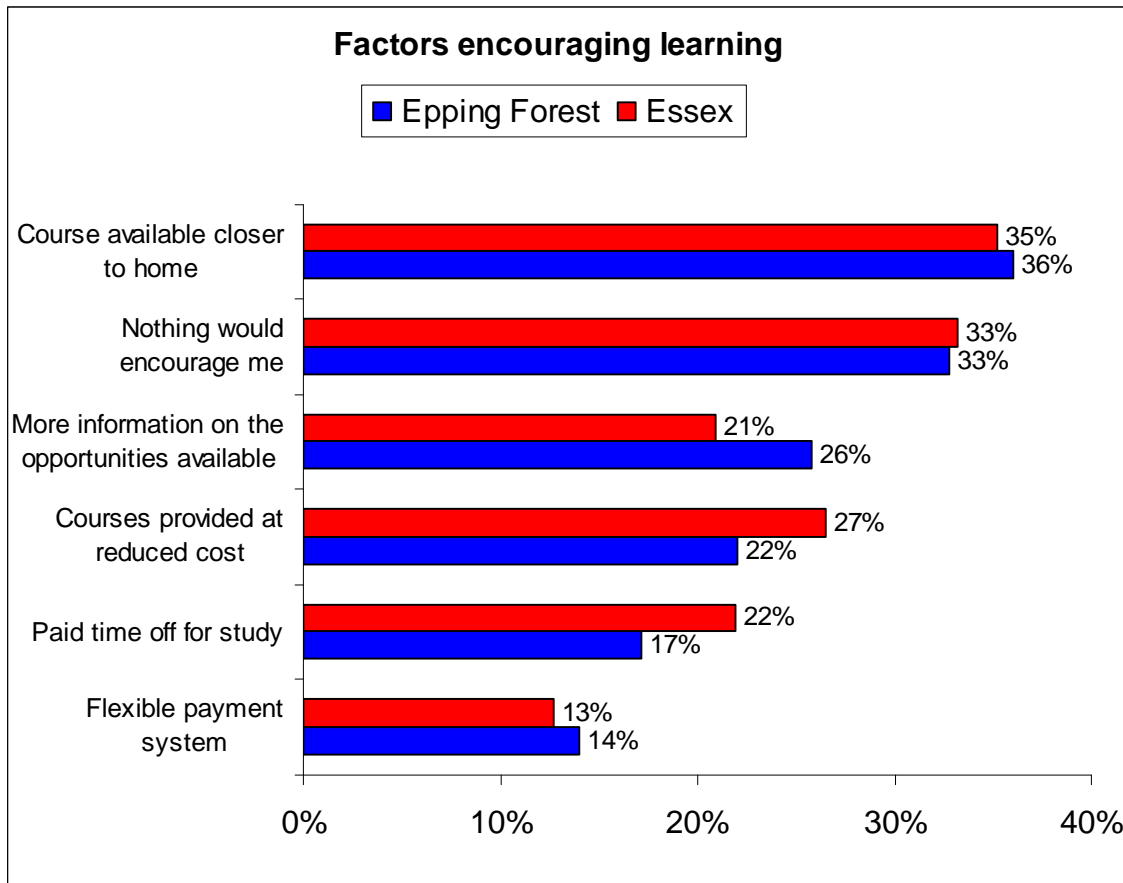
#### ***4.1.1 Motives, Barriers and Benefits of Learning for Adults***

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 Epping Forest residents to participate in learning. Courses available closer to home is cited by over a third (36%) of all residents as a factor that would encourage learning – in line with Essex residents. However, almost as many (33%) Epping Forest residents say nothing would encourage them – again, in line with Essex.

Chart 30



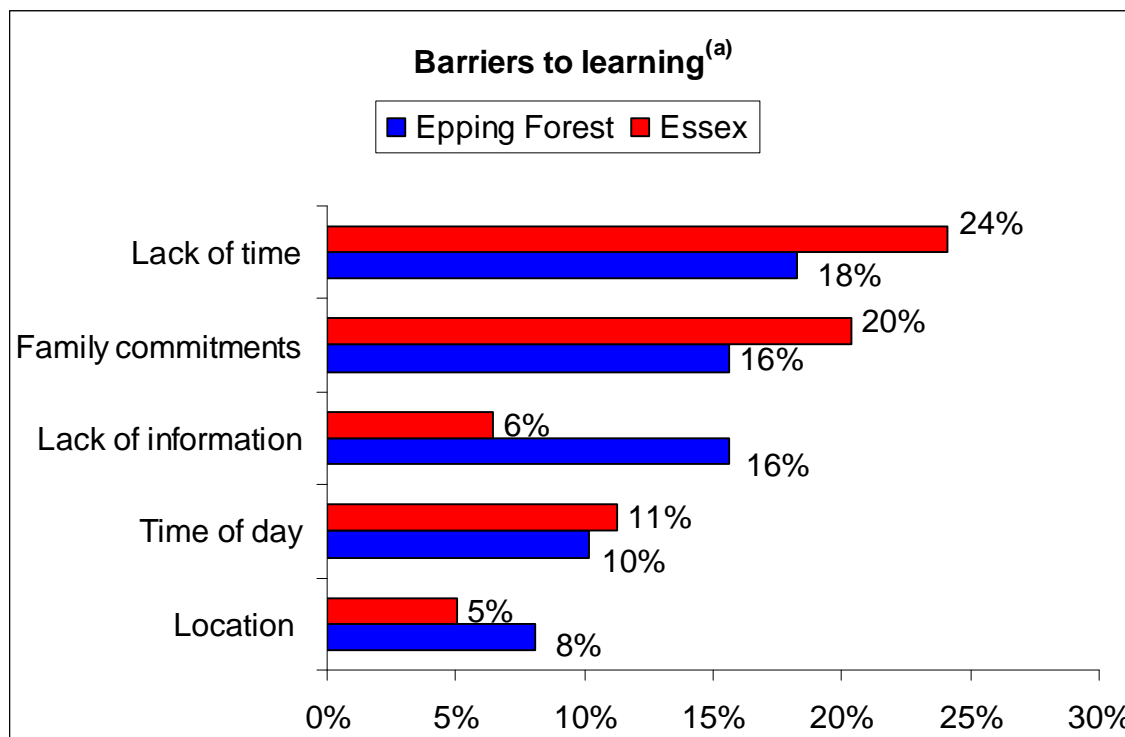
Source: Post 16 Learning Survey, LSC, Essex, 2001

Sample bases: Epping Forest, 186; Essex, 2,662

Population Base (16-65 year olds): Epping Forest, 74,000; Essex, 1,013,000

Chart 31 shows the top five barriers to learning for Epping Forest residents. There does not appear to be one key barrier to learning for Epping Forest residents, as no more than 18% of residents cite the same factor as presenting a barrier to learning. However, of the barriers that are mentioned: lack of time (16%), family commitments (16%) and lack of information (16%) are cited by around 6 in 10 residents. The biggest contrast with Essex is with lack of information where this is a barrier for only 6% of Essex residents.

Chart 31



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

Sample bases: Epping Forest, 186; Essex, 2,662

Population bases (16-65 year olds): Epping Forest, 74,000; Essex, 1,013,000

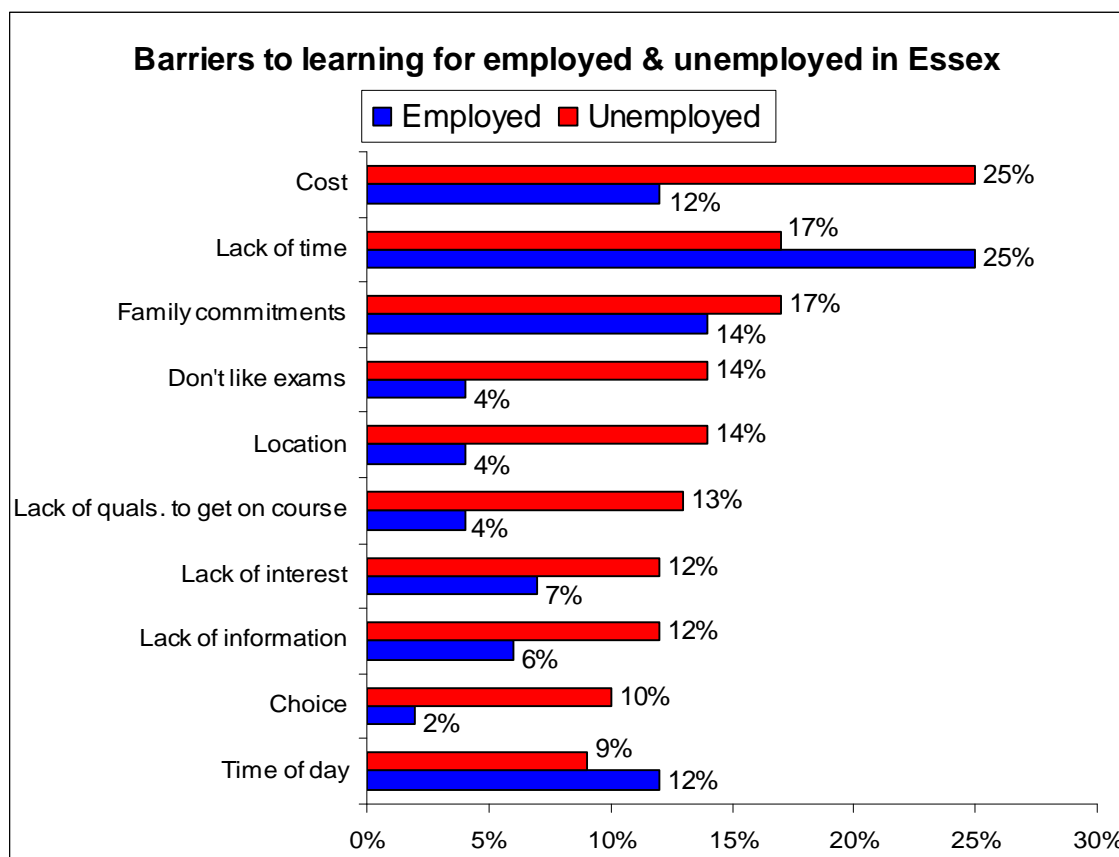
Notes:

(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.

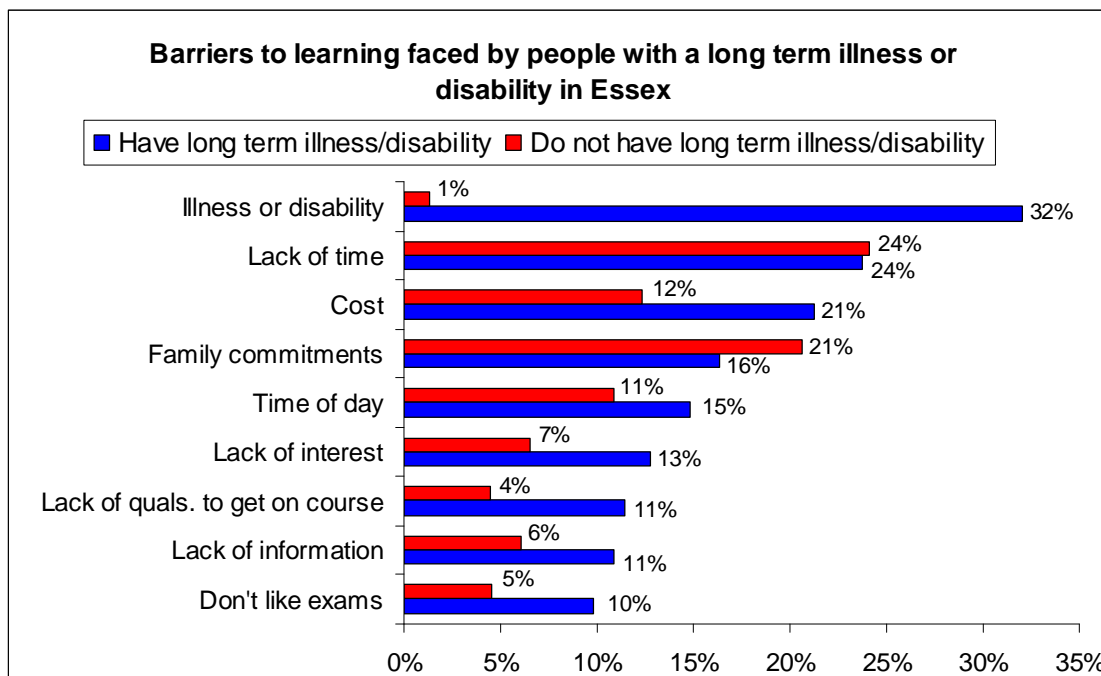
Chart 32



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

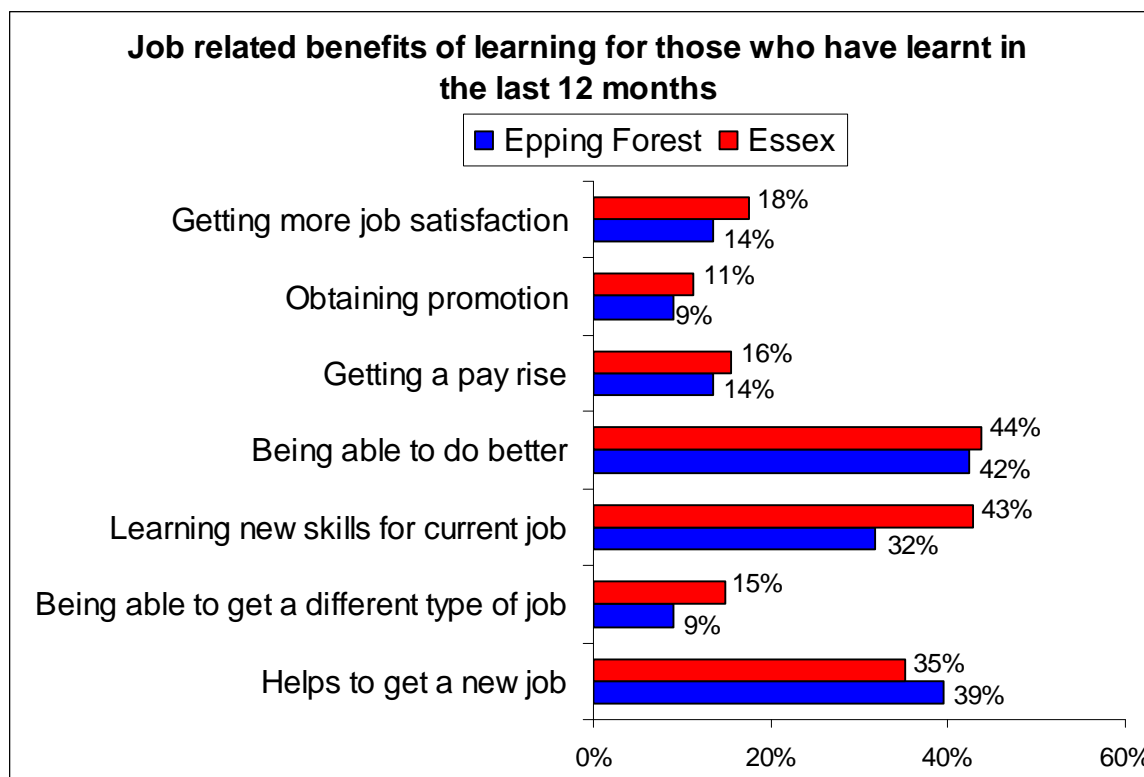
Sample bases: Have long-term illness/disability, 202; do not have long-term illness/disability, 2,453

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.

As chart 34 shows, being able to do current job better (42%), helps to get a new job (39%) and learning new skills for a current job (32%) are the top 3 job related benefits for Epping Forest residents.

Chart 34



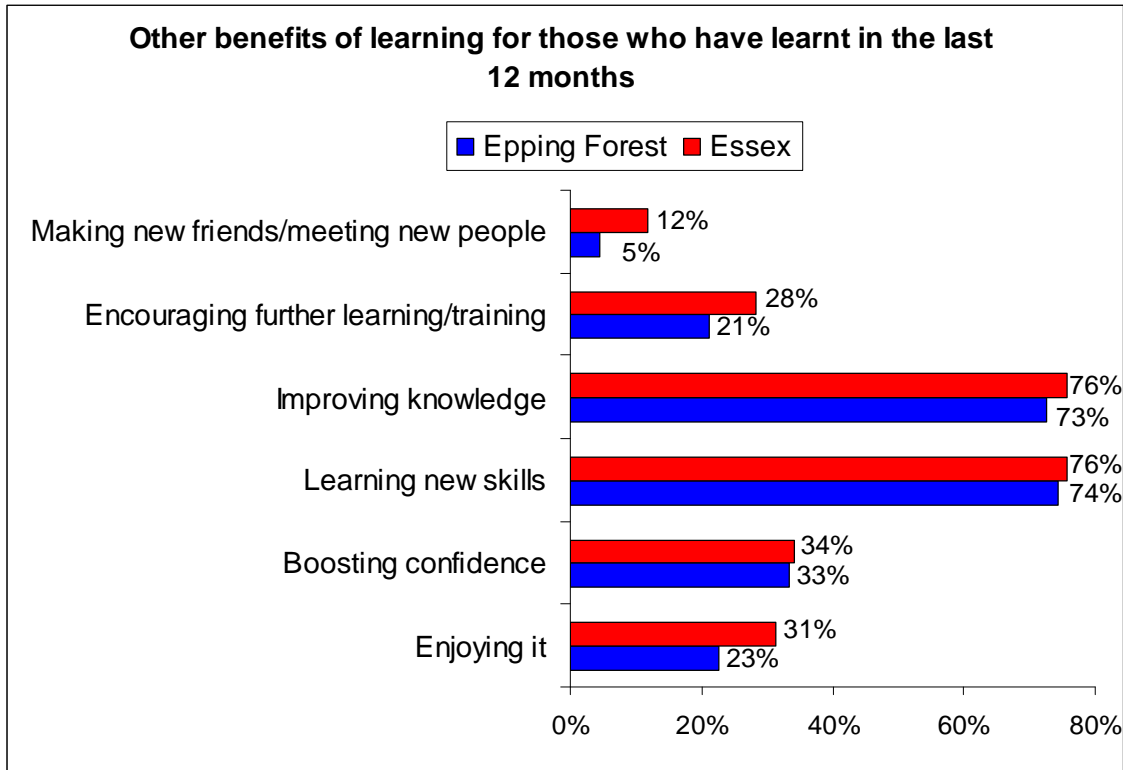
Source: Post 16 Learning Survey, LSC, Essex, 2001

Sample bases: Epping Forest, 66; Essex, 1,109

Population bases (16-65 year old learners in last 12 months): Epping Forest, 26,300; Essex, 422,000

As chart 35 shows, learning new skills (74%) and improving knowledge (73%) are the top 2 other benefits of recent learning for Epping Forest learners.

Chart 35



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

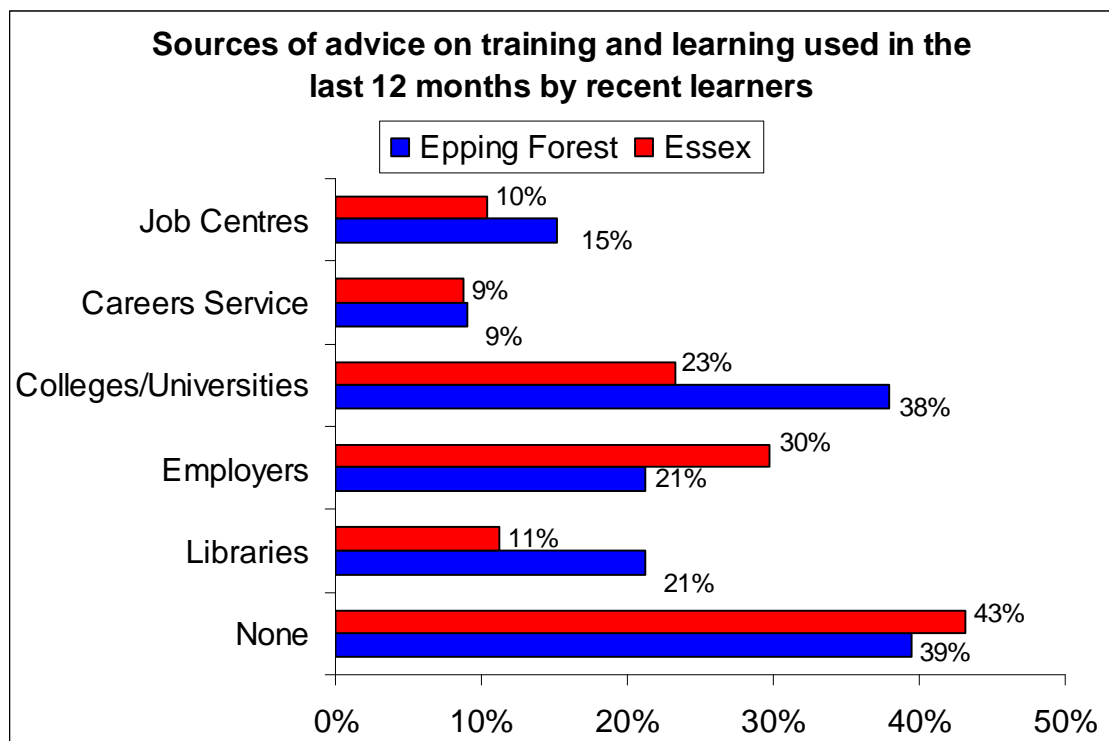
Sample bases: Epping Forest, 66; Essex, 1,109

Population bases (16-65 year old learners in last 12 months): Epping Forest, 26,300; Essex, 422,000

### 4.1.2 Information, Advice and Guidance for Learning

As chart 36 shows, while two in five (39%) Epping Forest learner’s say they sought no advice, of those that did, the biggest majority cite colleges/universities (38%) as their source – considerably more than the 23% of Essex learners.

Chart 36



Source: Post 16 Learning Survey, LSC, Essex, 2001  
 Sample bases: Epping Forest, 66; Essex, 1,109  
 Population bases (16-65 year old learners in last 12 months): Epping Forest, 26,300; Essex, 422,000

### 4.1.3 Future Learning Plans of Adults

In terms of their plans for future learning, Epping Forest residents’ plans are broadly in line with all Essex residents. As table 17 shows, while half of all Epping Forest learners have plans to participate in learning sometime in the future, just over a third say they have no plans to learn in the future.



Table 17

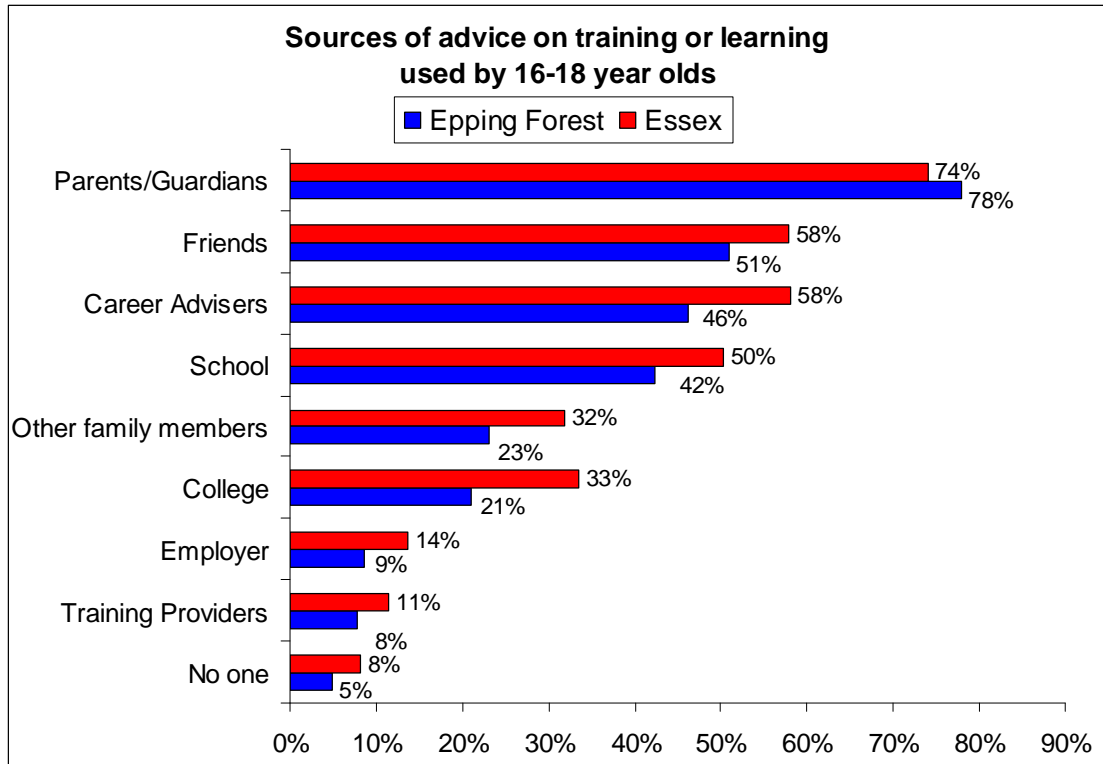
| Likelihood of participating in learning in future          |                 |       |
|--|-----------------|-------|
|  | Epping Forest   | Essex |
|  | % of population |       |
| Within the next 12 months                                  | 32%             | 31%   |
| Not within the next 12 months but possibly at a later date | 18%             | 23%   |
| No plans for future learning                               | 37%             | 33%   |

Source: Post 16 Learning Survey, LSC, Essex, 2001  
Sample bases: Epping Forest, 186; Essex, 2,662  
Population bases (16-65 year olds): Epping Forest, 74,000; 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, while three in four Epping Forest young people used their parents/ guardians as a source of advice – in line with all Essex young people - they are less likely to cite all other sources of advice than their Essex counterparts. That said, at least 2 in 5 Epping Forest young people also mention friends, careers advisors and their school as a source of advice that they made use of.

Chart 37



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

Sample bases: Epping Forest, 104; Essex, 1,420

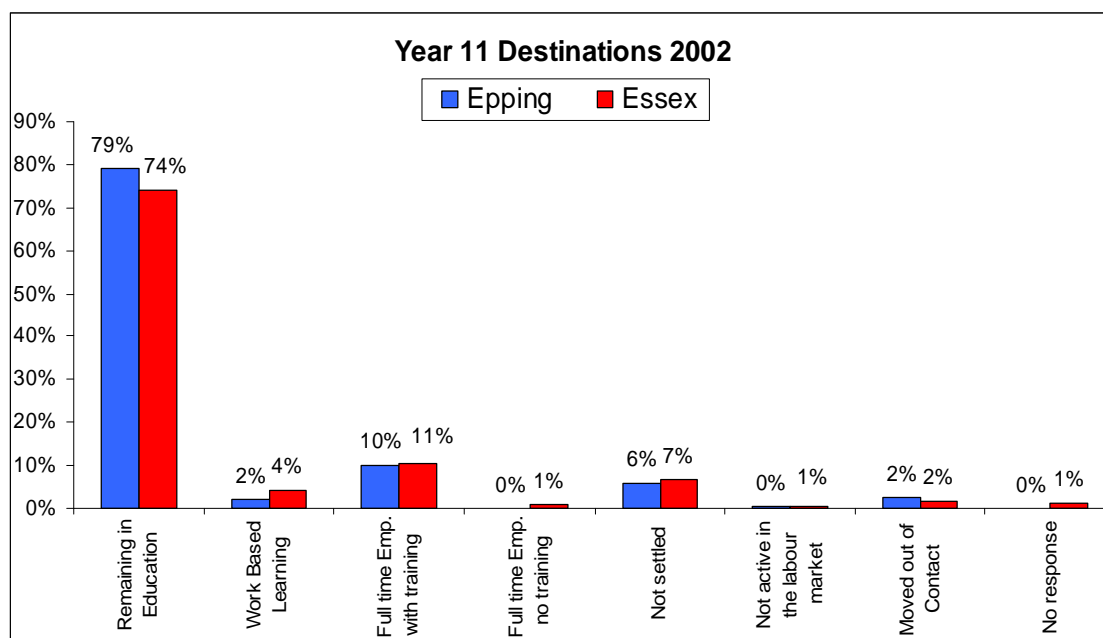
Population bases (16-18 year olds): Epping Forest, 1,900; Essex, 23,700

### 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 Epping Forest regardless of where they reside.

Chart 38 shows the intended first destination all Year 11 Leavers at the end of the 2000-2002 academic year. The proportion of students remaining in education is greater in Epping Forest than Essex, 79% compared to 74%.

Chart 38



Source: Connexions Activity Survey, 2002

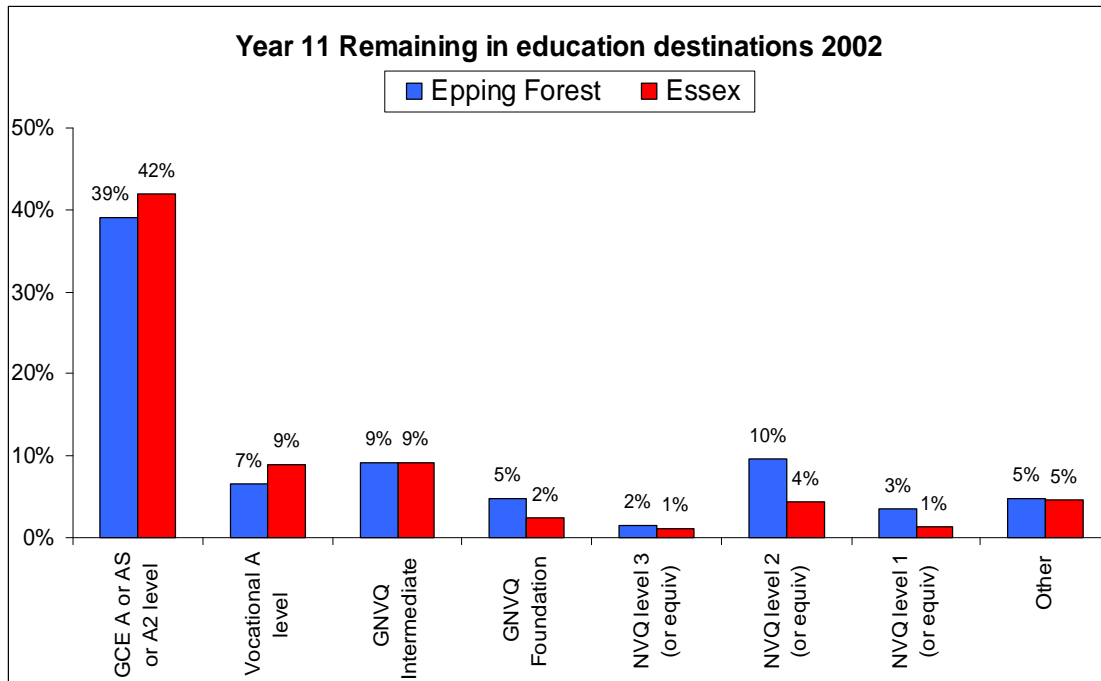
Base: Epping Forest, 928; Essex, 19,586

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 remaining in education slightly less than the Essex average study A levels, 39% in Epping Forest and 42% in Essex.

Chart 39



Source: Connexions Activity Survey, 2002

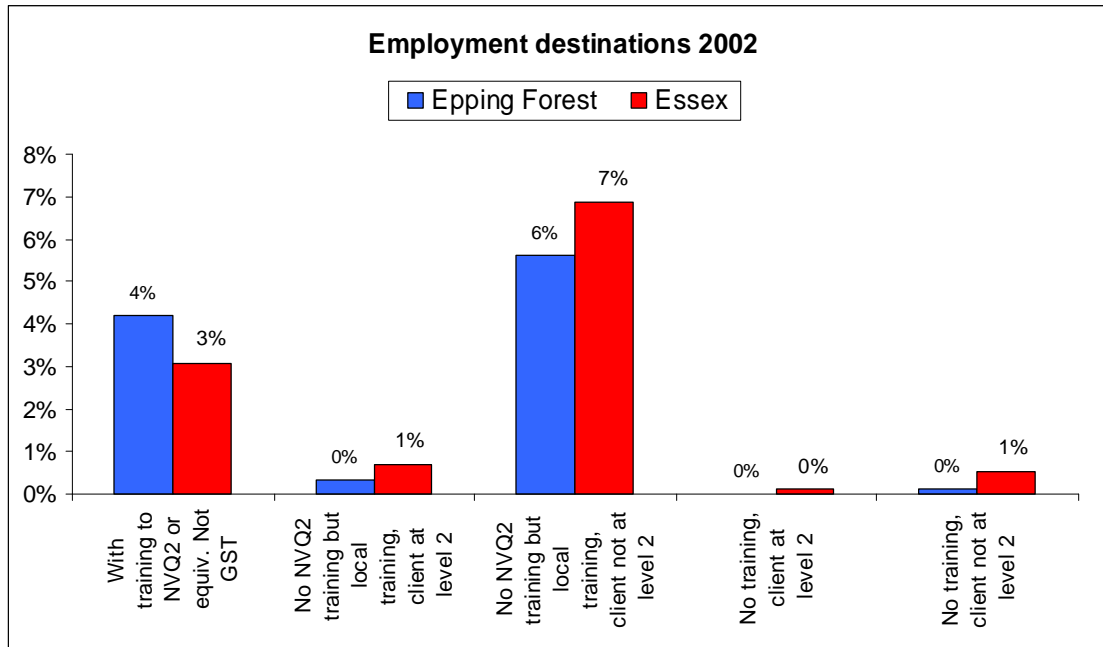
Base: Epping Forest, 928; Essex, 19,586

Note:

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

Chart 40 focuses on the 10% of Epping Forest leavers that intended to move to some form of employment. Slightly more leavers than the Essex average are entering employment that includes training to NVQ level 2 standard (4%). 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

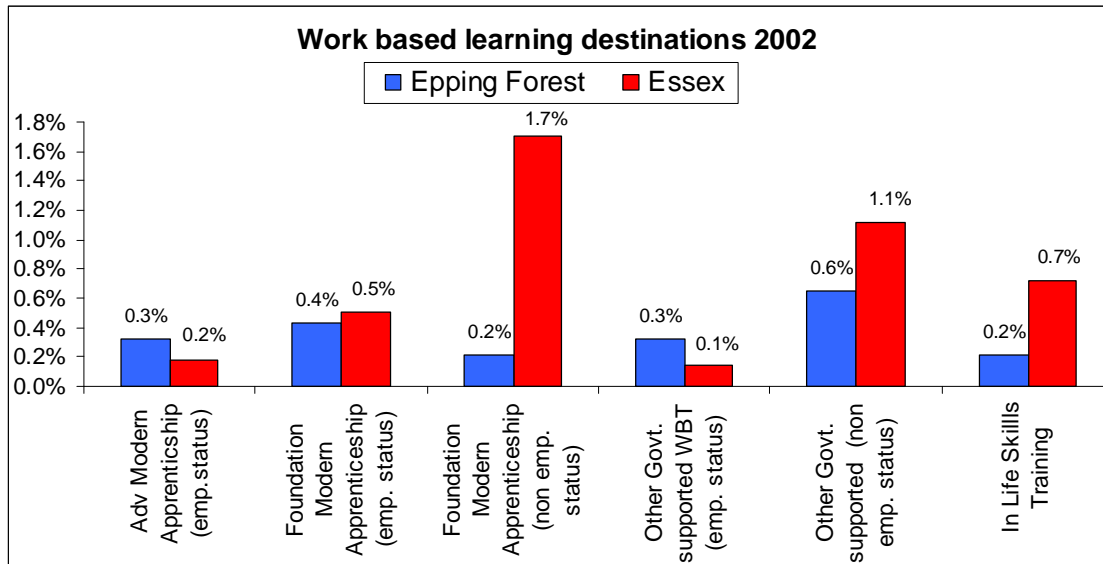
Base: Epping Forest, 928; Essex, 19,586

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). As the chart shows there are less leavers in Epping Forest entering any form of work based learning when compared to Essex.

Chart 41



Source: Connexions Activity Survey, 2002

Base: Epping Forest, 928; Essex, 19,586

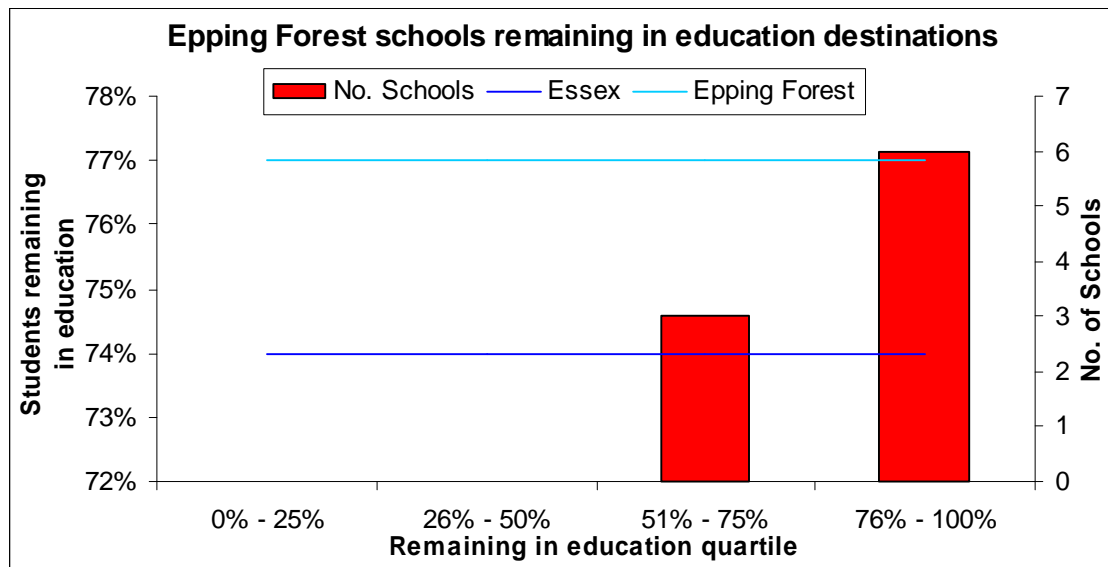
Note:

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 Epping Forest (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 Epping Forest.

Chart 42

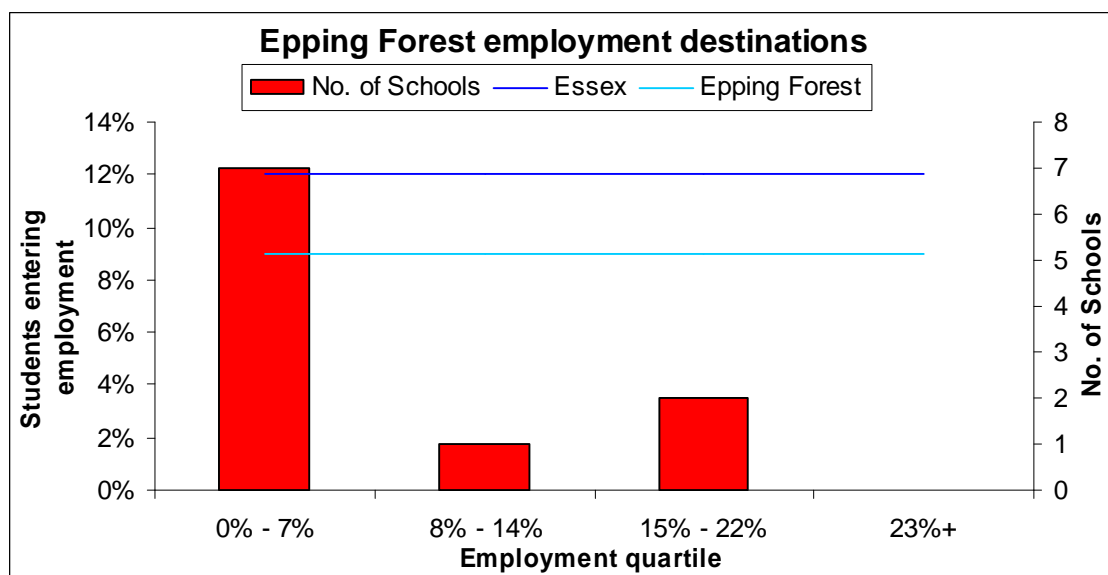


Source: Connexions Activity Survey, 2002

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 Epping Forest.

Chart 43

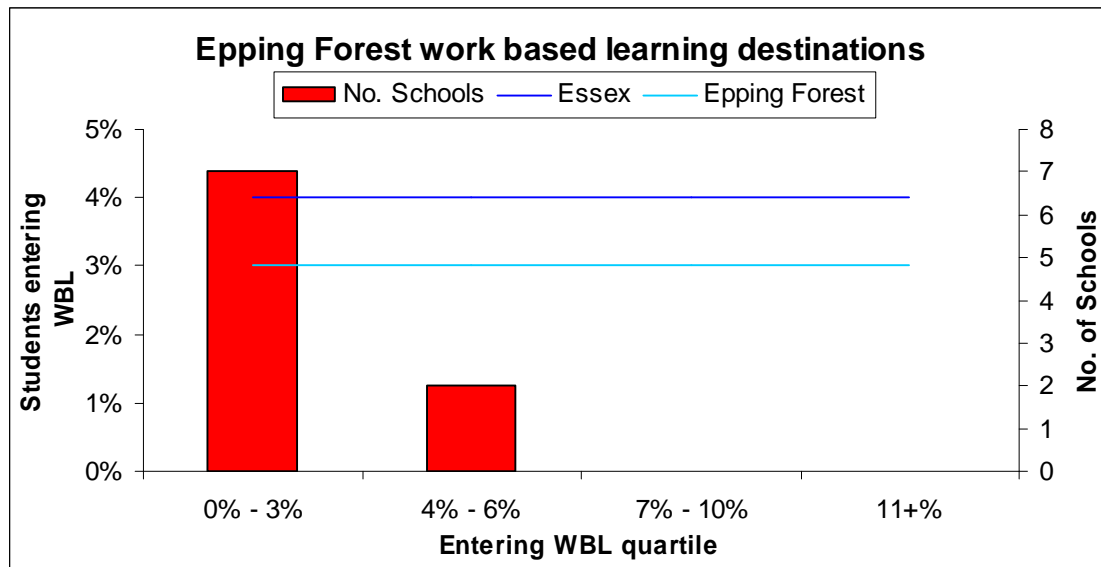


Source: Connexions Activity Survey, 2002

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 Epping Forest.

Chart 44

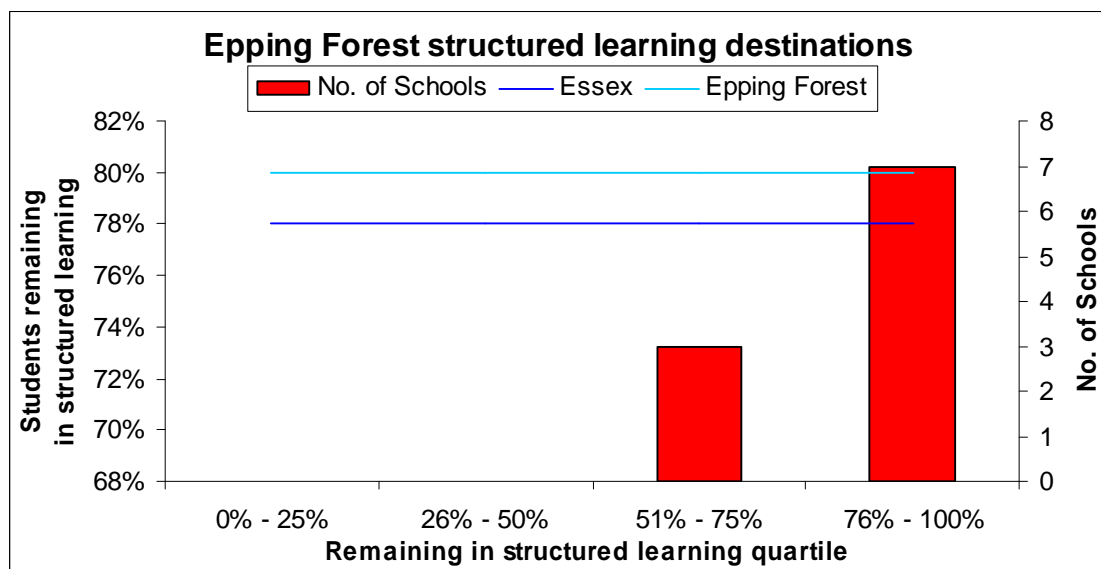


Source: Connexions Activity Survey, 2002

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



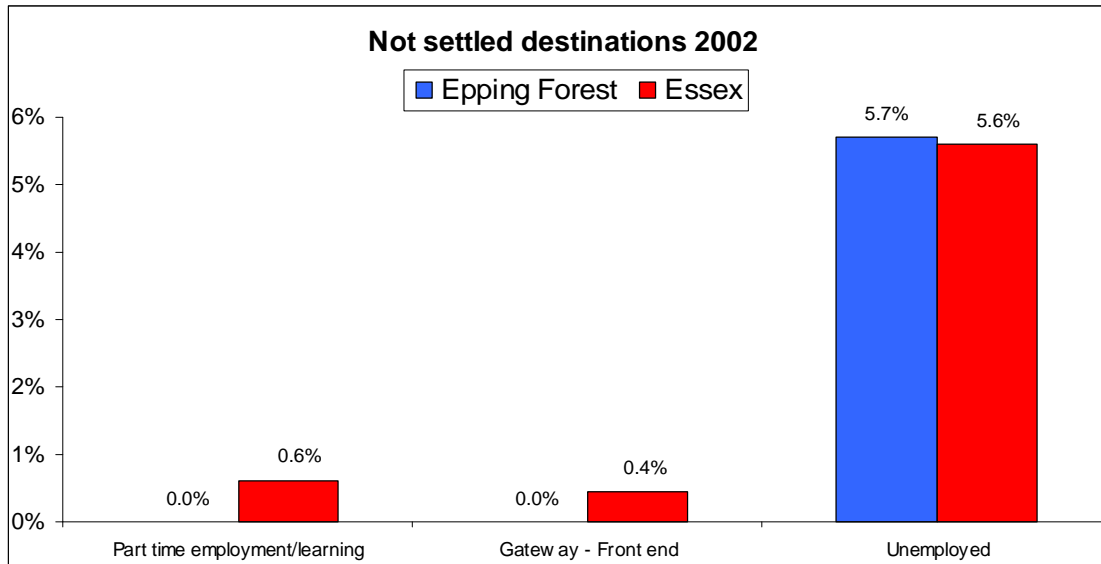
Source: Connexions Activity Survey, 2002

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 there is very little difference in this area between Epping Forest and Essex.

**Chart 46**



Source: Connexions Activity Survey, 2002

Base: Epping Forest, 928; Essex, 19,586

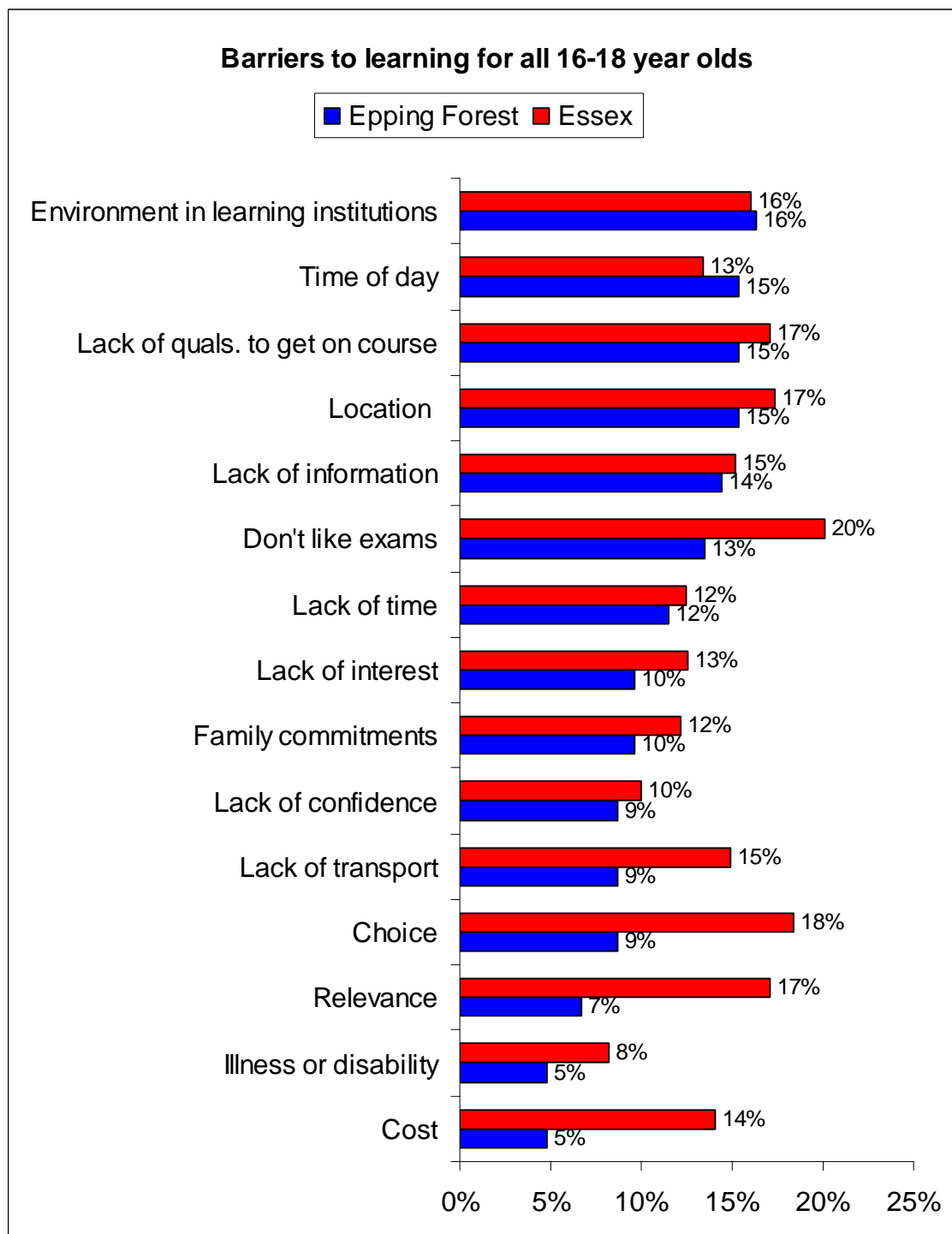
Note:

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, about one in six 16-18 year olds cite environment (16%), time of day (15%) and lack of qualifications (15%) as barriers to learning. Considerably fewer Epping Forest young people cite a dislike of exams, lack of transport, choice, relevance and cost than their Essex counterparts.

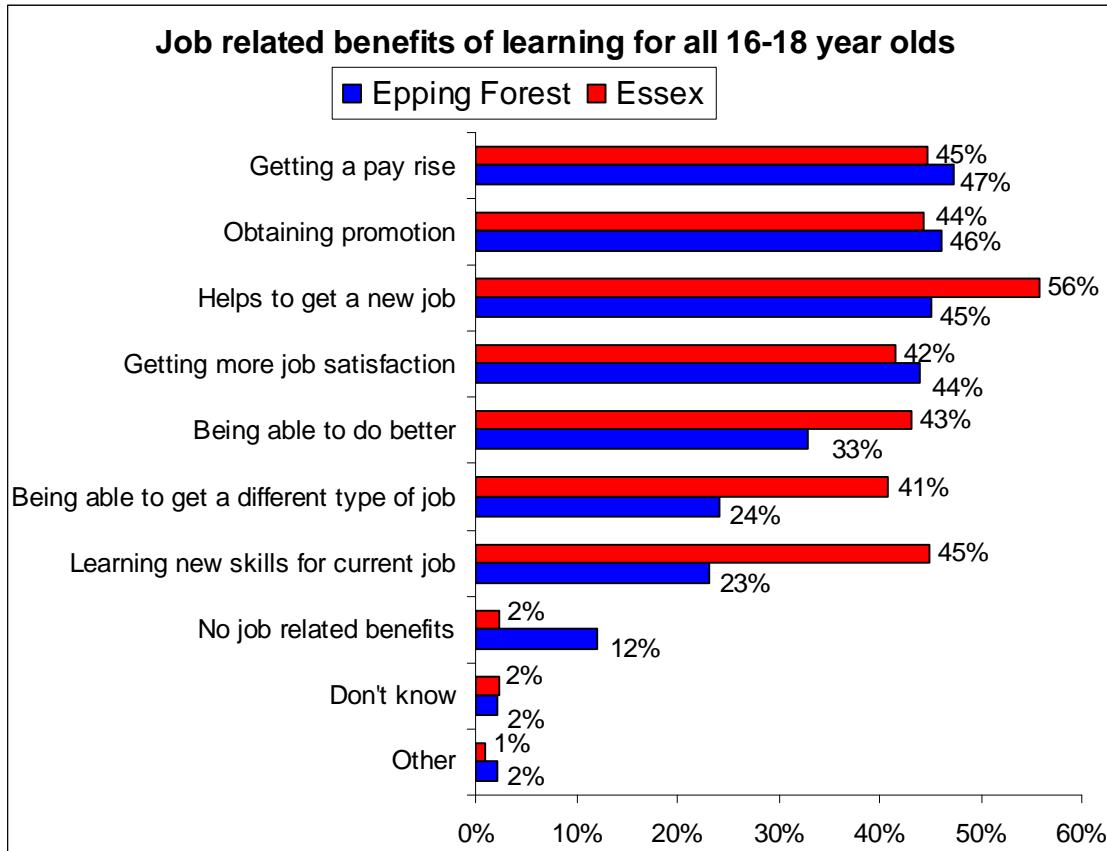
Chart 47



Source: 16-18 Learning Survey, LSC, Essex, 2002  
 Sample bases: Epping Forest, 104; Essex, 1,420  
 Population bases (16-18 year olds): Epping Forest, 1,900; 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, more than two in five young people in Epping Forest see pay rise, promotion, helping to get a new job and more job satisfaction as job related benefits of learning.

Chart 48



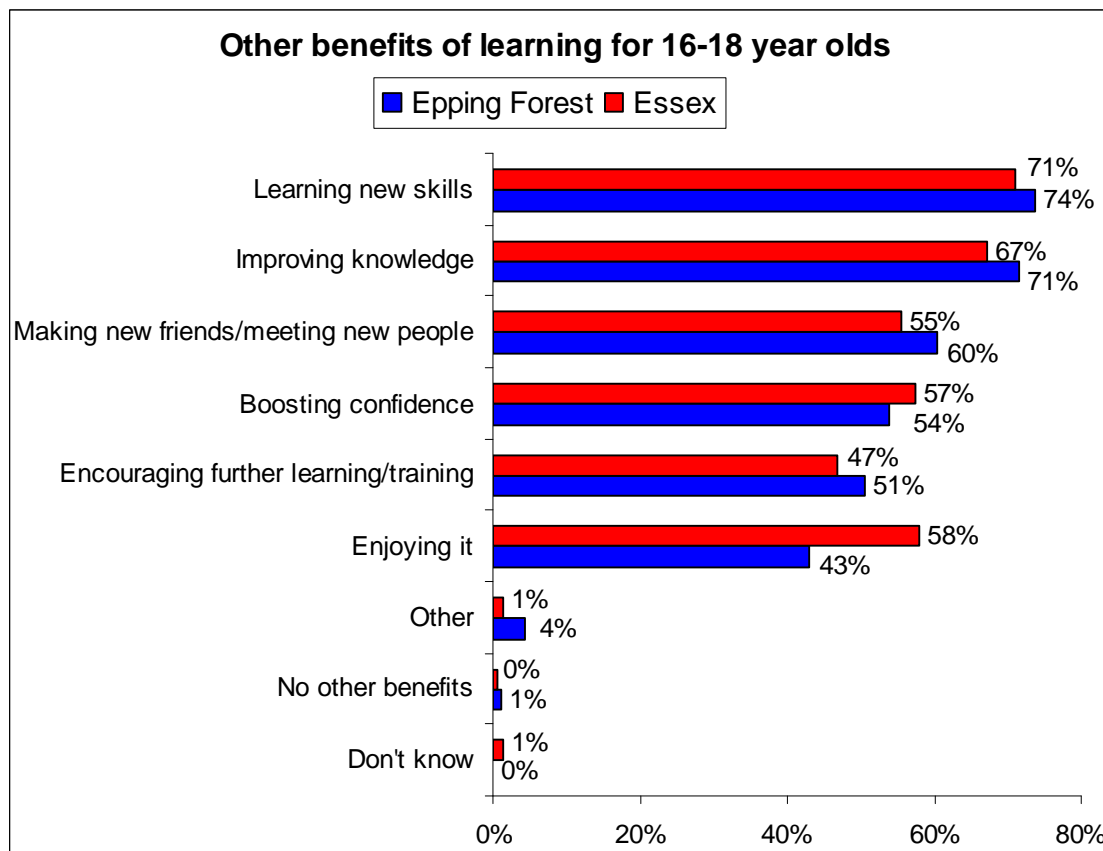
Source: 16-18 Learning Survey, LSC, Essex, 2002

Sample bases: Epping Forest, 104; Essex, 1,420

Population bases (16-18 year olds): Epping Forest, 1,900; Essex, 23,700

As chart 49 shows, in terms of other benefits of learning, Epping Forest young people are broadly in line with all Essex young people.

Chart 49



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

Sample bases: Epping Forest, 104; Essex, 1,420

Population bases (16-18 year olds): Epping Forest, 1,900; 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

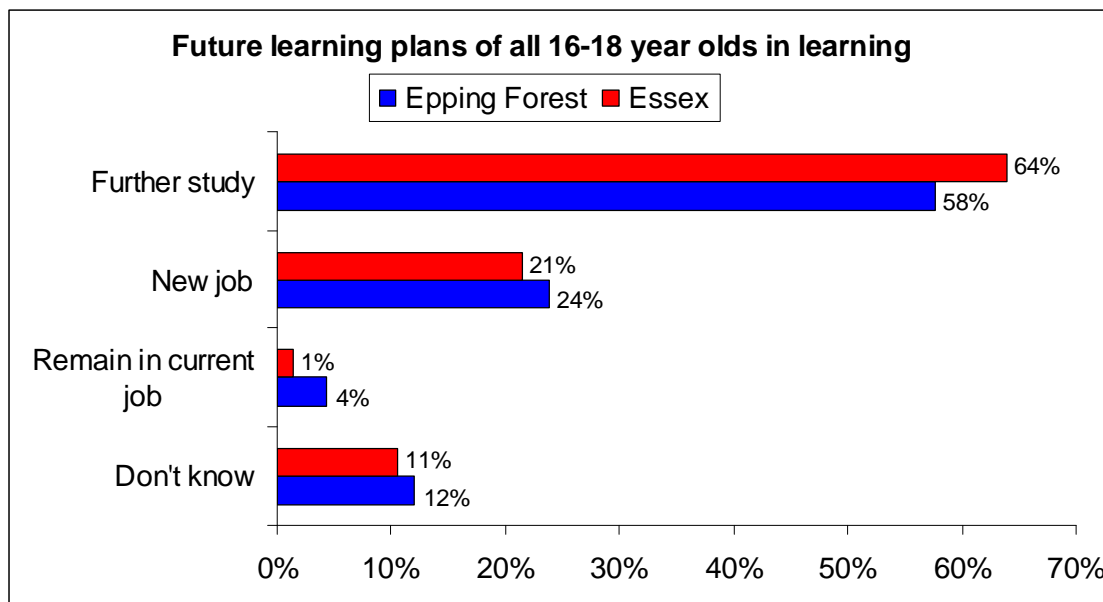
| <b>Reasons for not participating in learning for 16-18 year olds</b> |                                 |
|--|---------------------------------|
|  | <b>Essex</b>                    |
|  | <b>as % of all non-learners</b> |
| In work/wanted to work instead                                       | 43%                             |
| 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 their plans for when they finished this learning. As chart 50 shows, Epping Forest young people follow the same pattern as for Essex, with almost six in ten saying they will continue with some form of further study, one in four finding a new job and one in ten unsure.

Chart 50



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

Sample bases: Epping Forest, 91; Essex, 1,154

Population bases (16-18 year old learners): Epping Forest, 1,700; Essex, 19,300

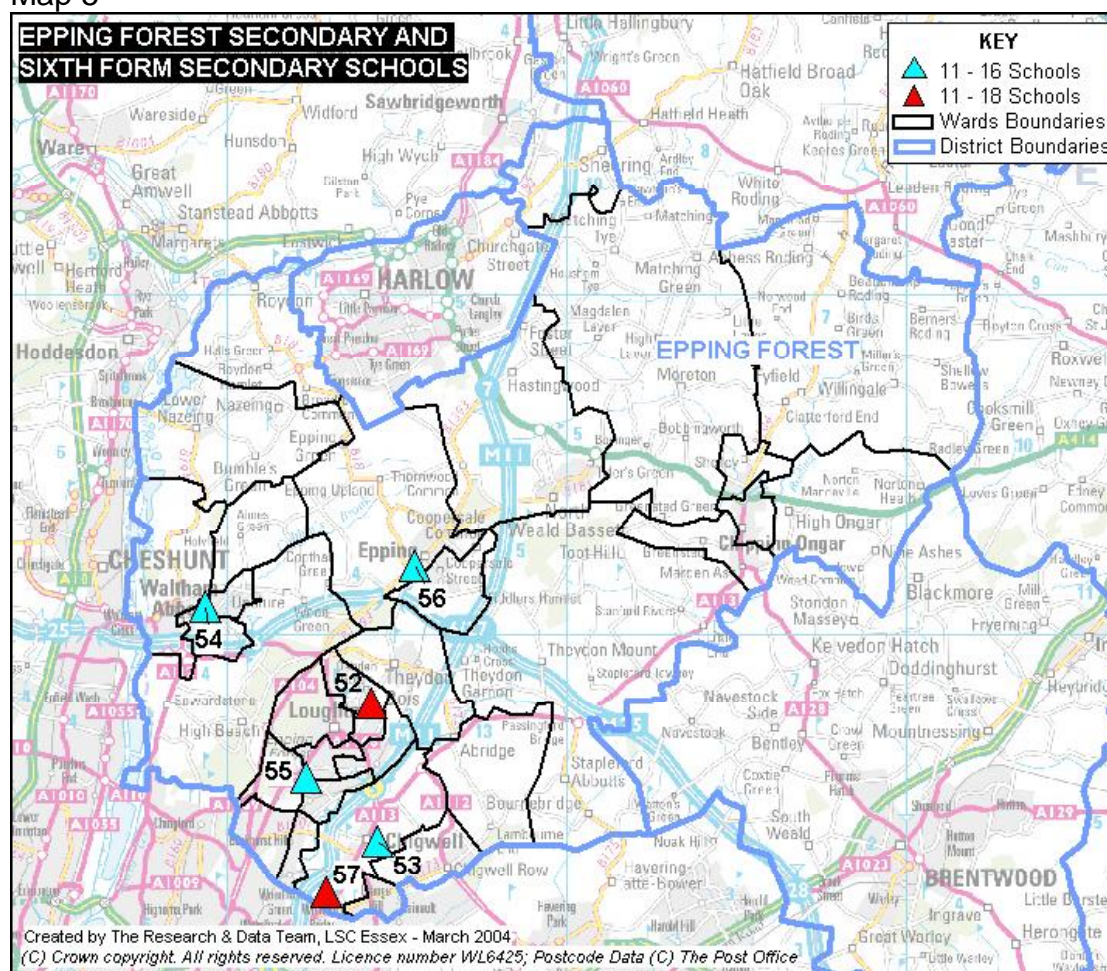
## PROVISION

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 Epping Forest. 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



11-16 schools in the LSC, Essex area:

| Number | School                    | Number on roll January 2003 |
|--------|---------------------------|-----------------------------|
| 53     | Debden Park High School   | 703                         |
| 54     | King Harold School        | 828                         |
| 55     | Roding Valley High School | 1,216                       |
| 56     | St. John's C of E School  | 860                         |

11-18 schools in the Epping Forest area:

| NUMBER | School                     | Number on roll<br>January 2003 |        |
|--------|----------------------------|--------------------------------|--------|
|        |                            | 11 -16                         | 16 -19 |
| 52     | Davenant Foundation School | 787                            | 289    |
| 57     | West Hatch High School     | 945                            | 261    |

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



## 1.1 School Sixth Form Travel to Learn Patterns

Table 19 below shows the schools that sixth form pupils living in Epping Forest 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 to 100%. As the table shows over one third of (38.7%) of pupils attend schools in the Epping Forest district with Davenant Foundation School having the largest share. Also over one third (36.6%) of pupils are attending out of county provision.

Table 19

| <b>Epping Forest resident School VI Form pupils by institution</b> |  |                     |
|--|--|---------------------|
|  | <b>% share of all Epping Forest resident School VI Form pupils</b> | <b>District/LEA</b> |
| Anglo European School  | 2.0%   | Brentwood           |
| The Bishop's Stortford High School                                 | 2.2%   | Hertfordshire       |
| Brentwood County High School                                       | 2.1%   | Brentwood           |
| The Broxbourne School  | 4.0%   | Hertfordshire       |
| Davenant Foundation School   | 21.7%  | Epping Forest       |
| Sawyers Hall College of Science and Technology*                    | 1.1%   | Brentwood           |
| Ilford County High School  | 2.8%   | Redbridge           |
| King Solomon High School   | 3.6%   | Redbridge           |
| The Leventhorpe School   | 4.6%   | Hertfordshire       |
| Saint Mary's Catholic School                                       | 1.1%   | Hertfordshire       |
| Shenfield High School  | 3.4%   | Brentwood           |
| Sheredes School  | 2.7%   | Hertfordshire       |
| Trinity Catholic High School                                       | 12.3%  | Redbridge           |
| West Hatch High School   | 17.0%  | Epping Forest       |
| Woodford County High School  | 3.3%   | Redbridge           |

\*Formerly known as The Hedley Walter High School

Source: Pupil Level Annual School Census (PLASC) 2002/2003

Population base (Epping Forest resident Year 12, 13 & 14 pupils): 853

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 |   |      |      |         |      |      |           |      |      |
|--|---|------|------|---------|------|------|-----------|------|------|
|  | Epping Forest schools GCSE/GNVQ results |      |      |         |      |      |           |      |      |
|  | 5+ A*-C                                 |      |      | 5+ A*-G |      |      | No passes |      |      |
|  | 2001                                    | 2002 | 2003 | 2001    | 2002 | 2003 | 2001      | 2002 | 2003 |
| Braeside School (i)  | 100%                                    | 78%  | 100% | 100%    | 100% | 100% | 0%        | 0%   | 0%   |
| Chigwell School (i)  | 88%                                     | 96%  | 95%  | 89%     | 98%  | 99%  | 5%        | 2%   | 1%   |
| Davenant Foundation School   | 75%                                     | 78%  | 85%  | 95%     | 98%  | 97%  | 4%        | 1%   | 1%   |
| Debden Park High School (New School)                                   | n/a                                     | n/a  | 47%  | n/a     | n/a  | 94%  | n/a       | n/a  | 3%   |
| Guru Gobind Singh Khalsa College (i)                                   | 67%                                     | 88%  | 86%  | 100%    | 100% | 90%  | 0%        | 0%   | 0%   |
| King Harold School   | 33%                                     | 36%  | 40%  | 90%     | 85%  | 95%  | 1%        | 3%   | 1%   |
| Roding Valley High School  | 40%                                     | 51%  | 52%  | 92%     | 96%  | 93%  | 2%        | 2%   | 3%   |
| St John's C of E School  | 30%                                     | 28%  | 29%  | 87%     | 79%  | 85%  | 6%        | 10%  | 7%   |
| St Nicholas School (i)   | 100%                                    | 67%  | 100% | 100%    | 71%  | 100% | 0%        | 29%  | 0%   |
| West Hatch High School   | 66%                                     | 68%  | 59%  | 97%     | 96%  | 97%  | 3%        | 3%   | 2%   |
| England average  | 50%                                     | 52%  | 53%  | 89%     | 90%  | 89%  | 6%        | 5%   | 5%   |

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

(i): Independent school

Table 21

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

| <b>Epping Forest</b>                 | <b>Number of 15 year olds</b> | <b>Number not achieving 5+ A* - C</b> | <b>as a % of number of 15 year olds</b> |
|--------------------------------------|-------------------------------|---------------------------------------|---|
| Braeside School (i)                  | 22                            | 0                                     | 0%                                      |
| Chigwell School (i)                  | 88                            | 4                                     | 5%                                      |
| Davenant Foundation School           | 155                           | 23                                    | 15%                                     |
| Debden Park High School (New School) | 79                            | 42                                    | 53%                                     |
| Guru Gobind Singh Khalsa College (i) | 21                            | 3                                     | 14%                                     |
| King Harold School                   | 172                           | 103                                   | 60%                                     |
| Roding Valley High School            | 238                           | 114                                   | 48%                                     |
| St John's C of E School              | 168                           | 119                                   | 71%                                     |
| West Hatch High School               | 185                           | 76                                    | 41%                                     |
| England average                      | -                             | -                                     | 47%                                     |

Source: Department for Education and Skills, 2003

Notes:

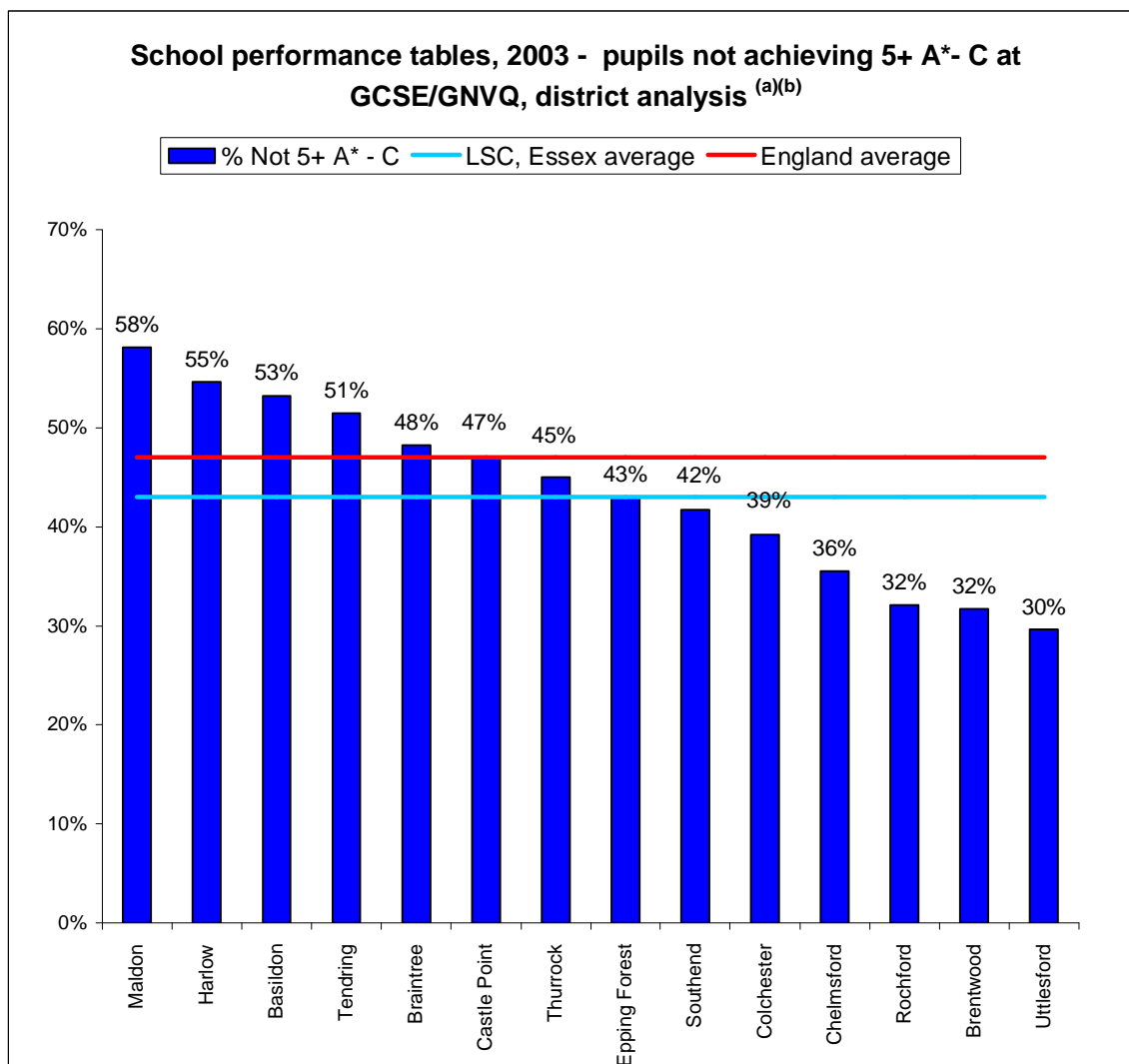
(a) This is calculated from the standard data on those achieving 5+ A\* - C at GCSE/GNVQ in the DfES Secondary School Performance Tables, 2003

(i): Independent school

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.

Epping Forest is ranked eighth of the 14 areas in Essex, with 43% of pupils not achieving 5+ A\*-C at GCSE/GNVQ, This compares to an Essex average of 43% and an England average of 47%.

Chart 51



Source: Department for Education and Skills, 2003

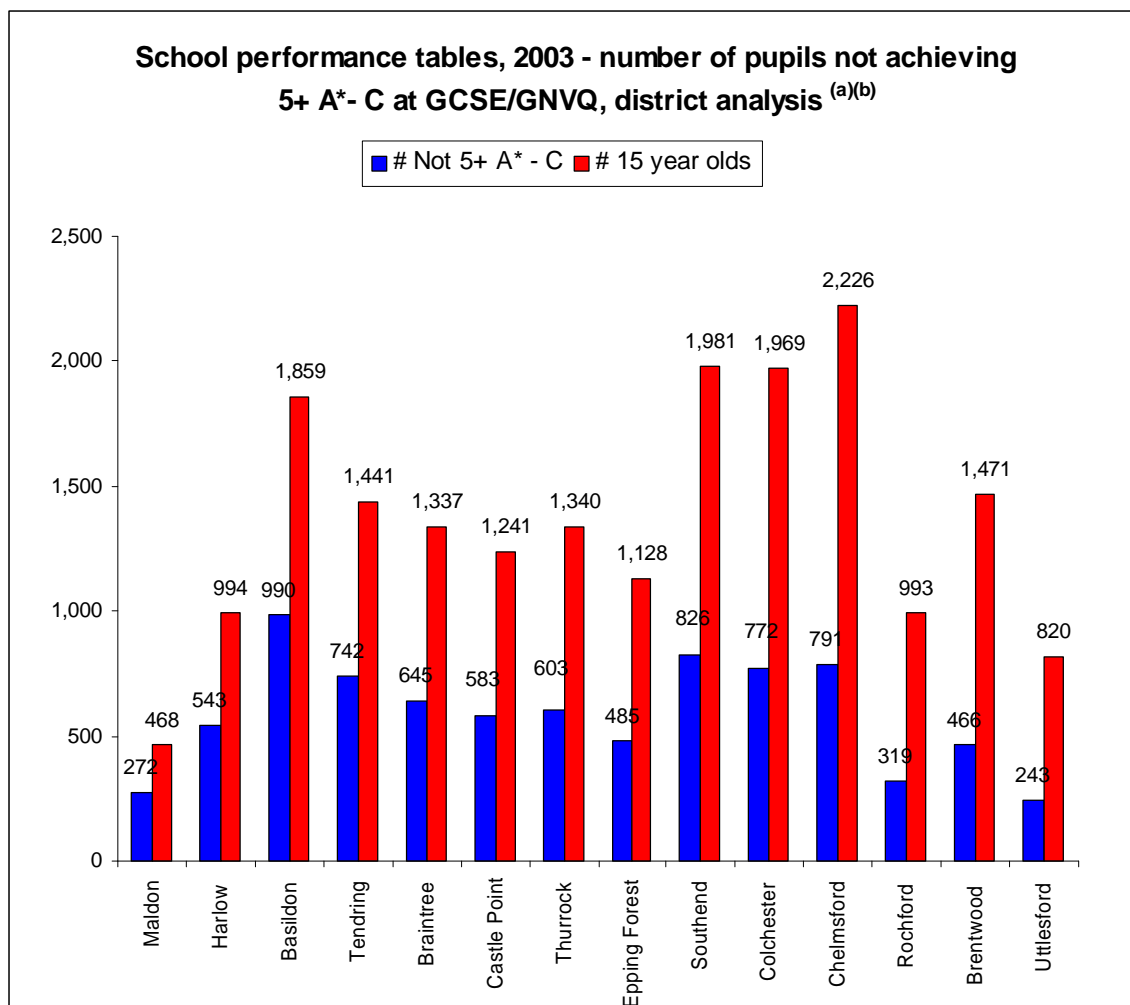
Notes:

(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. This chart shows that the 43% non-achievement for Epping Forest equates to 485 students.

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

| Epping Forest                        | Value added measure <sup>(a)</sup> | % of pupils included in calculation <sup>(b)</sup> | Average number of GCSE/GNVQs taken by pupils in calculation <sup>(c)</sup> | % of pupils included in VA calculation at the school for both KS3 and GCSE/GNVQ <sup>(d)</sup> |
|--------------------------------------|------------------------------------|--|--|--|
| Braeside School (i)                  | 102.4                              | 100%   | 8.8  | 100%   |
| Chigwell School (i)                  | 96.5                               | 97%  | 9.4  | 100%   |
| Davenant Foundation School           | 100.6                              | 99%  | 11.2   | 98%  |
| Debden Park High School (New School) | 96.4                               | 94%  | 10.8   | 93%  |
| Guru Gobind Singh Khalsa College (i) | #                                  | 19%  | 8.8  | 0%   |
| King Harold School                   | 98.9                               | 99%  | 8.9  | 98%  |
| Roding Valley High School            | 99.3                               | 97%  | 9.4  | 97%  |
| St. John's C of E School             | 94.9                               | 98%  | 8.5  | 98%  |
| St. Nicholas School                  | -                                  | -  | -  | -  |
| West Hatch High School               | 101.6                              | 98%  | 9.3  | 98%  |

Source: Department for Education and Skills, 2003

Notes:

(i): Independent school

# 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- number of half days missed through absence**

| <b>Epping Forest</b>                 | <b>Number of pupils</b> | <b>Authorised absences as % of number of pupils</b> | <b>Unauthorised absences as % of number of pupils</b> |
|--------------------------------------|-------------------------|---|---|
| Braeside School (i)                  | 195                     | 5.4%  | 0.0%  |
| Chigwell School (i)                  | 575                     | 3.3%  | 0.0%  |
| Davenant Foundation School           | 790                     | 5.7%  | <   |
| Debden Park High School (New School) | 720                     | 7.1%  | 1.9%  |
| Guru Gobind Singh Khalsa College (i) | 275                     | 5.5%  | 5.0%  |
| King Harold School                   | 830                     | 7.6%  | 1.0%  |
| Roding Valley High School            | 1,233                   | 7.2%  | 1.0%  |
| St John's C of E School              | 885                     | 8.1%  | 1.7%  |
| St Nicholas School (i)               | 303                     | 3.4%  | 0.0%  |
| West Hatch High School               | 948                     | 6.8%  | 0.0%  |
| England average                      | -                       | 7.1%  | 1.1%  |

Source: Department for Education and Skills, 2003

&lt;: less than 0.05%

(i): Independent school

Table 24

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

| Epping Forest                      | Number of 15 year olds | With SEN with statements |      | With SEN without statements |       |
|------------------------------------|------------------------|--------------------------|------|-----------------------------|-------|
|                                    |                        | Number                   | %    | Number                      | %     |
| Davenant Foundation School         | 155                    | -                        | -    | 7                           | 4.5%  |
| Debden Park High School            | 79                     | -                        | -    | 5                           | 6.3%  |
| King Harold School                 | 172                    | 3                        | 1.7% | 11                          | 6.4%  |
| Roding Valley High School          | 238                    | 5                        | 2.1% | 14                          | 5.9%  |
| St John's Church of England School | 168                    | 3                        | 1.8% | 22                          | 13.1% |
| West Hatch High School             | 185                    | 1                        | 0.5% | 16                          | 8.6%  |

Source: Department for Education and Skills, 2003  
(i): Independent school

**1.2.2 A/AS Level Tables**

Table 25

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

| Epping Forest              | GCE and VCE results           |                |                                 |                                     |
|----------------------------|-------------------------------|----------------|---------------------------------|-------------------------------------|
|                            | Number of students aged 16-18 | Number entered | Average point score per student | Average point score per examination |
| Chigwell School (i)        | 150                           | 83             | 382.7                           | 99.7                                |
| Davenant Foundation School | 289                           | 149            | 259.3                           | 75.7                                |
| Epping Forest College      | 1,969                         | 381            | 147.2                           | 58.7                                |
| West Hatch High School     | 260                           | 104            | 255.6                           | 72                                  |
| England average            | -                             | -              | 258.6                           | 77.4                                |

Source: Department for Education and Skills, 2003  
(i): Independent school



Table 26

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

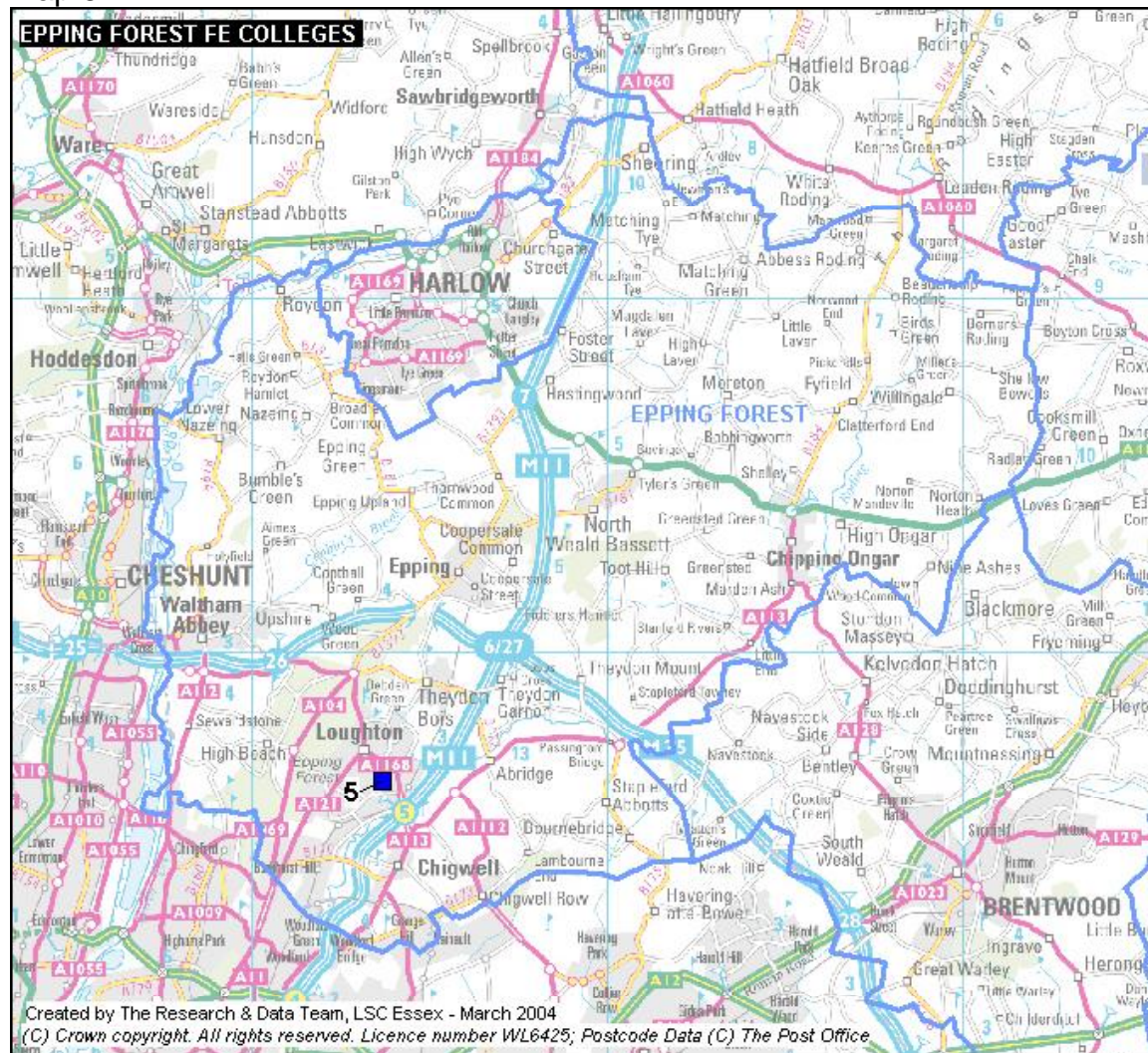
|                        | <b>Advanced Extension Awards</b> |                         | <b>Other Advanced</b>     |                         |
|------------------------|----------------------------------|-------------------------|---------------------------|-------------------------|
| <b>Epping Forest</b>   | <b>Number of students</b>        | <b>% achieving qual</b> | <b>Number of students</b> | <b>% achieving qual</b> |
| West Hatch High School | -                                | -                       | -                         | -                       |
| England average        | -                                | 55%                     | -                         | 82%                     |
| <b>0</b>               |                                  |                         |                           |                         |
|                        | <b>Intermediate VQ</b>           |                         | <b>IB Diploma</b>         |                         |
| <b>Epping Forest</b>   | <b>Number of students</b>        | <b>% achieving qual</b> | <b>Number of students</b> | <b>% achieving qual</b> |
| West Hatch High School | 9                                | 56%                     | -                         | -                       |
| England average        | -                                | 74%                     | -                         | -                       |

Source: Department for Education and Skills, 2003

## 2. Further Education

Map 6 below shows the FE college in Epping Forest. 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 Epping Forest area:

| Number | College               | Number of learners |           |
|--------|-----------------------|--------------------|-----------|
|        |                       | 2002/2003          |           |
|        |                       | Full-time          | Part-time |
| 5      | Epping Forest College | 2,058              | 2,191     |

Source: PPQI 2002/03

## 2.1 Further Education Travel to Learn Patterns

Table 27 shows the FE colleges that FE learners who live in Epping Forest 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+.

Over one-third (35.8%) of 16 – 18 students in Epping Forest attend Epping Forest College, which is the largest share. Another third attend Harlow College (33.6%) and a further one in five (19.5%) attending out of county provision.

For the 19+ age group there is a more dispersed attendance. The largest share of students is Epping Forest College with 27.6% and with the exception of Harlow College (17%) the remaining nominal numbers include other local districts and out of county.

Table 27

| <b>Epping Forest resident FE learners by institution</b> |  |            |                      |
|--|--|------------|----------------------|
|  | <b>% share of all Epping Forest resident FE learners</b> |            | <b>District/LLSC</b> |
|  | <b>16-18</b>   | <b>19+</b> |                      |
| Barking College  | <  | 1.5%       | London East          |
| Barnfield College  | N/a  | 1.0%       | Beds and Luton       |
| Braintree College  | <  | 2.7%       | Braintree            |
| Capel Manor College                                      | 2.0%   | 2.3%       | London North         |
| Chelmsford College                                       | 1.4%   | 2.4%       | Chelmsford           |
| Colchester Institute                                     | <  | 3.0%       | Colchester           |
| College of North East London                             | <  | 1.7%       | London North         |
| Enfield College  | 1.1%   | 1.3%       | London North         |
| Epping Forest College                                    | 35.8%  | 27.6%      | Epping Forest        |
| Havering College of FHE                                  | 1.3%   | 3.6%       | London East          |
| Harlow College   | 33.6%  | 17.0%      | Harlow               |
| Hertford Regional College                                | 10.0%  | 11.3%      | Hertfordshire        |
| Leicester College  | <  | 1.4%       | Leicestershire       |
| Newham College of FE                                     | 1.1%   | 1.5%       | London East          |
| Redbridge College  | 1.8%   | 1.5%       | London East          |
| Southgate College  | <  | 1.1%       | London North         |
| Southport College  | N/a  | 1.3%       | Gtr Merseyside       |
| Waltham Forest College                                   | 2.2%   | 3.9%       | 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 1,258; 19+ learners 4,053)

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

Excludes learners whose age is not recorded

Tables 28 and 29 offer further analysis showing enrolments of Harlow residents FE learners by qualification level and also area of learning.

Table 28

### Enrolments for Epping Forest resident FE learners by Level

|                   | 16-18      |         | 19+        |         |
|-------------------|------------|---------|------------|---------|
|                   | Enrolments | % Share | Enrolments | % Share |
| Level 1 and Entry | 1,641      | 25%     | 2,286      | 37%     |
| Level 2           | 2,487      | 37%     | 1,382      | 23%     |
| Level 3 or Higher | 1,854      | 28%     | 1,026      | 17%     |
| Other             | 689        | 10%     | 1,429      | 23%     |

Source: Individualised Learner Record, 2002/2003

Population base: (16-18 Epping Forest resident FE learners), 6671 ;(19+ Epping Forest resident FE learners), 6123

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 29

| <b>Enrolments for Epping Forest resident FE learners by Area of Learning</b> |                   |                |                   |                |
|--|-------------------|----------------|-------------------|----------------|
|  | <b>16-18</b>      |                | <b>19+</b>        |                |
|  | <b>Enrolments</b> | <b>% Share</b> | <b>Enrolments</b> | <b>% Share</b> |
| Business administration, Management and Professional                         | 243               | 3.6%           | 627               | 10.2%          |
| Construction   | 124               | 1.9%           | 293               | 4.8%           |
| Engineering, Technology and Manufacturing                                    | 109               | 1.6%           | 142               | 2.3%           |
| English, Languages and Communications  | 1,395             | 20.9%          | 616               | 10.1%          |
| Foundation Programmes  | 929               | 13.9%          | 721               | 11.8%          |
| Hairdressing and Beauty Therapy  | 198               | 3.0%           | 212               | 3.5%           |
| Health, Social Care and Public Services                                      | 372               | 5.6%           | 708               | 11.6%          |
| Hospitality, Sports, Leisure and Travel                                      | 331               | 5.0%           | 275               | 4.5%           |
| Humanities   | 254               | 3.8%           | 158               | 2.6%           |
| Information and Communication Technology                                     | 698               | 10.5%          | 1,320             | 21.6%          |
| Land based provision   | <                 | <              | 150               | 2.4%           |
| Not Known  | 561               | 8.4%           | 358               | 5.8%           |
| Retailing, Customer Service and Transportation                               | <                 | <              | 62                | 1.0%           |
| Science and Mathematics  | 1,020             | 15.3%          | 218               | 3.6%           |
| Visual and Performing Arts and Media   | 384               | 5.8%           | 263               | 4.3%           |

Source: Individualised Learner Record, 2002/2003

Population base: (16-18 Epping Forest resident FE learners), 6671 ;(19+ Epping Forest resident FE learners), 6123

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.

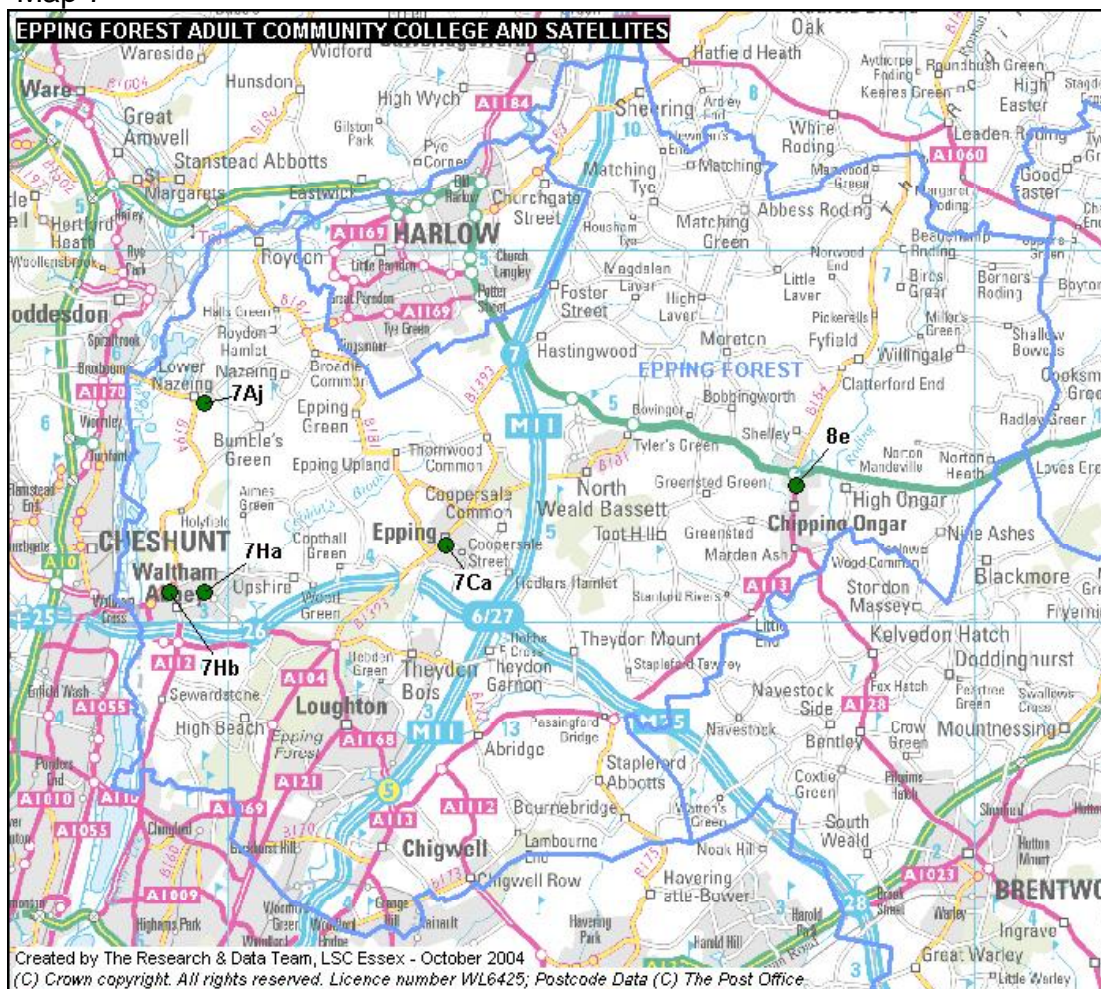
Excludes learners whose age or area of learning is not recorded



### 3. Adult Community Learning

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

Map 7



Source: Adult Learning 2004-2005 issued North & West Essex ACC, Essex County Council

Adult community learning providers in the Epping Forest area:

North & West Essex ACC satellites:

| Number | Name of Satellite                          |
|--------|--|
| 7Aj    | Nazeing Primary School                     |
| 7Ca    | N&WACC: Epping - Epping Centre             |
| 7Ha    | N&WACC: Waltham Abbey - Paternoster Centre |
| 7Hb    | Waltham Abbey Community Centre             |

Mid Essex ACC satellites:

| Number | Name of Satellite  |
|--------|--------------------|
| 8e     | Great Stony School |

### 3.1 Adult Community Learning Travel to Work Patterns

Table 30 shows the ACL providers that ACL learners who live in Epping Forest 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 one quarter of the learners in tables 29 attend at Epping Forest ACC (27.2%). The bulk of the remaining students for adult community learning are in Harlow, Brentwood and London North.

Table 30

| <b>Epping Forest resident Adult Community learners by institution<sup>(a)</sup></b> |   |  |
|---|---|--|
|   | <b>% share of all Epping Forest resident Adult Community learners</b> | <b>Location of provider<sup>(b)</sup> / LLSC</b> |
| Chelmsford ACC  | 2.5%  | Chelmsford                                       |
| Epping Forest ACC   | 27.2%   | Harlow   |
| London Borough of Barking and Dagenham  | 1.2%  | London East                                      |
| London Borough of Havering  | 2.8%  | London East                                      |
| London Borough of Redbridge   | 9.9%  | London East                                      |
| London Borough of Waltham Forest  | 15.1%   | London North                                     |
| Mid Essex ACC   | 15.0%   | Brentwood  |
| North and West Essex ACC  | 16.6%   | Harlow   |
| St Johns Ambulance  | 6.1%  | National LSC                                     |

Source: Individualised Learner Record 2002/03  
Population base: 885  
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 31 and 32 offer further analysis showing enrolments of Harlow residents ACL learners by qualification level and also area of learning.

Table 31

### Enrolments for Epping Forest resident ACL learners by Level

|                   | Enrolments | % Share |
|-------------------|------------|---------|
| Level 1 and Entry | 456        | 43%     |
| Level 2           | 257        | 24%     |
| Level 3 or Higher | 102        | 10%     |
| Other             | 244        | 23%     |

Source: Individualised Learner Record, 2002/2003

Population base: (Epping Forest resident ACL learners), 1059

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 32

**Enrolments for Epping Forest resident ACL learners by Area of Learning**

|  | <b>Enrolments</b> | <b>% Share</b> |
|--|-------------------|----------------|
| Business administration, Management and Professional | 58                | 5%             |
| Construction   | 16                | 2%             |
| Engineering, Technology and Manufacturing            | <                 | <              |
| English, Languages and Communications                | 155               | 15%            |
| Foundation Programmes                                | 162               | 15%            |
| Hairdressing and Beauty Therapy                      | 39                | 4%             |
| Health, Social Care and Public Services              | 89                | 8%             |
| Hospitality, Sports, Leisure and Travel              | 21                | 2%             |
| Humanities   | 20                | 2%             |
| Information and Communication Technology             | 226               | 21%            |
| Land based provision                                 | <                 | <              |
| Not Known  | 176               | 17%            |
| Retailing, Customer Service and Transportation       | <                 | <              |
| Science and Mathematics                              | <                 | <              |
| Visual and Performing Arts and Media                 | 82                | 8%             |

Source: Individualised Learner Record, 2002/2003

Population base: (Epping Forest resident ACL learners), 1059

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.

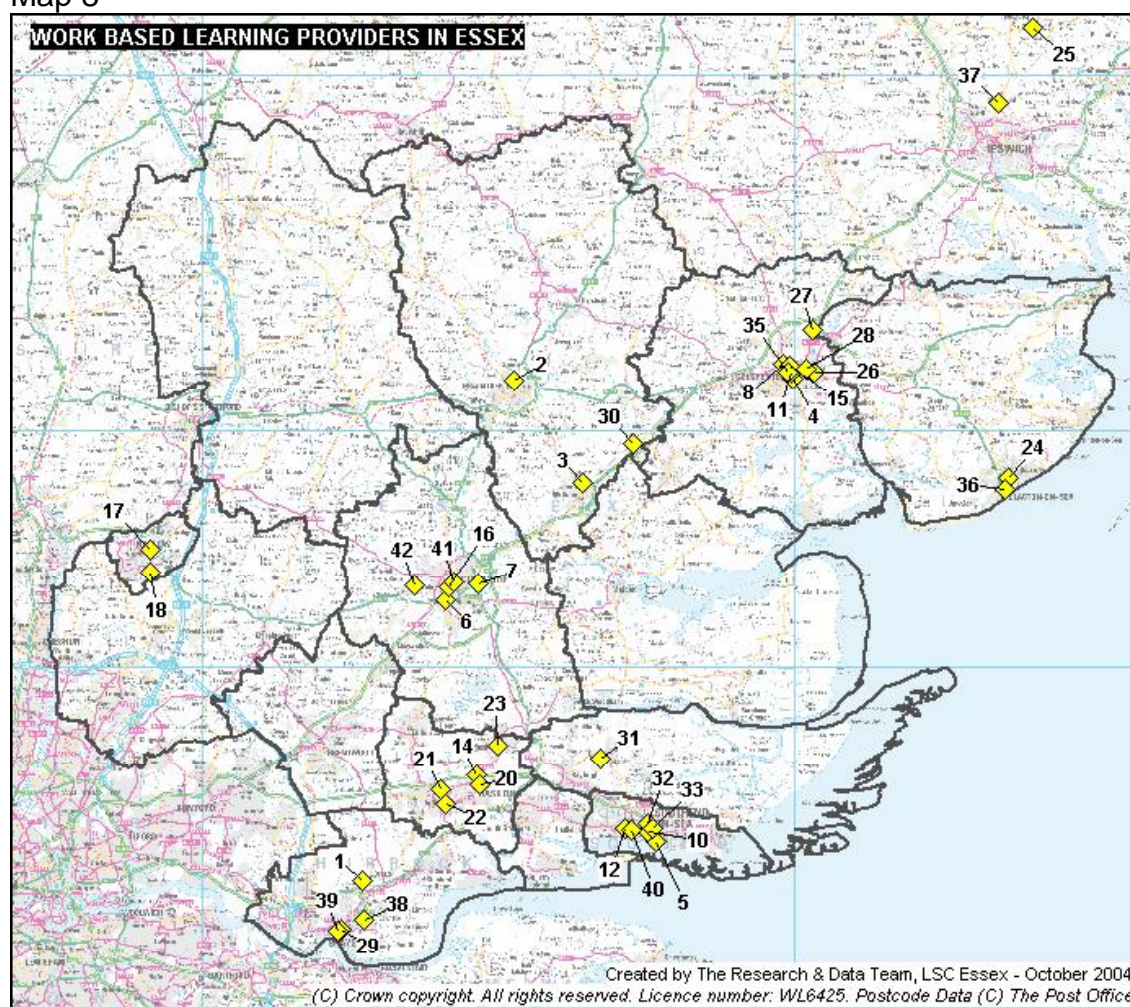
This is for FE Accredited provision that is delivered within an Adult Community College

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                |

EPPING FOREST

| Number | WBL Provider  | Number in learning |
|--------|---|--------------------|
| 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 <sup>1</sup>                                 | 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 <sup>2</sup>                      | 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

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

<sup>2</sup> 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                 |

Individualised Learner Record 2003/2004

#### 4.1 Work Based Learning Travel to Learn Patterns

Table 33 shows the WBL providers that WBL learners who live in Epping Forest 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 33

#### Epping Forest resident WBL learners by institution

|                              | % share of all Epping Forest resident WBL learners |       | District/LLSC      |
|------------------------------|--|-------|--------------------|
|                              | 16-18  | 19+   |                    |
| Central Training             | 4.0%   | <     | Out of County      |
| Education and Youth Services | 6.1%   | <     | E2E Only Provision |
| Harlow College               | 19.3%  | 10.4% | Harlow             |
| Hertford Regional College    | 7.2%   | <     | Out of County      |
| VT Plus Training             | <  | 8.9%  | Out of County      |

Source: Individualised Learner Record, 2003/2004, Average in Learning  
Population base: (16-18 Epping Forest resident WBL learners), 247 ;(19+ Epping Forest resident WBL learners), 126

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 34 and 35 offer further analysis showing average in learning of Harlow residents WBL learners by qualification level and also area of learning.

Table 34

| <b>Average in Learning for Epping Forest resident WBL learners<sup>(a)</sup> by Level</b> |                            |                |                            |                |
|---|----------------------------|----------------|----------------------------|----------------|
|   | <b>16-18</b>               |                | <b>19+</b>                 |                |
|   | <b>Average in Learning</b> | <b>% Share</b> | <b>Average in Learning</b> | <b>% Share</b> |
| Level 1 and Entry   | 24                         | 9.6%           | <                          | <              |
| Level 2   | 138                        | 55.9%          | 64                         | 51.1%          |
| Level 3   | 84                         | 34.2%          | 57                         | 45.5%          |
| Level 4   | <                          | <              | <                          | <              |

Source: Individualised Learner Record, 2003/2004  
Population base: (16-18 Epping Forest resident WBL learners), 247 ;(19+ Epping Forest resident WBL learners), 126  
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 35

**Average in Learning for Epping Forest resident WBL learners<sup>(a)</sup> by Area of Learning**

|  | 16-18               |         | 19+                 |         |
|--|---------------------|---------|---------------------|---------|
|  | Average in Learning | % Share | Average in Learning | % Share |
| Business administration, Management and Professional | 10                  | 4.4%    | 16                  | 7.4%    |
| Construction   | 32                  | 14.3%   | 9                   | 11.8%   |
| Engineering, Technology and Manufacturing            | 76                  | 34.0%   | 19                  | 27.3%   |
| Hairdressing and Beauty Therapy                      | 40                  | 17.8%   | 8                   | 13.9%   |
| Health, Social Care and Public Services              | 22                  | 9.8%    | 19                  | 11.8%   |
| Hospitality, Sports, Leisure and Travel              | 17                  | 7.6%    | 20                  | 10.7%   |
| Information and Communication Technology             | <                   | <       | <                   | <       |
| Land based provision                                 | 8                   | 3.5%    | 7                   | 4.1%    |
| Retailing, Customer Service and Transportation       | 15                  | 6.5%    | 24                  | 11.1%   |
| Visual and Performing Arts and Media                 |                     |         | <                   | <       |

Source: Individualised Learner Record, 2003/2004

Population base: (16-18 Epping Forest resident WBL learners), 223 ;(19+ Epping Forest resident WBL learners), 123

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 under 5,700 businesses in Epping Forest, accounting for 9% of the total businesses in Essex.

Table 36

| Number of businesses by employee size |               |       |       |        |
|---------------------------------------|---------------|-------|-------|--------|
| No. of employees                      | Epping Forest |       | Essex |        |
|                                       | 1-4           | 4,395 | 77%   | 45,618 |
| 5-10                                  | 708           | 12%   | 8,820 | 14%    |
| 11-24                                 | 329           | 6%    | 5,113 | 8%     |
| 25-49                                 | 173           | 3%    | 2,420 | 4%     |
| 50-99                                 | 45            | 1%    | 1,145 | 2%     |
| 100+                                  | 42            | 1%    | 779   | 1%     |

Source: Annual Business Inquiry, 2002  
Base: Epping Forest, 5,692; Essex, 63,895

The banking, finance and insurance sector accounts for the largest share of businesses in Epping Forest (31%), followed by distribution businesses, hotels & restaurants (27%). As table 37 shows, this is a similar share to Essex and demonstrates the importance of the service sector to the local economy.

Table 37

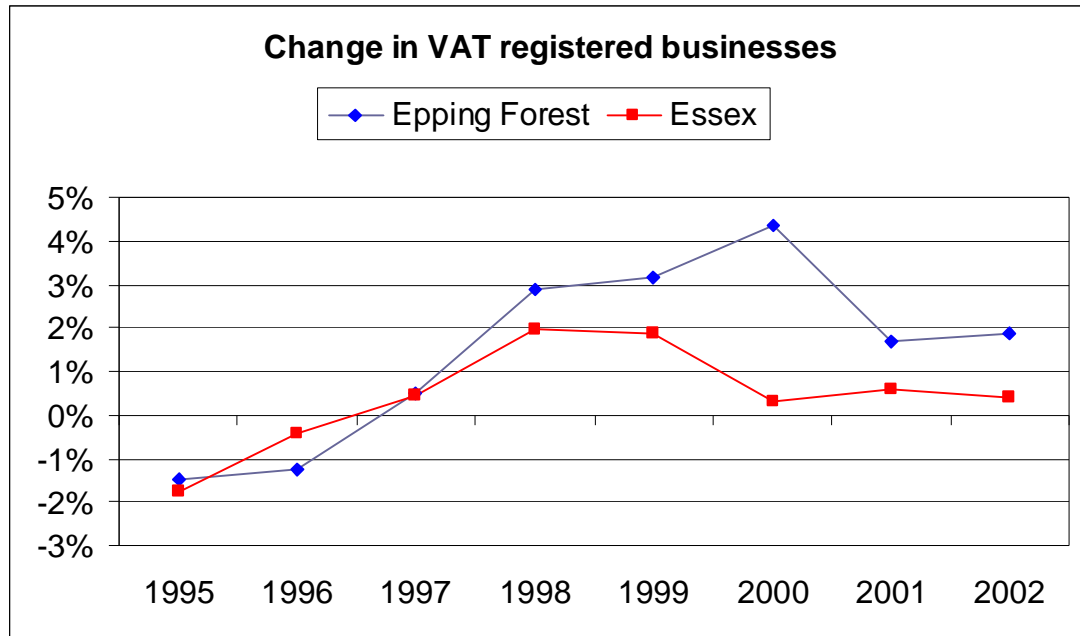
| Number of businesses by industry          |                                  |       |       |       |
|---|----------------------------------|-------|-------|-------|
| Industry sector                           | Epping Forest                    |       | Essex |       |
|   | Utilities, agriculture & fishing | 39    | 0.7%  | 415   |
| Manufacturing                             | 410                              | 7.2%  | 5,555 | 8.7%  |
| Construction                              | 799                              | 14.0% | 8,637 | 13.5% |
| Distribution, hotels & restaurants        | 1,579                            | 27.2% | 17,95 | 28.1% |
| Transport & communications                | 246                              | 4.3%  | 3,535 | 5.5%  |
| Banking, finance & insurance              | 1,741                            | 30.6% | 17,89 | 28.0% |
| Public administration, education & health | 349                              | 6.1%  | 4,833 | 7.6%  |
| Other services                            | 529                              | 9.3%  | 5,072 | 7.9%  |

Source: Annual Business Inquiry, 2002  
Base: Epping Forest, 5,692; Essex, 63,895



Chart 53 shows how the number of VAT registered businesses in Epping Forest 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 38

| <b>Vacancies</b>   |            | <b>%</b> |
|--|------------|----------|
| 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<br>(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 39

| 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 40

| 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%        |
| <b>Total</b>                                 | <b>10,485</b>              | <b>17%</b> | <b>52,800</b> | <b>83%</b> | <b>117</b> | <b>0%</b> |

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 41

| 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%            |
| <b>Total</b>                                    | <b>10,485</b> |

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 42

| 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%            |
| <b>Total</b>                                    | <b>4,858</b>           | <b>5,627</b> | <b>10,485</b> |

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 43

| 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%           |
| <b>Total</b>  | <b>4,858</b> |

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 44

| 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%           |
| <b>Total</b>   | <b>4,858</b> |
| 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                          |              |



### 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 45

| 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 46

| 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 47

| 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 48

| 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 49

| <b>Employer base</b>   |               |             |
|--|---------------|-------------|
|  | <b>Count</b>  | <b>%</b>    |
| 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%          |
| <b>Total</b>   | <b>63,402</b> | <b>100%</b> |
| Source: National Employer Skills Survey 2003<br>Sample base: 2,357 |               |             |

Table 50

|                             | 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 51

| 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 52

| Cause to establishment                           | Employee size band<br>(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 53

| 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 54

| Effect on establishment  | Employee size band<br>(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<br>Sample base: 1-24; 430, 25+; 239<br>Note: Of those that do have skills gaps<br>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 55

|            | 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 56

|            | 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 57

| 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         |
| <b>Total</b>                                 | <b>34,563</b> | <b>55%</b> | <b>28,253</b> | <b>45%</b> | <b>587</b> | <b>1%</b> | <b>63,402</b> |

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 58

| 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 59

|   | 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 60

|   | 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 61

|   | %      |
|---|--------|
| 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 62

|   | 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 63

|   | 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 64

|               | 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 65

|            | 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

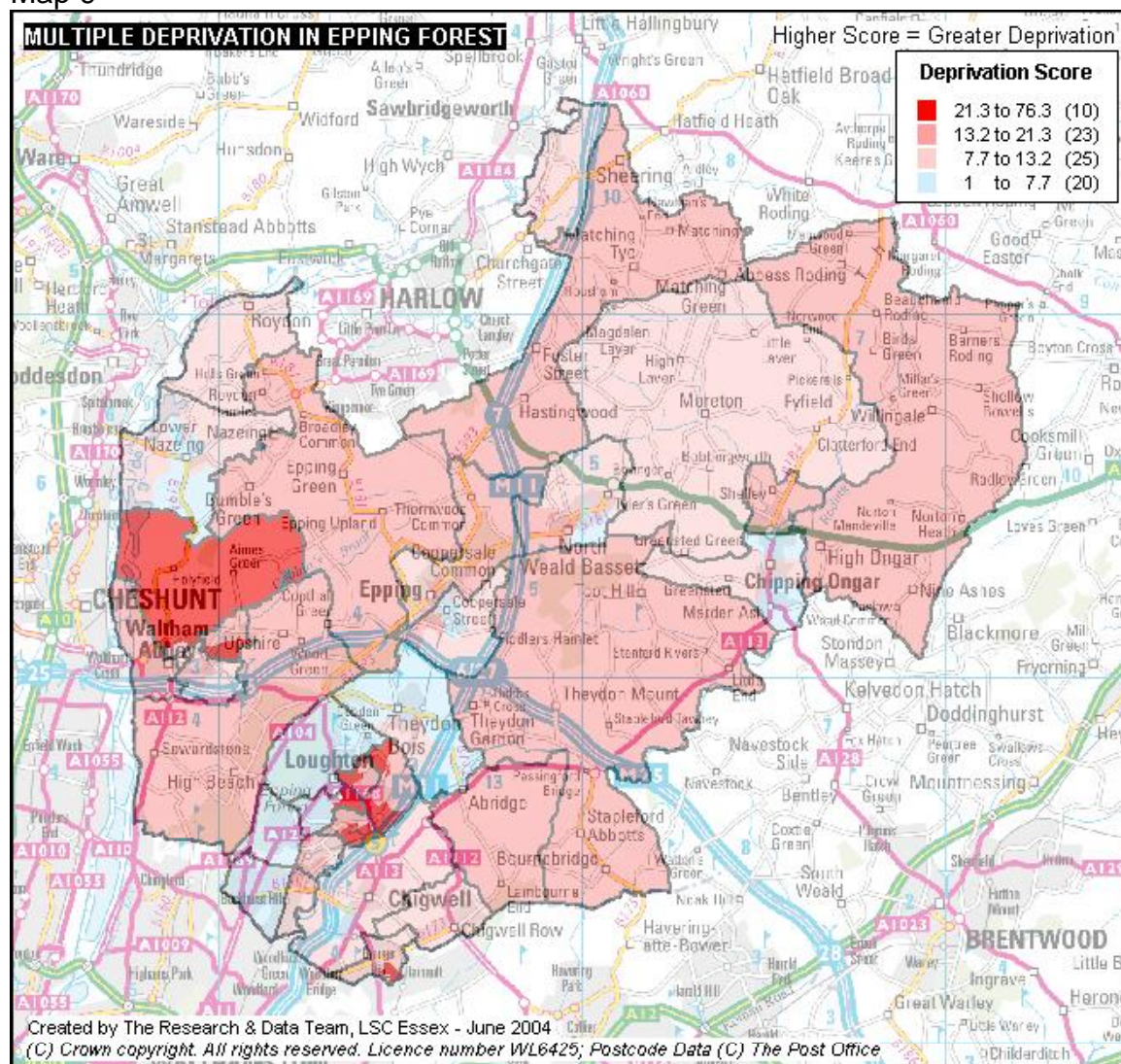
The Indices of Deprivation is a method of measuring levels of deprivation across England. The Office of the Deputy Prime Minister produced the Indices originally in 2000, these are the updated 2004 indices which look at super output areas as opposed to ward. An overall multiple indices of deprivation 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

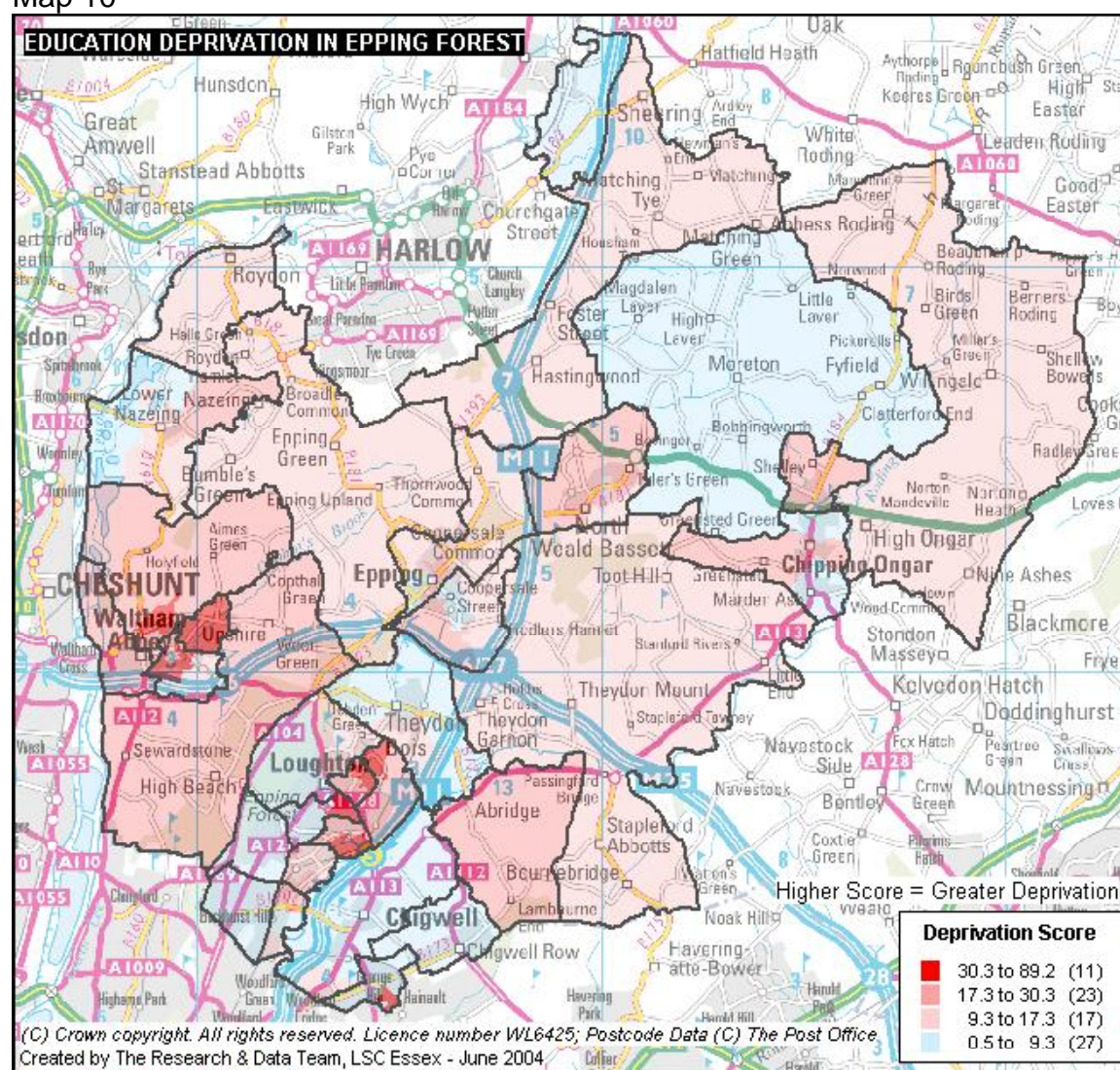
The indicators used to calculate the education score are:

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



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

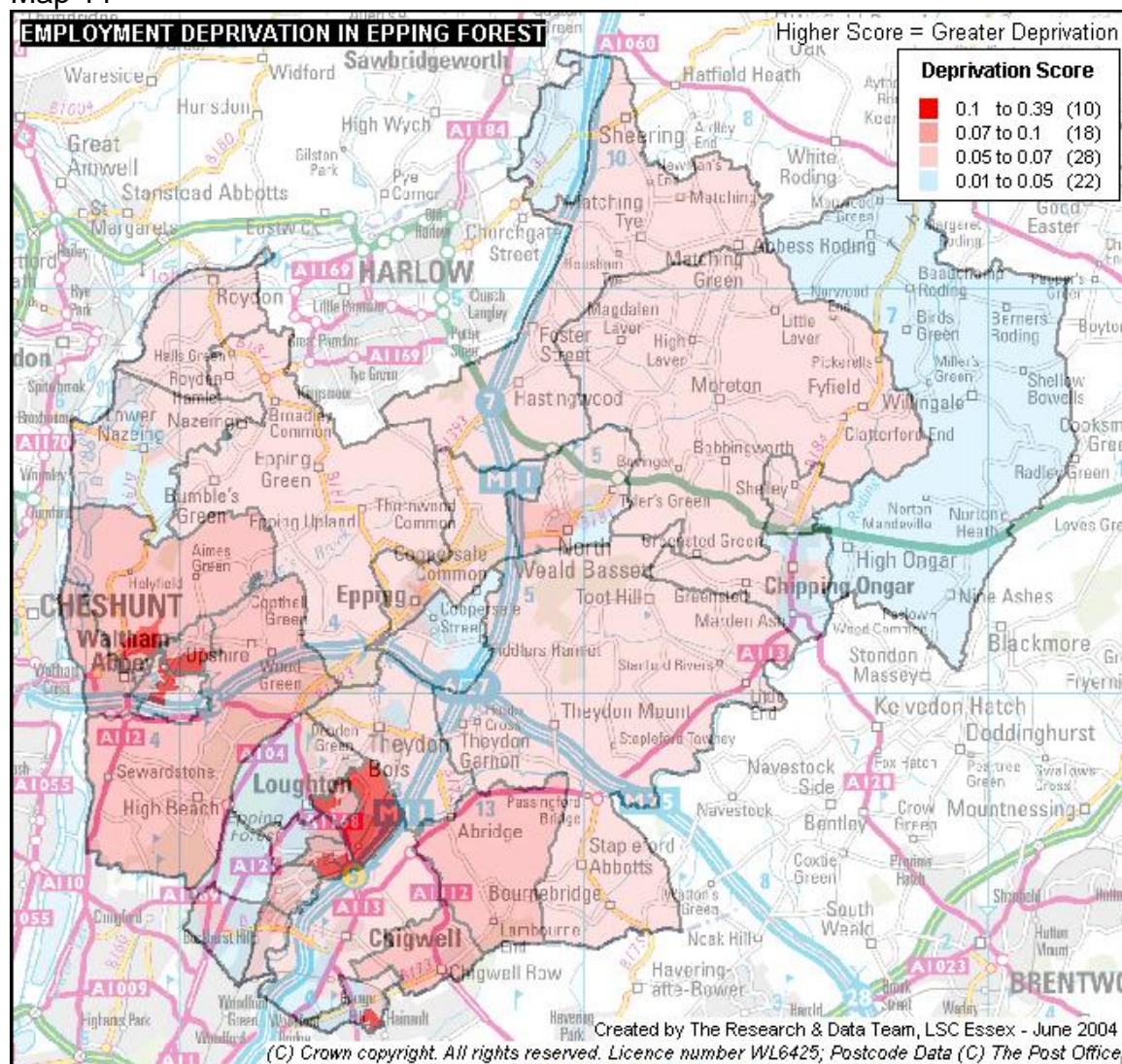
The indicators used to calculate the employment score are:

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.

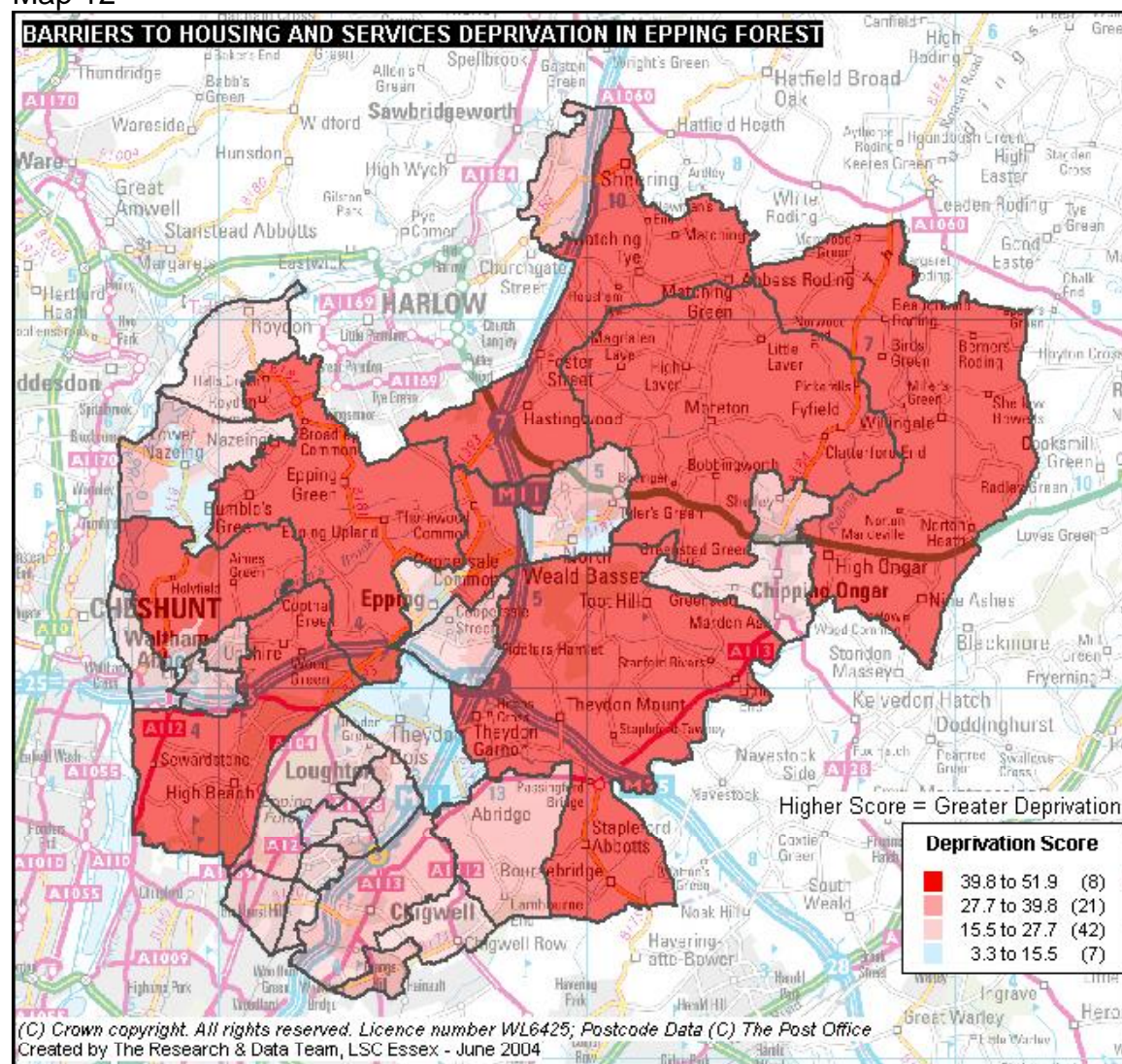
Sub-Domain: Geographical Barriers

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

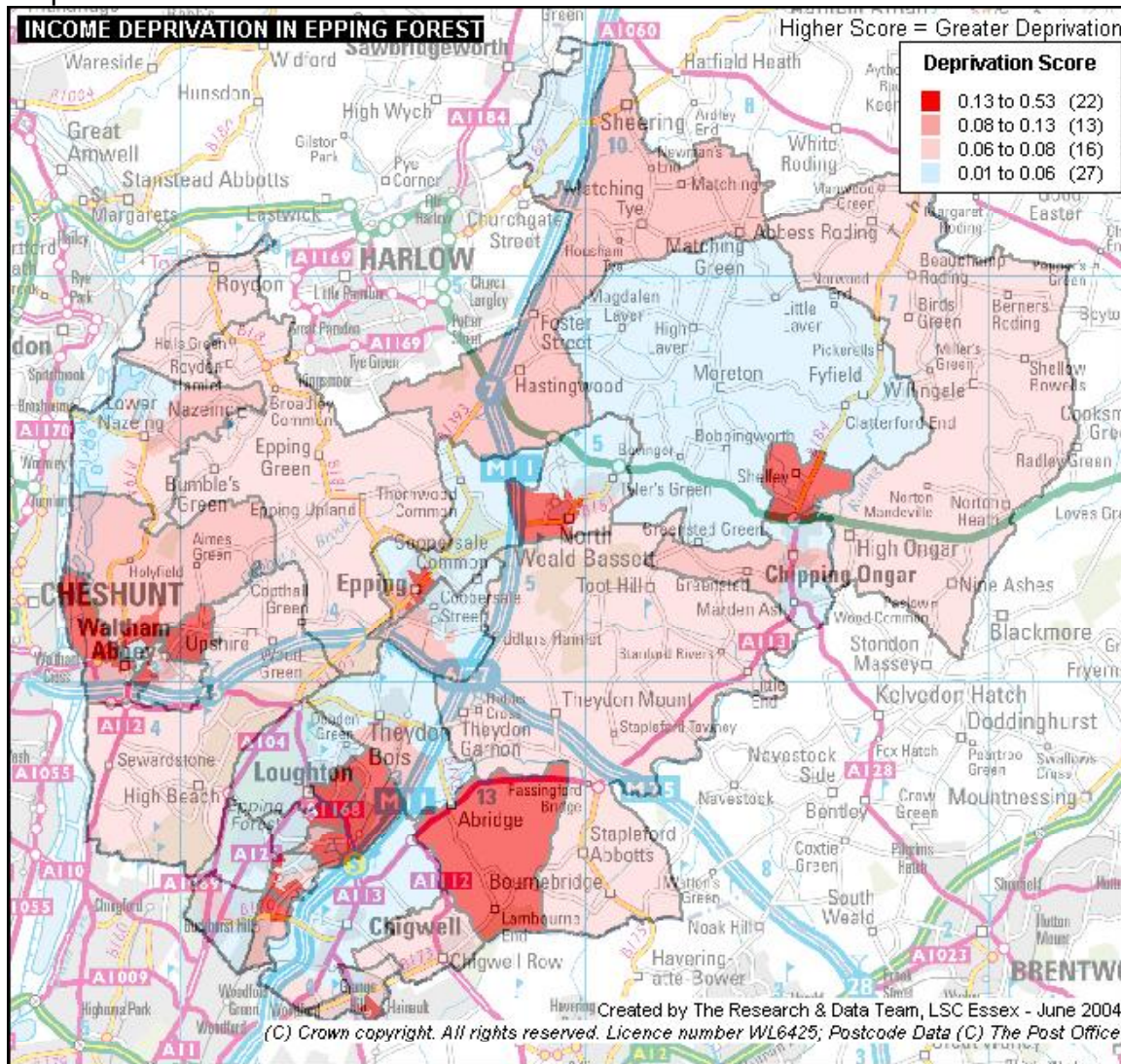
The indicators used to calculate the income score are:

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

|                              |  |
|------------------------------|--|
| <b>16-18 Learning Survey</b> | 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.  |
| <b>Achievement rate</b>      | 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:<br><br>$\frac{\text{Number of qualifications achieved}}{\text{Total number of qualifications which have been completed}} \times 100$  |
| <b>ACL</b>                   | 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. |
| <b>Activity Survey</b>       | An annual survey conducted by the Connexions in Essex into the first destinations of Year 11 students after they have completed their statutory education.   |
| <b>Census 2001</b>           | A complete survey of the entire population gathering demographic information every ten years.  |
| <b>Claimant Count</b>        | 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.   |
| <b>DETR</b>                  | 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).  |
| <b>Dwelling</b>              | Property that exists either occupied or unoccupied.  |
| <b>Economically active</b>   | All those in employment plus also those who have actively sought work in the last four weeks.  |
| <b>FE</b>                    | Further Education.   |

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| <b>HE</b>                                  | Higher Education.  |
| <b>Household</b>                           | Property that is in constant occupation by one or more persons.  |
| <b>Indices of multiple deprivation</b>     | 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.   |
| <b>Individual Learner Record (ILR)</b>     | 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.   |
| <b>Individualised Student Record (ISR)</b> | 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.  |
| <b>In-year retention rate</b>              | <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> $\frac{\text{Number of learners who continued to attend their course (of 12 weeks or more) at the end of the qualification, or the end of the teaching year (whichever is sooner)}}{\text{Total number of learners participating in a course of 12 weeks or more}} \times 100$   |
| <b>Learning</b>                            | <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 “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”.</i></p> <p>Unless otherwise specified, both types of learning are included in any references to learning.</p> |
| <b>Learning Gateway</b>                    | 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 <a href="http://www.careersbp.co.uk">www.careersbp.co.uk</a> .  |
| <b>Life skills</b>                         | See entry for Learning Gateway.  |
| <b>NESS 2003</b>                           | National Employer Skills Survey. One of the largest employer surveys in the UK undertaken each year by the National Learning and Skills  |

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|                               | Council.  |  |
| <b>Median</b>                 | 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.  |  |
| <b>Modern Apprenticeships</b> | 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. |  |
| <b>NVQ equivalence</b>        | 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<br>Higher degree  | NVQ level 5  |
|                               | Level 4<br>First degree<br>Diploma in higher education<br>RSA higher diploma<br>Teaching (including FE, secondary, primary & others)  | Other degree<br>HNC, HND, BTEC etc higher<br>Other HE below degree<br>NVQ level 4<br>Nursing etc   |
|                               | Level 3<br>NVQ level 3<br>RSA advanced diploma<br>Scottish CSYS (67% of)<br>Trade apprenticeship (50% of)<br>GNVQ advanced  | OND, ONC, BTEC etc national<br>SCE higher or equivalent (3+)<br>A level and equivalent (2+)<br>City & guilds advanced craft<br>AS level or equivalent (4+)             |
|                               | Level 2<br>NVQ level 2<br>RSA diploma<br>AS level or equivalent (2 or 3)<br>BTEC, SCOTVEC first or general diploma<br>O levels, GCSE or equivalent (5+ grades A-C)  | GNVQ intermediate<br>City & Guilds craft<br>Trade apprenticeship (50% of)<br>A level and equivalent (1)<br>Scottish CSYS (33% of)<br>SCE higher or equivalent (1 or 2) |
|                               | Below Level 2<br>NVQ level 1<br>CSE below grade 1<br>City & Guilds other<br>AS level or equivalent (1)<br>GNVQ/GSVQ foundation<br>GCSE below grade C  | SCOTVEC modules<br>BTEC, SCOTVEC first or general certificate<br>Less than 5 GCSE grades A-C<br>RSA other<br>YT, YTP certificate                                       |



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| <b>Post 16 Learning Survey</b>     | 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.   |
| <b>Sample and population bases</b> | 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.   |
| <b>School performance tables</b>   | As produced by the Department for Education and Skills ( <a href="http://www.dfes.gov.uk">www.dfes.gov.uk</a> ).   |
| <b>SIC</b>                         | Standard Industrial Classification. Serves to classify a business by the type of economic activity they are engaged in.  |
| <b>SOC</b>                         | Standard Occupational Classification. Serves to classify an individual by the type of economic activity they are engaged in.   |
| <b>UCAS</b>                        | University and Colleges Admissions Service.  |
| <b>VAT de-registrations</b>        | 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. |
| <b>VAT registrations</b>           | 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).  |

|                                     |   |
|-------------------------------------|---|
| <b>WBL</b>                          | Work Based Learning. Also see entries for Modern Apprenticeships and Learning Gateway.  |
| <b>Workforce Development Survey</b> | 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. |