

# **Skills shortages in the UK economy**

**November 2018**

## Skills shortages

This bulletin features the latest data from two of the most comprehensive sources of information about skills shortages in the UK economy.

The Department of Education's Employer Skills Survey brings together data from 87,000 employers and shows **definitively that the number of skills shortage vacancies has more than doubled since 2011 to 266,000.**

The Survey reinforces the findings of the Open University Business Barometer, which were set out in our last bulletin, that these skills shortages directly impact the economy, with **41% of employers citing increased recruitment costs.**

The respondents were also clear that they want more focus on the development of **technical skills and transferable employability skills** like communication and teamwork.

This message is picked up by the CBI/Pearson Education and Skills Annual Report, which shows that **over half of employers (60%) value broader skills** such as problem solving and nearly **three quarters (75%) say they prefer a mix of academic and technical qualifications** or that they view all qualifications equally.

Youth Employment UK's Youth Census shows that young people are simply not getting access to exactly those opportunities in the current school system. While **76% of young people recognised work experience was valuable, only 51% had access to it**, while **80% of young people surveyed had never received a visit from an employer whilst at school.**

We also focus in on the UK's booming creative sector. UK labour market projections show the rate of growth in creative occupations will be **more than double the average over the next six years, equating to an additional 119,500 creative jobs** by 2024.

Meanwhile, the government's narrow focus on academic subjects through the EBacc is preventing young people from preparing for those jobs, with a **fall of 57% in entries to Design and Technology GCSE and a reduction of 20% in creative subjects since 2010.**

Finally, we feature an exciting case study from the screen industry focusing on the development of an innovative approach to skills forecasting that will help anticipate and address skills needs, an approach that other industries could readily learn from.

**OLLY NEWTON**, Director of Policy and Research, Edge Foundation





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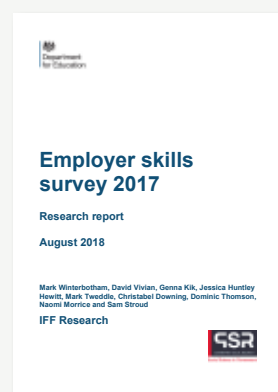
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# DfE Employer Skills Survey 2017

(Published August 2018)



The Employer Skills Survey is one of the largest business surveys in the world, with a sample size of 87,000 across the UK. It is one of our most comprehensive sources of information about skills shortages and employer investment in training and development. Delivered by IFF Research for DfE, the full findings and a selection of tools can be found [here](http://www.gov.uk/government/publications/employer-skills-survey-2017-uk-report).\*

\*[www.gov.uk/government/publications/employer-skills-survey-2017-uk-report](http://www.gov.uk/government/publications/employer-skills-survey-2017-uk-report)

### Changing size of skills shortages over time

The latest survey shows that the **number of skills shortage vacancies continues to grow from 91,000 in 2011 to 226,000 in 2017.**

The number of skills gaps (where existing workers do not have the skills to do their job) has declined slightly but remains very significant – from 1,485,000 to 1,267,000.

	2011	2013	2015	2017
<b>Vacancies and skill-shortage vacancies (SSVs)</b>				
% of all vacancies that are SSVs	16%	22%	23%	22%
Number of vacancies	587,000	566,000	927,000	1,007,000
Number of skill-shortage vacancies	91,000	146,000	209,000	226,000
<b>Skills gaps</b>				
% of establishments with any staff not fully proficient	17%	15%	14%	13%
Number of skills gaps	1,485,000	1,410,000	1,380,000	1,267,000





## DfE Employer Skills Survey 2017

### Skills shortages by region and business size

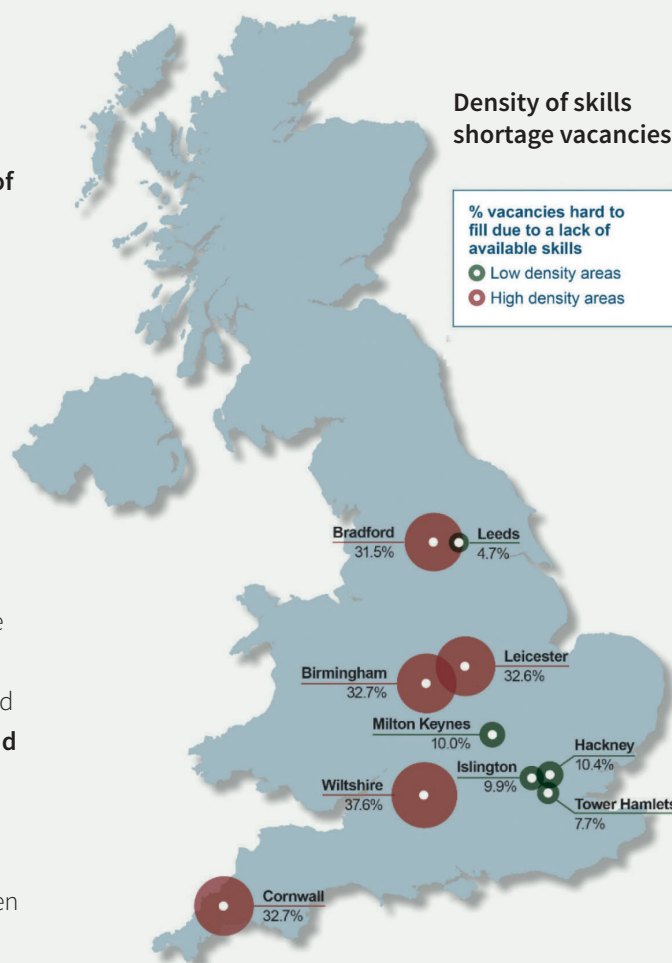
The large sample size of the survey enables us to look at local and regional skills shortages. The **highest density of skills shortages** are in Bradford, Birmingham, Leicester, Wiltshire and Cornwall.

The data also shows that skills shortages are much more prevalent in smaller businesses – **almost a third of vacancies in small establishments (31%) were skills shortage vacancies** compared to a fifth (16%) in those with 250 employees or more.

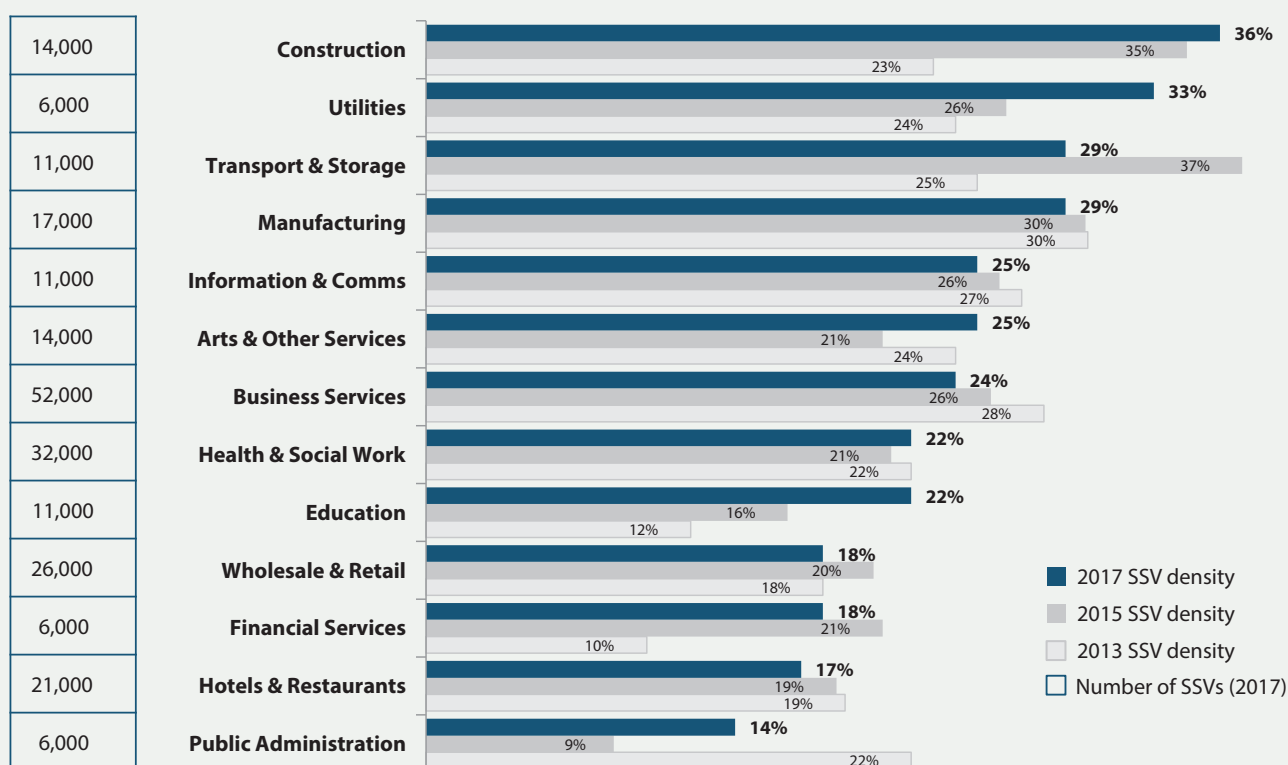
### Skills Shortages by Sector and Occupation

As shown in our recent Skills Shortage Bulletins, there are strong patterns of skills shortages by sector. Some of the highest densities of skills shortage vacancies can be found in **construction, utilities, transport, manufacturing and information/communication**.

Interestingly, the density of skills shortage vacancies in education itself has been one of the biggest risers between 2015 and 2017, growing from 16% to 22%.



### Number and density of skill-shortage vacancies (SSVs), by sector

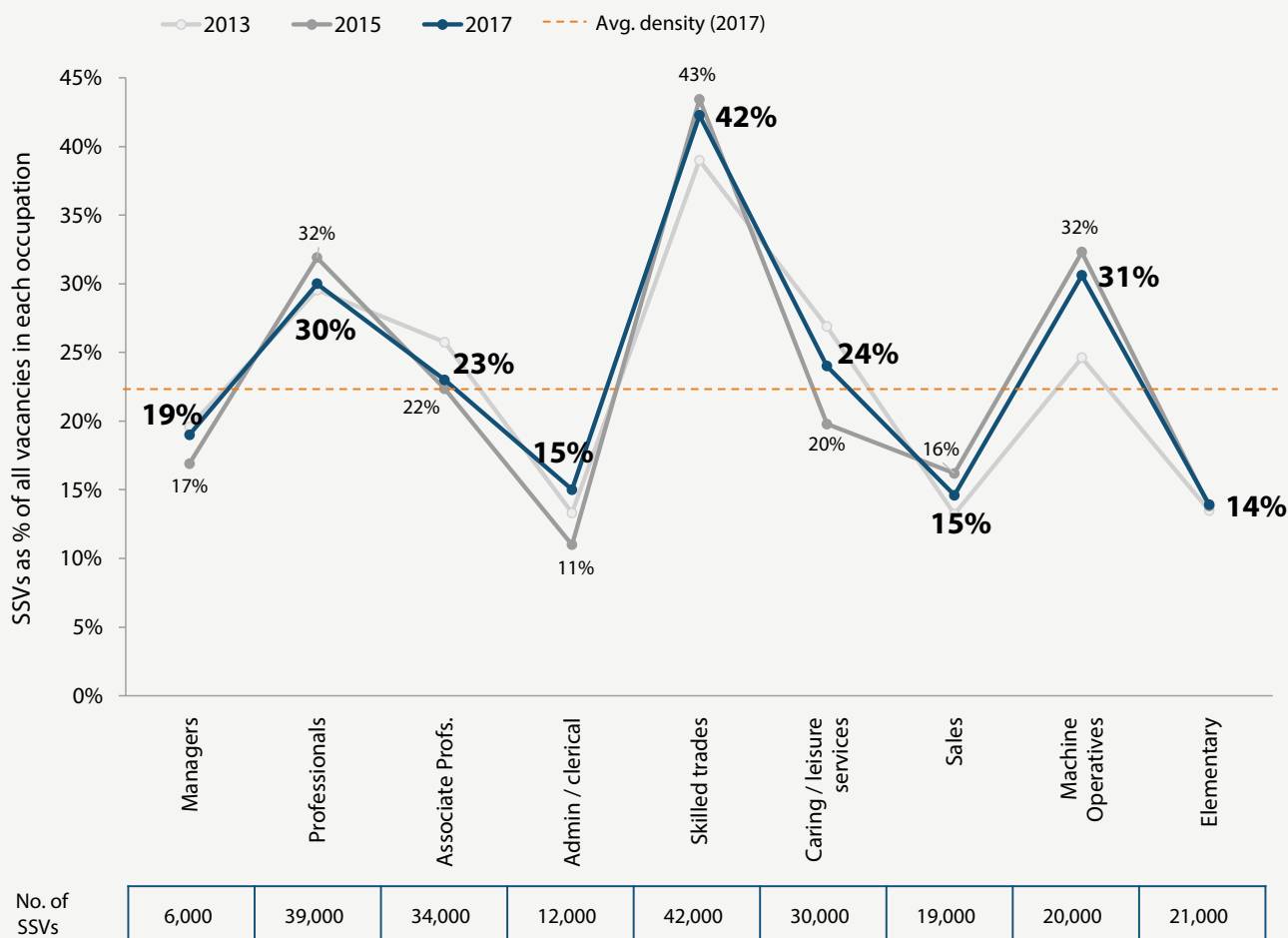


Produced by IFF Research

Base: All establishments with vacancies

## Skills shortages

Density and number of skill-shortage vacancies (SSVs), by occupation



Produced by IFF Research

Base: All establishments with vacancies

By occupation, employers were most likely to have experienced skills-related difficulties when recruiting for **skilled trades positions**, including Chefs (17% of all skills-shortage vacancies for skilled trades), vehicle technicians (13%) and maintenance fitters (13%).

### Types of skills lacking

Employers with skills shortage vacancies were provided with a list of skills and asked which most closely related to these vacancies. They flagged two specific areas which match the findings of other similar surveys:

- **Technical and practical skills** – these are the specific skills required to perform the functions of a job role.
- **People and personal skills** – these are the ‘softer’, less tangible skills required to manage oneself and interact with others in the workplace.

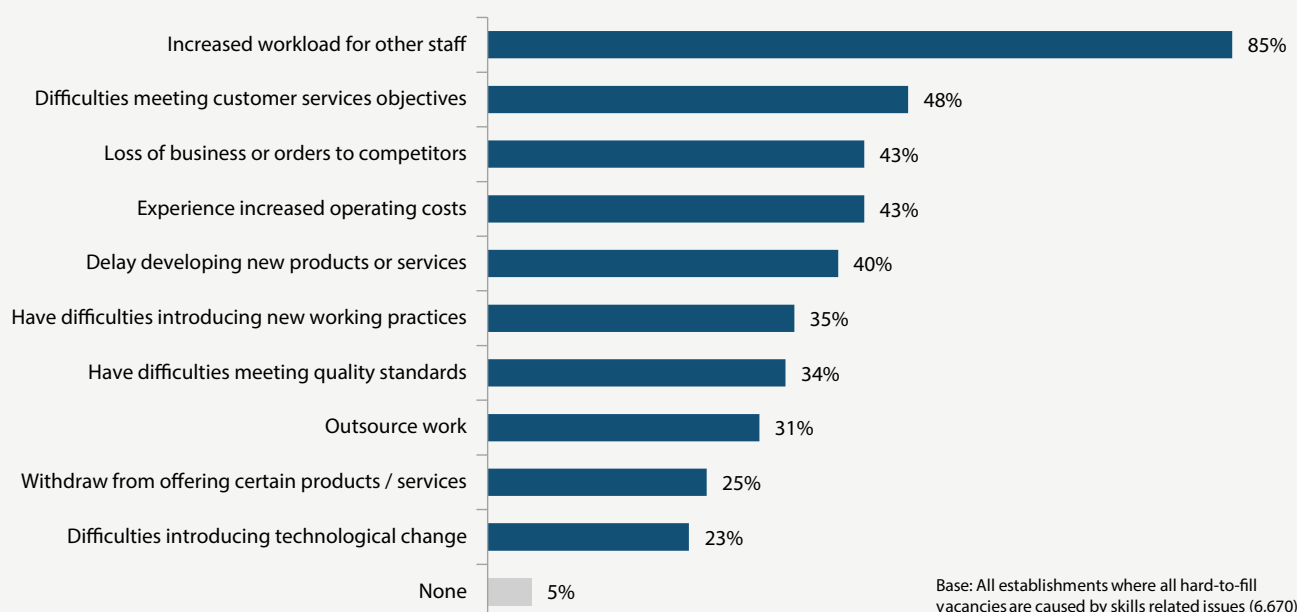
Looking at these in more detail, some of the specific skills cited most often were complex analytical skills (49%), complex problem solving skills (41%), digital skills (33%) task prioritisation (51%), self-management skills (59%) and customer skills (45%).

### Impact of skills shortages

Employers with skills shortage vacancies were asked about the nature of the impact on their business. By far the largest impact, **in 85% of cases, was an increased workload for other staff in the organisation.**

In responding to skills shortages, as also highlighted by the recent Open University Business Barometer,<sup>1</sup> **many employers ended up increasing recruitment spend (41%)**, while some had to try new methods of recruitment (33%) or redefine existing job roles (15%).

## Impact of skill-shortage vacancies (prompted)



Produced by IFF Research

The data also shows that employers look to EEA nationals to help fill vacancies, an issue highlighted in the Migration Advisory Committee's recent report (Section 3). Of those firms with hard-to-fill vacancies, **38% had tried to recruit non-UK nationals**, of which 90% looked to recruit from the EU, in many cases in tandem with recruiting from further afield as well.

### Skills gaps

Skills gaps exist where current workers lack the skills they need to fully do their job. **One in seven employers (13%) had at least one worker who was not fully proficient.** Two thirds of these employers (66%) reported a negative impact on the performance of the organisation.

Overall, most employers (62%) reported a need for some upskilling of their workforce over the next 12 months.

### Training and development

**Two-thirds of employers in the UK (66%) had provided training for their staff over the past 12 months**, with either off-the-job training or on-the-job training provided by around half of all employers in each case (48% and 53% respectively). The use of online training and e-learning has increased. Around half (51%) of all employers providing training had made use of online training or e-learning for at least some of their training, up from 45% in 2015.

## FOUR SKILLS CHALLENGES

The report concludes by identifying four key skills challenges for the UK economy:

- **Skills Challenge 1 – Finding the right workers**  
Employers' access to the right workers for their vacancies is important for economic growth. However, recruitment will naturally become more difficult as the economy grows and employment rates increase.
- **Skills Challenge 2 – Optimising and improving existing skills** A deficiency of skills in the labour market can appear not only through recruitment challenges, but also through skills gaps within the existing workforce.
- **Skills Challenge 3 – Expanding employee training**  
Key challenges have been identified around tackling skills shortages and skills gaps. Training is crucial to address these issues, allowing employers to develop their workforce and to increase productivity.
- **Skills Challenge 4 – Improving workplace practices to drive performance** The final skills challenge facing employers is improving workplace practices, in particular promoting High Performance Working Practices.

# Educating for the Modern World – CBI/Pearson Education and Skills Annual Report

(Published November 2018)



The CBI's annual education and skills survey represents over 28,000 businesses of all sizes, regions and sectors. This year marks the tenth anniversary of the survey, providing a strong track record. Carried out in partnership with Pearson, the full report can be found [here](http://www.cbi.org.uk/insight-and-analysis/educating-for-the-modern-world).\*

\*[www.cbi.org.uk/insight-and-analysis/educating-for-the-modern-world](http://www.cbi.org.uk/insight-and-analysis/educating-for-the-modern-world)

For the first time since 2014, the survey finds over **three quarters (79%) of businesses expect to increase the number of high-skilled roles over the coming years.**

However, many firms are concerned that there will not be people available with the right skills to fill these roles in the future. At every level, **business confidence has declined about being able to access people with the right skills** in the years ahead.

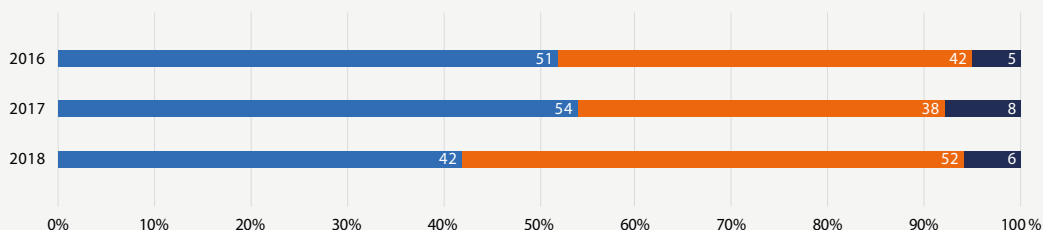
Only just over half of firms (54%) are confident in their ability to fill low-skilled roles in the future – a sizeable drop from 2017 (69%). Meanwhile, the proportion of firms

who are confident about the supply of candidates with the intermediate skills they need has fallen from over half (54%) in 2017 to 42% this year, **the first time there has been a negative overall balance.**

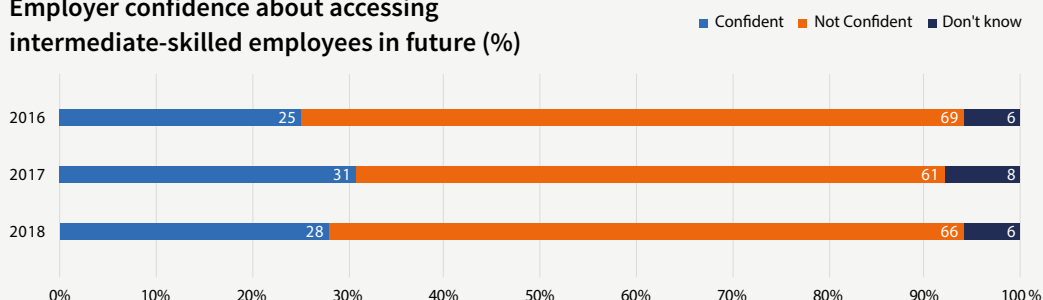
When it comes to filling high-skilled jobs in future, there are widespread concerns. **More than twice as many businesses are not confident they will be able to recruit enough high-skill employees as are confident.**

Consistent with messages from the other surveys featured in our Skills Shortage Bulletins, qualifications are valued by employers but developing the right attitudes and

**Employer confidence about accessing low-skilled employees in future (%)**



**Employer confidence about accessing intermediate-skilled employees in future (%)**



# 66%

**of businesses are not confident there will be enough people available in the future with the necessary skills to fill their high-skilled jobs.**





behaviours for success in all aspects of life is seen as vital. The evidence for this is clear in the survey findings: **over half of employers (60%) value broader skills**, such as listening and problem-solving, as one of their three most important considerations when recruiting school and college leavers.

Furthermore, almost half (45%) of businesses rank **readiness for work as the single most important factor**.

Even when considering the value of qualifications, nearly **three quarters (74%) of the businesses say they prefer a mixture of academic and technical qualifications**, or that they view all qualifications equally. Among SMEs, an even greater emphasis in recruitment of young people is put on those qualities and capabilities that are not necessarily reflected in formal qualifications.



**John Cope**, Head of Education and Skills Policy, CBI

*This year's survey shows the scale of the challenge to address skills shortages, with two-thirds of businesses deeply worried that there aren't enough sufficiently skilled people to fill vacancies.*

*Yet there's room for optimism. The vast majority of firms do expect to maintain or even increase their investment in staff training, as well as increase the number of higher-skilled roles over the coming years. This is the first time since 2014 that these numbers have been so positive.*



**Rod Bristow**, President, UK and Core Markets, Pearson

*It is impossible to ignore the primary trend in this report – the gap between what is learned in schools, colleges and universities and what is valued by employers.*

*Qualifications are one part of the mix, as indicators of achievement and ability, but nurturing the right attitudes, behaviours and skills as young people progress through the education system is just as important.*

# EEA-workers in the UK labour market – Interim Update

(Published March 2018)



The Migration Advisory Committee (MAC) is a respected independent public body that advises government on migration issues. In August-October 2017, the MAC held a call for evidence on the topic of EEA workers in the UK as well as meeting many stakeholders. Their interim update set out a summary of the views expressed by employers. The full report is available [here](https://www.gov.uk/government/publications/eea-workers-in-the-uk-labour-market-interim-update).\*

\*[www.gov.uk/government/publications/eea-workers-in-the-uk-labour-market-interim-update](https://www.gov.uk/government/publications/eea-workers-in-the-uk-labour-market-interim-update)

The evidence shows that **employers consistently feel that the education system is not keeping up with their demand** for skilled workers, while deterring pupils from lower-skilled jobs.

STEM (science, technology, engineering and maths) areas, suggesting that UK schools and universities were not training sufficient workers in these areas or were not providing students with sufficient business-relevant skills.

Among high-skilled occupations, employers in many sectors expressed concerns about skills shortages in

The British Hospitality Association (BHA) submitted evidence to the committee, warning of the negative impact of an

## CASE STUDY – Inspiring Hospitality Careers, an initiative from the Edge Hotel School

This project supported by Edge aims to raise the profile of the hospitality industry as a career of choice for young people by engaging students in a range of interactive scenario sessions to illustrate the positive, yet challenging, nature of hospitality work.

Running My Hospitality Life sessions either in schools and colleges, or at Wivenhoe House Hotel, home of the Edge Hotel School, the project uses unique and thought-provoking materials and educational resources to inspire young people about careers in hospitality. By linking young people directly with industry the aim is to produce the hospitality leaders of the future.

Despite being the UK's fourth largest industry and employing almost 4.5m people, recent research has found that just 22% of 16-21 year-olds in the UK would consider hospitality as a career. However, after one My Hospitality Life session, interest in working in hospitality rises on average to 88%.



[www.myhospitalitylife.com/my-hospitality-life/about](http://www.myhospitalitylife.com/my-hospitality-life/about)  
<https://youtu.be/H4ty07C-IX4>



## EEA-workers in the UK labour market

antipathy towards the sector from too many parents, careers advisers and teachers. They felt that **substantial reform in vocational educational is needed** to ensure that the next generation of people entering the labour market view the hospitality sector in a more positive light (see case study opposite).

The BHA estimated that it would need to recruit an **additional 62,000 extra UK workers a year**, if no immigration from Europe were allowed.

The UK Fashion and Textile Organisation said not enough UK pupils were learning how to sew. It told the committee: *European migrant workers are often more highly skilled than their UK counterparts, partly due to the fact that manufacturing skills, such as sewing, are still taught in schools in Eastern Europe.* This concern is shared by the medical profession, as Professor Kneebone made clear at a recent Edge event (see below).



**Professor Roger Kneebone**, Professor of Surgical Education at Imperial College, London:

*It is a concern of mine and my scientific colleagues that whereas in the past you could make the assumption that students would leave school able to do certain practical things – cutting things out, making things – that is no longer the case. We have students who have very high exam grades, but lack tactile general knowledge so they struggle even to perform chemistry experiments. An obvious example is of a surgeon needing some dexterity and skill in sewing or stitching. It can be traced back to the sweeping out of creative subjects from the curriculum; it is important and an increasingly urgent issue.*

There were also concerns from the Creative Industries Federation, which said there was **inadequate provision in schools, an underdeveloped technical education system and a lack of awareness about careers** that the sector has to offer. It added: *These gaps are only set to get worse as the number of people studying creative subjects continues to decline.*

Technology firms expressed concerns that the education system was **not adapting quickly enough to produce digital talent**, while manufacturers wanted more people skilled in science, engineering and maths.

The education sector itself submitted evidence, saying that **European teachers were necessary** to help schools to cope **with the current recruitment crisis**. The NAHT union asked that government take *swift action* to guarantee they can stay.

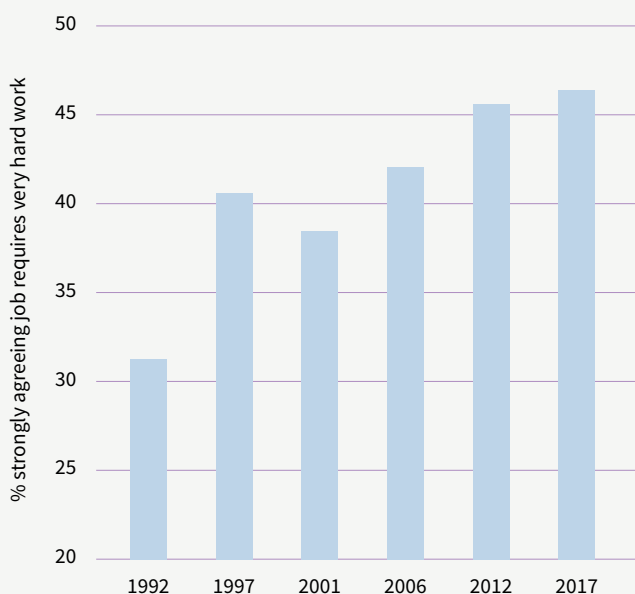
The report concluded that employers often hire EEA migrants as a result of skills shortages, many of them in highly skilled roles that require many years of training. As a result, any restriction in migration could cause skills shortages to increase unless training times can be reduced through greater investment in vocational education.

# Skills and Employment Survey 2017

(Full findings published October 2018)



The Skills and Employment Survey 2017 is the seventh in a series of nationally representative sample surveys of workers. For the 2017 survey 3,306 workers in Britain were interviewed for an hour about the skills they use at work and the quality of their jobs, thereby giving the workers' perspective. For more information go to [www.cardiff.ac.uk/ses2017](http://www.cardiff.ac.uk/ses2017) or try the job quality quiz at [www.howgoodismyjob.com](http://www.howgoodismyjob.com).



The latest results from the Skills and Employment Survey show that workers are working harder and have less say, but are less anxious about losing their job or having their job changed in some way.

- Almost half (46%) of workers in 2017 strongly agreed that their job requires them to work very hard compared to just a third (32%) of workers in 1992. **School teachers in state schools top the list.** A remarkable 92% of teachers strongly agreed that their job requires them to work very hard, up from 82% in 2012.

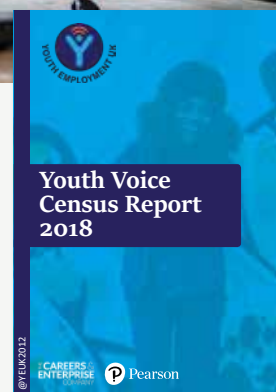
- In the five years since 2012, the proportion who said that they had a great deal of **influence over what tasks they do fell by 3 percentage points** and there was a 5 percentage point drop in the influence they had over how do the tasks.
- Less than one in ten (9%) workers in Britain in 2017 reported that they had a better than evens chance of losing their job in the next 12 months. This is **half the proportion (18%) of workers who made a similar assessment in 2012.**





# Youth Employment UK Youth Voice Census 2018

(Published October 2018)



The Youth Voice Census Report is Youth Employment UK's annual survey, benchmarking the experiences of young people as they transition between education and employment. 1,498 14 – 24 year olds shared their views on issues related to education, employment and skills in this year's report. Read the full report [here](https://www.youthemployment.org.uk/youth-voice-census)\*

\*[www.youthemployment.org.uk/youth-voice-census](https://www.youthemployment.org.uk/youth-voice-census)

## KEY FINDINGS

### ● Young people are not getting sufficient opportunities to develop their skills

Whilst 76% of young people recognised that work experience was valuable in developing relevant work skills, only 51% of young people got access to work experience in school. There was a call for more variety and choice such as access to different industries and employers.

### ● Young people are not hearing about all of their choices

Young people were five times more likely to hear about going to university than apprenticeship routes. Young people asked for more information on all pathways with personalised support.

### ● Young people are not getting employer engagements

80% of young people had never received a visit from an employer whilst in school. The number of employability experiences were low overall especially for young women.

### ● Young people thought a lack of skills was, or was likely to become, a barrier to finding work

The biggest barriers highlighted were lack of experience, anxiety and lack of skills. Only 38% of those looking for work believed they understood the skills employers are looking for, with many worried that they had not been able to build up the level of skills required.

Whilst we hear from employers that they want to support more young people into work, young people themselves are not getting enough consistent support to engage with careers, to understand the skills they need to thrive in the workplace, and how to develop them.

Youth Employment UK's [Young Professional](#) offers insight into essential skills and careers information at every stage of a young person's transition into employment. With more than 250,000 views so far this year, the resource is clearly responding to a growing need.



# Spotlight on: Creative industries

The Creative Industries Federation is the national membership body that represents, champions and supports the UK's creative sector.



As set out by Creative Industries Federation and Nesta's *Creativity and the Future of Work*<sup>2</sup> and highlighted in Edge's own *Digital Revolution*,<sup>3</sup> the **future of our economy will be built on creativity and technology**.

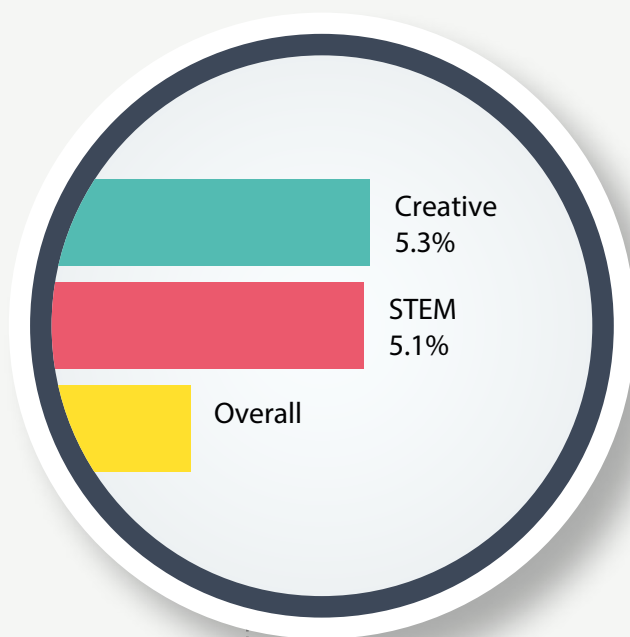
With artificial intelligence taking over routine tasks, there will be immense opportunities for people who combine creative, technical and social skills – skills that are resilient to future automation.<sup>4</sup>

Our last Skills Shortage Bulletin<sup>5</sup> focused on the tech industry. Recent breakthroughs in that area have opened up new markets for many creative entrepreneurs working within and beyond the creative industries. The advent of 3D printers mean architects now produce their models in their front rooms. Virtual reality headsets allow dancers to perform live to truly global audiences.

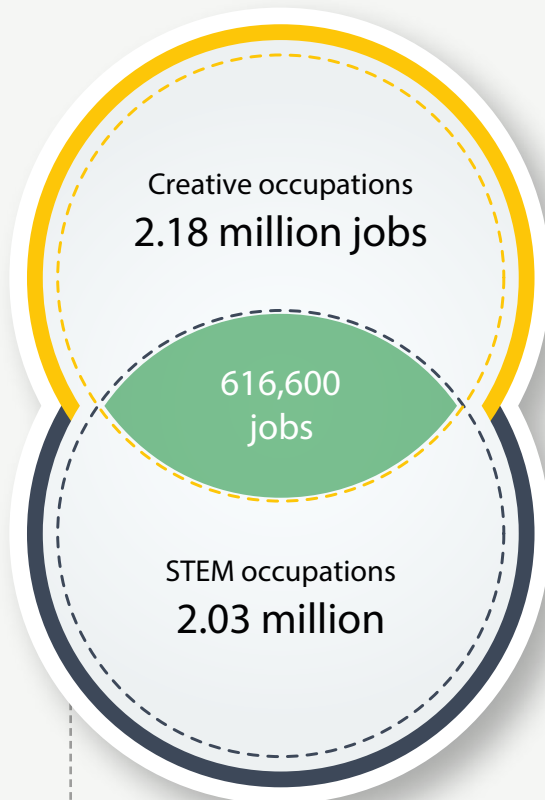
**The future of work will be underpinned by jobs that demand both creative and technical skills.**

UK labour market projections show that **the rate of growth for both creative and STEM occupations will**

**be more than double the average across the whole economy over the next six years.**<sup>6</sup> This equates to an **additional 119,500** creative jobs by 2024.



Growth of occupations by 2024



Employment of creative and STEM occupations by 2024

### Examples of creative and STEM occupations

#### ● Creative Occupations

- Artists
- Product and clothing designers
- Advertising and public relations directors
- Photographers, AV and broadcasting equipment operators

#### ● Overlap

- Web design and development professionals
- Programmers and software development professionals
- IT business analysts, architects and systems designers
- Information technology and telecommunication directors

#### ● STEM Occupations

- Design and development engineers
- Civil engineers
- IT specialist managers
- Mechanical engineers

The future of the UK labour market is uncertain and will be influenced by factors such as urbanisation, aging population, globalisation and the emerging green

economy. However, Nesta's research with Pearson<sup>7</sup> predicts that **the following skills will be in especially high demand by 2030:**



#### Interpersonal

- Collaboration
- Communication
- Social perceptiveness



#### Cognitive

- Originality
- Fluency of ideas
- Active learning



#### Systems skills

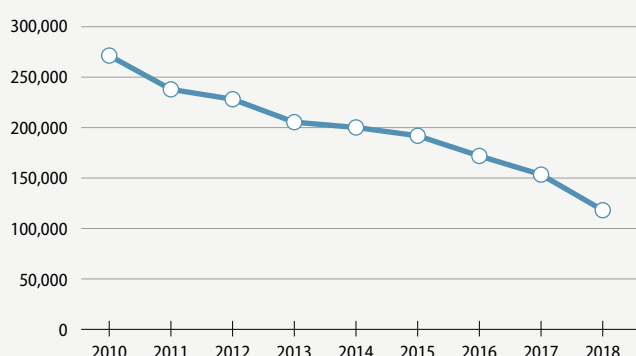
- Judgement
- Decision making

Evidence from Ofsted<sup>8</sup> shows that **creative subjects are effective at teaching and developing these skills** both at primary and secondary level – skills that are also the defining features of many creative occupations.

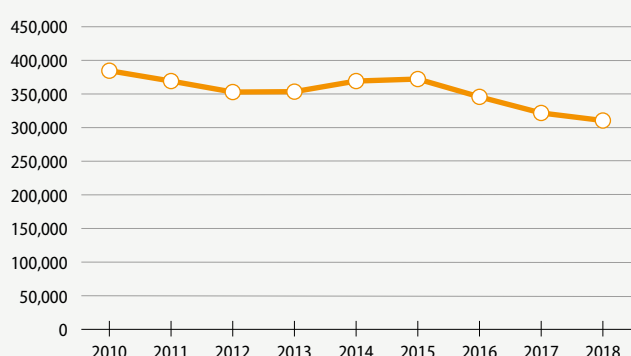
Yet, between 2010 and 2018, there was a **fall of 154,000 (57%) in entries to Design and Technology GCSE** and a **reduction of 77,000 (20%) in entries in creative subjects**. In computer-based subjects, there was a fall between 2016 and 2018 of 17,000.<sup>9</sup>

## Skills shortages

Entries in Design and Technology GCSE (2010-2018)



Entries in Creative GCSEs (2010-2018)



### Creative Careers Programme

This is an industry-led initiative coordinated by the Creative Industries Federation to ensure a larger and more diverse intake of talent for the creative industries.

The programme aims to improve awareness and understanding of the range of careers in the creative economy, including creative occupations in other sectors, amongst young people and those who advise them. It also seeks to develop entry routes into the sector and improve employment practices.

Initial scoping research carried out with the Federation's members showed that **80% of respondents believed that skills shortages would increase over the next 3-5 years**. Skills shortages were particularly reported in niche technical skills and in senior managers with hybrid creative, leadership and commercial skills.



**Tristram Hunt**, Director of the Victoria and Albert Museum

*Creativity is not just for artists. Subjects like design and technology, music, art and drama are vitally important for children to develop imagination and resourcefulness, resilience, problem-solving, team-working and technical skills. These are the skills which will enable young people to navigate the changing workplace of the future and stay ahead of the robots, not exam grades. These meta-skills are critical in all sectors, not just the creative industries.*

## RECOMMENDATIONS

The pipeline of creative talent is not only necessary to grow the creative industries, but all UK businesses. It is also vital that UK government secures an economy 'fit for the future' by cultivating the next generation of creative entrepreneurs. To address the skills shortages in the creative industries and take full advantage of the opportunities for future growth:

- **Government** should restore creative subjects back into the heart of the curriculum, ensure that higher and further education institutions are properly resourced to deliver creative courses, and ensure the apprenticeship levy is tailored to industry needs.
- **Ofsted** should limit the 'outstanding' grade to schools that are able to demonstrate excellence in creative and technical teaching as well as for traditional academic subjects.
- **The Sector** should come together to showcase the rich diversity of creative careers to young people, teachers, parents and carers. The Federation's proposed Creative Careers Campaign has now been adopted and funded by government, which is a positive first step.



## Case study

# Plymouth School of Creative Arts

*'Creating Individuals, Making Futures'*



Plymouth School of Creative Arts (PSCA) are fighting against this narrowing of the curriculum that is currently prevalent across the secondary education system in England, by shunning the Government's Progress 8 and EBacc aspirations and embracing a curriculum with creativity at its heart.

The School offers a broad and balanced curriculum, not only offering a range of arts and performance subjects, but also through providing opportunities to learn creatively across all subjects. Project-based learning is a feature throughout the school and this ensures that making, performing and discovering are inherent across the curriculum.

Projects are often cross-curricula and delivered in partnership with local employers and organisations, for example renovating a 1950's sailing dinghy with local boat builders, or year 4 and 5 pupils working with students from the College of Art and the Janie Grace, the former CEO of Nickleodeon UK, to create a film.

Their model develops each student to become a rounded person equipped for a rapidly changing world.

*We integrate people doing real jobs into the projects; it's important there is authenticity and because they're working for and with a business what they create actually has to work* (**Dave Strudwick**, (Headteacher))



## Case Study

# Skills forecasting service in the screen industry



**Caterina Branzanti**, Head of Research at ScreenSkills, the industry-led skills body for the UK's screen industry, reflects on its new Skills Forecasting Service, research that aims to provide comprehensive UK-wide data on skills in the industry and emerging shortages.

The service is an integral part of the ScreenSkills strategy and one of the key objectives of the BFI's Future Film Skills five-year action plan, which ScreenSkills has been tasked with delivering.

The research is designed to identify current skills gaps and needs and how industry trends will affect the future workforce in film, television, VFX (visual effects), animation and games as well as informing current planning.

ScreenSkills is already investing in training in skills shortage areas such as location managers and production accounts but the research will enable more targeted interventions as well as longer-term horizon-scanning to understand key drivers of change.

The Skills Forecasting Service, developed in partnership with the Work Foundation, consists of three research strands:

- A Quarterly ScreenSkills Barometer to gather regular, short-term, recruitment and skills information for the screen industries across topics such as business activity, recruitment challenges, skills gaps and training.
- An in-depth annual ScreenSkills assessment delivered by a mixed methodology, including the review and





## Spotlight on: Creative industries

appropriate use of national data sources and yearly alternating online employer and workforce surveys.

- Skills forecasting analysis, a forward-looking analysis of industry trends and drivers of change and how this will affect the workforce. This will be delivered by a Delphi Panel consisting of around 20 individuals with strong insight into developments within the screen industries.

The Future Film Skills plan also includes Centres of Excellence to build production capacity in the nations and regions, better careers information, more investment in bursaries and a standardised mentoring programme as part of a commitment to create a more inclusive workforce. These complement and reinforce our longstanding commitment to developing clearer pathways for getting into screen and progressing within the industry.

Most productions shooting in the UK contribute to ScreenSkills' skills funds which also support a range

of training initiatives and programme UK-wide. These range from boot camps that prepare young people for working life, through new entrants on the Trainee Finder work placement scheme to mid-career professionals and executives.

Employers play a crucial role in helping to direct ScreenSkills' work. Representatives from across all areas of industries sit on councils and working groups as well as taking part in the process of skills forecasting.

As with many of the other areas highlighted in these bulletins, the potential for further growth is such that screen currently needs workers in a wide range of areas. There are serious questions over whether current investment is enough to meet demand. We are working closely with partners in industry and education to meet these strategic and practical challenges.

For more information on the Skills Forecasting Service, go to:

[www.screenskills.com/insight/skills-forecasting-service](http://www.screenskills.com/insight/skills-forecasting-service)



## Skills shortages



**Seetha Kumar**, ScreenSkills CEO

*We work closely with industry to understand its pressures and needs. The Skills Forecasting Service is designed to add statistical rigour to the growing anecdotal evidence of skills gaps and help UK screen build a more*

*inclusive workforce and prepare for future change. It is also important to have robust evidence for discussions with government on issues affecting the screen industries such as the apprenticeship levy.*



**Ivan Dunleavy**, Chair of the VFX firm Milk plc and former CEO Pinewood Group

*The Skills Forecasting Service will provide relevant sector-wide information, helping the screen industries understand future workforce*

*requirements and how to be better prepared to cope with rising demand in film, television, VFX, animation and games which are a major driver of inward investment and an important contributor to the UK's economic growth.*



**Heather Carey**, Deputy Director, Work Foundation

*In the face of a tightening labour market and structural shifts in the economy driven by technological advancement, globalisation and demographic change, strategic skills planning is more crucial than*

*ever. The ScreenSkills Forecasting Service – which blends quantitative and qualitative analysis of current, emerging and anticipated skills requirements and challenges – demonstrates how industry can take the lead in ensuring the talent base needed to enable future success.*





## Endnotes

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**“The ScreenSkills Forecasting Service demonstrates how industry can take the lead in ensuring the talent base needed to enable future success.”**

### Forthcoming relevant publications

Date	Organisation	Publication
November 2018	Education & Employers / Edge / NEU	Joining the Dots: How schools are developing real employability skills
January 2019	BCC	Quarterly Economic Survey
February 2019	RICS	UK Construction and Infrastructure Market Survey – Q4 2018
February 2019	FMB	State of Trades Survey – Q4 2018
March 2019	Edge Foundation	Skills Shortage Bulletin 4

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- Bakhshi and Yang, Creative Industries Federation and Nesta, Creativity and the future of work (2018) – <https://www.nesta.org.uk/report/creativity-and-the-future-of-work/>
- For more information about the Plymouth School of Creative Arts, visit <https://plymouthschoolofcreativearts.co.uk/>
- For more information about the ScreenSkills Skills Forecasting Service, visit [www.screenskills.com/insight/skills-forecasting-service/](http://www.screenskills.com/insight/skills-forecasting-service/)



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