Supporting sport and recreation staff in Wales to improve their literacy 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
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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 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 needing additional literacy and numeracy skills are in the workforce.

When staff are given the opportunity to develop their literacy 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 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-nine 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 skills, including:

- supervisors and senior workers who might have been promoted and need to improve literacy 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 might be a bit rusty in 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 and learning 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 and recreation
- health and 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, language and numeracy to support entry to, and career progression within, the sector.

The sport and recreation sector is very diverse and can cover the running of amateur and professional sports clubs and the promotion of active and healthy lifestyles through sporting activities. Careers in the industry include: coaching, officiating, sports development, administration or sport/leisure facility management. In the UK the industry pays a workforce of 621,000 across 40,000 businesses and organizations in the public, private and voluntary sectors.

Examples of SkillsActive’s work with the sport and recreation sector include the introduction of the Work Based Learning Pathway (WBLP) in Sports Management, Leadership and Coaching as part of the 14-19 agenda in Wales. It has been developed and project managed by SkillsActive since 2007 on behalf of the Welsh Assembly Government (WAG). The WBLP allows young people aged 14-16 to combine their academic studies with a blend of vocational orientated learning and work experience.

For more information visit: www.skillsactive.com/training/qualifications/14to19/wblp

Other key work undertaken by SkillsActive includes the ‘Sector Step Up’ programme (funded by WAG) that up-skilled fitness instructors from level 2 to level 3. SkillsActive has also launched the ActivePassport – a unique web-based facility for recording skills, training, volunteering and qualifications. For more information, 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 address above. |
| Employer begins implementation of the Learning Plan. |
| Basic Skills in the Workplace Manager (BSIWM) visits organisation to monitor progress. |
| BSIWM representative 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 responsible for developing young minds through education, I have seen first hand how important Basic Skills are. The use of literacy and numeracy to a good standard underpin all the courses that we deliver to our students and apprentice footballers. Without the use of basic skills, an individual will struggle with such mandatory tasks as writing e-mails, working out distances, following written instruction and many others.’

Steve Ellis, Head of Education and Welfare, Cardiff City Football Club
‘Working for a large organisation like Ceredigion County Council, I have to ensure that I am able to perform mathematical equations and calculations on a regular basis, even in a sporting situation. When I was in school I always thought ‘will I ever use these maths skills?’ And I do every day. Having the confidence in your own ability gives you an edge and a drive to succeed’.

Bryn Evans, Active Young People Development Officer, Ceredigion County Council
How do basic skills impact on your everyday sport and recreation?

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

- Respond to detailed or extended questions on a range of topics
- Read and interpret distance in everyday situations
- Use strategies to clarify and confirm understanding, e.g. facial expressions, body language and verbal prompts
- Read, estimate, measure and compare weight using common standard units
- 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 paragraphs where appropriate
- Add and subtract amounts of cash
- Read, understand and complete work-related documents
- Understand the importance of accuracy in number calculations
- Support opinions and arguments with evidence
- Read, measure and record time
- Exchange e-mails with colleagues and service users
- Extract 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
- Calculate results and put league tables together
- Write a personal development plan for a young athlete
- Recognise how language and other textual features are used to achieve different purposes, e.g. to instruct, explain, describe, persuade
- Estimate journey times to games/sessions
- Put a set of instructions in a coherent order
- Speak clearly and distinctly in coaching sessions, fitness feedback and when giving diet information
- Proofread own writing and correct grammar, punctuation and spelling 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 simple ratio and direct proportion
- Work out and accurately mark out pitch areas for a tournament

This can be used as a cue checklist for an employer: e.g. which skills would you like your employee to be confident with? For additional ways to use this checklist refer to Appendix 1: ‘Workplace Skills for Life checklists’ from the Move On website.

Refer to Appendix 4 for sample checklist that can be photocopied.
In order to carry out the tasks, people working in the sport and recreation industry need to use the following Literacy 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 Basic Skills such as 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.’

Gareth James, Regional Manager - 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 brushing up their skills, they are more likely to get involved.

As a supervisor I’ve seen the increase in motivation in staff that have been on the training course.

As a trainer I always emphasise the importance of improving literacy and numeracy alongside sport and recreation 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.

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

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

As a coach, I develop my skills on line and now I feel more confident when I have to deal with tricky situations with children.

As a regional development manager for SkillsActive, I encourage and support employers to include literacy and numeracy as part of staff development planning.

As a manager, I encourage my staff and volunteers to get their literacy and numeracy up to scratch and go for promotion. Staff are more willing to try new things because they feel valued. We are all benefiting.
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 from the Move On web site
- 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 numeracy and literacy 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 learning and leisure
- Basic Skills Cymru
- Awarding organisations (Edexcel, OCR, 1st4sport, City & Guilds)
- Sports Council for Wales
- Employer Pledge workplace team
- National Governing Bodies
- Local Authorities
- County Sports Partnerships (CSPs)
- Voluntary Organisations
- Wales Council for Voluntary Organisations (WCVA)
- Children and Young People’s Partnership
- Welsh Assembly Government Human Resource Development advisers, through the workforce development programme
- Wales TUC (if staff are union members)
- ContinYou Cymru
- Local Authorities

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.
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>
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<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 4.

The checklist for working with providers is included as Appendix 5.

‘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 lets 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 training 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 of the training, e.g. supervisors and colleagues?
- Is the provider feeding back that the training is going well?

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-skillling staff. These will depend on what you hope to get from the training, but 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:

The Employer Pledge workplace team can advise and support you through the process. For information, telephone Basic Skills Cymru on 01792 765 919.

SkillsActive or your funders can help identify potential providers.

The group could include playworkers, managers, a local provider and SkillsActive regional support.

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.

Getting started – some possible steps and support available

Materials are available from SkillsActive to support this. Your local provider can also advise you.

Your local provider partner will help with this.

Your provider partner can help with this.

‘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. 07809495231 or 07843027801
  www.skillsactive.com/arounduk/wales

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

- Investors in People
  www.investorsinpeople.co.uk

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

- Wales TUC Learning Services
  www.wtuclearn.org.uk

- Employer Pledge Workplace Team
  Tel. 01792 765 919

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

- Move On web site
  www.move-on.org.uk

- BBC RAW campaign
  Tel. 0800 150950
  www.bbc.co.uk/raw

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

- Careers Wales
  Tel. 0800 100900
  www.careerswales.com

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

Literacy Community Sports Coach – role profile

The purpose of the post is to:

- coach young people, predominantly outside of curriculum time
- develop athletics skills
- retain young people in sport by offering a high-quality, enjoyable, young person-centred experience
- provide guidance on progression opportunities based on the young person’s interests and abilities.

There is also an element of administration associated with the post involving planning sessions and reporting progress. The post is part-time and involves seven hours per week. The community sports coach (athletics) is required to be a qualified National Governing Body coach with relevant experience of coaching athletics and to be committed to continuous professional development.

Speaking and listening

The community sports coach said that she speaks and listens to children, teachers and the county athletics development officer. While the type of information she exchanges tends to be straightforward details about the children and the coaching sessions, there are times when the community sports coach has to handle delicate situations if children mention personal problems. The community sports coach routinely gives detailed information regarding the coaching sessions to large groups of children and is required to persuade children to take part in the activities or to change the way they perform.

Reading

The community sports coach reads the names of young people, session plans, short letters and e-mails. In addition, the community sports coach needs to keep up to date with the latest sporting and coaching developments and this requires reading sports related material in magazines and books. The articles and books tend to contain technical language and the reader needs to use the index and contents lists.

Writing

The community sports coach writes for herself, teachers and the county athletics development officer. Mainly she writes in note form, in session plans for example. She may write short e-mails to schools regarding straightforward organisational details

Numeracy

The community sports coach has to count children and calculate staff/child ratios. In addition she has to time events using a stopwatch and measure distances in metres.
Speaking and listening – overall Level 2

Listen and respond – Level 1

- Listen for and identify relevant information from explanations and presentations on a range of straightforward topics
- Listen for and understand explanations, instructions and narratives on different topics in a range of contexts
- Use strategies to clarify and confirm understanding, e.g. facial expressions, body language and verbal prompts
- Provide feedback and confirmation when listening to others
- Respond to detailed or extended questions on a range of topics
- Speak to communicate at Level 2
- Speak clearly and confidently in a way that suits the situation
- Make requests and ask questions to obtain detailed information in familiar and unfamiliar contexts
- Express clearly statements of fact, explanations, instructions, accounts, descriptions using appropriate structure, style and vocabulary
- Present information and ideas in a logical sequence and provide further detail and development to clarify or confirm understanding

Engage in discussion – Level 2

- Make relevant contributions and help to move discussions forward
- Adapt contributions to discussions to suit audience, context, purpose and situation
- Use appropriate phrases for interruption and change of topic
- Support opinions and arguments with evidence
- Use strategies intended to reassure, e.g. body language/appropriate phraseology

Reading – overall Level 1

Comprehension – Level 1

- Trace and understand the main events of continuous descriptive, explanatory and persuasive texts
- Recognise how language and other textual features are used to achieve different purposes, e.g. to instruct, explain, describe, persuade
- Use organisational and structural features to locate information, e.g. contents, index, menus, subheadings, paragraphs
- Identify the main points and specific detail
- Obtain specific information through detailed reading
- Use different reading strategies to find and obtain information, e.g. skimming, scanning, detailed reading

Grammar and punctuation – Level 1

- Use implicit and explicit grammatical knowledge, e.g. of different sentence forms, types of word, verb tense, word order along with own knowledge and experience to predict meaning, try out plausible meanings, and to read and check for sense
- Use punctuation to help interpret the meaning and purpose of texts
Vocabulary, word recognition and phonics – Level 1

- Read and understand technical vocabulary
- Use a variety of reading strategies to help decode an increasing range of unfamiliar words
- Use reference materials to find the meanings of unfamiliar words

Writing – overall Level 1

Composition – Level 1

- Plan and draft writing
- Judge how much to write and the level of detail to include
- Present information in a logical sequence using paragraphs where appropriate
- Use language suitable for purpose and audience

Grammar and punctuation – Level 1

- Write in complete sentences
- Use correct grammar, e.g. subject-verb agreement, correct use of tense
- Punctuate sentences correctly and punctuate so that meaning is clear

Spelling and handwriting – Level 1

- Spell correctly words used most often in work, studies and daily life
- Produce legible text

Numeracy Community Sports Coach – role profile

Number – overall Entry 3

Whole numbers – Entry 3

- Add and subtract two-digit whole numbers
- Count, read, write, order and compare numbers up to 1,000
- Recall addition and subtraction facts to 20
- Multiply two-digit whole numbers by single-digit whole numbers
- Recall multiplication facts, e.g. multiples of 2, 3, 4, 5, 10
- Divide two-digit whole numbers by single-digit whole numbers and interpret remainders
- Approximate by rounding numbers less than 1,000 to the nearest 10 or 100
- Estimate answers to calculations
- Use and interpret +, −, ×, / and = in practical situations for solving problems
- Work out simple ratio and direct proportion

Fractions – Entry 3

- Read, write and understand decimals up to two decimal places in practical contexts, such as:
  - common measures to one decimal place, e.g. 1.5 metres
  - money in decimal notation, e.g. £2.37
- Approximate decimals by rounding to a whole number or two decimal places
Measures, shape and space – overall Entry 3

Common measures – Entry 3
- Read, estimate, measure and compare length using common standard and non-standard units, e.g. metre, centimetre, paces
- Read, estimate, measure and compare weight using common standard units, e.g. kilogram
- Read simple scales to the nearest labelled division
- Read, measure and record time
- Read and interpret distance in everyday situations
- Choose and use appropriate units and measuring instruments
- Read, measure and record time in common date formats and in the 12-hour and 24-hour clocks
- Calculate using time

Handling data – overall Entry 3

Data and statistical measures – Entry 3
- Extract numerical information from lists, tables, diagrams and simple charts
- Make observations and record numerical information using a tally
- Organise and represent information in different ways so that it makes sense to others

Community sports coach: numeracy spiky profile

The line graph above displays the spiky profile of the community sports coach 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 those skills used regularly are at Entry 3.
Appendix 2: Examples of engagement materials

**English and Maths quiz**

<table>
<thead>
<tr>
<th>No.</th>
<th>Question</th>
<th>Options</th>
<th>Answer</th>
</tr>
</thead>
</table>
| 1   | Unit 8 of the Level 2 Award in Community Sports Leadership is called ‘Demonstrate leadership skills in the community’. What is another word for ‘demonstrate’? | A. have  
B. show  
C. use  
D. need | B. show |
| 2   | Which of these is an instruction? | A. What are you doing?  
B. That’s great, well done.  
C. Put that down!  
D. Let me explain that again. | C. Put that down! |
| 3   | Here are some of the attributes expected of a Community Sports leader. Which one of these words is spelt incorrectly? | A. confidence  
B. responsibility  
C. maturity  
D. enthusiasm | D. enthusiasm |
| 4   | Here are some statements about the Community Sports Leadership Award. Which of them is an opinion? | A. Candidates must be aged 16 or over at time of registration.  
B. Candidates must complete a minimum of 10 hours of sports leadership to achieve the award.  
C. The log book must be signed off by the leadership supervisor.  
D. Getting the award is very easy and quick to do. | D. Getting the award is very easy and quick to do. |
| 5   | In your group of 18 people you have a ration of 2:1 men to women. How many women do you have in your group? | A. 12  
B. 6  
C. 3  
D. 9 | B. 6 |
| 6   | A sports hall booking costs £40 per hour. You want to book the hall for a 2-hour session each week. The manager offers you a 10% discount if you agree to make a regular booking. How much money would you save on each session? | A. £4.00  
B. £8.00  
C. £8.00  
D. £40.00 | B. £8.00 |
| 7   | Three hundred people from ten local sports clubs are participating in a 5K fun run. What is the average number of people taking part from each club? | A. 3000  
B. 3  
C. 30  
D. 33 | C. 30 |
| 8   | 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. 6.45  
C. 18.45  
D. 6.15 | B. 6.45 |
| 9   | You are running a raffle to raise money for your sports club. Tickets cost 50p each. 25 people buy 2 tickets each and 18 more people buy one 1 ticket each. How much money do you raise? | A. £43.00  
B. £21.50  
C. £34.00  
D. £30.50 | A. £43.00 |
Football coaching English and Maths Quiz

No. 1  For a shuttle passing drill 2 players should start 20 yards apart. If 5 yards equals 4 metres, how many metres is 20 yards?
   a. 12 metres
   b. 16 metres
   c. 20 metres
   d. 24 metres

No. 2  During a training session you ask the squad to do 6 laps of the training ground. Doing one lap take approximately four and a half minutes. What is the estimated time to do all 6 laps?
   a. 36 minutes
   b. 24 minutes
   c. 27 minutes
   d. 18 minutes

No. 3  You are looking at buying a new kit for the team from the 'shorts and sports' website. The price is £300 for basic kit for the team. As you would be paying by club credit card there is a 2.5% fee. How much would the charge be?
   a. £15.00
   b. £7.50
   c. £3.00
   d. £75.00

No. 4  Over the course of 4 football matches the number of goal attempts your team makes is as follows: 15, 13, 14, 18. What is the average number of goal attempts per game?
   a. 30
   b. 60
   c. 10
   d. 12

No. 5  The crowd size for a youth cup game is 1207. How would you write this 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

No. 6  H-I-A law states that a "coach may convey tactical instructions to his players during the match and must return to his position immediately after giving these instructions. The coach and the other officials must remain within the confines of the technical area, where such an area is provided, and they must behave in a responsible manner". What other word could be used instead of 'convey' in the first sentence?
   a. shout
   b. tell
   c. give
   d. use

No. 7  This question is based on the advert below. "Wanted: enthusiastic person to work flexible hours coaching a youth football team in central London. Experienced person preferred. Good English and maths skills required. Excellent rate of pay. For more information phone 017 765 3790 for more information and application form." Which of the below is an opinion?
   a. Wanted: enthusiastic person
   b. Excellent rates of pay
   c. Experienced person preferred
   d. Phone for an application form
Football coaching English and Maths Quiz

No. 8 Read the extract below and answer the question ‘Chilled out coach. Without sufficient challenges players run the risk of ‘rust out’, in which they get bored and lose interest. That is stressful in itself. On the other hand, if the pressure becomes too great, people suffer burn – out.’ What point is the article making?

a. That players need challenges but not too many
b. Players are happiest without challenges
c. Players go rusty in a damp field
d. No challenge is too great for players

Answer: a

No. 9 Which of these sentences from a match report has got a grammar mistake?

a. The coach made two substitutions during half time.
b. The home team were outclassed and well beaten.
c. The visitors’ first chance were wasted by the striker.
d. The new strategy will need a re-think.

Answer: c

Having an up to date qualification in Maths and English is essential for effective working in community sport as it is for any walk of life.

Training is available to brush up your Maths and English skills and gain a national qualification with the SprintEd project supporting you all the way.

You can get access to training which is:
• relevant to your job role and your area of work
• flexible and which will be delivered at times and places which suit you
• results in a national qualification
• free or low cost

If you want to find out more about improving your Maths and English, or completing an online practice assessment or you are interested in the training you should contact Denise Lake on 0208 556 5973 or by emailing denise.lake@locsp.org.
This month's special

DID YOU KNOW . . .?

No.1. Community football coaches can earn between £16,000 and £24,000 a year.

No.2. Professional League/Premiership coaches can earn between £25,000 and around £250,000, depending on the role of the coach and the level of the club. (www.careersadvice.direct.gov.uk)

No.3. The current England coach, Fabio Capello earns £13,561 per day!

All of the above contain facts from The Observer, June 1st 2008

Starters

CAN YOU . . .

No.1. Estimate travel times to this season's away games.

No.2. Work out the cost (with a 10% discount) of new football nets.

No.3. Produce a fixture list for a one day 5-a-side tournament.

No.4. Prepare a basic budget for a football tour.

No.5. Keep records of subs paid by players for the season.

You can check out your maths skills by doing a mini test at: www.move-on.org.uk/testyourskills.asp

Whatever your results SPRINT can help you brush up your skills - see last page for contact details

Main course

POST MATCH ANALYSIS

You are reviewing your team's performance after last weekend.

No.1. If your team had 59% possession during the game how much possession did the other team have?

No.2. There were 35 fouls in total. The visitors conceded 20. How many did your team concede?

No.3. The visitors had 15 attempts at goal and your team had only 5 attempts. What fraction of the total goal attempts did the home team have?

No.4. After a player got injured you substituted him 12 minutes before the end of full time. How many minutes had he played before he was substituted?
**HISTORY OF THE FA CUP**

No.1: The FA Cup is over 130 years old.

No.2: The first FA cup season was in 1871-72. There were 15 entries.

No.3: Wanderers won the first final against Royal Engineers 1-0 at Kennington Oval.

No.4: A crowd of 2000 attended the match.

No.5: Since then, Manchester United have won the cup the most times (11), followed by Arsenal (10) and Tottenham Hotspur (8). 42 different clubs have won the cup since 1872.

No.6: The present trophy, played for since 1992, is the competition's fourth and an exact replica of the third trophy. The original trophy was stolen in 1995 while on display in a shop window in Birmingham and was never recovered.

For more facts and figures about the FA cup go to www.thefa.com/TheFAcup/TheFAcupHistory/

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**WARM UP THE PLAYERS AND YOUR BRAIN!**

You’ll need to be quick with your mental maths to keep track of this warm up exercise for all your group.

**3 TEAM KEEPAWAY**

No.1: 10-20 minutes. 9-18 players

No.2: Make 3 teams (Green-Blue-Red) 4v4v4 or 5v5v5 or 6v6v6 in Square grid about 25 x 25.

No.3: Vary the size for player numbers and ability. One team starts as the defenders and the other two teams play keepaway. When the defenders win the ball the team colour which was responsible for losing the ball become the defenders. You can give a goal for X number of consecutive passes.

This is an excellent warm up and very good for improving small, quick passes. It’s also a good drill for improving general ball control, awareness and team work.

For more warm up ideas visit: www.foothy4kids.co.uk

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**GRIN OR GROAN?**

No.1: Football is a game in which a handful of men run round for one and a half hours watched by million of people who could really do with the exercise!

No.2: When the coach of a 2nd division club started to talk about tactics, some of the team thought he was talking about a new kind of peppermint!

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**WHAT NEXT?**

For more information about moving your skills contact sprinted Project on 020 8556 5973

Main course answers

1) 47%
2) 15%
3) 75%
4) 78 minutes

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*The Sector Skills Council for Active Leisure and Learning*
‘A Cynghan Gymraeg Sector syr y Gymraeg o Hyfforddi Heirni*
**COMMUNITY SPORTS TAKEAWAY**

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**This month’s special**

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**Starters**

**Main course**

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**DID YOU KNOW?**

No. 1 .. There are 1.2 million coaches in the UK of which 81 per cent are volunteers.

No. 2 .. There are one million people who have done Sports Leaders courses; another million will join over the next 5 years.

No. 3 .. Until 2009 an average 68,400 coaching job opportunities will be available each year across the UK.

No. 4 .. There are 231,000 sport and recreation businesses and organisations in the UK.

For job opportunities in sport and recreation visit www.jobswithballs.com
For training opportunities in sport and recreation contact SPRINT - see last page for details

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**CAN YOU . . .**

No. 1 .. Mark out pitches on a sports field for a 5 aside competition?

No. 2 .. Measure the number of laps required to do a mile in the swimming pool?

No. 3 .. Plan a budget for sports trip and keep a record of spending?

No. 4 .. Calculate the total course fees for a group of children?

No. 5 .. Complete an order form for new equipment?

You can check out your maths skills by doing a mini test at: www.move-on.org.uk/testyourskills.asp

Whatever your results, SprintEd can help you brush up your skills - see last page for contact details

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**RUNNING A CIRCUIT TRAINING SESSION**

Gerry runs a circuit training course each week at the local sports centre. 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.

No. 1 .. How much are the course fees for one week for all the participants?

No. 2 .. How much does one person pay for the course if they pay all the fees up front with the discount?

No. 3 .. How much would someone save if they missed 3 sessions?

Check your answers on the last page.
The cricket club is playing away. As the sports leader it is your responsibility to plan the trip. The distance to the away ground is 125 kms. The coach travels at an average of 50km per hour. You will be picking up 25 players from around the borough. You will need to arrive at the away ground one hour before the maths starts and arrange what time to coach needs to pick you all up for the return journey. These are maths skills you will need to organise this journey.

No.1 .. Working out average speeds.
No.2 .. Working out travel times.
No.3 .. Working our departure times.
No.4 .. Working out the number of pick up points and the distance between them.

The Oval Cricket Ground in South London is home to Surrey County Cricket Club and seats a capacity crowd of 23,000. The Oval is over 150 years old and has witnessed some famous victories, including England's Ashes win of 2005. For more information on the Oval visit www.surreycricket.com/the-brit-oval

**WHO’S THE WINNER?**

Put these scores from the 100 metres race at an athletics training session in order from highest to lowest

No.1 .. Marvin .................................. 14.27 seconds
No.2 .. Peter .................................. 13.58 seconds
No.3 .. Junior .................................. 14.00 seconds
No.4 .. Daniel .................................. 13.44 seconds
No.5 .. Mark .................................. 13.26 seconds
No.6 .. Zac .................................. 14.15 seconds

*Check your answers on the last page.*

**GRIN OR GROAN?**

No.1 .. What is a runner's favourite subject in school? Jog-raphy!
No.2 .. How did the basketball court get wet? The players dribbled all over it!
No.3 .. What part of a football pitch smells nicest? The scented spot!

**WHAT NEXT?**

*For more information about moving your skills on contact the SprintEd Project on 020 8556 5973*

Main course answers
1. £42
2. £31.50
3. £10.50

Set menu answers

The fastest runners in order were: Mark, Daniel, Peter, Junior, Zac, Marvin
SkillsActive would like to thank the following for their valuable input whilst producing this employer toolkit:

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Ian Lovell Photography (ianlovell.com)
SkillsActive Wales
One Caspian Point
Pierhead Street
Cardiff Bay
Cardiff
CF10 4DQ

Tel: 029 2044 4150
Web: www.skillsactive.com