

Learning and Skills Council, Essex



Tending Area Profile



Learning+Skills Council
Essex



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Foreword

Welcome to the Area Profile for the district of Tendring. 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 Tendring 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 Tendring. 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 Tendring 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 Tendring; 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 Tendring employers – looking at their profile, drivers of change, and their workforce development behaviour and patterns.

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

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

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

Kind regards,



Alison Webster

Understanding the data

Terms used throughout the document

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

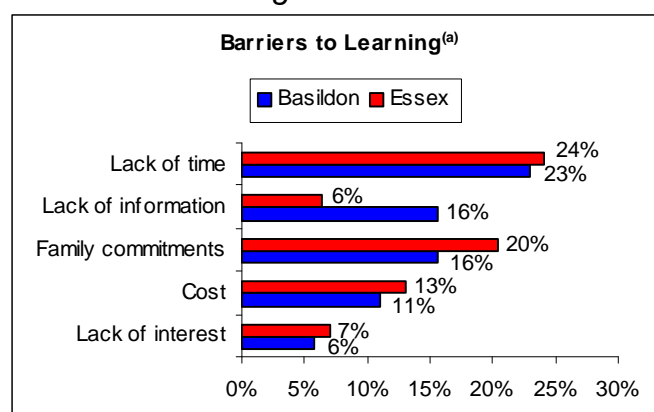
Understanding the 'notes' information on tables, charts and maps

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

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

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

'Barriers to Learning' ^(a)



Source: LSC, Essex; Post 16 Learning Survey

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:

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

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Key Statistics

	Tendring		Essex
		% share of Essex	
Population (2001)	138,538	9%	1,614,378
Economically active population (2004)	53,000	6%	827,000
VAT registered firms (2002)	3,140	7%	45,885
Unemployment rate (August 2004)	2.7%	-	1.9%
Deprivation ranking	1st	-	-
% of 16-69 year olds with no qualifications	38%	-	29%
% of 16-69 year olds with NVQ 3+ equivalence ^(b)	17%	-	22%
Tendring resident School VI Form pupils ^(c)	1,017	9%	11,013
Tendring resident FE students	6,785	9%	74,405
Tendring resident ACC students ^(d)	2,763	11%	24,427
Tendring resident WBL students	799	10%	7,704

Notes:

(a) See glossary for definitions of key statistics

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

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

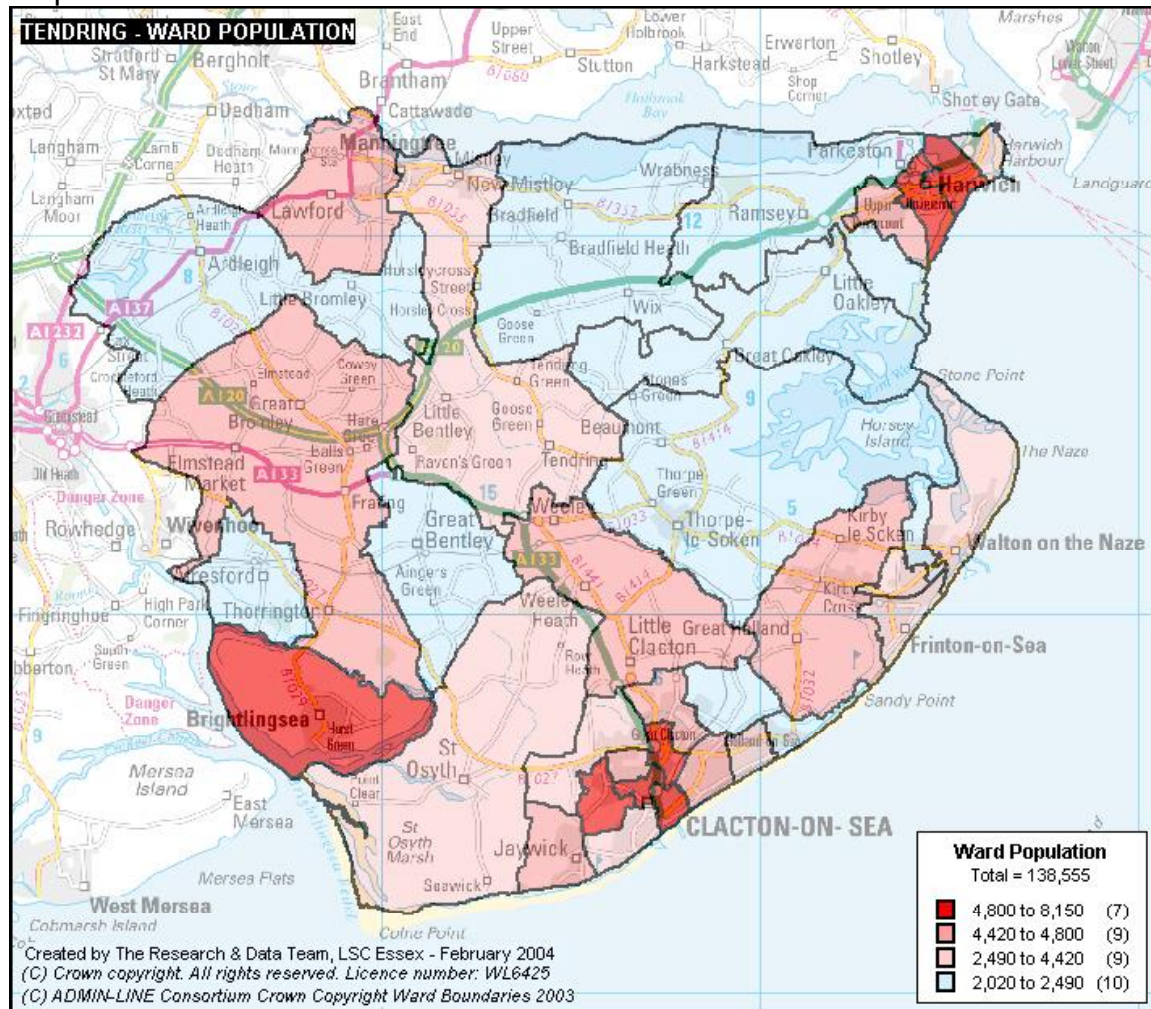
(d) Based on Individualised Learner Record, 2002/2003. For the ACL sector the ISR captures LSC funded FE provision only. FE provision covers everything in the former Schedule 2 category, which includes some non-accredited courses, but covers predominantly accredited courses. The LSC does fund former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

PEOPLE

1. Population

Map 1 shows the spread of the population in the district of Tendring 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

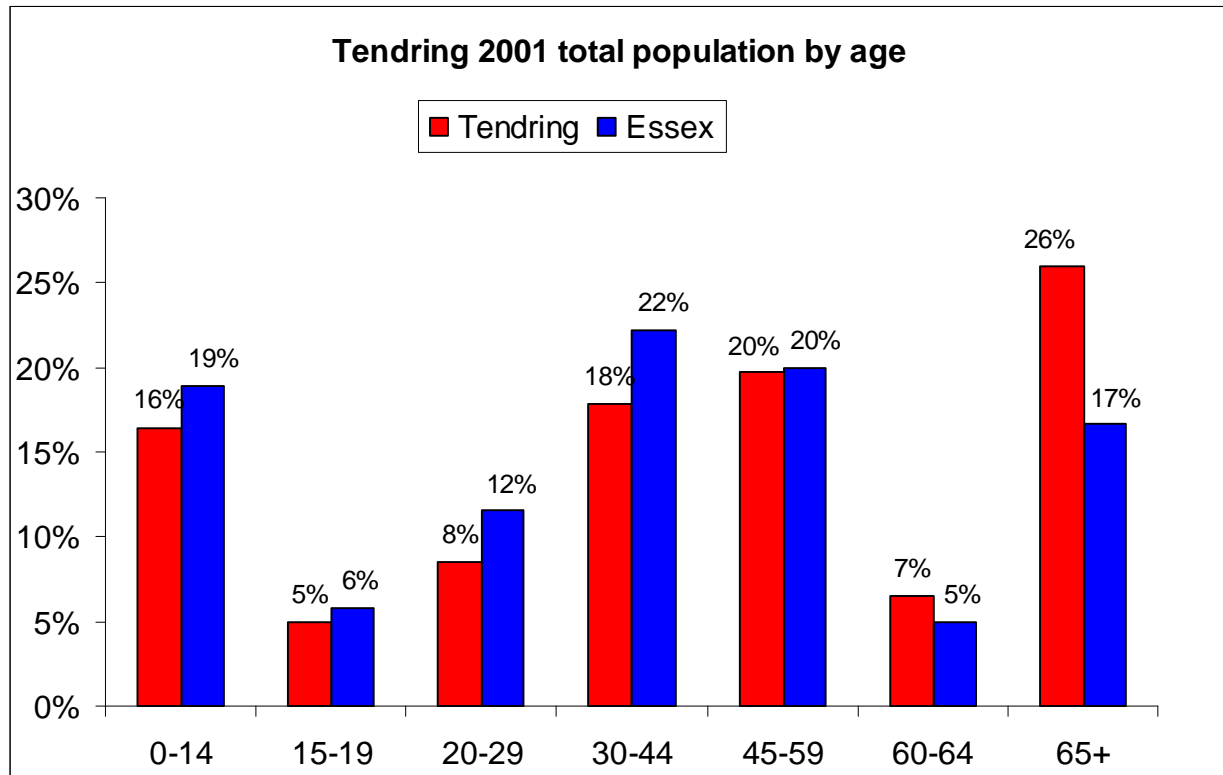
Ward	Population	Ward	Population
Alresford	2,125	Holland and Kirby	4,519
Alton Park	5,178	Homelands	2,023
Ardleigh and Little Bromley	2,370	Lawford	4,476
Beaumont and Thorpe	2,399	Little Clacton and Weeley	4,612
Bockings Elm	4,337	Manningtree, Mistley, Little Bentley and Tendring	4,365
Bradfield, Wrabness and Wix	2,229	Peter Bruff	4,693
Brightlingsea	8,146	Pier	4,810
Burrsville	2,109	Ramsey and Parkeston	2,488
Frinton	4,089	Rush Green	4,979
Golf Green	4,665	St Bartholomews	4,417
Great and Little Oakley	2,306	St James	4,334
Great Bentley	2,259	St Johns	4,799
Hamford	4,032	St Marys	4,968
Harwich East	2,581	St Osyth and Point Clear	4,119
Harwich East Central	4,836	St Pauls	4,552
Harwich West	4,450	Thorrington, Frating, Elmstead and Great Bromley	4,642
Harwich West Central	5,148	Walton	4,376
Haven	2,108		

Source: 2001 Census of Population, Office for National Statistics

1.1 Age

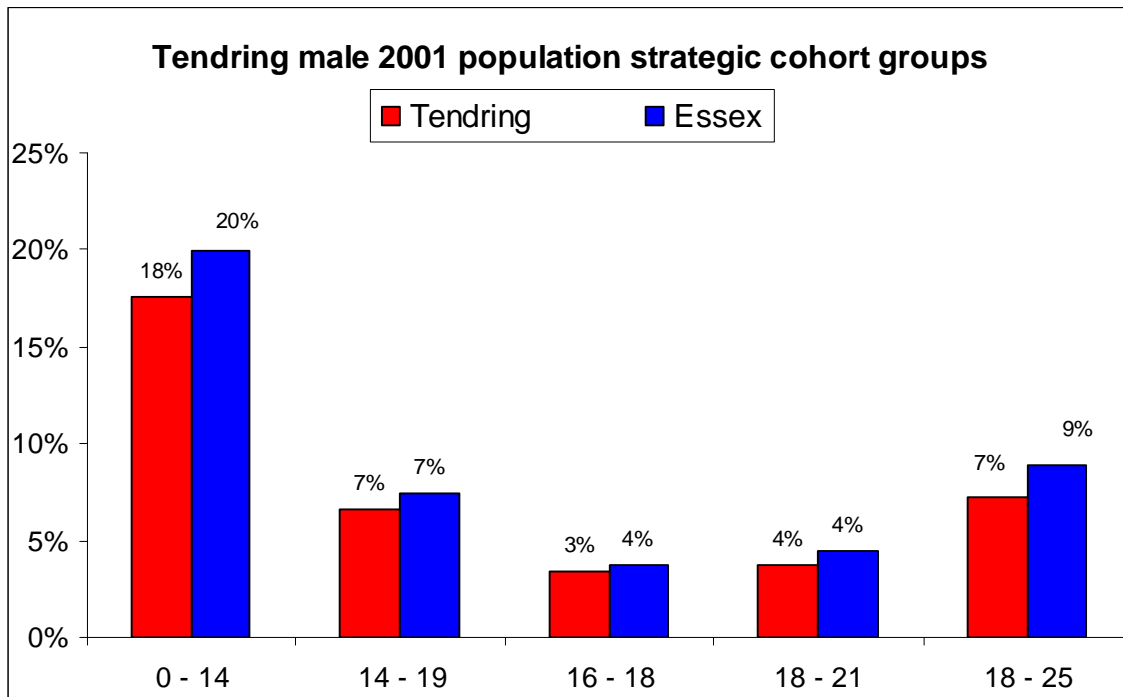
According to the 2001 Census of Population, the population of Tendring is 138,538. This comprises 6,883 15 – 19 year olds and 108,869 20+ year olds. Chart 1-4 gives a more detailed age breakdown of the population in a number of themes.

Chart 1



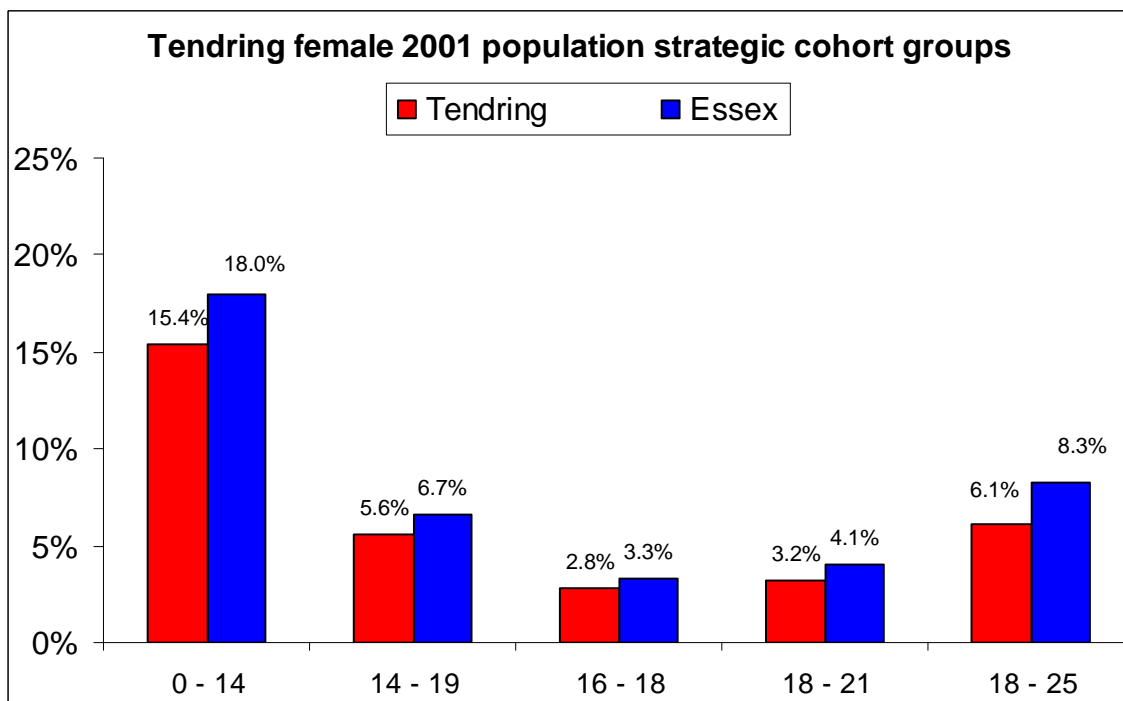
Source: 2001 Census of Population, Office for National Statistics
 Population base (total population): Tendring, 138,538 ; Essex, 1,614,378

Chart 2



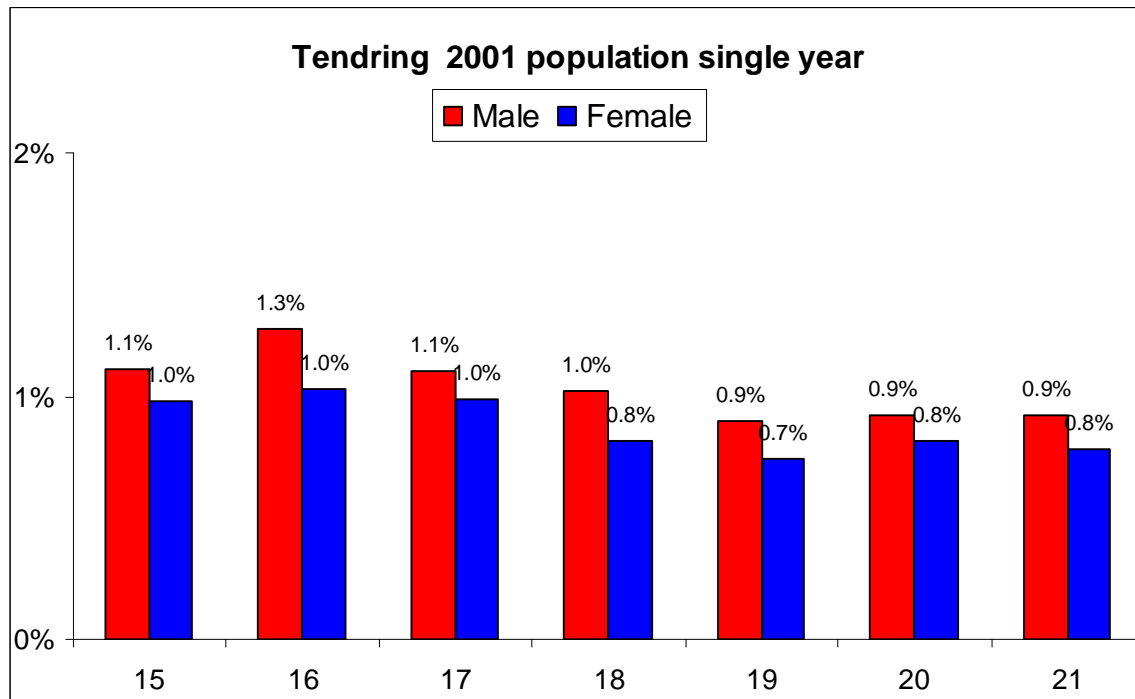
Source: 2001 Census of Population, Office for National Statistics
 Population base (total male population): Tendring, 66,324, Essex, 786,800

Chart 3



Source: 2001 Census of Population, Office for National Statistics
 Population base (total female population): Tendring, 72,214, Essex, 827,578

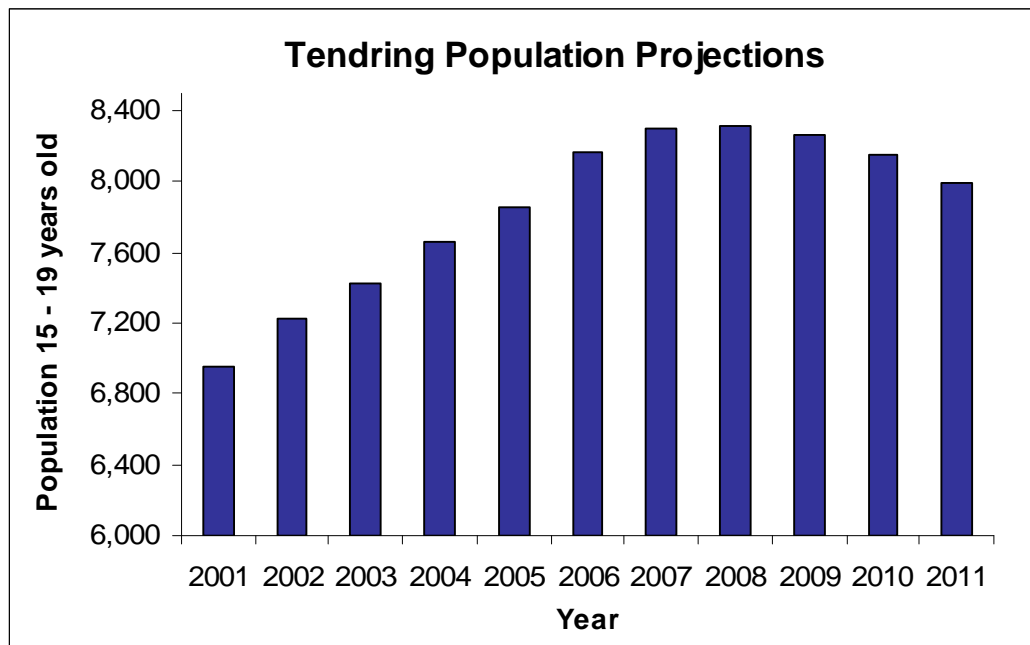
Chart 4



Source: 2001 Census of Population, Office for National Statistics
 Population base (total population): Male, 66,324, Female, 72,214

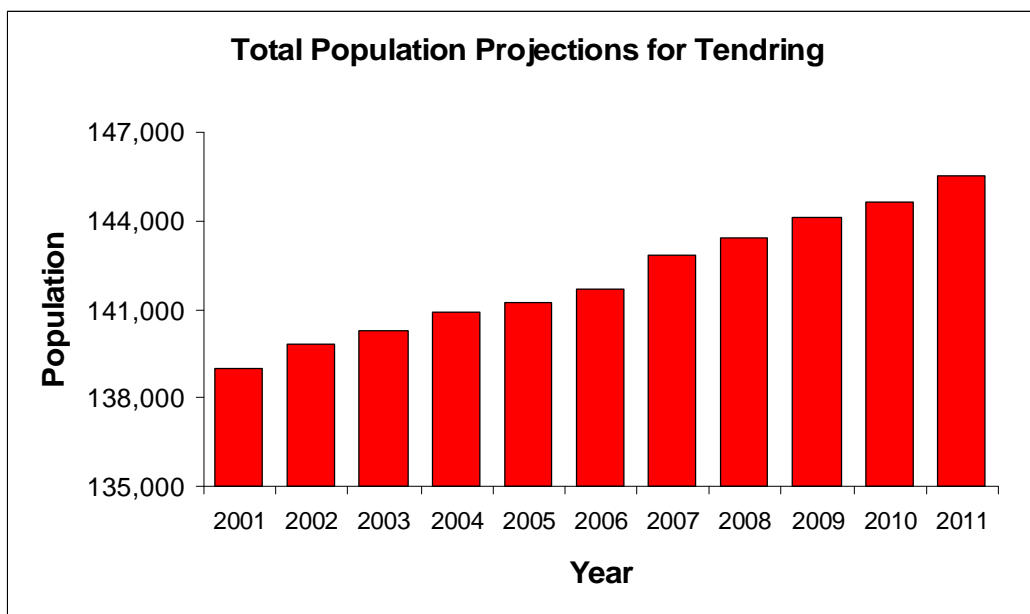
Charts 5 & 6 show the future projections of population in Tendring. As the chart shows the 15 – 19 population is due to increase until around 2008 and then begin a gradual decline. Overall the population is due to increase at a measured rate into the future.

Chart 5



Source: Experian Business Strategies, February 2004

Chart 6



Source: Experian Business Strategies, February 2004

1.2 Gender

The total population of Tendring is made up of 66,324 males and 72,214 females. This represents a gender split of 48% male to 52% female.

1.3 Ethnicity

According to the 2001 Census of Population, just under 97% of Tendring's population class themselves as White British, a slightly higher percentage than Essex.

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

Table 1

Ethnic group	Tendring		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	96.9%	96.6%	94.3%	94.0%
White: Irish	0.6%	0.9%	0.8%	1.0%
White: Other	1.0%	1.2%	1.6%	1.8%
Mixed: White & Black Caribbean	0.2%	0.2%	0.3%	0.3%
Mixed: White & Black African	0.0%	0.1%	0.1%	0.1%
Mixed: White & Asian	0.2%	0.2%	0.3%	0.3%
Mixed: Other mixed	0.2%	0.2%	0.2%	0.2%
Asian or Asian British: Indian	0.2%	0.1%	0.6%	0.6%
Asian or Asian British: Pakistani	0.0%	0.0%	0.2%	0.2%
Asian or Asian British: Bangladeshi	0.0%	0.0%	0.2%	0.1%
Asian or Asian British: Other Asian	0.1%	0.1%	0.2%	0.2%
Black or Black British: Caribbean	0.1%	0.1%	0.2%	0.2%
Black or Black British: African	0.1%	0.1%	0.3%	0.3%
Black or Black British: Other Black	0.0%	0.0%	0.1%	0.0%
Chinese	0.1%	0.2%	0.3%	0.4%
Other ethnic group	0.1%	0.1%	0.2%	0.3%

Source: 2001 Census of Population, Office for National Statistics
Population base (total population): Tendring, 138,538; 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. Tendring has the highest rate (41%) of households in Essex with one or more people with a limiting long-term illness.

Table 2

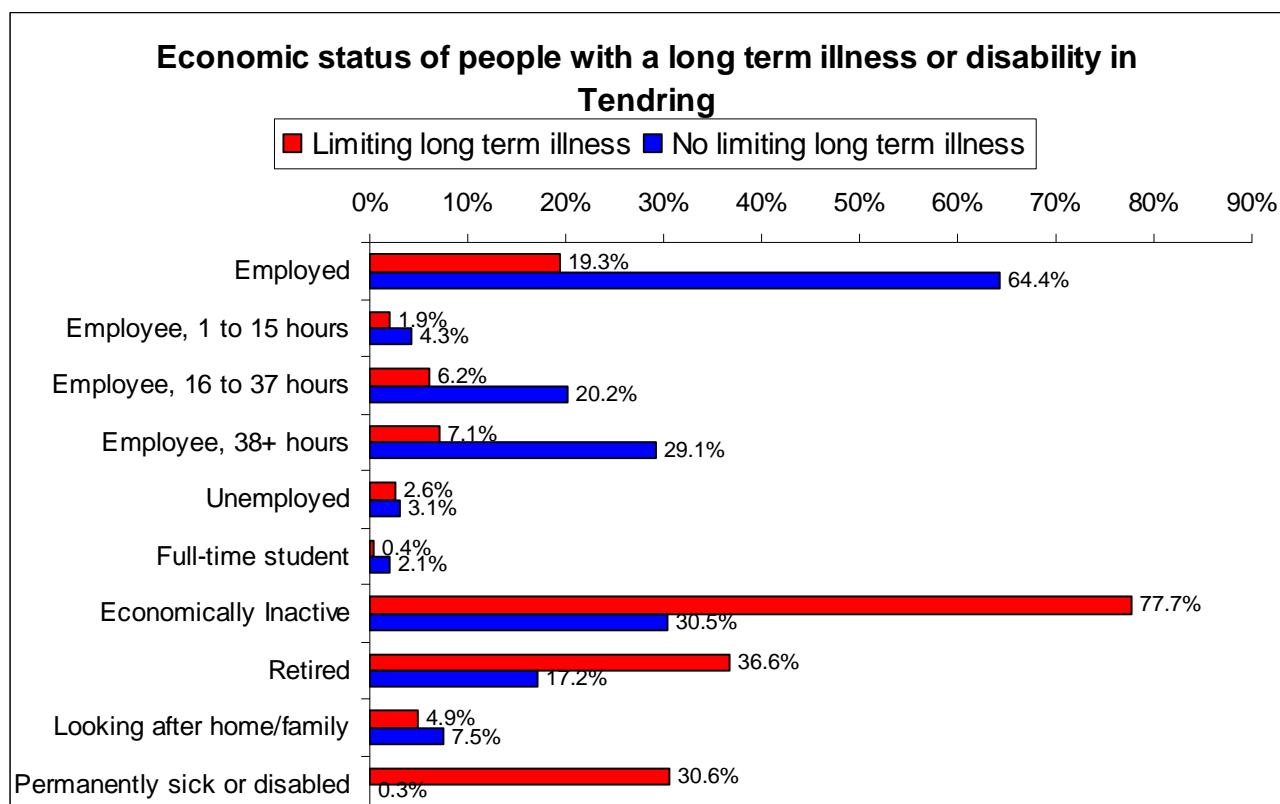
Households with one or more person with a limiting long-term illness		
	As a % of all households	All households
Basildon	33%	69,207
Braintree	29%	54,332
Brentwood	28%	28,767
Castle Point	33%	35,279
Chelmsford	27%	64,564
Colchester	31%	63,706
Epping Forest	30%	50,590
Harlow	31%	33,185
Maldon	30%	24,189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

Source: 2001 Census of Population, Office for National Statistics

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

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

Chart 7



Source: 2001 Census of Population, Office for National Statistics
Population base Tendring: Limiting long-term illness, 20,873; No limiting long-term illness, 74,753

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
Tendring	5%	4%	1%
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: Tendring, 138,538; Essex, 1,614,378

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

2. The Labour Force

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

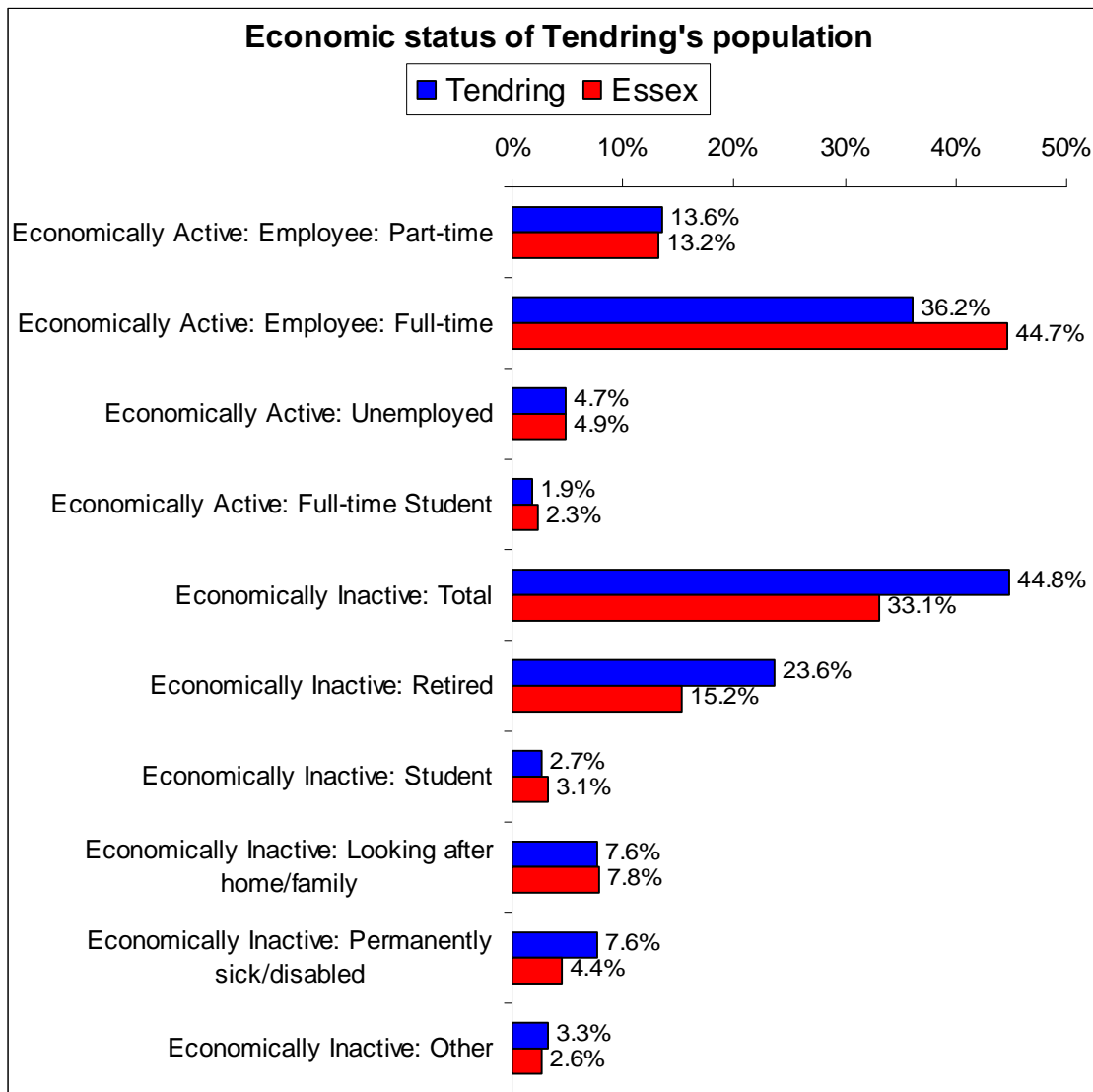
Table 4

Labour force information	Tendring	Essex
Working age population	70,000	981,000
Economically active population	53,000	827,000
All employees	50,000	795,000
Male working age population	33,000	507,000
Male economically active population	25,000	452,000
Male employees	24,000	433,000
Female working age population	37,000	474,000
Female economically active population	28,000	375,000
Female employees	26,000	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. Tendring differs from Essex in two main areas; residents are far less likely to be in full time employment and far more likely to be economically inactive when compared with Essex.

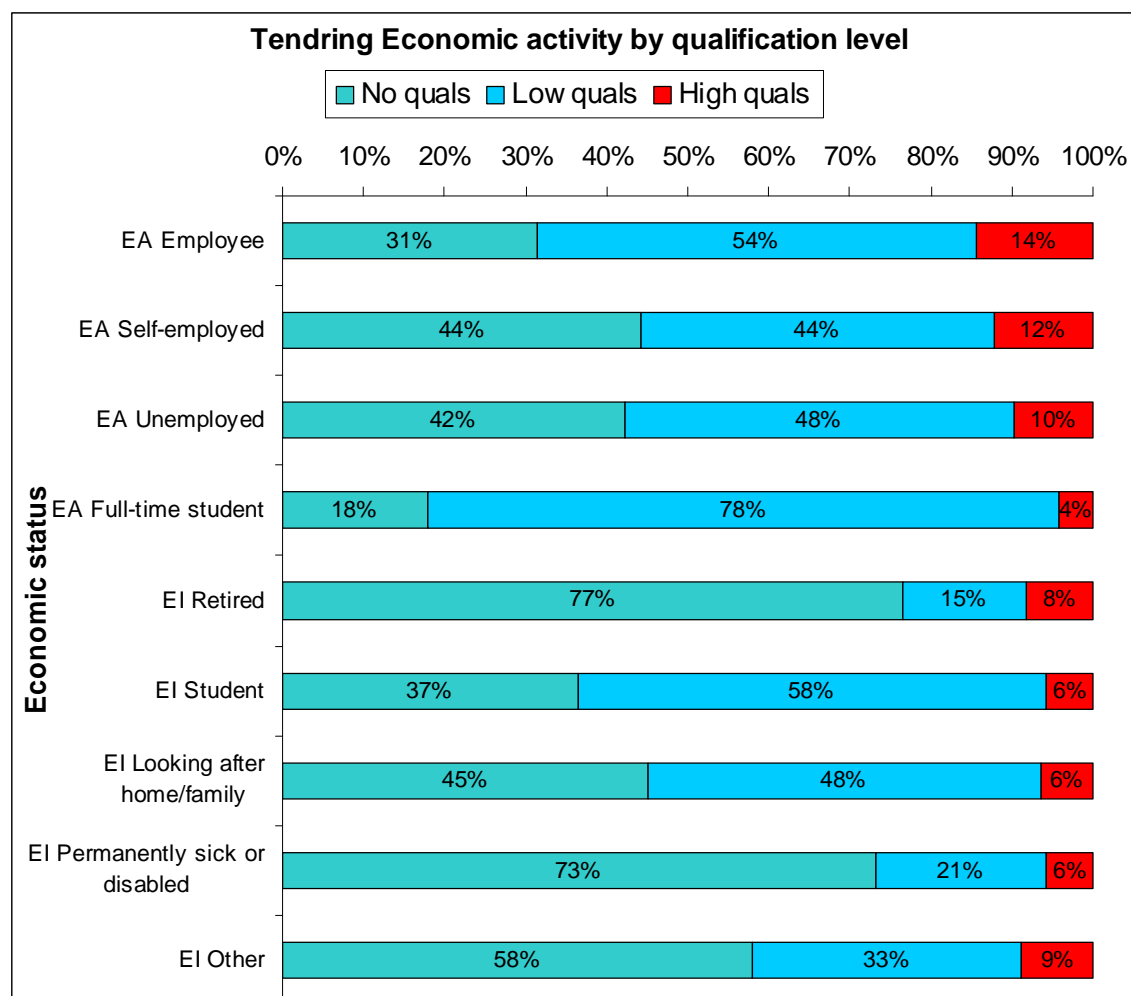
Chart 8



Source: 2001 Census of Population, Office for National Statistics
 Population base (16-69 year olds): Tendring, 87,046; Essex, 1,093,406

Further analysis of the economic status of the population here shows activity by general qualification level in chart 9. Those who are retired have the largest share of people with no qualifications while those in employment have the highest rates of high-level qualifications. Further analysis by qualification level can be found in section 3.1.

Chart 9

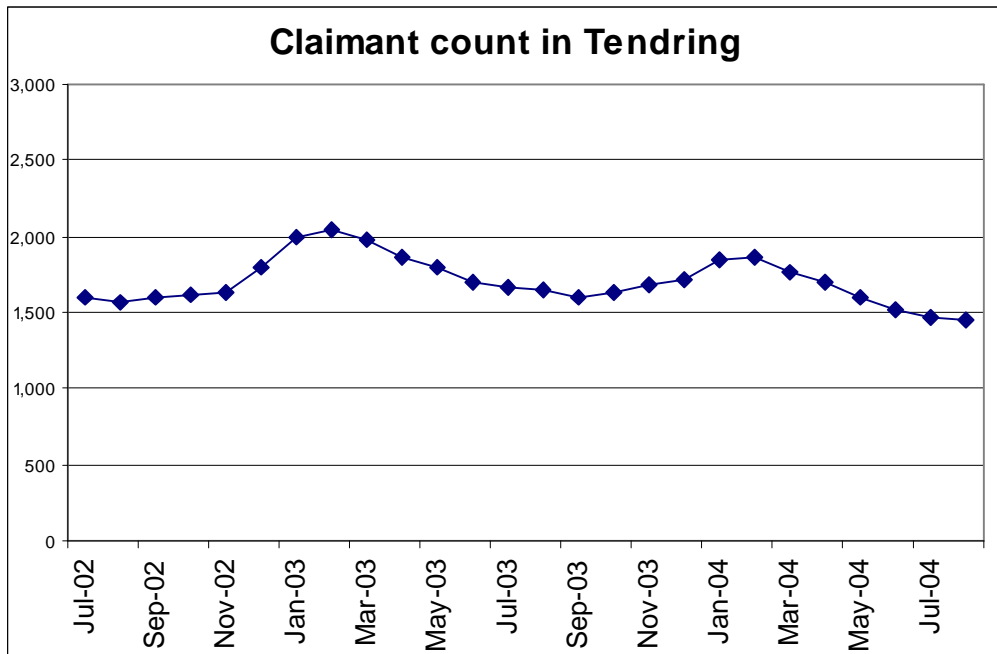


Source: 2001 Census of Population, Office for National Statistics; Population base (16-74 year olds): Tendring, 95,684
 Note: EI (Economically Inactive); EA (Economically Active)

2.1 Unemployment

There were 1,448 people claiming unemployment benefit in Tendring during August 2004. Chart 10 tracks the claimant count in Tendring from July 2002 until August 2004.

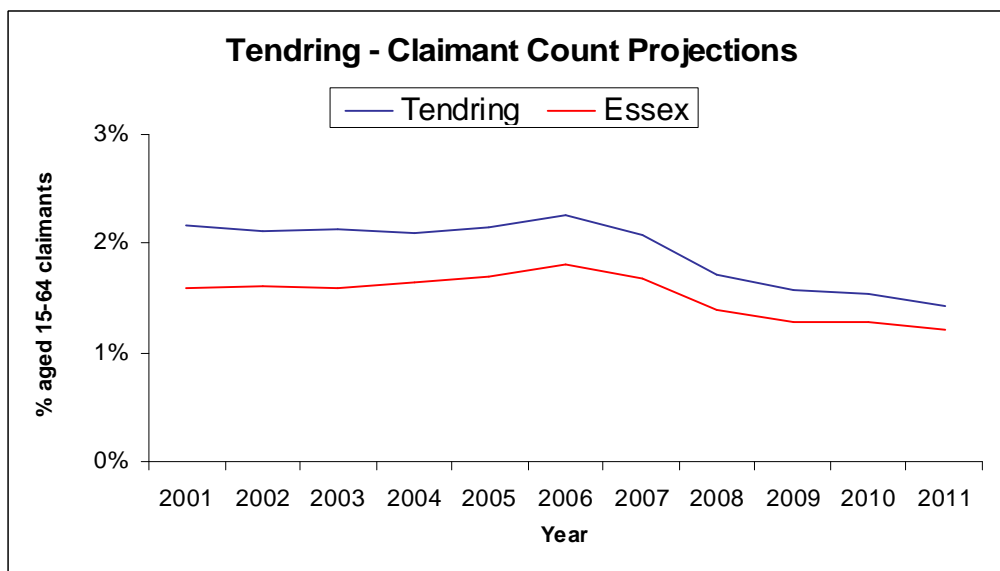
Chart 10



Source: Claimant Count, Office for National Statistics

Chart 11 shows the projections for claimant count in Tendring until 2011. While the pattern for Tendring follows that of Essex in that the claimant count is due to decline, it still remains above the Essex average throughout the time period.

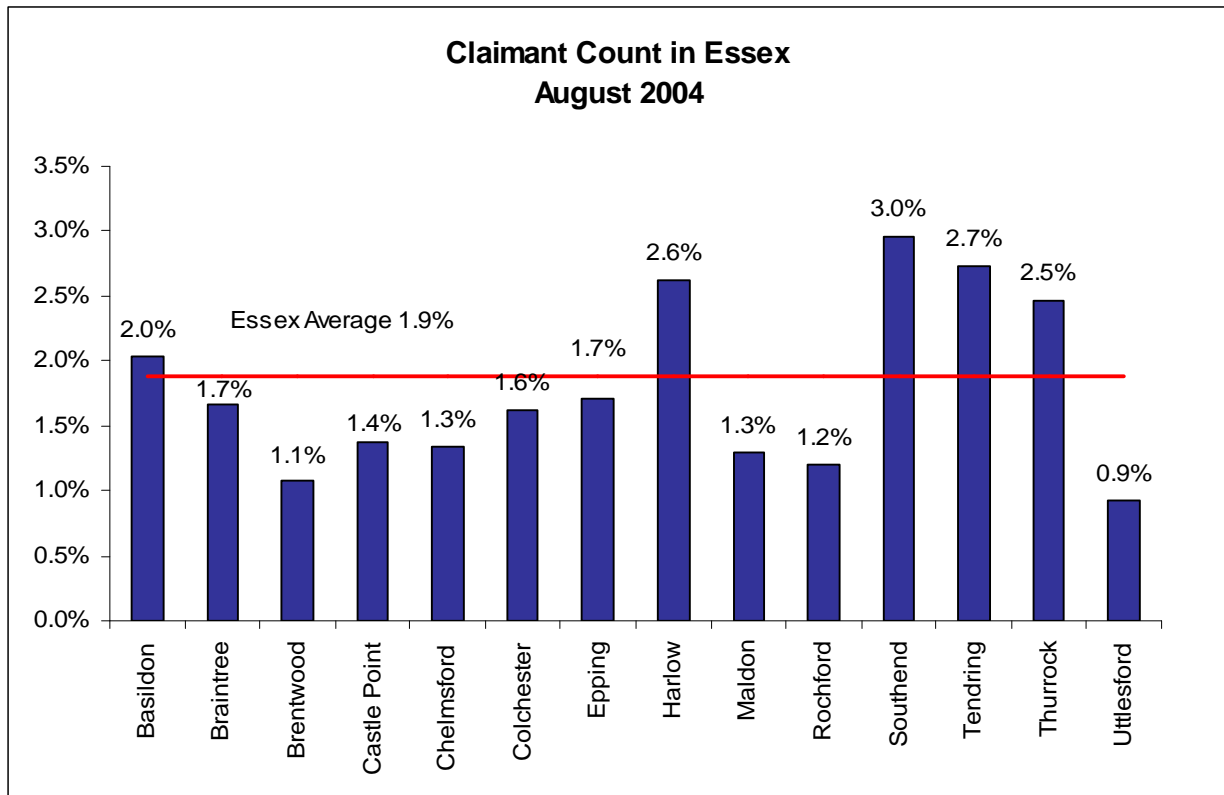
Chart 11



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 Tendring was estimated to be 2.7% in August 2004, considerably higher than the Essex rate of 1.9%. Chart 12 shows the claimant count rate in August 2004 for all the areas in Essex.

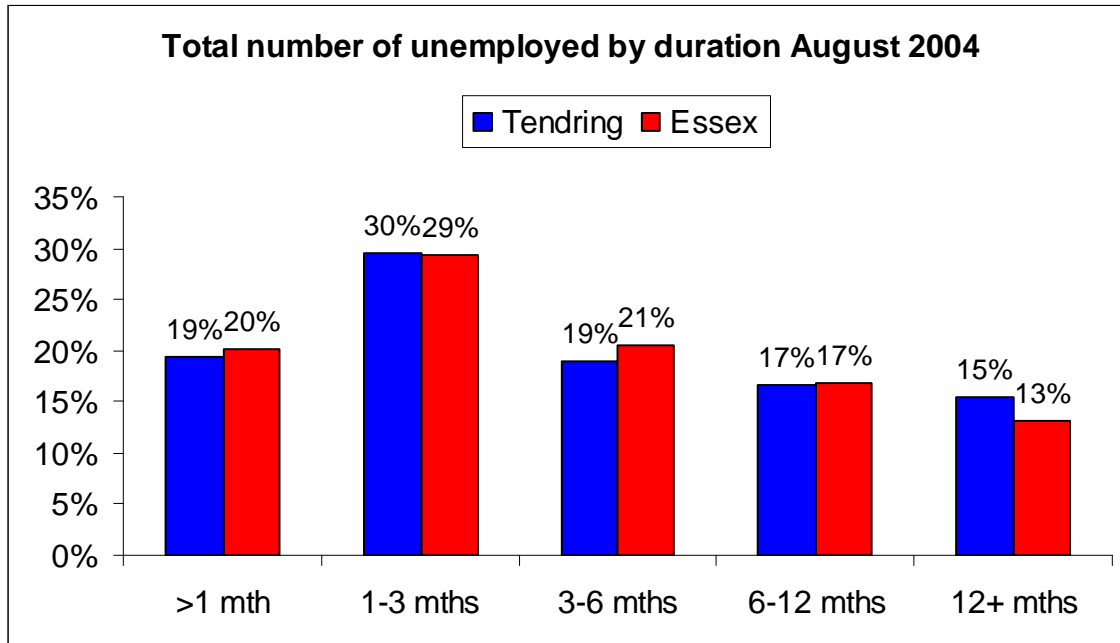
Chart 12



Source: Claimant Count, Office for National Statistics

Charts 13, 14 and 15 show unemployment by duration. The profile for Tendring is almost identical to that of Essex although a slightly higher percentage in Tendring are unemployed for more than 12 months.

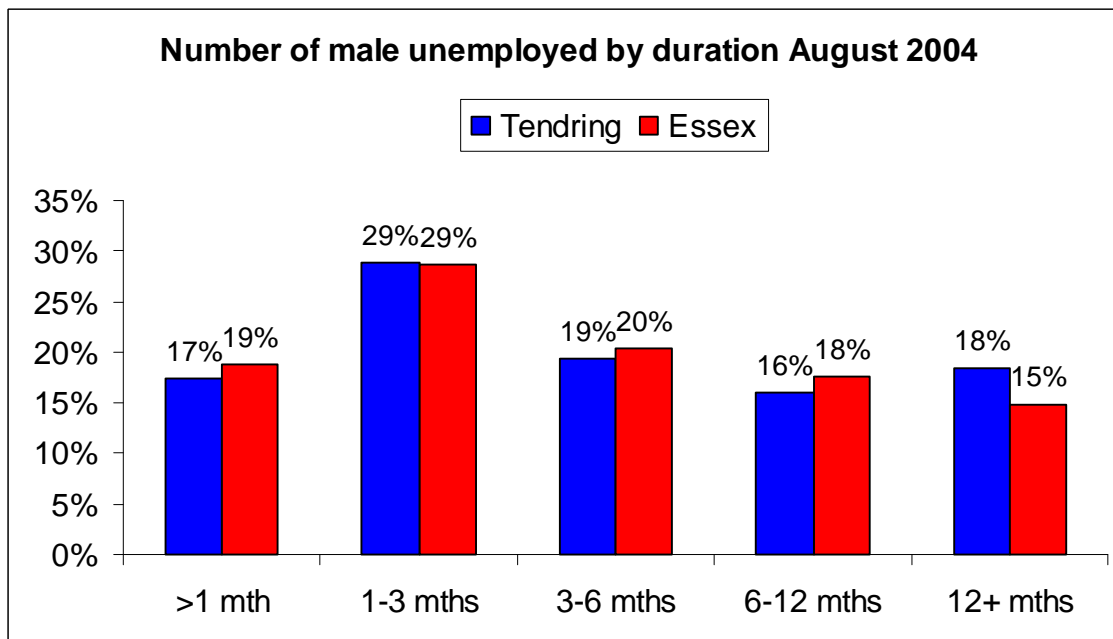
Chart 13



Source: Claimant Count, August 2004, Office for National Statistics
Total Base: Tendring, 1,420; Essex, 15,245

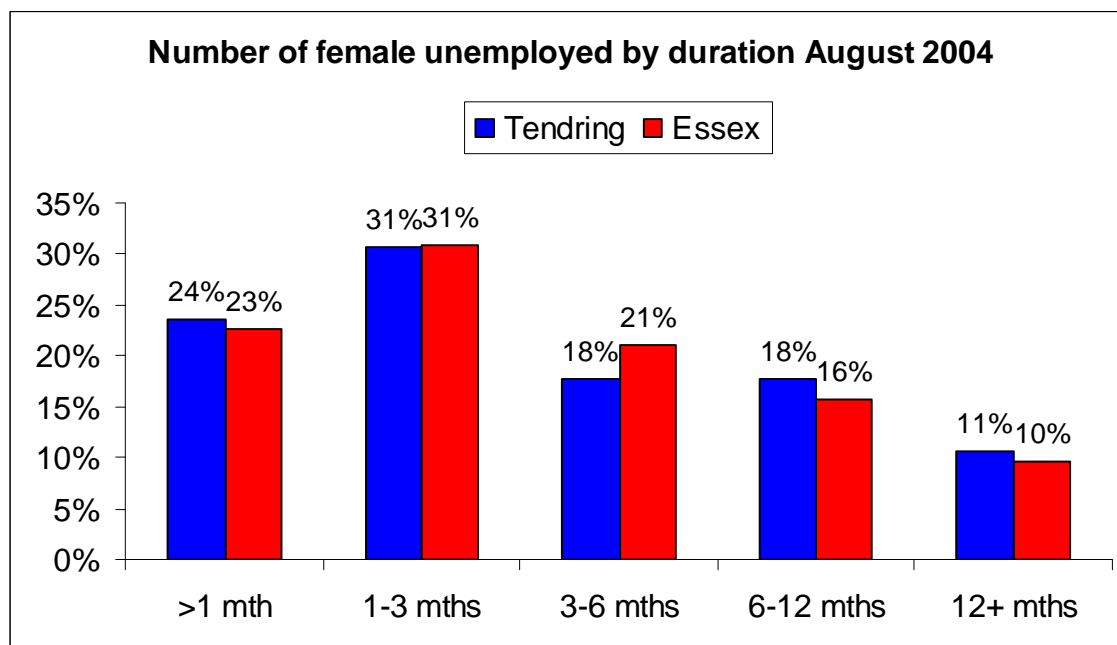
Charts 14 and 15 provide unemployment data by duration and gender.

Chart 14



Source: Claimant Count, August 2004, Office for National Statistics
Male Base: Tendring, 1,005; Essex 10,420

Chart 15



Source: Claimant Count, August 2004, Office for National Statistics
 Female Base: Tendring, 425; 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 Tendring Based Workforce

The following section refers to the local workforce only.

There are approximately 35,500 workers in Tendring's local workforce according to the Annual Business Inquiry, 2002.

Tables 5, 6 and 7 provide breakdowns of the local workforce by sector. As the table shows the workforce pattern in Tendring is similar to that of Essex with the exception of significantly less people working in the banking, finance and insurance sector, 12% to 19%.

Table 5

Total employees by broad sector				
	Tendring		Essex	
	#	%	#	%
Utilities, agriculture and fishing	1,300	4%	9,500	2%
Manufacturing	4,000	11%	81,200	13%
Construction	1,600	5%	35,300	6%
Distribution, hotels and restaurants	10,100	28%	164,900	27%
Transport and communications	2,600	7%	41,700	7%
Banking, finance and insurance	4,400	12%	119,900	19%
Public administration, education & health	9,400	26%	138,000	22%
Other services	2,100	6%	28,700	5%

Source: Annual Business Inquiry, 2002

Tables 6 and 7 show the employee sector breakdown by gender. The distribution, hotels and restaurants sector has the largest share of male employee's with 27%, there are however significantly more male employees in the manufacturing sector compared to females, 17% to 6%. The most dominant sector for female employee's is the public administration, education and health sector with 39% of the workforce, compared to only 11% for male employee's.

Table 6

Male employees by broad sector				
	Tendring		Essex	
	#	%	#	%
Utilities, agriculture and fishing	800	5%	6,200	2%
Manufacturing	2,800	17%	60,100	20%
Construction	1,300	8%	28,500	9%
Distribution, hotels and restaurants	4,400	27%	74,900	24%
Transport and communications	2,000	12%	30,400	10%
Banking, finance and insurance	2,200	13%	59,100	19%
Public administration, education & health	1,900	11%	34,200	11%
Other services	1,100	7%	14,100	5%

Source: Annual Business Inquiry, 2002

Table 7

Female employees by broad sector				
	Tendring		Essex	
	#	%	#	%
Utilities, agriculture and fishing	500	3%	3,300	1%
Manufacturing	1,200	6%	21,100	7%
Construction	300	2%	6,800	2%
Distribution, hotels and restaurants	5,700	30%	90,000	29%
Transport and communications	600	3%	11,300	4%
Banking, finance and insurance	2,300	12%	60,800	20%
Public administration, education & health	7,500	39%	103,900	33%
Other services	1,000	5%	14,600	5%

Source: Annual Business Inquiry, 2002

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

Table 8

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

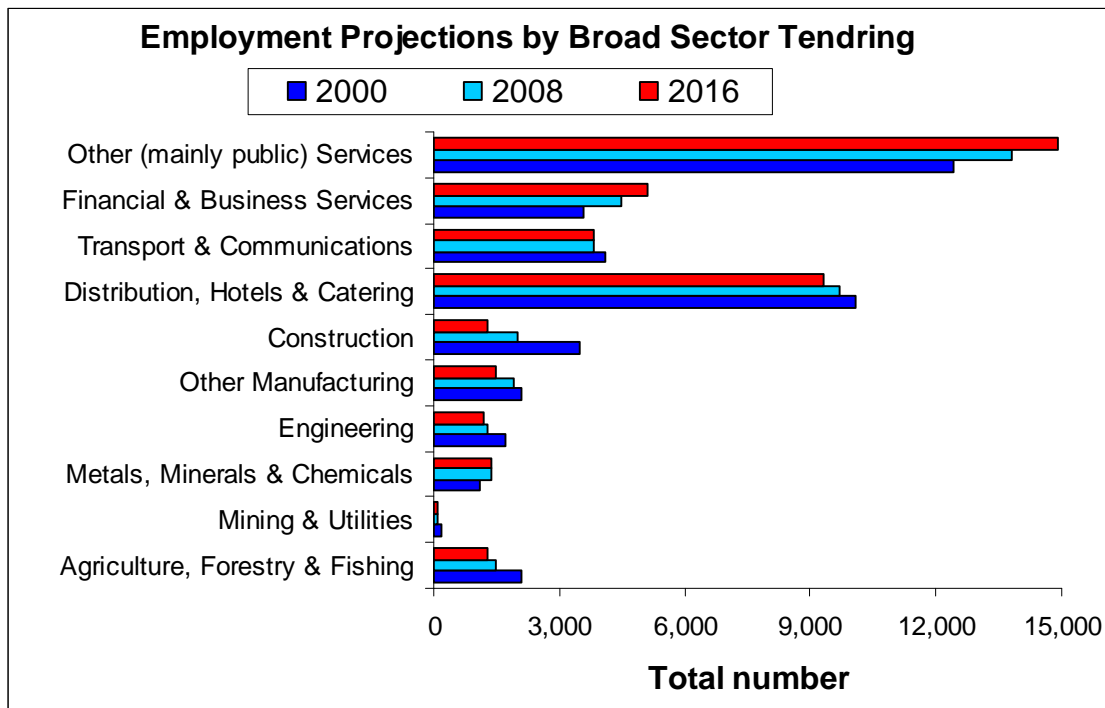
Source: Annual Business Inquiry 1999 - 2002, Annual Employment Survey 1998

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 Tendring district. The largest growth is in the other services sector for Tendring, also growth to a lesser extent in the financial and business services sector. The construction sector will experience the sharpest decline in the time period.

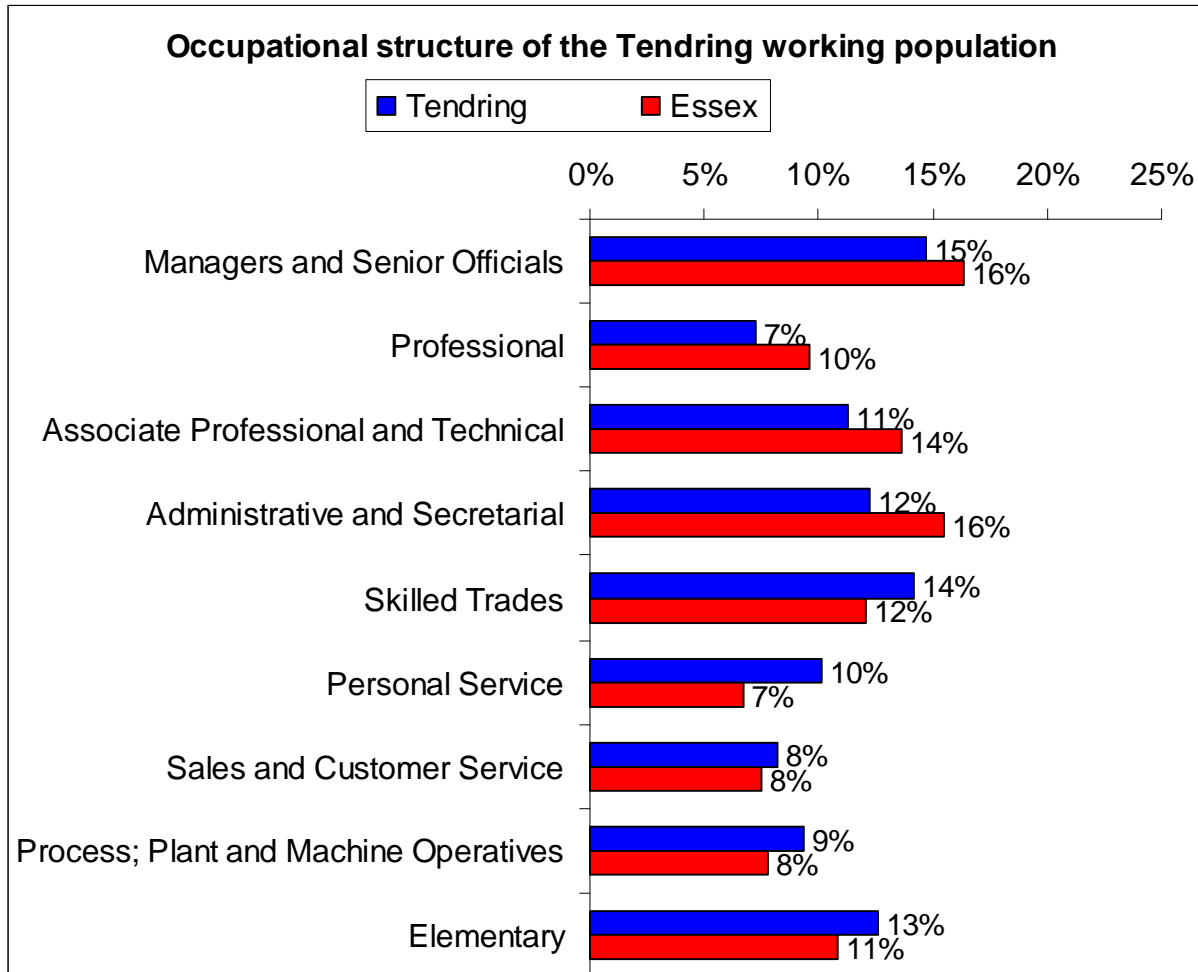
Chart 16



Source: Experian Business Strategies, February 2004

Chart 17 provides a breakdown of the Tendring resident workforce by occupation. While the pattern is similar to that of Essex, people in Tendring are less likely to have senior and professional occupations than their Essex counterparts and more likely to be in skilled trade and personal service occupations for example.

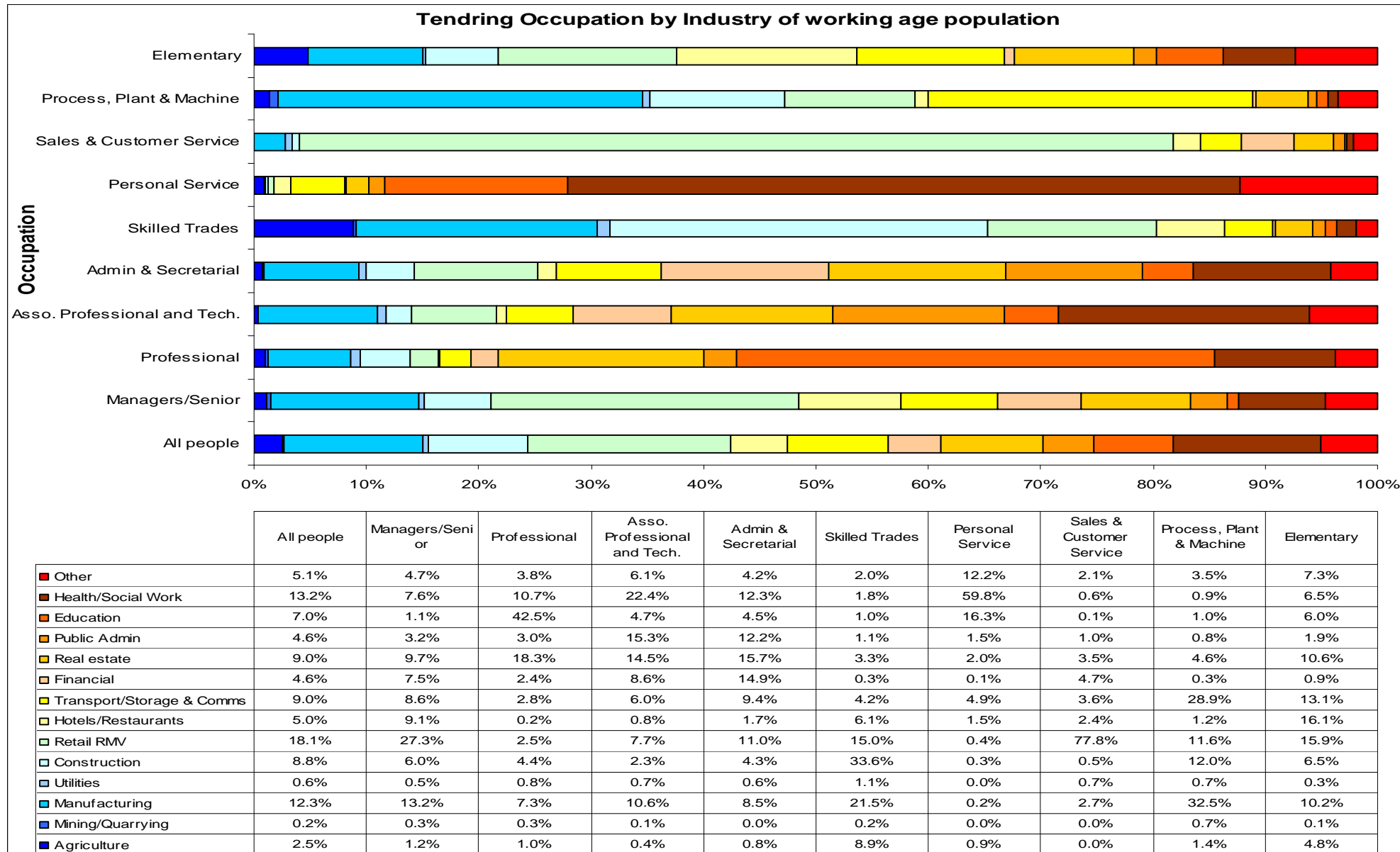
Chart 17



Source: 2001 Census of Population, Office for National Statistics
 Population base (16-74 years olds in employment): Tendring, 53,697; Essex, 765,116

Following on from this the next chart (18) gives us the picture of the type of occupation people in Tendring have by the type of industry in which they work. Within Tendring over one quarter (27.3%) of managers and senior occupations are in the retail industry. This sector also has the largest share of the workforce overall (18.1%). The education sector has the largest share (42.5%) of professional occupations.

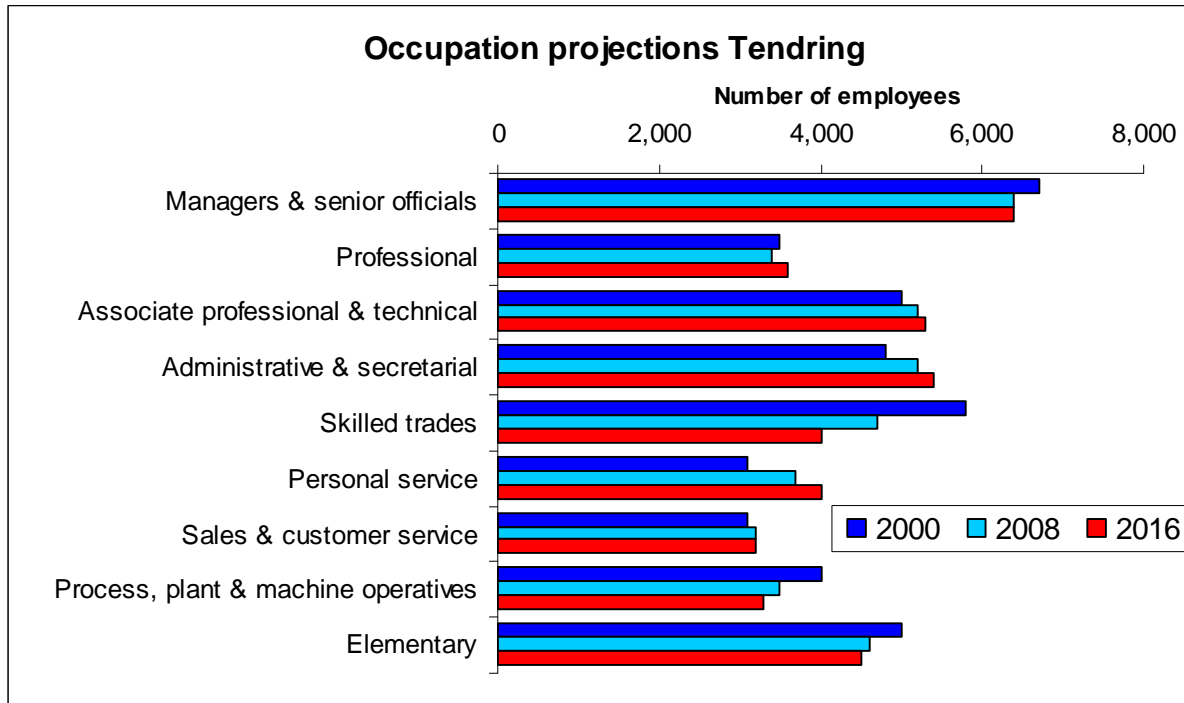
Chart 18



Source: 2001 Census of Population, Office for National Statistics; Population base (16-74 years olds in employment): Tendring, 53,701

Chart 19 shows us the future projections for occupations in Tendring. The largest growth area is in personal service occupations, while skilled trades will experience sharp decline into the future.

Chart 19



Source: Experian Business Strategies, February 2004

2.2.2 Travel to Work Patterns

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

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

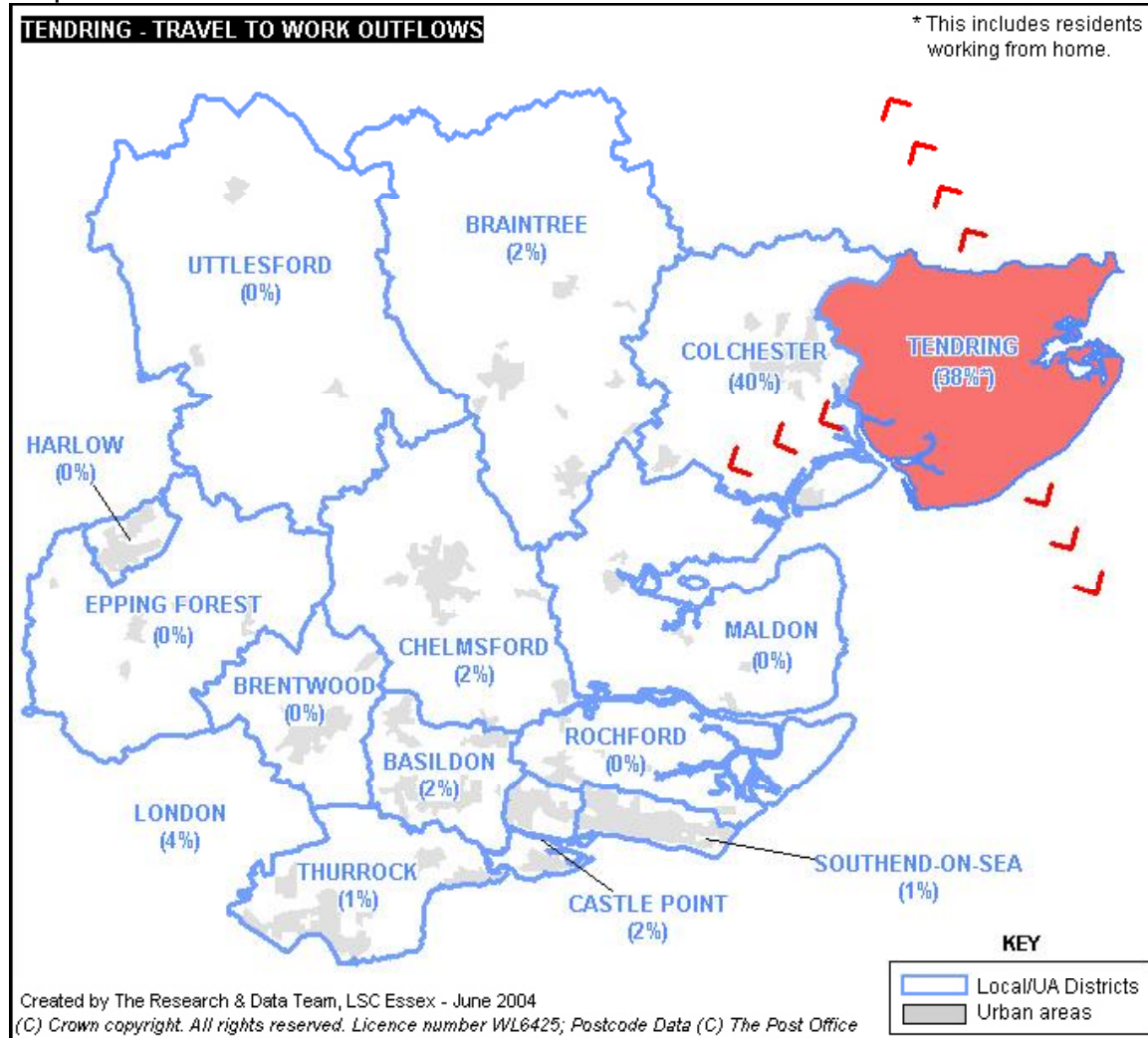
Table 9

Travel to work		
	Tendring	Essex
	% of workers	
In Essex	80%	70%
Out of Essex	13%	25%
Work from home	7%	6%
Refused	1%	1%
Total	100%	100%

Source: Post 16 Learning Survey, LSC, Essex, 2001
 Figures may not add due to rounding
 Sample bases: Tendring, 123; Essex, 1911
 Population bases (16-65 year old workers): Tendring, 53,800;
 Essex, 719,600

Map 2 shows the areas where Tendring residents travel to work. The figures in the map are expressed as a percentage of those who live in Tendring. Over a third (38%) of people who live in Tendring work in Tendring, while 40% travel to Colchester. Very few Tendring 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): Tendring, 123

Population base (16-65 year old resident workers): Tendring, 53,800

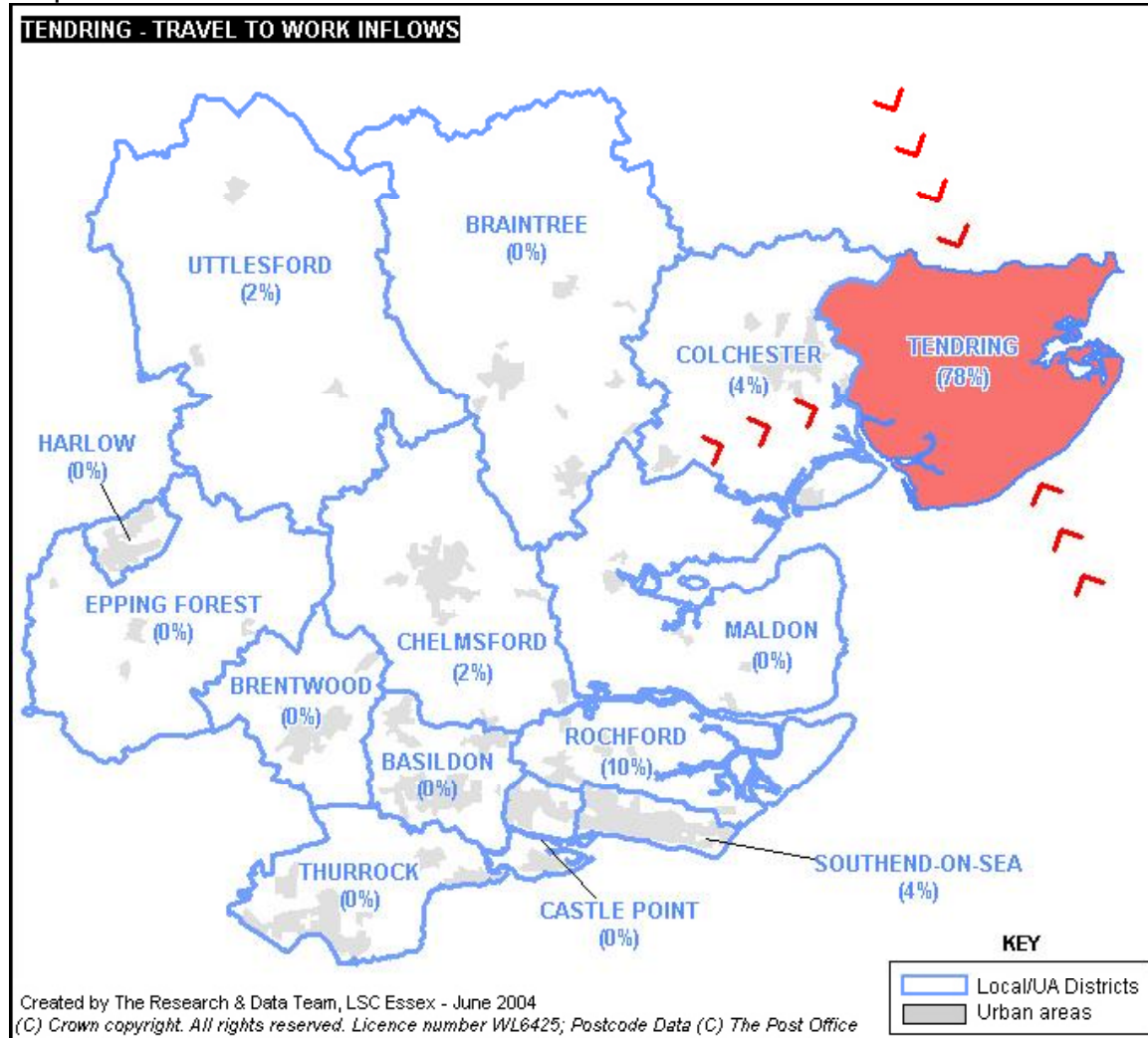
Based on 1991 boundaries

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 Tendring travel from. The figures in the map are expressed as a percentage of those who work in Tendring. 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 over three quarters (78%) of all workers in Tendring also live in the district. A considerable number travel in from Rochford (10%), and more from Colchester (4%), however, very few from the west of Essex.

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 Tendring): 49

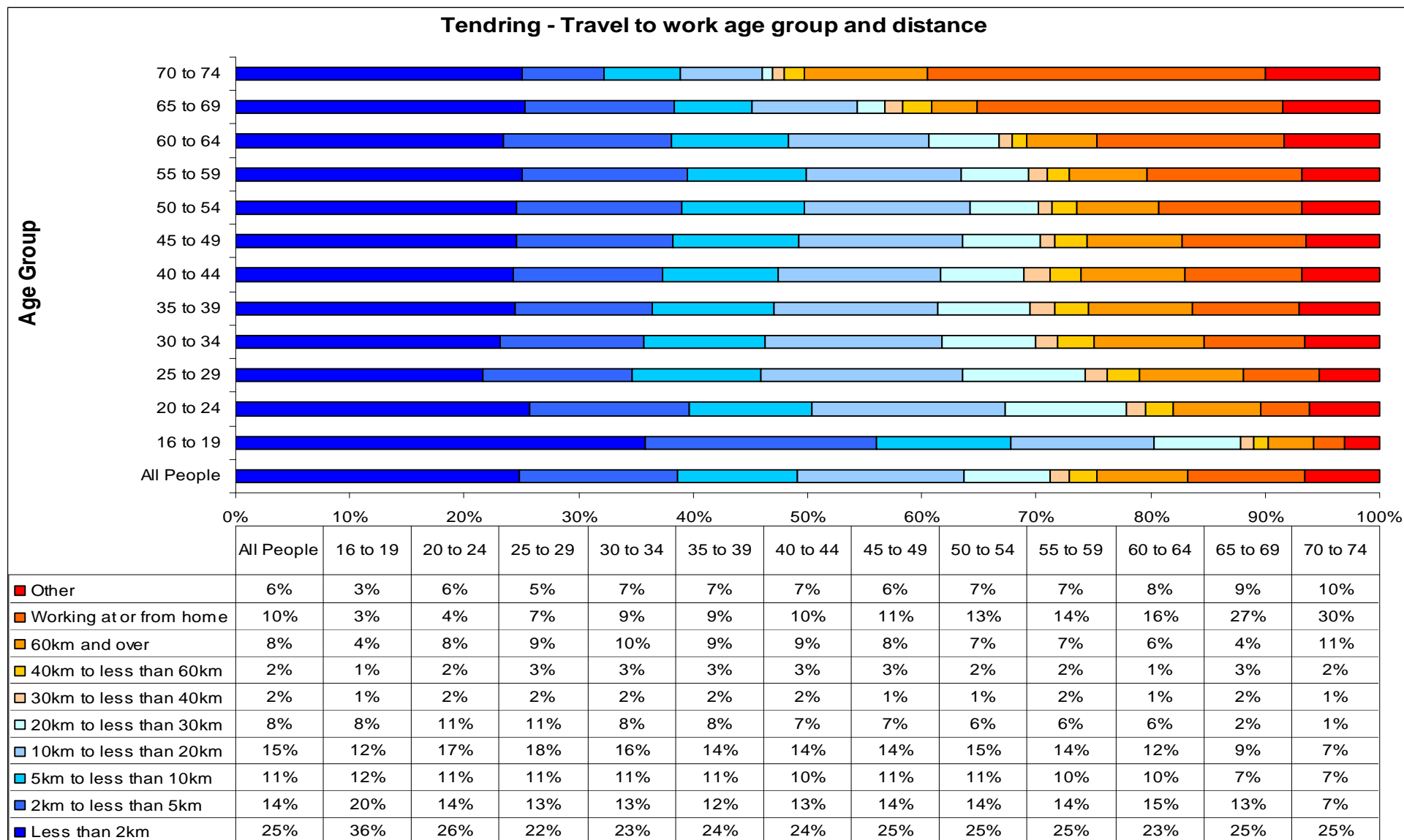
Population base (16 – 65 year old Essex residents who work in Tendring): 24,000

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 Tendring. As a general pattern we see that the older the age group is, the less distance is travelled to work. Overall some 65% of those travelling to work are travelling 20km or less.

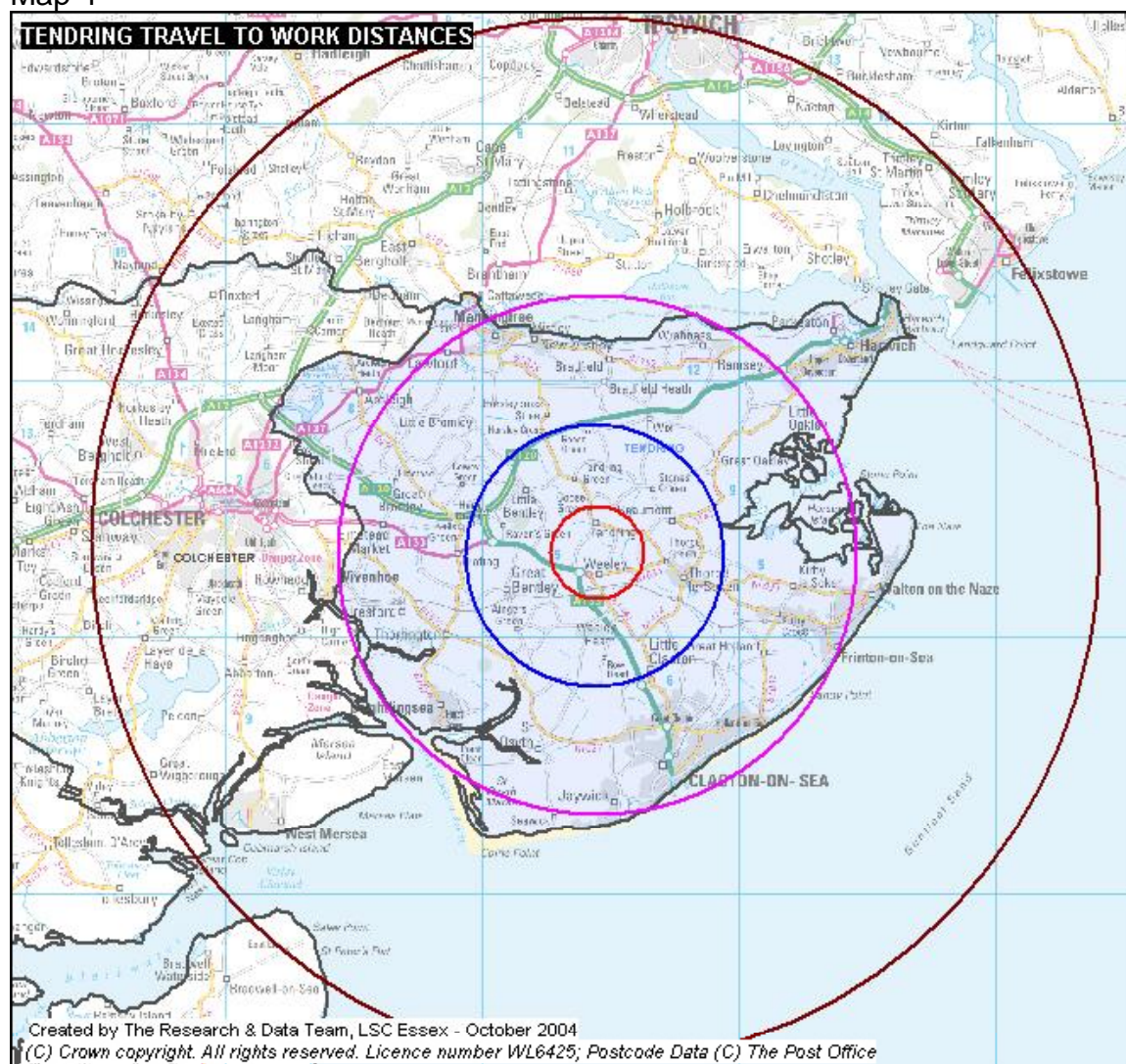
Chart 20



Source: 2001 Census of Population, Office for National Statistics; Population base (16-74 years olds in employment): Tendring, 53,680

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

Map 4



Source: 2001 Census of Population, Office for National Statistics

Tendring		
All people 53,680		
	Less than 2 km =	13,307
—	2 km to less than 5 km =	7,391
—	5 km to less than 10 km =	5,687
—	10 km to less than 20 km =	7,798
—	20 km to less than 30 km =	4,037

3. Qualification and Skill Levels

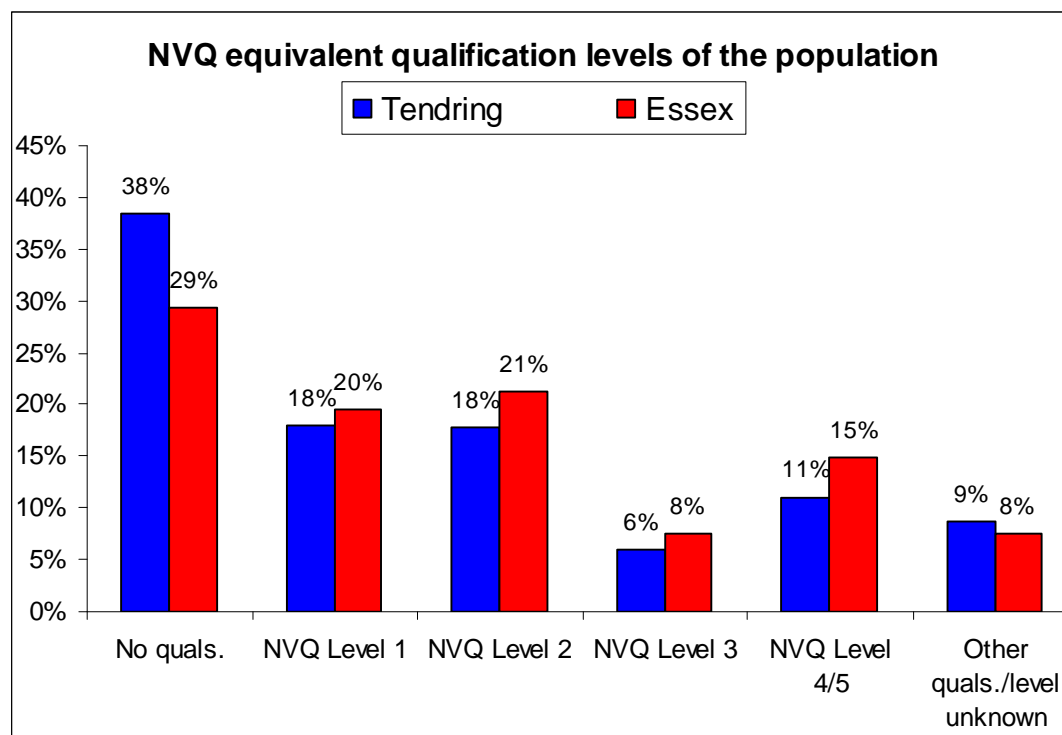
There are many different ways of measuring or assessing an individual's qualifications or skills. Qualifications tend to be easier to measure as each qualification is comprised of a set of criteria to be successfully completed. In addition, many qualifications have been assigned an equivalence level 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 Tendring's population to that of the Essex population. As the chart shows residents in Tendring are much more likely to have no qualifications when compared to Essex and less likely to have any level of NVQ qualification.

Chart 21

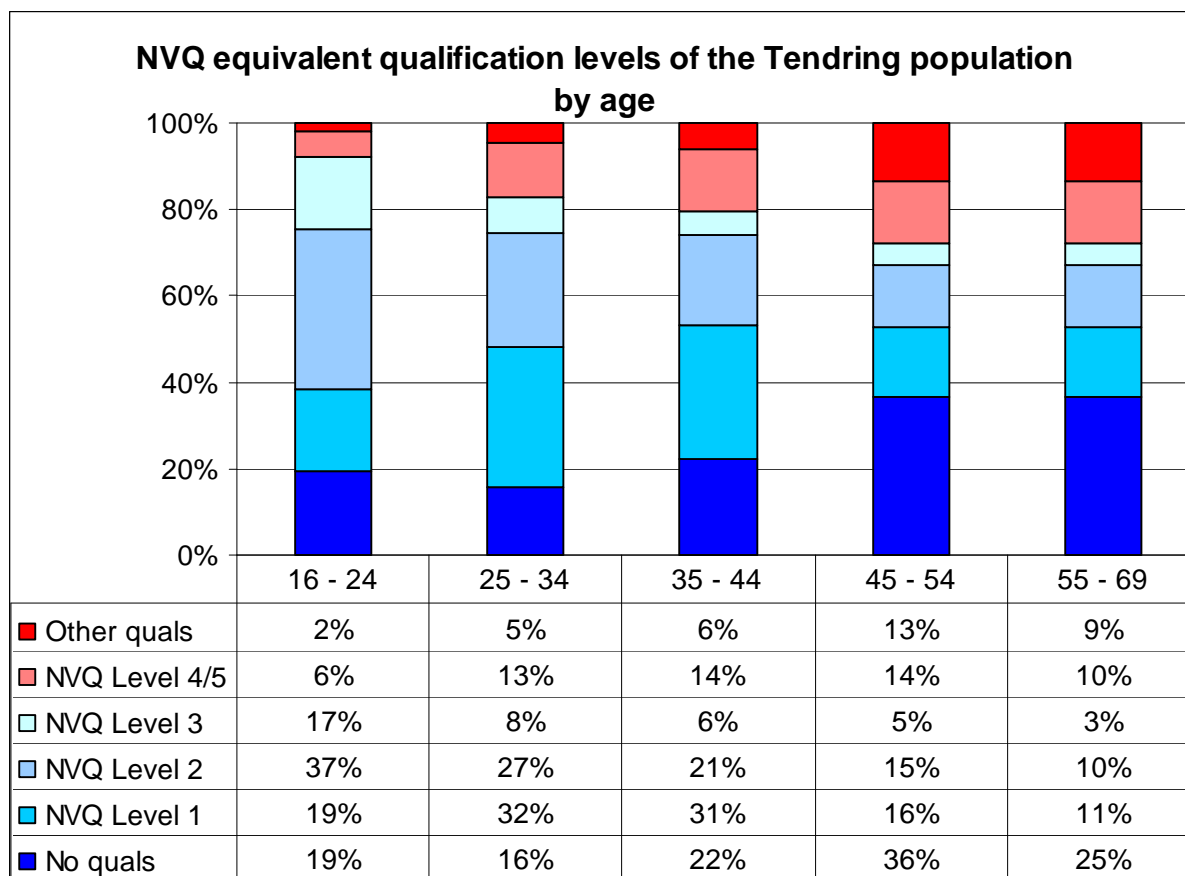


Source: 2001 Census of Population, Office for National Statistics
Population base (16-74 years olds): Tendring, 95,648; Essex, 1,160,342

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 Tendring population.

Chart 22 compares the NVQ equivalent data by different age groups. As the chart shows the older age groups have much higher rates of no qualifications and the younger age groups have considerably more of the NVQ level 2 and 3 qualifications.

Chart 22



Source: 2001 Census of Population, Office for National Statistics
 Population base: 16 - 24 years, 11,171; 25 - 34 years, 14,026; 35 - 44 years, 16,777; 45 - 54 years, 18,107; 55 - 69 years, 26,938

Table 10 looks at the highest NVQ equivalent qualifications of workers by their occupation. While over two thirds (67%) of professional occupations have NVQ level 4/5, the majority of NVQ achievement across the sectors is in levels 1 and 2.

Table 10

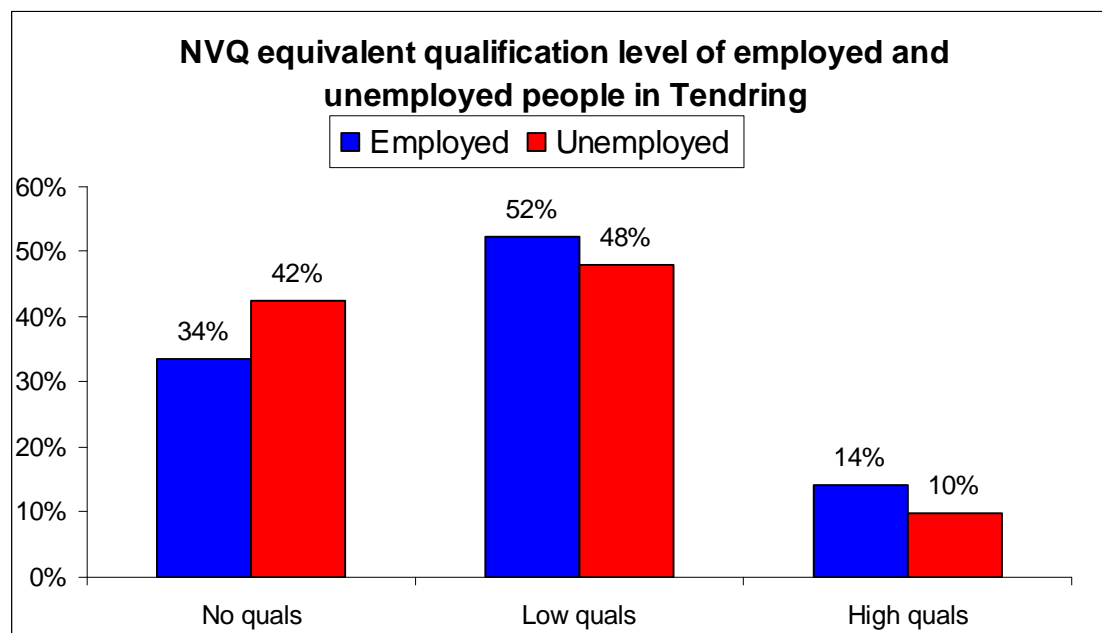
**Highest NVQ equivalent qualification levels of workers by occupation
- Tendring**

% by standard occupational classification	No qual.	NVQ 1	NVQ 2	NVQ 3	NVQ 4/5	Other quals.
Managers & senior	20%	21%	24%	9%	17%	10%
Professional	4%	8%	11%	7%	67%	4%
Associate professional & technical	10%	19%	24%	11%	29%	7%
Administrative & secretarial	16%	26%	30%	12%	8%	7%
Skilled trades	31%	26%	17%	5%	4%	17%
Personal service	30%	24%	24%	8%	6%	8%
Sales & customer service	30%	25%	28%	8%	4%	6%
Process, plant & machine	44%	23%	14%	3%	3%	13%
Elementary	47%	23%	17%	4%	3%	6%

Source: 2001 Census of Population, Office for National Statistics
Population base (16-74 years olds): Tendring, 95,648; Essex, 1,160,342

Chart 23 compares the qualification levels of those who are employed with those who are unemployed. While the difference between those employed and unemployed is slight, those in employment are more likely to hold both low and high qualifications.

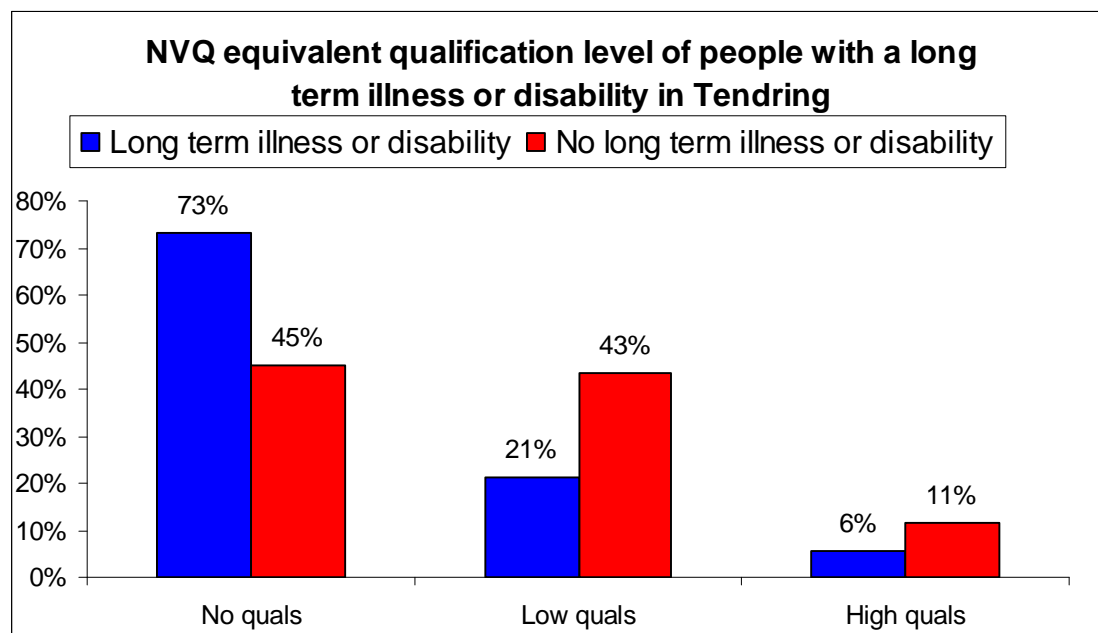
Chart 23



Source: 2001 Census of Population, Office for National Statistics
Population base (16 - 74 year olds): Employed, 52,175; Unemployed, 2,840

Chart 24 compares the qualifications of those people who have a long-term illness or disability with those who do not. Those with a long term illness or disability are more likely to have no qualifications and less likely to hold either low or high qualifications.

Chart 24



Source: 2001 Census of Population, Office for National Statistics
Population base (16 - 74 year olds): Long-term illness, 6,634; No illness 89,022

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 Tendring are estimated to have limited literacy and numeracy skills. They estimate that around 18,000 people - or 27% of those aged between 16 and 60 years - have poor literacy skills, whilst 16,500 - or 24% of those aged between 16 and 60 years - have poor numeracy skills. As table 11 shows, the figures for Tendring are higher than for Essex.

Table 11

Adult literacy and numeracy				
	Total poor literacy		Total poor numeracy	
	Number	%	Number	%
Tendring	17,933	26.5	16,514	24.4
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 Tendring 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 Tendring appear to be content with their essential skills of reading, writing and maths. They are less likely than their Essex counterparts to say they need to improve their skills.

Table 12

Self assessment of need to improve essential skills						
	Reading		Writing		Maths	
	Tendring	Essex	Tendring	Essex	Tendring	Essex
Need to improve	5%	8%	5%	9%	9%	14%
No need to improve	86%	87%	86%	86%	83%	81%
Don't know	9%	5%	9%	5%	9%	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: Tendring, 183; Essex, 2,662

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

Table 13

Self assessment of level of ability of essential skills								
	Numeracy skills		Reading skills		Spoken ability		Writing skills	
	Tendring	Essex	Tendring	Essex	Tendring	Essex	Tendring	Essex
Advanced level	27%	32%	38%	49%	38%	51%	35%	49%
Intermediate level	38%	42%	29%	32%	29%	31%	32%	32%
Basic level	22%	18%	21%	10%	22%	8%	22%	11%
Do not have these skills	13%	7%	10%	8%	8%	7%	9%	7%
Don't know/not relevant	1%	1%	2%	2%	3%	2%	2%	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: Tendring, 183; 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	
	Tendring	Essex	Tendring	Essex	Tendring	Essex	Tendring	Essex
Advanced level	12%	15%	36%	49%	26%	35%	33%	40%
Intermediate level	34%	32%	30%	32%	40%	39%	39%	38%
Basic level	34%	32%	22%	9%	25%	18%	21%	15%
Do not have these skills	18%	20%	9%	7%	7%	7%	7%	6%
Don't know/not relevant	1%	1%	3%	2%	2%	1%	0%	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): Tendring, 183; Essex, 2,662

4. Participation in Learning

Table 15 shows the number of Tendring 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					
Tendring	Further Education	School VI form	Work Based Learning	Adult Community Learning ^(a)	All sectors
16-18	1,266	1,017	509	19	2,811
19+	8,885	n/a	290	1,873	11,048

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)

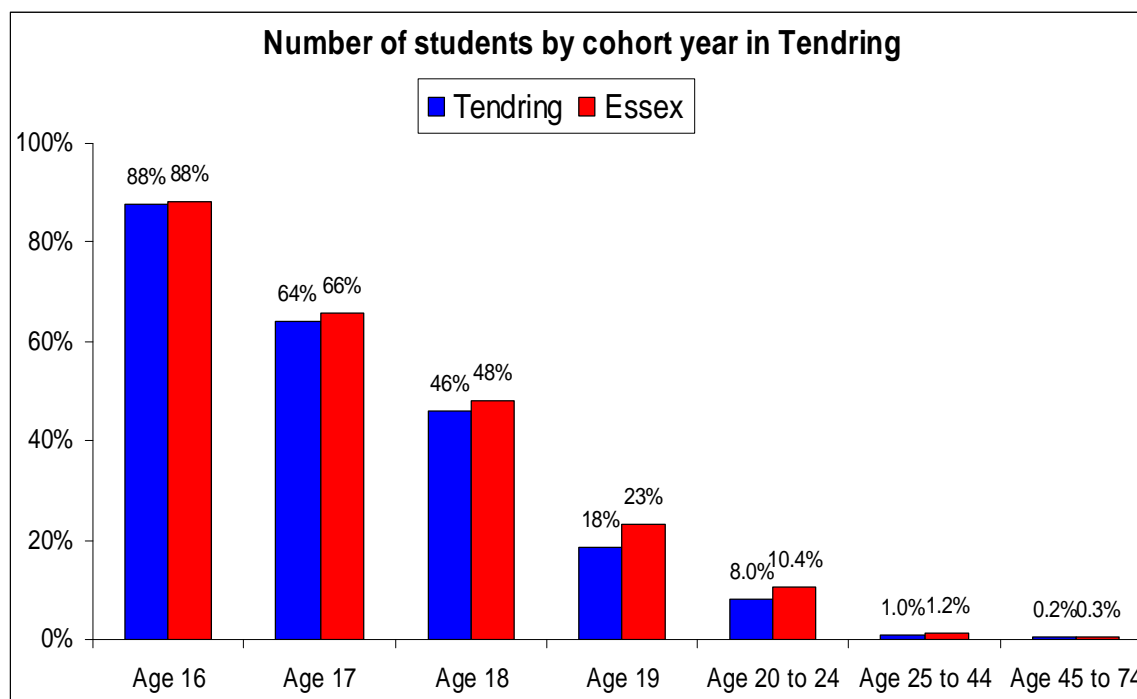
Notes:

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 Tendring by a particular year or age group as compared to Essex. In the majority of cohort groups in the chart, Tendring has less students than the Essex average.

Chart 25



Source: 2001 Census of Population, Office for National Statistics

Population base:

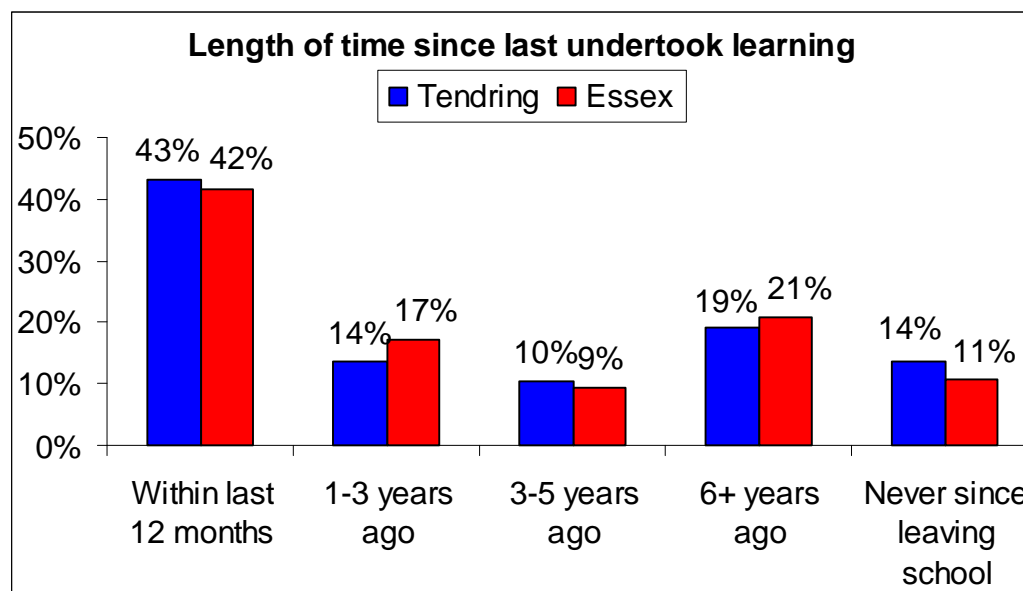
Tendring, Age 16, 1,586; Age 17, 1,449; Age 18, 1,280; Age 19, 1,137; Age 20-24, 5,713;
Age 25-44, 30,806; Age 45-74, 53,713

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 Tendring adult residents last undertook any form of learning (see glossary for definition of learning used). Over two-fifths (43%) undertook learning in the last 12 months, while just over one in seven (14%) residents have not undertaken learning since leaving school. Overall, the pattern for Tendring residents is very similar to that for Essex residents.

Chart 26



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

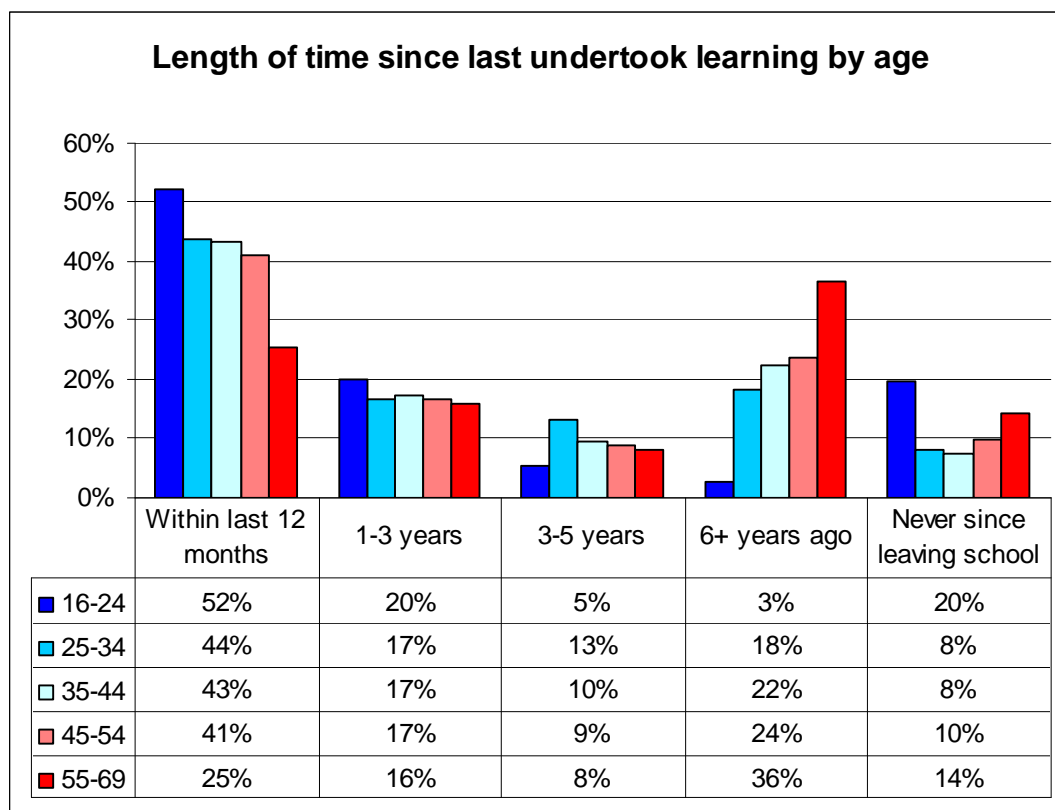
Sample bases: Tendring, 183; Essex, 2,662

Population bases (16-65 year olds): Tendring, 80,000; 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



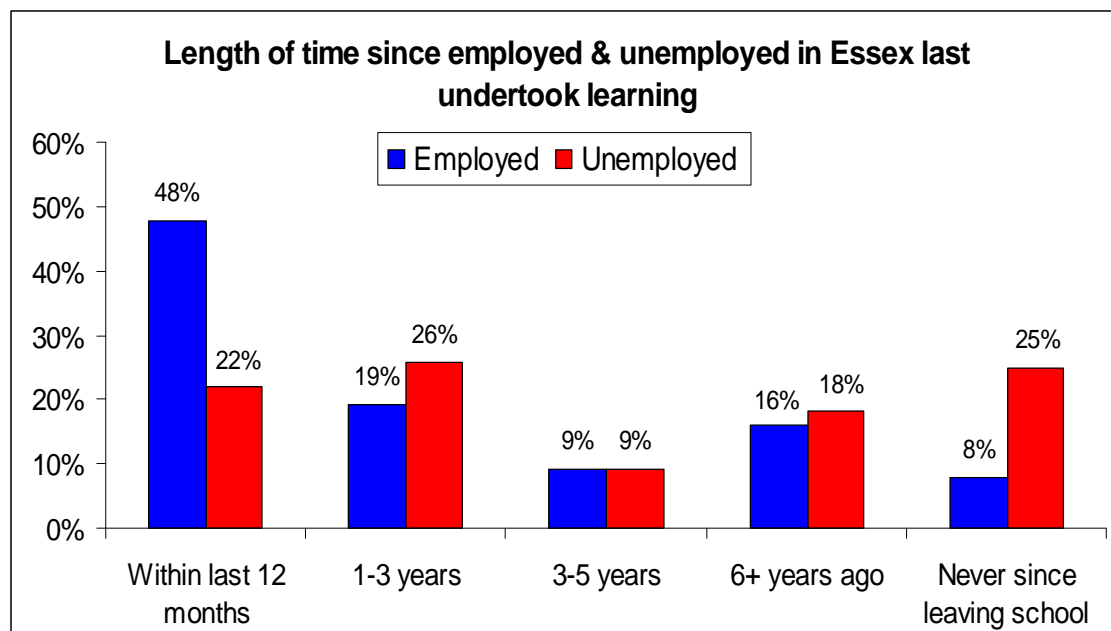
Source: Post 16 Learning Survey, LSC, Essex, 2001

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



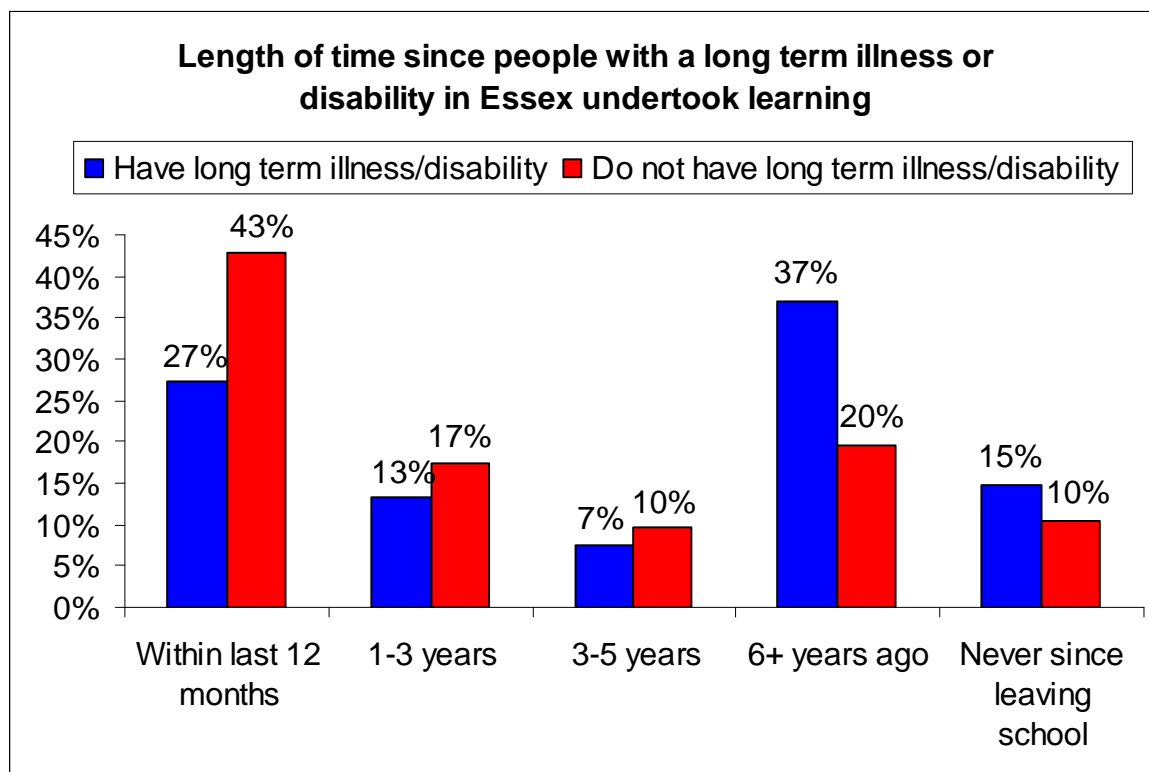
Source: Post 16 Learning Survey, LSC, Essex, 2001

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 99% of learners in Tendring undertaking training for job-related reasons. This is considerably higher than the Essex average.

Table 16

Reasons for undertaking learning in the last 12 months		
	Tendring	Essex
	% of all learners in last 12 months	
Job related	99%	83%
Personal interest or development	19%	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): Tendring, 79; Essex, 1,109

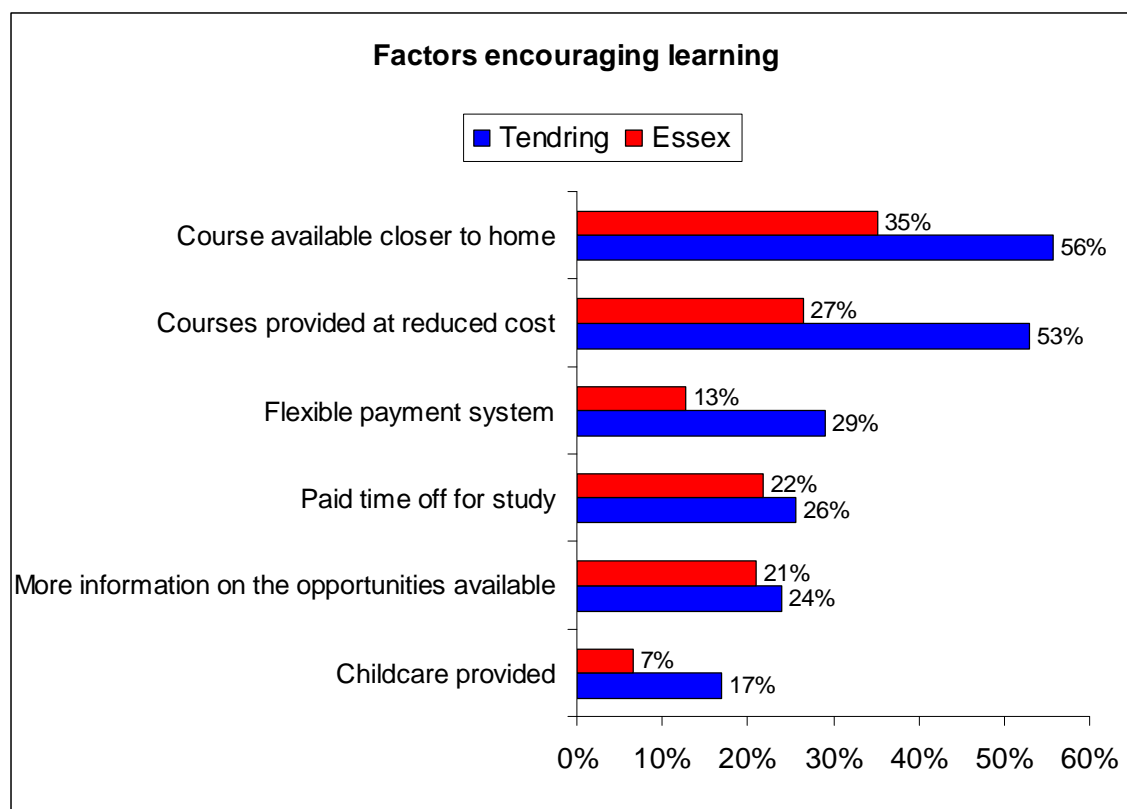
4.1.1 Motives, Barriers and Benefits of Learning for Adults

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 Tendring residents to participate in learning. Courses being available close to home and courses being provided at reduced cost appear to be particular incentives for potential learners in Tendring. More than one in two residents in Tendring cite these two reasons as opposed to one in three for Essex residents.

Chart 30



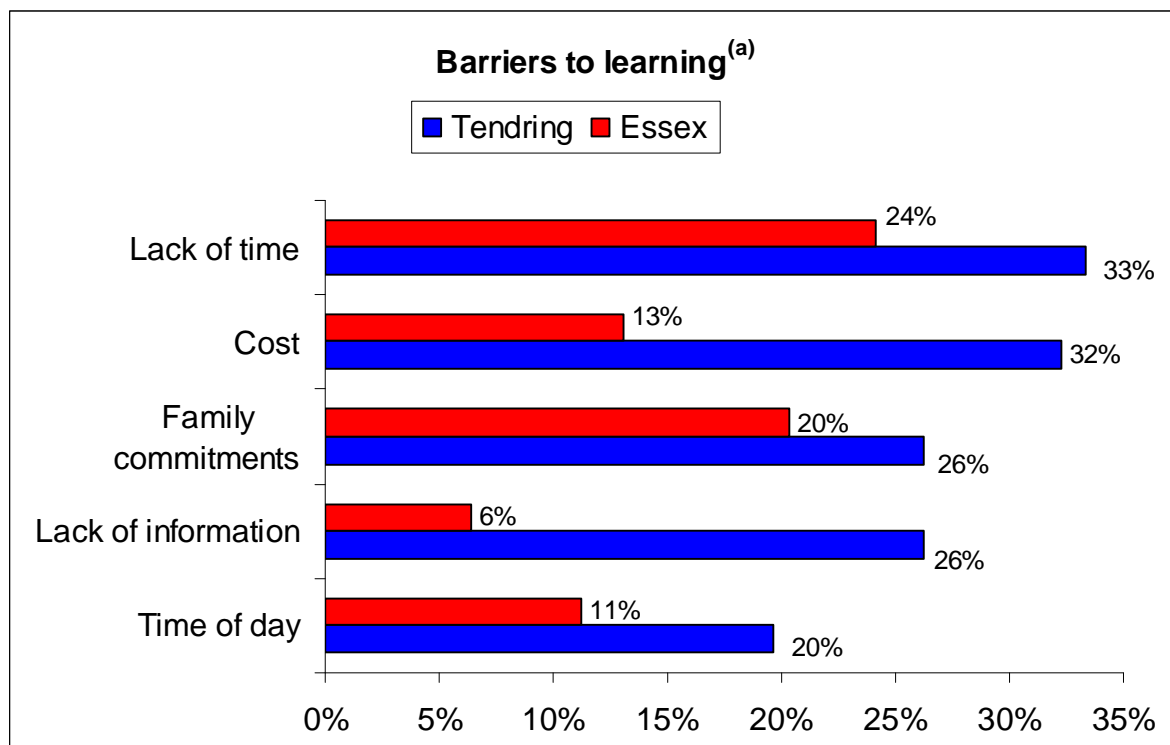
Source: Post 16 Learning Survey, LSC, Essex, 2001

Sample bases: Tendring, 183; Essex, 2,662

Population base (16-65 year olds): Tendring, 80,000; Essex, 1,013,000

Chart 31 shows the top five barriers to learning for Tendring residents. The barriers perceived by Tendring residents are quite different than those of Essex residents. Lack of time and cost are the top two barriers for one in three people. Indeed, for all five barriers listed in chart 31, Tendring residents are considerably more likely to cite them as barriers to learning than their Essex counterparts.

Chart 31



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

Sample bases: Tendring, 183; Essex, 2,662

Population bases (16-65 year olds): Tendring, 80,000; Essex, 1,013,000

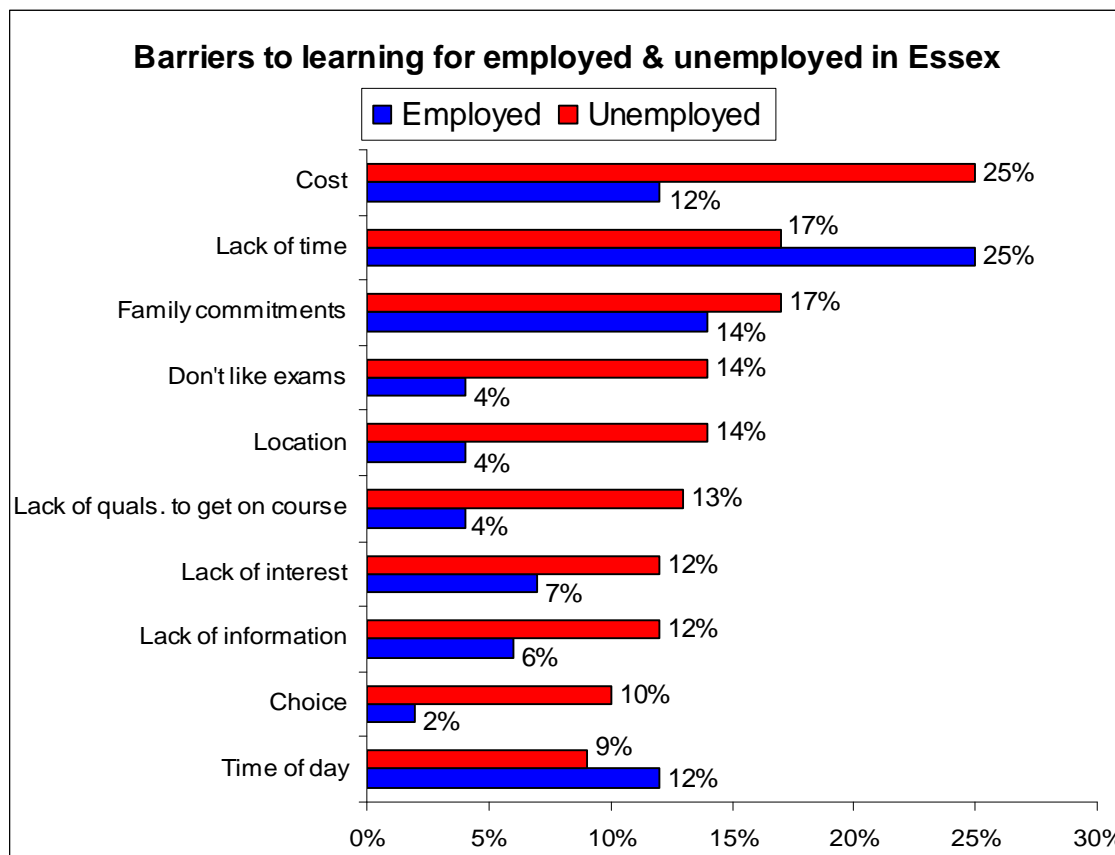
Notes:

(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



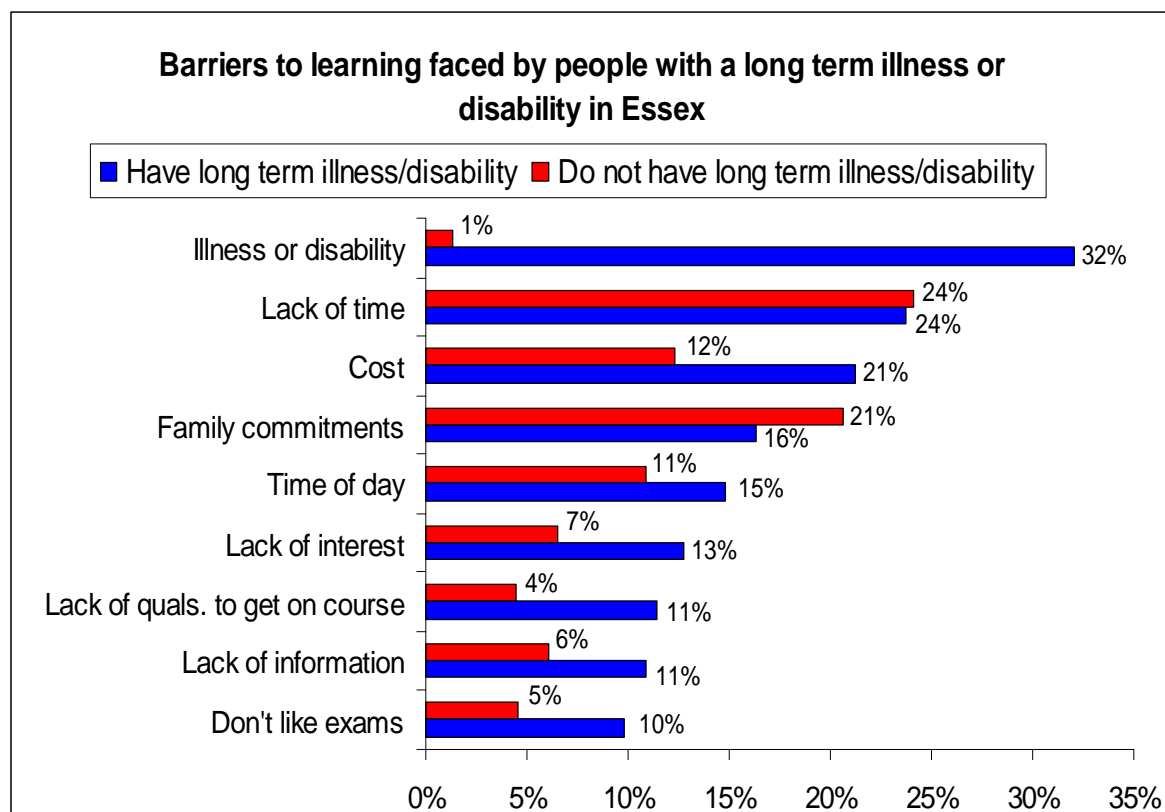
Source: Post 16 Learning Survey, LSC, Essex, 2001

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

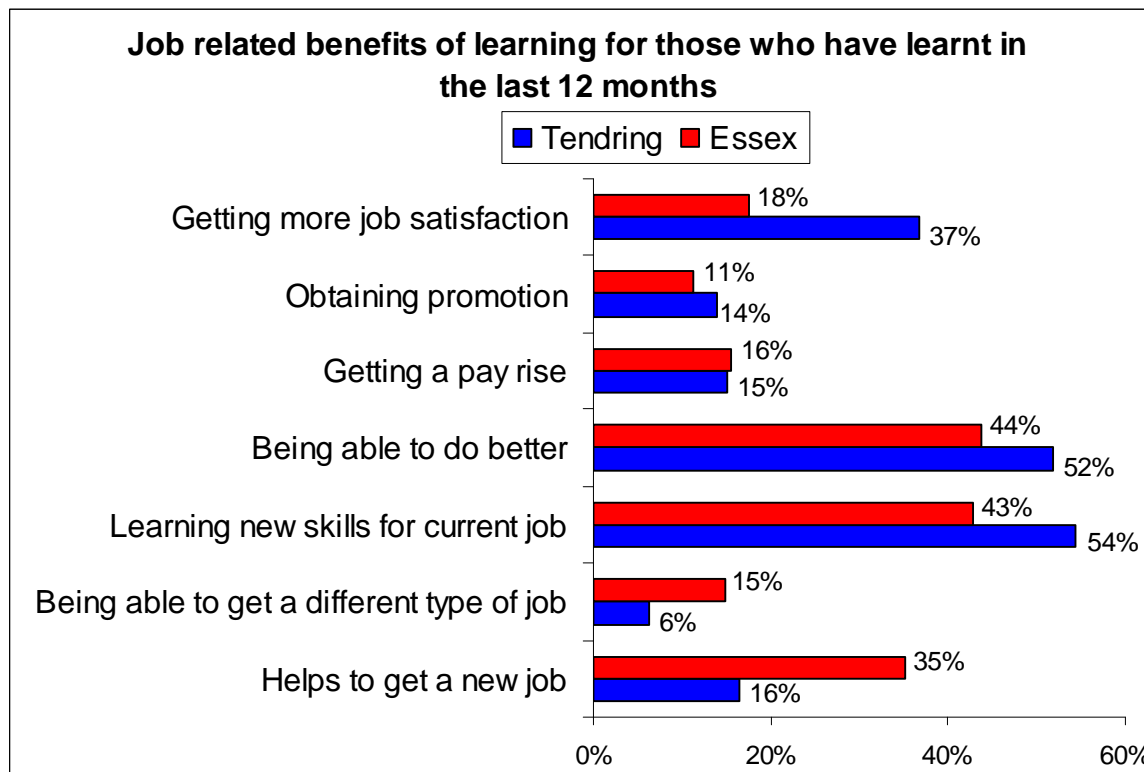
Sample bases: Have long-term illness/disability, 202; do not have long-term illness/disability, 2,453

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, over half of Tendring recent learners cite the benefits of learning to be developing new skills for their current job (54%) and from being able to do their job better (52%). Another key job related benefit for Tendring learners is that of job satisfaction – it is twice as likely to be cited as a benefit by Tendring learners as by Essex learners (37% versus 18% respectively).

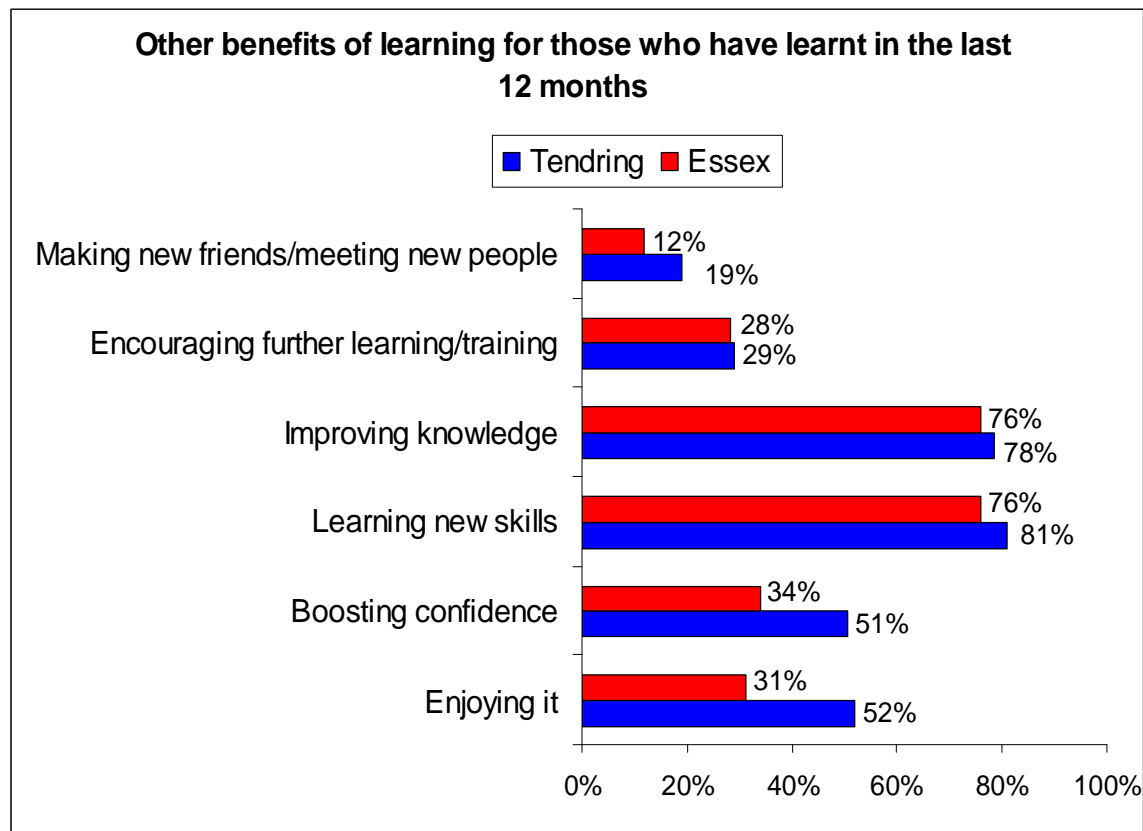
Chart 34



Source: Post 16 Learning Survey, LSC, Essex, 2001
 Sample bases: Tendring, 79; Essex, 1,109
 Population bases (16-65 year old learners in last 12 months): Tendring, 34,500; Essex, 422,000

As chart 35 shows, learning new skills (81%) and improving knowledge (78%) are the top two other benefits of recent learning for Tendring learners, in line with Essex learners. Tendring learners are also more likely to cite the benefits of enjoying their learning and boosting their confidence than Essex learners.

Chart 35



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

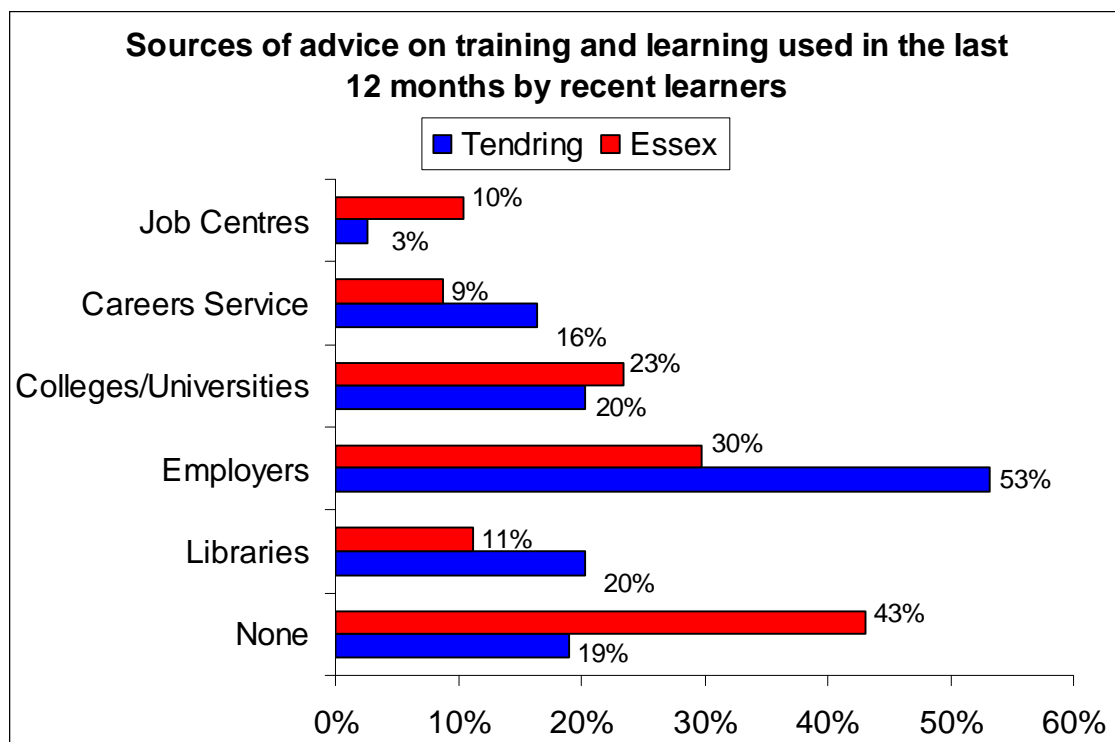
Sample bases: Tendring, 79; Essex, 1,109

Population bases (16-65 year old learners in last 12 months): Tendring, 34,500; Essex, 422,000

4.1.2 Information, Advice and Guidance for Learning

Tendring learners are considerably more likely to seek information, advice or guidance for learning than all Essex learners. As chart 36 shows, two in five Essex learners say they had no sources of advice as opposed to only one in five in Tendring. Of those that did seek advice, more than half of all recent learners sought it from their employer, as opposed to only a third of Essex learners.

Chart 36



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

Sample bases: Tendring, 79; Essex, 1,109

Population bases (16-65 year old learners in last 12 months): Tendring, 34,500; Essex, 422,000

4.1.3 Future Learning Plans of Adults

In terms of their plans for future learning, Tendring residents' views of what they will do differ slightly from that of all Essex residents. As table 17 shows, while a similar number say that they plan to learn within the next year, considerably less are considering it in the future. However, only one in five Tendring residents say they have no plans for any future learning, compared with a third of Essex residents.

Table 17

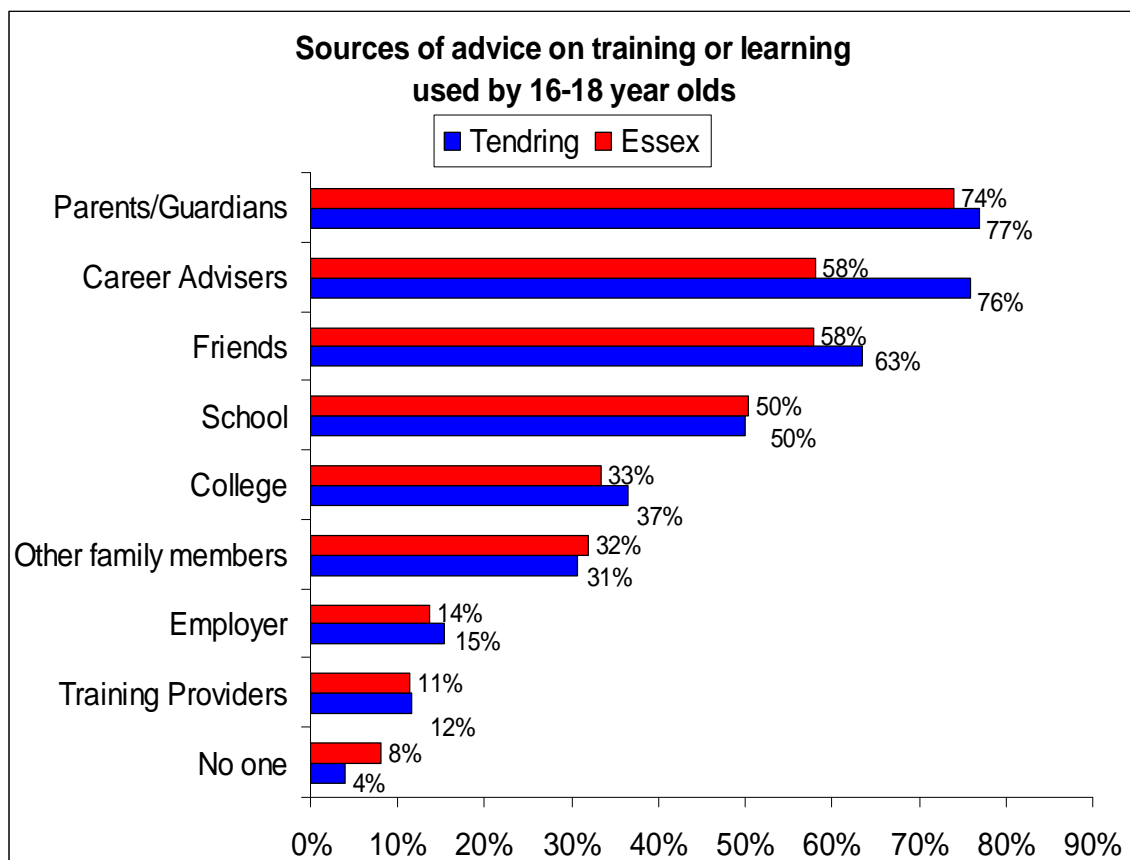
Likelihood of participating in learning in future		
	Tendring	Essex
	% of population	
Within the next 12 months	32%	31%
Not within the next 12 months but possibly at a later date	16%	23%
No plans for future learning	20%	33%

Source: Post 16 Learning Survey, LSC, Essex, 2001
Sample bases: Tendring, 183; Essex, 2,662
Population bases (16-65 year olds): Tendring, 80,000; 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, Tendring young people broadly follow the pattern of Essex young people, with three in four using their parents/ guardians as a source of advice. Friends, Careers Advisers and Schools were all mentioned as a source of advice by at least one in two young people. It is also worth noting that Tendring young people are considerably more likely to seek advice from a Careers Adviser than Essex young people.

Chart 37



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

Sample bases: Tendring, 104; Essex, 1,420

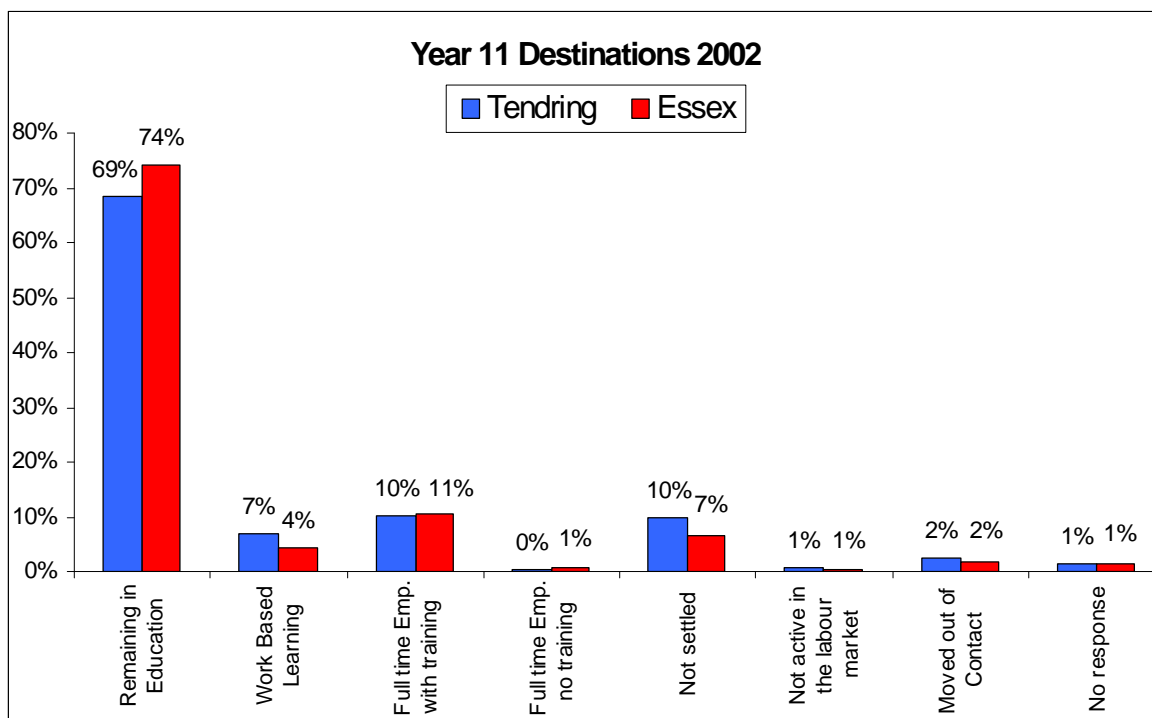
Population bases (16-18 year olds): Tendring, 2,100; Essex, 23,700

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 Tendring regardless of where they reside.

Chart 38 shows the intended first destination all Year 11 Leavers at the end of the 2001-2002 academic year. Although the majority of students in Tendring remain in education, the figure is less than the Essex average 69% to 74%.

Chart 38



Source: Connexions Activity Survey, 2002

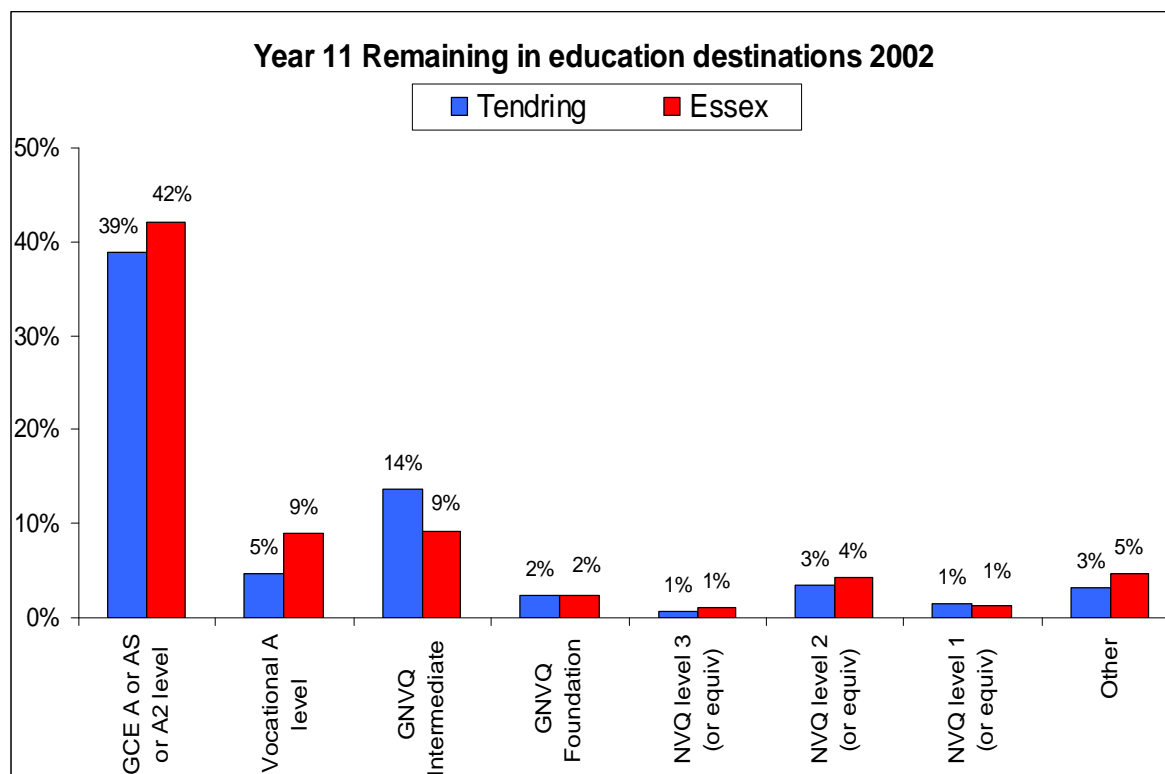
Base: Tendring, 1,416; Essex, 19,586

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, A level study is the most popular route although less so than Essex.

Chart 39



Source: Connexions Activity Survey, 2002

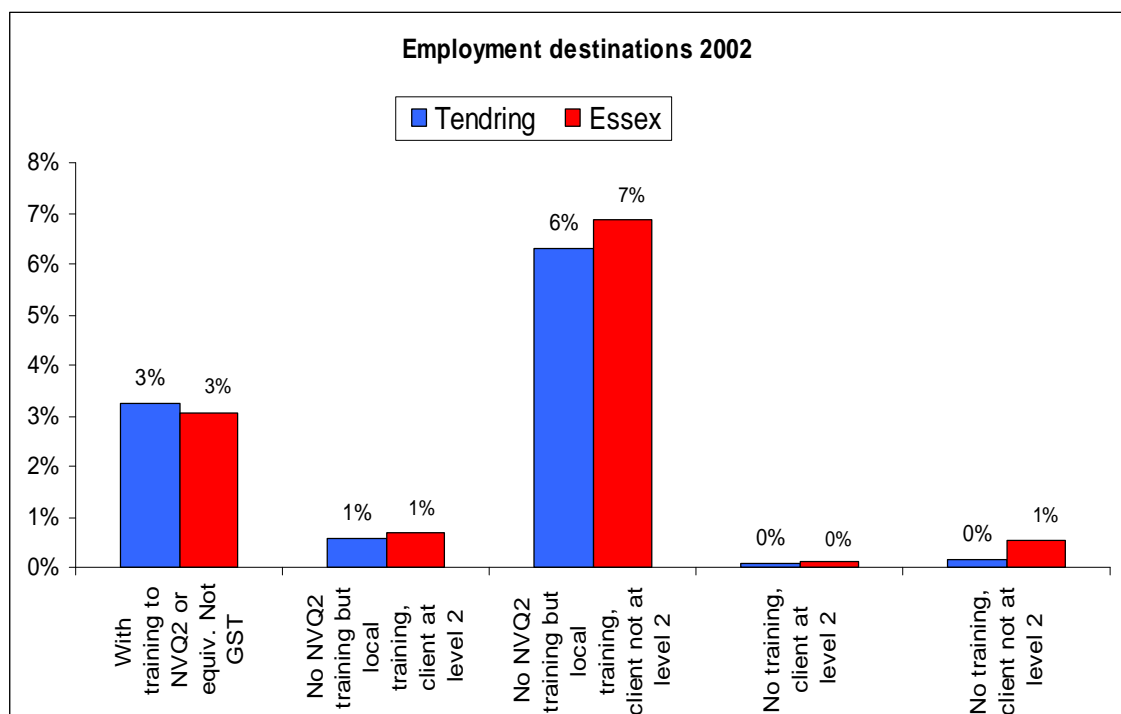
Base: Tendring, 1,416; Essex, 19,586

Note:

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

Chart 40 focuses on the 10% of Tendring leavers that intended to move to some form of employment. The pattern for employment destinations is almost the same in Tendring as it is in Essex. It should be noted that the WBL referred to in chart 38 includes all those who are classed as WBL with employed status, whereas chart 41 refers only to those who are referred to as non-employed status (see glossary for details).

Chart 40



Source: Connexions Activity Survey, 2002

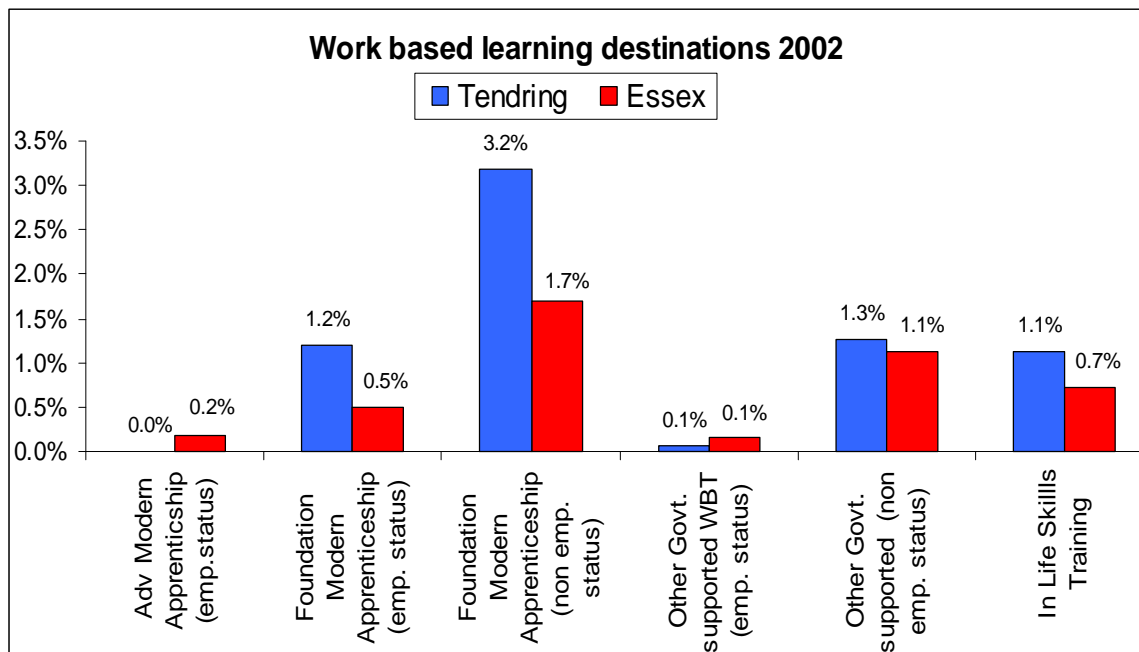
Base: Tendring, 1,416; Essex, 19,586

Note:

Expressed as a percentage of all Year 11 leavers entering employment

Chart 41 looks at the group of leavers who have entered Work Based Learning, but do not have a job (see glossary for details). The most popular work based learning route in Tendring is that of foundation modern apprenticeships, both employed and non-employed status, some 3.2% compared to 1.7% in Essex for non employed status.

Chart 41



Source: Connexions Activity Survey, 2002

Base: Tendring, 1,416; Essex, 19,586

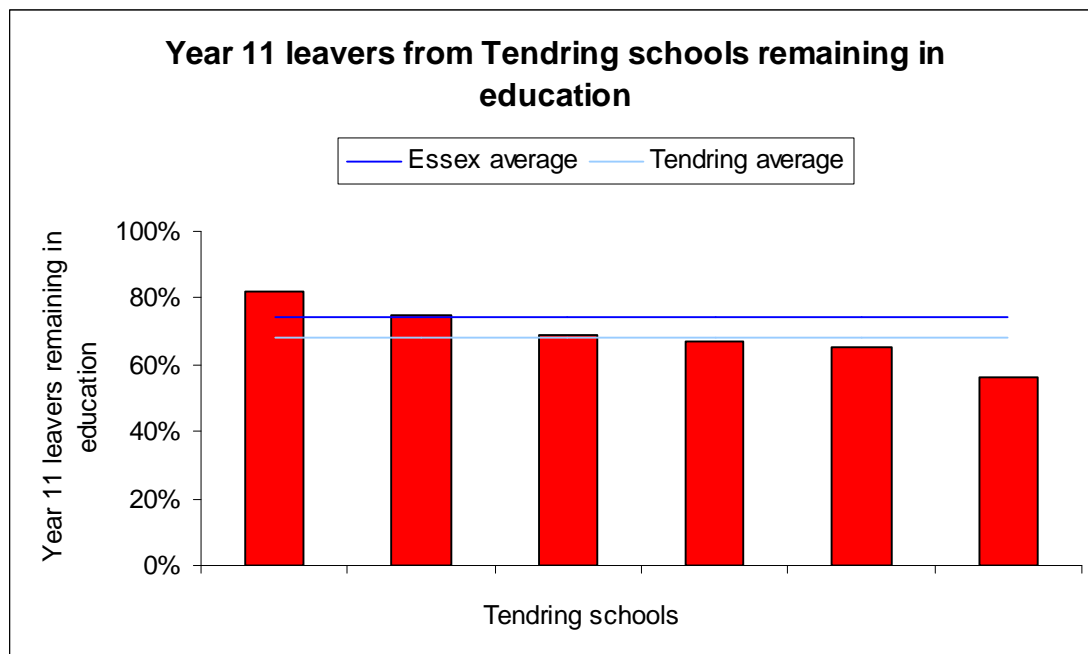
Note:

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 Tendring (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 Tendring.

Chart 42

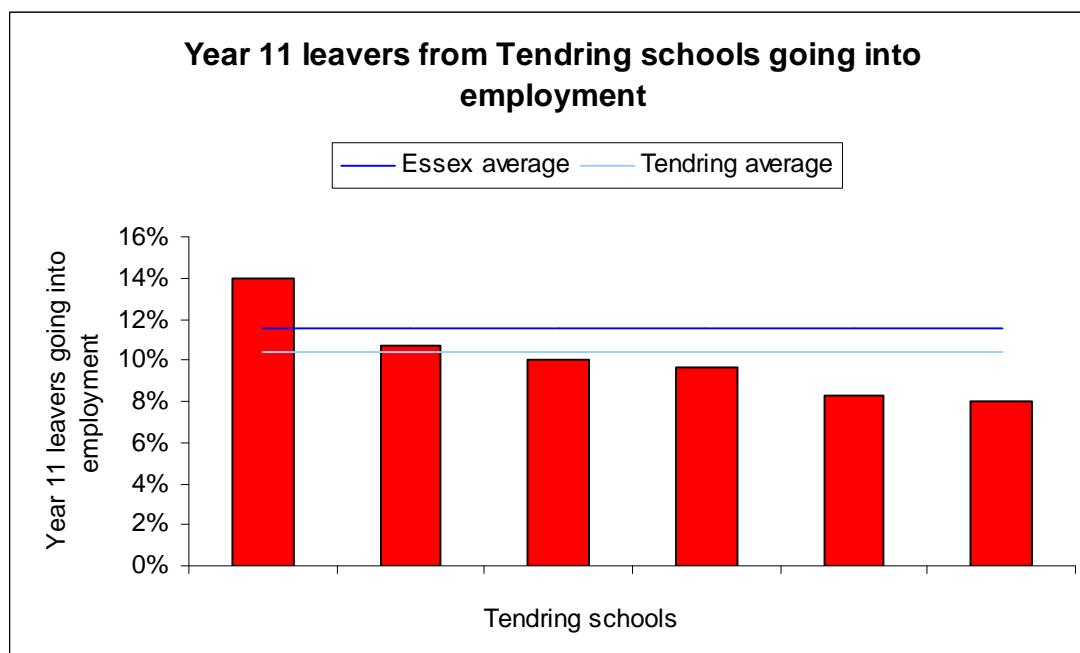


Source: Connexions Activity Survey, 2002

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 Tendring.

Chart 43

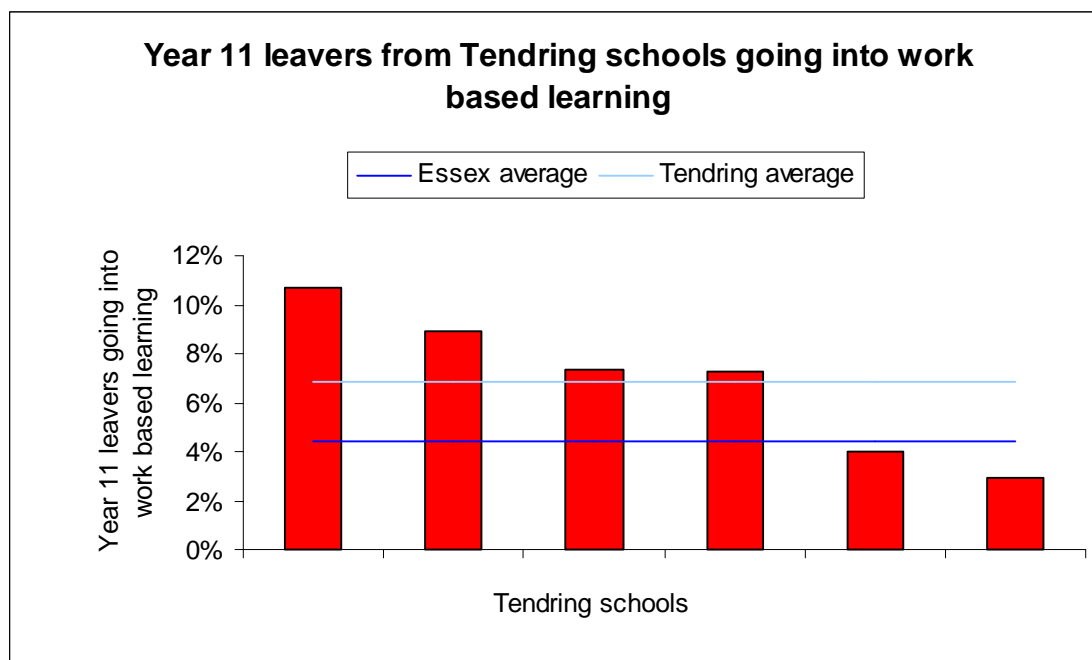


Source: Connexions Activity Survey, 2002

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 status work based learning for each LEA-maintained school in Tendring.

Chart 44

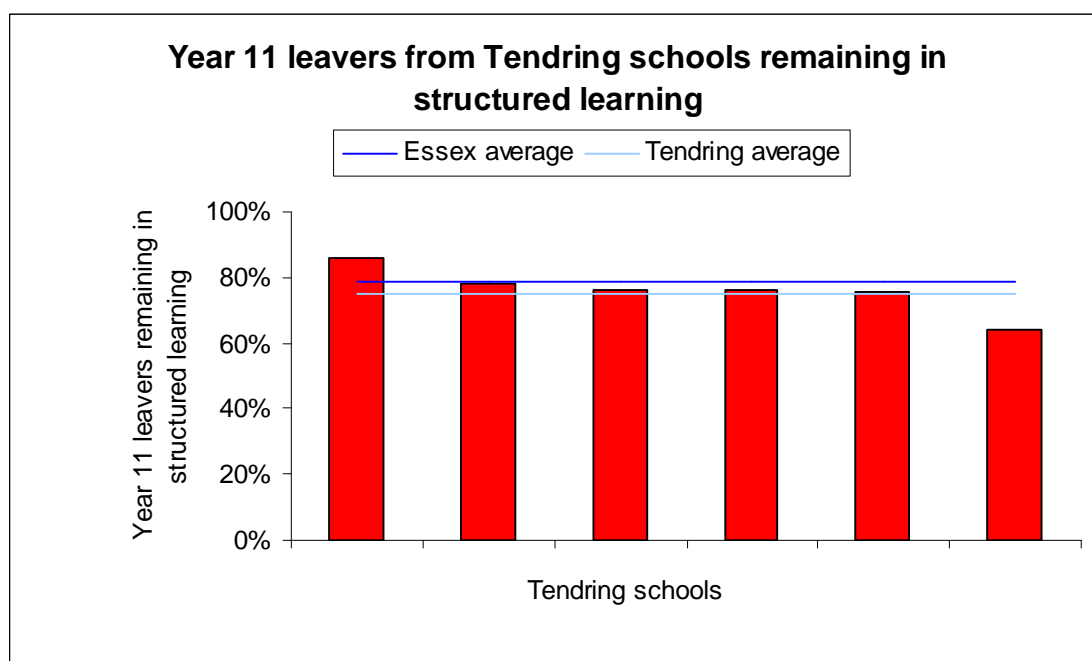


Source: Connexions Activity Survey, 2002

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

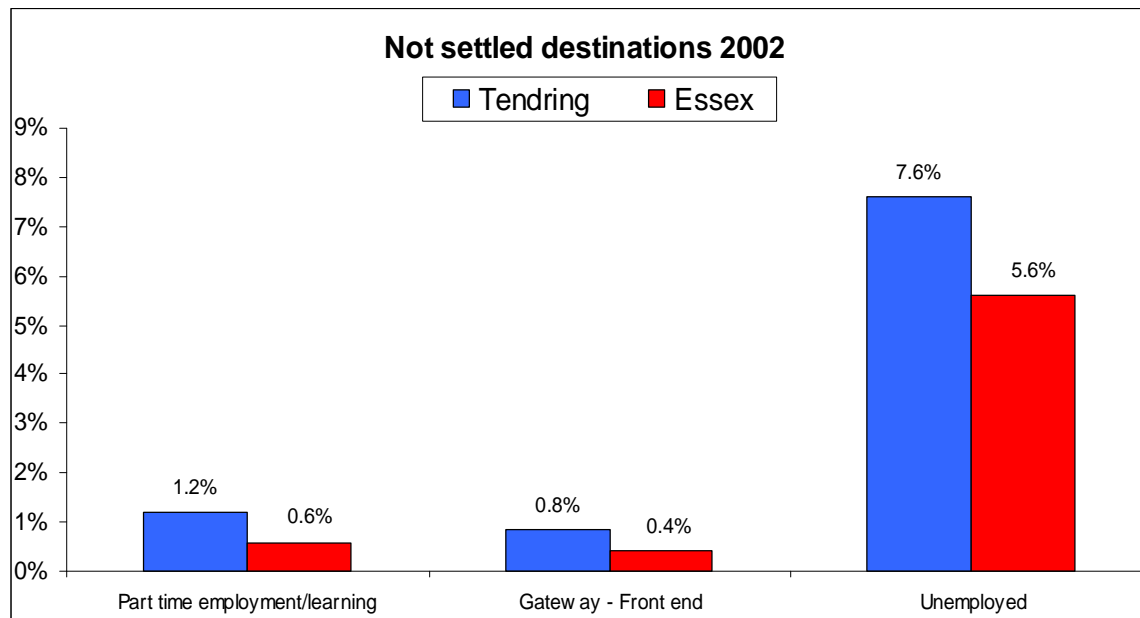


Source: Connexions Activity Survey, 2002

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 chart 46 shows there is a higher rate of unemployment in leavers in Tendring than for Essex.

Chart 46



Source: Connexions Activity Survey, 2002

Base: Tendring, 1,416; Essex, 19,586

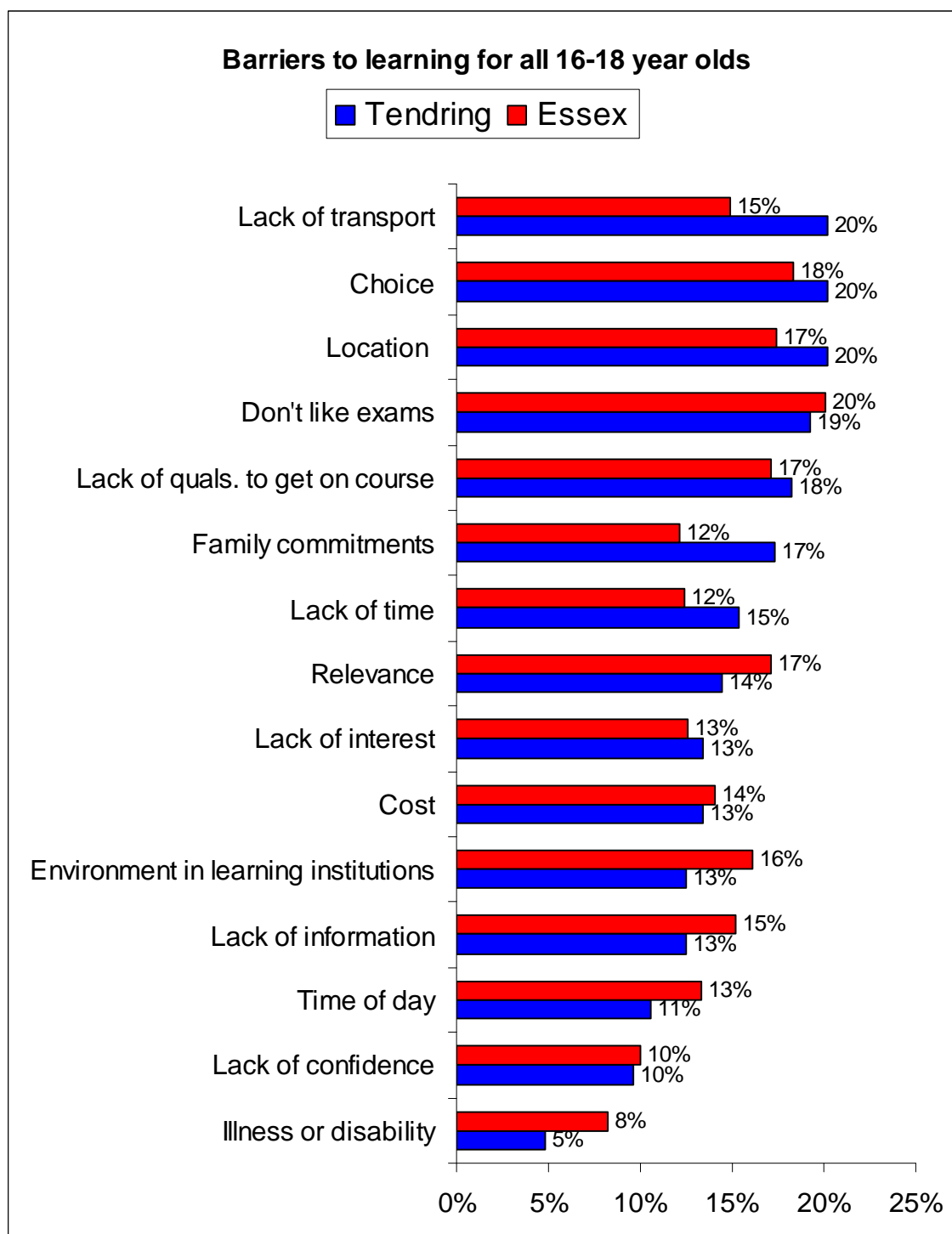
Note:

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, the perceived barriers to learning for Tendring young people are broadly in line with those of Essex young people. However, lack of transport ranks as the joint first barrier to learning for Tendring young people as opposed to a ranking of seventh for Essex young people.

Chart 47



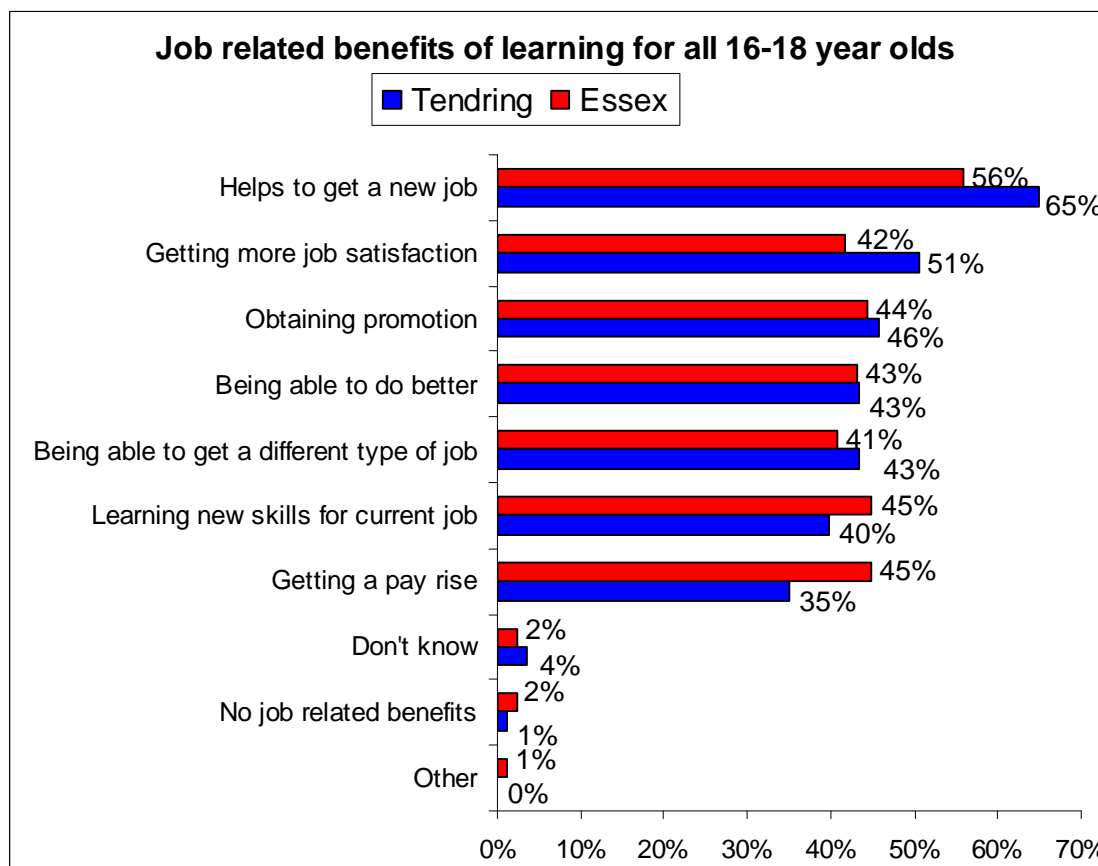
Source: 16-18 Learning Survey, LSC, Essex, 2002

Sample bases: Tendring, 104; Essex, 1,420

Population bases (16-18 year olds): Tendring, 2,100; 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, the perceived job related benefits are similar for Tendring and Essex.

Chart 48



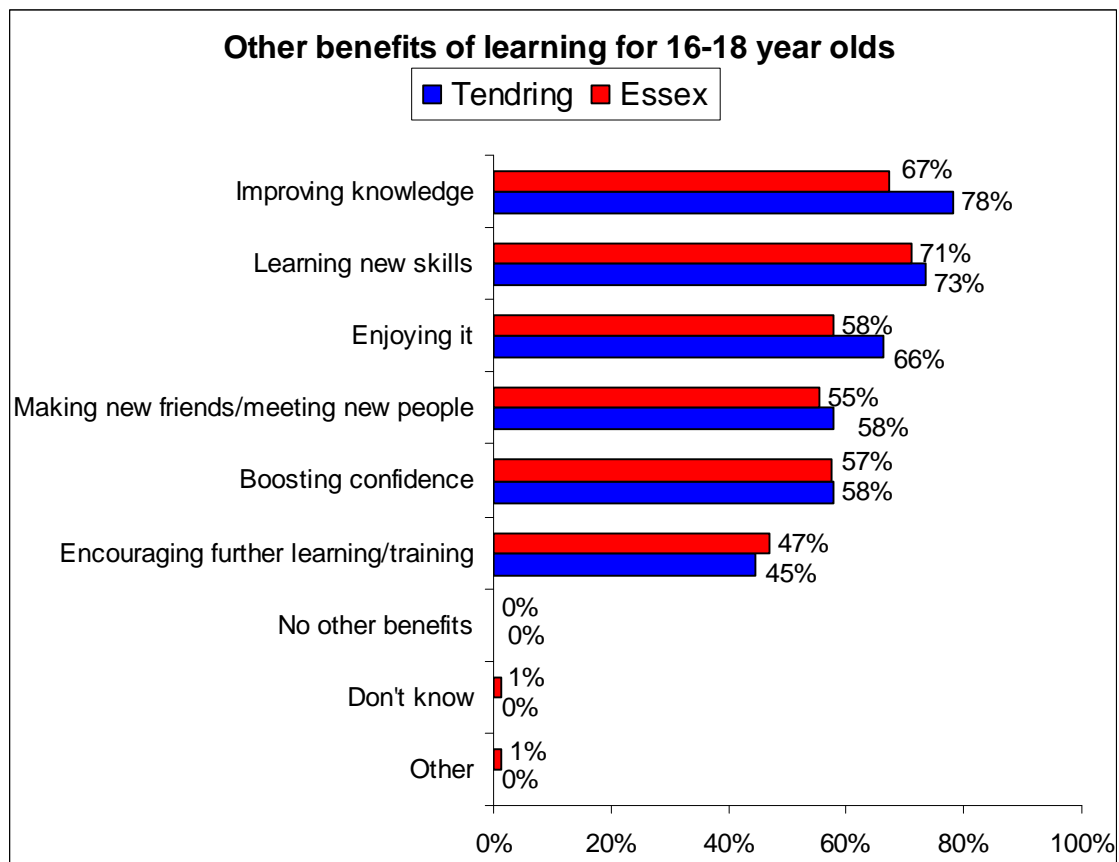
Source: 16-18 Learning Survey, LSC, Essex, 2002

Sample bases: Tendring, 104; Essex, 1,420

Population bases (16-18 year olds): Tendring, 2,100; Essex, 23,700

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

Chart 49



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

Sample bases: Tendring, 104; Essex, 1,420

Population bases (16-18 year olds): Tendring, 2,100; 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 19 shows, the key reason is the desire to work – the case for two in five young people. A lack of interest in learning is also common with one in three giving this as a reason. A further one in ten are actually waiting to start their learning.

Table 18

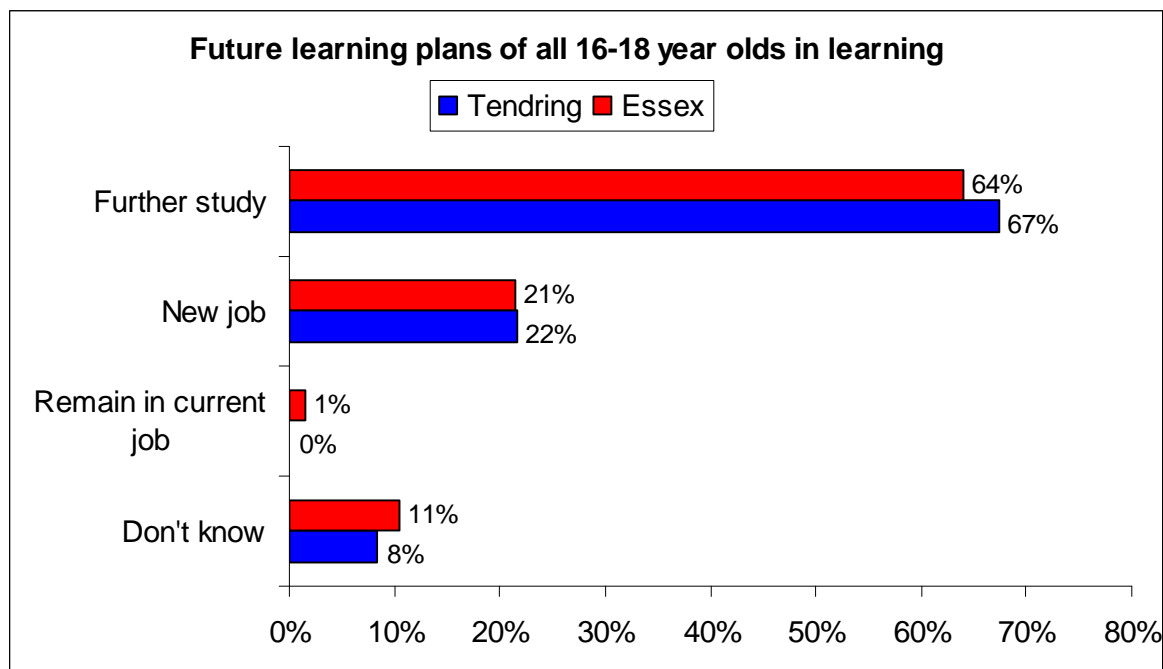
Reasons for not participating in learning for 16-18 year olds	
	Essex
	as % of all non-learners
In work/wanted to work instead	43%
Don't want to/not interested in study	29%
Looking for a placement/waiting to start	12%
Having a child/had a child	5%
Do not like school	3%
Cannot afford to study	2%
Taking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

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

4.2.3 Future Learning Plans of Young People

All those 16-18 year olds who are currently in some kind of structured learning were asked their plans for when they finished this learning. As chart 50 shows, Tendring young people follow the same pattern as for Essex, with almost seven in ten saying they will continue with some form of further study, two in ten finding a new job and one in ten unsure.

Chart 50



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

Sample bases: Tendring, 83; Essex, 1,154

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

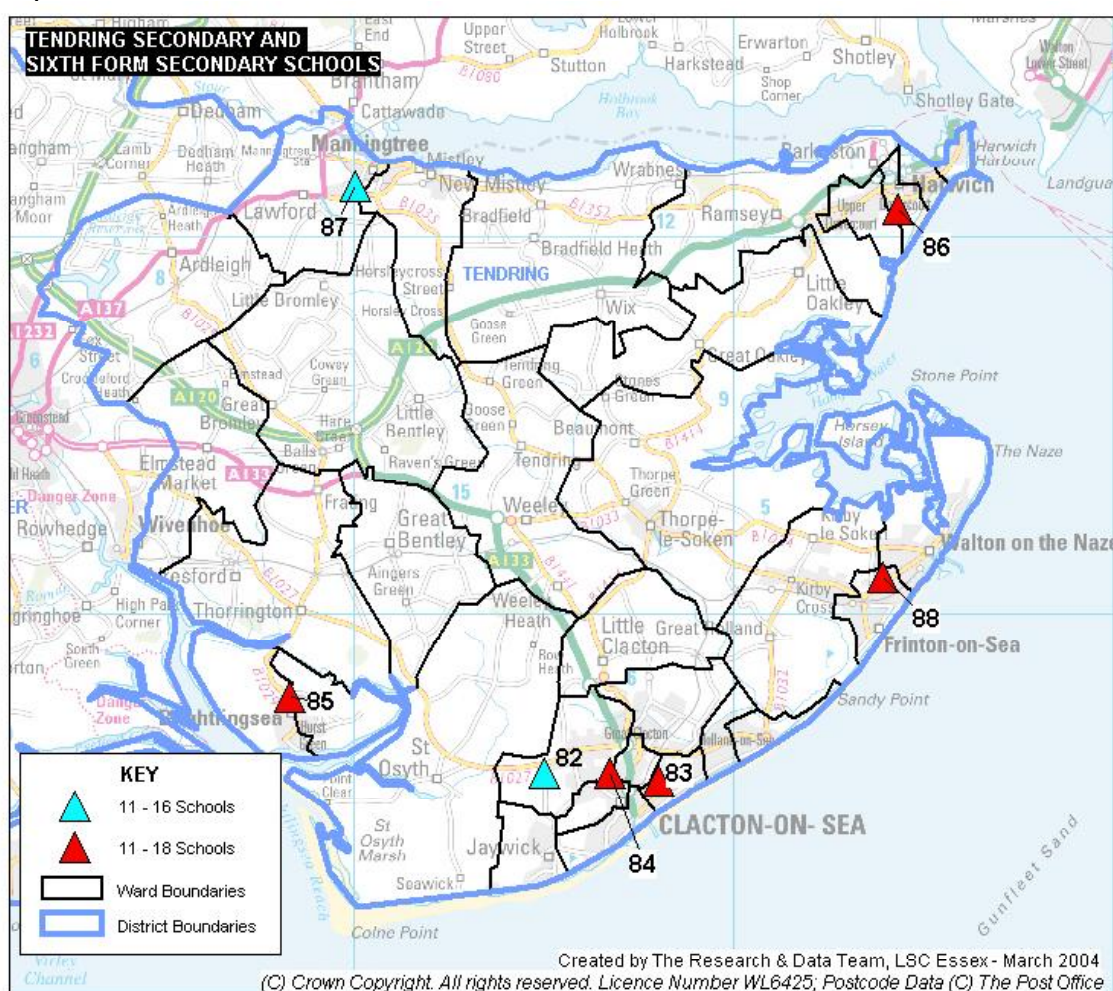
PROVISION

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 Tendring. 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
82	Bishops Park College (New school)	129
87	The Manningtree High School	837

11-19 schools in the LSC, Essex area:

Number	School	Number on roll January 2003	
		11 -16	16 -19
83	Clacton County High School	1,447	178
84	Colbayns High School	1,541	224
85	The Colne Community School	1,237	170
86	The Harwich	1,052	140
88	Tendring Technology College	1,440	230

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 Tendring travel to, and the district the schools are located in. Please note that schools are only listed where they have more than 10 learners attending from this area, as such the column percentages in the table will not always add up. As the table shows almost all (90.5%) of school VI form pupils in Tendring are attending in the district with a small number are attending in neighbouring Colchester.

Table 19

Tendring resident School VI Form pupils by institution		
	% share of all Tendring resident School VI Form pupils	District/LEA
Clacton County High School	17.3%	Tendring
Colbayns High School	22.0%	Tendring
Colchester County High School for Girls	2.7%	Colchester
Colchester Royal Grammar School	4.1%	Colchester
Colne Community School	13.5%	Tendring
The Harwich School	13.7%	Tendring
Tendring Technology College	22.5%	Tendring
The Windsor School *	1.5%	Tendring

Source: Pupil Level Annual School Census (PLASC) 2002/2003
Population base (Tendring resident Year 12, 13 & 14 pupils): 1,017
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
* Special School

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									
	Tendring schools GCSE/GNVQ results								
	5+ A*-C			5+ A*-G			No passes		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Bishops Park College (New School)	-	-	-	-	-	-	-	-	-
Clacton County High School	43%	43%	44%	88%	83%	77%	5%	3%	9%
Colbayns High School	28%	27%	40%	84%	78%	76%	12%	11%	11%
The Colne Community School	50%	55%	62%	93%	96%	97%	6%	2%	3%
The Harwich School	49%	43%	43%	91%	89%	88%	3%	2%	2%
Jacques Hall Foundation (i)	0%	0%	0%	20%	0%	0%	40%	0%	57%
The Manningtree High school	56%	59%	52%	95%	94%	93%	3%	2%	2%
Tendring Technology College	47%	46%	54%	93%	88%	88%	3%	4%	7%
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 (a)

Tendring	Number of 15 year olds	Number not achieving 5+ A* - C	as a % of number of 15 year olds
Bishops Park College (New School)	-	-	-
Clacton County High School	269	151	56%
Colbayns High School	296	178	60%
The Colne Community School	234	89	38%
The Harwich School	206	117	57%
Jacques Hall Foundation (i)	7	7	100%
The Manningtree High school	165	79	48%
Tendring Technology College	264	121	46%
England average	-	-	47%

Source: Department for Education and Skills, 2003

Notes:

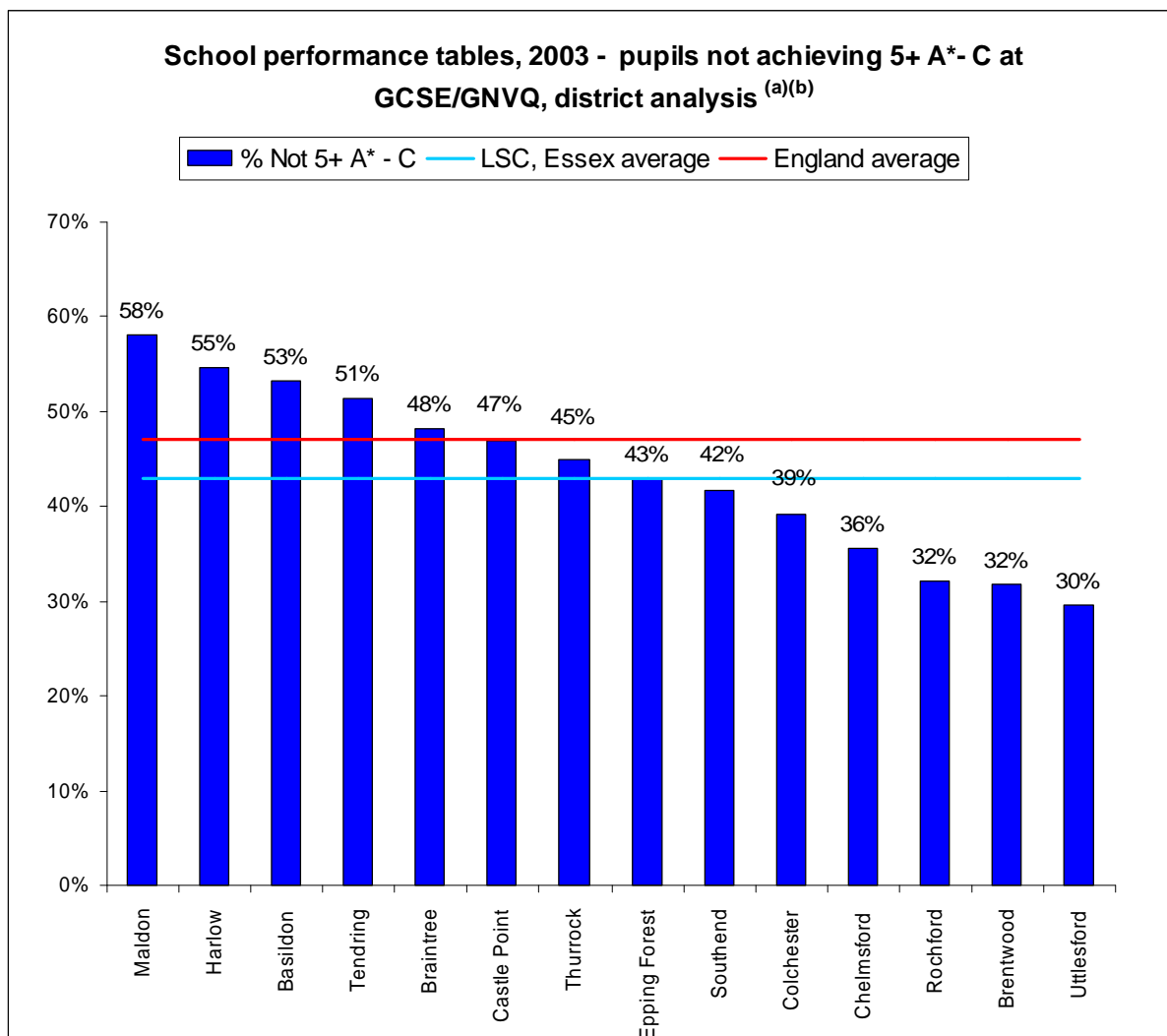
(a) This is calculated from the standard data on those achieving 5+ A* - C at GCSE/GNVQ in the DfES Secondary School Performance Tables, 2003

(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.

Tendring is ranked fourth of the 14 areas in Essex, with 51% of pupils not achieving 5+ A*-C at GCSE/GNVQ, making it one of the poorer performing districts. This compares to an Essex average of 43% and an England average of 47%.

Chart 51



Source: Department for Education and Skills, 2003

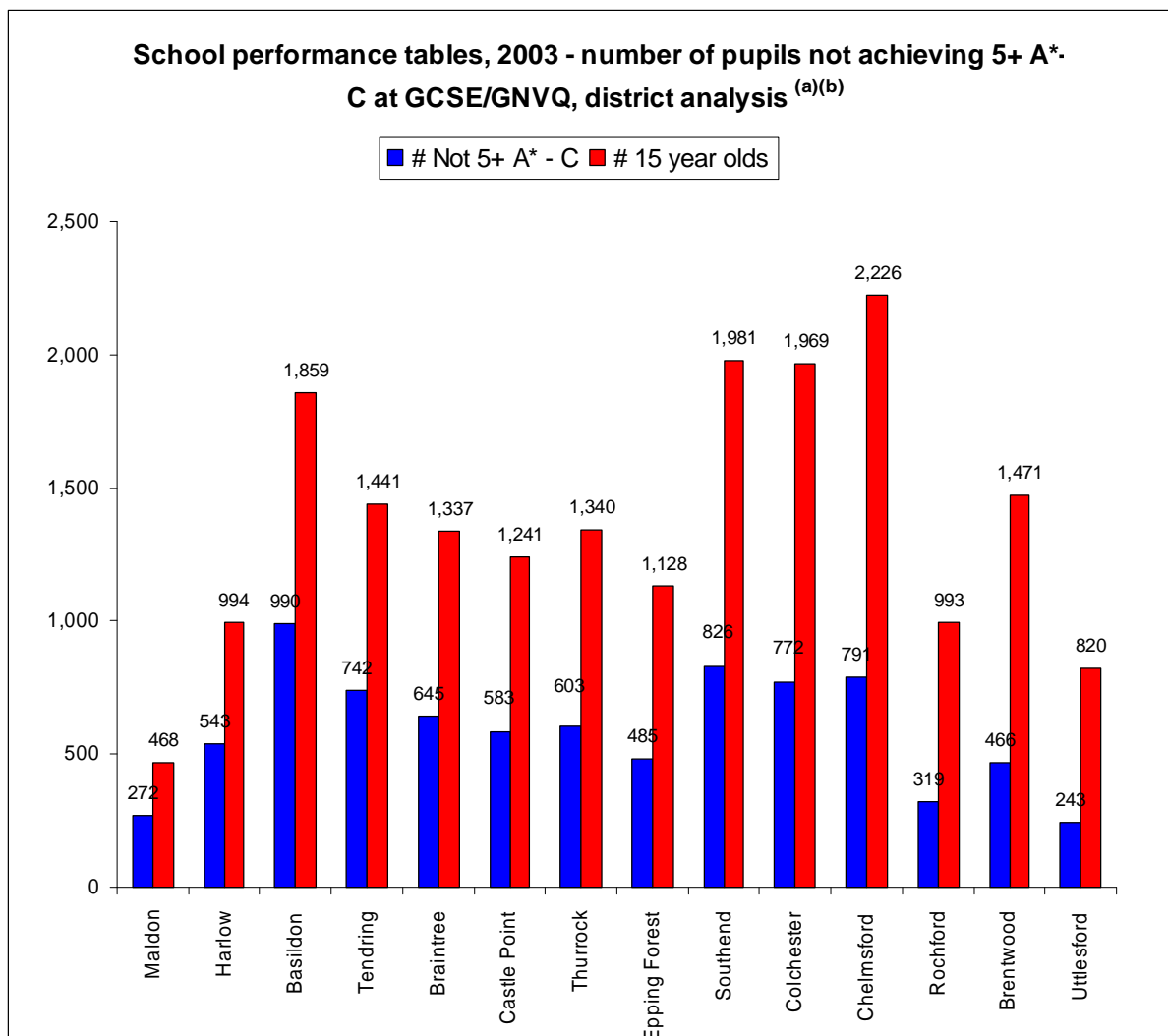
Notes:

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

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

Chart 52 shows the same information as chart 51 but this time as a count of students not a rate. This chart shows us that the rate of 51% for Tendring equates to 742 students in the cohort year.

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

Tendring	Value added measure ^(a)	% of pupils included in calculation ^(b)	Average number of GCSE/GNVQs taken by pupils in calculation ^(c)	% of pupils included in VA calculation at the school for both KS3 and GCSE/GNVQ ^(d)
Bishops Park College (New School)	-	-	-	-
Clacton County High School	97.9	97%	10.4	97%
Colbayns High School	97.8	98%	8.1	96%
The Colne Community School	103.5	96%	9.0	99%
The Harwich School	100.1	98%	9.2	95%
Jacques Hall Foundation (i)	#	43%	1.3	0%
The Manningtree High School	99.3	99%	9.1	99%
Tendring Technology College	97.6	95%	9.2	95%

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

Tendring	Number of pupils	Authorised absences as % of number of pupils	Unauthorised absences as % of number of pupils
Bishops Park College (New School)	NIR	NIR	NIR
Clacton County High School	1,439	7.9%	1.0%
Colbayns High School	1,610	8.6%	2.9%
The Colne Community School	1,261	7.3%	1.6%
The Harwich School	1,080	8.7%	1.10
Jacques Hall Foundation (i)	N/A	N/A	N/A
The Manningtree High school	842	6.3%	0.5%
Tendring Technology College	1,472	8.4%	1.9%
England average	-	7.1%	1.1%

Source: Department for Education and Skills, 2003

(i): Independent school

Table 24

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

Tendring	Number of 15 year olds	With SEN with statements		With SEN without statements	
		Number	%	Number	%
Clacton County High School	269	3	1.1%	31	11.5%
Colbayns High School	296	5	1.7%	29	9.8%
The Colne Community School	234	-	-	27	11.5%
The Harwich School	206	5	2.4%	15	7.3%
The Manningtree High school	165	3	1.8%	21	12.7%
Tendring Technology College	264	6	2.3%	23	8.7%

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

Tendring	GCE and VCE results			
	Number of students aged 16-18	Number entered	Average point score per student	Average point score per examination
Clacton County High School	178	60	252.2	70.2
Colbayns High School	222	73	158.9	58.4
The Colne Community School	167	62	226.9	67
The Harwich School	140	34	232.4	61.6
Tendring Technology College	229	87	213.1	71.2
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				
	Advanced Extension Awards		Other Advanced	
Tendring	Number of students	% achieving qual	Number of students	% achieving qual
Colbayns High School	-	-	-	-
The Colne Community School	-	-	-	-
The Harwich School	-	-	-	-
Tendring Technology College	-	-	-	-
England average	-	55%	-	82%
	Intermediate VQ		IB Diploma	
Tendring	Number of students	% achieving qual	Number of students	% achieving qual
Colbayns High School	42	69%	-	-
The Colne Community School	11	100%	-	-
The Harwich School	23	87%	-	-
Tendring Technology College	17	88%	-	-
England average	-	74%	-	-

Source: Department for Education and Skills, 2003

2. Further Education

There are currently no further education colleges in the Tendring district. Tendring residents enrolled at FE colleges therefore travel outside the district for their learning. FE provision delivered by ACL providers in the Tendring district is covered in section 3.

2.1 Further Education Travel to Learn Patterns

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

Almost all of the 16 – 18 year old FE learners (89.6%) attend their provision in neighbouring Colchester colleges with Colchester Institute receiving the largest share of this group with 56.9%. The remaining figures are out of county.

For the 19+ age group again the majority of students are attending at Colchester Institute with 53.7% of the share. There are also over one in five (22.6%) attending out of county provision.

Table 27

Tendring resident FE learners by institution			
	% share of all Tendring resident FE learners		District/LLSC
	16-18	19+	
Braintree College	<	5.9%	Braintree
Chelmsford College	<	6.9%	Chelmsford
Colchester Institute	56.9%	53.7%	Colchester
Colchester Sixth Form College	32.7%	<	Colchester
Leicester College	<	1.5%	Leicestershire
Merton College	<	3.5%	London South
Otley College	3.3%	7.1%	Suffolk
Southport College	N/a	7.6%	Gtr Merseyside
Suffolk College	1.6%	2.9%	Suffolk

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 1,135; 19+ learners 5,644)

<: 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 Tendring residents FE learners by qualification level and also area of learning.

Table 28

Enrolments for Tendring resident FE learners by Level				
	16-18		19+	
	Enrolments	% Share	Enrolments	% Share
Level 1 and Entry	801	17%	3,795	45%
Level 2	1,005	21%	1,410	17%
Level 3 or Higher	1,925	41%	681	8%
Other	960	20%	2,582	30%

Source: Individualised Learner Record, 2002/2003

Population base: (16-18 Tendring resident FE learners), 4691; (19+ Tendring resident FE learners), 8468

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

Enrolments for Tendring resident FE learners by Area of Learning				
	16-18		19+	
	Enrolments	% Share	Enrolments	% Share
Business administration, Management and Professional	375	8.0%	846	10.0%
Construction	90	1.9%	262	3.1%
Engineering, Technology and Manufacturing	171	3.6%	101	1.2%
English, Languages and Communications	394	8.4%	<	<
Foundation Programmes	350	7.5%	606	7.2%
Hairdressing and Beauty Therapy	109	2.3%	<	<
Health, Social Care and Public Services	188	4.0%	1,649	19.5%
Hospitality, Sports, Leisure and Travel	367	7.8%	477	5.6%
Humanities	506	10.8%	92	1.1%
Information and Communication Technology	367	7.8%	3,202	37.8%
Land based provision	<	<	<	<
Not Known	806	17.2%	<	<
Retailing, Customer Service and Transportation	<	<	91	1.1%
Science and Mathematics	552	11.8%	830	9.8%
Visual and Performing Arts and Media	369	7.9%	<	<

Source: Individualised Learner Record, 2002/2003

Population base: (16-18 Tendring resident FE learners), 4691; (19+ Tendring resident FE learners), 8468

Notes:

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

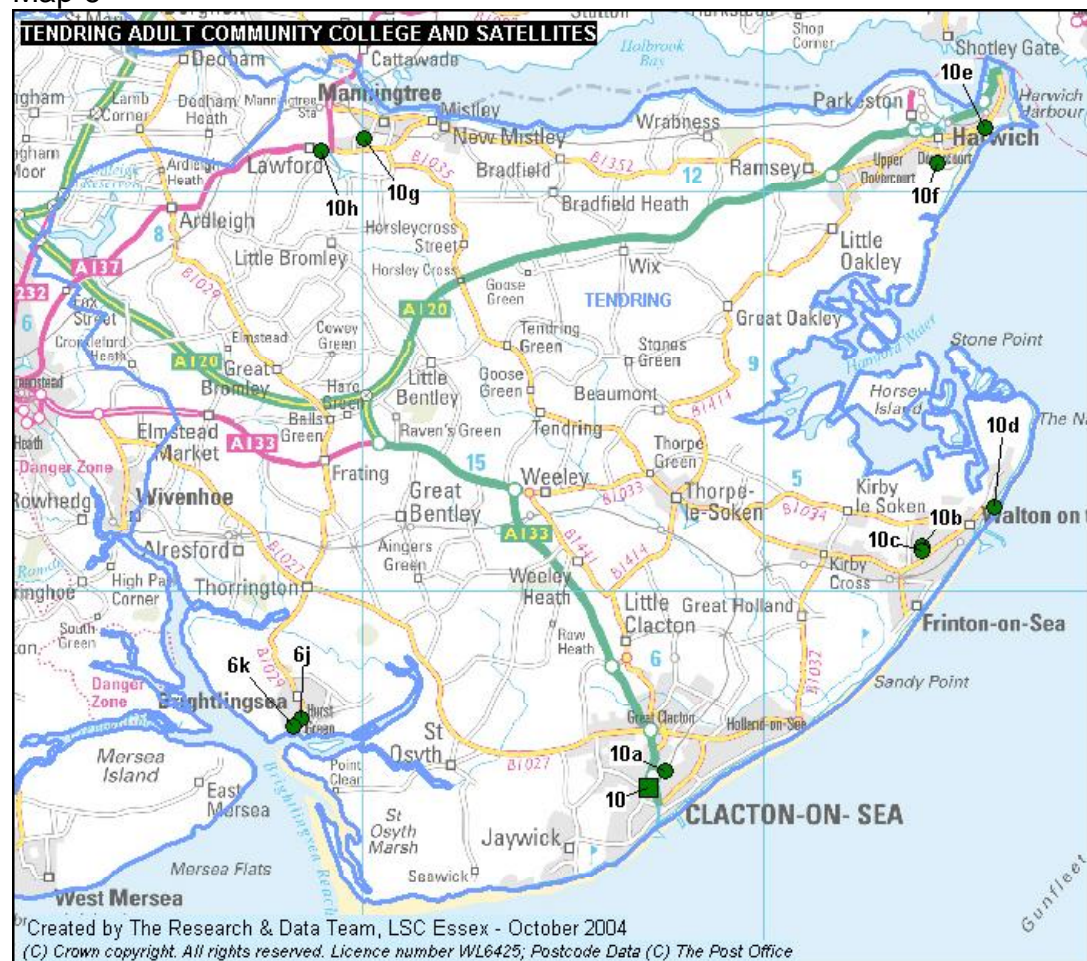
These are the number of enrolments, not the number of learners.

Excludes learners whose age or area of learning is not recorded

3. Adult Community Learning

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

Map 6



Source: Adult Learning 2004-2005 issued by TACC, Essex County Council

Adult Community Learning providers in the Tendring area:

Number	College
10	Tendring Adult Community College - Clacton

Tendring ACC satellites:

Number	Name of Satellite
10a	Colchester Institute, Clacton
10b	TACC: Frinton CA
10c	Tendring Technology College
10d	Columbine Centre, Walton
10e	TACC: Harwich Centre
10f	Harwich School
10g	TACC: Manningtree School
10h	Venture Centre 2000

3.1 Adult Community Learning Travel to Work Patterns

Table 30 shows the ACL providers that ACL learners who live in Tendring 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.

The vast majority of adult community learners attend Tendring ACC with 83.5% of this share. The remainder attend Colchester ACC and a nominal figure are out of county with St. Johns Ambulance.

Table 30

Tendring resident Adult Community learners by institution^(a)		
	% share of all Tendring resident Adult Community learners	Location of provider^(b) / LLSC
Colchester ACC	13.0%	Colchester
St Johns Ambulance	2.4%	National LSC
Tendring ACC	83.5%	Tendring

Source: Individualised Learner Record 2002/03

Population base: 2,763

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 Tendring residents ACL learners by qualification level and also area of learning.

Table 31

Enrolments for Tendring resident ACL learners by Level		
	Enrolments	% Share
Level 1 and Entry	1,873	50%
Level 2	661	18%
Level 3 or Higher	211	6%
Other	997	27%

Source: Individualised Learner Record, 2002/2003

Population base: (Tendring resident ACL learners), 3742

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 Tendring resident ACL learners by Area of Learning		
	Enrolments	% Share
Business administration, Management and Professional	211	6%
Construction	<	<
English, Languages and Communications	662	18%
Foundation Programmes	687	18%
Hairdressing and Beauty Therapy	209	6%
Health, Social Care and Public Services	186	5%
Hospitality, Sports, Leisure and Travel	66	2%
Humanities	103	3%
Information and Communication Technology	753	20%
Land based provision	<	<
Not Known	618	17%
Retailing, Customer Service and Transportation	<	<
Science and Mathematics	115	3%
Visual and Performing Arts and Media	92	2%

Source: Individualised Learner Record, 2002/2003

Population base: (Tendring resident ACL learners), 3742

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.

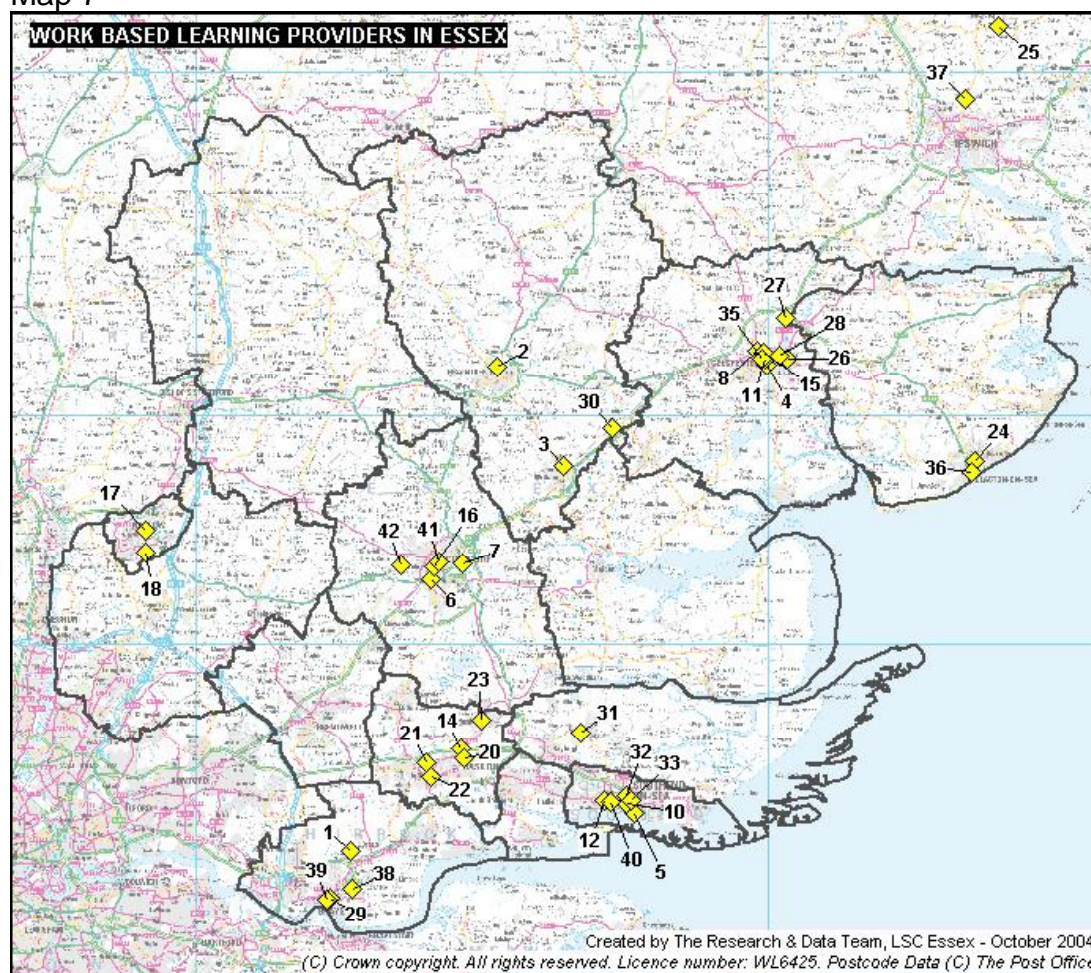
This is for FE Accredited provision that is delivered within an Adult Community College

Excludes learners whose age or level is not recorded

4. Work Based Learning

The following map and tables 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 7



Source: Individualised Learner Record 2003/2004

Work based learning providers in the LSC, Essex area:

Number	WBL Provider	Average in learning
1	Badgehurst Training	78
2	Braintree College	94
3	Braintree DC (trading as Witham Technology Centre)	75
4	Catten College Limited	75
5	Central Training Academy	198
6	Chelmsford College	157
7	Chelmsford Training Services	143

Number	WBL Provider	Average in learning
8	Colchester Institute	369
10	Crown Secretarial College	103
11	Easi Hairdressing Academy Limited	79
12	Eden Training	88
14	Endaim Limited ¹	723
15	Essex Chamber of Commerce and Industry	44
16	Essex County Council, HRS: Staff Development	64
17	Harlow College	282
18	Harlow ITEC	73
20	ITEC Learning Technologies	90
21	J & E Training Limited	99
22	Lifeskills Solutions Limited	22
23	METCOM Training	54
24	NACRO	53
26	Pelcombe Training Limited ²	66
27	Protocol Skills Limited	296
28	Quantica plc	37
29	Rathbone Training	43
30	Roxywood Limited	87
31	SEETEC Business Technology Centre Limited	105
32	Sentra Training Services Ltd.(trading as Prospects)	189
33	South East Essex College of Arts and Technology	253
35	TBG Learning Limited	209
36	Tendring District Council	45
38	Thurrock & 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

Out of county providers:

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

Source: Individualised Learner Record 2003/2004

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

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

4.1 Work Based Learning Travel to Learn Patterns

Table 33 shows the WBL providers that WBL learners who live in Tendring 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

Tendring resident WBL learners by institution			
	% share of all Tendring resident WBL learners		District/LLSC
	16-18	19+	
Catten College	4.3%	4.9%	Colchester
CITB – Construction Skills	2.6%	<	Out of County
Colchester Institute	14.5%	9.1%	Colchester
Constance Browning Edmunds	<	4.1%	Out of County
Easi Hairdressing Academy	2.7%	<	Colchester
Endaim Ltd	8.0%	4.3%	Basildon
Essex Chambers of Commerce	2.8%	<	Colchester
NACRO	8.7%	<	Out of County
Otley College	5.1%	3.4%	Out of County
Protocol Skills	5.1%	8.4%	Out of County
ReMIT	2.7%	<	Out of County
STS Training Ltd	3.4%	5.3%	Out of County
TBG Learning	7.7%	5.0%	Out of County
Tendring DC	6.2%	4.3%	Tendring
Vocational Training Services	6.9%	13.3%	Southend
VT Plus	2.4%	8.0%	Out of County

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

Population base: (16-18 Tendring resident WBL learners), 509 ;(19+ Tendring resident WBL learners), 290

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 Tendring residents WBL learners by qualification level and also area of learning.

Table 34

Average in Learning for Tendring resident WBL learners^(a) by Level				
	16-18		19+	
	Average in Learning	% Share	Average in Learning	% Share
Level 1 and Entry	101	19.8%	<	<
Level 2	322	63.2%	165	56.8%
Level 3	85	16.8%	118	40.6%
Level 4	<	<	<	<

Source: Individualised Learner Record, 2003/2004

Population base: (16-18 Tendring resident WBL learners), 509 ;(19+ Tendring resident WBL learners), 290

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 Tendring resident WBL learners ^(a) by Area of Learning				
	16-18		19+	
	Average in Learning	% Share	Average in Learning	% Share
Business administration, Management and Professional	70	17.2%	35	12.3%
Construction	49	12.0%	20	6.8%
Engineering, Technology and Manufacturing	62	15.2%	20	7.1%
Hairdressing and Beauty Therapy	67	16.5%	16	5.5%
Health, Social Care and Public Services	65	16.0%	86	30.1%
Hospitality, Sports, Leisure and Travel	31	7.5%	40	14.0%
Information and Communication Technology	<	<	<	<
Land based provision	169	3.9%	7	2.3%
Retailing, Customer Service and Transportation	44	10.7%	52	20.2%
Visual and Performing Arts and Media	<	<	<	<

Source: Individualised Learner Record, 2003/2004

Population base: (16-18 Tendring resident WBL learners), 408 ;(19+ Tendring resident WBL learners), 286

Notes:

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

Excludes learners whose age or area of learning is not recorded

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

EMPLOYERS

1. Profile of Businesses

There are just over 4,000 businesses in Tendring, accounting for 7% of the total businesses in Essex.

Table 36

Number of businesses by employee size				
No. of employees	Tendring		Essex	
	1-4	2,962	70%	45,618
5-10	619	15%	8,820	14%
11-24	354	8%	5,113	8%
25-49	166	4%	2,420	4%
50-99	80	2%	1,145	2%
100+	37	1%	779	1%

Source: Annual Business Inquiry, 2002
Base: Tendring, 4,218; Essex, 63,895

As table 37 shows, the distribution, hotels & restaurants sector accounts for the largest share of businesses in Tendring (34%).

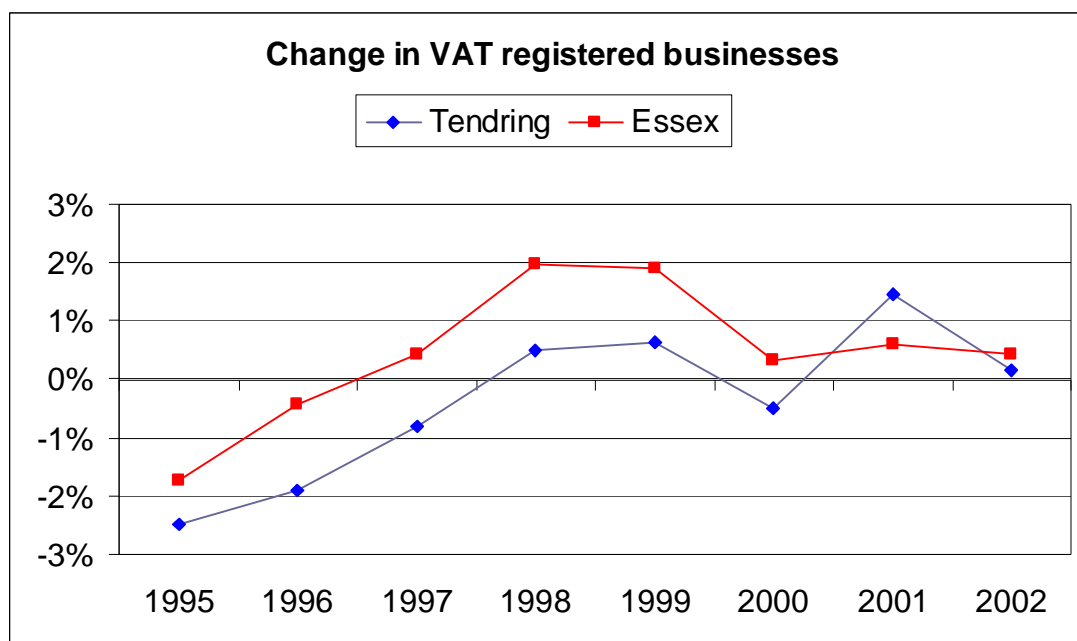
Table 37

Number of businesses by industry				
Industry sector	Tendring		Essex	
	Utilities, agriculture & fishing	49	1.2%	415
Manufacturing	368	8.7%	5,555	8.7%
Construction	517	12.3%	8,637	13.5%
Distribution, hotels & restaurants	1,451	34.4%	17,951	28.1%
Transport & communications	247	5.9%	3,535	5.5%
Banking, finance & insurance	811	19.2%	17,897	28.0%
Public administration, education & health	430	10.2%	4,833	7.6%
Other services	345	8.2%	5,072	7.9%

Source: Annual Business Inquiry, 2002
Base: Tendring, 4,218; Essex, 63,895

Chart 53 shows how the number of VAT registered businesses in Tendring 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

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

Table 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%
Total	10,485	17%	52,800	83%	117	0%

Source: National Employer Skills Survey 2003

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

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

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

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

2.1 Incidence of vacancies by occupation

Table 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%
Total	10,485

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

Table 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%
Total	4,858	5,627	10,485

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

2.2 Impacts of hard to fill vacancy

Table 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%
Total	4,858
Source: National Employer Skills Survey 2003	
Sample base: 251	
Note: Of those that do have vacancies	
This is a multiple choice question, % will not equal 100%	
0% usually means less than 1% but greater than zero	

2.3 Actions taken are result of having hard to fill vacancy

Table 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%
Total	4,858
Source: National Employer Skills Survey 2003	
Sample base: 251	
Note: Of those that do have vacancies	
This is a multiple choice question, % will not equal 100%	
0% usually means less than 1% but greater than zero	

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

Employer base		
	Count	%
None (all fully proficient)	51,576	81%
5% or less	440	1%
6-10%	632	1%
11-15%	957	2%
16-20%	1,126	2%
21-25%	2,195	3%
26-30%	440	1%
31-35%	1,282	2%
36-40%	298	0%
41-45%	160	0%
46-50%	1,534	2%
51% or more	2,406	4%
Don't know	355	1%
Total	63,402	100%
Source: National Employer Skills Survey 2003 Sample base: 2,357		

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

Source: National Employer Skills Survey 2003

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

Note: Of those that do have skills gaps

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

4. Workforce Development

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

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

Table 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
Total	34,563	55%	28,253	45%	587	1%	63,402

Source: National Employer Skills Survey 2003

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

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

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

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

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

Table 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

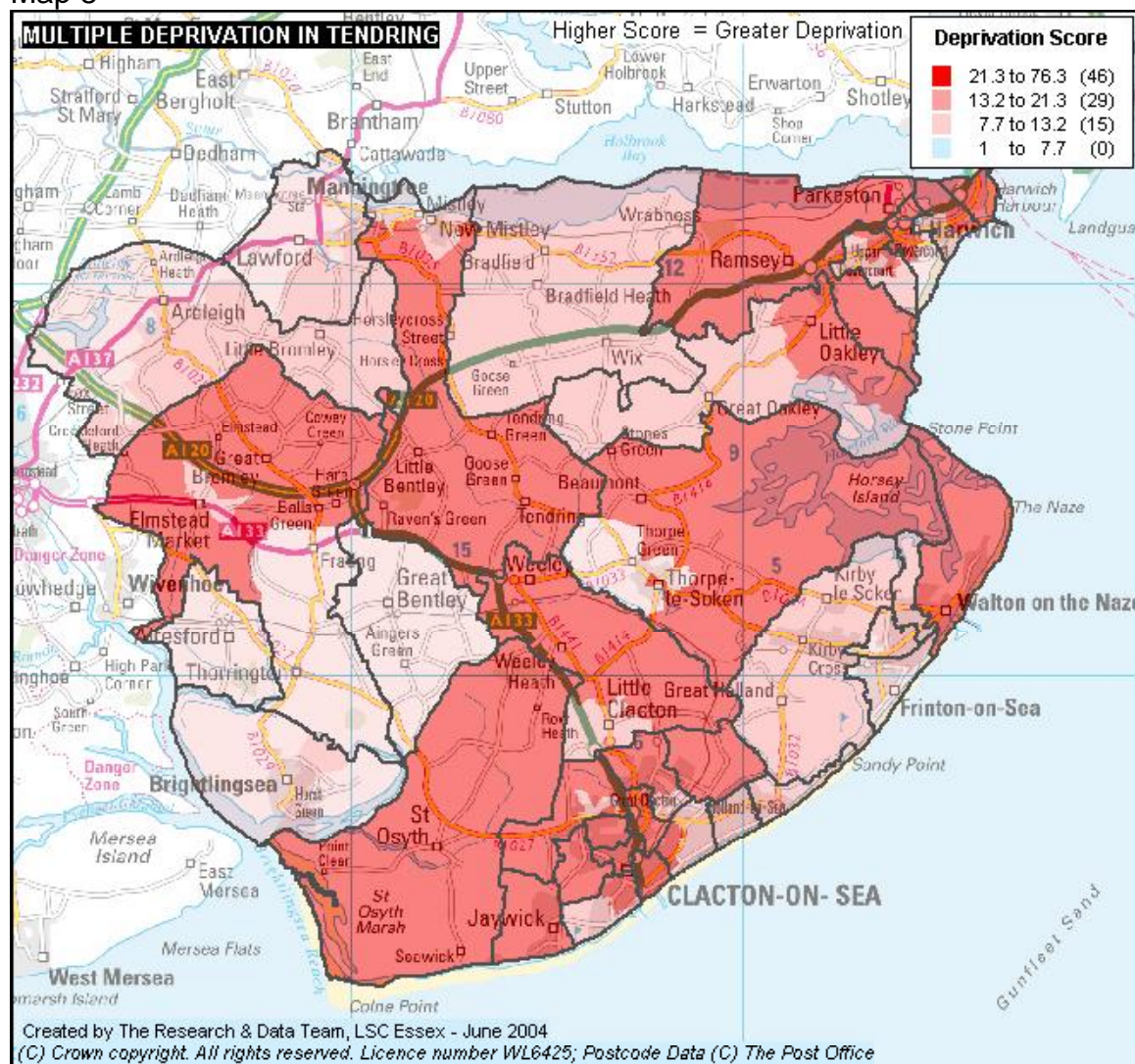
The Indices of Deprivation is a method of measuring levels of deprivation across England. The Office of the Deputy Prime Minister produced the Indices originally in 2000, these are the updated 2004 indices which look at super output areas as opposed to ward. An overall multiple indices of deprivation 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 8 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 8



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

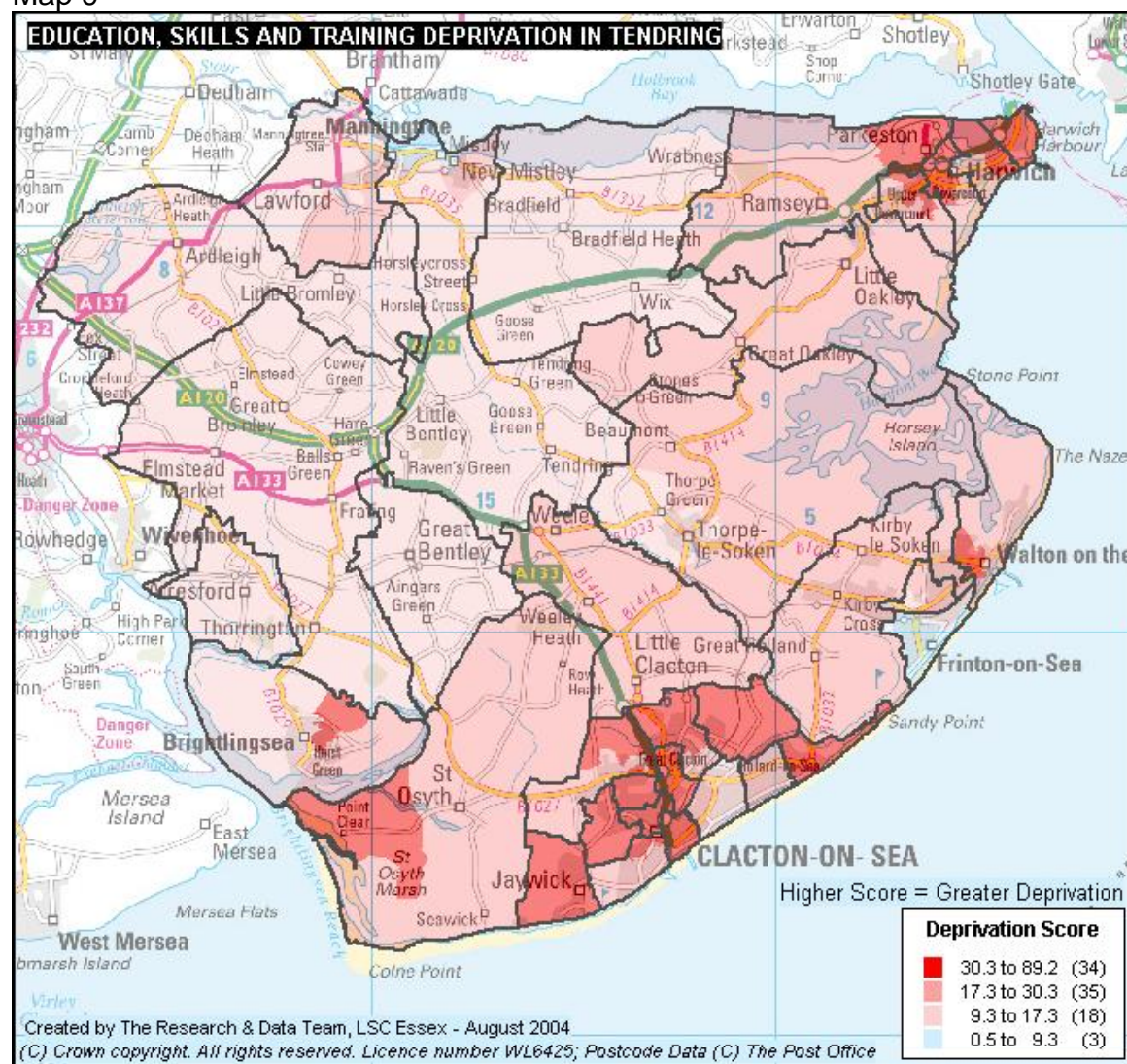
The indicators used to calculate the education score are:

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 9 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 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.

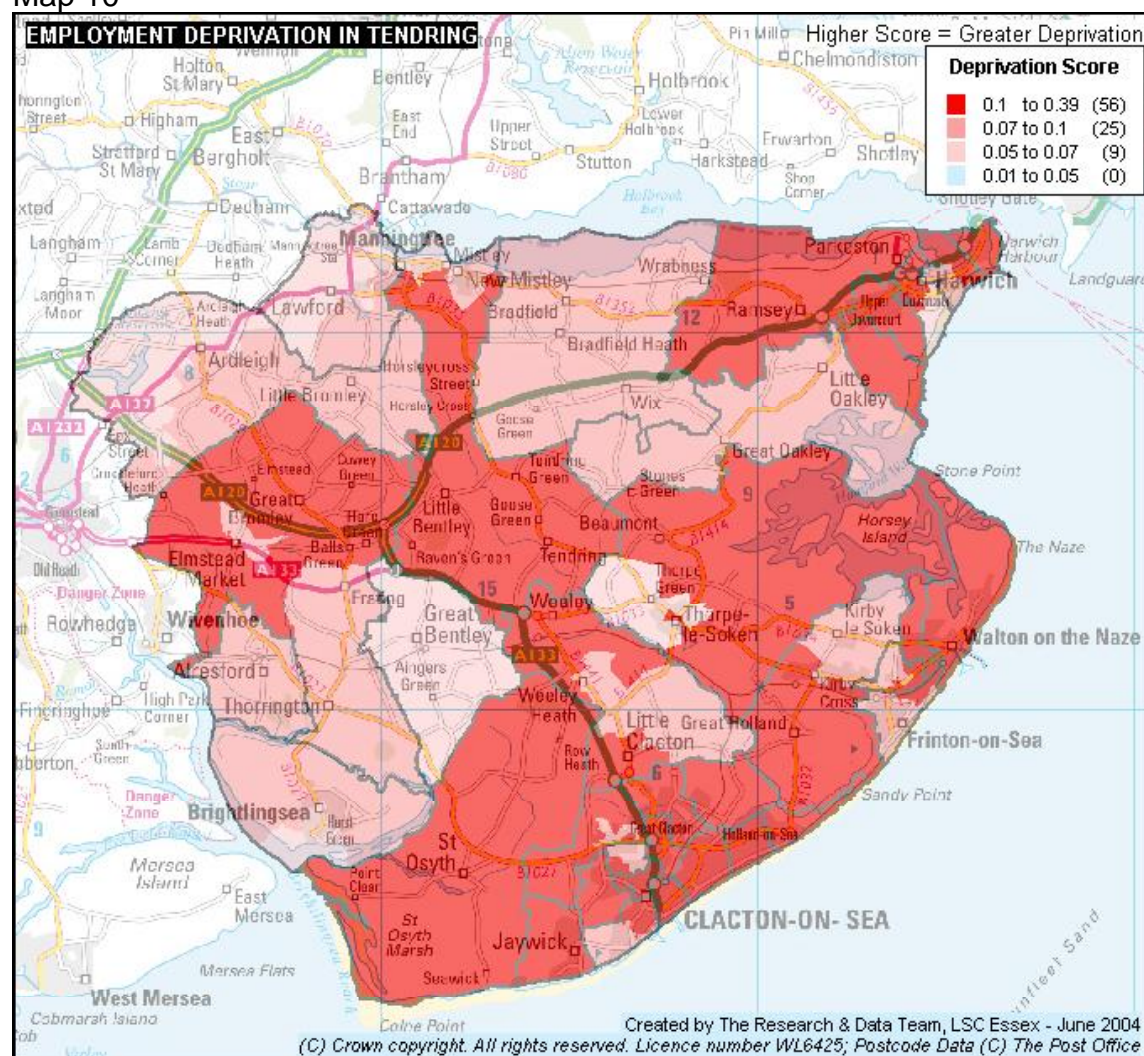
1.3 Map of Employment Deprivation

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 10 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 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.

1.4 Map of Housing Deprivation

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

Sub-Domain: Wider Barriers

Difficulty of access to owner occupation

Household overcrowding;

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

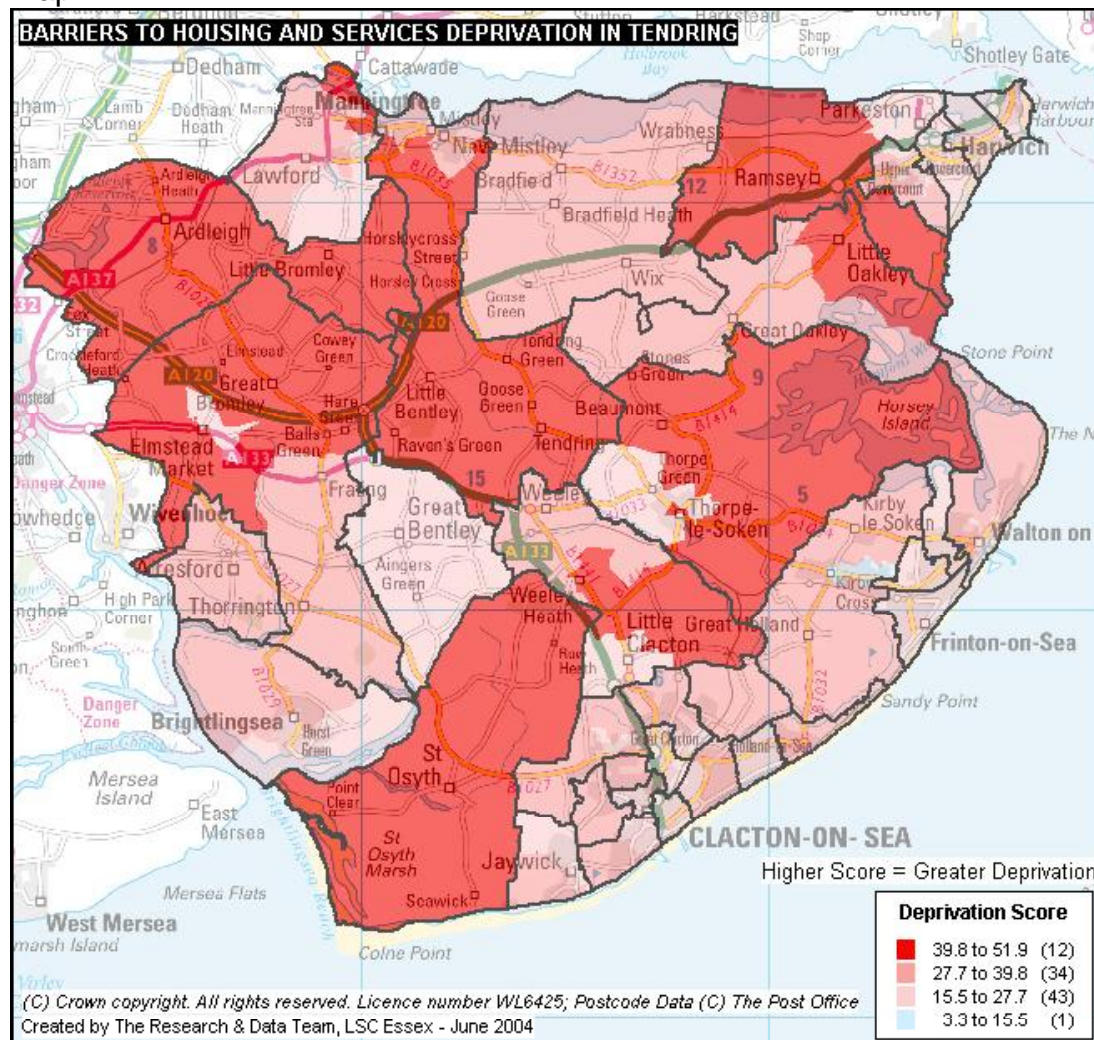
Road distance to GP premises;

Road distance to supermarket or convenience store;

Road distance to Primary school;
Road distance to Post Office.

As the key in the map 11 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 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.

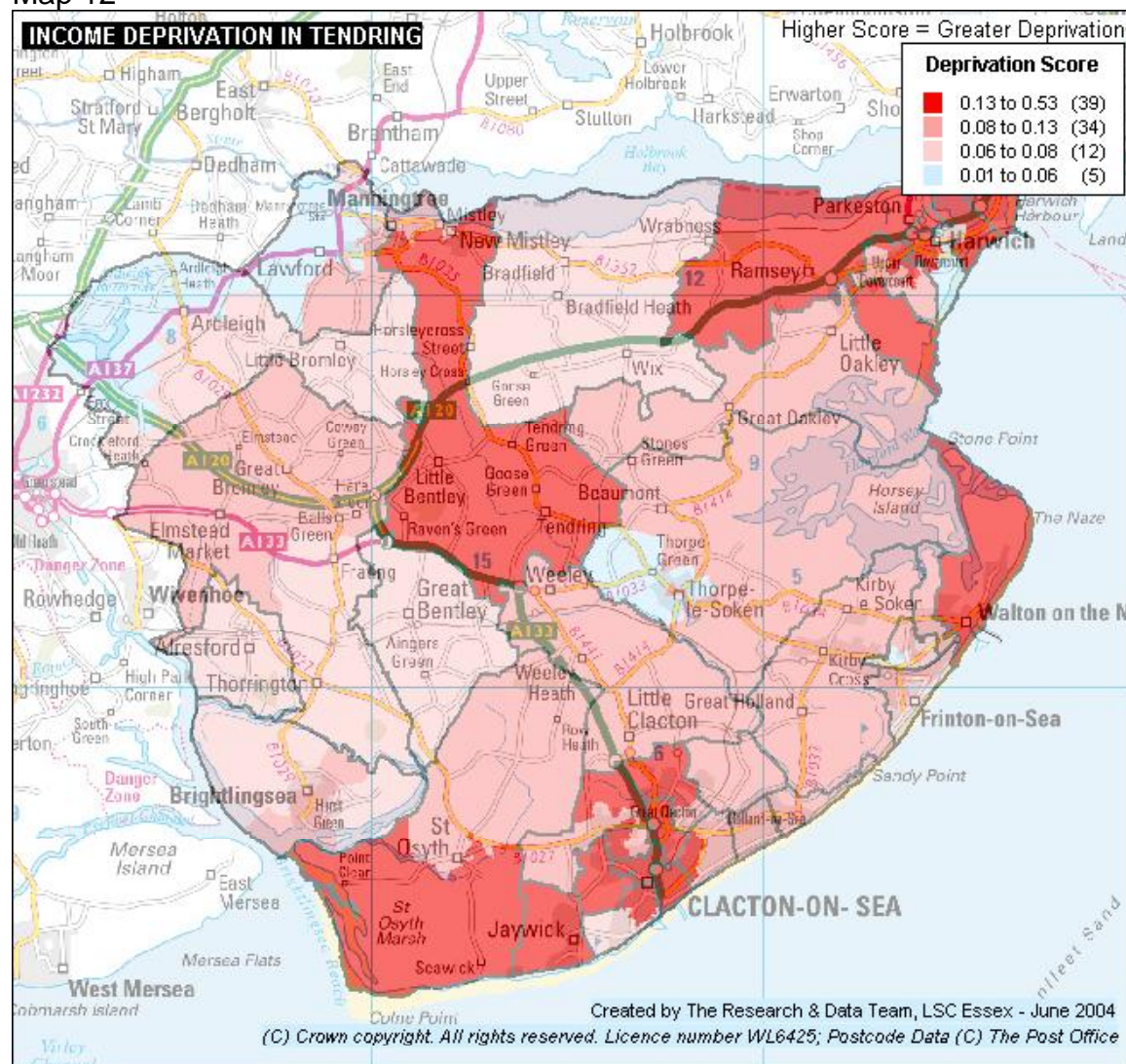
1.5 Map of Income Deprivation

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 12 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 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.

GLOSSARY

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

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

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

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

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