Numeracy Skills and Active Literacy: Supporting fitness staff in Wales to improve their literacy, language and numeracy
‘Working collaboratively, we can play a vital role in helping companies focus on the future and make sure their staff are highly skilled and flexibly skilled, so they’re better placed to take advantage of opportunities.’

John Griffiths AM, Deputy Minister for Skills, Welsh Assembly Government
The Alliance of Sector Skills Councils action plan for Wales launch, 11th February 2009
## Table of Contents

Table of Contents ............................................................................................................................ 3
Introduction ..................................................................................................................................... 4
Who benefits? ................................................................................................................................. 5
About SkillsActive .......................................................................................................................... 5
About Basic Skills ............................................................................................................................ Error! Bookmark not defined.
How are Basic Skills delivered? ...................................................................................................... Error! Bookmark not defined.
What training is available? ............................................................................................................. Error! Bookmark not defined.
Employer Pledge ............................................................................................................................ Error! Bookmark not defined.
How is basic skills training funded? ............................................................................................... Error! Bookmark not defined.
Employer Pledge procedure ............................................................................................................ Error! Bookmark not defined.
Developing your staff ......................................................................................................................... Error! Bookmark not defined.
  Promoting training and getting staff involved ............................................................................. 14
Training in the workplace: what's involved? ..................................................................................... 15
  1 Working in partnership ............................................................................................................. 15
  2 The training: where and when? ............................................................................................... 16
  3 Training providers .................................................................................................................... 17
  4 Evaluating the training ............................................................................................................. 18
  5 Next steps .................................................................................................................................. 19
Contact details for getting started .................................................................................................. 20
  Employers in Wales can get advice from: .................................................................................. 20
Appendix 1: Job description linked to literacy and numeracy .......................................................... 21
  Level 2 Instructor ....................................................................................................................... 21
  Literacy Level 2 Instructor role profile ....................................................................................... 22
  Numeracy Level 2 Instructor role profile .................................................................................... 23
Appendix 2: Examples of engagement materials .............................................................................. 24
Appendix 3: Blank checklist template ............................................................................................ 27
Appendix 4: Checklist for working with providers ......................................................................... 28
**Introduction**

SkillsActive, in partnership with Basic Skills Cymru, has produced this toolkit, which has been funded through the Welsh Assembly Government. The toolkit is aimed at employers in the fitness sector, to encourage them to think about how they can support their staff to develop their basic skills within the workplace.

Practical literacy, language and numeracy skills are used in everyday life – at work, home and for study – and there are government initiatives supporting adults to improve their literacy and numeracy skills across the UK. Within Wales, literacy, language and numeracy are referred to as basic skills, and ‘Words Talk – Number Count’ was the name of the Welsh Assembly Government’s National Basic Skills Strategy up until 2010; this strategy has now been revised and is being taken forward through the ‘Skills that Work for Wales’ skills strategy.

Many people would benefit from improving their literacy, language and numeracy skills. About 440,000 working age adults in Wales do not have Level 1 literacy skills and nearly a million do not have Level 1 numeracy skills. Most of these adults have many skills at Level 1 (and above), but they have skills gaps that reduce the overall level achieved. Nearly 50% of adults in Wales who need additional literacy, language and numeracy skills are currently employed.

When staff are given the opportunity to develop their literacy, language and numeracy skills, there are many benefits, not only for them as individuals but for employers as well. These include:

- meeting health and safety requirements
- improvement in the quality of services
- increase in, and quicker achievement of, other qualifications such as National Vocational Qualifications (NVQs)
- reduced absenteeism
- reduced staff turnover
- improved relationships with children, young people, their parents and carers
- reduced errors
- increased productivity.

Other positive outcomes of staff improving their basic skills include:

- a confident, flexible and skilled workforce, which is responsive to change
- an opportunity to modernise and consolidate skills and acquire new qualifications
- employees who have the confidence to access other training and promotion opportunities within the workplace.

`Basic skills are essential for social inclusion and the platform for further learning. People who lack these skills are at serious risk of being marginalised in a changing economy.

‘Arguably, the greatest challenge is to address the basic skills deficit: basic skills in Wales are poorer than in any English region.’`

Welsh Assembly Government, *Skills That Work for Wales, 2008*
Adult literacy, language and numeracy (LLN) is a key area of SkillsActive’s work. Twenty-two per cent of employees in our sector are below NVQ Level 2 or equivalent.’

Stephen Studd, Chief Executive, SkillsActive

Who benefits?

Everyone benefits from improving their basic skills, including:

- supervisors and senior workers who might have been promoted and need to improve literacy, language and numeracy to meet the requirements of their new role
- staff looking for promotion or career progression
- non-qualified staff who want to have their skills recognised
- qualified staff who want to progress to higher-level qualifications
- assessors and trainers who are supporting colleagues to achieve qualifications
- volunteers who want to progress into paid employment
- managers who may need to refresh particular skills
- existing staff who want to improve their current skills and become better at their jobs
- children, parents and young people with whom the employees have contact.

‘Literacy and numeracy underpin virtually all the other skills we need in our daily lives – be that at work, in the family or in leisure and other activities.’

‘Words Talk – Numbers Count’, the Welsh Assembly Government’s strategy to improve literacy and numeracy in Wales, 2005

‘Making learning relevant and fun motivates staff to come along, take part and realise the benefits.’

Elaine Clowes, Chair, SkillsActive

About SkillsActive

SkillsActive is the Sector Skills Council (SSC) for the active leisure, learning and well-being sector. Working in partnership with employers and key stakeholders, SkillsActive leads and supports the industry’s drive to succeed, by ensuring the supply of skills to meet the industry’s needs.

Active leisure and learning is made up of five sub-sectors:

- sport
- fitness
- playwork
- the outdoors
- caravans
As well as supporting the development of vocational skills, SkillsActive recognises and promotes the importance of developing underpinning skills such as literacy and numeracy to support entry to, and career progression within the sector.

The fitness sector focuses on the supervision of exercise and physical activity. With this in mind, the UK has thousands of fitness clubs, leisure centres and gyms for public use. Being physically active and healthy is an important part of our everyday life, especially with government and devolved administration agendas concentrating more and more on promoting the need for regular exercise.

Examples of SkillsActive’s work with the fitness sector include the implementation of the ‘Sector Step Up’ Programme. Through funding made available by the Welsh Assembly Government, SkillsActive along with REPs (Register of Exercise Professionals) organised for 130 Local Authority fitness instructors to be up skilled to Level 3 Advanced Instructor. This programme ensured that staff working on the National Exercise Referral Scheme were appropriately qualified and had the required knowledge base to be working with referred clients. For more information please contact the REPs Officer for Wales on: wales@exerciseregister.org.

Other key work undertaken by SkillsActive includes Active Analyser - this is an online tool for the active leisure and learning sector that can help employers to identify training needs within the workplace for both paid staff and volunteers. SkillsActive has also launched the ActivePassport – a unique web-based facility for recording skills, training, volunteering and qualifications. For more information on Active Analyser please visit www.upskilluk.com/skillsactive Or for information on ActivePassport visit www.activepassport.co.uk.
About Basic Skills

Within Wales, basic skills are vital to the economy and culture. The Welsh Assembly Government defines basic skills as ‘the ability to read, write and speak in English and/or Welsh and to use mathematics at a level necessary to function at work and in society in general’. Basic skills cover literacy, language and numeracy up to and including Level 1 of the Adult Literacy and Numeracy Standards.

The Assembly Government's Department for Children, Education, Lifelong Learning and Skills (DCELLS), is responsible for overseeing the implementation of the Welsh Assembly's European Social Funded (ESF) project; ‘Basic Skills in the Workplace’ and will help to address the basic skills agenda outlined in ‘Skills That Work for Wales’ (a skills and employment strategy and action plan). Considerable progress has already been made in reducing the number of children and young people in school who struggle with basic skills. Standards are rising year on year. Fewer children are moving on to secondary school with poor basic skills and fewer young people are leaving school with poor literacy and/or numeracy skills. However, the Welsh Assembly Government recognises that more needs to be done and low-skilled people in the workforce are one of the priority groups identified in the ‘Basic Skills in the Workplace’ delivery plan.

The aim of the Welsh Assembly Government is to have a significant influence on the development of national, regional and local strategies to improve basic skills in both literacy and numeracy. ‘Basic Skills in the Workplace’ aims to ensure that 30,000 adults will access Level One support, with 50% gaining a Level One Essential Skills Wales qualification.

How are Basic Skills delivered?

The Welsh Assembly Government is responsible for the supply and quality of literacy and numeracy training. Training is delivered through further education colleges, a network of adult and community learning providers, work-based learning/private training providers and some other community and voluntary organisations. Every adult and young person aged 16 or above (all age funding available), who enrolls on a literacy or numeracy basic skills course, will have a basic skills assessment. This assessment will identify any literacy, language or numeracy gaps that could hinder achievement of the learner’s qualification or goal. A basic skills course duration is for 36 hours and each learner will achieve an Essential Skills in either numeracy, literacy or English for Speakers of Other Languages (ESOL).

What training is available?

Once the basic skills assessment has been undertaken and the strengths and gaps analysed, the learner should be provided with the necessary literacy, language or numeracy teaching and learning support. This is the case for adult learners on training programmes such as Skill Build, pre-apprenticeship learning and discrete basic skills courses, and should also apply for foundation modern apprenticeships and modern apprenticeships. It is likely that the names of these programmes will change in the next tendering round. For those not on training programmes such as those above, basic skills courses are available across Wales in community venues as well as colleges. Anyone may access and join these courses. The teaching can be through the context of
sport and recreation or any other interest or aim that the learner has, and the training and resources for these courses are often available in both English and Welsh.

**Employer Pledge**

The Employer Pledge is an important programme within ‘Basic Skills in the Workplace’. Employers who sign the Pledge acknowledge that some staff need additional skills and commit themselves to support improvements. The Pledge covers all employees, including those who are not on training programmes or courses identified above. The Pledge is aimed at all companies and organisations in the private, public and voluntary sectors, whatever their size. There is no charge to join the scheme. Employers receive free support and advice from the Welsh Assembly Government. It’s supported by Wales Trade Union Congress (TUC), Confederation of British Industry (CBI) Wales, the Sector Skills Councils (SSCs), Welsh Local Government Association (WLGA) and other partners.

For an organisation to succeed everyone has to perform well. A company’s reputation, its competitiveness and its future depend on its employees. Signing up to the Employer Pledge highlights a company’s commitment to developing the potential of its employees. For additional information about the Employer Pledge email; employerpledge@wales.gsi.gov.uk

**How is basic skills training funded?**

Any training is an investment in developing both staff and the organisation, so there will be costs involved. Some of these costs may be covered by public funding. Basic skills training up to and including Level 1 should be free to the learner. The providers have access to funding that will allow them to support the employer in tackling basic skills in the workplace (see above).

ProAct is a pilot scheme, which was announced at the third Economic Summit on 5 December 2008. The scheme seeks to provide training assistance to businesses that are suffering during the economic downturn. The scheme runs on a selective basis, and will provide financial support for employees to undertake training and, as an innovative new measure, will also provide support towards wage costs while training is underway. The scheme will be flexible and designed to meet the needs of individual businesses. Funding could be available to support training. For more information, telephone 01792 765 858.
Employer Pledge procedure

Employer applies for the Employer pledge selecting a Training Provider to work with.

Training Provider & Employer meet and draw up a 1 year Learning Plan and send to Basic Skills for the Workplace Manager.

Several drafts may be needed before approval.

Contact the Employer Pledge Team; employerpledge@wales.gsi.gov.uk.

Learning plan accepted. Organisation sends signed paper copy to office email address above.

Employer begins implementation of the Learning Plan.

Basic Skills in the Workplace Manager (BSIWM) visits organisation to monitor progress.

BSIWM completes visit report and recommends achievement or postponement of Award.

When criteria met, Employer Pledge Award achieved. Employer Pledge plaque presented to employer.
Developing your staff

There are many literacy and numeracy skills involved in everyday work tasks. Supporting staff to improve their literacy and numeracy will bring benefits to your organisation and to individual staff. Benefits to staff include:

- gaining confidence in their current work roles
- going on to further training and gaining qualifications
- gaining the confidence to change roles or to go for promotion
- getting an up-to-date national qualification
- feeling more confident to try out new things and take on different tasks.

‘Winning is in the detail of your preparation, whether it be in sport or life, if you can develop the basic skills of your game then winning comes easy. I believe the same about life; if you can get literacy and numeracy skills up to scratch then you are already a winner’.

Chris Tombs (MSc), Cardiff Blues Conditioning Coach

The Welsh Assembly Government have developed a series of leaflets from the ‘Working in...’ series, which describe the language, literacy and numeracy (LLN) skills needed in specific occupations, are available to order from Prolog on 0845 603 1108.

‘As someone who is has been in the profession for many years, I have seen first hand how important Basic Skills are. The use of literacy, language and numeracy to a good standard underpin all elements of work that a fitness professional undertakes. Without the use of basic skills, an individual will struggle with such mandatory tasks as writing e-mails, writing out training programmes, following written instruction and many others.’

John Byers, Level 3 Personal Trainer, Cardiff
“Basic skills are essential for continued learning and development within the fitness sector. All fitness instructor training programmes (work based, e-learning or attendance to a course/module) involve some writing, speaking, reading and work with numbers. Trainee fitness instructors will need to consult with clients, calculate heart rates and BMI, conduct research, contribute to group discussions and plan and deliver exercise programmes. Basic skills enable individuals to ‘engage’ with these other learning activities. They provide the foundation for all continued professional development”

Debbie Lawrence, Fitness Wales
How do basic skills impact on your everyday fitness role?

Some of the everyday tasks that employees within the fitness sector carry out, which include literacy, language and numeracy skills are listed below:

- Respond to detailed or extended questions on a range of topics
- Use interpersonal skills to clarify and confirm understanding, e.g. facial expressions, body language and verbal prompts
- Read, estimate, measure and compare weight
- Read and understand a health and safety notice
- Follow correct procedures for reporting and recording emergencies
- In session plans, present information in a logical sequence using full sentences where appropriate
- Add and subtract amounts of cash
- Read, understand and complete work-related documents e.g. PAR-Q forms
- Understand the importance of accuracy in number calculations
- Support opinions and arguments with evidence
- Read, measure, estimate and record time
- Exchange e-mails with colleagues and service users
- Extract and use numerical information from lists, tables, diagrams and simple charts
- Make observations and record numerical information using a tally
- Write letters and e-mails to clients, colleagues and managers
- Measure progression and provide feedback to clients
- Write a personal development plan for a colleague
- Recognise how language and other textual features are used to achieve different purposes, e.g. to instruct, explain, describe, persuade
- Provide a set of instructions in a coherent order
- Speak clearly and confidently in training sessions, fitness feedback and when giving diet information
- Proofread own writing and correct spelling, punctuation and grammatical errors
- Measure and plan time, e.g. making appointments, timing sessions, completing time sheets
- Plan events and organise meetings
- Put together a portfolio of evidence for an NVQ or other training
- Count, read, write, order and compare numbers up to 1,000
- Complete an equal opportunities monitoring form
- Work out and accurately mark out area for a group session

This can be used as a cue checklist for an employer: e.g. which skills would you like your employee to be confident with?

Refer to Appendix 3 for sample checklist that can be photocopied.
In order to carry out these tasks, people working in the fitness industry need to use the following literacy, language and numeracy skills:

- **Reading and writing**
  - identify main points and specific detail in a text
  - summarise information from long documents
  - use reference materials
  - write information in a logical order
  - proofread and revise writing for accuracy
  - use correct spelling, grammar and punctuation

- **Numeracy**
  - estimate and measure weight
  - work out ratio, proportions and percentages
  - use decimals in measuring and money
  - measure and record time

- **Speaking and listening**
  - listen and respond to information and instructions
  - give and receive constructive criticism
  - make requests and ask questions to get detailed information
  - clearly express facts, explanations, opinions and descriptions

‘Embedding numeracy, literacy and communication is essential to fitness professionals being able to deliver a first-rate service. These skills are part of the overall level of expertise that is expected by the customer and the employer. It is through the complete package of fitness industry expertise and basic skills that a successful career is built.’

Matthew Hinton, Technical Skills Trainer, VT Training
Promoting training and getting staff involved

Everyone in the organisation has a part to play in promoting skills development and training opportunities. Ensure that key staff are trained in how to engage others, and embed this within the organisation. Once staff are aware of the positive benefits of improving their skills, they are more likely to get involved.

As a supervisor I’ve seen the increase in motivation of staff that have opted for basic skills training.

As a trainer I always emphasise the importance of improving literacy, language and numeracy alongside continuous professional development training.

As a Wales Union Learning Fund Project Worker I extend basic skills learning opportunities for individuals by training more union learning representatives in basic skills awareness.

As a fitness instructor, I develop my skills on line and now I feel more confident when I have to deal with difficult situations with clients.

As a manager, I encourage my staff and volunteers to develop their literacy, language and numeracy in order to increase promotional opportunities. Staff are more willing to try new things because they feel valued. We are all benefiting.

As someone in our organisation who is responsible for staff development, I always encourage the development of basic skills.

Being responsible for a team of staff, I need to ensure that I can effectively communicate, I need good literacy, language and numeracy skills for this reason.

As a regional development manager for SkillsActive, I encourage and support employers to include literacy, language and numeracy as part of staff development.
There are many ways to get everyone involved in learning, such as:

- having a ‘Learning at Work’ day where everyone gets involved in fun activities such as quizzes and games
- using posters, scratchcards and fliers to raise awareness (there are lots of free resources available for your organisation to use. See Appendix 3 for examples of awareness raising materials available
- offering taster or introductory sessions, so that staff can have a try and check their skills before joining a course
- union learning representatives playing a vital role in getting staff involved in learning through organised events and informal one-to-one support
- ensuring that staff attending other training courses know that they can improve literacy and numeracy to help them to be more successful on their courses
- embedding literacy and numeracy into vocational training courses
- putting information in payslips, newsletters and staff pigeon holes
- introducing the idea of refreshing literacy and numeracy skills at a staff meeting
- offering staff the opportunity to brush up their literacy and numeracy skills at inductions and appraisal meetings.

‘As someone who is in contact with schools, employers and training providers on a regular basis, I am constantly using literacy, language and numeracy skills. Also, employers don’t always admit that they have basic skills needs within the workplace, particularly if they employ graduates. It always gives me great pleasure to help employers address their issues.’

Idris Evans, Development Officer
Young People and 14-19 Reform (Wales), SkillsActive

Training in the workplace: what’s involved?

1 Working in partnership

a) Within your own organisation

There are people who can help you with workplace training, like managers and supervisors. In a large organisation there might also be a training manager or union learning representative (ULR) who you can speak to.

b) With training providers

There are a wide range of providers who can help you with training.

- adult and community learning providers
- further education colleges
- learndirect
- Ufi Cymru
- work-based learning providers
c) Other potential partners

- SkillsActive representatives, the sector skills council for active leisure and learning
- Basic Skills Cymru
- Awarding Organisations (Edexcel, OCR, 1st4sport, City & Guilds)
- Sport Wales
- Employer Pledge workplace team
- REPs or other professional bodies
- Local Authorities
- Voluntary Organisations
- Welsh Assembly Government Human Resource Development advisers, through the workforce development programme
- Wales TUC (if staff are union members)
- ContinYou Cymru

Other workplace learning programmes have found it very helpful to set up a steering group with representatives from these partners. The steering group can help to coordinate planning, delivery and evaluation of the training.

"Employers will benefit significantly by having staff who are at ease in using language and numbers – skills that underpin work at all levels in today’s workplace. If the employer takes the lead in promoting these skills amongst their workforce, several agencies are keen to work in partnership with them to help access the best learning opportunities."

Ashley Pringle, Operations Director
Employer Engagement and Partnerships, SkillsActive

2 The training: where and when?

Staff and volunteers can take part in training at a time that suits them and the needs of the organisation. Sessions can be at any time and on any day of the week, including weekends. Training could take place in the workplace or off site. Staff and volunteers could attend training at regular times each week or you could set up drop-in workshops that staff can attend when they choose.

Some employers release staff during work time to attend training. This is not always possible, so some employers pay overtime or pay staff to attend training. In some cases, staff attend training in their own time for part or all of the training course. As this training is an integral part of upskilling the whole workforce and developing individual staff, it’s very important that there is a strong commitment from both the employer and the employee to ensure that the training will be successful.
The National Grid for Learning (NGfL)

The NGfL Cymru is managed by the WJEC (formerly the Welsh Joint Education Committee), on behalf of the Welsh Assembly Government, and has a remit to develop its library of interactive resources for teachers and learners at all levels. The library consists of nearly 3,000 high-quality educational resources, which support all key stages of the curriculum, from early years to post-16.

To access the NGfL, visit: www.ngfl-cymru.org.uk.

3 Training providers

There is a wide range of providers working with employers. It’s a good idea to consider different providers before deciding which ones you want to work with. You could use the checklist for working with providers to help you decide.

a) Checklist for working with providers

<table>
<thead>
<tr>
<th>Providers that you work with should:</th>
<th>Yes?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• manage the relationship with the employer and staff, from initial contact to evaluation</td>
<td></td>
</tr>
<tr>
<td>• work with other partner organisations effectively</td>
<td></td>
</tr>
<tr>
<td>• use workplace relevant skills checks and initial assessments</td>
<td></td>
</tr>
<tr>
<td>• plan and deliver a training programme based on the needs of the staff and the organisation</td>
<td></td>
</tr>
<tr>
<td>• offer flexible training based on the needs of the organisation and the employees</td>
<td></td>
</tr>
<tr>
<td>• design, support and participate in an agreed evaluation process</td>
<td></td>
</tr>
<tr>
<td>• give guidance on further training and development</td>
<td></td>
</tr>
<tr>
<td>• understand and access funding for the training, where available</td>
<td></td>
</tr>
<tr>
<td>• show evidence of quality and experience in this area of work, including holding the Basic Skills Post-16 Quality Mark.</td>
<td></td>
</tr>
</tbody>
</table>

A blank checklist template for your use is included in Appendix 3.

The checklist for working with providers is included as Appendix 4.
‘The work I’ve seen in sports clubs across the country has shown me the real potential learning through sport has got to offer. Whether this is simply providing easy access to learning facilities where kids and parents alike, who let’s face it feel they have failed in up to ten years stuck in a classroom, can get a chance to learn in an atmosphere they are comfortable and confident with, or the learning that goes on by using sport as the hook for engagement to upskill in their literacy, numeracy or IT skills.’

Rob Williams, National Network Manager, SkillsActive

4 Evaluating the training

It is important that all training is monitored and evaluated on an ongoing basis to ensure that it is meeting the needs of the participants and the organisation. The evaluation should also provide evidence of impact on the organisation and individuals involved.

If you are working with a new training provider or running a new training programme, then it is advisable to run a pilot course. This pilot course should then be reviewed and evaluated before more training is rolled out. Here are some of the success indicators that can be used to evaluate the training:

- Are participants attending regularly?
- Are you getting feedback from participants that they are enjoying the training and finding it useful?
- Are other staff or clients seeing the benefits e.g. supervisors and colleagues?
- Are you receiving regular feedback from the provider?

Make sure that time for evaluation of the programme by the participants, the training provider and other staff from the organisation is built into the process from the beginning.

There are many positive outcomes that you may observe as a result of up-skilling staff. These could include:

- reduced levels of absenteeism
- increased levels of staff retention
- improved service user satisfaction
- the willingness of staff to become more flexible and undertake new tasks or roles
- the achievement of other qualifications, such as NVQs, to see if there is an increase or if the time taken to achieve reduces.
5 Next steps
Here are some ideas to get started:

1. Sign the Basic Skills Employer Pledge.
2. Identify a local provider partner to deliver training for you.
3. Establish a steering group to plan, monitor and evaluate training.
4. Draw up a training plan to identify participants and how and when the training will be delivered.
5. Agree how you will promote training and engage staff.
6. Explore opportunities to embed literacy and numeracy training within existing training.

‘Individuals develop and learn at different stages and through different learning techniques. Basic skills training contributes to this by ensuring that support is targeted to every individual.’

Sandra Fergusson, Workforce Development Officer, Cardiff County Council
Contact details for getting started

Employers in Wales can get advice from:

- SkillsActive
  Tel. 020 7632 2000
  www.skillsactive.com

- SkillsActive Wales
  Tel. 029 2044 4150
  www.skillsactive.com/arounduk/wales

- Basic Skills Cymru
  Tel. 01792 765 919
  www.wales.gov.uk/topics/educationandskills/learningproviders/basicskillscymru

- Investors in People Wales
  Tel. 01443 663 686
  www.investorsinpeople.co.uk

- Learndirect (England, Wales, Northern Ireland)
  Tel. 0800 101901
  www.learndirect.co.uk

- Wales TUC Learning Services
  029 2034 7017
  www.wtuclearn.org.uk

- Employer Pledge Workplace Team
  Email: employerpledge@wales.gsi.gov.uk

- BBC Skillswise
  www.bbc.co.uk/skillswise/

- BBC RAW campaign
  Tel. 0800 150 950
  www.bbc.co.uk/raw

- National Grid for Learning (NGfL)
  Tel. 029 2026 5177
  www.ngfl-cymru.org.uk

- Careers Wales
  Tel. 0800 100 900
  www.careerswales.com

- Ufi Cymru
  Tel. 029 2049 4540
  www.ufi.com
Appendix 1: Job description linked to literacy, language and numeracy

Level 2 Instructor

The purpose of the post is to ensure that the Fitness First product is adhered to through the successful monitoring and reviewing of member fitness services from all Gym Floor activities with a view to becoming a personal trainer. Level 2 Instructors manage both member care and the Gym area.

The Level 2 Instructor is required to hold a level 2 fitness qualification and a first aid certificate and to have a suitable personal profile.

Speaking and listening

The Level 2 Instructor speaks and listens to clients, colleagues, personal trainers and the managers of the gym. The type of information exchanged tends to be straightforward details about the client, the equipment and the gym. The Level 2 Instructor has to listen carefully to the clients as they sometimes do not say what they mean and also ask questions to illicit the real story. The Level 2 Instructor attends meeting with colleagues and may be asked for her opinion during discussions.

Reading

The Level 2 Instructor reads programme cards, leaflets and other internal communications. She also has to keep her knowledge up to date by reading fitness magazines and articles. Sometimes the articles contain detailed text using technical terminology and these may need to be read and understood thoroughly.

Writing

The Level 2 Instructor writes diary appointments, programmes for clients and telephone messages. In general the writing is in note and bullet point format and does not require the use of correct grammar and punctuation. All writing is done by hand and it is important that it is legible.

Numeracy

The Level 2 Instructor counts repetitions in the gym. She carries out the pool test which requires addition and subtraction of decimals. The Level 2 Instructor carries out an induction with new clients that involves weighing and measuring, and understanding the fat percentage and BMI calculations. Often the instructor has to read tables and charts to identify normal blood pressure and heart rate measurements.
Literacy Level 2 Instructor role profile

Literacy spiky profile: Level 2 Instructor graph 17

![Graph showing the spiky profile of the Level 2 Instructor role](image)

The line graph above displays the spiky profile of the Level 2 Instructor role. This is shown across the literacy levels at speaking and listening, reading and writing. It clearly shows a range of skills levels from Entry 2 in writing text and writing grammar and punctuation to Level 2 engaging in discussion.

**Literacy overall level: Level 2 Instructor graph 18**

![Bar chart showing the overall literacy levels](image)

The overall levels for the Level 2 Instructor role are shown above as level 1 and entry 2. It must be noted that the full role has an element of level 2, level 1, entry 3 and entry 2 skills, and for the detailed breakdown we must refer to the spiky profile line *graph 17*. 
Numeracy Level 2 Instructor role profile

Numeracy spiky profile: Level 2 Instructor graph 19

The line graph above displays the spiky profile of the Level 2 Instructor job role. This is shown across the numeracy levels of number, measure, shape and space and handling data. The Community Sports Coach does not use all of the numeracy skills, but of those it does use regularly it shows skills at a range of levels.

Numeracy overall level: Level 2 Instructor graph 20

The overall numeracy levels for the Level 2 Instructor role are shown above as entry 3. It must be noted that the full role has elements ranging between entry 2 and level 1 and also that some aspects of numeracy are not used at all. For the detailed breakdown we must refer to the spiky profile line graph 19.
## Appendix 2: Examples of engagement materials

### Literacy and Numeracy Quiz

<table>
<thead>
<tr>
<th>Question</th>
<th>Text</th>
<th>Answer</th>
</tr>
</thead>
</table>
| -1-      | As a gym instructor you are required to demonstrate leadership skills whilst instructing. What is another word for demonstrate? | A. have  
B. show  
C. use  
D. need |
| -6-      | A personal training session costs £40 an hour. You want to book a client in for two 1 hour sessions a week. You offer the client a 10% discount for a regular booking. How much money will the client save per week? | A. £4.00  
B. £6.00  
C. £8.00  
D. £10.00 |
| -2-      | Which of these is an instruction? | A. What are you doing?  
B. That's great, well done.  
C. Keep your back straight.  
D. Let me explain that again. |
| -7-      | A training session starts at quarter to six in the evening. Which of these times is quarter to six on the 24 hour clock? | A. 17:45  
B. 06:45  
C. 18:45  
D. 06:15 |
| -3-      | Here are some of the attributes expected of a gym instructor. Which one of these words is spelt incorrectly? | A. confidence  
B. responsibility  
C. maturity  
D. enthusiasm |
| -8-      | In your group session of 18 people you have a ratio of 2:1 men to women. How many women do you have in your group? | A. 12  
B. 6  
C. 3  
D. 9 |
| -4-      | You are taking part in the Sport Relief mile. Each client is sponsoring you for the run. 25 clients sponsor you £1 each and 18 clients sponsor you 50p each. How much money will you raise? | A. £43.00  
B. £21.50  
C. £34.00  
D. £30.50 |
| -5-      | Between 10 gym instructors at your gym, there are 200 clients. What is the average number of clients per instructor? | A. 2000  
B. 2  
C. 20  
D. 22 |
Fitness Literacy and Numeracy Quiz

-1- In order for a client to assess their aerobic fitness they are undertaking a multi stage fitness test. Each shuttle is 20 metres, if 4 metres equals 5 yards, how many yards will each shuttle equal?

A. 20 yards  
B. 24 yards  
C. 25 yards  
D. 28 yards

-2- A small boxercise circuit takes approximately four and a half minutes. What is the estimated time for 6 circuits?

A. 36 minutes  
B. 24 minutes  
C. 27 minutes  
D. 18 minutes

-3- A new piece of equipment is needed for the gym that costs £300. As you are paying on the club’s credit card there will be a 2.5% fee. How much will the charge for purchase be?

A. £15.00  
B. £7.50  
C. £3.00  
D. £75.00

-4- A client is measuring the number of press ups they can complete before failure. He records 18, 14, 15 and 13. What is the average number of press ups he completes?

A. 20  
B. 18  
C. 12  
D. 15

-5- A gym has a membership of 1207. How is this expressed in words?

A. one thousand and twenty seven  
B. one thousand seven hundred and two  
C. one thousand two hundred and seven  
D. one thousand two hundred and seventy

-6- This question relates to the advert below.

‘Wanted: enthusiastic person to work flexible hours instructing fitness classes. Experienced person preferred. Good literacy and numeracy skills required. Excellent rates of pay. For more information contact 029 2066 5544.’

Which below is an opinion?

A. Wanted; enthusiastic person  
B. Excellent rates of pay  
C. Experienced person preferred  
D. For more information contact

-7- ‘The fitness sector focuses on the supervision of exercise and physical activity. With this in mind, the UK has thousands of fitness clubs, leisure centers and gyms for public use.’

Which word is spelt incorrectly?

A. supervision  
B. physical  
C. centers  
D. thousands

Answers: 1-c, 2-c, 3-b, 4-d, 5-c, 6-b, 7-c.
This month’s specials

Did you know?

There are currently 998 exercise professionals registered with REPs in Wales as of December 2009.

Of the 998 registered, 660 are Level 3 or above.

There are currently 33 registered instructors at level 4 (specialist instructors).

704 instructors in Wales are at least level 2.

Of the 998 registered instructors in Wales, 224 are qualified in delivering exercise to music.

If you would like more information about REPs or working as a health and fitness professional then please go to: www.exerciseregister.org or www.skillsactive.com/fitness

Starters

Are you able to...

1. Follow fitness testing protocols accurately to instructions?
2. Convert imperial (lbs) to metric (kgs) weight?
3. Complete an order form for new equipment?
4. Calculate the cost of expected income from a group session?
5. Plan a budget for the year?

If you have answered no to any of the above questions then help may be at hand to help you up skill your basic numeracy skills. Please see the contact page for details of who is available to help you.

Main course

Running a Circuit Training session

Dai is running a circuit training course each week at the local gym. He usually has 12 people attend who pay £3.50 each. The course is 10 sessions long and there is a discount of 10% for paying all the session fees up front.

Q1. How much are the course fees for one week for all the participants (no discount applies)?

Q2. How much does one person pay for the course if they pay all the fees up front with the discount?

Q3. How much would someone save if they missed 3 sessions (no discount applies)?

Answers on the bottom of the next page.
### Specials

You are planning to accompany a client undertaking a half marathon. The distance to the event is 120 miles. The car travels at an average speed of 55 miles per hour. On the way you are also picking up another client who lives 20 miles away from your planned journey. In order to register for the half marathon you will need to arrive an hour before the start. One of your clients has also organised for a baby sitter and will need to know the estimated time of your return. These are the numeracy skills you will need to organise this journey.

**No1...** Working out average speeds.

**No2...** Working out travel times.

**No3...** Working out departure times.

**No4...** Working out pick up times between collection of clients.

---

### Set menu

<table>
<thead>
<tr>
<th>Who lifts the most?</th>
<th>Up for a laugh?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>No1...</strong> Dafydd</td>
<td><strong>No1...</strong> What is a gym instructors favourite school subject?</td>
</tr>
<tr>
<td>126.50kg</td>
<td>Jog-raphy!</td>
</tr>
<tr>
<td><strong>No2...</strong> Sion</td>
<td><strong>No2...</strong> Which part of an Olympic bar smells the best?</td>
</tr>
<tr>
<td>118.25kg</td>
<td>The scenter!</td>
</tr>
<tr>
<td><strong>No3...</strong> Rhys</td>
<td><strong>No3...</strong> Where do people in Switzerland go to dance?</td>
</tr>
<tr>
<td>124.00kg</td>
<td>A Swiss Ball</td>
</tr>
<tr>
<td><strong>No4...</strong> Tom</td>
<td></td>
</tr>
<tr>
<td>115.75kg</td>
<td></td>
</tr>
<tr>
<td><strong>No5...</strong> Will</td>
<td></td>
</tr>
<tr>
<td>117.50kg</td>
<td></td>
</tr>
<tr>
<td><strong>No6...</strong> Richard</td>
<td></td>
</tr>
<tr>
<td>123.50kg</td>
<td></td>
</tr>
</tbody>
</table>

*Answers at the bottom of the page on the right.*

---

### Extras

The Millennium Stadium in Cardiff was built for the 1999 Rugby World Cup in Wales at a cost of £121 million. The first game was played on the 26th of June 1999 to a crowd of 29,000. Wales beat South Africa that day 29-19.

---

**Main course answers**
1. £35.00
2. £31.50
3. £10.50

**Set menu answers**
1 rep max scores in order where: Dafydd, Rhys, Richard, Sion, Will and then Tom
## Workplace learning basic skills checklist for fitness professionals

<table>
<thead>
<tr>
<th>Activity Description</th>
<th>Additional Skills Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respond to detailed or extended questions on a range of topics</td>
<td>Use interpersonal skills to clarify and confirm understanding, e.g. facial expressions, body language and verbal prompts</td>
</tr>
<tr>
<td>Read, estimate, measure and compare weight</td>
<td>Read and understand a health and safety notice</td>
</tr>
<tr>
<td>Follow correct procedures for reporting and recording emergencies</td>
<td>In session plans, present information in a logical sequence using full sentences where appropriate</td>
</tr>
<tr>
<td>Add and subtract amounts of cash</td>
<td>Read, understand and complete work-related documents e.g. PAR-Q forms</td>
</tr>
<tr>
<td>Understand the importance of accuracy in number calculations</td>
<td>Support opinions and arguments with evidence</td>
</tr>
<tr>
<td>Read, measure, estimate and record time</td>
<td>Exchange e-mails with colleagues and service users</td>
</tr>
<tr>
<td>Extract and use numerical information from lists, tables, diagrams and simple charts</td>
<td>Make observations and record numerical information using a tally</td>
</tr>
<tr>
<td>Write letters and e-mails to clients, colleagues and managers</td>
<td>Measure progression and provide feedback to clients</td>
</tr>
<tr>
<td>Write a personal development plan for a colleague</td>
<td>Recognise how language and other textual features are used to achieve different purposes, e.g. to instruct, explain, describe, persuade</td>
</tr>
<tr>
<td>Provide a set of instructions in a coherent order</td>
<td>Speak clearly and confidently in training sessions, fitness feedback and when giving diet information</td>
</tr>
<tr>
<td>Proofread own writing and correct spelling, punctuation and grammatical errors</td>
<td>Measure and plan time, e.g. making appointments, timing sessions, completing time sheets</td>
</tr>
<tr>
<td>Plan events and organise meetings</td>
<td>Put together a portfolio of evidence for an NVQ or other training</td>
</tr>
<tr>
<td>Count, read, write, order and compare numbers up to 1,000</td>
<td>Complete an equal opportunities monitoring form</td>
</tr>
<tr>
<td>Work out and accurately mark out area for a group session</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 4: Checklist for working with providers

<table>
<thead>
<tr>
<th>Providers that you work with should:</th>
<th>Yes?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• manage the relationship with the employer and staff, from initial contact to evaluation</td>
<td></td>
</tr>
<tr>
<td>• work with other partner organisations effectively</td>
<td></td>
</tr>
<tr>
<td>• use workplace relevant skills checks and initial assessments</td>
<td></td>
</tr>
<tr>
<td>• plan and deliver a training programme based on the needs of the staff and the organisation</td>
<td></td>
</tr>
<tr>
<td>• offer flexible training based on the needs of the organisation and the employees</td>
<td></td>
</tr>
<tr>
<td>• design, support and participate in an agreed evaluation process</td>
<td></td>
</tr>
<tr>
<td>• give guidance on further training and development</td>
<td></td>
</tr>
<tr>
<td>• understand and access funding for the training, where available</td>
<td></td>
</tr>
<tr>
<td>• show evidence of quality and experience in this area of work, including holding the Basic Skills Post-16 Quality Mark.</td>
<td></td>
</tr>
</tbody>
</table>
SkillsActive would like to thank the following for their valuable input whilst producing this employer toolkit:

Register of Exercise Professionals (REPs)  
Basic Skills Cymru  
Fitness Wales  
VT Training  
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