

THE ARTS SUMMARY REPORT

*The creative industries account for half a million more jobs than the digital sectors, although there is some overlap between the two in the official data and the **intersection of creative skills and technology, known as CreaTech**, is one of the most exciting parts of the economy. (the creative industries)*

52% of the Creative industries workforces were from high socio-economic backgrounds, compared to 38% across all industries in 2020 (PEC 2021).



Overall, employment in the creative industries has not suffered during the pandemic as much as was initially feared.

*The UK had an **estimated 2.29m creative industries jobs in the year to September 2021**, including 1.62m permanent roles, official statistics show.*

*The creative industries accounted for **6.9 per cent of all UK jobs in September**. This is up from **5.8 per cent in 2015**. Economic Estimates series; Department for Digital, Culture, Media & Sport)*

*A further **663,000 creative industry jobs were self-employed**. (Economic Estimates series; Department for Digital, Culture, Media & Sport)*

Executive Summary

Introduction

This sector summary overview presents an overview of the **Arts** sector within Milton Keynes (MK), highlighting particular areas of regional specialisation prioritisation alongside the macro factors driving short, medium and longer term changes to the sector, and local economy.

The objective of the report is to highlight the strengths, weaknesses, and opportunities within the local employment and skills market, including structural factors which may continue to impact the region in the future.

With the overall aim that intelligence will be used to inform and direct curriculum delivery, including but not limited to Apprenticeships, 16-19, Adult Learning, Higher Education, bespoke, part-time and modular bitesize provision.

The information outlined in the report is designed to inform stakeholder and employer forums to shape curriculum strategies and future facing skills design. Audiences are encouraged to use the data provided therein, alongside other reports, strategies, data and policy papers to plan future recruitment and training strategies in line with industry needs.

Important drivers and trends affecting labour market and skills demand to be considered within the context of this report and subsequent curriculum design include:

- Global and domestic political environments
- National and regional economic growth
- State of public finances and Further Education (FE) Funding allocations
- Ageing population, multigenerational workforces, migration, Brexit
- Pace of technological change* *e.g. technology-facilitated changes to the location and organisation of work*
- Climate change and Bioeconomy* *bioeconomy represents the economic potential of harnessing the power of bioscience, using renewable biological resources to replace fossil resources in innovative products, processes and services in line with Net zero targets*
- Inequality, underrepresentation, In-work poverty, Digital Exclusion
- Geo-based issues including transport and access
- Perception of Industry
- The education inspection framework (EIF) and OFSTED.

LMI in context

Different organisations will use a breadth of complementary official datasets accessible API datasets including information from the Annual Survey of Hours and Earnings, the Labour Force Survey, the Employer Skills Survey, Working Futures and the UK Census.

Statistical agencies like the Office for National Statistics (ONS), the Higher Education Statistics Agency (HESA) produce data, and sector organisations or professional bodies at national and regional level, often have their own researchers and provide a rich source of LMI.

However LMI is also presented in many different formats. For example, complex statistical formats including CSV files, datacubes or technical reports that are geared towards economist and policy makers, rather than for use in education organisations.

Methods of data collection and curation will vary, as will the timeframe over which data is collected, its intended use and the reliability of the data needs to be considered within context of other LMI sources.

An example, some organisations will use former Government Office regions to classify a geography, others a Local Enterprise or Local Authority area. Slightly different geography or demography, the time period over which data was collated, different O*NET or Standard Occupational Classification (*SOC*) or Standard Industry Classification (*SIC*) definitions (levels 1 – 4) should be recognised as a limitation of the data, and account for any variance between sources of LMI.

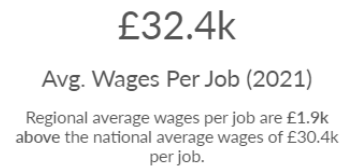
The validity of the data overall; which yields information from the various official datasets and sources of intelligence it draws upon is accurate at the point of circulation.

Nevertheless, good LMI practitioners will advocate how important to use your own judgement to draw conclusions about the information.

Question and explore the data, reflect on the key messages and in doing so, engage in an ongoing dialogue and debate with the information within context of each readers situation to contribute towards creating growing body of up to date LMI.

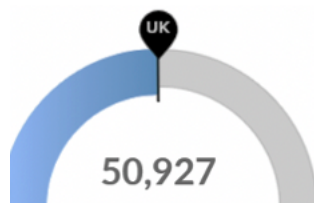
Regional Context

Since the previous Census in 2011, Milton Keynes has seen its population grow to 287,821. This is a **15.3% increase, which is above the national average of 6.3%**. Milton Keynes has a **younger age profile than England as a whole**.



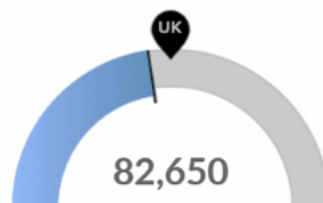
Age Cohort	2021 Population	2021 Percent
Under 16 years	62,372	22.9%
16 to 34 years	58,282	21.4%
35 to 54 years	80,768	29.6%
55 to 74 years	54,022	19.8%
75 years and over	17,023	6.2%

Population Characteristics



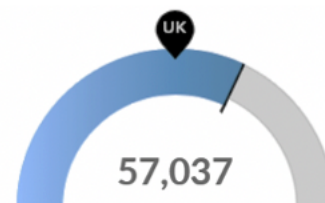
Millennials

Milton Keynes has 50,927 millennials (ages 25-39). The national average for an area this size is 51,227.



Retiring Soon

Retirement risk is low in Milton Keynes. The national average for an area this size is 94,806 people 55 or older, while there are 82,650 here.



Racial Diversity

Racial diversity is high in Milton Keynes. The national average for an area this size is 38,519 racially diverse people, while there are 57,037 here.

As of 2021 the region’s population increased by 2.3% since 2016. **Population is expected to increase by 1.4% between 2021 and 2026**, adding 3,877.

Concerning educational attainment, 34.2% of Milton Keynes residents possess a Degree or Equivalent and Above - SCQF L9 (0.7% above the national average), and 7.8% hold a Higher Education Below Degree Level - SCQF L7-8 (0.2% below the national average).



	% of Population	Population
No Qualifications (NVQ)	6.5%	11,000
Other Qualifications (NVQ)	6.5%	11,053
NVQ 1 - SCQF L4	9.6%	16,360
NVQ 2 - SCQF L5	17.2%	29,124
Trade Apprenticeships	1.9%	3,234
NVQ 3 - SCQF L6	16.2%	27,554
Higher Education Below Degree Level - SCQF L7-8	7.8%	13,292
Degree or Equivalent and Above - SCQF L9	34.2%	58,043

Sector Summary

Definitions of arts and culture can vary and distinctions between sectors are not clear-cut as many artists work across culture subsectors from the DCMS definition of the Cultural Sector. These include **visual arts; performing arts; film and TV; music, live music and festivals; and libraries, museums and heritage.**

The Office for National Statistics found that **arts, entertainment and recreation** (a sub-section of the DCMS-defined Cultural Sector) was **the sector second worst affected during the pandemic.**

The performing arts is typified as a collective term for arts performed in front of an audience. They primarily focus on dance, drama, music and theatre. There's often overlap with the film and media industries.

Design and production roles also fall under this umbrella, with many institutions providing courses in production lighting, stage and prop design, costume construction and stage management.

During the pandemic, many arts and culture organisations used technology to avoid closing and to engage audiences remotely. According to the Economist Intelligence Unit, **25million people in the UK engaged with arts and culture online in 2020.** Turning to digital

technologies did not however mitigate the major impact; with **small organisations and freelancers significantly affected**.

For **freelancers, who make up a significant part of the cultural workforce**, the impact was major and sometimes devastating. Freelancers constituted **62% of the core-creative workforce before the pandemic and only 52% by the end of 2020**.

The most dramatic **decline in the cultural industries workforce was observed in music, performing and visual arts**, where the professional workforce fell by around a quarter between March and June 2020, with no signs of significant recovery by the end of 2020, in comparison with other sectors.

In 2021 the Department for Digital, Culture, Media & Sport reported that **self-employment accounts for 32% of Creative Industry employment** in the UK compared with 16% for the economy more broadly.

Industry Profile

The Centre for Cultural Value, in one of the world's largest investigations into the impacts of the Covid-19 pandemic on the cultural industries. cited **skills gaps have been identified in areas such as fundraising and marketing, digital skills and writing funding applications**.

Emerging and Immersive technologies (XR) may affect the future of arts and culture. The Arts Council 'Let's create delivery plan 2021 – 2024' has a clear commitment to support collaborating with other cultural organisations, with the commercial creative industries and/ with further and higher education, especially with a view to supporting innovation, research and development, new skills and the use of new technologies, including:

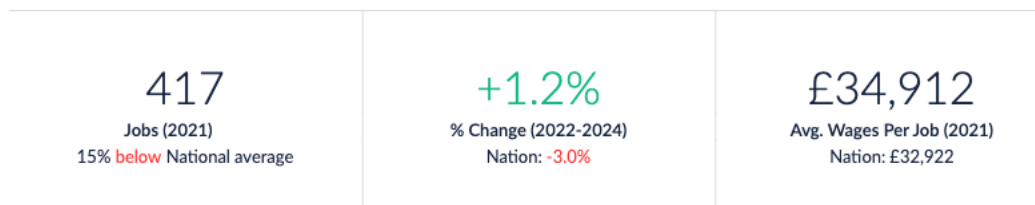
- Virtual Reality (VR): a fully simulated 3D environment with which a user can interact, viewed using a headset.
- Augmented Reality (AR): a technology that layers computer-generated images on our visual realm using a smartphone app or special 'glasses'.
- Haptics: a technology which uses sensors to recreate the sense of touch by applying forces or motions to the user.

Arts and culture is also a **critical sector to support the Government’s Levelling Up agenda**, and through using technology can play a key role as the growth in demand for creative and digital (**‘createch’**) skills to integrate into the future workforce.

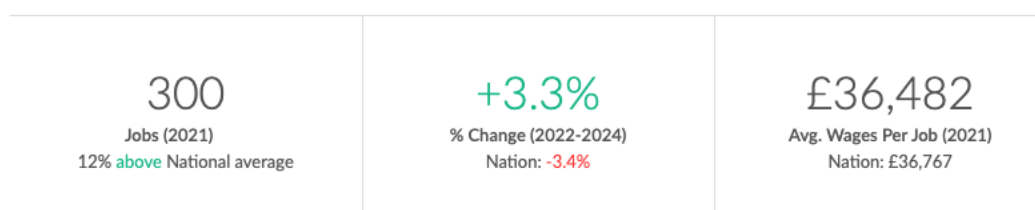
93% of 16-18 year olds also report **studying a creative subject impacts positively on their mental health and wellbeing**, according to a report by Enhancing creative education, 2022.

Milton Keynes: Industry Profile

Using EMSI data, the Creative, Arts and Entertainment Activities sector **in Milton Keynes sector is relatively small.**



However, if we build in the performing Arts and support Activities to Performing Arts sub-sector this adds an additional 300 jobs, and is forecast to create more jobs to 2024 than the UK overall, per the below:



Occupations employed by the Performing Arts & support Activities to Performing Arts industry include **Musicians, Arts Officers, Producers and Directors, Actors, Entertainers and Presenters, Higher Education Teaching Professionals and Personal Assistants and Other Secretaries.**

It is a **Low GVA adding sector** in Milton Keynes, however the arts and culture industry has many **valuable spillover effects**.

Industry Requirements

Purchases from	In-region Purchases	Imported Purchases
Performing Arts	£6,834,787	£0
Artistic Creation	£2,342,083	£1,882,557
Other Professional, Scientific and Technical Activities n.e.c.	£791,636	£1,674,503
Accounting, Bookkeeping and Auditing Activities; Tax Consultancy	£1,779,360	£453,665
Operation of Arts Facilities	£571,334	£1,467,047

It is a significant recipient of public funding and as a result of its **productive revenue and value-generating activities**, it also **contributes to the UK economy via taxation and is an important asset in supporting innovation and urban regeneration**.

Milton Keynes hosts a wealth of cultural organisations and venues, including world-class contemporary art galleries, museums, theatres, art centres, heritage sites, performance and dance spaces, community arts facilities, artist run studios and workshops. **The City was recently the recipient of £2,077,792 share of the Cultural Recovery Fund.**

Event venues in the Milton Keynes North constituency received funding, as will a further seven venues in Milton Keynes South, including the MK Gallery, SNP Productions, Milton Keynes Museum, Milton Keynes Arts Centre, MÓTUS, a dance organisation, RGS Music, a music management company, the Milton Keynes Islamic Arts Heritage and Culture Organisation, National Museum of Computing, Pagrav Dance Company, Westbury Arts Centre and World Media Initiatives CIC.

Another important spillover impact of the wider arts and culture industry is **volunteering and work exposure**. Volunteering in arts and culture gives individuals an opportunity to gain experience and benefit from **experiential, creative work environments which improves their productivity, employability and soft skills**.

These range from **personal skills such as communication, teamwork and leadership, to organisational skills such as improved confidence, strategic development and planning**.

Wage trends

This data is gathered from the wage ranges offered by employers within the Creative arts industry across Milton Keynes in their online job postings. While these wages are not always markers of the overall market rate, they do show how advertised wages from employers in the industry are increasing or decreasing over time.

Whilst wages have increased in the 3 years, it is still a **relatively low paying sector**.



Occupation demand

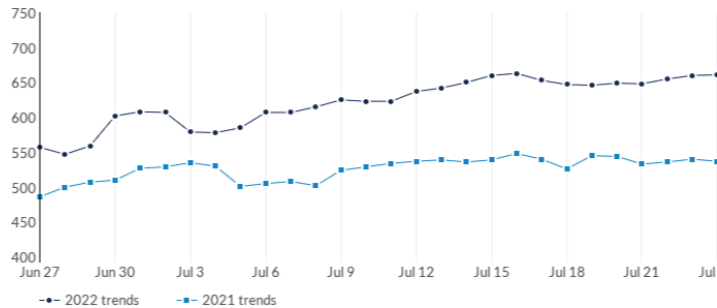
The most frequently posted occupations over the last 6 months, in order of most in-demand and actively sought after by recruiting Milton Keynes employers are:

Marketing and Sales Directors; Marketing Associate Professionals; Web Design and Development Professionals; Merchandisers and Window Dressers; Authors, Writers and Translators; Graphic Designers; Public Relations Professionals; Advertising and Public Relations Directors; Arts Officers, Producers and Directors; Photographers, Audio-visual and Broadcasting Equipment Operators.

Regionally, this table displays the most recent 30 days of job postings activity for the sector in Milton Keynes, revealing the sector is actively recruiting more posts than a year ago.

Unique Postings Trend

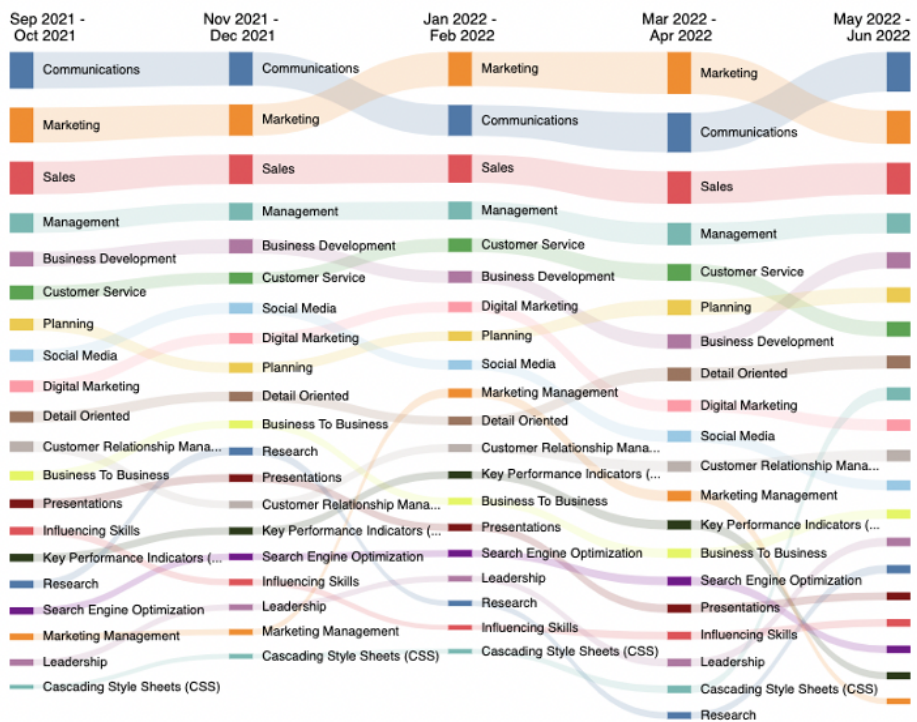
This view displays the most recent 30 days of job postings activity to show near-term trends. It does not reflect your timeframe.



In-demand skills

The below visual displays the most frequently listed skills in job advertisements, in order of frequency of appearance since September 2021.

It is clear employers in the industry across Milton Keynes are **consistently advertising for employees with communication, marketing, sales, management, customer service and business development skills.**



Overall, the demand for skills in communication, marketing, sales, management, customer service and business development remains high. However there has been a **sharp rise in the number of employers seeking skills in planning, customer relationship management and attention to detail (detail orientated) in recent months**, as seen by the below data.

This suggests employers are placing higher value on these attributes, or are responding to a skills gap by making it more explicit that these skills are needed to perform the role.

Skill	Postings Jan 2022	Postings Jun 2022	Change %
Communications	217	360	66%
Sales	204	300	47%
Marketing	255	294	15%
Management	129	173	34%
Business Development	94	165	76%
Planning	56	148	164%
Customer Service	93	123	32%
Detail Oriented	57	113	98%
Business To Business	50	86	72%
Presentations	53	77	45%

If we specifically take Artists, Actors, Entertainers and Presenters, Arts Officers, Producers and Directors and Graphic Designers we can see a staggering **1200% increase in the number of employers over the last 6 months actively seeking employees with skills in content creation, social media, and planning**, 800% increase in **video production**, 700% in **multitasking**.



A future facing Sector

Currently, Further Education (FE) providers are allocated funds from different sources depending on the type of courses they provide and on the age of their students. There is also capital funding available for upgrading the college estate, as well as European funding for skills to support economic growth across locally defined geographies.

EU investment will transition across domestic funding over the next couple of years, spearheaded under the UK Shared Prosperity Fund (UKSPF).

To assess the current performance of different areas of college provision, and develop new, fit for purpose skills solutions and it is important to understand the key sources of funding. Any regulatory requirements, as well as the opportunities and limitations of each programme and overall policy drivers should be factored into any subsequent skills discussion and design.

Primary sources of current FE funding are summarised overleaf.

Education and Skills Funding Agency (ESFA)

16-19

Funding to provide study programmes for young people. The ESFA pays colleges based on the numbers of students they are expected to enrol each academic year using funding rates adjusted by a weighted average calculation based on characteristics.

19+ Adult Education Budget (AEB)

The AEB provides most of the public funding for non-apprenticeship, 19+ further education in England. AEB monies is used specifically to fund training opportunities to support the most disadvantaged learners.

Funds can be used for anyone aged 19-23 to get a L2/ 3 qualification if they don't already have one. AEB can be used to fund low-waged learners 24+ to get their first L2/3 qualification. The AEB can be used to fund anyone unemployed for any course or qualification up to L2.

English and Maths

AEB can be used to fully fund level 2 English and maths for anyone over the age of 19.

Lifelong Loan Entitlement (LLE)

From 2025, the Lifelong Loan Entitlement is intended to provide individuals with a loan entitlement to the equivalent of four years' worth of post-18 education to use over their lifetime. The flagship element of the Skills and Post16 Education Act 2022, It is intended to be used flexibly, for full or part-time study of modules or full qualifications at L4 to L6.

Apprenticeships

Employers can receive incentive payments to help fund apprenticeships The amount received depends on whether employers pay the apprenticeship levy .If you pay the levy you will receive funds to spend on training and assessing your apprentices. The government will add 10%.

If employers do not need to pay the levy they pay 5% and the government will pay the rest (95%) up to the funding band maximum.

Department for Education (DfE)

National Skills Fund

Free L3 qualifications for adults and Skills Bootcamps. There are over 400 qualifications available in areas such as engineering, social care, and accounting. The offer is also available to adults who earn less than the National Living Wage annually or the unemployed. All 19 - 23 year olds can access courses for free through their legal entitlement to a first full L3 qualification.

Capital funding

The 2021 Skills for jobs White Paper included a proposal to “continue to invest in the college estate, to transform facilities and enable high-quality provision.” The £1.5bn capital commitment made in the Budget 2020 for capital spending across all further education sites in England for the next 5 years is primarily being delivered through the **Further Education Capital Transformation Fund**.

Additional sources

EU structural funding (ESIF)

ESIF includes money from the **European Social Fund (ESF)**, **European Regional Development Fund (ERDF)** and **European Agricultural Fund for Rural Development (EAFRD)**.

The ESIF Growth Programme provides investment to projects that improve local innovation and growth, create jobs and promotes social inclusion. Projects funded by the ESIF Growth Programme are currently running, in some cases with an extension to the end of 2023. Local Enterprise Partnerships and Combined Authorities are responsible for developing local ESIF strategies.

The UK Shared Prosperity Fund (UKSPF) is intended to replace EU structural funding. The Fund will focus on three priorities: communities and place, local businesses, and people and skills.



Current curriculum overview

Combining ILR, schools data and LMI, RCU Vector provides an insight into local learner markets. Allowing parties to identify and meet the future needs of local communities by shaping appropriate responses and curriculum updates.

The following pages, using Vector data, provide a comprehensive picture of the current Milton Keynes College Group (MKCG) curriculum delivered, alongside local skills demand.

Summary

In 2020/21 there were a total of **200 Art & Design (AD)** 16-19 learners, of which **150 were enrolled at Milton Keynes College Group (MKCG)**. The total market has shrunk by 20 learners since 2018/19, during which time MKCG lost 30 learners. **MKCG controlled 73% of the 2020/21 16-19 market**. The remaining learners study mainly at Other GFE Colleges (16%) and School Sixth Forms (6%).

In 2020/21 there were a total of 20 AD Adult learners, of which 10 were enrolled at Milton Keynes College Group (MKCG). The total market has shrunk by 10 learners since the 2018/19 academic year, during which time MKCG saw no change in learner numbers. MKCG leads the market with 41% market share, followed by Other Colleges (23%). Other provider types only control nominal amounts of the market. **Almost all learners are studying at Level 3+ (77%)**. Learner numbers at other level are so low that the %s are suppressed by Vector.

In 2020/21 there were a total of 50 Creative and Design (CD) apprentices, of which 0 were enrolled at Milton Keynes College Group (MKCG). **The total market has grown by 30 learners since the 2018/19 academic year**, during which time MKCG saw an increase of 0 learners. **Most apprentices study at Advanced Level (93%)**. Very few learners study at other levels.

In 2020/21, there were 410 learners within the HE market, of which 20 were studying at MKCG. This is a **market decrease of 70 learners** and an increase of 10 at MKCG, since 2018/19.

A note on differences across funding streams and data:

There are slight differences in the definition of a Technical Route (which is used for apprenticeships) and Subject Sector Area. These are both based on information contained in the submitted ILR. This is sometimes just a name change, and sometimes multiple SSAs being mapped to a single Technical Route. For example, A full table of this mapping is available in the *Supporting Documents* menu on Vector RCU.

Geographies are defined by Vector as the resident location of learners, rather than where the learning is taking place. Across funding streams, different aggregate geographies are available, from the Local Authority to the LEP level. For some cases, it is more appropriate to survey a larger geography (such as apprenticeships).

This is especially important to note for HE, where many learners leave their residence area to study at a HEI.

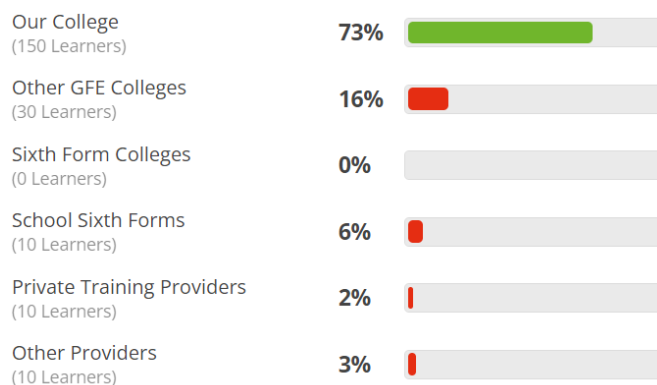
Suppression Rounding is carried out by Vector RCU to ensure anonymity of the data where raw figures are presented. This may cause slight discrepancies between data sets of different granularities and when comparing market share percentages to learner numbers.

16-19

For this section, the Subject Sector Area (SSA) analysed is **Art & Design (AD)**, and the selected geography is **Main Area (MK)**.

In 2020/21 there were a total of 200 AD 16-19 learners, of which 150 were enrolled at Milton Keynes College Group (MKCG). The total market has shrunk by 20 learners since 2018/19, during which time MKCG lost 30 learners.

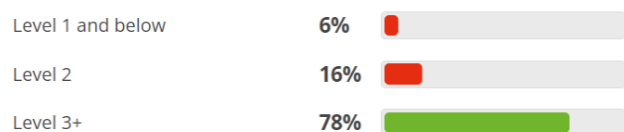
Market Share



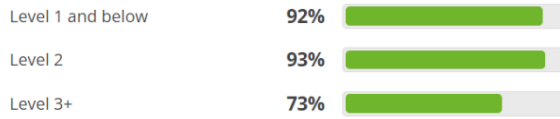
MKCG controlled 73% of the 2020/21 16-19 market. The remaining learners study mainly at Other GFE Colleges (16%) and School Sixth Forms (6%).

The majority of local 16-19 learners are enrolled on level 3+ courses (78%), with few learners at Level 2 (16%), or Level 1 and below (6%).

Level Profile - All Learners



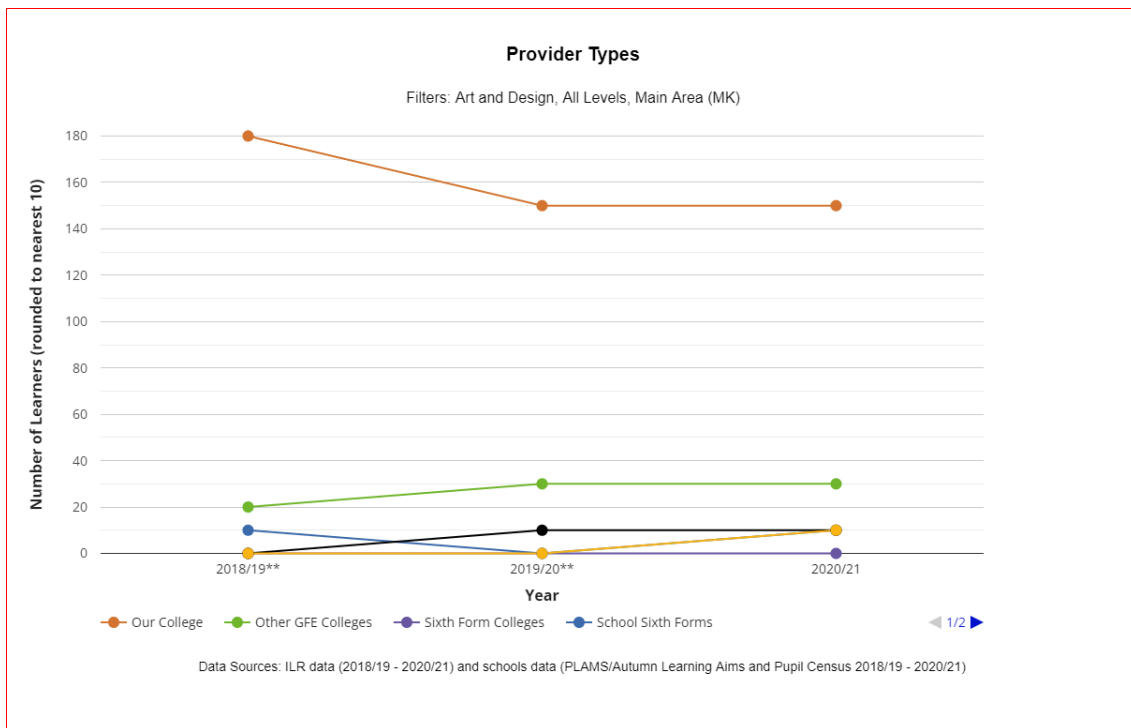
Market Share by Level



MKCG has a very **strong market share across all Levels.**

There are a number of providers operating in the 16-19 market, most with <5 learners. MKCG is the largest provider with 150 learners, followed by Bedford College (20 learners), Fashion Retail Academy (10 learners), and Northampton College (10 learners).

MKCG has been losing learner numbers, with some stabilisation from 2019/20 to 2020/21. Other GFE Colleges and Private Training Providers have seen the greatest growth.

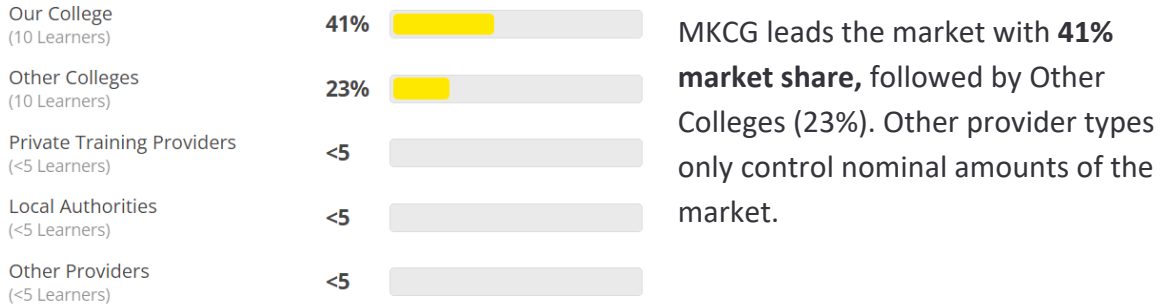


Adults

For this section, the Subject Sector Area (SSA) analysed is **Art & Design (AD)** and the selected geography is **Main Area (MK)**.

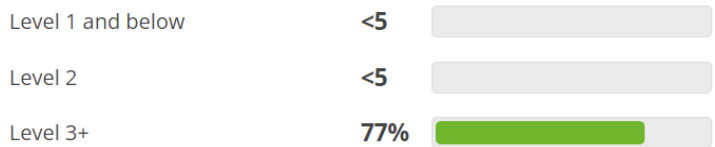
In 2020/21 there were a total of 20 AD Adult learners, of which 10 were enrolled at Milton Keynes College Group (MKCG). The total market has shrunk by 10 learners since the 2018/19 academic year, during which time MKCG saw no change in learner numbers.

Market Share

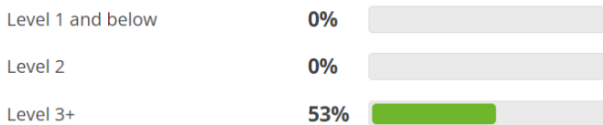


Almost all learners are studying at Level 3+ (77%). Learner numbers at other level are so low that the %s are suppressed by Vector.

Level Profile - All Learners



Market Share by Level



MKCG have a strong market share at Level 3+ (53%). Estimates at other levels are not provided by Vector due to the minimal learner numbers.

There are many providers within this market, although most of these reports fewer than 5 learners. Milton Keynes College reports 10, with other top 5 providers being Waverly Borough College, Northampton College, University for The Creative Arts, and The City Literary Institute.

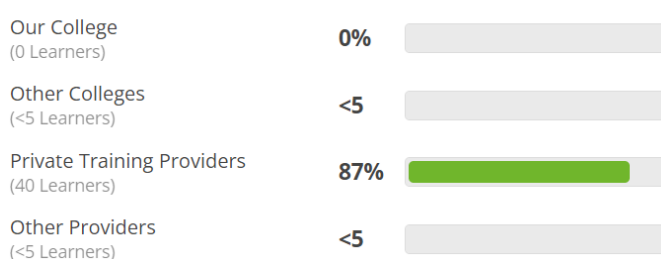
Learner numbers are too low to report anything of note from the 3-year trends.

Apprenticeships

For this section, the Technical Route analysed is **Creative and Design (CD)** and the analysed geography is **South East Midlands LEP**, for **All Ages**.

In 2020/21 there were a total of 50 Creative and Design (CD) apprentices, of which 0 were enrolled at Milton Keynes College Group (MKCG). The total market has grown by 30 learners since the 2018/19 academic year, during which time MKCG saw an increase of 0 learners.

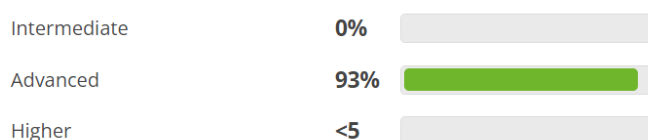
Market Share



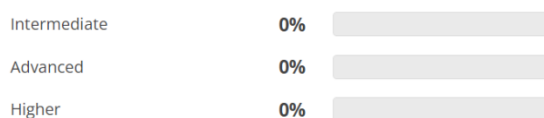
Regionally, **Private Training Providers dominate with 87% of the market.**

Most apprentices study at **Advanced Level (93%)**. Very few learners study at other levels.

Level Profile - All Apprenticeships



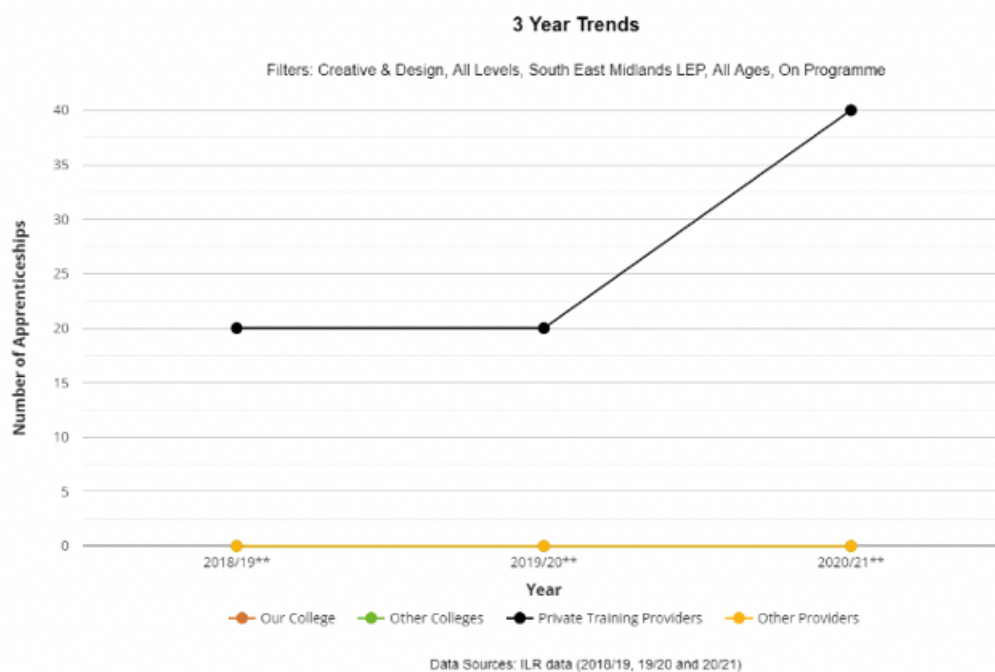
Market Share by Level



MKCG's market share is 0% across all levels, indicating no market penetration.

Many different providers operate within this market, all of which report fewer than 5 learners. **The top 5 are: Apprentify Ltd, Affinity People Ltd, The West Midlands Creative Alliance Ltd, Uganda Community Relief Organisation, Bauer Radio Ltd.**

Market growth has come from Private Training Providers increasing the number of On Programme Apprentices.



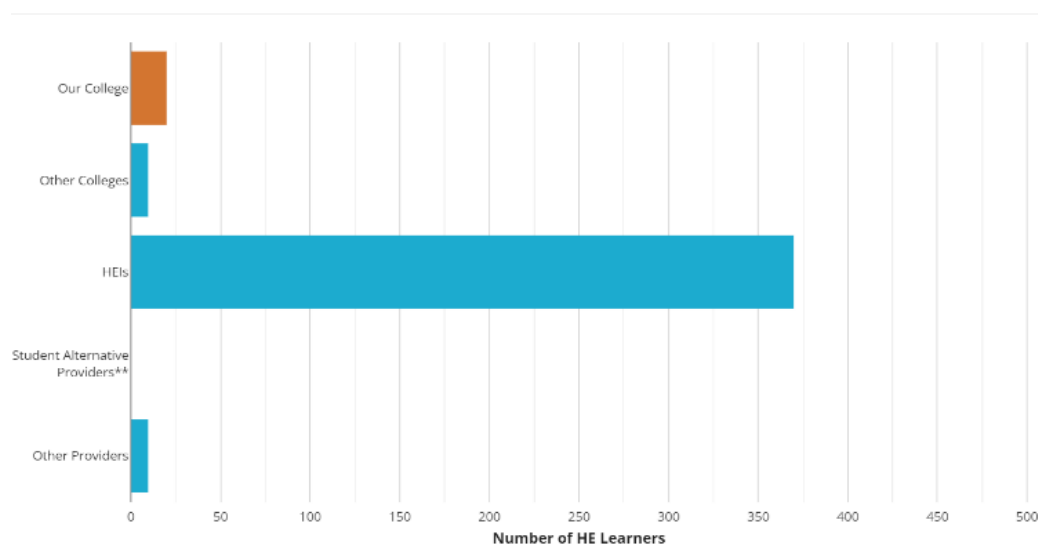
Higher Education

For this section, the SSA selected is **Art & Design (AD)** and the geography selected is **Milton Keynes**. Data is for **All Ages** and **All Level 4+** unless otherwise specified.

In 2020/21, there were **410 learners within the HE market, of which 20 were studying at MKCG**. This is a market decrease of 70 learners and an increase of 10 at MKCG, since 2018/19.

Most regional AD learners are Under 21 (150), as are 10 MKCG learners.

Within Milton Keynes learners, Higher Education Institutions dominate the 2020/21 AD market. **This pattern is seen across the previous three academic years.**



The impact of the COVID-1- pandemic continues to impact the learning and skills system, which is no doubt reflected in the data. Particularly in sectors where apprenticeships and other skills may not lend themselves well to online delivery, or industries and employers who have had to focus on business survival, sustainability, or invest in new technologies to support ways of working which has had a knock-on-effect on staff development budgets or time available to train and upskill staff.

Even before the current crisis, changing technologies and new ways of working were disrupting jobs and the skills employees need to do them, and ambitions to improve resilience, tackle digital and social isolation, as well as overcoming barriers to overcome mental and physical health issues for staff and learners have been core priorities for FE Colleges over the last 2 years.

Using the information contained within this report alongside associated LMI and stakeholder intelligence there are opportunities to reskill and upskill the workforce to deliver new business models in the post-pandemic era.

Published by Milton Keynes College Group

If you'd like to know more or explore how MKCG can assist your skills growth please contact us at the Skills Hub skills.hub@mkcollege.ac.uk We look forward to hearing from you.