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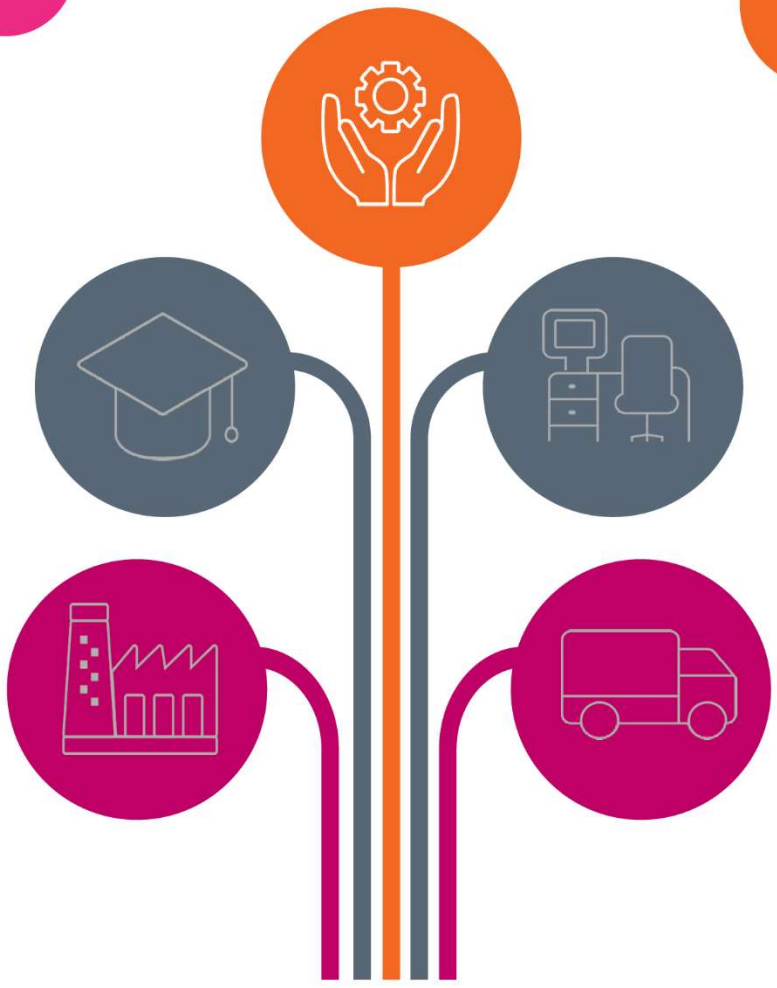
Bolsover District Council

Bolsover Skills Audit

February 2022



Knowledge Applied

Bolsover Skills Audit

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February 2022

DOI: 10.7190/cresr.2022.3958799715

Acknowledgements

This research project has been a collaboration between the Centre for Regional Economic and Social Research (CRESR) and Bolsover District Council. We are particularly grateful to the residents of Bolsover who gave their time to complete the Skills Audit survey. We also extend thanks on behalf of the Leader of Bolsover District Council, Councillor Steve Fritchley to all Staff, Partner Organisations and Councillors who helped to promote the Skills Survey to their staff, customers, friends and family to help achieve these robust data insights across the district of Bolsover.

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Executive Summary

This report provides the main findings from a survey carried out between February 2021 and October 2021 to understand the skills of residents in Bolsover District and their future skills needs. It also explored the extent to which skills and qualifications are being utilised as well as attitudes towards, and any barriers to participation in, employment, training and learning.

Key findings:

Employment:

- **Ten per cent of respondents in work had temporary jobs and 27 per cent were receiving low pay.** These disadvantages were not evenly spread. Younger respondents, those with non-British White ethnicities, those working part-time and those working in occupations which require lower skill levels were some of the groups most disadvantaged.
- **Thirty-nine per cent of employees worked in the Bolsover local authority area**. Other employees' usual place of work was highly dispersed across other districts, suggesting a relatively high propensity for Bolsover residents to commute longer distances.

Skills:

- **A relatively high proportion (45 per cent) of respondents thought their skills were higher than required by their job** (skills underutilisation). This proportion was higher among respondents who were older, of non-British White ethnicity or from other ethnic groups, low paid, in temporary work, or working in lower occupational skills groups.
- **Thirty-three per cent of those in employment have occupations that match their qualifications** while 40 per cent are underqualified and 27 per cent overqualified.
- **Seventeen per cent of respondents have been classified as underemployed.** There were higher proportions among younger respondents, those working part-time, those in temporary employment, low paid respondents, those employed for less than a year, those working in lower occupational skill groups and those whose thought their skills don't match those required by their job (either higher or lower).
- **Forty-nine per cent of employees wanted to get a better job with their current employer** and 35 per cent of respondents wanted to start a new job with a new employer.
- **Sixty-three per cent of those who wanted to change their employment situation felt they had the skills required to change their situation** but 11 per cent did not and 26 per cent didn't know/were not sure.
- **Thirty-three per cent of respondents felt they needed to improve their skills using computers.** There were also relatively high proportions indicating they would like to improve their interpersonal and cognitive skills.

Training and learning:

- **There was a strong appetite among respondents to undertake training and learning.** Sixty-six per cent indicated they would like to undertake some training and learning in the next two years. Those most likely to want to take up training included: respondents under 50, female respondents, those in other ethnic groups, those with dependent children, those with NVQ Level 2 qualifications or above, those classified as underemployed and those in their jobs the least time. Respondents with qualifications lower than Level 2 or working as Process, Plant, and Machine Operatives were less likely to want to take up training.
- **Thirty-seven per cent had not received any training from their employer in the last 12 months.** There were higher proportions among older respondents, those with a non-British White ethnicity, those with lower qualifications and those in low paid jobs.
- Of those who had received training, **the majority (72 per cent) agreed it had helped them to develop the skills and knowledge they need to do their present job.**
- **The most common barrier to employment reported by those who were not working but would like to work was a lack of job opportunities locally.**
- For those who considered themselves to already have the skills they need, **work and other time pressures and the cost of training or learning were by far the most notable barriers to engaging with training and learning.**
- **There were larger proportions reporting different barriers to training and learning among those who thought they lacked skills.** The cost of training or learning and work and other time pressures were also the greatest barriers identified, however, between 25 per cent and 40 per cent also reported: lack of confidence, not knowing what provision is available locally, the stress of exams and / or coursework, and access to and / or cost of transport.

1 Introduction

1.1. Background: local and national context

Bolsover District has a number of **economic assets** including major employment sites along the M1 corridor, strengths in manufacturing and engineering, and strong economic links to the North Nottinghamshire and South Yorkshire economies[1]. Manufacturing predominates in the wider D2N2 Local Enterprise Partnership (LEP) area with an **innovative advanced manufacturing base** which includes the largest UK cluster of transport manufacturing and research and development; plus growth in the wholesale and retail trade, health, and education sectors[2]. Future opportunities for growth include the **low carbon goods and services sectors** where the area already performs well in terms of jobs, output and investment relative to other parts of the Midlands[3].

At the same time, Bolsover and the D2N2 area face **enduring social and economic challenges** that include:

- A **prevalence of low paid work** in low productivity sectors such as retail and some parts of the health and social care sector[4].
- **Worsening productivity gaps** in most D2N2 districts compared with the UK average which is driven, in part, by underrepresentation in high value sectors such as finance and insurance; information and communication services; and professional, scientific and technical services[5].
- **High levels of area deprivation** with nearly a quarter (11 of 48) of areas in Bolsover in the most deprived 20 per cent of all areas nationally as measured by the Index of Multiple Deprivation (IMD) 2019[6]. Nearly half of all areas (46 per cent) in Bolsover are in the 20 per cent most deprived nationally in relation to the Education, Skills and Training domain[7].

[1] Derbyshire Economic Partnership (undated) ***Derbyshire Economic Strategy. https://www.derbyshire.gov.uk/site-elements/documents/pdf/business/economic/derbyshire-economic-strategy-statement.pdf***

[2] D2N2 (2021) *D2N2 Local Skills Report*. March 2021. https://d2n2lep.org/wp-content/uploads/2021/03/D2N2-Skills-Report-2021_APPROVED-compressed.pdf

[3] D2N2 (2021), op cit.

[4] D2N2 (2020) *Vision 2030: The Spark In The UK's Growth Engine*. https://d2n2lep.org/wp-content/uploads/2020/07/Vision-2030-publication_compressed.pdf.

[5] D2N2 (2021), op cit.

[6] Derbyshire County Council (undated) Deprivation by domain [analysis of the 2019 English Indices of Deprivation]. https://observatory.derbyshire.gov.uk/wp-content/uploads/reports/infographics/deprivation/ID_2019_Bolsover.pdf

[7] This is one of the 7 domains of the IMD (Index of Multiple Deprivation). The indicators used in the latest update of this domain are; - Average test score of pupils at Key Stage 2 - Average test score of pupils at Key Stage 3 - Best of 8 average capped points score at Key Stage 4 (this includes results of GCSEs, GNVQs and other vocational equivalents) - Proportion of young people not staying on in school or non-advanced education above the age of 16 - Secondary school absence rate - Proportion of those aged under 21 not entering higher education - Proportion of working age adults with no or low qualifications.

- **Poor connectivity** by public transport to locations where jobs are concentrated, especially where employment growth is driven by significant out of town retail and distribution centres.

These entrenched and enduring challenges interact with, and are compounded by, a series of **economic headwinds**. The **COVID-19 pandemic** has not generated the very high levels of unemployment initially expected but may still have 'scarring' effects on groups disproportionately impacted by job loss, furlough or reduced hours including younger workers, the low paid and, some Black and Minority Ethnic (BAME) groups, and those with disabilities or health conditions[8]. Moreover, there is growing evidence that employee jobs in some sectors including retail, hospitality and leisure remain below pre-pandemic levels despite the national boom in vacancies, with displaced workers moving into unemployment or inactivity rather than growing sectors such as health and social care[9]. This indicates **a skill mismatch** which may be further exacerbated by changes in working patterns as a shift towards more hybrid forms of working penalise some without the space, access to technology or digital skills to embrace new opportunities.

The long-term impacts of **Brexit** have yet to become fully apparent. However, the importance of manufacturing within the D2N2 area leaves the local economy exposed to any fall in trade given the sector's tendency to export high shares of output to the European Union (EU), purchase high levels of inputs from EU, or employ EU migrant workers[10].**Technological change** presents both risks and opportunities to workers in the local economy. Those able to acquire appropriate digital skills, alongside interpersonal and higher cognitive skills, may thrive within in a national economy where high-technology creative, digital, design and engineering occupations are predicted to grow[11]. At the same time, up to 54,000 local jobs are estimated at high risk of automation[12] and those lacking requisite digital skills may find themselves increasingly excluded in a world of work where it is estimated that **90 per cent of new jobs require digital skills[13].**

UK national skills policy provides an important context for securing improvements in residents' skills to adapt to a changing economy. The **Skills for Jobs White Paper[14]** published in January 2021 set out the Government's blueprint for reshaping the technical skills system to better support the needs of the local labour market and the wider economy. This new system will be driven by employers, colleges and other

[8] Resolution Foundation (2020) *Young workers in the coronavirus crisis.* https://www.resolutionfoundation.org/publications/young-workers-in-the-coronavirus-crisis/; Resolution Foundation (2021a) *Low Pay Britain 2021* https://www.resolutionfoundation.org/app/uploads/2021/06/Low-Pay-Britain-2021.pdf; Resolution Foundation (2021b) *Recent education leavers and young Black workers hardest hit by Covid-19 job shock*, https://www.resolutionfoundation.org/press-releases/recent-education-leavers-and-young-black-workers-hardest-hit-by-covid-19-job-shock/; TUC (2021) Jobs and recovery monitor- BME workers. https://www.tuc.org.uk/research-analysis/reports/jobs-and-recovery-monitor-bme-workers; IPPR (2021) Time to act: Understanding the impact of Covid-19 on disabled people in the north of England. https://www.ippr.org/publication/time-to-act-understanding-the-impact-of-covid-19-on-disabled-people-in-the-north-of-england.

[9] Resolution Foundation (2021c) **Begin again?** Assessing the permanent implications of Covid-19 for the UK's labour market. https://economy2030.resolutionfoundation.org/reports/begin-again/

[10] Institute for Fiscal Studies (IFS) (2018) *The exposure of different workers to potential trade barriers between the UK and the EU* [blog]. https://ifs.org.uk/publications/13463. TUC (undated) *How are we doing? The impact of Brexit at industry level*. https://www.tuc.org.uk/sites/default/files/how-are-we-doing.pdf

[11] NESTA (2017) *The future of skills employment in 2020.* https://media.nesta.org.uk/documents/the_future_of_skills_employment_in_2030_0.pdf

[12] D2N2 (2020) *Draft Local Industrial Strategy. https://d2n2lep.org/wp-content/uploads/2020/09/D2N2_DRAFT_LIS-_FINAL_2020.pdf*

[13] *House of Commons Science and Technology Committee* (2016) *Digital skills crisis*, Second Report of Session 2016–17. https://publications.parliament.uk/pa/cm201617/cmselect/cmsctech/270/270.pdf

[14] Department for Education (2021) *Skills for jobs: lifelong learning for opportunity and growth.* https://www.gov.uk/government/publications/skills-for-jobs-lifelong-learning-for-opportunity-and-growth

providers working together to identify the skills needs of an area, and to begin the process of transforming the delivery of technical education. While this will create opportunities to support residents to access skills, jobs and training opportunities, significant gaps remain. Adult learning remains under resourced while free access to Level 3 provision[15] neglects the need to provide fully-funded opportunities for the lower skilled to secure Level 2 qualifications. This may be an impediment for the lower skilled for whom financial costs are often a key barrier to learning alongside funding rules, course availability, work and home commitments, low motivation and esteem, and geographical immobility[16].

The economic and policy backdrop presents challenges but also opportunities for Bolsover Council and partners to support residents to acquire the skills they need to be resilient and adapt to the changing structure of labour markets and skills demands of employers. Creating pathways to upskill or reskill will be essential to provide access to employment for those out of work and, for those in employment, opportunities to move into more productive, better-paid jobs of the future[17]. Engagement and collaboration with employers will also be critical to support improvements in productivity that generate in-work progression opportunities while addressing skills underutilisation and the preference of many UK employers to recruit rather than train, even when faced with skill shortages[18].

Bolsover District Council's forthcoming **Growth Strategy**[19] will play a key role in making best use of assets in the district and facilitating partnership working to support enterprise, innovation, jobs and skills. This includes encouraging businesses to adopt modern technology and improve their digital skills and connectivity. It also identifies a need to ensure businesses based in Bolsover can access their fair share of support from the wider range of organisations including East Midlands Chambers, the Growth Hub and Derbyshire Economic Partnership that provide support, training and funding. This skills audit has a crucial role in ensuring that Bolsover has the intelligence it needs to shape current and future strategies to best support the skills needs of its residents and businesses.

1.2. Aims and objectives

In 1995, a 'Skills Audit' of Shirebrook and surrounding areas was completed, overseen by Shirebrook and District Development Trust. A lack of meaningful district level data on skills collected since then and a changing landscape, including the impact of COVID-19, Brexit and the potential impact of technological advances on future jobs, led Bolsover District Council to commission the Centre for Regional Economic and Social Research (CRESR) at Sheffield Hallam University to help undertake a Skills Audit of Bolsover residents.

The key objectives of the research were to:

- Identify any current and potential future skills gaps among residents.

[15] Starting from April 2021, any adult looking to achieve their first full advanced level (level 3) qualification, which is equivalent to an advanced technical certificate or diploma, or two full A Levels, will be able to access a free, fully funded course as part of the Lifetime Skills Guarantee. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/957810/Skills_for_jobs_lifelong_learning_for_opportunity_and_growth__print_version_.pdf

[16] Industrial Strategy Council (2020) *Rising to the UKs skills challenge. https://industrialstrategycouncil.org/sites/default/files/attachments/Rising%20to%20the%20UK%27s%20skills%20challenges.pdf*

[17] D2N2 (2020,2021) op cit.

[18] Industrial Strategy Council (2020) *op cit.*

[19] https://committees.bolsover.gov.uk/documents/s10559/Appendix%201%20-%20Growth%20Strategy.pdf

- Identify the extent to which residents' skills and qualifications are being utilised.
- Explore residents' attitudes towards employment, training, learning and volunteering and identify any barriers to participation.
- Examine if any specific groups are facing more risks, barriers and challenges in relation to employment, training and learning.

1.3. Survey methodology

A survey questionnaire was designed to collect information to address the objectives outlined above. An initial longer version was administered online and via telephone. The online version was translated into Romanian and Polish to help residents with these as first languages complete the survey.

A range of methods were used to publicise the online survey to residents including via the Bolsover District Council website, Bolsover TV, e-newsletters, social media and via 'In Touch' a quarterly magazine sent to all residents. The link to the survey was also sent to specific groups including contacts in the business community, schools and parents/carers, the Bolsover Partnership, specific employers and the Job Centre. Residents were randomly selected to take part in the telephone survey.

To help boost response, a shortened version of the survey was also administered via face-to-face and paper methodologies. The face-to-face survey was targeted at underrepresented groups via methods including canvassers visiting selected streets across the district area, by leisure centre staff at the Arc, through Champion Link Workers and via the Controlling Migration team. The postal survey was sent to addresses in areas with underrepresented demographics and posted through letterboxes by canvassers when no-one was in. Where responses to questions only asked in the longer version of the survey are reported this is detailed in the text.

1,315 responses were collected overall during February 2021 to October 2021 and Table 1.1 provides a breakdown of response by method.

Table 1.1: Response by method

Method	Count	Per cent
Online	702	53
Face-to-face	319	24
Paper	248	19
Telephone	46	3
Total	**1,315**	**100**

The survey was targeted at residents of Bolsover between the ages of 16 and 65 or older if still in employment. Comparisons have been made between the profile of respondents and Bolsover population estimates, where available, to check the sample for representativeness of the wider population. Data has been weighted by gender and age to account for differences identified. The large sample size achieved, range of methods used to collect responses, and spread of responses received from across the district indicates we can have confidence in the weighted sample broadly representing the views of the wider population.

1.4. Respondent characteristics

Table 1.2 below shows the survey sample was skewed towards female respondents in comparison to the wider Bolsover population. To account for this, survey weights have been applied to make the survey data more representative of the population.

Table 1.2: Gender

	Survey sample		Bolsover*	
	Count	**Per cent**	**Count**	**Per cent**
Male	484	37	25,572	50
Female	818	62	25,865	50
Other	7	1	-	-
Total	**1,309**	**100**	**51,437**	**100**

Source: ONS Population estimates 2020 (ages 16-65)

The age profile of survey respondents was skewed towards those aged 25-49 in comparison to the wider population. As with gender above, survey weights have been applied to make the results more representative[20].

Table 1.3: Age

	Survey sample*		Bolsover**	
	Count	**Per cent**	**Count**	**Per cent**
16-24	114	9	7,507	15
25-49	765	58	25,288	49
50-65	415	32	18,642	36
Over 65	20	2	-	-
Total	**1,294**	**100**	**51,437**	**100**

**Source: ONS Population estimates 2020

The majority of respondents were White English/Welsh/Scottish/Northern Irish/British (87 per cent). Nine per cent stated they had another White ethnicity, while five per cent were from other ethnic groups. Bolsover population estimates are unavailable by ethnicity, so a comparison between the survey sample and wider population has not been possible.

[20] Weights were computed separately but sequentially to account for the gender and age differences. These were then combined to produce one overall weight which was applied to the data to make the results computed more representative.

Table 1.4: Ethnicity

	Count	Per cent
White: English/Welsh/Scottish/Northern Irish/British	1,140	87
White: Other	119	9
Mixed/Multiple Ethnic Groups:	21	2
Asian/Asian British:	11	1
Black/African/Caribbean/Black British:	9	1
Any Other Ethnic Group	9	1
Prefer not to say	6	-
Total	**1,315**	**100**

Eleven per cent of respondents overall reported a disability (four per cent which limits activities a little and six per cent a lot). Bolsover population estimates are unavailable by disability, so a comparison between the survey sample and wider population has not been possible.

Table 1.5: Disability

	Count	Per cent
No disability	1,144	87
Disability which limits activities a little	59	4
Disability which limits activities a lot	82	6
Prefer not to say*	27	2
Total	**1,312**	**100**

*This includes four respondents indicated they had a disability but preferred not to say the extent to which their disability limits their activities.

Forty-one per cent indicated they have at one or more dependent children.

The vast majority of respondents (93 per cent) were from the Bolsover local authority area. The remaining seven per cent were resident in neighbouring or nearby districts and so have been included in the sample.

Table 1.6 below demonstrates how a good spread of responses was received across Bolsover ward areas, broadly representative of the wider population. Table 1.7 breaks down the responses received from non-Bolsover local authority areas.

Table 1.6: Survey responses by ward (Bolsover only)

	Survey sample		Bolsover*	
	Count	**Per cent**	**Count**	**Per cent**
Elmton-with-Creswell	134	11	4,154	8
South Normanton West	117	10	4,388	9
Shirebrook South	95	8	3,586	7
Ault Hucknall	88	7	3,862	8
South Normanton East	79	7	3,200	6
Langwith	76	6	3,204	6
Clowne East	69	6	3,228	6
Bolsover North & Shuttlewood	68	6	2,171	4
Barlborough	67	6	2,915	6
Pinxton	64	5	2,601	5
Bolsover South	59	5	2,788	5
Whitwell	58	5	2,497	5
Bolsover East	57	5	2,518	5
Clowne West	52	4	1,587	3
Tibshelf	42	4	2,607	5
Shirebrook North	37	3	3,060	6
Blackwell	35	3	2,646	5
Total	**1,197**	**100**	**51,012**	**100**

*Source: ONS Population estimates 2019

Table 1.7: Survey responses from non-Bolsover local authority areas

	Count	**Per cent**
Mansfield	43	44
North East Derbyshire	18	19
Chesterfield	8	8
Ashfield	7	7
Amber Valley	5	5
Sheffield	5	5
Bassetlaw	3	3
Nottingham	3	3
Rotherham	2	2
Derby	1	1
Derbyshire Dales	1	1
Gedling	1	1
Total	**97**	**100**

Statistical testing[21] has been used to examine differences between responses to survey questions by group (e.g. to look at how age is related to reported skill levels). Statistical testing is important because it is only in instances where the difference is statistically significant that there is sufficient evidence to indicate that the observed difference has not occurred due to chance. Only statistically significant differences between groups have been reported in the text.

The rest of the report is structured as follows:

- **Chapter 2: Nature of economic activity** examines the nature of economic activity and employment respondents were engaged in. Occupations, contract types, levels of pay and commuting patterns are explored along with the impact of the COVID-19 pandemic.
- **Chapter 3: Current utilisation of skills and qualifications** focuses on the extent to which Bolsover residents' skills and qualifications are currently being utilised. How well skills and qualifications match current jobs is examined, along with levels of underemployment. Levels of volunteering are also explored.
- **Chapter 4: Future utilisation of skills and qualifications** explores respondents' aspirations for their future employment and perceptions of their employment prospects. The extent to which people have the skills they might need in the future for work is also examined.
- **Chapter 5: Attitudes towards employment, training and learning** explores the appetite among residents to take up any training, learning and volunteering and the likelihood of taking up any training and learning. Experiences of training and support are also explored along with barriers to employment, learning and support.
- **Chapter 6: Local area** examines respondents' levels of satisfaction with their local area and perceptions of how their area will fare as a place to live in the future.
- **Chapter 7: Conclusions and recommendations** details final reflections and policy recommendations.

[21] Results are based on two-sided tests with significance level 0.05 level.

2 Nature of economic activity

2.1. Introduction

This section examines the nature of economic activity and employment respondents were engaged in. Occupations, contract types, levels of pay and commuting patterns are explored along with the impact of the COVID-19 pandemic.

2.2. Economic status

Table 2.1 below shows the economic status of respondents. In total, 83 per cent were in employment (either full-time, part-time or self-employment).

Table 2.1: Economic activity status

	Count	Per cent
Employed full-time (30 hours or more per week)	760	58
Employed part-time (less than 30 hours per week)	200	15
Self-employed	122	9
Not working	83	6
Long-term sick or disabled	54	4
Looking after family/home	39	3
In formal education e.g. college, university	35	3
Other	3	0
Apprenticeship/traineeship	13	1
Total	**1,310**	**100**

Base: unweighted=1,315

2.3. Employment by occupation

Employed respondents (both employees and those in self-employment) were asked to provide their job title and describe what they do in their job[22]. This information was then used to code their jobs into classifications of occupations as specified in the Standard Occupational Classification (SOC) framework. Within the context of the SOC 2020 classification, jobs are classified in terms of their skill level and skill content. Survey data was benchmarked against regional (East Midlands) and national (Great Britain) data using APS estimates.

[22] If respondents had more than one job, they were asked to specify their main job.

There is some secondary data available on economic activity for Bolsover, however, this is from the Annual Population Survey (APS) which is based on sample sizes and the data for local authorities is subject to a large margin of error. APS responses have also been affected by the COVID-19 pandemic and therefore caution should be taken when making comparisons[23].

Figure 2.1 below shows that the proportion of survey respondents **classified as working in Elementary Occupations is noticeably higher than in the East Midlands and Great Britain** (17 per cent compared to 11 per cent and nine per cent respectively). Conversely, the proportion employed in Professional Occupations is lower (19 per cent per cent compared to 23 per cent nationally). It shows there is an 'hourglass' pattern to the distribution of occupations with survey respondents clustered in the highest (SOC Major Groups 1 to 3) and lowest (SOC Major Group 9) occupations.

Figure 2.1: Employment by occupation: SOC 2020 Major Group

Base: Bolsover Skills Audit (unweighted=1,074)

East Midlands and Great Britain source: ONS APS Jul 2020-Jun 2021

[23] At the start of the pandemic all face to face interviewing was suspended and Office for National Statistics (ONS) had to switch to telephone only interviewing. These changes introduced a change to the non-response bias of the survey. In response APS responses have been weighted to official population projections and the current projections are based on demographic trends that pre-date the COVID-19 pandemic. Some APS data is available at Bolsover district level; however, this is not available broken down to the level displayed in Figure 2.1 and what is available is subject to large margins of error.

2.4. Contracts and pay

Contracts

Employees were asked about their job contracts. **Ninety per cent indicated their contracts were permanent, while ten per cent stated their jobs were temporary** (seven per cent with no agreed end date and three per cent for a fixed period with an agreed end date).

Table 2.2 below shows the proportion in temporary work by sub-group. Having temporary contracts was associated with being younger, having a non-British White ethnicity or being from other ethnic groups, working part-time, being low paid and working in Level 1 occupational groups (consisting of Elementary Occupations). See section 3.3 for information on the four-fold classification of occupations by skill level. **Note: this is different to the SOC Major Groups displayed in Figure 2.1 above, of which there are nine groups.**

Table 2.2: Proportion in temporary work by sub-group

	Per cent
16-24	18
25-49	9
50-65	8
White British[24]	6
Other White ethnicity	36
Other ethnicity	24
Part-time	19
Full-time	8
Low pay	22
Moderate pay	7
High pay	6
Level 1 occupational groups	28
Level 2 occupational groups	8
Level 3 occupational groups	5
Level 4 occupational groups	6
Skills lower than job requires	19
Skills about the same as job requires	7
Skills higher than job requires	12*

*Not statistically significant compared to other responses.

Base: unweighted=955

[24] White English/Welsh/Scottish/Northern Irish/British

Pay levels

The median hourly earnings for respondents who were employees was £11.54. This is lower than the UK 2021 figure of £14.10[25].

Pay levels have been categorised using the Organisation for Economic Co-operation and Development (OECD) definitions. Low pay is defined as two-thirds of median hourly earnings and high pay is defined 1.5 times median hourly earnings. The UK figure of £14.10 has been used, therefore low-pay employees are anyone earning below two-thirds of £14.10, which is £9.40. High-pay employees are those earning anything above 1.5 times £14.10, which is £21.15.

The proportion of respondents in low paid employee jobs was 27 per cent. This is noticeably higher than the UK figure of 14 per cent. Conversely, the proportion of high paid employee jobs among respondents was just 12 per cent. This is less than half the proportion nationally (25 per cent). It is important to note that COVID-19 has also impacted on the reliability of earnings data[26]. While caution should again be applied when making comparisons to national figures, this data has allowed pay to be categorised and patterns in the data to be examined.

Table 2.3 shows the proportion in low paid jobs by sub-group. There were higher proportions among younger respondents, those with non-British White ethnicities, female respondents, those without dependent children, those working part-time, those in temporary employment, those with lower qualifications and those working in occupations which require lower skill levels. Respondents who perceived their work skills to be either higher or lower than the skills required to do their job were also more likely to be receiving low pay compared to those who though their skills were about the same. In contrast, self-employed respondents were more likely to be high paid (28 per cent compared to just three per cent of part-time employees and 12 per cent of full-time employees). Self-employed respondents were more likely to be working in Skilled Trades Occupations (24 per cent compared to eight per cent of employees) which may, in part, explain their higher pay.

[25] Source: ONS – Annual Survey of Hours and Earnings (ASHE).
[26] More information on this and how low and high pay is defined available online here: https://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/earningsandworkinghours/bulletins/lowandhighpayuk/2021

Table 2.3: Proportion in low paid jobs by sub-group

	Per cent
16-24	49
25-49	23
50-65	26
White British	22
Other White ethnicity	65
Other ethnicity	38
Female	30
Male	24
Dependent child(ren)	24
No dependent child(ren)	29
Part-time	44
Full-time	24
Temporary employment	54
Permanent employment	25
NVQ Level 1 or under/no qualifications	46
NVQ Level 2	37
NVQ Level 3	33
NVQ Level 4 or 5	17
NVQ Level 6 or above	12
Level 1 occupational groups	76
Level 2 occupational groups	34
Level 3 occupational groups	14
Level 4 occupational groups	3
Skills lower than job requires	39
Skills about the same as job requires	18
Skills higher than job requires	34

Base: unweighted=904

2.5. Impact of the COVID-19 pandemic

Findings suggest the COVID-19 pandemic had a limited impact on respondents' employment situation and barriers to employment, learning and training:

- just five per cent of respondents who were employees indicated they were currently furloughed[27]
- sixteen per cent of non-working respondents, whose last paid job ended under one year ago, indicated their last job had come to an end for reasons related to the COVID-19 pandemic but 72 per cent indicated it had not and twelve per cent were not sure

[27] That is, off work or working reduced hours, with their wages being paid via the Coronavirus Job Retention Scheme.

- eighteen per cent of respondents who thought it was likely they would lose their job in the next 12 months gave the impact of the COVID-19 pandemic as a reason for this response[28]
- five per cent of respondents who were not working but wanted to work identified not feeling safe working during the pandemic as a barrier to employment
- twelve per cent of those who indicated they would like to undertake some form of training or learning in the next two years indicated difficulties undertaking training or learning during the pandemic might make it harder for them to take training or learning up[29].

However, given that the Skills Audit survey ran from February 2021 to October 2021, during which time numbers being supported by the Coronavirus Job Retention Scheme reduced and the scheme ended (on 30 September 2021), **it is likely that the proportion of respondents who had been furloughed at some point since the onset of the pandemic was much higher.**

2.6. Commuting patterns

All employees were asked to provide their employer's postcode[30] which were then coded into local authority areas. Table 2.4 below shows that **39 per cent of employees responding to the survey had an employer based in the Bolsover local authority area.** The majority of other employees had an employer based in surrounding local authority areas (mostly in the D2N2 or South Yorkshire LEP areas) although there were some instances where employers were based much further away (for example in Bristol, Westminster or Glasgow).

[28] See section 4.3 for more detail on reasons for thinking jobs might be at risk
[29] See section 5.5 for more detail on barriers to employment and section 5.6 for more detail on barriers to training and learning.
[30] Respondents to the face-to-face and telephone versions of the survey were asked where their employer was based (i.e. town, area within a city, village etc.) if they did not know their employer's postcode. These responses were then also coded into local authority areas.

Table 2.4: Employers by local authority area

	Count	Per cent
Bolsover	338	39
Chesterfield	59	7
Mansfield	49	6
Ashfield	44	5
Amber Valley	43	5
Sheffield	43	5
Bassetlaw	41	5
Nottingham	39	4
North East Derbyshire	36	4
Derby	21	2
Derbyshire Dales	20	2
Rotherham	15	2
Newark and Sherwood	13	2
Other	**112**	**13**
Total	**874**	**100**

Base: unweighted=889

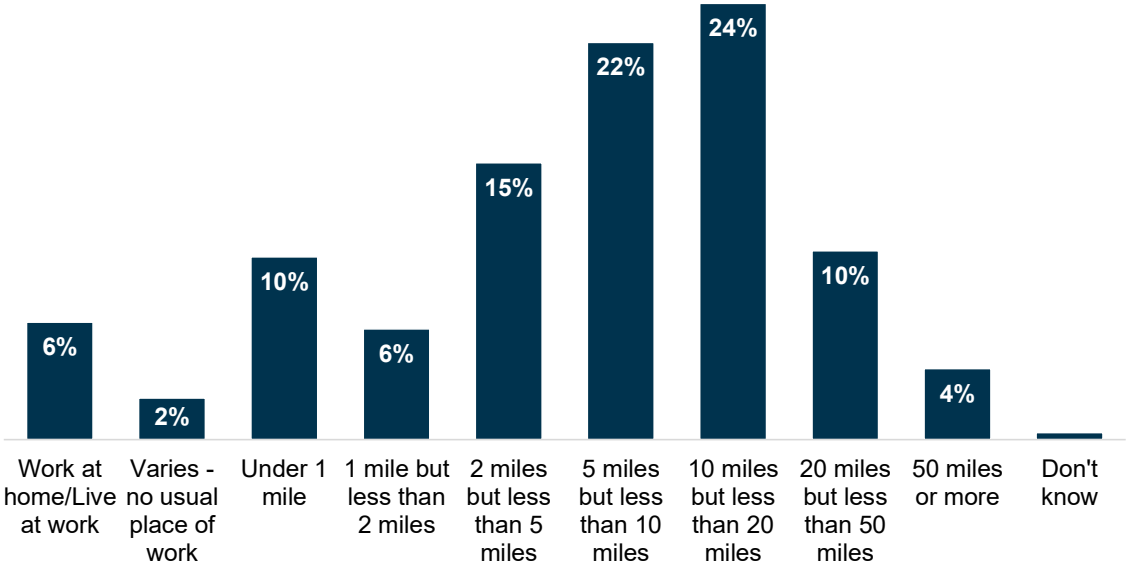
Respondents were also asked how many miles from home their usual place of work is (see Figure 2.2 below). Of those providing a distance, 46 per cent indicated their place of work was between five and 20 miles away from their home, while 21 per cent stated they lived between one and five miles away. Fourteen per cent lived 20 miles or more from work while ten per cent lived under one mile away. Just six per cent of respondents overall indicated they worked at home or lived at work. The survey asked respondents who were working from home due to the COVID-19 pandemic, but who would usually travel to work, to provide an answer for the distance between their home and usual place of work. **It is therefore likely that the proportion working from home is currently higher than indicated in Figure 2.2 below. Yet, it is also likely that many of those working from home will continue to travel to their workplaces on at least some days of the week,** so the information collected is still important in helping understand the mobility of Bolsover residents and **results suggest a relatively high propensity to commute longer distances.**

Female respondents were more likely to work under one mile away from their home (14 per cent compared to nine per cent of male respondents), while conversely, male respondents were more likely to work 20 miles or more from work (18 per cent compared to 13 per cent of female respondents). This could reflect higher levels of caring and parenting responsibilities (e.g. the school run) among female respondents.

Older respondents were less likely to work over 20 miles away (11 per cent of those aged 50-65 in comparison to 18 per cent of those aged 25-49), while 50 per cent of respondents with another White ethnicity worked less than five miles away from home compared to just 33 per cent of White British respondents. The proportion of respondents living further away from work rises as qualification levels increase, with 46 per cent of those with NVQ Level 1 or under/no qualifications working five miles or more from their home compared to 83 per cent of those with NVQ Level 6 or above qualifications.

Those employed part-time were noticeably more likely to work under one mile away from their home compared to those working full-time (25 per cent compared to seven per cent), while conversely, full-time employees were more likely to work 20 miles or more from work (19 per cent compared to four per cent of part-time respondents).Sixty-eight per cent of those employed permanently were working five miles or more from their home compared to just 48 per cent of those employed on temporary contracts. The proportion working 20 miles or more from work rises with pay levels (seven per cent of those in low paid jobs, 16 per cent on moderate pay and 41 per cent in high paid jobs). It also rises with occupational skill level (six per cent of those in Level 1 occupational groups rising to 25 per cent of those employed in Level 4 occupations). This is perhaps not surprising as workers are more likely commute further for better paid, higher skilled jobs.

Figure 2.2: Distance from home to usual place of work

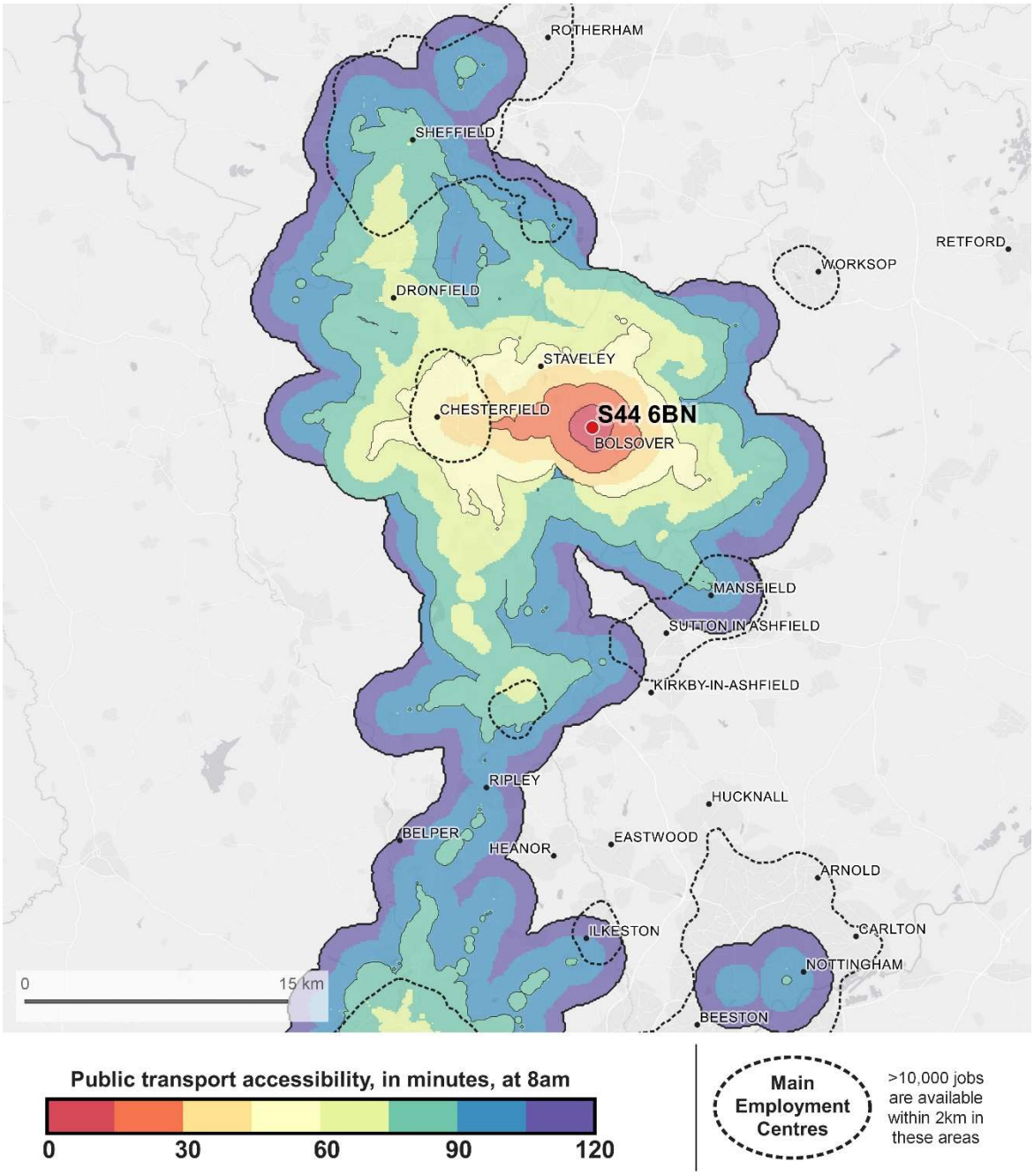


Base: unweighted=954

Evidence from research undertaken by CRESR for the Joseph Rowntree Foundation[31] indicates that Bolsover residents using public transport need to undertake relatively long commutes in terms of time to access areas where jobs are concentrated. The map below shows travel times by public transport if leaving the selected postcode (S44 6BN) at 8am in the morning. It shows that the job cluster around Chesterfield (the area within the dotted line) takes between 30 to 60 minutes *each way* by public transport, while other job clusters around Sheffield, Mansfield and Nottingham are well over an hour away. This highlights how residents without access to private transport may be limited in the number of jobs they can access within a reasonable commuting time.

[31] For the full report, methodology and other maps see Crisp et al. (2018)*Tackling transport-related barriers to work in low income areas* https://www.jrf.org.uk/report/tackling-transport-related-barriers-employment-low-income-neighbourhoods

S44 6BN - Bolsover



3

Current utilisation of skills and qualifications

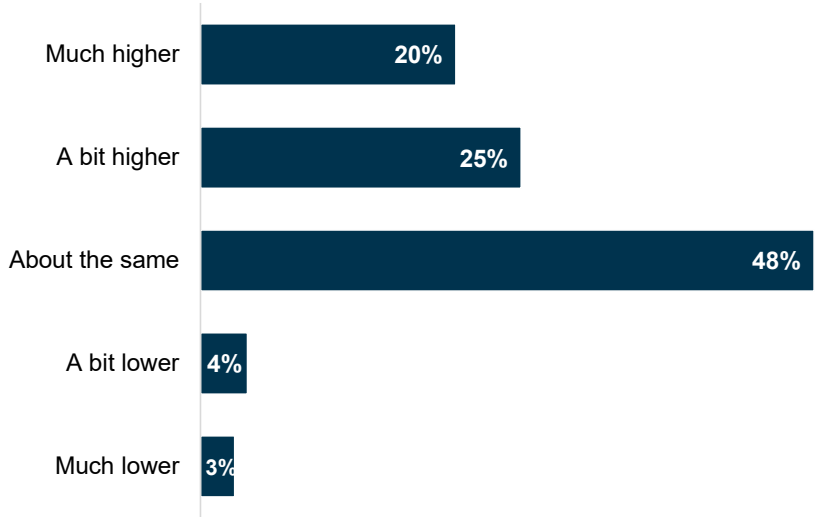
3.1. Introduction

This chapter focuses on the extent to which Bolsover residents' skills and qualifications are currently being utilised. How well skills and qualifications match current jobs is examined, along with levels of underemployment. Levels of volunteering are also explored.

3.2. Extent to which people think their skills match their job

Respondents in employment where asked how well they thought their work skills match the skills they need to do their present job. **Just six per cent overall thought their own skills were lower than required by their job, while 45 per cent thought their skills were higher** (20 per cent much higher and 25 per cent a bit higher). Forty-eight per cent considered their own work skills to be about the same as the skills needed to do their job.

Figure 3.1: How well do the work skills you personally have match the skills you need to do your present job? My own skills are…



Base: unweighted=1,087

Respondents categorised as having another White ethnicity were more likely than White British respondents to consider their skills as higher than needed to do their job (64 per cent compared to 42 per cent), as were those in other ethnic groups (70 per cent compared to 42 per cent). The youngest respondents were more likely to consider their skills as lower than needed to do their job than the oldest (11 per cent of those aged 16-24 compared to four per cent of those aged 50-65).

There was no consistent pattern when looking at qualification levels. Perhaps unsurprisingly, those with NVQ Level 1 qualifications appear to be the least likely to consider their own skills to be higher than their job requires. Those in temporary employment were more likely to consider their own skills to be higher than required compared to those on permanent contracts (53 per cent compared to 45 per cent), as were those in low paid jobs compared to those in high paid jobs (59 per cent compared to 32 per cent). The proportion considering their own skills to be higher also decreases the higher the occupational skill level, from 59 per cent of those employed in Level 1 occupational groups to 38 per cent of those working in Level 4 occupations.

3.3. Extent to which occupational skill levels match qualifications

All respondents were asked what level their highest qualification was (see Table 3.1 below). Eight-six per cent indicated they had achieved NVQ Level 1 or above, and 77 per cent indicated they had achieved NVQ Level 2 or above. These are similar proportions to the East Midlands and Great Britain[32] but as noted earlier caution should be applied when making comparisons currently to the APS.

Respondents aged 50-64 were less likely to have achieved NVQ Level 2 or above (76 per cent compared to 84 per cent of those aged 25-49 and 87 per cent of those aged 16-24). The proportion who had achieved NVQ Level 4 or above, however, was higher for those aged 50-64 compared to those aged 16-24 (44 per cent compared to 36 per cent although this difference was not statistically significant). Those aged 25-49 were more likely to have Level 4 or above qualifications when compared to those aged 16-24 (48 per cent compared to 36 per cent and this was statistically significant).

[32] Source ONS APS Jan 2020-Dec 2020: NVQ Level 1 or above (87.5 per cent East Midlands and 87.7 Great Britain); NVQ2 And Above (76.6 per cent East Midlands and 78.1 Great Britain). Some APS data on qualifications is available at Bolsover district level but this is not available broken down to the level displayed in Table 3.1 and what is available is subject to large margins of error.

Table 3.1: Respondent highest qualification by NVQ level or equivalent

	Count	Per cent
No qualifications	78	6
Entry Level e.g. entry level award, entry level essential skills, Skills for Life	30	2
Level 1 e.g. GCSE - grades 3, 2, 1 or grades D, E, F, G, Level 1 national vocational qualification NVQ	118	9
Level 2 e.g. GCSE - grades 9, 8, 7, 6, 5, 4 or grades A*, A, B, C, Level 2 NVQ, O level - grade A, B or C, Level 2 NVQ	189	15
Level 3 e.g. AS/A levels, Level 3 NVQ	261	20
Level 4 e.g. Certificate of Higher education, HNC, Level 4 NVQ	102	8
Level 5 e.g. Higher national diploma HND, Foundation degree, Level 5 NVQ	81	6
Level 6 e.g. Degree, Degree apprenticeship, Level 6 NVQ	232	18
Level 7 e.g. Master's degree, Postgraduate certificate in education PGCE, Level 7 NVQ	125	10
Level 8 e.g. Doctorate, for example Doctor of Philosophy PhD or DPhil, Level 8 diploma	11	1
Other	45	3
Don't know	32	2
Total	**1,304**	**100**

Base: unweighted=1,309

To provide a more objective measure of skills utilisation and to complement the self-reported assessment detailed above, analysis has been undertaken of the extent to which respondents' occupational skill levels match their qualifications. As mentioned in the previous chapter, the SOC 2020 framework classifies occupations in terms of their skill level and skill content and a four-fold classification of occupations by skill level is available. Unfortunately, these classifications do not match directly to NVQ qualification levels, however, information is available on what is indicated by each of the four levels and this information has been used to match occupational levels to qualification levels as best as possible (see Table 3.2 below). This has allowed an assessment, albeit crude, of the extent to which respondents occupational skill levels match their qualifications.

Table 3.2: Qualification and occupational levels

Qualification level (NVQ)	Occupational level*
No qualifications Entry Level Level 1	Lower than Level 1
Level 2	Level 1: equates with the competence associated with a general education, usually acquired by the time a person completes his/her compulsory education and signalled via a satisfactory set of school-leaving examination grades. Competent performance of jobs classified at this level will also involve knowledge of appropriate health and safety regulations and may require short periods of work-related training.
Level 3	Level 2: covers a large group of occupations, all of which require the knowledge provided via a good general education as for occupations at the first skill level, but which typically have a longer period of work-related training or work experience.
Level 4 Level 5	Level 3: applies to occupations that normally require a body of knowledge associated with a period of post-compulsory education but not normally to degree level. Several technical occupations fall into this category, as do a variety of trades occupations and proprietors of small businesses. In the latter case, educational qualifications at sub-degree level or a lengthy period of vocational training may not be a prerequisite for competent performance of tasks, but a significant period of work experience is typical.
Level 6 Level 7 Level 8	Level 4: relates to what are termed “professional” occupations and high-level managerial positions in corporate enterprises, or national or local government. Occupations at this level normally require a degree or equivalent period of relevant work experience.

*Source ONS:
https://www.ons.gov.uk/methodology/classificationsandstandards/standardoccupationalclassificationsoc/soc2020/soc2020volume1structureanddescriptionsofunitgroups

If the levels match as indicated in Table 3.2, respondents have been categorised as having occupations that match their qualifications. If they have higher qualifications than their occupation level requires, they have been categorised as overqualified. Conversely, if they have lower qualifications than their occupation level requires, they have been categorised as underqualified. **Thirty-three per cent of those in employment have been categorised as having occupations that match their qualifications while forty per cent have been categorised as underqualified and 27 per cent overqualified.**

The following groups were more likely to be identified as underqualified:

- Male respondents (43 per cent compared to 36 per cent of female respondents)
- those aged 50-65 (46 per cent compared to 38 per cent of those aged 25-49 and 31 per cent of those aged 16-24)
- those with lower-level qualifications.

The following groups were more likely to be identified as overqualified:

- Respondents with another White ethnicity (38 per cent compared to 26 per cent of White British respondents)

- employees in temporary work (38 per cent compared to 26 per cent of those on permanent contracts)
- low paid employees (37 per cent compared to 27 per cent of those on moderate pay and 18 per cent in high paid jobs)
- those with higher-level qualifications.

In addition, the proportion with occupations that match their qualifications was much higher for those in Level 4 occupations (63 per cent compared to 28 per cent or less of those with lower-level occupations). Interestingly respondents who perceived their work skills to be either higher or lower than the skills required to do their job were more likely to be categorised as overqualified compared to those who thought their skills were about the same (35 and 39 per cent compared to 18 per cent). Conversely, the proportion who were underqualified was higher for those who though their skills were about the same (47 per cent compared to 34 per cent of those who thought their skills were higher and 32 per cent of those who thought their own skills were lower).

3.4. Levels of underemployment

Respondents either in employment or self-employment, were asked if in the past four weeks they had: looked for an additional job; looked for a new job with longer hours; or wanted to work longer hours in their current job. Responses to these questions have been combined. If a respondent indicated they had done any of the three things above they have been identified as underemployed as defined by the Office for National Statistics (ONS). **Seventeen per cent of respondents have been classified as underemployed. While caution should again be made in making comparisons to national data, this is noticeably higher than the UK figure of seven per cent[33].**

The following groups were more likely to be identified as underemployed:

- Younger respondents (30 per cent of 16–24-year-olds compared to 17 per cent of those aged 25-49 and 13 per cent of those aged 50-65)
- respondents employed part-time (27 per cent compared to 14 per cent of those employed full-time)
- those in temporary employment (32 per cent compared to 15 per cent of those permanently employed)
- low paid employees (24 per cent compared to 16 per cent of those in moderately paid jobs and nine per cent of those receiving high pay)
- those employed for less than a year (28 per cent) when compared to those employed in jobs for longer periods
- those in lower-level occupational groups (23 per cent of those employed in Level 1 occupational groups falling to 12 per cent of those working in Level 4 occupations)
- respondents who perceived their work skills to be either higher or lower than the skills required to do their job (20 per cent and 31 per cent compared to 12 per cent of those who thought their skills were about the same).

[33] Source: ONS UK labour Force Survey April-June 2021

3.5. Levels of volunteering

All respondents were asked if they had volunteered during the last 12 months. Nineteen per cent indicated they had volunteered in the past year, while **14 per cent of respondents indicated they had volunteered at least once in the last four weeks and have therefore been identified as regular volunteers.** This is slightly lower than the 17 per cent of people identified as volunteering at least once a month by NCVO's UK Civil Society Almanac[34].

Those aged 56-65 were more likely to regularly volunteer than those aged 25-49 (18 per cent compared to ten per cent), while the proportion identified as regular volunteers generally increases the higher the qualification level achieved, from six per cent of those with NVQ Level 1 or under/no qualifications to 19 per cent of those with NVQ Level 6 qualifications or above. High paid respondents were also more likely to volunteer than low paid (20 per cent compared to ten per cent). Respondents who perceived their work skills to be higher than the skills required to do their job were also more likely to be identified as regular volunteers compared to those who though their skills were about the same (17 per cent compared to 11 per cent).

[34] https://beta.ncvo.org.uk/ncvo-publications/uk-civil-society-almanac-2021/volunteering/

4

Future utilisation of skills and qualifications

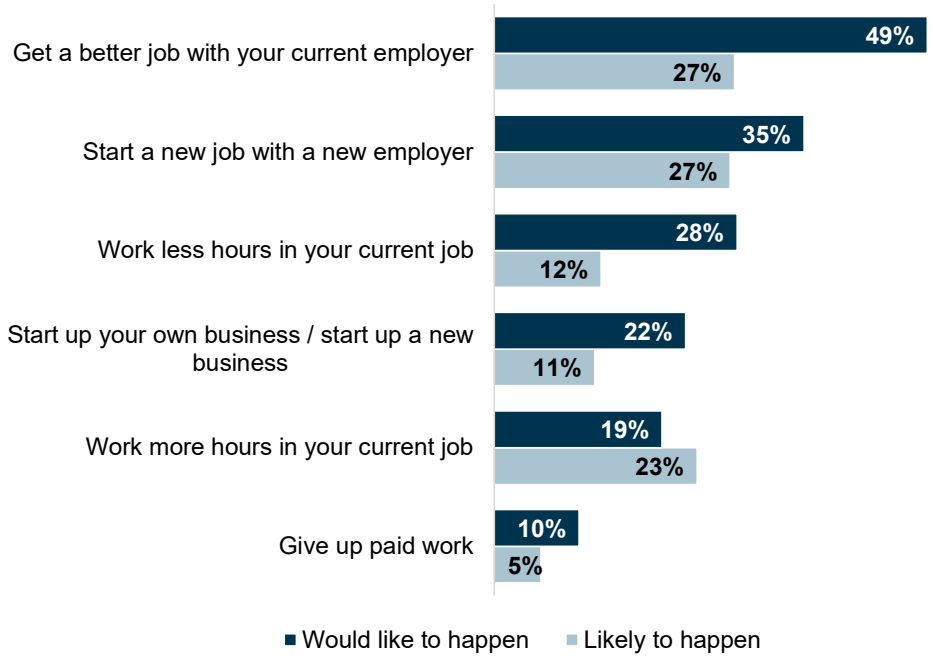
4.1. Introduction

This chapter explores respondents' aspirations for their future employment and perceptions of their employment prospects. The extent to which people have the skills they might need in the future for work is also examined.

4.2. Future employment aspirations

Respondents were asked to think about what they may or may not want to happen to their current employment situation in the next 12 months. Figure 4.1 details the response to these questions along with if respondents thought these things would happen even if they indicated they would not like them to happen.

Figure 4.1: Employment aspirations for the next 12 months*



Unweighted minimum base: 531

* Questions only asked in the original full-length version of the survey. 'Start a new job with a new employer' and 'start up your own business/start up a new business' asked to all, but 'work less hours', 'work more hours' and 'give up paid work' only asked to those in employment, and 'get a better job with your current employer' only asked to employees.

For all items, excluding working more hours in your current job, the proportion wanting something to happen was higher than thought it was likely to happen. The largest gap was for 'get a better job with your current employer' which was the option most people would like to happen: 49 per cent wanted this to happen but only 27 per cent though this was likely to happen.

Respondents who indicated they would like to change their employment situation in any of the ways indicated in Figure 4.1, were asked if they thought they had the skills required to change their employment situation as indicated over the next 12 months[35]. **Sixty-three per cent felt they did have the skills required to change their situation, while 11 per cent did not and 26 per cent didn't know/were not sure.**

4.3. Perceptions of employment prospects

Employees were asked to think about their employment prospects over the next 12 months and how likely they thought it was that they would lose their job during this period (by being sacked, laid-off, made redundant or not having their contract renewed). The vast majority (89 per cent) did not think it was likely (42 per cent unlikely and 47 per cent very unlikely), however, 11 per cent did think it was likely (nine per cent likely and two per cent very likely). Those who thought it was likely were asked to explain their answer. Twenty-seven per cent referred to an uncertain work environment, while 18 per cent mentioned the impact of the COVID-19 pandemic. Nineteen per cent referred to temporary contracts as a reason for thinking they would lose their job, while eight per cent gave working for employment agencies as an explanation and the same proportion mentioned ill health.

Respondents who were not working were asked how likely they thought it was that they would gain employment during the next 12 months. The response was split down the middle, with 50 per cent perceiving it to be likely (28 per cent likely and 22 per cent very likely) and the other 50 per cent unlikely (21 per cent unlikely and 29 per cent very unlikely).

4.4. Extent to which people have skills which might be required in the future

All respondents were asked to rate how good they felt they were with the sets of skills outlined in Figure 4.2 below. They were also asked to think about the next two years and the skills they thought they would need either to do their current job or any future job during this time and whether they needed to improve in any of these areas.

For every skill set, excluding 'physical skills', the proportion feeling they needed to improve was higher than the proportion who rated their ability fair or worse. It is likely that for a large proportion of jobs physical skills are less important than other skills sets, so people felt the need to improve these skills less. Excluding physical skills, the two skill sets with the largest proportions indicating only fair or poor competence, were **using computers and numeracy skills** (19 per cent and 18 per cent respectively). While the proportion feeling they needed to improve their skills with numeracy was similar to those rating their competence with this skill set as fair or worse, the proportion who felt they needed to improve their skills using computers was much higher at 33 per cent. This figure likely reflects the ever-changing digital skills landscape.

There were also relatively high proportions indicating they would like to improve their interpersonal skills (communicating with others and working in a team), despite

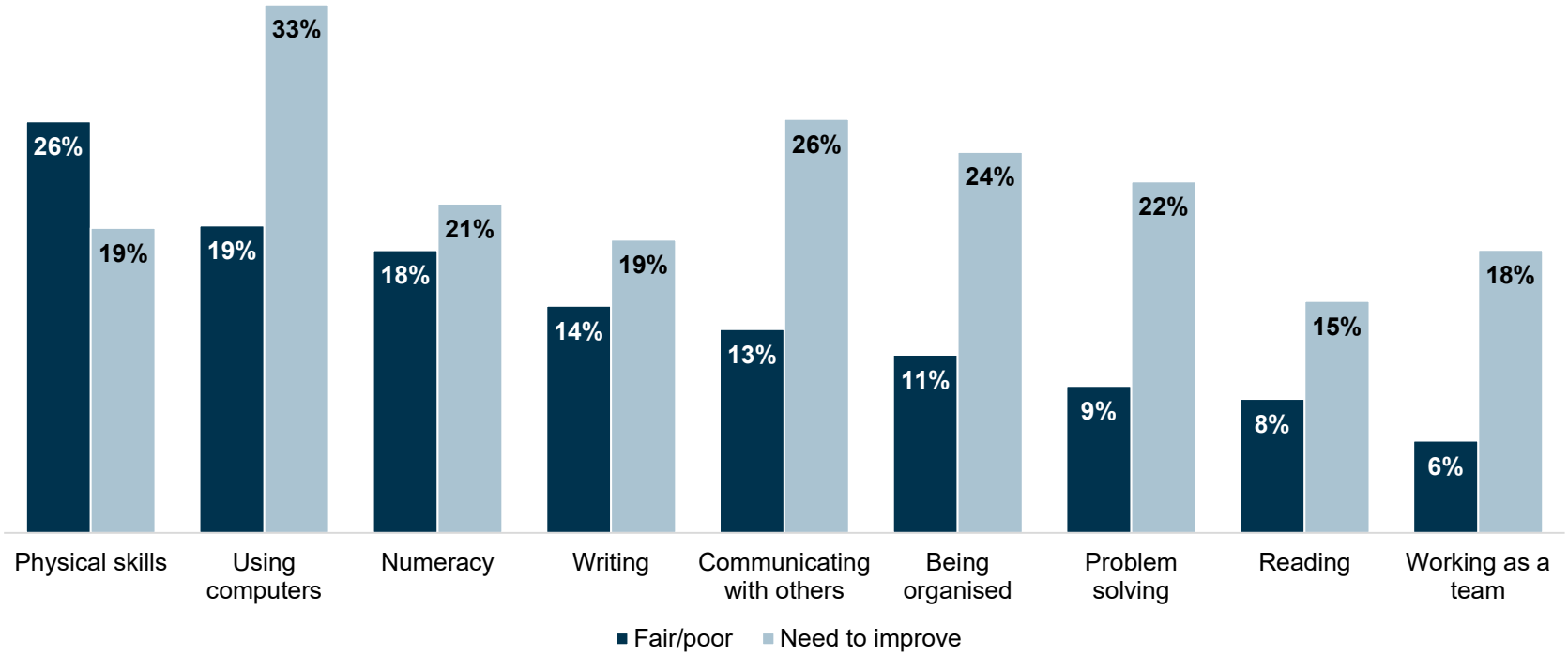
[35] Question only asked in the original full-length version of the survey.

smaller proportions rating their competence with these skills sets as fair or poor. Similarly, **relatively high proportions also wanted to improve in the cognitive skills areas of problem solving and being organised**, despite smaller proportions rating their competence with these skills sets as fair or worse.

Given digital, interpersonal, higher-order cognitive and higher-level occupational skills are likely to be in greater demand in the future[36], it is encouraging that many Bolsover residents appear to recognise they may need to improve some of their skills in these areas. It will be important, however, for residents to be supported to improve the skills identified for improvement.

[36]The Future of Skills in Employment, NESTA: https://www.nesta.org.uk/report/the-future-of-skills-employment-in-2030/

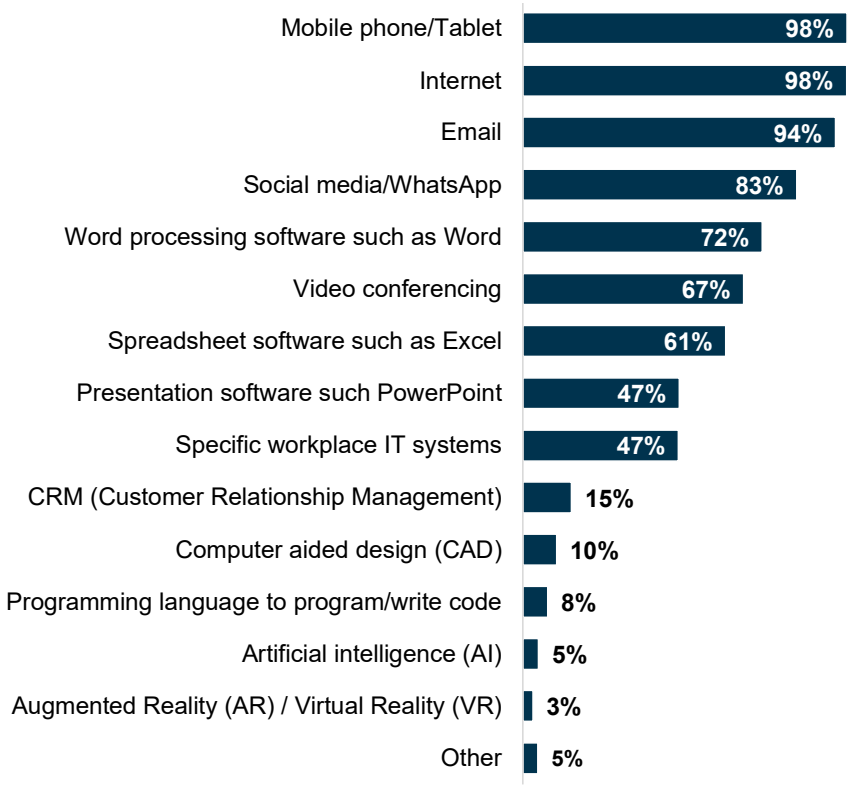
Figure 4.2: Rating of skills and if skills need to be improved



Unweighted minimum base: 1,275

Respondents were also encouraged to think more specifically about digital technologies and what technologies they currently use either at work or home. As Figure 4.3 below indicates, there were **very high proportions using relatively basic technologies** such as using devices (mobile phones or tablets), internet, email and social media, **but much smaller proportions using higher-level technologies** such as CRM, CAD, programming language, Artificial Intelligence and Augmented/Virtual Reality. As creative, digital, design and engineering occupations that may use some of these technologies are forecast to increase[37], it is likely many residents will need to improve their digital skills and use of higher-level technologies in the future to take up these opportunities.

Figure 4.3: Current usage of digital technologies



Unweighted base: 1,285

[37] Ibid.

5

Attitudes towards employment, training and learning

5.1. Introduction

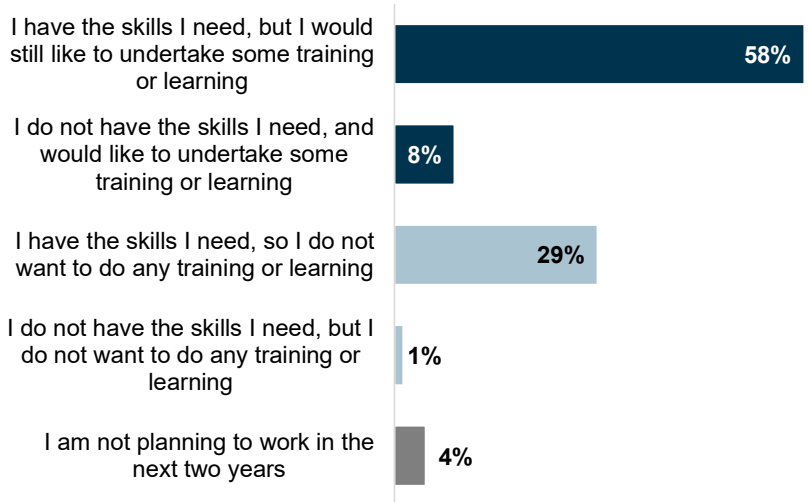
This chapter explores the appetite among residents to take up any training, learning and volunteering and the likelihood of taking up any training and learning. Experiences of training and support are also explored along with barriers to employment, learning and support.

5.2. Appetite for training, learning and volunteering

Training and learning

Respondents were asked to identify the skills they thought they would need either to do their current job or any future job in the next two years and to think specifically about any training or learning they might need to improve their skills. Figure 5.1 below shows responses received, demonstrating a strong appetite among respondents to undertake training and learning. **Sixty-six per cent of respondents overall indicated they would like to undertake some training and learning in the next two years**. The majority of these already felt they had the skills they need but were still interested in training and learning (58 per cent of respondents overall). Eight per cent felt they lacked skills and would therefore like to undertake some training or learning.

Figure 5.1: Attitudes to undertaking training and learning in the next two years



Unweighted base: 1,274

Excluding those who did not plan to work in the next two years, 69 per cent indicated they would like to undertake training and learning, while 31 per cent indicated they would not like to.

As Table 5.1 demonstrates, those most likely to want to take up training included: respondents under 50, female respondents, those in other ethnic groups, those with dependent children, employees, those with NVQ Level 2 qualifications or above and those classified as underemployed. Respondents with qualifications lower than Level 2 were less likely to want to take up training or learning.

In addition to the differences highlighted in Table 5.1, those who had been in their job the least long were more likely to want to take up training and learning compared to those who had been in their jobs the longest (80 per cent of those in their jobs for less than one year compared to 62 per cent of those in their jobs for ten years for more). Respondents working as Process, Plant, and Machine Operatives were also less likely to want to take up training compared to those in other occupational groups (just 39 per cent compared to 60 per cent or more for all other SOC sub-major occupational groups).

Table 5.1: Proportion wanting to take up training and learning in the next two year by sub-group

	Per cent
16-24	76
25-49	77
50-65	56
White British	67
Other White ethnicity	75*
Other ethnicity	85
Female	72
Male	66
Dependent child(ren)	75
No dependent child(ren)	66
In employment	70
Other economic status	62
Employees	72
Self-employed	52
Less than NVQ Level 2 qualifications	49
NVQ Level 2 qualifications or above	74
Not underemployed	65
Underemployed	84

*Not statistically significant compared to other responses.

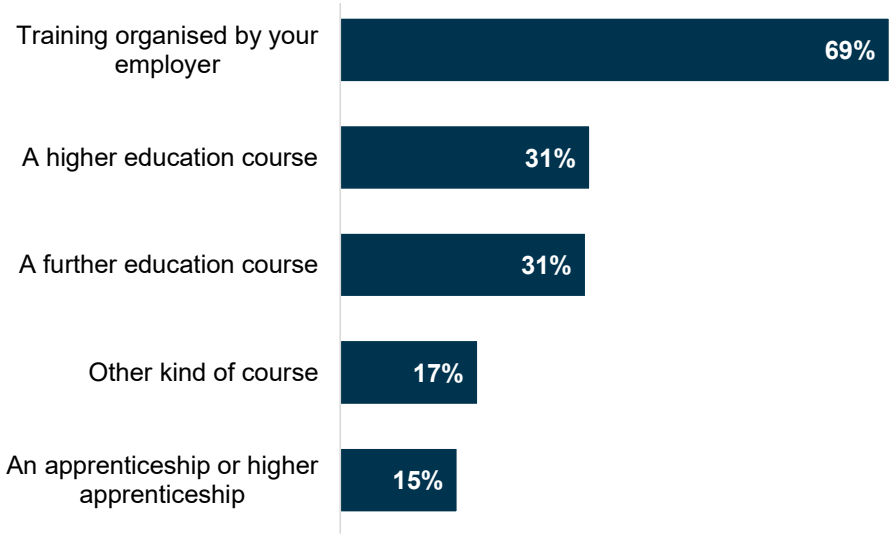
Base: unweighted=1,218

Respondents who indicated they would like to undertake some training or learning in the next two years were asked what types of training or learning they would consider taking up. As Figure 5.2 below shows, **almost 69 per cent would consider undertaking training organised by their employer, while 31 per cent would consider undertaking a higher education course and the same proportion a**

further education course. Fifteen per cent also indicated they would consider undertaking an apprenticeship or higher apprenticeship.

Of those who indicated they would consider another kind of course, 28 per cent mentioned some kind of employment or professional related training, 18 per cent indicated a specific area of training or learning and 16 per cent mentioned some form of digital training or learning. Others indicated they were just generally interested in undertaking training or learning or noted a specific qualification or course.

Figure 5.2: Types of training or learning respondents considering undertaking in the next two years



Unweighted base: 824

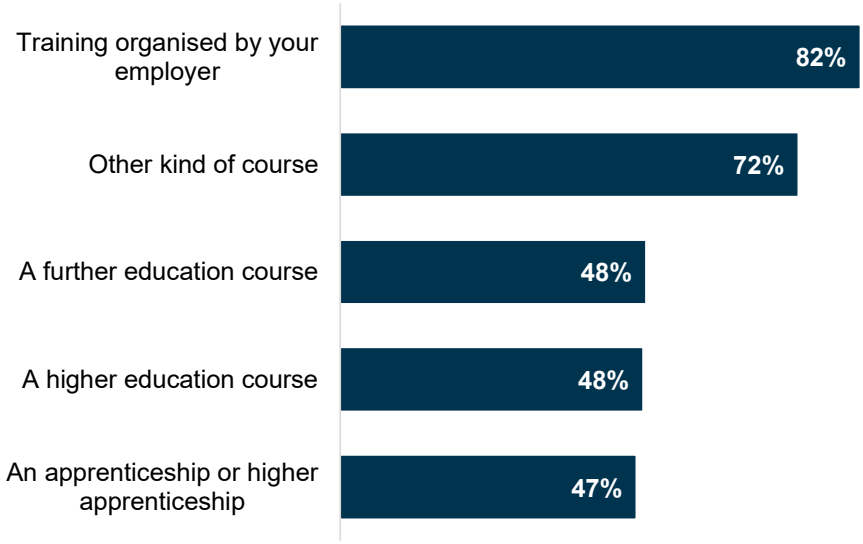
Volunteering

Respondents who had not volunteered in the last 12 months were asked if they would like to volunteer in the future. **Encouragingly, 31 per cent stated they would like to undertake volunteering.**

5.3. Likelihood of taking up training and learning

Respondents who indicated they would consider undertaking the types of training and learning shown in Figure 5.2 above, were asked if they thought it was *likely* they would take up these types of training or learning in the next two years. Figure 5.3 below indicates the proportions who thought it was likely they would take up the training or learning they indicated they were considering.

Figure 5.3: Training or learning likely to be undertaken in the next two years



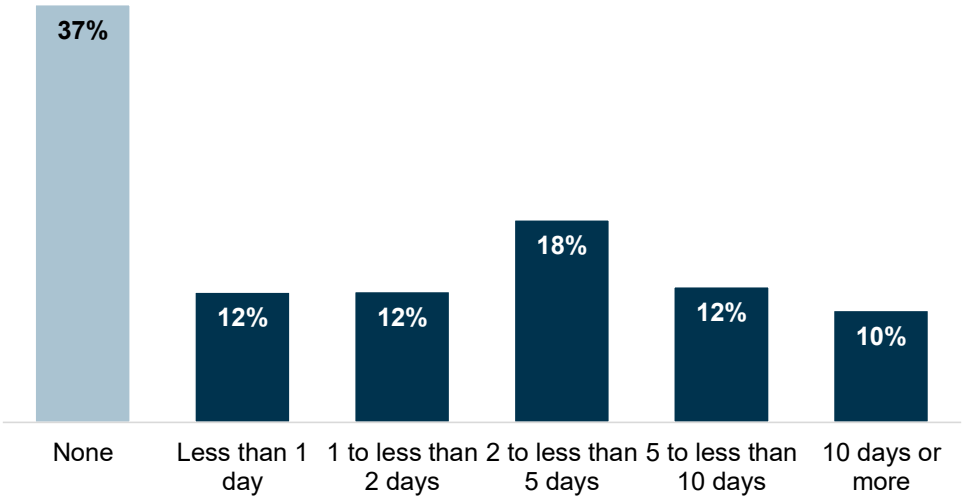
Unweighted minimum base: 109

Eighty-two per cent of those interested in taking up training organised by their employer or another course thought it was likely they would take up these forms of training or learning. There were lower proportions who thought they would take up education course or apprenticeship although these proportions were still fairly high. These responses may reflect an optimism among respondents that they would take up these types of training or learning rather than just an assessment of the likelihood of these happening.

5.4. Experiences of training and support

Employees were asked, apart from health and safety, how much training they had received during the last 12 months, either paid or organised by their employer. Sixty-three per cent indicated they had received at least some training in the last 12 months (see Figure 5.4 below), however**, 37 per cent indicated they had not received any training at all.**

Figure 5.4: Training paid or organised by employers during the last 12 months



Unweighted base: 950

The following groups were more likely to have received no training from their employers:

- Employees aged 50-65 (43 per cent compared to 33 per cent of those aged 25-49).
- employees categorised as having another White ethnicity (52 per cent compared to 36 per cent of White British respondents and 21 per cent of those in other ethnic groups)
- those least qualified (52 per cent of employees with NVQ Level 1 or under/no qualifications compared to just 25 per cent holding NVQ Level 6 or above qualifications)
- low paid employees (43 per cent compared to 32 per cent of those in moderately paid jobs).

In addition, those in the highest-level occupation groups were also most likely to have received some training (77 per cent of those in Level 4 occupational groups compared to 51 per cent in Level 1 occupations, 62 per cent in Level 2 and 58 per cent in Level 3). Interestingly, those who did not want to undertake any training or learning were more likely to *not* have received any training from their employers compared to those who had (45 per cent compared to 33 per cent).

Of those who had received training, the majority (72 per cent) agreed it had helped them to develop the skills and knowledge they need to do their present job (41 per cent agree and 32 per cent strongly agree). Just eight per cent disagreed and 19 per cent neither agreed nor disagreed.

Employees were also asked the extent to which they were satisfied with the training they receive and the opportunity to develop their skills in their current job. Levels of satisfaction were reasonably high overall, with 69 per cent satisfied with the training they receive and 63 per cent satisfied with the opportunity to develop their skills (see Figure 5.5 below). **Ten per cent of employees, however, were dissatisfied with the training they receive and 16 per cent were dissatisfied with the opportunity to develop their skills.**

Figure 5.5: Levels of satisfaction with training and opportunity to develop skills in current job

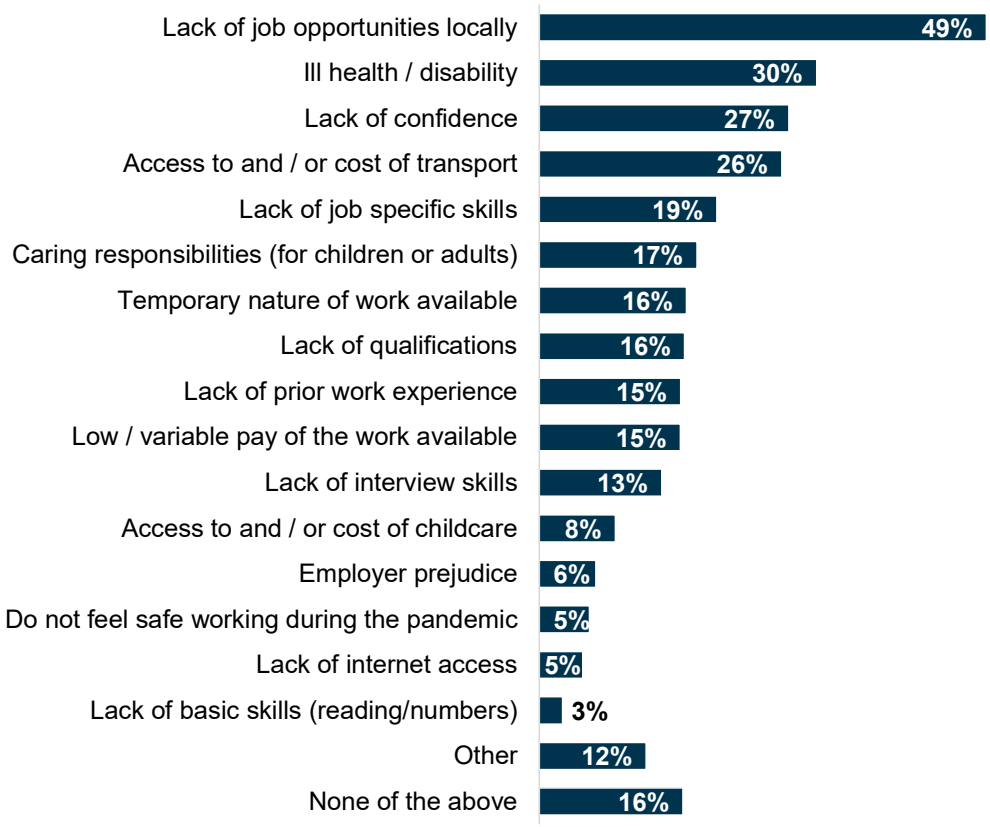
Unweighted base: training received (928); opportunity to develop skills (914)

Respondents to the original longer version of the survey were asked if they were aware of a number of forms of training and skills support available to residents of Bolsover. Awareness was generally low. Over 70 per cent were unaware of Skills Support for the Workforce, Building Better Opportunities or Skills Support for the Unemployed while 61 per cent were unaware of the National Careers Service, 53 per cent had *not* heard of Derbyshire Adult Community Education and 51 per cent were *not* aware of the National Apprenticeship Service. Where people had used these forms of support, however, the proportions who reported finding them useful were very high (over 80 per cent for all forms of support, although numbers engaging with some forms were very low).

5.5. Barriers to employment

Respondents who indicated they were not working but would like to work were asked what they thought was stopping them from gaining employment. **The most common response was a lack of job opportunities locally** which 49 per cent indicated was a factor (see Figure 5.6 below). Ill health or disability were also a factor for 30 per cent of respondents, while 27 per cent indicated a lack of confidence and 26 per cent stated access to and/or the cost of transport was a factor stopping them from gaining work.

Figure 5.6: Factors currently stopping respondents who want to work from gaining work



Unweighted base: 54

Respondents who indicated they were not working and did not want to work were asked what their reasons were for not working. This group represented only 18 respondents (unweighted count), so the results have not been reported in full, however the two most common reasons given by this group for not wanting to work were ill health / disability and not needing to work (just over 25 per cent each selecting these as reasons).

5.6. Barriers to training and learning

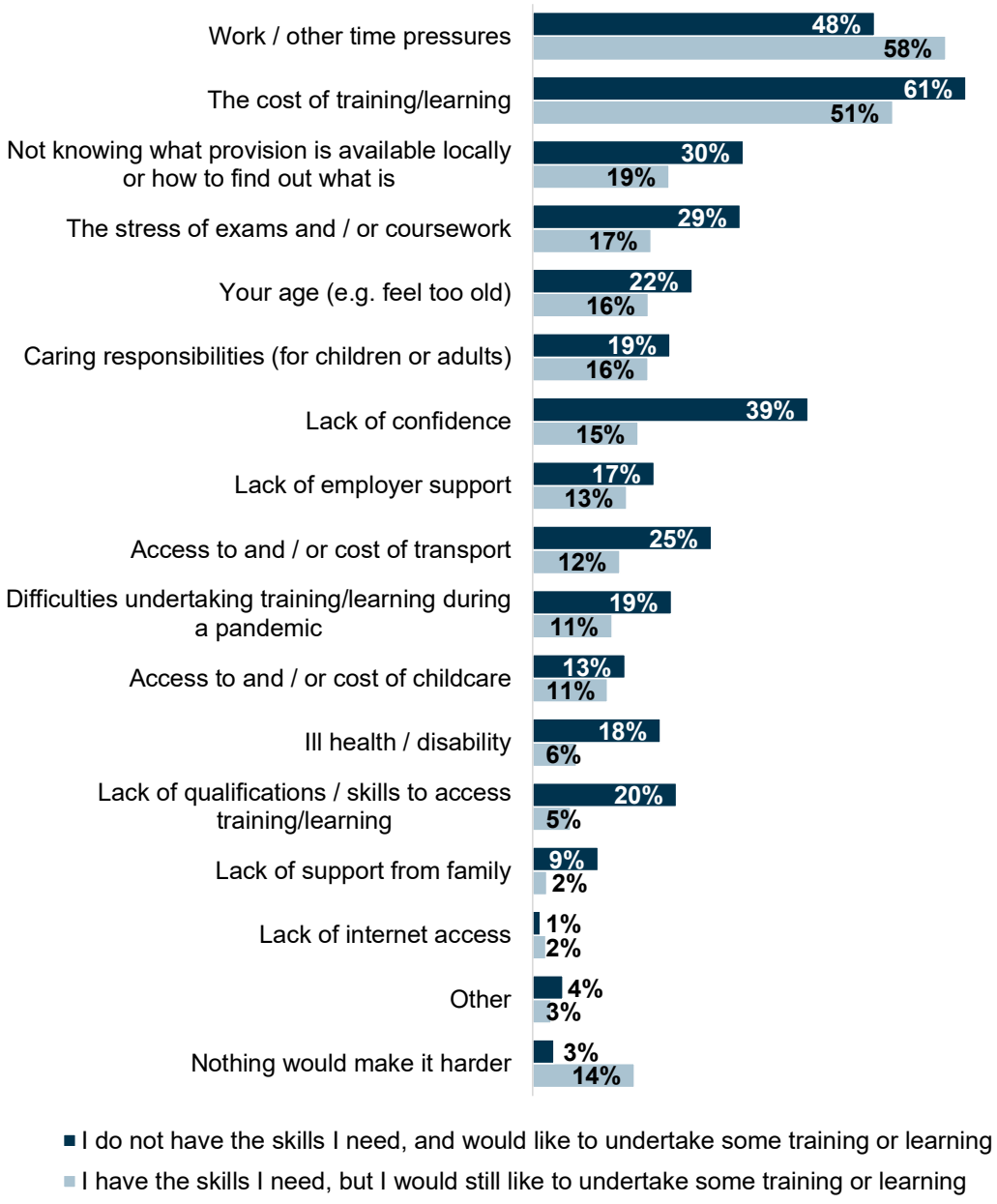
Respondents who indicated they would like to undertake some training and learning in the next two years were asked if there was anything they thought would make it harder for them to undertake training or learning during the next two years. Figure 5.7 below shows the factors respondents saw as barriers to undertaking training and learning broken down by whether respondents thought they had the skills they would need to do their current job or any future job in the next two years.

For those who considered themselves to already have the skills they need, work and other time pressures and the cost of training or learning were by far the most notable barriers to engagement (58 per cent and 51 per cent respectively).

There were larger proportions reporting different barriers to training and learning among those who thought they lacked skills. The greatest barriers identified were also the cost of training or learning and work and other time pressures (61 per cent and 48 per cent respectively), and between 25 per cent and 40 per cent also reported the following: lack of confidence (39 per cent), not knowing what

provision is available locally (30 per cent), the stress of exams and / or coursework (29 per cent), and access to and / or cost of transport (25 per cent).

Figure 5.7: Factors which might make it hard to undertake training or learning in the next two years by if respondents have the skills they need or not



Unweighted base: I have the skills I need, but I would still like to undertake some training or learning (744); I do not have the skills I need, and would like to undertake some training or learning (98)

Looking at **the most common barrier reported overall, work and other time pressures** (57 per cent of respondents overall[38]), the following groups were more likely to identify this as a barrier:

- White British respondents (58 per cent compared to those with another White background 43 per cent)

[38] Combining responses from those who thought they had the skills they would need to do their current job or any future job in the next two years and those who did not.

- those in employment (unsurprisingly) compared to those with another economic status (62 per cent compared to 19 per cent)
- those employed full-time or in self-employment (65 per cent and 67 per cent compared to 48 per cent of those employed part-time)
- high paid employees (71 per cent compared to 52 per cent of those receiving low pay and 66 per cent of those in moderately paid jobs)
- those employed in their current job for between five and ten years (72 per cent compared to 57 per cent of those employed for ten years or more)
- those in the highest occupational level groups (71 per cent of those employed in Level 4 occupations compared to 43 per cent of those in Level 1 occupations).

There was no consistent pattern in responses by qualification levels, although those with NVQ Level 1 or under/no qualifications were less likely to identify work and other time pressures as a barrier compared to those with their highest qualifications at NVQ Level 3 or NVQ Level 6 or above (33 per cent compared to 66 per cent of those with both Level 3 or Level 6 or above).

Turning to the **second most common barrier reported overall, the cost of training or learning** (52 per cent of respondents overall), the following groups were more likely to consider this a factor:

- Younger respondents (61 per cent of those aged 16-24 compared to 55 per cent of those aged 25-49 and 41 per cent of those aged 50-65)
- those not in employment, with another status (68 per cent compared to 49 per cent of those in employment)
- respondents identified as underemployed (68 per cent compared to 44 per cent of those not categorised as underemployed)
- those employed in their current job for ten years or more (37 per cent compared to over 50 per cent of those in their current jobs for less time)
- respondents who perceived their work skills to be either higher or lower than the skills required to do their job (53 and 70 per cent compared to 43 per cent who though their skills were about the same).

There was no consistent pattern in responses when looking at qualification levels although those with NVQ Level 6 or above were, perhaps surprisingly, more likely to report cost as a barrier than those with NVQ Level 4 or 5 qualifications (56 per cent compared to 41 per cent), The proportion considering the cost of training or learning as a barrier decreases as pay rises although these differences have not been identified as statistically significant.

Looking at the **third most common barrier identified, not knowing what provision is available locally or how to find out what is** (20 per cent of respondents overall), the following groups were more likely to identify this as a barrier:

- Respondents not in employment and with another status (29 per cent compared to 19 per cent of employed respondents)
- those with a disability (44 per cent of those with a disability which limits activities a lot compared to 38 per cent of those with a disability which limits activities a little and 19 per cent of those without a disability)
- respondents categorised as underemployed (28 per cent compared to 17 per cent of those not categorised as underemployed)

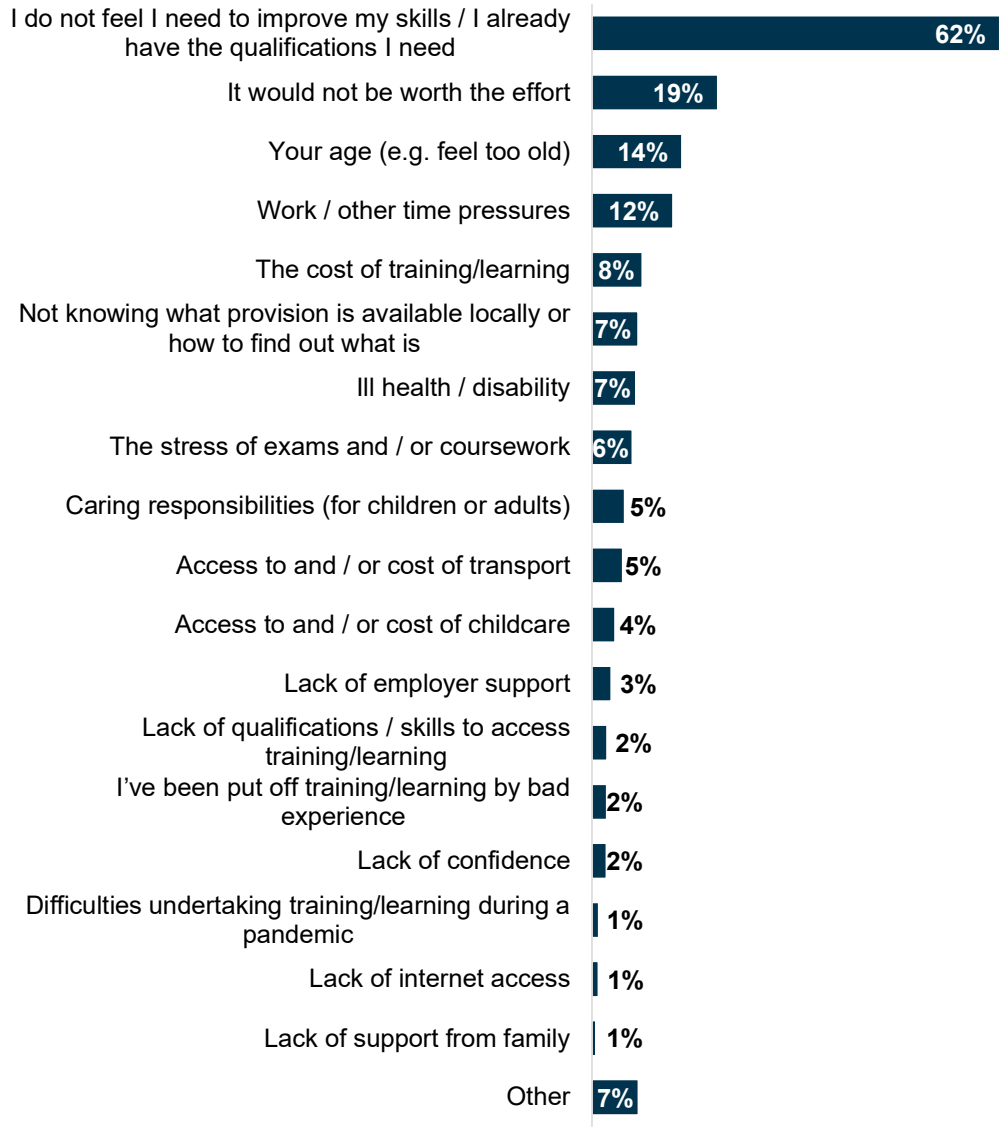
- those in Level 1 occupations compared to those in Level 4 (27 per cent compared to 13 per cent)
- respondents who perceived their work skills to be higher than the skills required to do their job (23 per cent compared to 15 per cent of those who thought their skills were about the same).

There was no consistent pattern in responses when looking at qualification levels although those with NVQ Level 2 were more likely to identify not knowing what provision is available than those with NVQ Level 3 qualifications (32 per cent compared to 16 per cent).

Those who did not want to undertake any training or learning were asked the reason why this was[39]. **Not feeling the need to improve skills or already having the qualifications required was by far the most common reason provided** (see Figure 5.8 below: 62 per cent gave this as a response). Nineteen per cent also thought it would not be worth the effort.

[39] As only a small number of respondents reported not having the skills they need and not wanting to undertake any training and learning (unweighted n=15), responses have not been broken down by whether respondents thought they had the skills they would need to do their current job or any future job in the next two years or not.

Figure 5.8: Reasons for not wanting to undertake training or learning in the next two years



Unweighted base: 338

6 Local area

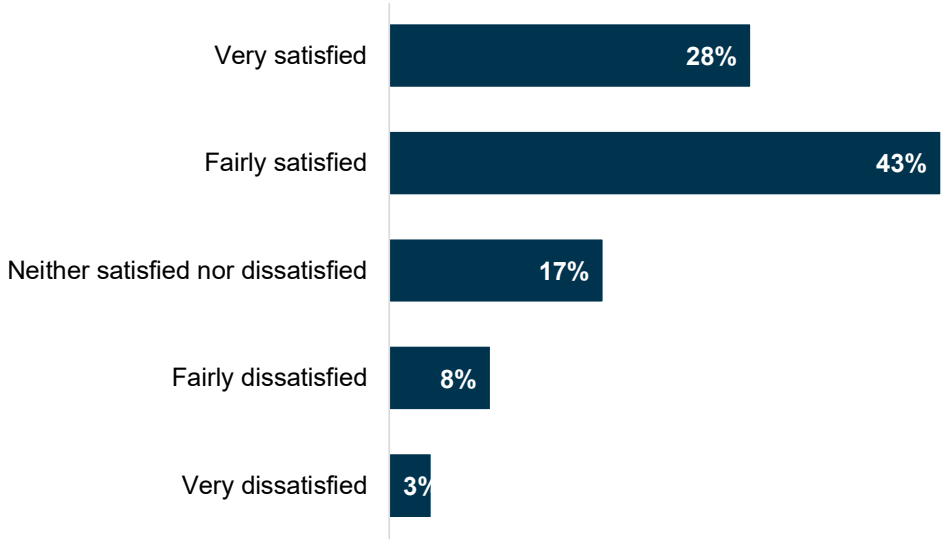
6.1. Introduction

This chapter examines respondents' levels of satisfaction with their local area and perceptions of how their area will fare as a place to live in the future.

6.2. Perceptions of local area

Respondents to the original longer version of the survey were asked how satisfied they were with their local area as a place to live, that is, within 15-20 minutes walking distance of their home. **There was a high level of satisfaction with 72 per cent satisfied overall** (see Figure 6.1 below: 28 per cent very satisfied and 43 per cent fairly satisfied). Eleven per cent, however, indicated they were dissatisfied with their local area as a place to live.

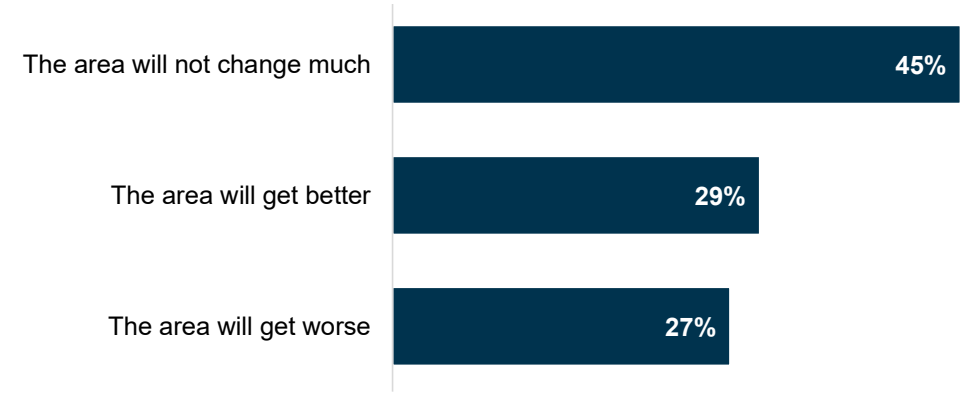
Figure 6.1: Levels of satisfaction with local area as a place to live



Unweighted base: 698

Respondents to the original longer version of the survey were also asked if they thought that in the next five to ten years their local area would become a better or worse place to live in, or that things would not change much. As Figure 6.2 shows, **45 per cent thought their local area would not change much and the remaining response was fairly evenly split between those who thought the area would get better and those who thought it would get worse.**

Figure 6.2: Perceptions of local area as a place to live in the next five to ten years



Unweighted base: 700

7

Conclusions and policy options

7.1. Final reflections and policy recommendations

The survey findings provide valuable insights into residents' experiences of employment and training, skills levels, willingness or ability to access training or learning, and expectations or aspirations for the future. One of the most significant and encouraging findings is that **training works**, with 72 per cent of those who received training agreeing it helped them develop the skills and knowledge they need to do their present job. This clearly validates a focus on maximising workforce access to training and learning.

The survey findings also point to a number of challenges and opportunities facing Bolsover residents in terms of gaining and benefiting from employment and skills in the local labour market:

- **There is a strong appetite for learning** even among those who already have the skills they need. Sixty-six per cent of respondents overall indicated they would like to undertake some training and learning in the next two years, of whom a majority (58 per cent) already felt they had the skills they need. This suggests a significant desire for learning for its own sake beyond an immediate need to acquire skills required for current employment. It underscores the importance of ensuring adults have opportunities to train and progress throughout their working lives, not least to be able to adapt to a rapidly changing labour market against the backdrop of Brexit, the pandemic, technological change and the climate emergency. At the same time, lower levels of willingness to train among older workers and those with lower qualifications or in lower level occupations highlight a need for targeted interventions to communicate the benefits of training and overcome barriers for some groups.
- **The nature, availability and accessibility of work is an issue** for many. The prevalence of temporary contracts, low paid work, and underemployment highlights a need to tackle issues with **job quality and quantity** in the local labour market. Unemployed respondents identified a lack of job opportunities locally as the primary barrier to work, with transport, health and confidence also barriers for some. This combination of a lack of local jobs and transport issues emphasises the potential value of improving connectivity to extend feasible commuting distances and increase employment opportunities. Variations by subgroup in exposure to low-paid or temporary jobs, or lack of work, also highlights a need for targeting and outreach to provide employability and skills support to those most affected.

- **There is a desire to improve digital, basic and cognitive or interpersonal skills.** Improving digital skills is a priority for many (33 per cent) although usage of core devices and technologies is very high. This may require a range of interventions for different groups from reducing remaining forms of digital exclusion through to equipping residents to engage with emerging advanced technologies. Issues with numeracy for around 21 per cent of respondents indicate that basic skills should continue to be prioritised. Interest in improving interpersonal skills (communicating with others and working in a team) and cognitive skills (problem solving and being organised) highlights recognition of the importance of 'soft' skills. These are key to ensuring workers remain resilient and able to adapt to a rapidly changing world of work.
- **A diverse range of training provision and pathways is required.** Work-based training is the form of training most respondents would consider (69 per cent), but there is also a stated willingness to undertake further education (31 per cent), higher education (31 per cent) and apprenticeships (15 per cent). This underlines the importance of providing information, access and pathways to a wide range of provision. Supporting medium-sized and larger employers to use the Levy will be important to address falling volumes of Apprenticeships experienced during the pandemic, especially at lower levels given the need to engage and support lower skilled learners.
- **Many residents experience a mismatch between skills and jobs.** Our analysis of qualifications and occupational levels suggests parallel issues with both a lack of skills and skills being higher than required by the job (skills underutilisation). Forty per cent of respondents were categorised as underqualified and 27 per cent overqualified. Levels of self-reported skills underutilisation are also very high overall (45 per cent). The two issues may interact if high levels of skills underutilisation deter underqualified workers from investing in training because of the uncertain rewards of upskilling, not least because cost is the most significant barrier to training for low-skilled workers. This relationship means it is important to address both issues simultaneously. Working with employers to increase utilisation of higher-level skills while creating clear progression pathways would help to illustrate the benefits of upskilling for lower skilled workers.
- **The range of barriers to work and training requires a co-ordinated and integrated response.** Barriers to work, training and learning such as health, confidence and transport cut across a range of policy domains beyond employment and skills. There is a need, therefore, to develop an effective local skills ecosystem which extends beyond the traditional 'quad' of learners, funders, employers and providers. This requires co-ordinated and integrated interventions across teams and directorates within the local authority plus involvement of wider partners to deliver provision to address the full range of needs to support residents to earn and learn. It may include, for example, clinical health providers, transport operators, and private or voluntary and community sector providers.
- **Uncertainty over training and career options is common.** Twenty-six per cent of respondents did not know or were unsure whether they had the skills required to change their employment situation in the way they wanted. This suggests a need to communicate existing skills and careers advice better or to develop new all age advice platforms.
- **More can be done to encourage employers to provide training.** It is encouraging that 63 per cent of respondents in work had received training from employers. However, a sizeable minority of employees had received no training at all (37 per cent). The proportion is higher for those with low skills or in low paid jobs or lower-level occupations. This underlines the need to work with employers, especially in lower skill sectors, to communicate the benefits of training (e.g. higher productivity) and raise awareness of available training and skills support.

The fact that 49 per cent of respondents wanted a better job with their *existing* employer suggests investment in training and clear routes for progression could create a more skilled, productive and committed workforce.

To address these issues requires **a local skills ecosystem** capable of identifying and responding to the needs of learners and employers. A local skills ecosystem built around residents, key local stakeholders (the local authority, Jobcentre Plus, unions, voluntary and community sector), education and skills providers, employers and business representative organisations is essential. This ecosystem can help address the challenges outlined above through acquiring labour market and skills intelligence, understanding the needs of employers, identifying skills shortages and gaps, developing skills strategies, designing and implementing provision, and securing and leveraging funding. The diverse employment locations and commuting propensities of Bolsover residents underlines the importance of partnership with other local authorities and both the D2N2 LEP and its People Skills Advisory Board (PSAB), as well as the South Yorkshire Mayoral Combined Authority (SYMCA). This will enable Bolsover District Council to align with and support wider skills and employment strategies to maximise opportunities for Bolsover residents to realise their talent and thrive in the labour market.

Options for addressing some of these issues are outlined in Table 7.1 below. This draws explicitly on the *D2N2 Local Skills Report* [40] where relevant to align recommendations with current strategy. It should be emphasised that this a summary of broad potential approaches. The limited scope of these audit means it is not possible to provide a detailed appraisal of feasible options based on current funding, powers, capabilities and governance structures.

[40] D2N2 Local Enterprise Partnership (2021) *D2N2 Local skills report*, March 2021. https://d2n2lep.org/wp-content/uploads/2021/03/D2N2-Skills-Report-2021_APPROVED-compressed.pdf

Table 7.1: Challenges, opportunities and potential responses and risks

Theme summary	Challenges and opportunities identified in survey	Potential responses and risks
1. EMPLOYMENT AND ECONOMIC INCLUSION		
1a) Job quality Prevalence of temporary contracts, low paid work and underemployment among those in work highlights needs to tackle issues with **job quality and quantity** in local labour market. Variation by subgroup in exposure to low-paid or temporary jobs, or lack of work, indicates need for targeting and outreach. High proportion of respondents reporting lack of jobs suggests significant labour demand issues.	• Significant variations in likelihood of being in temporary work by ethnicity, pay, occupation and skills. • High proportion of respondents in low paid jobs with notable differences by ethnicity, gender, age, skill, and contract type. • Seventeen per cent of respondents classified as underemployed, with proportions higher among young, part-time, low paid, and those with lower skills. • The most common barrier to work is a lack of job opportunities locally which 49 per cent indicated was a factor.	• Work with key employers/sectors to **promote and support improvements in productivity** (see skills utilisation section for mechanisms). • Develop borough-wide **good jobs strategy** to increase job quality and levels of employment e.g. through progressive procurement, supporting local supply chains, fair work charters, promoting Living Wage, in-work progression strategies (e.g. careers coaching to enable low paid employers to find work in higher skilled/or better paid sectors; or mentoring and training within a place of work to support progression or promotion[41]) • **Provide careers and skills advice** (see below) to enable residents to access training to secure better jobs with existing employer or switch employer, occupation or sector to improve terms and conditions of work. • Variations in exposure to poor quality jobs or lack of work by sociodemographic status indicate need for testing and **developing targeted approaches to reach disadvantaged groups.** • **Reduce costs of transport** and increase opportunities for remote working (see below) to increase opportunities to secure work outside of immediate local labour market.

[41] For examples of different types of in-work progression programmes see Learning & Work Institute (2018) *The Step Up Projects, March 2018:* https://learningandwork.org.uk/resources/research-and-reports/the-step-up-pilot-year-3-extension-report/

Theme summary	Challenges and opportunities identified in survey	Potential responses and risks
2. WORKFORCE SKILLS		
2a) Digital skills **Digital**: Use of core technologies is high (mobile devices, email and internet) but some indication of need or desire to improve digital skills. Essential to ensure digital inclusion as minimum, and also to encourage digital up/reskilling for residents to adapt and thrive in a changing, 'digital by default' economy with increases in remote working from home. Low use of higher-level technologies indicates a need to better understand and respond to local demand among employers.	• Digital skills: 19 per cent report fair or poor competence in using computers, while 33 per cent want to improve 'Using computers'. • Smaller proportions using higher-level technologies such as CRM, CAD, programming language, Artificial Intelligence and Augmented/Virtual Reality.	• Maximise **digital inclusion** by ensuring no adult is digitally excluded as a result of lack of access to equipment or connectivity (Wi-Fi). • Develop or work with digital infrastructure projects to **ensure access to broadband** and reduce digital divide. • **Identify those at risk** of lacking digital access skills (e.g. older working-age residents) and develop targeted approaches. • Establish training in **longer-term digital skills** e.g. digital upskilling provision for unemployed or embedding digital skills in employment-related training and learning. • Develop **digital bootcamps** to provide digital and technical skills to adults to upskill and meet the demand from employers in relevant sectors (e.g. software and engineering). • Use business support and engagement activities to **monitor use of and demand for higher level technologies** among employers.
2b) Basic and interpersonal skills **Numeracy**: Low levels of numeracy among some residents highlights on-going need for basic skills provision.	• Numeracy: 18 per cent report fair or poor competence in numeracy skills.	• **Review reach of basic skills provision** but challenging to raise participation against backdrop of cuts in Adult Education Budget and plummeting participation[42] Needs clear and well-funded national strategy. Maximise opportunities to provide

[42] House of Commons Education Committee (2021) *A plan for an adult skills and lifelong learning revolution,* Third Report of Session 2019–21. https://committees.parliament.uk/publications/4090/documents/40532/default/

Theme summary	Challenges and opportunities identified in survey	Potential responses and risks
Interpersonal and cognitive. A significant proportion of survey respondents indicate a desire to improve interpersonal skills which are key transferable skills in a time of considerable occupational and sectoral change during the pandemic.		numeracy provision through new Multiply programme.[43]
	• Interpersonal and cognitive skills: Relatively high proportions indicate they would like to improve their skills in terms of problem solving and being organised.	• **Review and work with employers and providers** to ensure interpersonal and cognitive skills are part of employability training (e.g. for the unemployed, in-work, through traineeships and apprenticeships).
3. SKILLS UNDERUTLISATION		
3a) Skills underutilisation Skills underutilisation prevents workers from realising their potential and limits productivity at both a firm and regional level. Skills underutilisation may reflect a tendency of UK employers to underinvest in, or undervalue the benefits of, training. It may also reduce the willingness of workers to invest in training if more skilled opportunities and associated financial returns are seen to be limited.	• Skills underutilisation: 45 per cent thought their skills were higher than required by job (20 per cent much higher and 25 per cent a bit higher). BAME workers report higher levels of skills underutilisation. Our analysis also indicates 27 per cent are overqualified in terms of having qualifications that are higher than needed for the occupational level.	• Communicate to employers the value of skills in raising productivity as well as benefits around turnover and staff retention or satisfaction. • Work with key employers/sectors to promote and support improvements in productivity e.g. through support to take on higher level apprentices (using the Apprenticeship Levy), enhance leadership and management skills, adapt to digitalisation in the workplace, raise awareness of skills provision, and better engage with higher and further education institutions. This could be co-ordinated through a "Skills for Productivity" programme which is a key part of the D2N2 skills strategy. • Establish clear pathways for progression within sectors and communicate the financial returns of investment in training to (potential)employees.

[43] For details of the Multiply programme see https://educationhub.blog.gov.uk/2021/10/27/everything-you-need-to-know-about-the-new-multiply-programme/

Theme summary	Challenges and opportunities identified in survey	Potential responses and risks
		• Develop single gateway where employers can access employment and skills information.
4. OVERCOMING BARRIERS TO LEARNING AND TRAINING		
4a) Overcoming barriers to learning and training Residents identify multiple barriers to learning, with costs the most significant barrier. Lower skilled workers least likely to want to take up training or learning which may reflect barriers but also uncertain employment opportunities or financial returns to upskilling	• 12 per cent of those who would indicated they would like to undertake some form of training or learning in the next two years indicated difficulties undertaking training or learning during the pandemic might make it harder for them to take training or learning up.	• Trajectory of pandemic uncertain but **digital/remote learning** may help to overcome pandemic-related concerns about proximity to others. Skills providers need to embrace outreach and new technologies to facilitate access to education and training. Needs to be complemented with support to ensure no-one is digitally excluded through lack of requisite digital or access to equipment and skills (see above). At the same time it is important to maintain on site provision to support those who prefer face-to-face rather than digital learning.
	• Cost of training (by a long way), lack of confidence, time pressures, lack of knowledge, stress of exams and transport biggest barriers to training (for those who do not have skills). • Those working as Process, Plant, and Machine Operatives or with lower than NVQ Level 2 qualifications less likely to want to take up any training or learning	• **Integrate skills advice and guidance with wider support around health and wellbeing** (e.g. confidence and motivation classes, mindfulness, CBT) to improve motivation and confidence to train and learn. [PALS programme – principles the same] • **Embrace digital and remote learning** opportunities to reduce cost and time pressures to learners of travelling to sites. However, lack of national funding for Level 2 provision and reduced AEB budget constrains scope to address cost-related barriers to learning among lowest skilled. • Develop **all ages career service** to address lack of knowledge (see below) and ensure service is well promoted e.g. through Bolsover TV and newsletters with information in local hubs (libraries, community centres etc).

Theme summary	Challenges and opportunities identified in survey	Potential responses and risks
		• Use **targeted approaches and outreach** to communicate offer to workers with lower skills.
4b) Connectivity and mobility to work and learn Employment destinations data shows a highly dispersed and mobile workforce but tends to be those on highest incomes who travel furthest. Public transport to work or learn may be limited or costly, particularly to or from more rural locations in Bolsover. Options to reduce costs of transport limited by powers at regional/local level to regulate transport systems and lack of (flexible) finance. Reducing commuting may be desirable to lower commuting costs (including enforced car ownership due to rural isolation), improve productivity and reduce carbon emissions.	• 39 per cent work in Bolsover and 61 per cent elsewhere, indicating a highly dispersed and mobile workforce but tends to be those on highest incomes who travel furthest. • Transport one of the biggest barriers to learning (for those who do not have skills).	• **Work with transport planners and operators to reduce costs of commuting by public transport** for low earners e.g. eliminating peak fares for early shifts (pre 7am); introducing carnets/multi-trip discounts; implementing lower-cost, multi-operator tickets or smartcard/contactless systems that cap fares automatically. Use extension of Robin Hood line as opportunity to explore options for making travel more affordable. • **Enhancing digital skills and access to remote working technologies** could reduce costs of travelling to work or learn for those able to work/learn at home. This would benefit both public and private transport users.
5. CAREERS AND SKILLS ADVICE		
5a) Careers and training advice Access to careers and training advice is important given high numbers of residents surveyed who want a better job with their employer or a new job with a different employer. While a majority feel they have the skills needed to change their situation, a significant minority did not know or were unsure. This may reflect a lack of knowledge about how skills might be deployed	• 49 per cent of respondents want a better job with their employer and 35 per cent want a new job with a new employer. • 26 per cent didn't know/were not sure if they had the skills required to change their situation in the way they wanted.	• **In-work progression programmes** can support progression within workplaces or through switching employers. A key decision is whether to engage individuals outside of the workplace or to work through employers. Employers (especially SMEs) may lack the capacity or financial incentives to make changes, or fear workers leaving after upskilling. Recent Learning and Work Institute research reviews challenges and opportunities

Theme summary	Challenges and opportunities identified in survey	Potential responses and risks
elsewhere and what is required in other sectors[44], highlighting a need for better careers and training advice. Occupational and sectoral restructuring driven by the pandemic also creates a need for residents to be resilient and able to adapt to economic change.	• 30 per cent reported not knowing what provision is available locally as a barrier to training.	around in-work progression programmes[45] to take up better opportunities elsewhere. Automation may also be preferred to investment in staff in some sectors. • Develop '**Skill Bridges' programme**[46] to enable employees to develop transferable skills to change careers e.g. to work in growing industries or those with staff shortages. • Create **all ages career offer** and ensure it is available to those outside mainstream schooling or Further Education e.g. adult returners. High quality advice can show roles available, the skills needed to secure them and the education, training and support pathways available to get there.
6. EMPLOYER ENGAGEMENT		
6a) Employer engagement Relatively high proportions of those in low paid, low skilled jobs indicate they have received no training at all. This reinforces the notion that UK employers – especially in low pay, low skilled sectors - are often reluctant to fund, or don't seen the benefits of, training. It highlights a need to raise employer awareness of the value of training and the need to support work-based delivery.	• 37 per cent indicated they had not received any training at all. Proportion is higher among those with low skills, in low paid jobs, or low-level occupations.	• **Communicate the value of skills** in raising productivity to employers. • **Raise awareness of skills systems and support** (information, access and affordability). • Work with key employers/sectors to **support improvements in productivity (see above),** generating beneficial demonstration effects to engage other employers. • Engage with employers **to identify skills needs** and plan provision as part of local skills ecosystem.

[44] https://learningandwork.org.uk/news-and-policy/building-bridges-cityguilds/
[45] See also https://learningandwork.org.uk/news-and-policy/building-bridges-cityguilds/
[46] See also https://learningandwork.org.uk/news-and-policy/building-bridges-cityguilds/