



POLICY BRIEFING NOTE: 11

This is the eleventh of a series of short Policy Briefing Notes published by Careers England
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UKCES REPORT AND IPPR REPORT

ADD TO THE CALLS FOR MORE TO BE DONE

TO IMPROVE CEG IN SCHOOLS

A. Skills for Sustainable Recovery - UKCES report 30th January 2014

1. Worsening shortages of skills may stop UK businesses from taking advantage of the economic recovery, UKCES research says.
2. In a survey of 91,000 employers, the UK Commission for Employment and Skills found more than one in five vacancies were down to a poor skills base.
3. The UKCES found 146,200 job vacancies (22%) last year were unfilled because of inadequate skills, compared with 91,400 (16%) two years earlier.
4. The warning comes as the UK economy is reported to show signs of recovery.
5. On Tuesday 28th January, figures released by the Office for National Statistics showed the UK economy grew by 1.9% in 2013, its strongest rate since 2007.
6. The UKCES report - Skills for Sustainable Recovery - found there were 655,000 vacancies in the UK between March and July 2013, up from 586,500 in 2011.
7. Matthew Hancock, Minister for Skills and Enterprise, said: *"Employers in some sectors report persistent skills shortages, which is why I have been working hard to design a skills system that is rigorous in the training it provides and responsive to the needs of employers."*
8. **Neil Carberry, director for employment and skills for the CBI**, said: *"The flipside of faster growth is an escalating skills crisis. We must expand access to high-quality apprenticeships and other 'learn while you earn' schemes and ensure that these meet the needs of both businesses and employees. To equip young people with the knowledge they need, there **must also be a sea change in the quality of careers advice in schools**, so they are more aware of the opportunities and rewards of working in key sectors which face skills shortages."*
9. TUC general secretary Frances O'Grady said: *"It's great that more businesses want to recruit. But with jobseekers outnumbering vacancies by four to one, it's hugely frustrating that across the UK a large number of jobs go unfilled because of local skills shortages. Employers, unions and government must each play their part in tackling the UK's damaging skills shortages."*



10. Below we publish an extract from the UKCES Survey with links to key sections.

The UK Commission's Employer Skills Survey 2013



The UK Commission's Employer Skills Survey (UKCESS) is the largest of its kind in the world. It gives a comprehensive and robust picture of skills needs and training investment in UK business. Topics covered in the survey include training and staff development, vacancies and skills shortages, employee skill gaps and the recruitment of education leavers.

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UKCESS 2013

The UK Commission's Employer Skills Survey (UKCESS) is one of the largest and richest surveys of employers in the world, interviewing over 91,000 employers in every sector across the UK. This report presents the results from the 2013 survey, the most recent survey in the series and the second UK-wide employer skills survey. It gives a comprehensive picture of skills needs and training investment, including vacancies and skills shortages, employee skill gaps and the recruitment of education leavers and young people.

Key Findings

Key findings from the 2013 report include:

- Employers reported a total of 655,000 job vacancies in the UK – up 12% per cent from 2011. However, skills shortage vacancies rose at a faster rate over the same period, increasing from 91,400 in 2011 to 146,200 in 2013.
- Overall, skills shortage vacancies – which occur when employers cannot find people with the right skills and qualifications to do the job - now account for more than one in five of all vacancies (22%) up from one in six (16%) in 2011.



- Skills shortages are much more prevalent in some occupations and sectors than others – for example, in skilled trades such as plumbing and in health and social care.
- Training is holding up, but spend is down. The survey finds the proportion of employers providing training (65%) has been maintained over the last two years, and more employees are receiving training. However, total employer investment in training has fallen by £2.5billion.
- Only a minority of business are prepared to give education leavers their first job, but when they do, they find their new recruits are generally well-prepared for work. College leavers are reported as more “work ready” than school leavers of the same age.

For access to the full extent of the research, please use the links below:

UKCESS 2013 Data

- [UK report \(PDF, 3.1 Mb\)](#)
- [Executive summary \(PDF, 375 Kb\)](#)
- [Underlying data tables - UK 2013 \(ODS, 2.0 Mb\)](#)
- [Underlying data tables - UK 2011 \(ODS, 1.6 Mb\)](#)

B. IPPR REPORT: January 2014

“DRIVING A GENERATION IMPROVING THE INTERACTION BETWEEN SCHOOLS AND BUSINESSES”: Extracts and key points follow below which directly impinge upon the CEG POLICIES of this and a future government.

1. *‘Young people face increasingly difficult and protracted transitions from school to work. Youth unemployment remains high and, in many parts of the country, the routes into employment that young people could have counted on in the past have long since disappeared. Moreover, today’s secondary school pupils are being let down by careers services that are not up to scratch. A review conducted by Ofsted this year reported that three-quarters of schools are not executing their statutory careers duties satisfactorily. In particular, the review highlighted the poor links that*



exist between schools and businesses (Ofsted 2013). We are making a difficult transition even harder than it should be for young people.

2. **Links between schools and businesses are vital. In order to deliver a well-informed careers service with a broad range of job destinations, advisers located in schools need to be aware of the local employment opportunities around them.** This means that they need to have some form of contact with local employers. At present, too few have any
3. **At the same time, businesses need to be prepared to take more responsibility for getting out into local schools. If they want to successfully recruit pupils from school, college or university, employers need to help shape the choices young people make about the qualifications they set out to achieve and the work experience that they gain...**(see full report link below).

THREE KEY RECOMMENDATIONS from IPPR directly relate to CEG:

4. Recommendation 1

*“Under the Coalition government, funding for the Connexions careers advice and guidance service, which was worth around £200 million annually, has ‘disappeared’ (Watts 2012). Instead of this service being replaced, schools were handed an unfunded mandate to provide careers guidance financed from within their own budgets. Naturally this has resulted in deterioration in the quantity and quality of support available to young people. **Schools should be given more support to meet their statutory duty to provide independent careers advice and guidance.** In line with the House of Commons education select committee report (Parliament 2013a), we recommend that the remit of the National Careers Service is expanded to enable it to perform a capacity-building and brokerage role for schools. This would have funding implications, so we further recommend that the Department for Education instructs the Skills Funding Agency to cost the options of the National Careers Service’s remit being expanded in this way.”*

5. Recommendation 2

“The careers advice process should be more properly embedded in the curriculum.

In particular, the role of careers in education should be clearer and wider.



- *Starting in year 7, teachers from each core subject module should devote at least one lesson per year to telling pupils about the different careers that are available in their specialist subject area and the qualifications and education choices they would need to make to pursue those careers.*
- *For pupils in year 8, schools' careers services should be charged with co-ordinating visits from employers relevant to the majority of their subject classes each academic year.¹*
- *For pupils in year 9, the schools careers service should co-ordinate off-site visits to major employers in the area (like those carried out as part of this research project).*

This should be possible across most subject areas.

- *For pupils in years 10 and 11, as the Browne review of higher education recommended, career advisors should provide more individualised careers support, tailored to pupils' needs, to ensure that they are able to make the best choices (Browne 2010). This provision must include work experience and placements, exemplary approaches to which are identified by the Ofsted review of careers guidance in schools (Ofsted 2013)."*

6. Recommendation 3

"To improve interaction between schools and business, all secondary schools need to develop stronger relationships with major employers in their catchment areas.

- *As described above, school careers services must take the lead in this matter. In order not to significantly add to teachers' workloads, careers services should identify local employers relevant to each of the core subject areas for years 7, 8 and 9, and co-ordinate with the teachers of each subject area to identify fruitful areas of overlap between the school curriculum and business activity.*
- *Businesses, especially those with skills-shortages, need to be proactive participants in this process. As a part of their corporate social responsibility strategies, large businesses (those with over 250 employees) should liaise with local careers services to offer year 8 pupils guest lessons and talks on how the subject curriculum relates to their business activities. As with the 'See Inside Manufacturing' programme (see section 1.4 of the report), these businesses should open up their factories and offices at least one day every year to visits from year 9 pupils attending local maintained secondary schools.*
- *To promote efficient relationship-building, an intermediary may be necessary. The variable size of schools and businesses across different parts of the country will require a flexible approach to institutions. Nevertheless, one way of keeping this approach simple and efficient*



would be to enlist existing 'skills hubs' to play the role of intermediary; where these do not exist, local enterprise partnerships should be responsible for establishing them."

7. "Intermediary skills hubs are already in place in many areas, having been established by City Deal locations and local enterprise partnerships. These hubs, such as the Sheffield City Region Skills Hub, should act as destinations for both SMEs and large businesses that want to develop relationships with local secondary schools. The hub would then publish the key contact for each business online, alongside a series of term-time dates during which visits to and from their workplaces could be arranged, and details of what each business could offer the school in terms of relevance to specific subject areas. **Making these resources easily accessible will ensure that careers services can devote more of their time to face to face advice with older pupils** and arranging the logistics of visits for younger pupils, rather than tracking down local employers.
8. Finally, in the next parliament, and starting with England's 'core cities', responsibility and funding for apprenticeships, skills training and job-matching activities for young people should pass to upper-tier local authorities and social partners in their areas, as recommended in IPPR's No more NEETs report (Cooke 2013).
9. With a little more co-ordination, effort, and money invested in the right places, the links between schools and businesses can be improved substantially – and they have the potential to open young people's minds to a wider range of careers. To continue with the current approach, on the other hand, would be to let down the next generation of employees and employers alike."

Note: Contacts for IPPR North "Driving a generation: Improving the interaction between schools and businesses" – Authors are: Bill Davies, a researcher at IPPR North and Ed Cox, director of IPPR North.

FULL DETAILS here: http://www.ippr.org/images/media/files/publication/2014/01/Driving-a-generation_Jan2014_11820.pdf

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