



NI Skills Barometer

Impact Forum on Adult Learning

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Agenda

- Overview of approach
- Demand for skills
- Supply/ demand (im)balance
- Final thoughts



Overview of Approach

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Quantitative analysis

Identify demand and supply factors

Demand side indicators

- Demand for jobs (by industry and occupation)
 - Expansion demand
 - Replacement demand
- Demand for skills
 - Current and Projected skills mix
 - HE and FE skills (by subject area and NQF level)

Plan for high growth

Supply side indicators

- Supply of people
 - Demographics (by industry and occupation)
 - Immigration
- Supply of HE and FE skills (by subject area and NQF level)
 - Attainment

Supply/ Demand (im)balance

- Identify the annual average supply gap
 - by HE (JACS) and FE (SSA)
 - by NQF Level

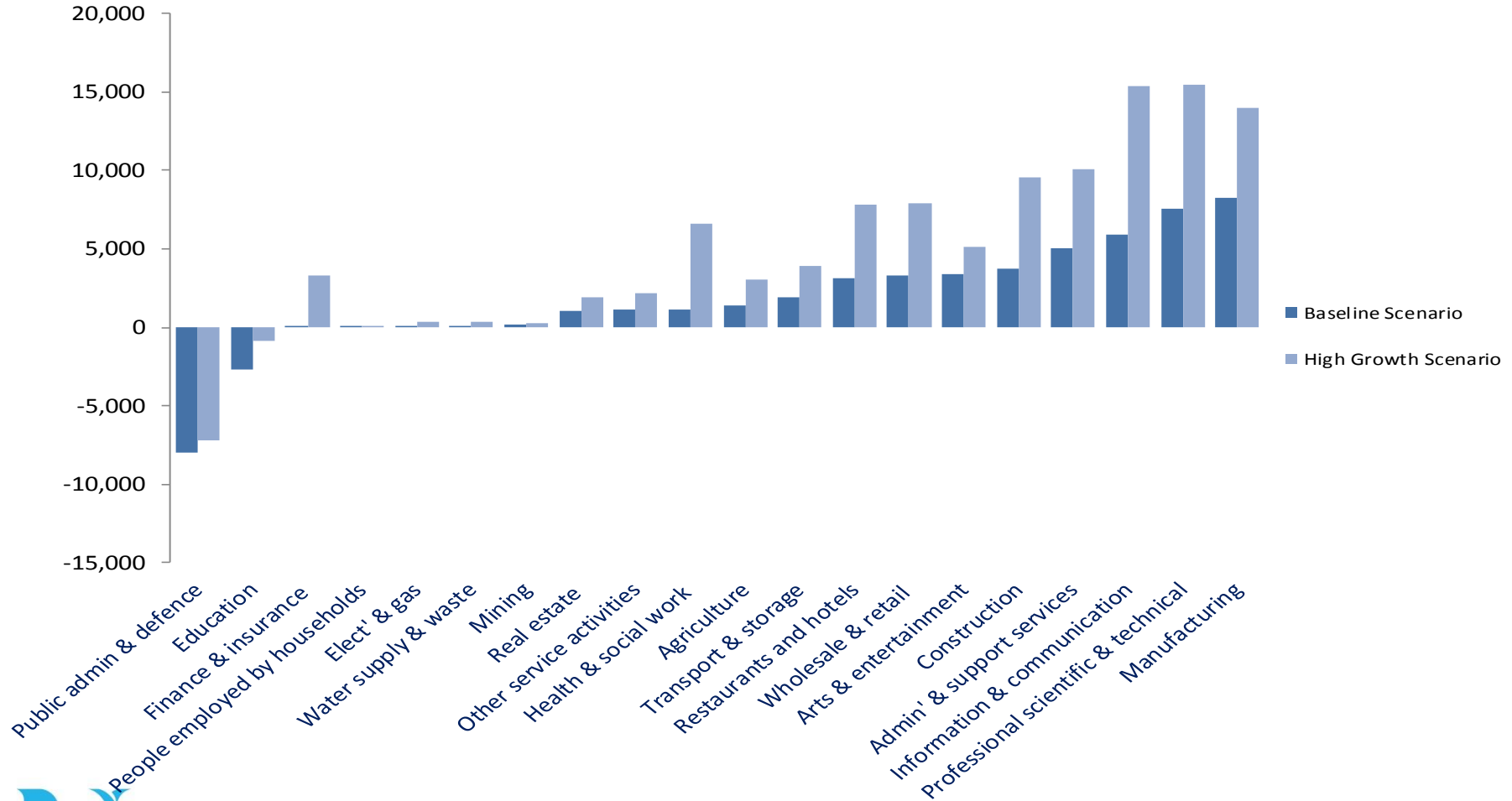


Demand for skills

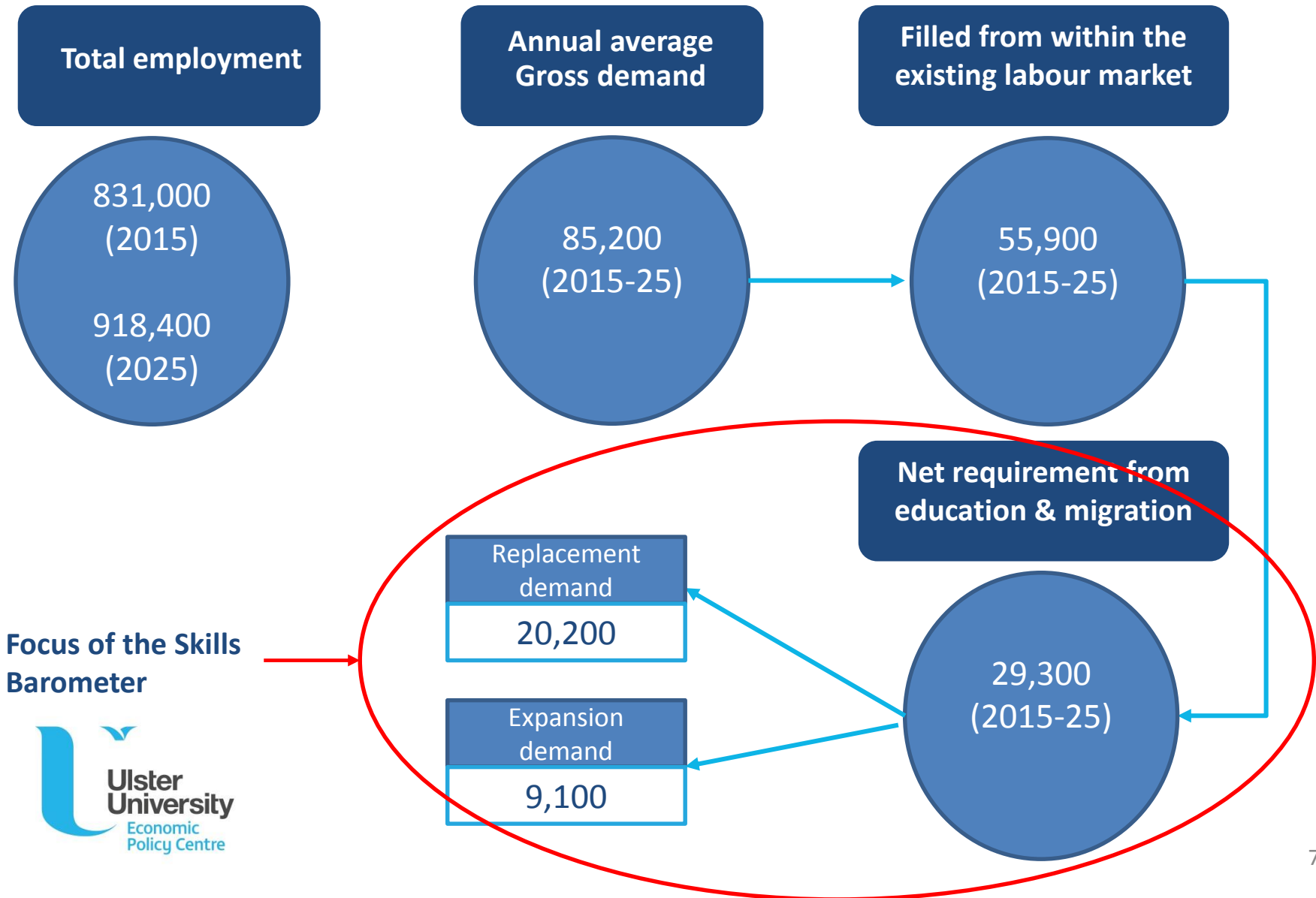
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Employment projections by sector

Total employment change by 1 digit SIC (2015-25)

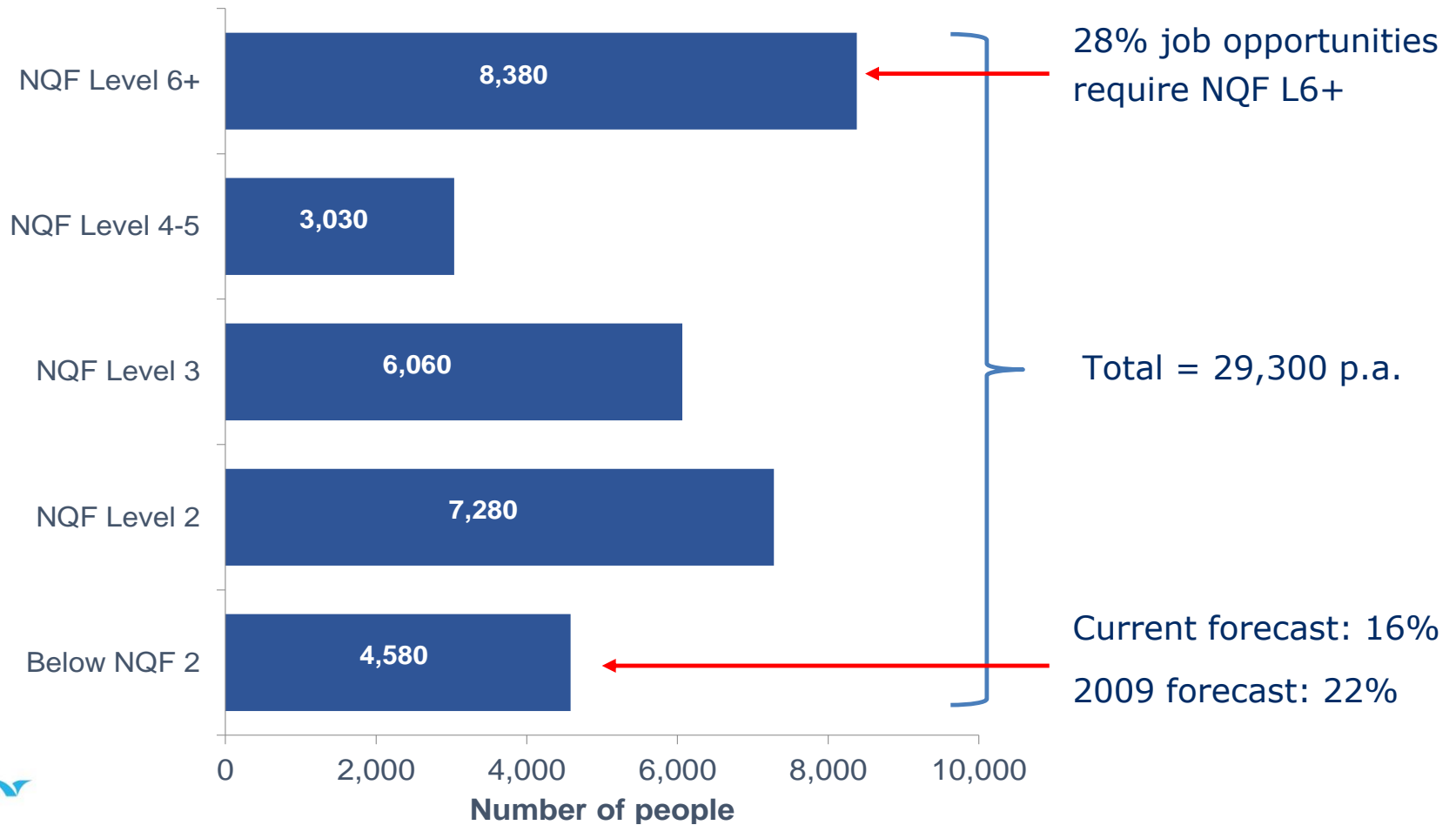


Overview of demand



Demand by skills level

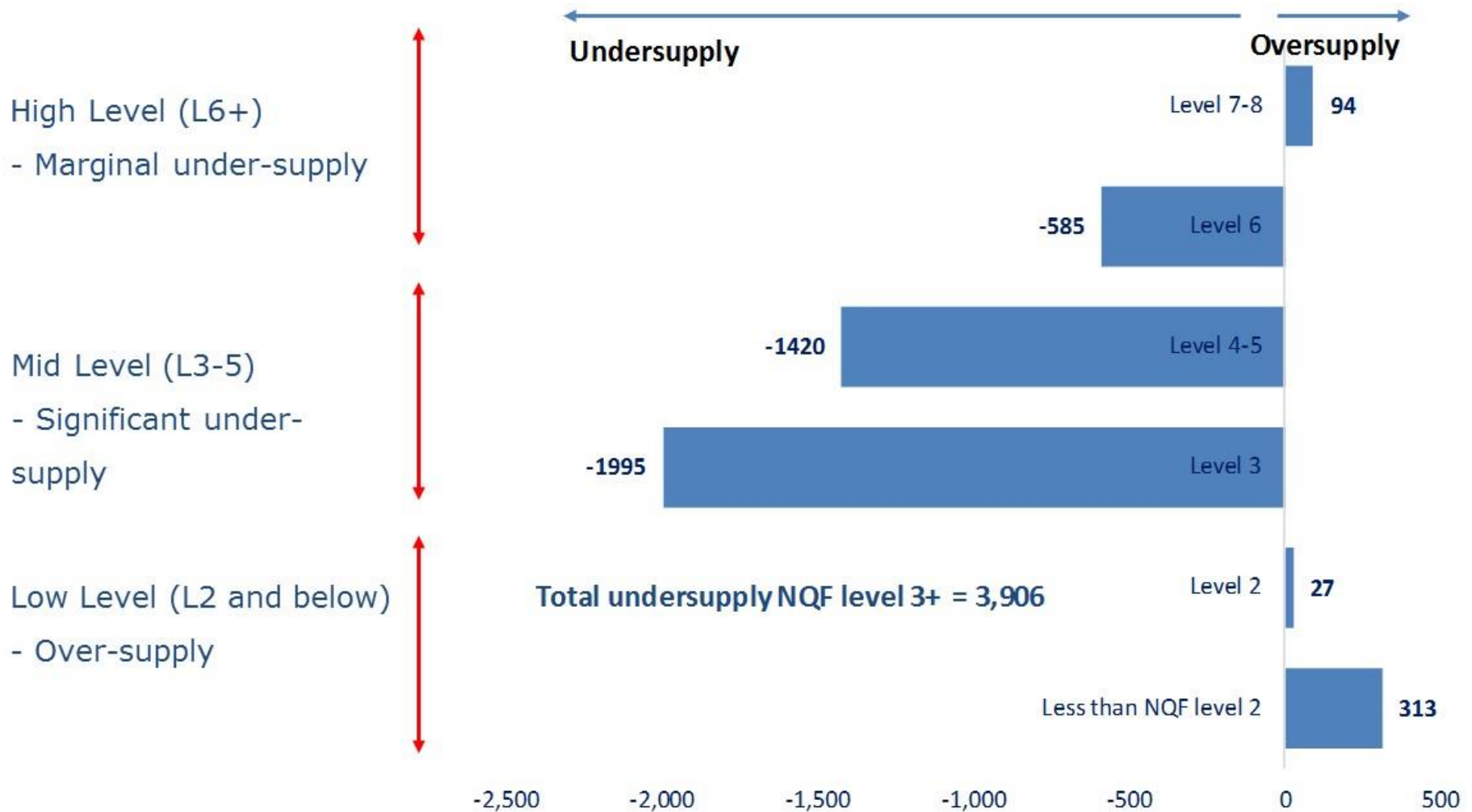
Annual average net requirement from education and migration (2015-25)



Supply/ Demand (im)balance

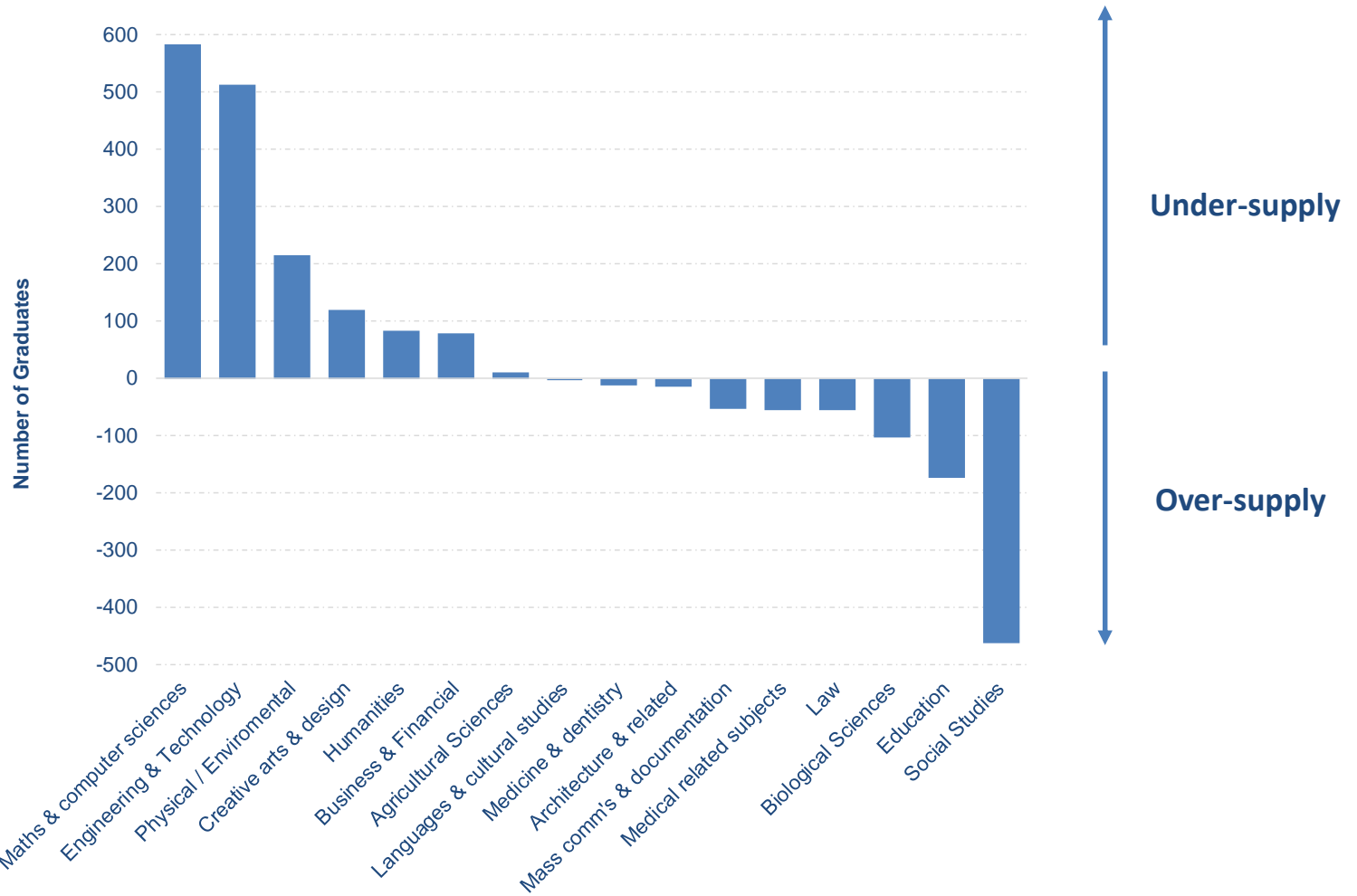
Supply Gap – NQF Level

Annual average labour market supply gap (NQF L1 to L8)



NQF level 6+ Supply Gap – Broad subject area

Annual Average Supply Gap NQF L6+ (JACS 1 digit)





Final thoughts

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Final thoughts

- **There is a need to over-supply**
 - Employers indicate that not all qualifiers have the skills required to work at level equivalent to the qualification achieved.
 - How do we deal with this issue?
- **Potentially linked to the need for employability skills**
 - Strong need for employability skills such as: team working; good communication; people management; problem solving and critical/objective thinking, initiative, commercial acumen.
 - Education institutions must integrate the development of these skills into course delivery.
 - Students must get appropriate exposure to meaningful work experience, typically through placement and/ or internship.
 - Balancing the responsibility of the education institution and the responsibility of the employer.

Final thoughts

- **The image of Professional & Technical vs Academic**
 - The image of P&T must be considered the equal of Academic study, if all young people are to match their career choices with their abilities.
- **Setting appropriate funding incentives**
 - If Government want to encourage improved outcomes (e.g. higher employment outcomes), then the funding regime should incentivise and reward those outcomes.
- **Sector attractiveness**
 - Some sectors need to work harder to make their industry attractive to potential recruits (Agri-food and Engineering).



Thank you

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