**Section 4: Analysis of Individual Questions**

1. **Do you feel you have the right skills/training to get the job you would like/to be able to progress in your career?**

**Figure 4.1.1. Confidence in skills/training level of all respondents:** Overall confidence in the skills/training level of survey respondents was high with 60.8% of respondents claiming they have the right skills/training to get the job they would like or be able to successfully progress in their career.

**Figure 4.1.2. Confidence in skills/training level of respondents with a declared disability:** Overall, respondents who declared a disability were more confident that they had the right skills/training to progress in their career than the average of total respondents (73.0% compared to 60.8%). This is unexpected as disabled respondents were less qualified than the respondent average (**Figure 3.2.2.**) which would suggest that the aspiration levels of disabled respondents were lower than the average respondent. Moreover, fewer disabled respondents claimed that they were looking for work than the average respondent, even though employment levels were similar (**Figure 3.1.2.**), reenforcing the theory.

**Figure 4.1.3. Confidence in skills/training level of respondents by gender:** There was little difference between the confidence of male and female respondents in regard to their ability to progress in their career with their current skills/training level. However, female respondents were slightly less confident than males.

**Figure 4.1.4. Confidence in skills/training level of respondents by age:** The older the age of the respondent, the less confident they were that they had the right skills/training to progress in their career or to obtain their desired job: 72% of 16-24 year olds said that they felt confident compared to 63.1% of 25-49 year olds, and only 39% of 50+ respondents. This is surprising as the older the respondent, the higher their qualification level was (**Figure 3.2.4.**). This implies that older respondents, and in particular the 50+ age bracket, feel that although they are highly qualified, their qualifications are not aligned to the current job market or their own aspirations. Therefore, there may be a greater need for ‘re-skilling’ this age group rather than ‘up-skilling’.

**Figure 4.1.5. Confidence in skills/training level of respondents by ethnicity:** Respondents who identified as White Other\* were the most confident that they had the right skills/training to get the job they aspire to, with 75.3% stating ‘Yes’ to the question. White Other\* respondents also represented the lowest percentage of individuals qualified to Level 3 and above (**Figure 3.2.5.**), which would imply that aspirations are low amongst this group. Those who identified as Black\* were the least confident with 31.7% stating they do not feel confident. A significantly high percentage of Asian\* background respondents (23.8%) said they were unsure if they had the right skills/training to progress in their career compared to all other ethnic groups. Asian\* respondents represented a significantly higher percentage of individuals qualified above level 3 than any other ethnic group (**Figure 3.2.5.**). One explanation could be that migrants from this ethnic group are unsure how their qualifications translate to English equivalents. As such, there may be a need for employment and skills partners to engage more with this group to provide additional advice and guidance to help them understand which jobs their qualifications allow them access to.

1. **What is currently stopping you from taking a skills/training course?**

**Figure 4.2.1. Barriers to skills provision for all respondents:** The main barrier that has stopped respondents from taking skills/training courses was a lack of awareness of what is available, with 28.2% of respondents stating this as a barrier. Moreover, ‘no courses of interest’ and ‘don’t see the value of courses’ scored highly (15.4% and 9.2% respectively) suggesting that improvements to the marketing and promotion of courses would be beneficial. Other barriers include the times in which courses operate (26.3%) and the location of courses (22.1%) emphasising a need to fit courses around the lives and commitments of residents. ‘Childcare needs’ also scored highly (19.6%). The Government’s 30-hours free childcare within early-years entitlements announced in the spring budget (3) helps individuals who are in fulltime employment during school hours. However, this will not help those respondents who are not in full time employment or those who are working but wish to study/train outside of school hours. Therefore, training providers should be aware that this will remain a barrier for many residents.

**Figure 4.2.2. Barriers to skills provision of respondents with a declared disability:** The same barriers to skills provision that scored highly for all respondents also scored highly for respondents who declared a disability. Interestingly, with the exception for ‘Lack of basic skills (e.g. English, maths)’, every barrier was mentioned by a higher percentage of disabled respondents than the average of all respondents. This implies that whilst the relative order of severity of each barrier matches that of the total respondent pool, for disabled respondents, more individuals face multiple barriers and selected several options. Therefore, addressing these barriers will not only help all residents, but also will disproportionately aid disabled residents access skills/training courses. Furthermore, respondents who declared a disability were 70% more likely to state ‘Don’t see the value of courses’ as a barrier to accessing skills/training courses than the average respondent (15.6% compared to 9.2%). This may be due to the lower aspirations that disabled respondents have, as previously discussed (**Figure 4.1.5.**).

**Figure 4.2.3. Barriers to skills provision by gender:** A higher percentage of female respondents claimed that ‘not sure what is available’, ‘no courses of interest’, and ‘don’t see the value of courses’ were barriers to accessing skills/training courses compared to their male peers. This suggests that improving marketing and promotion of courses towards female residents would improve course uptake. There was a significantly higher proportion of male respondents that claimed that the location of courses was a barrier to accessing courses. Indeed, 27.4% of male respondents stated this as a barrier which placed it as the highest scoring amongst males. In contrast, location was the 5th highest scoring barrier for female respondents with 16.3% stating it as a barrier. The reasons why this could be the case is not clear. However, it could be due to the nature of courses that traditionally have an overrepresentation of male participants. Courses linked to trades such as plumbing, brick laying and construction require specific space requirements and therefore flexibility in location can be difficult for training providers. Compounding this problem is the fact that the shutdown of the Henley College campus and the termination of many of these trades-based courses in Coventry has resulted in residents needing to travel further to access these courses.

**Figure 4.2.4. Barriers to skills provision by age:** Younger respondents (16-24 year olds) were significantly more likely to state that the lack of knowledge on what courses are available and lack of courses of interest to them than their older peers (35.4% and 20.1% respectively, compared to 27.3% and 14.3% for 25-49 year olds, or 24.8% and 13.8% for 50+ respondents). This would suggest that it would be beneficial for training providers to improve their marketing targeted to younger people. Childcare as a barrier was also highly scored in younger people (24.3%) but was scored in the top 5 for all ages. Disproportionately high barriers for the 50+ age bracket included eligibility of courses and lack of IT equipment (11.0% and 10.1% respectively, compared to 7.6% and 4.9% for 16-24 year olds). Eligibility may be in part due to the focus of previous ESF funding towards younger ages, but also could be due to a perceived mindset that education/training is for younger people. Lack of IT equipment and proficiency in IT is a known barrier for 50+ residents and is likely worsened by the move away from face-to-face working/learning post-pandemic.

**Figure 4.2.5. Barriers to skills provision by ethnicity:** Respondents who identified as being from a White Other\* background disproportionately found that eligibility (15.4%), unable to travel to courses (11.4%), and lack of basic skills (10.7%) were barriers to accessing skills/training courses. Black\* background respondents disproportionately found that Childcare needs (28.8%), location of courses (27.1%), and no courses of interest (22.0%) were preventing them from accessing skills/training courses. Asian\* and White British\* group concerns closely aligned to the overall total participant averages.

1. **What would help you overcome these barriers? (Open text)**

**Figure 4.3.1. How to overcome barriers to skills/training courses – all respondents:** Top suggestions included more flexible course times (44%), more online options (38.7%), and more frequent start dates (18.6%) suggesting that increased flexibility in the delivery of courses would help mitigate against the barriers respondents faced when accessing skills/training courses. Better information on courses was scored 3rd highest (33.7%) which matches the conclusions drawn from the previous questions (**Figure 4.2.1**) whereby improved marketing and promotion of courses would be beneficial to training providers. Other highly scoring suggestions which match closely with that of **Figure 4.2.1** are ‘free/convenient childcare’ and ‘easier/cheaper travel options’. ‘No/low fees’ scored 4th highest and could represent the lack of awareness on available funded courses, but also to restrictive eligibility criteria of courses. Also, ‘Career guidance’ was suggested by 22.1% of participants placing it as the 5th highest suggestion. This may be in reference to the fact that many participants felt that they did not see the value in courses and that there was a lack of courses of interest to them (**Figure 4.2.1**). Ensuring courses have a focus on employment and help direct course participants towards their career goals will thus likely help improve participant numbers for courses.

**Figure 4.3.2. How to overcome barriers to skills/training courses – participants who declared a disability:** Across all categories, less participants who declared a disability offered suggestions on how to overcome those barriers compared to all participants. This is surprising, as the opposite was observed when asked to select specific barriers to accessing skills/training courses. Nonetheless, the same barriers that scored highly amongst total participants also scored highly amongst disabled participants and thus acting on these would help all residents including those who identify with a disability.

**Figure 4.3.3. How to overcome barriers to skills/training courses – by gender:** Overall, Female participants were more likely than male participants to make suggestions that focus on flexibility of course structure as ways to overcome barriers to skills/training courses. This included ‘more flexible course times’ (46.3% females compared to 43.2% males), ‘more online courses’ (43.1% female compared to 35% male), and ‘more frequent start dates’ (21.7% female compared to 16.3% male). ‘Free/ convenient childcare’ and ‘Easier/ cheaper travel options’ were also suggested more by females than males (15.2% and 11.9% respectively for females compared to 10.5% and 10.3% for males).

**Figure 4.3.4. How to overcome barriers to skills/training courses – by age:** Younger and middle-aged respondent suggestions on how to overcome barriers to skills/training courses followed the general trend of total respondents. However, over 50 participants disproportionately suggested that better information on courses (55.9% compared to 31.0% of 25-49 year olds, and 36.8% of 16-24 year olds), no or lower fees for courses (39.4% compared to 25.8% and 21.5%), and more frequent start dates (26.6% compared to 17.2% and 18.8%). Also, interestingly, more 50+ participants suggested more online options than their younger peers (42.2% compared to 39.0% and 36.8% for 16-24 and 25-49 year olds respectively).

**Figure 4.3.5. How to overcome barriers to skills/training courses – by ethnicity:** ‘Career guidance’ scored highly across all ethnic minority groups, with 37.2% of Asian\*, 28.6% of Black\*, and 25.8% of White Other\* respondents making this suggestion compared to just 12.7% of those who identified as White British\*. Likewise, ‘Better information on courses’ also scored higher amongst all ethnic minority groups, with 41.1% Black\*, 41.1% of White Other\*, and 37.2% of Asian\* background respondents making this suggestion compared to 29.5% of White British\* respondents. Indeed, ‘Better information on courses’ was the top suggestion from Black\* and White Other\* groups, whereas Asian\* respondents were most likely to suggest more online courses (42.4%) and White British\* respondents most likely to suggest flexible course times (58.8%).

1. **Is there anything you did not enjoy about your previous skills/training courses? (Open text)**

**Figure 4.4.1. What all respondents did not enjoy about previous skills/training courses:** Difficulties with their tutor or instructor was the main reason that respondents did not enjoy their previous learning experiences on skills/training courses with 16.5% of respondents stating this as an issue. This ranged from tutors not being understanding to learner needs to personal confrontations with tutors. Other high scoring reasons respondents did not enjoy their skills/training courses were that they found them not useful (15.3%), too intense or difficult (14.1%), a lack of flexibility, either from inconvenient course times (11.8%) or difficulties managing their time around courses (10.6%). A lack of tailored support also scored high (10.6%) which may also link back to problems with tutors lacking understanding of learner needs.

**Figure 4.4.2. What respondents who declared a disability did not enjoy about previous skills/training courses:** There was a significantly higher proportion of respondents with a declared disability that claim that courses being too difficult/intense was why they did not enjoy their previous skills/training courses. This could be due to a lack of differentiated material or additional support for disabled participants. Indeed, ‘Not accommodating to health needs’ and ‘Not tailored enough’ had an increased prevalence amongst disabled respondents compared to total respondents (7.4% compared to 2.4% and 11.1% compared to 10.6% respectively) which would fit into this logic. A ‘lack of accreditation’ of courses and the cost of courses were scored disproportionately high amongst disabled respondents.

**Figure 4.4.3. What respondents did not enjoy about previous skills/training courses – by gender:** The main reason male respondents did not enjoy previous skills/training courses was that they found courses ‘not useful’ with 30.6% of male respondents stating this compared to just 4.3% of female respondents. Male respondents were also twice as likely to claim that course times were not flexible enough (16.7% compared to 8.5% of female respondents). Therefore, ensuring training is relevant, useful, and flexible will help to improve the learning experience of male residents. Female respondents were over 4 times more likely to state ‘difficulties with tutors/instructors as a reason they did not enjoy skills/training courses (23.4% compared to 5.6%). Female respondents were also over 2.6 times more likely to state a lack of tailored support (14.9% compared to 5.6% of males) and 2.3 times more likely to state courses are ‘too intense/ difficult’ (19.1% compared to 8.3% of males) as reasons. This suggests that skills providers need to ensure that tutors are understanding and accommodating to the needs or concerns of female participants and that courses are designed to align with their learning preferences.

**Figure 4.4.4. What respondents did not enjoy about previous skills/training courses – by age:** The main reason that 16-24 year olds did not enjoy their previous skills/training experience was that the course times were not flexible enough. This was stated twice as much as any other reason amongst this group and 3 times more so than 25-49 year olds scored it (30.8% compared to 10%) and is clearly a high priority for this age group. Other reasons that young people did not enjoy previous courses were that there was only online options or too much of the course was online (15.4%) and that courses were not useful (15%). 25-39 year olds disproportionately stated a range of reasons that they did not enjoy previous skills/training courses. These included courses not being tailored enough to the individual (14%), hard to manage workload/ time around the course (14%), that courses were too basic or easy (14%, and that courses had a lack of official accreditation (14%). 50+ respondents stated found that courses were either too difficult (18.2%) or were not useful (18.2%). This age bracket were also the most likely to have difficulties with their tutors (18.2%) which may link to the fact that courses were too difficult and tutors were not understanding of these difficulties.

**Figure 4.4.5. What respondents did not enjoy about previous skills/training courses – by ethnicity:** The sample size was too small to draw valid conclusions by grouping individual responses to this question by ethnicity. Therefore, all non ‘White-British\*’ ethnicities were grouped together as ‘Ethnic Minorities’. The largest reason that ethnic minority groups did not enjoy previous skills/training courses was due to difficulties they had with their tutors (34.3%) with this scoring 8.5 times higher than the White British\* respondents (4.0%) and more than twice as high as the second highest scoring reason amongst ethnic minorities\* (14.3%). Ethnic minority groups also disproportionately found that there was too much theory in skills courses with 11.4% stating this as a reason whereas no White British\* respondents made this suggestion. On the other hand, White British\* respondents disproportionately found that courses were not useful (20%), not tailored enough (14%), and that course times were not flexible enough (14%).

1. **What would make learning more enjoyable for you? (Open text)**

**Figure 4.5.1. What would make learning more enjoyable for all respondents:** Making courses ‘More engaging’ was the highest scoring suggestion on how to make learning more enjoyable by a significant margin (18.1%). This ranged from respondents wanting more peer-peer interaction during courses to the teaching style of the tutor. Furthermore, the second highest scoring suggestion was for an increased focus on building skills and practical elements within courses (11.6%). This suggests that traditional ‘lecturing-style’ teaching is a far less preferred method of learning. The third highest scoring suggestion was ‘A better learning environment’ (10.9%) and these suggestions were mostly focused on respondents not feeling comfortable to share their needs or issues with tutors or classmates. Similarly, ‘More understanding tutor/ instructor’ also scored highly (7.2%). Other high scoring suggestions were ‘more flexible course times’ (10.1%) and ‘stronger links to employers’ (7.6%).

**Figure 4.5.2. What would make learning more enjoyable for disabled respondents:** Disabled respondents disproportionately stated that more financial support whilst learning would make learning more enjoyable (10.2% compared to 4.3% of total respondents). This may be reflective of the type of courses that disabled respondents or due to the additional financial commitments it takes disabled respondents to access courses. More confidence/ motivation also scored disproportionately high amongst disabled respondents (6.1% compared to 2.5% of total respondents).

**Figure 4.5.3. What would make learning more enjoyable - by gender:** Male respondents were most likely to suggest that courses should be more engaging (20.7%) and have a larger focus on skills and practical elements (14%) than their female peers (16.6% and 9.7% respectively). Male respondents also had a higher preference for a better learning environment (12.4%) and stronger links to employers (8.3%). A theme amongst female respondents was on flexibility of courses with ‘more flexible course times’ (11.7%), ‘more online options’ (8.3%), and ‘learn at own pace’ (6.2%) all scoring higher compared to male respondents (9.1%, 3.3% and 4.1% respectively). Female respondents also disproportionately scored ‘More understanding tutor/ instructor’ higher than their male peers (8.3% compared to 5.8%) which links to the observation that difficulties with tutors was a disproportionately high issue for female respondents when asked what they did not enjoy from previous learning experiences (**Figure 4.4.3.**).

**Figure 4.5.4. What would make learning more enjoyable - by age:** Skills/training courses that are delivered with an awareness of the mental wellbeing of participants would help make the learning experience of 16 – 24 year olds more enjoyable: 14.3% stated that ‘a better learning environment’ and 12.2% stating improving ‘motivation and confidence’ compared to 25-49 year olds (10.9% and 0.6% respectively). More focus on skills/practical elements also scored disproportionately high amongst young respondents with 16.3% saying this would make learning more enjoyable compared to 10.9% of 25-49 year olds and 8.0% of 50+. Respondents aged 25-49 disproportionately stated that more flexible course times would make learning more enjoyable with 13.1% of customers stating this as a suggestion compared to 6% of 50+ and 4.1% of 16-24 year olds. 50+ respondents disproportionately suggested both more online and more face-to-face options with courses would make learning more enjoyable (12% and 16% respectively) which suggests that this age group is less adaptable to learning modes and have a strong preference of one or the other. Additionally, this age group disproportionately suggested more local courses (8%), more tailored courses (8%), and to learn at their own pace (8%) would help make learning more enjoyable.

**Figure 4.5.5. What would make learning more enjoyable - by ethnicity:** Respondents from a white other\* background disproportionately stated that improving their confidence and motivation (12.1%), more online options for courses (12.1%) and more knowledgeable tutors (12.1%) would make learning more enjoyable. Respondents from a Black\* background disproportionately suggested that more flexible course times (18.9%), More focus on skills/practical elements (16.2%), and more understanding tutors (10.8%) would make their learning experience more enjoyable. Respondents from Asian\* backgrounds disproportionately stated that ‘more engaging’ (20.3%), more focus on skills/practical elements (16.5%), more face-to-face options (13.9%), and stronger links to employers (11.4%) within courses would make learning more enjoyable. Respondents who identified as White British\* disproportionately suggested that a better learning environment (14.3%) would improve their learning experience.

1. **How do you prefer to learn?**

**Figure 4.6.1. Preferred mode of learning of all respondents:** Most respondents prefer a mixture of both classroom and online learning modes (42.2%). However, both ‘in classroom’ (30%) and ‘online’ (27.8%) also scored comparably high suggesting that different individuals have different preferences.

**Figure 4.6.2. Preferred mode of learning of respondents who declared a disability:** Respondents who declared a disability were significantly less likely to choose a blended mode of learning than total respondents (18.9% compared to 42.2%) with an increase in those choosing online and in the classroom as a result – particularly in the classroom (47.1% compared to 30% of total respondents). This suggests that disabled respondents have a strong preference of mode of study and that preference most likely corresponds to the type of disability or health concern they have.

**Figure 4.6.3. Preferred mode of learning of respondents – by gender:** Female respondents had a higher preference for mixed (47.8%) or online (31.2%) modes of learning than male respondents (37.1% and 24.5% respectively), whereas male respondents had a higher preference for classroom learning (38.4% compared to 21.0% of females). This may be, in part, due to the type of courses that traditionally have overrepresentation from males, such as those centred around the trades and construction, which benefit from being in the ‘classroom’.

**Figure 4.6.4. Preferred mode of learning of respondents – by age:** The older the participant, the more likely they were to prefer a mixture of both classroom and online learning with 65.1% of 50+ participants choosing this option compared to only 32.6% of 16-24 year olds. On the other hand, the opposite was observed for those choosing ‘in the classroom’ as the preferred mode of learning, with 39.6% of 16-24 year olds selecting this option compared to 23.9% of 50+ respondents.

**Figure 4.6.5. Preferred mode of learning of respondents – by ethnicity:** Asian\*, Black\*, and White British\* groups were all most likely to prefer a mixture of both classroom and online learning (54.5%, 43.2%, and 39.4% respectively) with in-classroom learning the least preferred for Black\* and Asian\* groups (18.8% and 24.3% respectively) and online learning least preferred by White British\* respondents. The distribution of preferred learning mode from White Other\* backgrounds were evenly spread, however, there was a slight preference for online learning (39.7%).

1. **When do you prefer to learn?**

**Figure 4.7.1. Preferred time to learn of all respondents:** The preferred time to learn for respondents was in the morning (42.2%) and the least preferred time the weekend (28.5%), however all time-preferences were well represented suggesting that personal circumstances of individuals affects when they prefer to study.

**Figure 4.7.2. Preferred time to learn for respondents who declared a disability:** Disabled respondents were morelikely to prefer learning in the morning or afternoon (45.0% and 41.1% respectively) with the weekend the least preferred time (13%).

**Figure 4.7.3. Preferred time to learn – by gender:** There was little difference in the preferred time to work between genders. However, male respondents had a slight preference to courses in the morning (43.9% compared to 40.9% of females) whereas female respondents had a slight preference to evenings (37.0% compared to 33.9% of males).

**Figure 4.7.4. Preferred time to learn – by age:** The older the respondent, the most likely they were to prefer courses in the morning and the least likely they are to prefer courses in the afternoon, with 54.1% of 50+ respondents preferring the morning compared to 27.5% the afternoon, in contrast to 30.6% and 40.1% of 16-24 year olds respectively.

**Figure 4.7.5. Preferred time to learn – by ethnicity:** White Other\* groups had a higher preference for evening and afternoon courses (42.3% and 45% respectively). Asian\* groups had a higher preference for morning or weekend courses (45.5% and 42.0% respectively). Black\* background respondents had a higher preference for morning and evening courses (40.5% and 37.8% respectively). White British\* respondents preferred to lean in the morning (46.9%).

1. **How do you prefer skills/training courses to be structured?**

**Figure 4.8.1. Preferred course structure of all respondents:** There was not a clear preference amongst respondents for a particular course structure. However, courses that take longer but are more in-depth did score significantly lower than the other categories with 25.4% of respondents choosing this course structure.

**Figure 4.8.2. Preferred course structure of respondents with a declared disability:** Respondents who declared a disability were less likely to choose courses that take longer but are more in-depth (19%) or courses that are modular and can be completed independently at their own pace (19%). This is expected, as individuals with a disability are more likely to need additional support when learning and modular own-pace learning may be more difficult.

**Figure 4.8.3. Preferred course structure – by gender:** Female respondents were more likely to prefer courses that can be completed at their own pace (35.6%) and courses that are shorter and cover just the essentials (33.1%) compared to their male peers (26.3% and 28.7% respectively). On the other hand, male respondents were more likely to prefer courses that are spread out over a longer period of time (36.3% compared to 32.0% of female respondents).

**Figure 4.8.4. Preferred course structure – by age:** Younger respondents had an equally strong preference for either short, intensive courses (38.1%) or courses spread out over a longer period of time suggesting that other factors effect this preference for 16-24 year olds. Older residents had a significantly high preference for modular courses that can be completed independently at their own pace, with 52.3% of 50+ respondents selecting this option compared to only 24.5% of 16-24 year olds. Older respondents also had a higher preference for courses that take longer to complete but are more in-depth in their content, with 39.4% of 50+ respondents choosing this option, compared to 22.4% of 16-24 year olds.

**Figure 4.8.5. Preferred course structure – by ethnicity:** Respondents from Asian\* backgrounds preferred short, intensive courses (35.8%) that cover the essentials of the topic (40.3%).Respondents from White Other\* groups were more likely to prefer courses that were spread out over a longer period – for example, 2 days a week for several weeks - (49%) and only cover the essentials of the topic (43%). Black groups\* were also most likely to prefer courses that are spread out over a longer period (38.6%) but also scored highly for short, intensive courses (35.1%) suggesting that individual circumstances drive preference within this ethnic group. White British\* respondents had a stronger preference for modular courses that can be completed in their own time (37.9%), and for short intensive courses (39.7%).

1. **Where would you go to find out information on available skills/training courses?**

**Figure 4.9.1. Where respondents go to find out about available skills/training courses:** The most common source of information on skills/training courses is the Job Shop with 44% of respondents stating this is where they go. Online also scored highly (40.7%) followed by the Job Centre Plus (31.9%).

**Figure 4.9.2. Where respondents who declared a disability go to find out about available skills/training courses:** Respondents with a disability are most likely to go to both the Job Shop (37.3%) and the Job Centre Plus (31.9%) to find out more information on courses. Interestingly, disabled respondents were significantly less likely to go online (23.7%) for course information than the average respondent (40.7%).

**Figure 4.9.3. Where respondents go to find out about available skills/training courses – by gender:** Female respondents were more likely to use online sources of information on skills/training courses or the Job Shop than their male peers (47.9% and 44.3% respectively, compared to 35.1% and 42.7% for males). On the other hand, male respondents were more likely to go to the Job Centre Plus or direct to skills/training providers for course information than female respondents (36.9% and 25.3% respectively, compared to 27.1% and 21.3% for females).

**Figure 4.9.4. Where respondents go to find out about available skills/training courses – by age:** Interestingly, the older the respondent, the more likely they are to use online sources to find out information about skills/training courses with 50+ respondents twice as likely to do so than 16-24 year olds (64.5% compared to 29.7%). On the other hand, the younger the respondent, the more likely they are to use the National Careers Service with 26.9% of 16-24 year olds using this as their method to find out information on skills/training courses compared to 14% of 50+ respondents. The Job Centre was also less likely to be used as a source of information amongst the 50+ age group with 16.8% using this service compared to 35.9% of 16-24 year olds and 34.1% of 25-49 year olds.

**Figure 4.9.5. Where respondents go to find out about available skills/training courses – by ethnicity:** All ethnic minority groups were most likely to chose the Job Shop as a source of information on skills/training courses and this was particularly high amongst Asian\*(64%) and Black\* (59%) groups. White British\* respondents were more likely to go online (41.6%) or to the Job Centre (41%). White Other\* groups were more likely to use the National Careers Service than other ethnic groups with 33.7% choosing this option.

1. **If ‘Online’ was selected in question 9: Which websites would you use?**

**Figure 4.10.1. Websites that respondents use to find out information on skills/training courses:** Most respondents who selected ‘online’ as a source of information for skills/training courses use search engines to find this information (41.1%). Social media also scored highly with 21.7% using this as a source for information on skills/training courses.

**Figure 4.10.2. Websites respondents who declared a disability use to find out information on skills/training courses:** Disabled respondents were most likely to use search engines such as google as a method to find out information on skills/training courses online (­28.2%). Disabled respondents also scored ‘University/ College website’ higher than the average respondent (15.4% compared to 9.1%). On the other hand, social media was a lower scoring method amongst disabled respondents than the average respondent, with only 10.3% selecting this compared to 21.7% of total respondents.

**Figure 4.10.3. Websites that respondents use to find out information on skills/training courses – by gender:** Female respondents were more likely to use the Adult Education Service or generic council website to find out information on skills/training courses than male respondents (15.3% compared to 7.2%), whereas male respondents were more likely to Job-searching websites (19.3% compared to 11.9% of female respondents).

**Figure 4.10.4. Websites that respondents use to find out information on skills/training courses – by age:** The younger the respondent, the more likely they were to use search engines such as google to find out information on skills/training courses, with 44% of 16-24 year olds using this as a method compared to 25.5% of 50+ respondents. On the other hand, the opposite was true for use of Adult Education/ Council website – with only 4% of 16-24 year olds using this method compared to 23.4% of 50+ residents.

**Figure 4.10.5. Websites that respondents use to find out information on skills/training courses – by ethnicity:** Of respondents who stated they found out information on skills/training courses ‘online’, those from a White Other\* background were most likely to use social media (33.3%). Whereas, Black\* groups were most likely to use Job-searching sites (29.4%) and Asian\* groups were most likely to use either search engines (30.6%) or social media (26.5%). White British respondents were most likely to use search engines (43.5%).

1. **Are there any skills/training courses you would like to see provided?**

**Figure 4.11.1. Courses that respondents would like to see provided:** The top scoring suggestions for courses that respondents would like to see are shown above. Basic IT/Digital courses scored the highest (12.2% or respondents) followed by Accounting/ Business admin (10.2%) and Advanced IT courses such as coding and cyber security (10.2%). ESOL also scored highly with 8.3% of respondents making this suggestion, followed by Employment Soft Skills courses (7.3%).

**Figure 4.11.2. Figure 4.11.2. Courses that respondents who declared a disability would like to see provided:** 14.3% of respondents with a declared disability wanting more courses focused around basic digital and IT skills. Employment soft skills courses also scored high (12.7%), followed by accounting/ business admin and mathematics (9.5% and 9.5%).

**Figure 4.11.3. Courses that respondents would like to see provided by gender:** Advanced IT courses such as cyber security was the most asked for course by male respondents (13.4%) whereas it was ranked 6th for female respondents. Leadership and management courses also ranked higher for males (4th with 6.7%) than females (13th with 4%) and may suggest lower aspirations amongst females who do not feel they can achieve higher paid positions. Indeed, the current pay gap in Coventry is £3.02 per hour, which is almost double that of the regional and national averages. On the other hand, Employment soft skills courses was ranked 3rd for female respondents (10%) compared to 8th for male respondents.

* **Figure 4.11.4. Courses that respondents would like to see provided by age:** Employability soft skills was the top scoring skills provision asked for by 16-24 year olds (14%), in contrast, it was ranked 5th for 25-49 year olds, and only 13th for 50+ respondents. Furthermore, 9.3% of this age group wanted more vocational courses which would lead to a job and was the third highest suggestion for this age group compared to just 2% of 50+ respondents.16.3% respondents aged 16-24 also suggested that more focus on skills and practical elements would improve their learning experience (**Figure 4.4.1.**), further emphasising the importance of employability soft skills for this age group. ESOL scored significantly higher for older respondents with 12.7% of 50+ and 8.7% of 25-49 year olds asking for this provision, compared to 0% of 16-24 year olds who were surveyed. This may be due to younger respondents learning English in school or having wider access to English-based media than older generations. Basic IT/Digital skills was by far the most commonly asked for provision by 50+ respondents with 22.2% stating that they want this type of course provided, indicative of the need for this age group to ‘re-skill’ for a modern life and job market.

**Figure 4.11.5. Courses that respondents would like to see provided by ethnicity:** ESOL courses were the most asked for course by Asian\* groups (13%) and was the joint third most asked for course amongst White Other\* (14%) respondents. Only 3.7% of respondents from a Black\* background asked for ESOL. This may be reflective of the exact ethnicity/nationality of these respondents for whom English may be their first language. White British\* respondents understandably did not score ‘ESOL’ highly, but a high proportion did ask for generic English and this scored 3rd with 7.7% of this ethnic group asking for this course provision. This ranged from respondents wishing to gain their English GCSE to wanting a more informal course to improve their English skills. A much higher proportion of White Other\* respondents asked for ‘Trades’ courses with 19% asking for this compared to just 4% of White British\* who were the second most likely to ask for trades courses. ‘Trades’ was defined as courses such as brick laying, carpentry, plumbing etc. Black\* groups disproportionately asked for ‘Health and social care’ courses than any other ethnic group with 22.2% asking for this type of course provision. There is a regional and local shortage in the care sector at the moment and targeting members of the Black\* community may be a way to approach this shortage through the design of courses and working closely with employers. Additionally, advanced IT courses were more likely to be asked for by all ethnic minority groups compared to White British\* respondents: 11% of Asian\*, 22.2% of Black\*, 29% of White Other\* compared to only 4.3% of White British\*.

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