



# Assessment of Current Provision: ENGLAND

SkillsActive

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I. Executive summary

## 2. INTRODUCTION/ BACKGROUND

### 2.1 Introduction

This Assessment of Current Provision builds on the skills needs identified in the Skills Needs Analysis reports in Stage One of the Sector Skills Agreement. An analysis of skills needs was produced for each home county because the key drivers were consumer or government drivers, and the latter impacts strongly on the growth and requirements for the Active Leisure and Learning sector. An SNA was also produced for each of SkillsActive's sub-sectors, because of variations in the supply chain, the key occupations and qualifications used as proxy for skills for those occupations. This approach resulted in nine separate reports.

In an attempt to rationalize the number of reports for Stage Two, SkillsActive proposes to produce four separate reports for the Assessment of Current Provision, one for each of the home countries. Against a background of UK policy for education and skills, each home country will have developed their own policies and strategies for training provision, and the organisation of training delivery (see 2.4 Government policy on education and skills).

Each report will draw on some common sources, notably for Higher Education. Further Education results will be country-specific, with data for England being supplied by the Learning and Skills Council. Other quantitative research sources may be available, in addition to SkillsActive's own pan sector research to inform the reports on a country by country basis. Wherever possible the ACP will consider the whole sector, with sub-sector distinctions.

Additionally SkillsActive will include information on its five sub-sectors in separate chapters entitled Sector perspectives, rather than in separate reports. These will incorporate findings from sub-specific research and from the SSA Visioning Workshops convened with each sub-sector in each home country. In some cases there may be little current training provision for some of SkillsActive's sub-sectors in a home country and there may be little available information regarding individual sub-sectors in a home country.

### 2.2 Structure of the report

The document has six key component parts, which are:

- **Government policy and education delivery agencies**, providing a summary of the education and skills policies and the mechanisms for funding and delivery;
- **Employer investment in training**, which examines the extent of planning for training in the sector, the extent of training provision in terms of proportion of staff trained, number of days training and amount spent. This section will also consider the major occupations receiving training, the type of training and training provider;
- **Higher Education provision**, which explores provision for each sub-sector, destination of leavers, and an assessment of the quality and suitability of Higher Education to the sector;
- **Further Education provision**, including provision through FE Colleges and through work-based learning. This section includes use of FE Colleges and satisfaction with Further Education;

- **Perceptions of employers**, reporting on the survey of Active Leisure and learning employers' opinions of training provision, including the expected minimum qualification levels for various occupations, and the impact of qualifications on job skills. This also examines the type of training which is conducted in-house and externally, access to external funding and ease of access to funding, their assessment of the quality of training provision by provider type. This survey also covered their opinions of potential improvements to publicly-funded training, and to initiatives for up-skilling their workforce;
- **sector perspectives** for each sub-sector, which include a separate assessment of private training provision where provision and data on provision exist, plus information from other sector specific research.
- **priorities**, a discussion of key strategic issues to be addressed in the short, medium and longer term in order to enhance the relevance and suitability of sector provision of training.

### 2.3 Sources used in this report

This ACP refers to data provided by HESA and UCAS for information on Higher Education applications, courses and destinations of leavers. It also analyses ILR data provided by the Learning and Skills Council for FE and work-based learning in England. The National Employer Skills Survey 2003 provides some whole sector\* information about planning for training and training provision. The SkillsActive Employer Training Survey also provides feedback from employers across the whole sector. Additionally we will draw from the following sector-specific research:

#### 2.3.1 Sport and Recreation

- SSA Visioning Workshops with the Sport Sector 2005
- The Future of Active Leisure and Learning: Sport and Recreation UK, Experian Business Strategies 2005
- SkillsActive Sport, Fitness and Outdoors Employment Survey 2005
- Sports Coaching in the UK, MORI 2004

#### 2.3.2 Health and Fitness

- SSA Visioning Workshops with Fitness Employers 2005
- The Future of Active Leisure and Learning: Health and Fitness UK, Experian Business Strategies 2005
- SkillsActive Sport, Fitness and Outdoors Employment Survey 2005
- Working in Fitness Survey, Register of Exercise Professionals and SkillsActive 2004 and 2005

#### 2.3.3 Outdoors

- SSA Visioning Workshops with Outdoors Employers 2005
- The Future of Active Leisure and Learning: Health and Fitness UK, Experian Business Strategies 2005

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\* excluding Playwork

- SkillsActive Sport, Fitness and Outdoors Employment Survey 2005

### 2.3.4 Playwork

- SkillsActive (Playwork) Employer Consultation Events 2005 - qualitative workshops held with employers in three English regions
- The Future of Active Leisure and Learning: Playwork UK, Experian BS 2005
- Playwork People: Research Report 1, SkillsActive 2004 - a postal survey of 2,032 Playworkers conducted during 2003 and 2004 across England;
- The Playwork Labour Market Survey 2005 - a postal survey conducted by SkillsActive with Playwork employers in 2005 (160 responses);
- Consultation undertaken for the UK Strategy for Playwork Education and Training including a survey of 584 respondents across the UK and consultation events held in the English regions and the home countries;

### 2.3.5 The Caravan Industry

- SSA Visioning Workshops with Industry Experts 2005
- The Future of Active Leisure and Learning: the Caravan Industry UK, Experian BS 2005
- (SkillsActive's) Caravan Parks Report 2004 – a postal survey of 712 employers

## 2.4 Government policy on education and skills

All Sector Skills Councils must operate within the policy framework which governs the provision and funding of education in the UK. The policy framework is determined by the Department for Education and Skills and various Non Departmental Public Bodies which include the Qualifications and Curriculum Authority and the Learning and Skills Council. SkillsActive regularly responds to consultations on behalf of employers in the Active Leisure and Learning sector. SkillsActive also responds to policy agendas from other government departments such as the Department of Health and Department for Culture Media and Sport to influence the policy framework.

This section gives an overview of the key policies that affect training provision and providers in the SkillsActive footprint.

### **Skills White Paper 2003: 21st Century Skills: Realising our potential**

The aim of the national Skills Strategy was to ensure that employers have the right skills to support the success of their businesses, and individuals have the skills they need to be both employable and personally fulfilled. A key means to achieve this was through the development of the Sector Skills Council network. The Paper stated that the Councils will be a major voice for employers and employees in each major sector of the economy. The Government pledged to support the development of sector skills agreements, setting a longer term agenda for raising productivity in each sector, the skills needed for international competitiveness, and how employers might work together on a voluntary basis to invest in the necessary skills.

### **Skills – Getting on in business, getting on at work - March 2005**

This White Paper builds on the Government's first national Skills Strategy, published in July 2003. The White Paper develops the Government's strategy for ensuring that employers have the right skills to support the success of their businesses. It also helps individuals gain the skills they need to be employable and personally fulfilled.

The White Paper sets out proposals and reforms designed to:

- Put employers' needs centre stage in the design and delivery of training
- Support individuals in gaining the skills and qualifications they need to achieve the quality of life they want
- Reform of supply

Key aspects of the 2005 White Paper include:

- Sector Skills Agreements will bring together employers and training provision to meet the future skill needs of the nation
- Skills Academies will be the employer-led linchpin of a new network of specialist colleges and training providers. They will prepare young people and adults for successful employment in each major sector of the economy. SkillsActive has submitted an expression of interest in the development of a Skills Academy in the Active Leisure and Learning Sector.
- The capacity of colleges and other training providers will be built to deliver benefits for employers and individuals.
- The QCA's proposed Framework for Achievement will be developed so that it supports the 14-19 and adult reforms.

### **14-19 Education and Skills**

In February 2005, the DfES published the 14 – 19 Education and Skills White Paper as a response to the Working Group on 14-19 Reform, chaired by Sir Mike Tomlinson. The White Paper sets out proposals including the improvement of vocational education through the introduction of vocational diplomas at ages 14 to 19 to sit alongside GCSEs and A-Levels.

The proposals introduce new specialised lines of learning leading to Diplomas in 14 broad sector areas. Employers, through Sector Skills Councils, will lead in their design and higher education institutions will also have an important role to play. The specialised Diplomas will replace the current system of around 3,500 separate qualifications and will provide an alternative gateway to higher education and skilled employment.

SkillsActive is working with the sector to develop a vocational curriculum that responds to employer's needs and provides young people with a high quality programme leading to valued and rewarding jobs. "The greater degree of choice afforded by the white paper means that in addition to existing learning programmes, 14-19 year olds will be able to pursue a vocational diploma or, if they are drawn to applied learning in a specific sector, an apprenticeship.

### **Learning and Skills Council - Agenda for Change**

LSC has recently announced agenda for change as a fundamental programme of reform for further education in response to feedback on barriers in the way of the 14-19 and skills agendas. Working with the sector, the LSC should consider how best to meet the workforce skills needs of employers; build a sector fully committed to quality and the highest standards; how funding methods can be changed to support priorities as simply as possible; how data collection and exchange can be streamlined; how the sector can achieve business excellence; and how the reputation of the sector can be enhanced. SkillsActive will work with the Skills for Business Network to feed in to these vital reforms.

### **Higher Education**

On 22 January 2003 Education and Skills Secretary Charles Clarke announced the publication of the White Paper "The Future of Higher Education", which sets out the Government's plans for reform and investment in universities and HE colleges. SkillsActive has played a key role in driving forward the agenda laid out in the 2003 White Paper. In particular SkillsActive welcomed the increased focus on vocational HE and the involvement of Sector Skills Councils and employers in the design and delivery of HE programmes. Although it was disappointing that there was no mention of Graduate Apprenticeships which SkillsActive feel have the potential to improve the work-readiness of graduates. However Foundation Degrees received full support in the White Paper and SkillsActive have responded positively to this development through working with universities and colleges and developing a foundation degree Sector Framework.

### **Apprenticeship Taskforce**

The Task Force is an employer-led group which wants to increase the opportunities available for young people to participate in Apprenticeships. It also aims to ensure that the programme responds to the changing needs of employers and young people. The taskforce was established with the objective to increase employer involvement in apprenticeships.

### **Skills for Life**

SkillsActive are working in partnership with the Skills for Life Strategy Unit and the Skills for Business Network to support Skills for Life, the national strategy for improving adult literacy and numeracy skills in England. SkillsActive are addressing skills for life needs, by making them a key part of skills development work in the sector. SkillsActive have developed a policy and strategy for Skills for Life which illustrates how Skills for Life are integral to meeting SkillsActive key goals – Improving Supply, Increasing Demand, Enhancing Collaboration and Establishing and Excellent Organisation.

## **2.5 National Qualifications Framework Reforms**

### **QCA Framework for Achievement**

Working in Partnership with the QCA, SkillsActive has played a key role in the development of the National Qualifications Framework as it relates to the Active Leisure and Learning Sector. There are 18 Awarding Bodies operating 158 qualifications in the sector. SkillsActive operates several Awarding Bodies Fora and meets regularly with Awarding Body representatives. SkillsActive are often involved in the pre-planning and development of qualifications for the sector.

SkillsActive also performs an advisory role to QCA which requires SSC support before accrediting qualifications in a given sector. SkillsActive provides QCA with technical advice on the content, and on under the arrangements for the proposed Framework for Achievement SkillsActive will also be able to comment on the appropriateness and market demand for proposed qualifications.

SkillsActive is looking forward to playing an active role in the development of the new Framework for Achievement. SkillsActive provided a response to the consultation on the new Framework and in particular would wish to linkages to Home Nation and European Frameworks, recognition of a wider range of achievements and commonality between qualifications in the same sector to aid clarity for employers of what it means to be qualified.

SkillsActive responded to the consultation on the proposed Framework for Achievement and looks forward to the final proposal which will be taken forward. SkillsActive felt there were many parts of the FfA consultation which would be a positive step for employers and learners in the Active Leisure and Learning sector. In particular SkillsActive would want to see articulation with credit frameworks in the Home Nations and Europe, the presence of occupational qualifications and commonality between qualifications in a sector to clarify to employers what it means to be qualified.

SkillsActive is working closely with QCA on the development of Sector Qualifications Strategies which will form part of this Sector Skills Agreement. The SQS will describe the type of qualification which SkillsActive would like to see developed, accredited and funded in the coming years.

## 2.6 Summary of key initiatives

### **National Occupational Standards**

National Occupational Standards (NOS) define the skills and knowledge which are required to work in particular occupations. The Standards can be used for a variety of purposes: in employment to develop job descriptions and person specifications and to develop continuing professional development programmes for staff. They are also used for Scottish or National Vocational Qualifications and the development and evaluation of other qualifications and training courses including higher education programmes.

The SkillsActive Technical Unit ensures that there are up-to-date NOS in place for each of SkillsActive's sub-sectors. This involves submitting an annual Standards Plan to QCA and more recently work on NOS has included implanting a 15 year development and improvement plan to ensure NOS are kept up-to-date and relevant in each sector. Appendix 2 shows the SkillsActive qualification and unit matrix of National Standards.

### **S/NVQs**

The majority of the NOS are utilised in qualification structures which has an assessment strategy and are awarded by an awarding body. The major S/NVQ awarding bodies in the sector are OCR, City & Guilds and Edexcel. In 2004 there were 17,500 S/NVQs in the Active Leisure sector with 9,000 certifications. This represents a slight rise on 2003 figures.

### **Apprenticeships**

SkillsActive is developing a suite of Apprenticeship Frameworks to respond to government initiatives and sector needs, modelled on the Tomlinson report. The most recent version of the Apprenticeship and Advanced Apprenticeship, which covers the majority of occupations in the Sector, was approved in August 2005. The Apprenticeship framework contains occupational pathways in key sector areas including health and fitness, coaching, playwork, the outdoors and facility operations and management. The new framework has responded to guidance from employers\*, the LSC and the Skills for Business Network, and now contains only two key skills in Communication and Application of Number, a technical certificate in industry and

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\* Some SkillsActive employers, particularly in the Outdoors sector, do not feel their requirements are fully catered for in the new framework.

occupational awareness, and other industry recognised qualifications determined by employers in the Sector. SkillsActive has certified over 1,000 Apprenticeships in the last 12 months.

SkillsActive has also developed a specialist Apprenticeship Framework to meet the needs of aspiring professional or elite athletes. The Advanced Apprenticeship in Sporting Excellence (AASE) responds to the need for talented youngsters to train and improve in their chosen sport while also gaining vocational or academic qualifications which will ensure they have alternative employment opportunities if they do not succeed in their performance related pathway. The Framework was approved in 2004 and is being implemented in football, rugby union and golf. A revised Framework was submitted for approval in August 2005 to cater for wider sports, and SkillsActive are working with NGBs in boxing, swimming, tennis, cricket and basketball to develop appropriate delivery mechanisms which cater for the specific requirements of young people in each of these sports.

SkillsActive has also responded positively to the Governments review of 14-16 education and has developed a Young Apprenticeship programme to meet the needs of these young people. The Young Apprenticeship offer contains a mixture of academic and vocational skills and 50 days quality work experience and will provide a vital stepping stone to employment in the sector or the take up of main Apprenticeship programmes. The two SkillsActive hubs in Lowestoft and Brighton are part of the second nationally recognised DfES cohort and join other Sectors such as engineering, health and social care, and hospitality who are moving into their second year of implementation.

#### **Centres of Vocational Excellence**

There are 8 Centres of Vocational Excellence in the Active Leisure sector. Although SkillsActive were not involved in the original selection process, relationships with the CoVEs has been productive and they are proving beneficial to the sector. CoVEs in the sector are located at Dearne Valley College, Richmond and Kinston College, SEEVIC, West Anglia, Hopwood Hall College and Central Sports Management in Wigan, Loughborough, Sussex Downs College, and hopefully after the final round of bidding at North Hertfordshire College. As part of the 'Task and Finish group' SkillsActive designing the criteria for the future recognition of COVEs and how they will support the broader agenda for FE reform.

#### **Foundation Degree Framework**

SkillsActive has been secured the support of Foundation Degree Forward to develop a Sector Framework for Foundation Degrees. The Framework will provide SSC and employer-led advice and guidance to those developing and delivering foundation degrees. The Framework includes a summary of the key features of foundation degrees as stated by agencies like the QAA and HEFCE and also outlines key areas of content which employers would expect to see in foundation degrees in the sectors of Exercise and Fitness, Coaching, Playwork, The Outdoors, Sports Development and Leisure Management.

#### **Graduate Apprenticeships**

Graduate Apprenticeship is designed to act as a Higher Education and employment bridging programme that develops the occupational competence employers are saying they want from new graduates. SkillsActive inherited a Graduate Apprenticeship Framework from SPRITO, the previous NTO for the sector. Despite a lack of national funding and promotion in recent years the Graduate Apprenticeship scheme has been successfully implemented at a small number of

institutions. SkillsActive would like to build on this success by relaunching the Graduate Apprenticeship or developing a successor graduate professional development scheme.

### 3. GOVERNMENT POLICY/ EDUCATION DELIVERY AGENCIES

#### 3.1 Structure of education provision

The Active Leisure and Learning Sector has a large supply of qualifications and training in both the academic and vocational sphere that we can draw on. The sector is traditionally one which proves popular with students and is often seen as a sure fire recruiter in many institutions. By contrast employers in the sector often report that graduates and others completing sector qualifications are not able to immediately take up work in the sector and often need to be retrained. One of the aims of this Sector Skills Agreement is to encourage a more demand-led supply of education in the sector.

#### Funding sources

The LSCs and the Regional Development Agencies (RDAs) are the key organisations for identifying and funding economic development and skills related training.

To be eligible for LSC funding, qualifications need to be submitted by a recognised Awarding Body, and approved onto the National Qualifications Framework (NQF) via an accreditation process administered by the Qualifications and Curriculum Authority (QCA). Accredited Qualifications are placed on a DfES 'register' at either Section 96 or 97. Section 96 details qualifications offered to those aged 18 and under through maintained schools, LEA funded or LSC funded secondary, further or work-based education and training. Section 97 details qualifications for those aged 19+. The funding of the qualifications on Sections 96 and 97 is via the LSC (or LEA) however, the LSC can decide whether it chooses to fund these eligible qualifications. Regional priorities are often driven by the regional economic strategy, led by the Regional Development Agencies (RDAs).

Most funding goes via direct provision to LSC approved training providers (FE colleges and private training providers). Training providers need to be approved by the LSC as quality assured educational organisations before they can receive funding. They will also be subject to external verification from their Awarding Body, and inspection by the Adult Learning Inspectorate (ALI).

There is currently available some low level local funding for the delivery of qualifications not accredited on the NQF. This is based on the discretion of the local LSC and can change on an annual basis. The LSC also funds apprenticeships

#### Awarding bodies structure

There are currently 18 Awarding Bodies operating in the Active Leisure and Learning Sector. These can be grouped in to three types:

1. Large cross sector awarding bodies, e.g. OCR, Edexcel, City & Guilds
2. Awarding bodies operating predominately in one of the SkillsActive sectors e.g. 1st 4 Sport Qualifications, CYQ and Premier IQ in Health & Fitness
3. Awarding bodies operating in a specialist area of Sport, e.g. Amateur Swimming Association, British Amateur Gymnastics Association.

Five awarding bodies have been accredited to award S/NVQs in the sector – City & Guilds, Edexcel, OCR, Cache and CYQ.

SkillsActive works closely with the Awarding Bodies through regular contact with staff and through Awarding Body fora: since the introduction of the ‘Early Dialogue’ concept, SkillsActive, the Awarding Body and QCA meet on a 6-monthly basis to discuss future provision, rationalisation and gaps in provision.

Appendix I shows a spreadsheet of the qualifications and awarding bodies in the Active Leisure and Learning Sector

## 4. DESCRIPTION OF SECTOR SPECIFIC PROVISION

Much of this section draws on information from the National Employer Skills Survey 2003, where the SkillsActive sector sample is largely based on organisations in Sport and Recreation (SIC 92.6) with 47 responses from the Caravan Industry (SIC 55.22) and 37 from the Outdoors (SIC 55.21). It is therefore worth noting the limitations of the NESS survey to cater for the whole sector, particularly Playwork which is not included at all in the sample. It does not include proportions of SIC codes either, so sub-sectors like the Outdoors which accounts for a proportion of several SIC codes would not be fully represented.

### 4.1 Planning for training

Important elements of training provision are the extent to which employers plan for training. 61 per cent of employers in the SkillsActive sector have a business plan, and just less than half (47 per cent) a training plan. Fewer (40 per cent) have a budget for training expenditure. Over a quarter (27 per cent) have none of these planning tools.

SkillsActive has a higher proportion of employers with business plans (61 per cent compared to 56 per cent across all England), training plans (47 per cent compared to 39 per cent) and training budgets (40 per cent compared to 31 per cent).

**Table 4.1.a) Planning for training**

	SkillsActive %	England %
Business plan	61	56
Training plan	47	39
Budget for training expenditure	40	31
Any of the above	73	67
All of the above	27	21
None of the above	27	33
Base	24,472	1,915,053
Unweighted base	1,337	72,100

Source: NESS, 2003

Base: all respondents

The existence of the planning tools varies by a number of factors. These include:

- size of establishment: the larger the establishment the more likely it is that it will have each of the planning tools and the less likely that it will have none. The proportion with a business plan increases from 52 per cent amongst the smallest firms to 94 per cent of the largest. The proportion who have each of the tools increases from 15 per cent of the smallest to 74 per cent of the largest;
- sector: establishments in the Outdoors and Sport and recreation sector are more likely to have each of the planning tools than those in the Caravan parks sector; and

- ownership, with employers in the private sector being less likely to have planning tools than those in the public or voluntary/charitable sector.

**Table 4.1.b) Variations in planning for training**

	Business plan	Training plan	Budget for training expenditure	All of the above	None of the above	Base	Unwtd base
	%	%	%	%	%	n	n
All	61	47	40	27	27	24,472	1,337
Size of employer							
1 - 4	52	36	26	15	36	14,236	225
5 - 24	66	57	53	36	19	7,325	689
25 - 99	87	79	78	64	5	2,396	347
100 +	94	85	83	74	2	517	76
Sector							
Outdoors	71	79	74	55	5	879	38
Caravan parks	36	18	19	12	59	1,854	47
Sport and recreation	62	48	41	27	25	21,739	1,252
Ownership							
Private	57	43	34	23	31	18,050	896
Public	75	67	60	44	14	4,254	347
Voluntary/charity	69	42	55	33	22	1,792	81

Source: National Employer Skills Survey, 2003

Base: all respondents

Other important planning tools are the extent to which individual employees have a formal job description and receive an annual performance review. Across all the sector, it is estimated that 91 per cent of employees have a formal job description and three quarters (76 per cent) an annual performance review.

This varies within the sector such that:

- the larger the employer the higher is the proportion of employees with a formal job description and in receipt of an annual performance review;
- employees in the Caravan park sector are less likely to have a formal job description or to receive an annual performance review;
- employees in the private sector are also less likely to have a formal job description and much less likely to receive an annual performance review.

The proportion of staff with a formal job description is slightly higher in the SkillsActive sector than for England as a whole; the proportion with an annual performance review about the same.

**Table 4.1.c) Planning for training**

	% of employees with formal job description	% of employees with annual performance review	Base	Unwtd base
All England	88	75	1,915,053	72,100
All SkillsActive	91	76	24,472	1,337
Size of employer				
1 - 4	77	44	14,236	225
5 - 24	90	67	7,325	689
25 - 99	94	81	2,396	347
100 +	93	86	517	76
Sector				
Outdoors	99	80	879	38
Caravan parks	85	50	1,854	47
Sport and recreation	92	77	21,739	1,252
Ownership				
Private	89	73	18,050	896
Public	97	85	4,254	347
Voluntary/charity	97	62	1,792	81

Source: NESS, 2003

Base: all respondents

## 4.2 Extent of training provision

Nearly two-thirds (64 per cent) of employers in the sector have funded or arranged training for their staff over the last year. This varies such that:

- the larger the employer the more likely they are to have arranged training for their staff;
- employers in the Outdoors sector are more likely to have arranged training at 72 per cent: those in the Caravan park sector the least likely at 47 per cent; and
- establishments in the public sector are more likely to have provided training at 81 per cent than the voluntary/charity (68 per cent) or the private sector (61 per cent).

The proportion of establishments providing training in the SkillsActive sector is higher than that for England as a whole: 64 per cent compared to 59 per cent.

**Table 4.2.a) Whether establishment funded or arranged training for staff over the last 12 months**

	Yes %	No %	Don't know	Base	Unwtd base
All England	59	40	1	1,915,053	72,100
All	64	34	2	24,472	1,337
Size of employer					
1 - 4	51	47	3	14,236	225
5 - 24	77	22	1	7,325	689
25 - 99	94	6	0	2,396	347
100 +	97	3	0	517	76
Sector					
Outdoors	72	28	0	879	38
Caravan parks	47	50	3	1,854	47
Sport and recreation	65	33	2	21,739	1,252
Ownership					
Private	61	38	2	18,050	896
Public	81	17	2	4,254	347
Voluntary/charity	68	31	1	1,792	81

Source: NESS, 2003

Base: all respondents

A second aspect of the extent of training provision is the proportion of staff who have been trained. The data estimates that just over half (51 per cent) of all employees received training in the last year. This compares to 53 per cent across all England.

This varies much as would be expected, increasing with the size of establishment, being higher in public sector establishments and being lowest in the Caravan park sector.

#### 4.2.1 Level of training spend

Employers who have funded or arranged training in the last year spent an average of £2,777 over the previous 12 months (£3,725 across all England). The main variant in the level of spending is the size of employer (ranging from an average of £1,205 for the smallest employers to £31,186 for the largest) and so a more meaningful measure is training and development spend per employee.

Looking only at those employees who did provide training and who could provide full financial information<sup>1</sup> it can be seen that there is a considerable spread. 13 per cent spent nothing on training and development, nine per cent spent more than £1,000 per employee. The median level of spend is £100 - £199 per employee (the same as for England as a whole).

<sup>1</sup> Some 27 per cent of those who trained could not provide financial information

**Table 4.2.b) Training and development spend per employee**

	SkillsActive %	England %
Nothing	13	17
Less than £50	14	10
£50 - £99	14	10
£100 - £199	22	16
£200 - £299	10	9
£300 - £399	7	7
£400 - £499	2	2
£500 - £749	7	7
£750 - £999	3	5
£1,000 +	9	15
Base	11,351	840,276
Unweighted base	757	38,627

Source: NESS, 2003

Base: all respondents who provide training and who could provide a financial estimate per employee

**4.2.2 Average number of days training per trainee**

There is a considerable spread of average number of training days per trainee, ranging from eight per cent who gave an average of one day per trainee per year and 14 per cent who gave more than 20. The breakdown for SkillsActive and England is very close, the median level for both is 5 – 6 days per trainee.

**Table 4.2.c) Average number of days training per trainee**

	SkillsActive %	England %
1	8	9
2	13	14
3 – 4	19	20
5 – 6	16	17
7 – 8	7	7
9 – 10	8	7
11 – 12	5	3
13 – 14	3	3
15 – 16	2	2
17 - 18	2	0
19 – 20	3	3
More than 20	14	14
Base	14,115	1,034,129
Unweighted base	942	46,715

Source: NESS, 2003

Base: all respondents who provide training and who could provide an estimate of number of days training

### 4.2.3 Type of staff trained

Employers are most likely to train staff at either end of the occupational scale. 58 per cent of employers who trained provided training to managers and 32 per cent to Elementary occupations.

This is a slightly different pattern to that shown by the all-England data which has fewer establishments providing training to employees at either extreme (Managers at one, Elementary occupation at the other) but slightly more in most other occupational areas. This pattern is mainly due to the fact that in a single sector, the training pattern reflects the occupational employment specific to that sector (managers, personal service occupations, Elementary occupations in SkillsActive); whilst for England overall it reflects the overall occupational spread.

**Table 4.2.d) Type of staff trained**

	SkillsActive		England	
	All estabs providing training	All estabs %	All estabs providing training	All estabs
Managers and Senior Officials	58	37	48	28
Professionals	17	11	24	14
Associate Professional and Technical Occupations	17	11	16	10
Admin. and Secretarial Occupations	30	19	33	20
Skilled Trades Occupations	17	11	18	11
Personal Service Occupations	21	14	9	5
Sales and Customer Service Occupations	18	11	24	14
Process, Plant and Machine Operatives	4	3	7	4
Elementary Occupations	32	20	15	9
Base	15,649	24,472	1,133,413	1,915,053
Unweighted base	1,044	1,337	52,102	72,100

Source: NESS, 2003

Base: all respondents providing training

### 4.2.4 Type of training provision

The most common forms of training are Health and safety (87 per cent of employers who provide training), Job specific training (81 per cent) and Induction (59 per cent). A number of training areas were mentioned spontaneously, indicating a relative importance. These include First aid (six per cent).

Those establishments who, as we have seen, are more likely to train (i.e. larger establishments, those in the Public sector and those in the Outdoors sector) are more likely to provide each type of training.

Compared to the all-England pattern of training, employers in SkillsActive are more likely to provide training in Health and safety (87 per cent of training employers compared to 69 per cent) – a trend reinforced by the six per cent of employers who gave unprompted a

response of First aid, compared to just one per cent across all-England. They are less likely to provide training in New technology (40 per cent compared to 53 per cent).

**Table 4.2.e) Type of training provided**

	SkillsActive %	England %
Prompted responses		
Health and safety	87	69
Job specific training	81	80
Induction	59	51
Training in new technology	40	53
Supervisory	39	33
Management	36	35
Training in foreign languages	2	2
Unprompted responses		
First aid	6	1
Customer care/service	2	1
Food hygiene	2	1
IT	1	2
Soft skills	1	1
Sales	*	1
Other	3	2
Don't know	*	1
Base	15,649	1,133,413
Unweighted base	1,044	52,102

Source: NESS, 2003

Base: all respondents providing training

#### 4.2.5 Insurance linked to qualification

## 5. HIGHER EDUCATION PROVISION BY SUB SECTOR

### Applications and Acceptances into Higher Education

This section will examine the number of students applying and being accepted onto SkillsActive related higher education courses in 2004. Due to the nature of the data supplied by UCAS it is possible to estimate the total intake onto SkillsActive courses and then by using HESA data, track their progress as they leave education and enter the workforce.

The data has been derived by performing a search on specific keywords and UCAS providing aggregated applications and acceptances by age, sex, applicant region and institution region where possible for 2004. Due to data restrictions only Sport & Recreation can be analysed by home country. Health & Fitness, Playwork and the Outdoors are presented at a UK level only.

One in five (18%) of the 81,000 applications onto SkillsActive courses will be accepted. This is the same ratio as All Higher Education courses in the UK. Ratios are higher in the Outdoors and Playwork.

Sector	Applications	Accepts	Ratio
SkillsActive*	81,359	14,892	18%
Sport & Recreation	76,310	13,981	18%
Health & Fitness	22,078	3,897	18%
The Outdoors	2,317	525	23%
Playwork	262	78	30%
ALL Higher Education	2,098,710	377,544	18%

\* Estimated, SkillsActive results are not the sum of the four sub sectors as there is overlap between sub sectors

The data has been presented by sub sector with Sport & Recreation further disaggregated into coaching, management and development, the three themes most prominent in the sub sector. There were no qualifications related to the caravan sector found.

### 5.1 Sport & Recreation

This section includes all students applying for a Sport and Recreation course including those in coaching, sports development and sports management. Just under 14,000 students entered higher education in the UK in the sector in 2004, an increase of 35% since 1999. Over 11,500 entered were accepted into English institutions, a 32% increase since 1999. Approximately two thirds (67%) of those entrants are male. The gender imbalance has widened slightly in the five year period (1999 males 64%: 36% females).

Gender	2004	
	Applications	Accepts
Male	43,114	7,733
Female	20,795	3,828
Grand Total	63,909	11,561

Gender	1999	
	Applications	Accepts
Male	38,061	5,608
Female	20,139	3,173
Grand Total	58,200	8,781

The South East (15%) and North West (13%) regions have the highest number of applicants accepted onto courses, although the distribution of entrants is spread evenly across the English regions. English institutions attract over 7% of its entrants onto Sport & Recreation courses from outside England, notably the European Union and Wales. Only one in ten students start their course above the 18 to 21 age band.

Learner Region	Accepts	Percent
North East	632	5%
Yorkshire & The Humber	1,066	9%
North West	1,518	13%
East Midlands	981	8%
West Midlands	1,250	11%
Eastern	1,190	10%
Greater London	1,122	10%
South East	1,730	15%
South West	1,205	10%
Wales	230	2%
Northern Ireland	190	2%
Scotland	65	1%
Other overseas	142	1%
EU	236	2%
Grand Total	11,561	100%

Age	Accepts	Percent
18 - 21	10,400	90%
22 - 24	612	5%
25 - 29	281	2%
30 plus	268	2%
Grand Total	11,561	100%

As Sport and Recreation has just under 14,000 entrants in the UK it is important to examine some of the elements separately to identify some of the constituent trends in the sector. All three components featured here have been included in the all Sport and Recreation results presented earlier.

### **Sport and Recreation - Coaching**

There are over 1,550 entrants on coaching courses in the UK in 2004. Coaching has seen a massive increase in take up in the last five years in higher education, with double the number of applications and a 145% increase in acceptances since 1999. Approximately seven in ten entrants are male; the ratio is unchanged in the time period.

Approximately half of acceptances are coming from three English regions, the South West (22% of acceptances), the North West (13%) and the South East (13%). Coaching has a very similar age profile to all sports courses with nine in ten entrants aged 21 or under.

### Sport and Recreation – Development

There are just fewer than 700 entrants on sports development courses in the UK in 2004, an increase of 75% since 1999. Sports development has also witnessed a massive growth in interest in the last five years. There has been over a three fold increase in applications in the period and in 2004 there were seven applications for every course acceptance, the highest ratio of any of the subject areas in the sector, suggesting fierce competition for places. Sports Development has the youngest age profile out of any of the subject areas, 93% of entrants are in the 18 to 21 age group.

### Sport and Recreation - Management

There are approximately 550 entrants on sports management courses in 2004, an increase of 74% since 1999. Three quarters (76%) of those entering higher education in the sector are male. All three constituent subject areas in sport have approximately half of acceptances coming from three English regions. In Sports management the regions are the South East (20% of acceptances), the South West (17%) and the East Midlands (12%).

## 5.2 Health & Fitness

In the UK, just under 4,000 students entered higher education in the Health & Fitness sector in 2004, an increase of 76% since 1999. Interestingly the number of applications has only increased 25% in the same time period.

Approximately six in ten (61%) of those entrants are male. The gender imbalance has remained the same in the time period. . The sector does attract a very young in take; only 6% of entrants are over 24. The distribution of entrants in courses in the sector is even across the UK

	2004	
	Applications	Accepts
Gender		
Male	13,616	2,364
Female	8,462	1,533
Grand Total	22,078	3,897

	1999	
	Applications	Accepts
Gender		
Male	10,868	1,316
Female	6,744	899
Grand Total	17,612	2,215

Age	Accepts	Percent
18 - 21	3,442	88%
22 - 24	217	6%
25 - 29	133	3%
30 plus	105	3%
Grand Total	3,897	100%

Region	Accepts
North East	266
Yorkshire & The Humber	346
North West	342
East Midlands	290
West Midlands	399
Eastern	366
Greater London	406
South East	578
South West	336
Wales	129
Northern Ireland	105
Scotland	249
Other UK	*
Other overseas	22
EU	62
Grand Total	3,897

### 5.3 The Outdoors

Over 500 students entered higher education in the sector in 2004, an increase of 59% since 1999. Approximately two thirds (64%) of those entrants are male. The gender imbalance has widened slightly in the five year period (1999 males 57%: 43% females).

Gender	2004	
	Applications	Accepts
Male	1,447	335
Female	870	190
Grand Total	2,317	525

Gender	1999	
	Applications	Accepts
Male	1,117	188
Female	560	143
Grand Total	1,677	331

The Outdoors attracts an older age profile than sport and recreation with 18% of entrants aged over 21.

Age	Accepts	Percent
18 - 21	428	82%
22 - 24	44	8%
25 - 29	30	6%
30 plus	23	4%
Grand Total	525	100%

The South West and North West of England account for the highest number of entrants onto Outdoor courses, responsible for a third of UK entrants.

Region	Accepts
North East	15
Yorkshire & The Humber	41
North West	69
East Midlands	35
West Midlands	51
Eastern	31
Greater London	18
South East	55
South West	106
Wales	36
Northern Ireland	*
Scotland	47
Other overseas	*
EU	10
<b>Grand Total</b>	<b>525</b>

#### 5.4 Playwork

The Playwork sector is reliant on further education and private training for its provision although there has been some provision identified in higher education. There are fewer entrants onto Playwork related higher education courses in 2004 than in 1999. The entrants are predominantly female. A third of entrants onto Playwork courses are aged over 21.

Gender	2004	
	Applications	Accepts
Male	47	12
Female	215	66
<b>Grand Total</b>	<b>262</b>	<b>78</b>

Gender	1999	
	Applications	Accepts
Male	81	23
Female	226	88
<b>Grand Total</b>	<b>307</b>	<b>111</b>

#### 5.5 Destination of Leavers from Higher Education (DLHE) 2003/04

##### Introduction

The Higher Education Statistics Agency (HESA) surveys leavers from higher education (HE) to determine their activity. The HESA Destinations of Leavers from Higher Education (DLHE) target population contains all United Kingdom (UK) and European Union (EU) domiciled students reported to HESA for the reporting period 1 August 2003 to 31 July 2004 as obtaining relevant qualifications and whose study was full-time or part-time (including sandwich students and those writing-up theses). SkillsActive have worked with HESA to determine the destination of leavers on qualifications related to the Active Leisure and Learning sector.

### Subject of study

Qualifications relevant to SkillsActive's sub sectors were determined by examining the qualification programme title and assigning the qualification to one or more of SkillsActive's sub sectors. There is some overlap between Sport & Recreation and the Outdoors and Sport & Recreation and Health & Fitness where a qualification falls under two sub sectors. In this instance the qualification is counted in each sub sector but counted once in the SkillsActive total. The sum of the sub sectors is therefore greater than the SkillsActive total. There were no qualifications found for the caravan sector. SkillsActive's relevant qualifications were found in the following specified subject areas.

- (C6) Sports science
- (C9) Others in biological sciences
- (L5) Social work
- (N2) Management studies
- (X1) Training teachers
- (X3) Academic studies in education
- (X9) Others in education

Where appropriate, the total of all qualifications in these subjects have been used as a benchmark for the sector. This does not include all those leaving HE in 2003/04. It is more a peer group of subjects to benchmark against and has been called "Peer Group Total" throughout.

### Country of Institution

Over six thousand (6,460) leavers were identified as coming from one of SkillsActive's sub sectors across all UK institutions. The majority (84%) of leavers from SkillsActive related courses are from English institutions, followed by Wales (9%), Scotland (5%) and Northern Ireland (1%). Wales and Northern Ireland have proportionally larger shares of leavers compared to their respective employment shares. Scotland is proportionally producing fewer leavers than its employment share.

**Table 5.5.a) HE Leavers by Home Country and Sector**

Sector	English Institution	Welsh Institution	Scottish Institution	Northern Irish Institution	Total
SkillsActive Total	5,460	590	340	70	6,460
Sport & Recreation	5,010	580	320	70	5,970
Health & Fitness	1,490	50	70	70	1,690
The Outdoors	200	50	20	0	260
Playwork	100	0	0	0	100
Peer Group Total	35,560	2,540	4,300	1,720	44,130

Source: HESA/ SkillsActive

**Table 5.5.b) HE Leavers, Employment share**

	England	Wales	Scotland	Northern Ireland
SkillsActive Total HE Leavers	84%	9%	5%	1%
SkillsActive Employment Share	83%	5%	9%	3%

Source: HESA/ SkillsActive

Compared to the SkillsActive sector as a whole Health & Fitness graduates are concentrated in England (89% in England compared to 84% of SkillsActive) and the Outdoors concentrated in Scotland (9% compared to 5%) and Wales (19% compared to 9%). Playwork leavers are exclusively coming from English institutions.

### Activity after leaving Higher Education

For every ten students leaving a SkillsActive higher education course approximately five enter full time work, one works part time, one enters work combined with further study and two go exclusively into further study. The major difference from the peer group of qualifications is a higher proportion of leavers in the active leisure and learning sector go into further study (20% in the sector compared to 9% Peer Group Total). As a result fewer leavers in the sector go directly into full time employment (48% in the sector compared to 62% Peer Group Total). The type of further study entered into across SkillsActive's sub sectors are postgraduate diplomas or certificates (32% of further study), first degrees (26%) and higher degree by taught course (17%).

It's worth noting that HESA record graduate activity after leaving Higher Education, job destination by sector, and whether the HE qualification was a requirement of that job approximately 6 months after course completion. While some graduates may not have found their ideal career role within a year of leaving University, there is also the practical considerations of attempting to track people over several years. Nonetheless there is a risk that the qualification requirement may be understated compared to jobs achieved mid-career.

**Table 5.5.c) Activity after leaving Higher Education**

	Full-time paid work only	Part- time paid work only	Voluntary/ unpaid work only	Work and further study	Further study only	All Other	Total
SkillsActive Total	3,110	630	30	650	1,270	750	6,460
Sport & Recreation	2,860	580	30	600	1,220	700	5,970
Health & Fitness	780	170	10	190	330	210	1,690
The Outdoors	130	30	0	20	50	30	260
Playwork	50	10	0	20	10	20	100
Peer Group Total	27,400	4,090	160	5,220	3,930	3,330	44,130

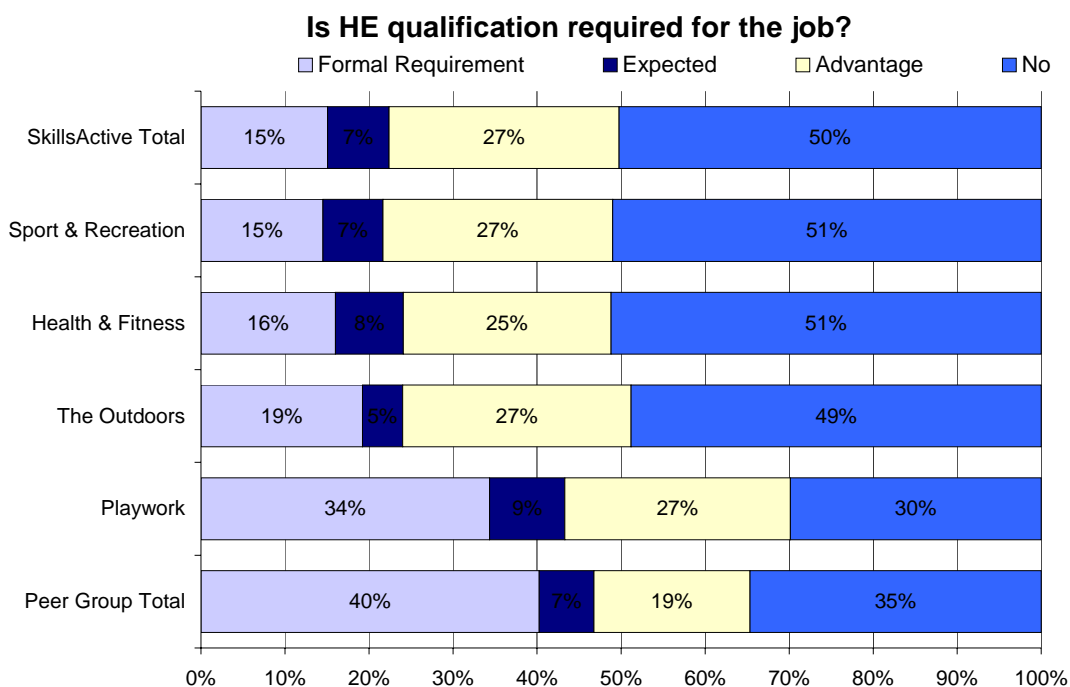
Source: HESA/ SkillsActive

Note: All Other consists of Assumed to be unemployed, Not available for employment and Other

### Qualification required for job

This examines whether the HE leaver's qualification was a necessary criteria in gaining the job they were doing. The question asked: "Would you have been able to get the job you will be doing without the qualification you recently obtained?"

One in two leavers from SkillsActive relevant courses did not require the qualification they achieved to get the job. Only in 15% of appointments was the qualification a formal requirement for the post in the sector. This compares to 40% of appointments having a formal requirement in the peer group of qualifications (see definition on previous page). All sub sectors have a similar profile except for Playwork which in a third of cases (34%) there is a formal qualification requirement for the positions available.



**Employer Location**

There is little net movement of HE leavers by home country in SkillsActive subjects. Across the SkillsActive sector no one home country either gains or loses HE leavers as they enter the workforce. One in four (23%) HE leavers in the Outdoors is employed in either Scotland or Wales. All Playwork leavers stay in England to work. Individual home country profiles are shown in the annexes.

Of the known destinations of employment only 3% or 140 leavers in the sector have gained employment overseas. This is the same proportion as the peer group of qualifications. Where there is migration, in sixty cases the destination is the European Union and in thirty cases North America.

**Table 5.5.d) Employer Location from UK Institutions**

	England	Wales	Scotland	Northern Ireland	Overseas	Not Known	Total
SkillsActive Total	3,690	310	230	60	140	2,040	6,460
Sport & Recreation	3,380	290	210	60	130	1,910	5,970
Health & Fitness	980	50	40	40	40	540	1,690
The Outdoors	130	30	10	0	10	80	260
Playwork	80	0	0	0	0	30	100
Peer Group Total	28,740	1,740	3,700	1,590	1,080	7,280	44,130

Source: HESA/ SkillsActive

**Employer size**

This section examines the size of the employing organisation by the number of people employed. The question asked “Approximately how many people work in the entire organisation (i.e. all branches, depts. etc.)?”

Stage One of the sector skills agreement process showed that for the SkillsActive sector employment tended to be in small and medium sized enterprises. The destination of HE leavers does not follow this as leavers are more likely to go into the larger enterprises.

Where the destination is known, one in two HE leavers enter employment in a business employing over 250 employees. Only 29% of HE leavers enter employment in a small sized business employing less than fifty employees. While there is likely to be a correlation between graduate recruitment and larger size organisations, this is probably further confirmation that many of these graduates are securing employment in other sectors.

**Table 5.5.e) Employer size**

	1 to 49	50 to 249	250 or more	Not known	Question not answered (default)	Total
SkillsActive Total	890	640	1,490	480	2,990	6,460
Sport & Recreation	810	600	1,370	430	2,760	5,970
Health & Fitness	230	170	420	130	730	1,690
The Outdoors	40	20	50	30	130	260
Playwork	20	10	20	10	40	100
Peer Group Total	7,450	4,910	12,350	4,250	15,170	44,130

Source: HESA/ SkillsActive

### Standard Industrial Classification (SIC)

Two digit SIC codes have been used to identify the industries that are the employment destination for leavers on SkillsActive related HE courses. SkillsActive's SIC detailed footprint was outlined in Stage one of the SSA using partial four digit SIC codes so a direct comparison is not possible. It is however possible to obtain a rough estimate of what proportion of HE leavers in SkillsActive related courses are retained in the sector.

**Table 5.5.f) SIC by Sector**

SIC	SkillsActive Total	Sport & Recreation	Health & Fitness	The Outdoors	Playwork	Peer Group Total
{45} Construction	2%	2%	2%	1%	0%	1%
{52} Retail trade	12%	12%	9%	13%	0%	5%
{55} Hotels and restaurants	6%	6%	7%	11%	0%	3%
{63} Supporting and auxiliary transport activities	1%	1%	1%	3%	3%	1%
{64} Post and courier activities and telecommunications	2%	2%	1%	2%	0%	1%
{65} Financial activities	4%	4%	4%	2%	0%	2%
{66} Insurance and pension funding	1%	1%	1%	0%	0%	1%
{74} Other business activities	7%	7%	7%	3%	0%	5%
{75} Public administration and defence	9%	8%	7%	7%	22%	9%
{80} Education	15%	15%	16%	13%	19%	46%
{85} Health and social work	8%	7%	9%	8%	44%	15%
{91} Activities of membership organisations	1%	1%	1%	0%	4%	0%
{92} Recreational, cultural and sporting activities	23%	23%	24%	25%	5%	4%
{93} Other service activities	1%	1%	2%	1%	1%	0%

Source: HESA/ SkillsActive

In Playwork, the relevant SIC codes where employment is classified are 80, 85 and 91. There is a strong association between Playwork qualifications and Playwork employment. Over 8 in 10 (85%) that leave with a Playwork qualification end up working in a related industry. The

development of National Occupational Standards could assist with career structure and progression routes within Playwork, and setting out what is required from HE provision.

The relationship is not as clear for the other sub sectors. For Sport & Recreation, Health & Fitness and the Outdoors, the major relevant SIC codes where employment is classified are 55, 91, 92 and 93. Approximately a third of HE leavers in SkillsActive related courses enter employment amongst these SIC codes (31% in Sport & Recreation, 33% in Health & Fitness, 37% in the Outdoors).

The table shows a selection of the unrelated industries attracting HE leavers from the three sub sectors. Approximately the same number of SkillsActive's leavers are entering the combined retail and business sectors as enter recreational, cultural and sporting activities. (Retail trade (12%) + other business activities (7%) + financial activities (4%) = recreational, cultural and sporting activities (23%)). The remainder of leavers with a SkillsActive qualification are spread across the other sectors but with an emphasis on the public sector (education (15%), health and social work (8%) etc).

### Country of Institution : England

English Institutions account for 84% of UK HE Leavers so it is unlikely to have markedly different results from the UK. By examining English Institutions only we can identify that 94% of HE leavers remain in England to work across the SkillsActive sector. Only the Outdoors is different as 5% of leavers are employed in Wales and 5% are employed Overseas.

**Table 5.5.g) Activity after leaving Higher Education, English Institutions**

	Full-time paid work only	Part-time paid work only	Voluntary/unpaid work only	Work and further study	Further study only	All Other	Total
SkillsActive Total	2,670	520	30	540	1,060	640	5,460
Sport & Recreation	2,440	470	30	490	1,010	570	5,010
Health & Fitness	700	150	10	170	300	180	1,490
The Outdoors	90	20	0	20	30	30	200
Playwork	50	10	0	20	10	20	100
Peer Group Total	21,630	3,360	140	4,450	3,250	2,730	35,560

Note: All Other consists of Assumed to be unemployed, Not available for employment and Other

Source: HESA/ SkillsActive

**Table 5.5.h) Employer Location from English Institutions**

	England	Wales	Scotland	NI	Overseas
SkillsActive Total	94%	2%	1%	1%	3%
Sport & Recreation	94%	1%	1%	1%	3%
Health & Fitness	94%	2%	0%	0%	3%
The Outdoors	90%	5%	1%	0%	5%
Playwork	96%	0%	0%	0%	4%
Peer Group Total	95%	1%	1%	1%	3%

Source: HESA/ SkillsActive

**Table 5.5.i) SIC by Sector, English Institutions**

Programme Title	SkillsActive Total	Sport & Recreation	Health & Fitness	The Outdoors	Playwork	Peer Group Total
{55} Hotels and restaurants	6%	6%	6%	11%	0%	3%
{80} Education	15%	15%	15%	10%	19%	44%
{85} Health and social work	8%	7%	9%	7%	44%	15%
{91} Activities of membership organisations not elsewhere classified	1%	1%	1%	0%	4%	1%
{92} Recreational, cultural and sporting activities	23%	23%	24%	24%	5%	5%
{93} Other service activities	1%	1%	2%	0%	1%	0%

Source: HESA/ SkillsActive

## 5.6 Assessment of quality

SkillsActive propose to examine the quality (relevance and suitability) of HE courses later in Section 8, under the perceptions of Employers, and in Sector specific reports.

## 6. FURTHER EDUCATION PROVISION BY SUB SECTOR

### Further Education and Work Based Learning in England

To assess the extent of further education provision in the SkillsActive sector in England the Learning and Skills Council (LSC) have provided a set of excel workbooks covering the 2001/02, 2002/03 and 2003/04 academic years. The data has been split in to two sections; further education and work based learning.

#### 6.1 Further Education

Over 490 separate qualifications from eighty-one awarding bodies were identified across the sector in 2003/04. The awarding bodies include national governing bodies in Sport & Recreation either at a UK (e.g. Athletics), British (Gymnastics) or English level (the Football Association, Basketball) depending on the sport. The qualifications account for 152,900 separate learning aims and a funding budget of £112 million. The sector has been growing in terms of number of learning aims (and it is assumed in terms the number of students) and in terms of funding allocation. There were 148,500 learning aims in 2002/03 costing £98 million and 133,100 in 2001/02 costing £85 million. The average cost per qualification is rising in the sector as a result of the rate of growth in funding exceeding the growth in the number of learning aims. We are unable to say from the data provided whether this is the result of average longer course duration or simply a reflection of higher costs in further education in the period.

#### Funding

Amongst SkillsActive's sub sectors, the funding is heavily weighted towards Sport and Recreation, (receiving 89% of the sectors funding) and to a lesser extent Health and Fitness (7%). The trend for each sub sector is very different with Sport and Recreation responsible for the majority of the growth in the sector as a whole. The funding in Sport & Recreation has increased by a third or £25million in the last two years. This reflects funding for the SkillsActive sector as a whole which has also grown by a third or £27.5 million in the last two years. Funding for the Caravan sector more than doubled in 2002/03, but has halved again in 2003/04.

**Table 6.1.a) Sum of FE Funding by Sector**

Sector	2001/02	2002/03	2003/04
Caravans	£49,100	£118,200	£58,700
Health & Fitness	£5,912,900	£9,656,200	£8,367,200
Playwork	£1,395,400	£1,415,200	£1,518,700
Sport & Recreation	£75,250,800	£85,013,900	£100,156,200
The Outdoors	£1,934,800	£1,796,300	£1,914,100
SkillsActive	£84,543,100	£97,999,700	£112,014,900

There are very few further education qualifications identified beyond NVQ equivalent level three in the sector. Only five of the five hundred qualifications were at level four or higher. In terms of learning aims this represent only 0.1% of the total provision. Stage three of the SSA process will discuss the ramifications of this but clearly this does affect the entry level of leavers from further education. Health and fitness has over 80% of learning aims at levels one and two.

### Learning Aims by Qualification

Comparing the qualification levels in further education against the breakdown in the workforce, stage one of the SSA showed that 31% of the sectors workforce were qualified at NVQ level four or higher against 0.1% of leavers from the FE sector.

**Table 6.1.b) Sum of FE Learning Aims by Qualification level**

Level	Caravans	Health & Fitness	Playwork	Sport & Recreation	The Outdoors	SkillsActive
Level 1 & Entry	0	9,300	300	36,600	300	46,400
Level 2	0	16,000	2,000	35,900	1,400	55,300
Level 3	400	1,700	1,700	39,400	1,300	44,500
Level 4 or 5	0	0	0	100	0	100
Other	100	3,300	0	2,700	400	6,500
<b>Total</b>	<b>500</b>	<b>30,200</b>	<b>4,000</b>	<b>114,700</b>	<b>3,500</b>	<b>152,900</b>

If we divide the funding per sub-sector by the number of learning aims, this should provide some indication of the cost per learner aim. This is not the same as the cost per student, as students may be pursuing more than one learner aim. This clearly produces some marked variations in cost per learner aim, from £117 for the Caravan sector to £873 for Sport and Recreation. This probably reflects the length and specialism or level of qualifications available in each sub-sector (like the large numbers on BTEC Nationals in Sport and Recreation).

Sector	Funding (£)	No of learning aims	Funding per learner aim (£)
Caravans	£58,700	500	£117.40
Health & Fitness	£8,367,200	30,200	£277.06
Playwork	£1,518,700	4,000	£379.67
Sport & Recreation	£100,156,200	114,700	£873.20
The Outdoors	£1,914,100	3,500	£546.88
SkillsActive	£112,014,900	152,900	£732.60

### Qualifications by category

We have disaggregated the list of qualifications into academic, technical and not accredited categories. Academic includes GCSEs, 'A' levels and GNVQs. Technical breaks down into NVQs and related vocational qualifications (RVQs); it is the area where SkillsActive has direct influence. Not accredited is a catch all category for other qualifications not accredited by the QCA. On close examination, SkillsActive could not determine the difference between courses classified as accredited, and non-accredited provision, since the same subject, at the same college, through the same Awarding Body might appear in either category. The LSC have confirmed that this is usually a matter of the timing of the allocation into a given category, and does not indicate the extent on non-accredited provision.

The majority (96%) of those taking academic qualifications are aged under 19. However the demographic for technical and not accredited qualifications is a much older one with 38% of students studying technical and 46% of students studying not accredited qualifications being aged over 24.

**Table 6.1.c) FE learning aims by age group and qualification category**

Age	Academic	Technical	Not accredited	Total
Under 19	32,000	30,600	20,000	82,600
19 to 24	1,100	10,000	9,100	20,200
25 to 59	200	24,700	23,200	48,000
60 plus	0	400	1,300	1,700
Age missing	0	200	100	300
<b>Total</b>	<b>33,300</b>	<b>65,900</b>	<b>53,700</b>	<b>152,900</b>

Examining the technical category in more detail reveals over 6,500 NVQs taking place in the sector in 2003/04. Note there are an additional hundred NVQs in the not accredited category. Of the total NVQs, 4,200 are in Sport and Recreation, 1,700 are in Playwork, 400 are in Health & Fitness and 300 are in the Outdoors.

**Table 6.1.d) NVQ/ RVQ by Age groups (technical only)**

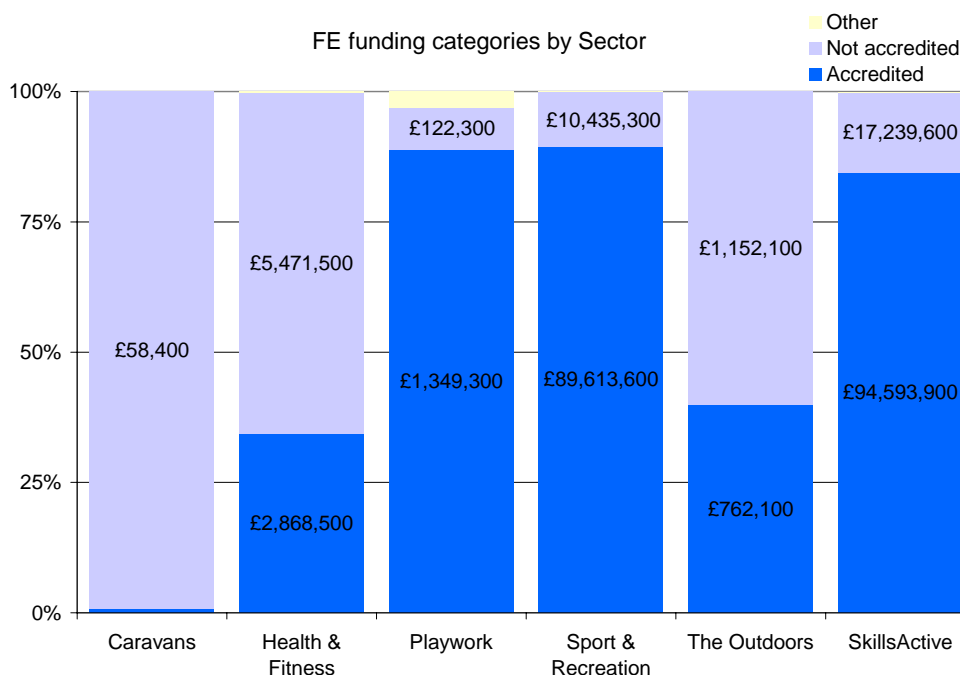
Age	NVQ	RVQ
Under 19	2,400	28,300
19 to 24	1,200	8,800
25 to 59	2,800	21,900
60 plus	200	300
Age missing	0	200
<b>Total</b>	<b>6,500</b>	<b>59,400</b>

### Accreditation

The two major components of SkillsActive qualifications in funding terms are those that are QCA approved<sup>2</sup> and those not accredited by QCA and therefore not a priority for LSC funding. Across the sector as a whole in 2003/04, 85% of qualifications were accredited. This is a significant increase from previous years, for example in 2002/03 only 54% were accredited. (See note on previous page about non-accreditation.)

The situation is not the same across all the sub sectors. In Sport & Recreation and Playwork the majority of qualifications are accredited but in the Outdoors, Health & Fitness and most notably in the Caravan sector the majority are not accredited and not a LSC priority.

<sup>2</sup> QCA approved includes Section 96 qualification - QCA accredited and Secretary of State approved qualification for 16-18 year olds, Section 97 qualification - QCA accredited and Secretary of State approved qualification for 19+ year olds, Section 96 & 97 qualification - QCA accredited and Secretary of State approved qualification for 16-18 year olds and 19+ year olds and Unit of a Section 96 or 97 qualification



**Gender trends**

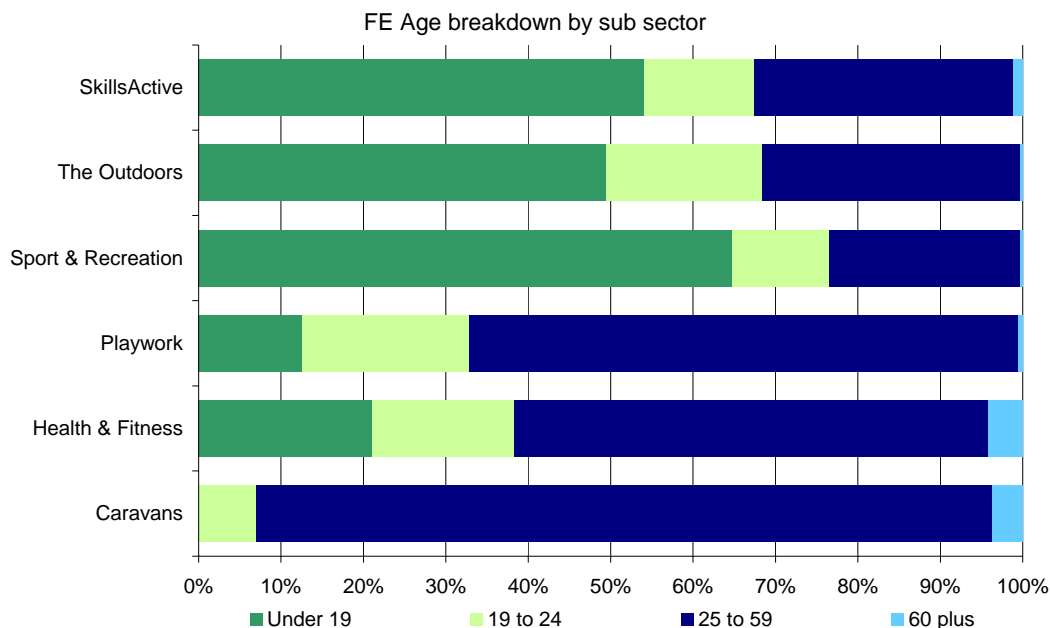
There is a male dominance across the SkillsActive sector and in the Sport & Recreation and the Outdoor sub sectors. The gender balance has been achieved in Health & Fitness. Playwork is almost exclusively attracting female students and the caravan sector is exclusively male.

**Table 6.1.e) Gender by Sector**

	Female	Male
Caravans	0%	100%
Health & Fitness	56%	44%
Playwork	91%	9%
Sport & Recreation	31%	69%
The Outdoors	32%	68%
SkillsActive	37%	63%

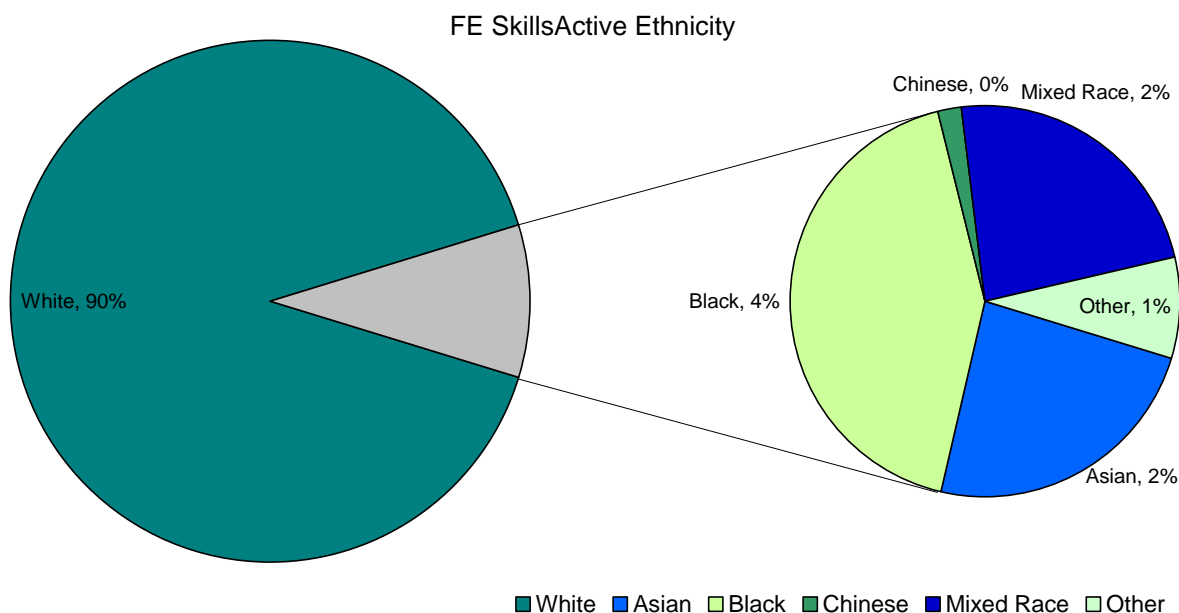
**Age Trends**

The sector is perceived to be one that attracts a young workforce and is therefore assumed the profile of its students would be youthful. Certainly looking at the sector as a whole, 83% of students are aged under 25 and similar profiles are witnessed in Sport & Recreation and the Outdoors. In Caravans, Playwork and more surprisingly Health & Fitness, an older demographic is studying in these sub sectors. Health & Fitness has 40% of its students in 2003/04 aged 25 plus.



**Ethnicity Trends**

The sector has 10% of its student population coming from ethnic minorities. This is over twice as high as the 4.7% identified in the workforce. There is again variation by sub sector with the Outdoors (3% ethnic minorities) and Caravan industries (1%) under represented compared to Playwork (12%), Health & Fitness (11%) and Sport & Recreation (9%).



**Completion**

Approximately one in ten students withdraw before completing their qualification. The caravan sector is unique in that all students complete their qualifications and virtually all achieve the qualification attempted. Across the sector just under one quarter (24%) of learning aims result in no achievement with rates as high as a third (32%) in Health & Fitness.

Table 6.1.f) Completion Status by Sector

Status	Caravans	Health & Fitness	Playwork	Sport & Recreation	The Outdoors	SkillsActive
Continue	0%	11%	25%	10%	14%	11%
Completed	100%	78%	63%	78%	75%	77%
Withdrawn	0%	10%	11%	11%	11%	11%
Transferred	0%	1%	1%	1%	0%	1%

Table 6.1.g) Achievement Status by Sector

Status	Caravans	Health & Fitness	Playwork	Sport & Recreation	The Outdoors	SkillsActive
Achieved	99%	51%	48%	64%	52%	61%
Partially Achieved	0%	5%	1%	2%	4%	3%
No achievement	1%	32%	23%	22%	25%	24%
Exam Taken	0%	0%	3%	2%	6%	1%
Continuing	0%	11%	25%	10%	14%	11%

Sector Skills Councils were asked to assess the provision of training by two quality measures: process and outcome. Process quality is intended to measure the proportion of students who complete their chosen course and qualify. On the face of it, it would appear that one in three SkillsActive students do not complete or qualify at the end of their course. This evidently requires further examination.

## 6.2 Work Based Learning

Sixty-nine qualifications from twelve awarding bodies were identified in the sector. No work based learning (WBL) qualifications were identified in the Caravan sector<sup>3</sup>. The sector accounts for 17,000 WBL learner aims in 2003/04. The awarding bodies covering work based learning tend to be the larger cross sector awarding bodies or awarding bodies operating predominately in one of the SkillsActive sectors.

The majority of the work based learning provision is within Health & Fitness and Sport & Recreation at NVQ levels 2 and 3, and provision is much lower than the 65,000 in FE.

There may be some overlap between the Sport and Recreation and Outdoors sectors when it comes to the NVQ Level 2 in Activity Leadership which would be suitable for both Sport Development and the Outdoors with the context and the environment differing. All 6,400 learner aims have been classified to Sport and Recreation as we have no way of determining the split. One of the Outdoor Assessors estimates that Activity leadership could account for 700 – 800 students. The number of candidates in 2005 for the Level 2 Award in Basic Expedition Leadership was 2971<sup>‡</sup>. At Level 3 the NVQ in Outdoor Education, Development Training and Recreation is more easily distinguished.

Table 6.2 a): Sum of WBL Learning Aims by Qualification level

Level	Health & Fitness	Playwork	Sport & Recreation	The Outdoors	Sector
Level 1 & Entry	0	0	*	0	*
Level 2	6,500	300	6,400	=	13,200
Level 3	800	300	2,600	100	3,800
Level 4 or 5	0	0	*	0	*
Other	0	0	*	0	*
Total	7,300	600	9,000	100	17,000

Note: \* cell value less than fifty

A similar gender breakdown exists in WBL as in FE in SkillsActive's sector with the same male dominance in Sport & Recreation and the Outdoors and female dominance of Playwork qualifications.

Table 6.2 b): WBL Gender by Sector

Sector	Female	Male
Health & Fitness	41%	59%
Playwork	80%	20%
Sport & Recreation	34%	66%
The Outdoors	40%	60%
SkillsActive	38%	62%

There are a higher number of NVQs taking place through WBL than via further education with Sport & Recreation and Health & Fitness accounting for 93% of the sectors WBL NVQs.

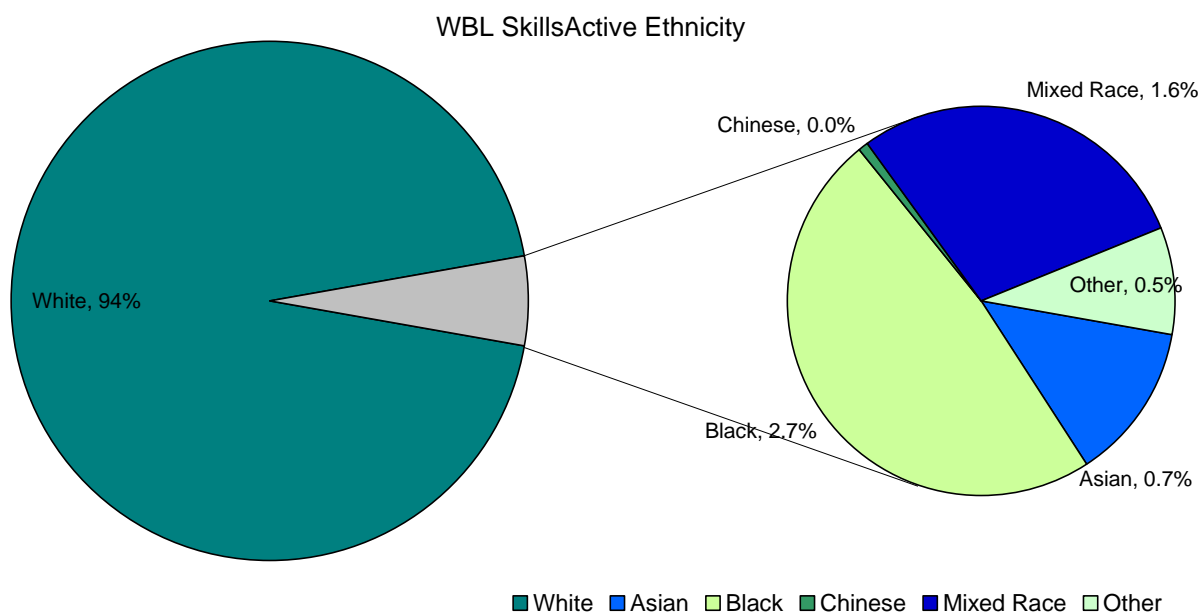
<sup>3</sup> This may be explained by the fact that it is included in Operational Services (Caravans)

<sup>‡</sup> Estimate by Pat Mee

Table 6.2 c): WBL NVQ RVQ breakdown by Sector

	Health & Fitness	Playwork	Sport & Recreation	The Outdoors	SkillsActive
NVQ	2,700	600	5,800	100	9,100
RVQ	4,600	0	3,300	0 <sup>4</sup>	7,900
Total	7,300	600	9,000	100	17,000

WBL is attracting a lower proportion of students from ethnic minorities across the sector than further education. This is also the case in all sub sectors except Playwork where one in five WBL students is coming from an ethnic background.



Achievement rates in the sector are much lower in WBL than in further education due to higher withdrawal (a third) and higher continuing (almost half) rates.

Table: Completion status by Sector

Data	Health & Fitness	Playwork	Sport & Recreation	The Outdoors	Grand Total
Continue	47%	63%	48%	43%	48%
Completed	23%	10%	15%	12%	18%
Withdrawn	28%	26%	36%	37%	33%
Transferred	1%	2%	1%	7%	1%

Table: Achievement status by Sector

Data	Health & Fitness	Playwork	Sport & Recreation	The Outdoors	Grand Total
Achieved	24%	7%	15%	12%	19%
Partially Achieved	0%	1%	1%	0%	1%
No achievement	13%	28%	36%	42%	26%
Exam Taken	0%	0%	0%	0%	0%
Continuing	62%	64%	48%	45%	55%

<sup>4</sup> APIOL is not included in these figures because it is not on the NQF

## Notes

1. Data sourced from the LSC and manipulated by SkillsActive.
2. Data refers to the 2003/04 academic year unless stated otherwise.
3. Counts rounded to the nearest hundred, funding rounded to the nearest hundred pounds.
4. No work based learning funding information available.

### 6.3 Satisfaction with Further Education

According to NESS 2003, satisfaction with the services provided by FE colleges is higher than across England as a whole, amongst those that have used them. Higher proportions give very satisfied ratings (37 per cent compared to 33 per cent), and fairly satisfied ratings (52 per cent compared to 48 per cent) and fewer dissatisfied ratings. As a result the mean score is higher – 4.2 compared to 4.1.

The proportions expressing dissatisfaction are low: two per cent fairly dissatisfied and two per cent very dissatisfied. There is very little variation in the average satisfaction level across employers in the sector, regardless of size, sector or ownership.

However these results conflict with findings from SkillsActive's own research when different types of training providers are compared (see Chapter 8). In that report FE is ranked second from bottom, well below National Governing Body qualification providers, Trade associations / Professional bodies, External consultants / private training providers and HE on being excellent or very good, and when the mean score is calculated including scores for poor and disappointing, FE Colleges share the lowest score with web-based learning.

It may be training provided by Further Education colleges is funded and that affects the perception of satisfaction with services.

Table 6.3: Satisfaction with services provided by FE establishments

	SkillsActive %	England %
Very dissatisfied (1)	2	2
Fairly dissatisfied (2)	2	5
Neither satisfied/dissatisfied (3)	6	9
Fairly satisfied (4)	52	48
Very satisfied (5)	37	33
No opinion	1	3
Mean score	4.2	4.1
Base	4,945	332,559
Unweighted base	398	17,821

Source: NESS, 2003

Base: all respondents providing training and using FE colleges

### 6.3.1 Use of FE colleges to provide training

According to NESS 2003, just less than a third (32 per cent) of employers who provided training did so through a FE college. Again, this varies such that larger firms are more likely to have used an FE college, as are establishments in the Outdoor sector and public sector establishments.

Compared to England as a whole, employers in SkillsActive are slightly more likely to have used an FE college for that training.

Table 6.3.1: Whether FE establishments have been used to train and develop any staff

	Yes %	No %	Don't know	Base	Unwtd base
England	29	70	1	1,133,413	52,102
SkillsActive	32	67	1	15,649	1,044
Size of employer					
1 - 4	22	78	1	7,233	115
5 - 24	36	63	1	5,661	530
25 - 99	45	52	3	2,253	326
100 +	70	29	1	502	83
Sector					
Outdoors	58	39	2	630	32
Caravan parks	32	68	0	874	30
Sport and recreation	30	68	1	14,145	982
Ownership					
Private	27	71	1	10,942	664
Public	43	56	1	3,432	307
Voluntary/charity	37	61	1	1,227	67

Source: NESS, 2003

Base: all respondents who provided training

## 7. PRIVATE PROVISION – NATIONAL GOVERNING BODIES

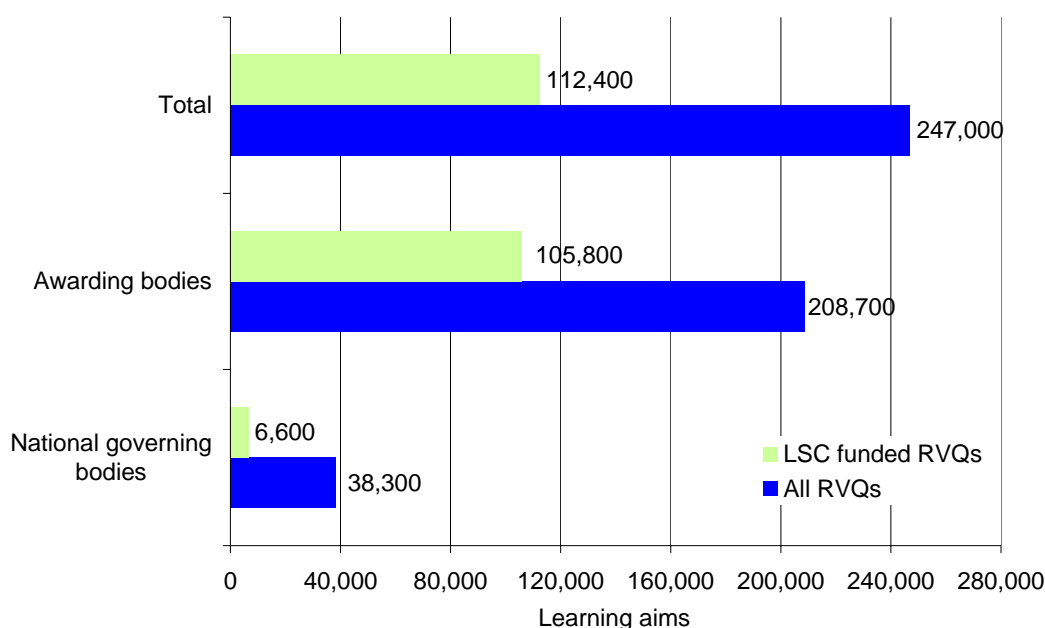
### Private and Public Provision in England

The extent of public and private provision varies across SkillsActive’s sectors and regions. It also varies within the sub sector themselves with different sports for example given priority in different regions and home countries. We have estimated the extent of private provision using the relationship between publicly funded further education in England from the LSC data provided and information supplied by leading awarding bodies and national governing bodies (NGBs) in the sector.

This is not an exact science. The base LSC data is complete and extremely detailed as it is extracted from individual learner record database. The data from the awarding bodies and NGBs is dependent firstly on the collection methods in each of the organisations concerned and secondly the number of awarding bodies and NGBs that have responded to SkillsActive’s requests. Eleven awarding bodies and nine NGBs have responded. The awarding body response includes all the perceived major players in the sector. The NGB response is clearly a smaller sample of the total number of NGBs and should be treated as such.

It has been assumed that all students taking NVQs are doing so with public funding. Therefore the NVQs have been removed from this analysis as the extent of NVQ take up is fully explained in the further education section. The comparison here therefore is constrained to RVQs only.

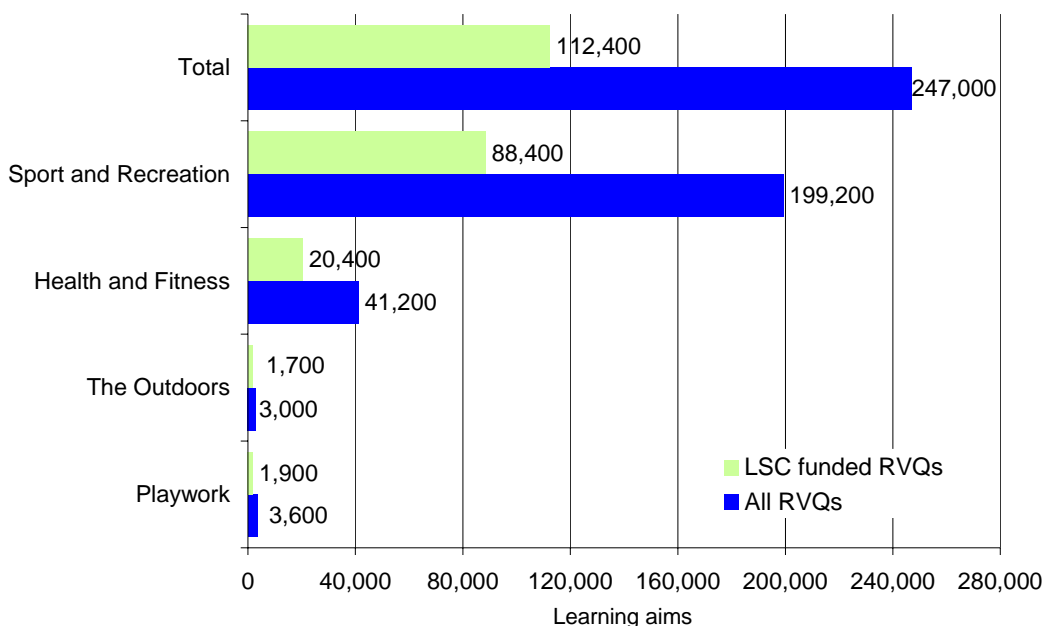
Public and private funded RVQ learning aims for NGBs and Awarding bodies



In the sample 51 per cent of sector qualifications from awarding bodies and 17 per cent of NGB RVQs were publicly funded in 2003/04. Across the entire sector, 46 per cent of all qualifications received public funding, 54 per cent were taken privately.

The relationship across the sub sectors is different with public funding slightly higher as a proportion of total provision in the Outdoors (54 per cent of courses publicly funded), Playwork (53 per cent) and Health & Fitness (50 per cent) in comparison with Sport and Recreation (44 per cent). However, total provision is much lower for Playwork and the Outdoors, which might suggest that there are no alternative sources of funding for training in these sub-sectors. Additionally, perceptions from employers in these sub-sectors were that public funding was at too low a level<sup>5</sup>.

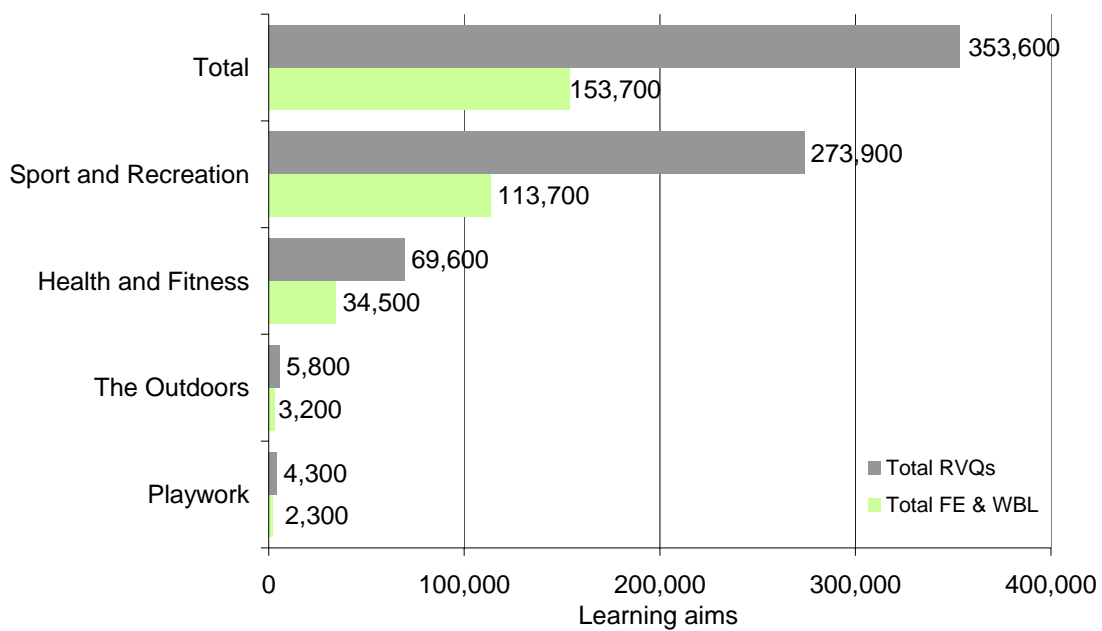
Public and private funded RVQ learning aims by Sector (sample)



We have assumed the relationship between public and private funding in qualifications in the sample is constant across all awarding bodies and all NGBs in the LSC data. This enables extrapolation of the remaining LSC provision in the dataset to get an estimate of the entire provision in the sector. Both the further education and work based learning data used have been disaggregated by sub sector and into separate awarding body and national governing body categories. An estimated 353,600 total learning aims take place in the sector in England in 2003/04 split into 153,700 provided publicly and 199,900 taken privately.

<sup>5</sup> SSA Visioning Workshops with the Outdoors sector, 2005

Estimated total public and private funded RVQ learning aims



## 8. PERCEPTIONS OF EMPLOYERS

A web based employer training survey was hosted by SkillsActive in the autumn of 2005 to gain an insight into employer's perceptions of the quality of training and test out some solutions and initiatives emerging from the Sector Skills Agreement.

A sample size of just over two hundred is suitable to examine issues at a broad SkillsActive sector level across the UK but does not enable detailed disaggregation by region, country or sub sector. Some issues are presented at a sub sector level but caution is advised when sample sizes are small. Certain issues are only pertinent to individual sub sectors and were therefore only asked to a relevant sample of the respondents

### 8.1 Minimum qualification levels

Few opportunities exist in the sector for those not holding qualifications. Where positions do exist it is for Administrative, Sales, Marketing and Maintenance roles. Senior / Specialist Managers are the only position to require a degree or post graduate qualification in any quantity (the minimum requirement for 42% of employers). Our SSA Visioning Workshops with employers identified the fact that experience and a 'track record' in a related job was more important than qualifications for Sales and Marketing roles. This was particularly the case in the more commercial sectors like Health and Fitness, and the Caravan Industry where they could cite the preferred experience (see Skills Needs Assessments)

The operational and coaching /instructing/ activity leading roles require at a minimum either the level 2 or 3 NVQ/ Fitness/ NGB Coaching qualifications or other technical qualifications.

Table 8.1: Do you have a minimum qualification requirement for the following categories of job?

	Degree/ Post graduate	HND/ A Level/ Higher	GCSE or equivalent	Level 3 NVQ/ Fitness/ NGB Coaching quals	Level 2 NVQ Fitness/ NGB Coaching quals	Other Technical Lifeguard/ first aid	None
Senior / Specialist Manager	42%	7%	12%	9%	6%	13%	11%
Supervisor / Middle Manager	15%	21%	16%	14%	7%	15%	12%
Senior Instructor / Coach	2%	5%	8%	45%	17%	20%	4%
Instructor / Coach	0%	1%	6%	23%	44%	21%	3%
Operational staff / activity leader	2%	4%	11%	16%	20%	39%	8%
Admin	0%	11%	45%	4%	4%	15%	22%
Sales / Marketing staff	8%	24%	29%	0%	1%	8%	29%
Maintenance staff	0%	6%	15%	1%	1%	36%	40%

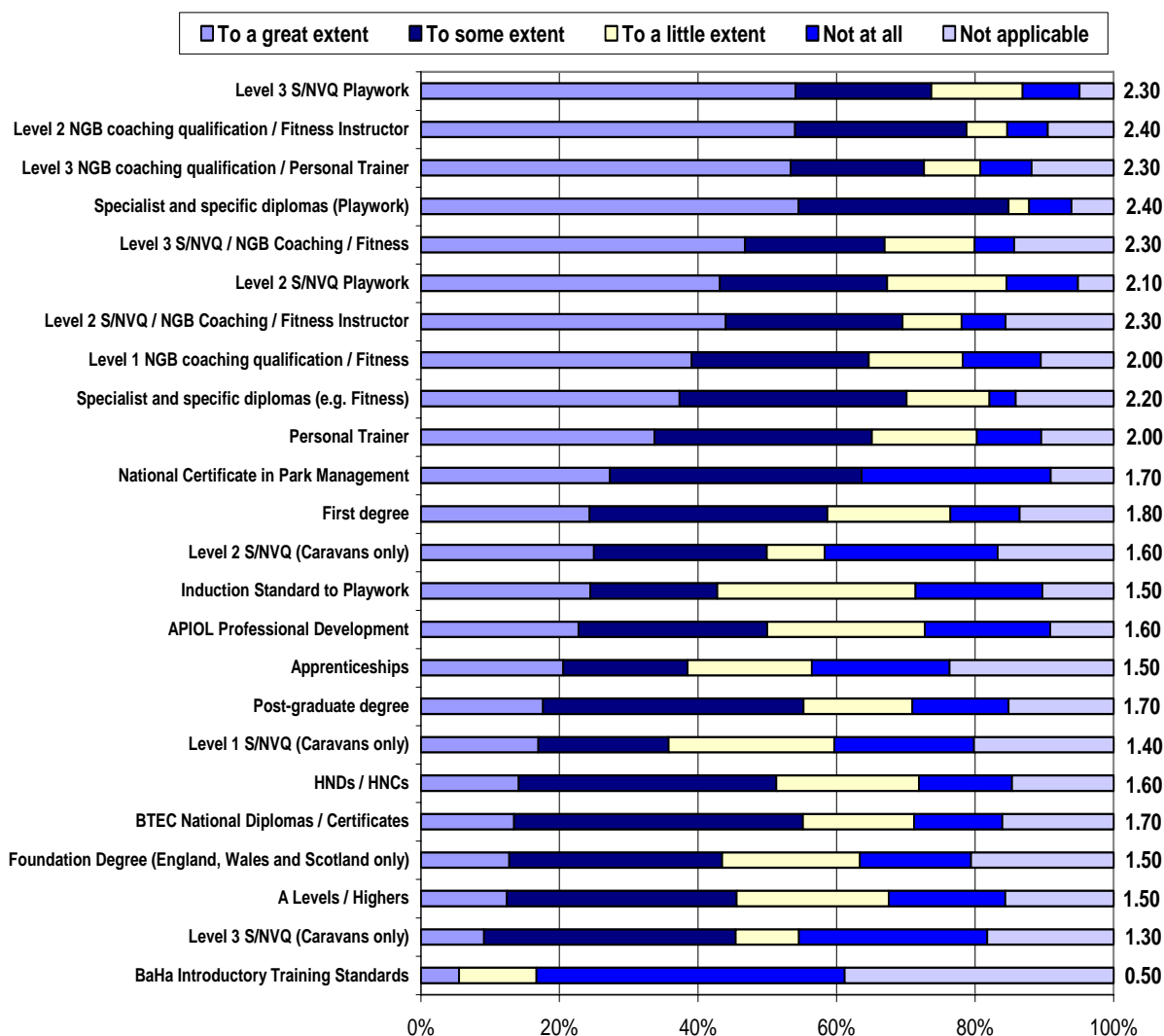
Source: SkillsActive 2005 Employer Training Survey

### 8.2 Impact of qualifications

Employers were asked the extent to which the following qualifications positively impact on job skills at their workplace. Mean scores were calculated to enable the qualifications to be ranked in terms of positive impact. A score of 3 would indicate all employers citing the qualification as having an impact to a great extent, a score of 0 indicates no impact at all.

Specialist and National Governing Body coaching and fitness related qualifications are highly valued by employers in terms of having an impact on skills<sup>7</sup>. Less valued tend to be introductory courses, academic qualifications and non NGB NVQs.

Figure 8.2: Extent to which qualifications positively impact on skills in the workplace



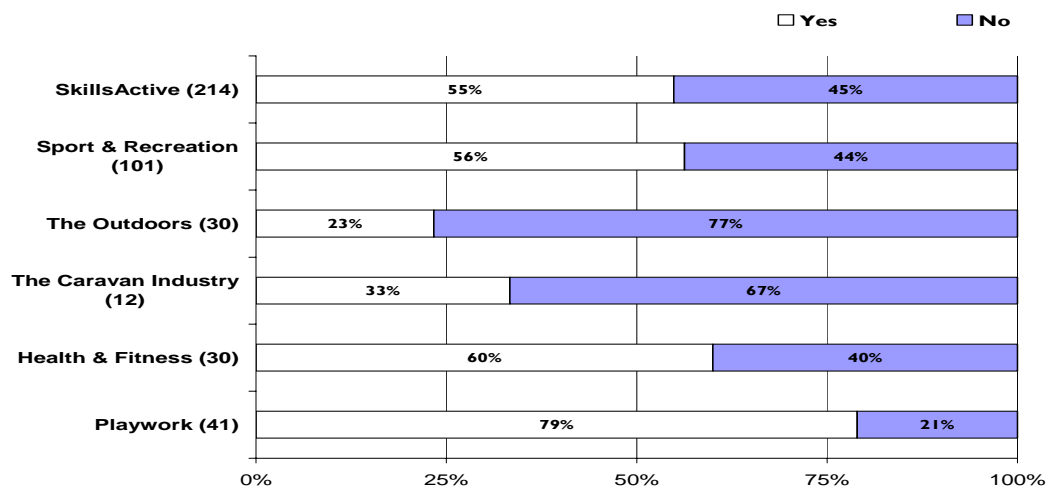
Source: SkillsActive 2005 Employer Training Survey

### 8.3 Access to funding

Just over half of SkillsActive’s employers access external funding to support workforce training needs. A higher proportion of employers in Playwork and Health & Fitness access funding compared to the sector average. Employers in the Outdoors and the Caravan Industry are less likely to be able to access funding.

<sup>7</sup> S/NVQ Levels 2 and level 3 were presented as NGB Coaching / Fitness Instructors to respondents from Sport and recreation, Health and Fitness and the Outdoors. Neither the NVQ Level 2 for Activity Leadership, nor the level 3 NVQ in Outdoor Education, Development Training and Recreation were specified individually.

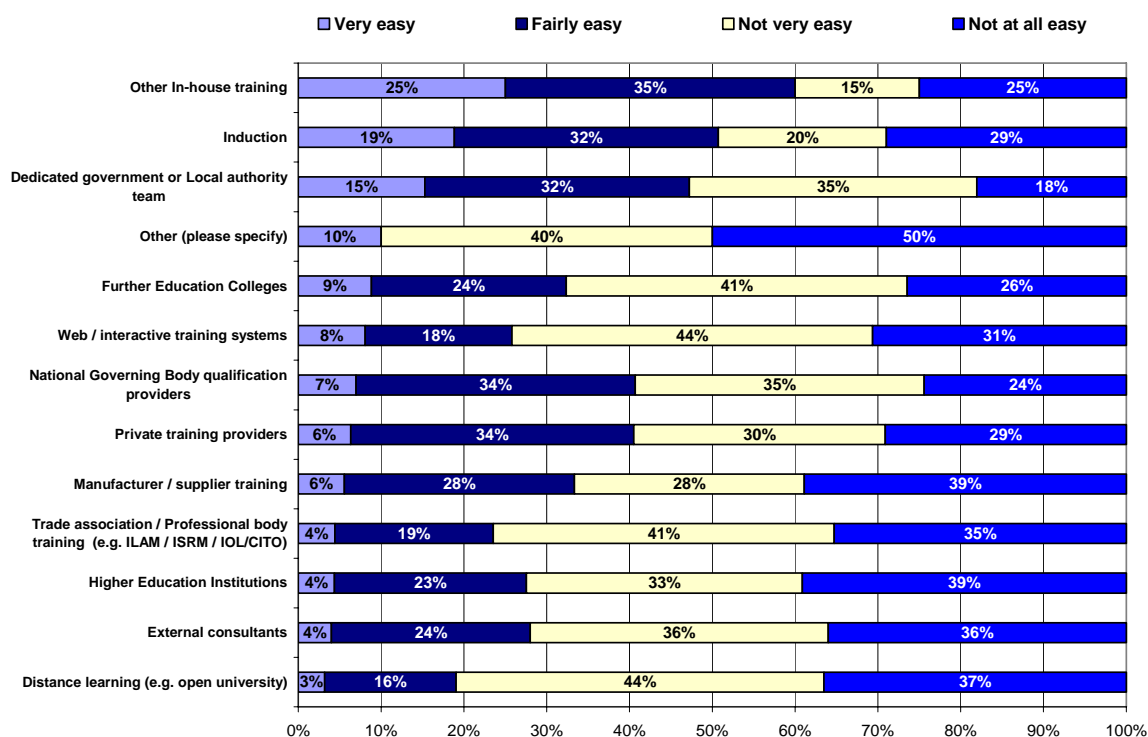
Figure 8.3 a): Access to funding



Source: SkillsActive 2005 Employer Training Survey

The proportion of employers accessing funding for training will clearly be related to how easy it is. Different methods of funding and the relative ease of getting hold of the money are likely to be at least partly responsible in the differences in the sub sectors witnessed previously. Again a weighted mean score has been calculated to aid comparison between the types of training (where 0=Not at all easy, 1=Not very easy, 2=Fairly easy, 3=Very easy). Noticeably across all training types, employers are not finding it easy to access funding. This is especially the case for training provided by Higher Education Institutions, by Trade associations / Professional bodies and by Distance learning. The greater ease of access to funding associated with in-house training and induction training implies that employers were not only thinking about external funding sources in relation to this question.

Figure 8.3.b): Ease of access to funding

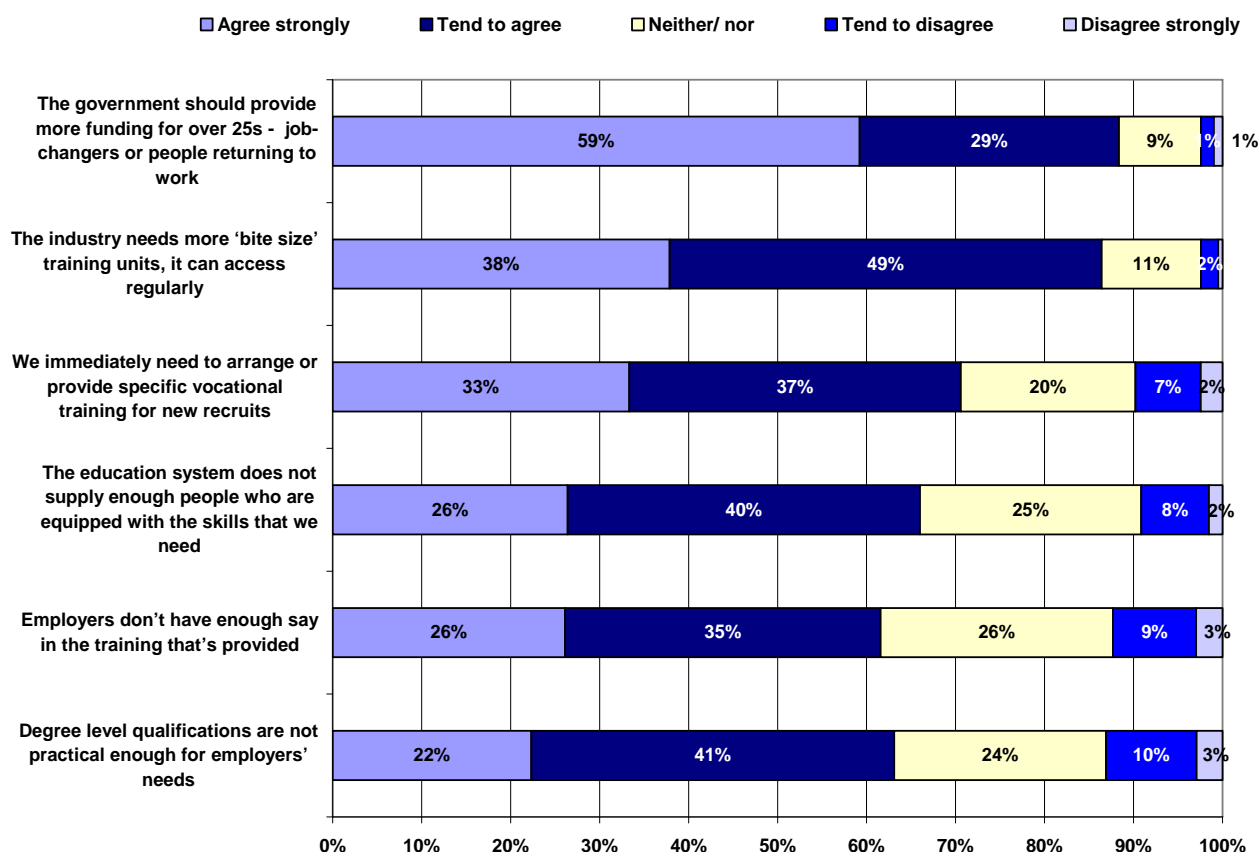


Source: SkillsActive 2005 Employer Training Survey

There is a general consensus amongst employers that there is scope for improvement in the current training system. Most strongly felt opinion represented by the proportion that tend to agree or strongly agree with the statements below is a need for funding for the over 25s (88% agreement) followed by a need for bite sized training units (86%).

Degree level qualifications were not thought to be practical enough, and the majority of employers (over 60 per cent) felt that employers did not have enough say in the training that is provided.

Figure 8.3.c): Scope for improvement

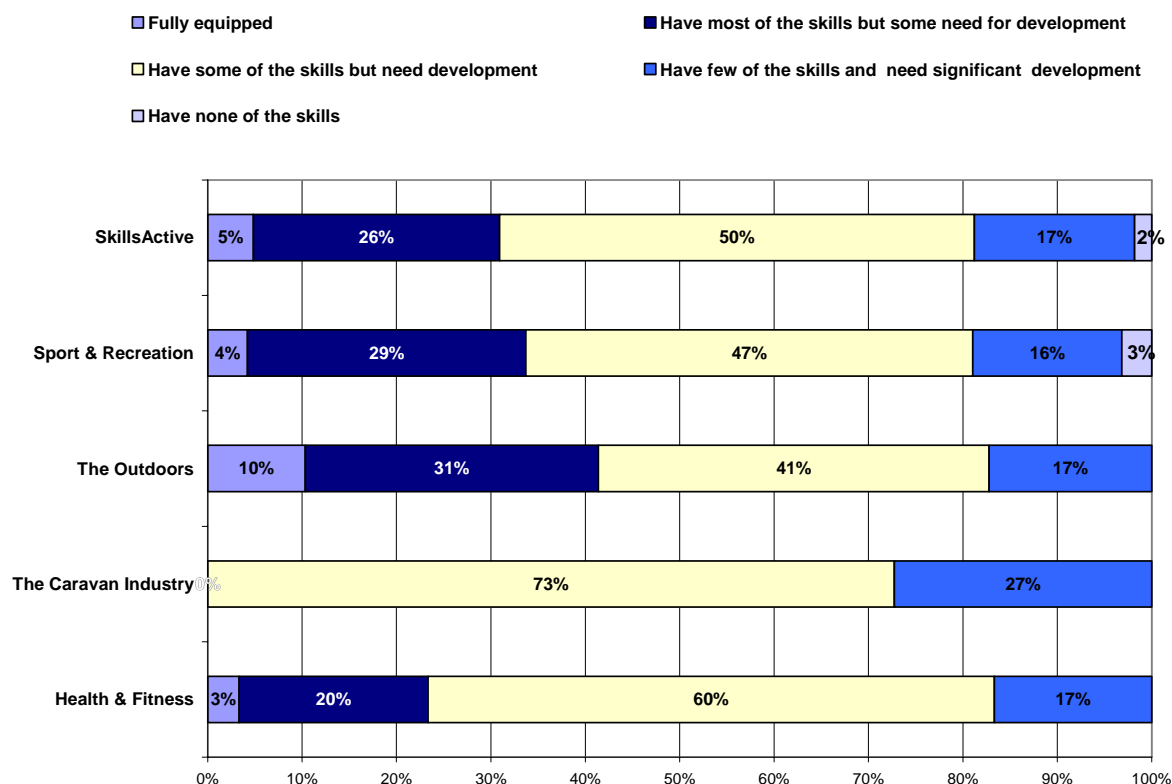


Source: SkillsActive 2005 Employer Training Survey

Complementing the 7 in 10 employers who agreed that they immediately need to arrange or provide specific vocational training for new recruits is that statistic that only 5% of employers believe new recruits are fully equipped with the skills required.

Twice as many employers in the Outdoors find new recruits fully equipped compared to the sector average. None of the Caravan Industry respondents felt that applicants were fully equipped, or even had most the skills they need.

Figure 8.3 d): Job readiness



Source: SkillsActive 2005 Employer Training Survey

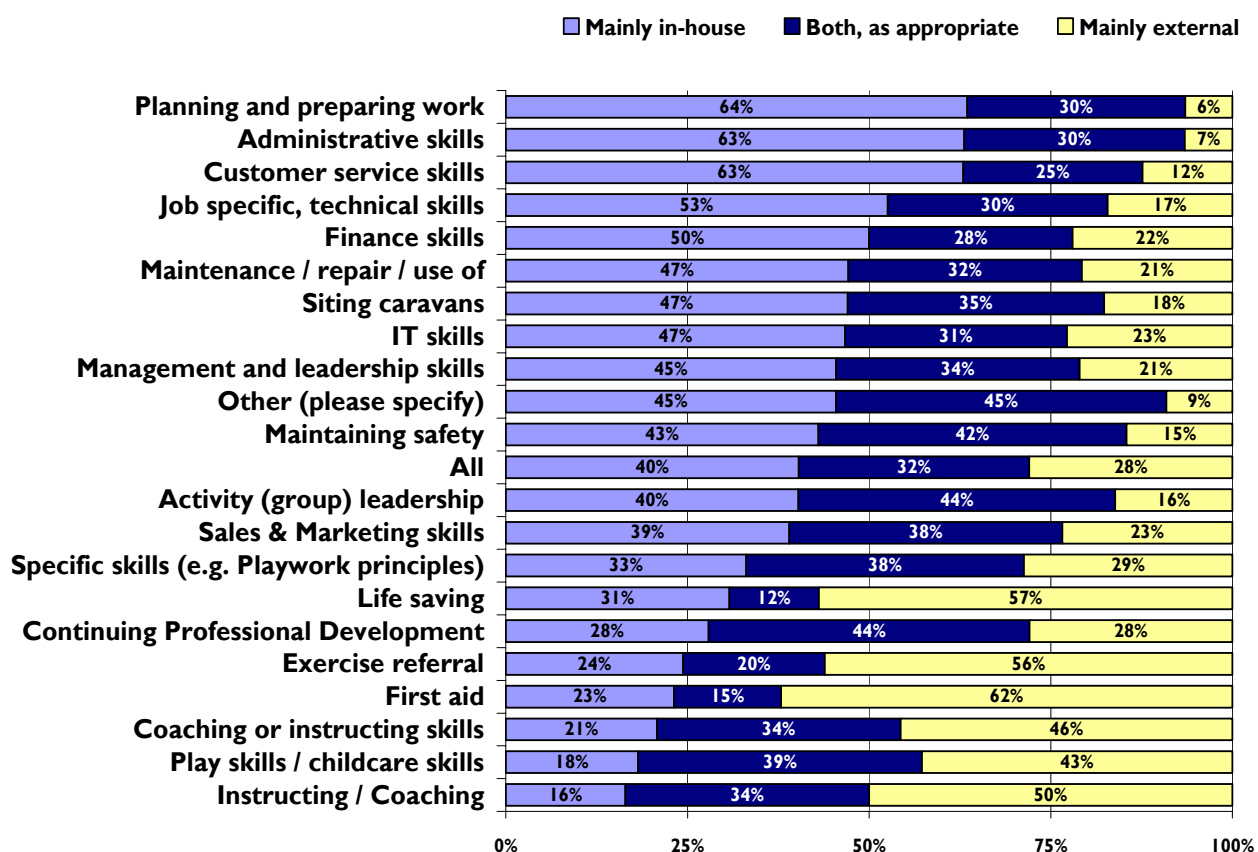
### 8.4 In-house training

Overall, more employers train mainly in house at 40 per cent than use external training providers at 28 per cent or use both at 32 per cent.

Generic skills such as Planning and preparing work, Administrative skills and Customer service skills lend themselves to in house training for SkillsActive employers, but it is also interesting to observe that over half of the job specific training is conducted in-house. In-house training is also favoured for Finance, skills, maintenance, siting caravans and IT skills.

There will always be a mix of in-house and external training provision, so it is no surprise that specialist skills such as First aid, Life saving, Exercise referral and Instructing / Coaching tend to be delivered externally by specialist providers.

Chart 8.4 a): Which skills do you tend to train in-house or externally or both?



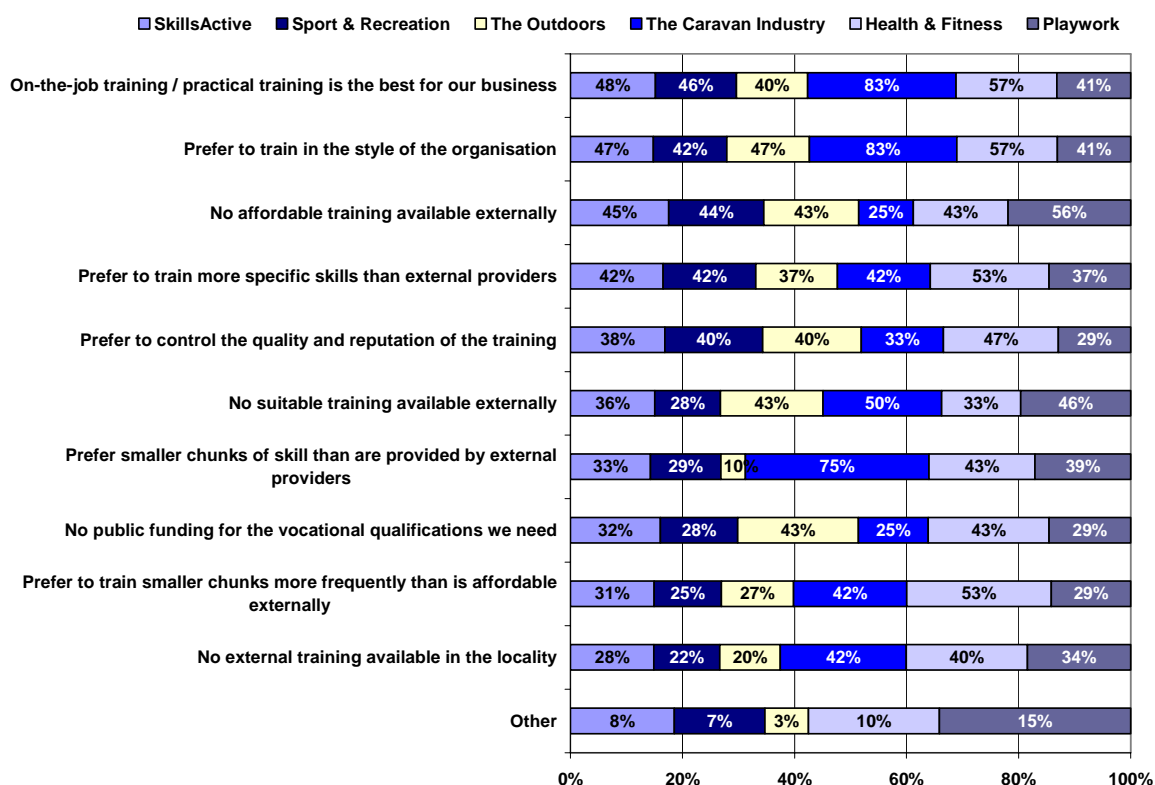
Source: SkillsActive 2005 Employer Training Survey

**Reasons for choice**

Respondents were asked to give the reasons for in-house training provision, and allowed to select as many options as were appropriate. The reasons for providing training in-house are presented here in ranked order of responses across the whole sector.

Funding and training availability for external courses is an issue for SkillsActive employers. However having control over the style, content and quality of in house training is the more frequent reason why training is delivered in this manner. The reasons vary by sub-sector: Sport and Recreation and the Outdoors responses were close to the average, while Health and Fitness employers, who provide a lot on in-house training gave ‘best for our business’, ‘prefer to train the style of the organisation’, ‘train more specific skills’ and ‘prefer shorter chunks of skill’ more weight. Likewise, the Caravan Industry cited ‘best for our business’, ‘prefer to train in the style of the organisation’, train more specific skills and prefer shorter chunks of skill’.

Figure 8.4 b): Reasons for providing training in-house



Source: SkillsActive 2005 Employer Training Survey

### 8.5 Quality of training

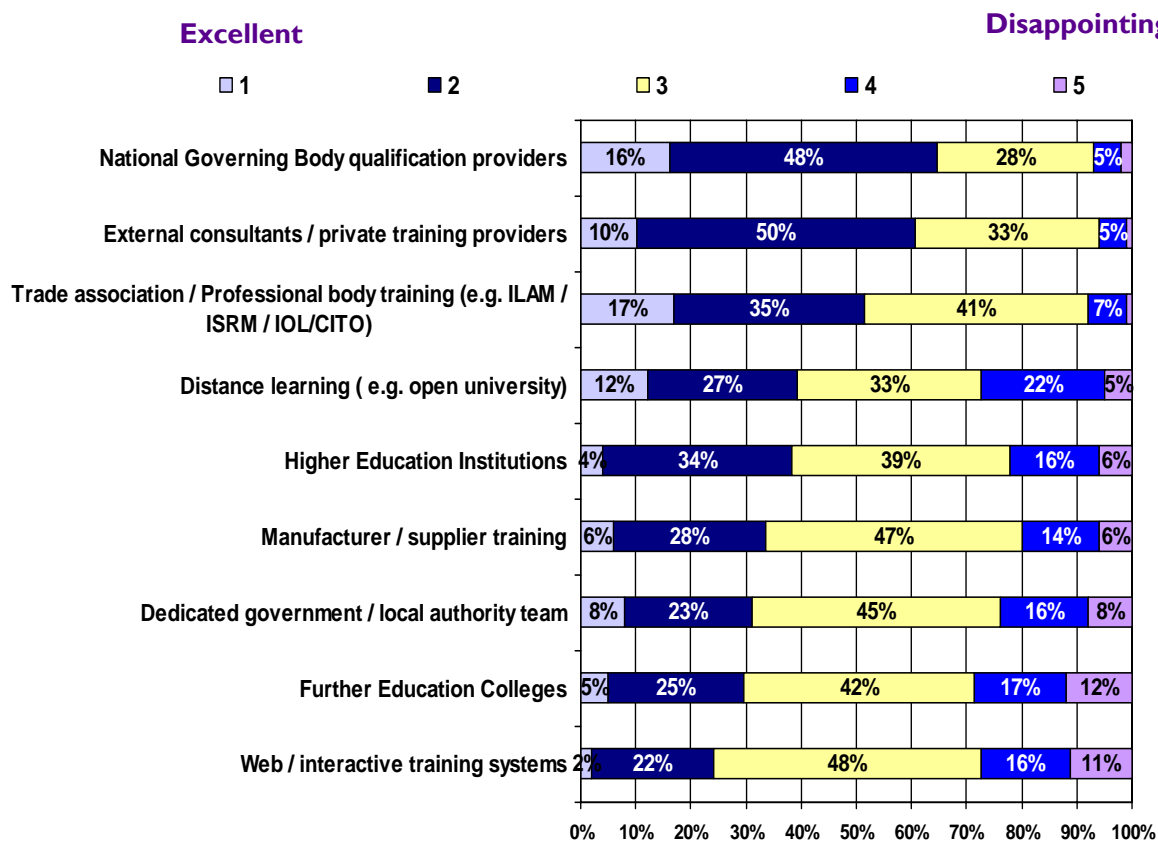
Respondents were asked to rate the quality (relevance and suitability) of the external training from the following types of providers, where 1 is excellent, 2 is good, 3 is OK, 4 is poor and 5 is disappointing.

In terms of quality, providers can be divided into two groups. The group rated above average (National Governing Body qualification providers, External consultants / private training providers, Trade association / Professional body training) have mean scores above the midpoint of 2.5 and near 'good'. The group below average (Higher Education Institutions, Further Education Colleges, Distance learning, Manufacturer / supplier training, Dedicated government / local authority team, and Web / interactive training systems) have scores closer to 'OK'.

Certain types of training were evidently less familiar to respondents and registered high levels of 'don't know / not applicable' scores, including Distance learning, Manufacturer / supplier training, Web / interactive training systems, and to a lesser extent Dedicated government / local authority team, and Trade Association / Professional body).

It's interesting to note that despite NESS 2003 reporting levels of satisfaction with Further Education in Chapter 6, the quality of Further Education is rated less highly in comparison other forms of training, notably with National Governing Bodies of Sport, External consultants/ private training providers and Trade association / Professional body. It is ranked second from bottom on the top two scores, but actually gets joint lowest score when all five points are taken into account in the mean score.

Figure 8.5 a): Quality of training by type of provider



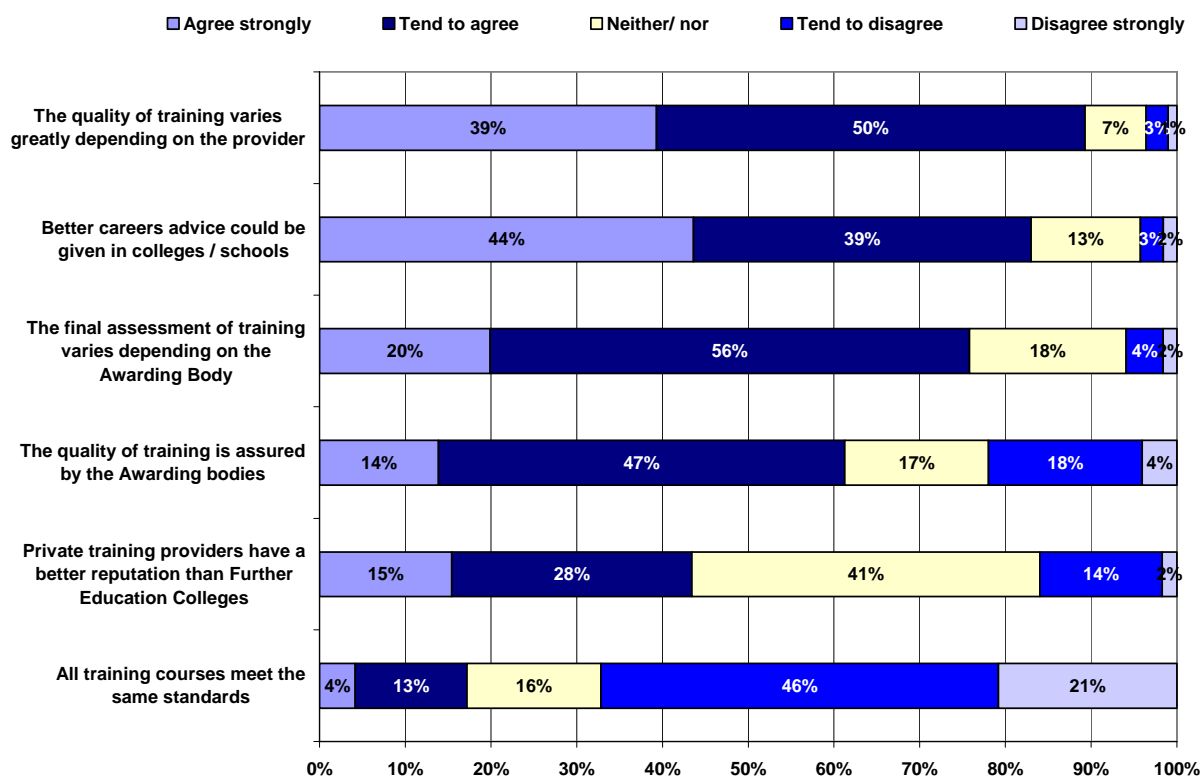
Source: SkillsActive 2005 Employer Training Survey

Reinforcing those findings, four out of ten employers felt that private training providers (see 8.5 b) had a better reputation than FE Colleges, while a further four out of ten were undecided.

There is a general consensus amongst employers that standards of training courses are not the same, and that the quality of training varies depending on the provider. Awarding bodies are seen to play their role in assuring quality, but the final assessment is still thought to vary depending on the Awarding body.

Four in five employers agree that better careers advice could be given in colleges / schools.

Figure 8.5 b): Attitudes about training quality (relevance and suitability)



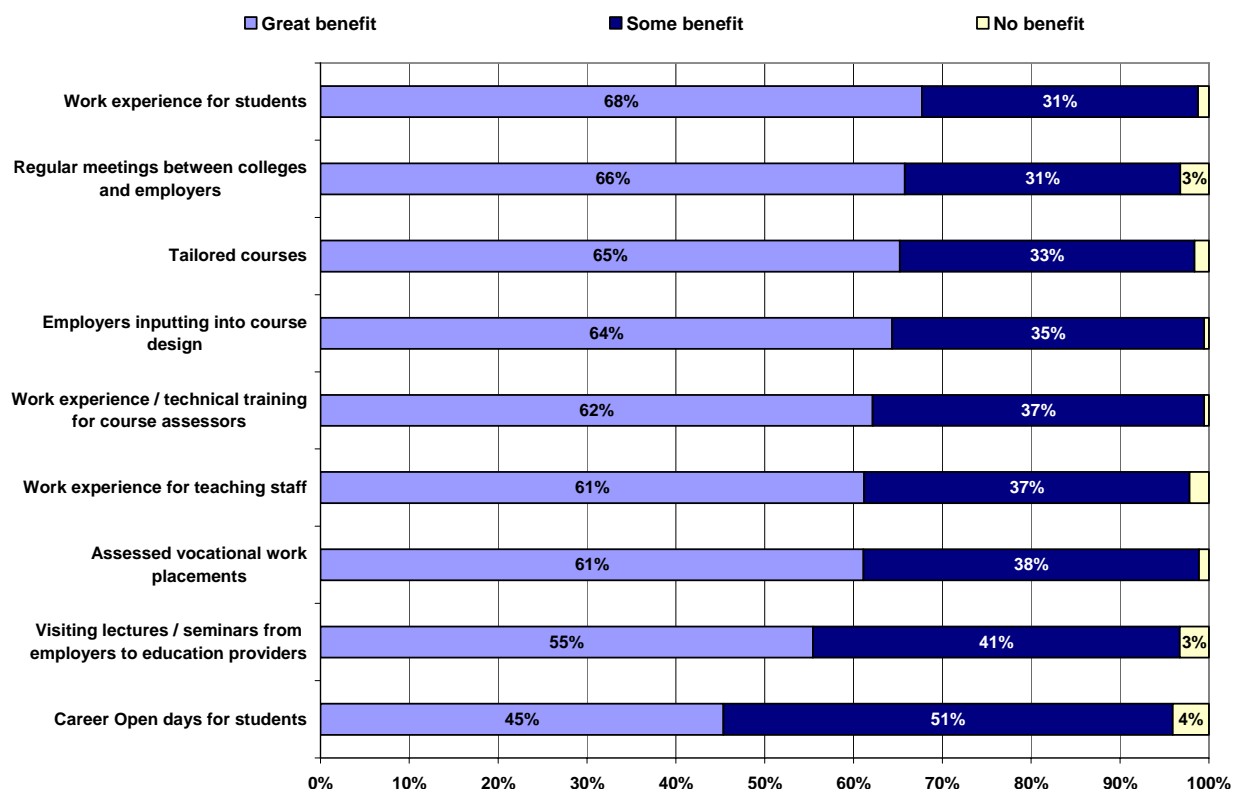
Source: SkillsActive 2005 Employer Training Survey

### 8.6 Initiatives to improve training

There is a belief amongst the majority of employers that all of the initiatives listed below would have at least some benefit to publicly funded courses, with only one option, Career Open days for students thought to be less than a 'great benefit' by half of respondents . The highest proportion of employers believe work experience for students and regular meetings between colleges and employers would have great benefit.

Practical input into the quality of training, including tailored courses, employers inputting into course design, work experience for courses assessors and teaching staff and assessed vocational work placements were all thought to be

Figure 8.6 a): Initiatives to benefit publicly-funded courses



Source: SkillsActive 2005 Employer Training Survey

Two specific contributions were considered separately: the UK Coaching Certificate and the proposed Framework for Achievement. There is widespread support from employers for the UK Coaching Certificate from the sector and individual applicable sub sectors. 99% of employers are positive with one in four (24%) despite thinking it is a good initiative having reservations about how easy to will be to introduce.

Table 8.6 b): The UKCC initiative is leading NGBs to develop core coaching skills modules into Level 2 and Level 3 qualifications which will make them more transferable within sport. Do you think ...

	Base	This is a extremely good initiative	A good initiative but you think it may be difficult to introduce	A good initiative	Not worth introducing	Not relevant
SkillsActive	161	55%	24%	18%	1%	2%
Sport & Recreation	101	55%	25%	18%	1%	1%
The Outdoors	30	52%	19%	24%	0%	5%
Health & Fitness	30	59%	27%	14%	0%	0%

Source: SkillsActive 2005 Employer Training Survey

The vast majority (95%) of employers are also positive about the Framework for Achievement albeit with a much higher proportion of employers in the sector (43%) having concerns on how it can be introduced in reality.

Table 8.6 c) : The Framework for Achievement has recommended that qualifications contain core modules or units which would be transferable between training providers and between Awarding Bodies.

	Base	This is a extremely good initiative	A good initiative but you think it may be difficult to introduce	A good initiative	Not worth introducing	Not relevant
SkillsActive	161	35%	43%	17%	5%	0%
Sport & Recreation	101	40%	38%	18%	3%	0%
The Outdoors	30	28%	44%	16%	12%	0%
Health & Fitness	30	24%	60%	12%	4%	0%

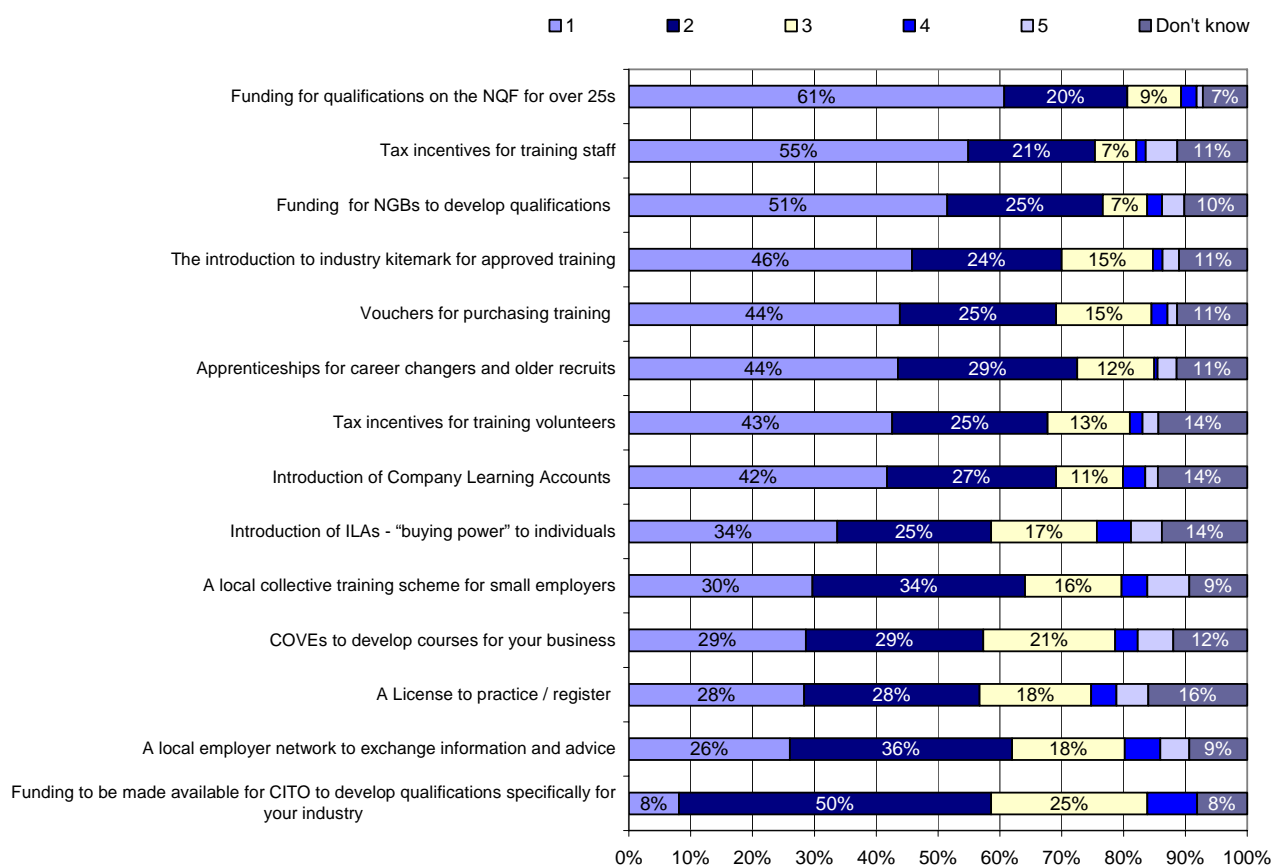
Source: SkillsActive 2005 Employer Training Survey

## 8.7 Up-skilling the workforce

With the goal of up-skilling the current workforce, a number of ideas were presented and respondents were asked to grade the ideas from 1 to 5, where 1 is the highest and 5 is the lowest.

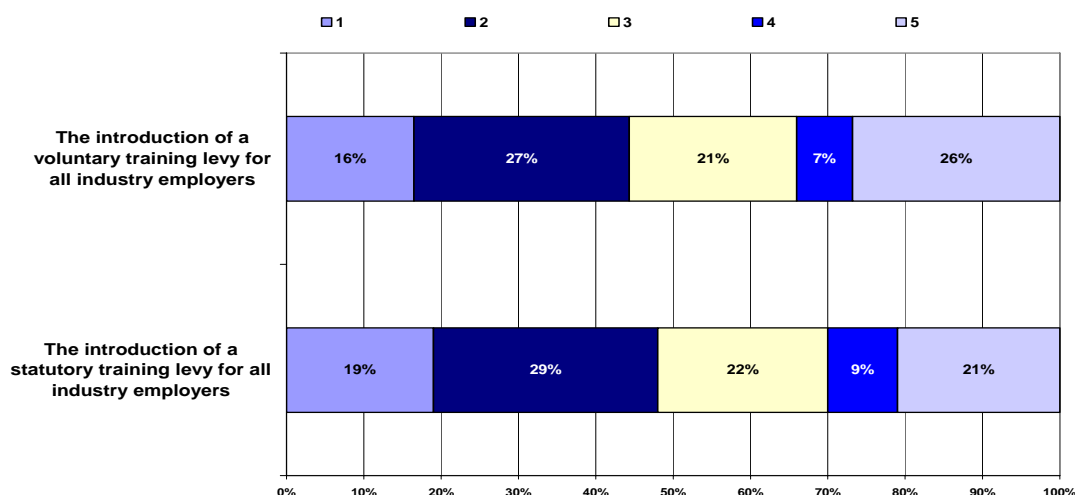
Three quarters of employers thought funding for over 25s and for NGBs to develop qualifications, together with tax incentives for training staff. Funding ideas were all very popular, either in the form of tax incentives for training paid staff or volunteers or direct funding assistance for targeted qualifications (specifically qualifications on the National Qualifications Framework for over 25s and funding for National Governing Bodies to develop qualifications for the industry). Practical ideas like a License to practise or a local employer network, while still graded 1 or 2 by over 50% of employers, were nonetheless lower down the list. There wasn't such support for a training levy, either statutory or voluntarily imposed.

Figure 8.7 a): Ideas for up-skilling the workforce



Source: SkillsActive 2005 Employer Training Survey

Figure 8.7 b) demonstrates that opinions were divided on the idea of a voluntary or statutory levy to increase investment in workforce training.



Source: SkillsActive 2005 Employer Training Survey

## **9. SECTOR SPECIFIC REPORTS**

Sector specific reports will include details of sub-sector specific training provision that is not included in other chapters, and will incorporate sector specific research conducted by SkillsActive and its partners and the views of employers and Industry experts from our SSA Visioning Workshops. Each sub-sector will comprise a chapter of this section, and will include sector specific initiatives and programmes. Each chapter would include a resume of the priority qualifications for the sector, those the sector wishes to see developed, those which should be dropped. Finally it will cover employers' priorities for public funding for training.

### **9.1 Sport and Recreation**

To follow

### **9.2 Health and Fitness**

To follow

### **9.3 The Outdoors**

To follow

### **9.4 The Caravan Industry**

To follow

### **9.5 Playwork**

See separate report

## 10. CONCLUSIONS AND PRIORITIES BY SUB SECTOR

## Appendices

### 1 Accredited Qualifications

Code	AB	Qualification Level	Qualification Number	Qualification Title	SSAG accredited	Accreditation Start Date	Accreditation End Date	Certificate End Date	Pre 16	16-18	18+	19+	GLH	Conditions
C	1st4sport Qualifications	1	100/2718/X	1st4sport Level 1 Certificate in Coaching Football		1-Nov-02	31-Oct-05	31-Oct-06	No	Yes	Yes	Yes	30	
C	1st4sport Qualifications	1	100/3773/1	1st4sport Level 1 Certificate in Coaching Rugby Union		1-Jul-04	30-Apr-07	30-Apr-09	No	Yes	Yes	Yes	21	
C	1st4sport Qualifications	1	100/4887/X	1st4sport Level 1 Certificate in Coaching Hockey		1-Feb-05	31-Jul-07	31-Jul-08	No	Yes	Yes	Yes	30	
C	1st4sport Qualifications	2	100/1172/9	1st4sport Level 2 Award in Coaching Studies		1-Apr-01	31-Aug-06	31-Aug-08	No	Yes	Yes	Yes	80	
O	1st4sport Qualifications	2	100/3549/7	1st4sport Level 2 Certificate for Match Officials in Football		1-Feb-04	31-Jan-07	31-Jan-09	No	Yes	Yes	Yes	68	
C	1st4sport Qualifications	2	100/5078/4	1st4sport Level 2 Certificate for Coaching		1-Jun-05	31-May-08	31-May-10	No	No	No	Yes	N/S	
C	1st4sport Qualifications	2	100/4849/2	1st4sport Level 2 Certificate in Coaching Angling		1-Jan-05	31-Dec-07	31-Dec-09	No	Yes	Yes	Yes	80	
C	1st4sport Qualifications	2	100/3488/2	1st4sport Level 2 Certificate in Coaching Football		1-Jan-04	31-Dec-07	31-Dec-09	No	Yes	Yes	Yes	70	
C	1st4sport Qualifications	2	100/4067/5	1st4sport Level 2 Certificate in Coaching Hockey		1-Aug-04	31-Jul-07	31-Jul-09	No	Yes	Yes	Yes	82	

C	1st4sport Qualifications	2	100/2762/2	1st4sport Level 2 Certificate in Coaching Orienteering		1-Jan-03	31-Dec-05	31-Dec-07	No	Yes	Yes	Yes	45	
C	1st4sport Qualifications	2	100/3696/9	1st4sport Level 2 Certificate in Coaching Rugby Union		1-May-04	30-Apr-07	30-Apr-09	No	No	Yes	Yes	69	
	1st4sport Qualifications	2	100/5041/3	1st4sport Level 2 Certificate in Event and Match Day Stewarding		1-May-05	31-May-07	31-May-09	No	No	Yes	Yes	72	
O	1st4sport Qualifications	2	100/3756/1	1st4sport Level 2 Certificate in First Aid Sport		1-Jun-04	31-May-07	31-May-09	No	Yes	Yes	Yes	21	
G	1st4sport Qualifications	2	100/1745/8	1st4sport Level 2 Certificate in Sport and Recreation and Allied Occupations Industry and Organisational Awareness		1-Dec-01	31-Jan-06	31-Jan-08	No	Yes	Yes	Yes	25	
ST	1st4sport Qualifications	2	100/3489/4	1st4sport Level 2 Certificate in the Treatment and Management of Injuries in Football		1-Jan-04	31-Dec-07	31-Dec-09	No	Yes	Yes	Yes	52	
o	1st4sport Qualifications	2	100/5189/2	1st4sport Level 2 Certificate in Weight-Training for Sport (Free-weights)		1-Jul-05	30-Jun-08	30-Jun-10	No	Yes	Yes	Yes	35	
O	1st4sport Qualifications	2	100/3550/3	1st4sport Level 2 Introductory Certificate in Field-based Sports Physiology		1-Feb-04	31-Jan-07	31-Jan-09	No	Yes	Yes	Yes	35	
O	1st4sport Qualifications	2	100/78/78/9	1st4sport Level 2 Introductory Certificate in Physiology for Sport		1-Jan-05	31-Dec-07	31-Dec-09	No	Yes	Yes	Yes	25	
C	1st4sport Qualifications	3	100/1788/4	1st4sport Level 3 Certificate in Coaching Football		1-Dec-01	31-Jan-06	31-Jan-09	No	No	Yes	Yes	90	
G	1st4sport Qualifications	3	100/1746/X	1st4sport Level 3 Certificate in Sport and Recreation and Allied Occupations Industry and Organisational Awareness		1-Dec-01	31-Jan-06	31-Jan-09	No	Yes	Yes	Yes	30	
	1st4sport Qualifications	3	100/5190/9	1st4sport Level 3 Certificate in The Treatment and Management of Injury in Football		1-Jul-05	30-Jun-08	30-Jun-11	No	No	Yes	Yes	68	
G	1st4sport Qualifications	3	100/4181/3	1st4sport Level 3 Certificate Introduction to Assessment Practice in Sport		1-Aug-04	31-Aug-07	31-Aug-10	No	No	Yes	Yes	50	

	1st4sport Qualifications	3	100/4862/h	1st4sport Level 3 Certificate in Tutoring in Sport		1-Jan-05	31-Dec-07	31-Dec-10	No	No	Yes	Yes	60	
T	Amateur Swimming Association	1	100/2518/2	ASA Level 1 Certificate for Teaching Swimming		1-Sep-02	31-Aug-07	31-Aug-08	No	Yes	Yes	Yes	34	
T	Amateur Swimming Association	2	100/2511/X	ASA Level 2 Certificate for Teaching Swimming		1-Sep-02	31-Aug-07	31-Aug-09	No	No	Yes	Yes	N/S	
T	Amateur Swimming Association	3	100/4506/5	ASA Level 2 Certificate for Development and Management of Swimming Programmes		1-Oct-04	30-Sep-07	30-Sep-10	No	No	No	Yes	210	
T	Amateur Swimming Association	3	100/5550/2	ASA Level 3 Diploma in Tutoring Sport	1-Aug-05	1-Aug-05	31-Aug-07	31-Aug-10	No	No	No	Yes	200	
	ABC	1	100/3588/6	ABC Level 1 Certificate in Developing Health and Fitness		1-Jul-04	30-Jun-07	30-Jun-08	Yes	Yes	Yes	Yes	60	
	ABC	2	100/3589/8	ABC Level 2 Certificate in Developing Health and Fitness		1-Jul-04	30-Jun-07	30-Jun-09	Yes	Yes	Yes	Yes	180	
O	ABC	2	100/3123/6	ABC Level 2 Certificate in Carnival Skills		1-Jul-03	31-Aug-06	31-Aug-08	No	Yes	Yes	Yes	120	
C	British Amateur Gymnastics Association	1	100/1999/6	BAGA Level 1 Certificate in Trampoline Coaching		1-Jan-02	31-Mar-06	31-Mar-07	No	No	Yes	Yes	30	
C	British Amateur Gymnastics Association	1	100/1747/1	BAGA Level 1 Foundation Certificate in Assistant Coaching		1-Dec-01	31-Mar-06	31-Mar-07	Yes	Yes	Yes	Yes	40	
C	British Amateur Gymnastics Association	2	100/1748/3	BAGA Level 2 Intermediate Certificate in Club Coaching		1-Dec-01	31-Mar-06	31-Mar-08	No	Yes	Yes	Yes	65	
C	British Amateur Gymnastics Association	3	100/1749/5	BAGA Level 3 Advanced Certificate in Senior Coaching		1-Dec-01	31-Mar-06	31-Mar-09	No	No	Yes	Yes	N/S	
L	Sports Leaders UK	1	100/3399/3	Sports Leaders UK Level 1 Award in Community Sports Leadership		1-Oct-03	31-Aug-07	31-Aug-08	No	Yes	Yes	Yes	30	

L	Sports Leaders UK	1	100/3398/1	Sports Leaders UK Level 1 Award in Sports Leadership		1-Oct-03	31-Aug-07	31-Aug-08	Yes	Yes	Yes	Yes	30	
L	Sports Leaders UK	2	100/3400/6	Sports Leaders UK Level 2 Award in Basic Expedition Leadership		1-Oct-03	31-Aug-07	31-Aug-09	No	Yes	Yes	Yes	90	
L	Sports Leaders UK	3	100/3401/8	Sports Leaders UK Level 3 Award in Higher Sports Leadership		1-Oct-03	31-Aug-07	31-Aug-10	No	Yes	Yes	Yes	90	
G	City & Guilds	1	100/1076/2	C&G Level 1 Progression Award in Sport and Leisure		1-Nov-00	30-Nov-05	30-Nov-06	Yes	Yes	Yes	Yes	250	
	City & Guilds	1	100/2908/4	C&G Level 1 NVQ in Sport, Recreation and Allied Occupations		1-Apr-03	31-Mar-08	31-Mar-09	Yes	Yes	Yes	Yes	N/S	
F	City & Guilds	2	100/2930/8	C&G Level 2 NVQ in Instructing Exercise and Fitness		1-Apr-03	31-Mar-08	31-Mar-10	No	Yes	Yes	Yes	N/S	
L	City & Guilds	2	100/2947/3	C&G Level 2 NVQ in Sport, Recreation and Allied Occupations: Activity Leadership		1-Apr-03	31-Mar-08	31-Mar-10	No	Yes	Yes	Yes	N/S	
C	City & Guilds	2	100/2907/2	C&G Level 2 NVQ in Sport, Recreation and Allied Occupations: Coaching, Teaching, Instructing		1-Apr-03	31-Mar-08	31-Mar-10	No	Yes	Yes	Yes	N/S	
G	City & Guilds	2	100/2933/3	C&G Level 2 NVQ in Sport, Recreation and Allied Occupations: Operational Services		1-Apr-03	31-Mar-08	31-Mar-10	No	Yes	Yes	Yes	N/S	
O	City & Guilds	2	Q1050879	C&G Level 2 NVQ in Sport, Recreation and Allied Occupations: Spectator Control		23-Nov-98	31-Oct-06	31-Oct-09	No	Yes	Yes	Yes	N/S	
G	City & Guilds	2	100/1077/4	C&G Level 2 Progression Award in Sport and Leisure		1-Nov-00	30-Nov-05	30-Nov-07	Yes	Yes	Yes	Yes	500	
P	City & Guilds	2	100/2915/1	City and Guilds Level 2 NVQ in Playwork		01-Apr-03	31-Mar-08	31-Mar-10	No	Yes	Yes	Yes	N/S	
G	City & Guilds	2	100/3145/5	C&G Level 2 Certificate in Sport, Recreation and Allied Occupation Industry and Organisational Awareness		01-Jul-03	30-Jun-06	30-Jun-08	No	Yes	Yes	Yes	40	
G	City & Guilds	3	100/3146/7	C&G Level 3 Certificate in Sport, Recreation and Allied Occupation Industry and Organisational Awareness		1-Jul-03	30-Jun-06	30-Jun-09	No	Yes	Yes	Yes	60	

G	City & Guilds	3	Q1050877	C&G Level 3 NVQ in Outdoor Education, Development Training, Recreation	23-Nov-98	31-Oct-06	31-Oct-09	No	Yes	Yes	Yes	N/S
C	City & Guilds	3	Q1052513	C&G Level 3 NVQ in Sport, Recreation and Allied Occupations: Coaching, Teaching and Instructing	1-Dec-99	31-Oct-06	31-Oct-09	No	Yes	Yes	Yes	N/S
G	City & Guilds	3	Q1050876	C&G Level 3 NVQ in Sport, Recreation and Allied Occupations: Operations and Development	23-Nov-98	31-Oct-06	31-Oct-09	No	Yes	Yes	Yes	N/S
O	City & Guilds	3	Q1050880	C&G Level 3 NVQ in Sport, Recreation and Allied Occupations: Spectator Control	23-Nov-98	31-Oct-06	31-Oct-09	No	Yes	Yes	Yes	N/S
G	City & Guilds	3	100/2742/7	C&G Level 3 Progression Award in Sport and Recreation	1-Dec-02	31-Jul-06	31-Jul-09	No	Yes	Yes	Yes	320
	City & Guilds	3	100/4893/5	C&G Level 3 NVQ in Coaching	01-Feb-05	31-Mar-08	31-Mar-11	No	Yes	Yes	Yes	N/S
P	City & Guilds	3	Q1050878	C&G Level 3 NVQ in Playwork	23-Nov-98	31-Oct-06	31-Oct-09	No	Yes	Yes	Yes	N/S
	City & Guilds	3	100/5387/6	C&G Level 3 NVQ in Instructing Physical Activity and Exercise	01-Aug-05	31-Aug-07	31-Jan-10	No	Yes	Yes	Yes	N/S
	City & Guilds	4	Q1052816	C&G Level 4 NVQ in Spectator Safety Management	25-May-00	31-Mar-06	313/9	No	Yes	Yes	Yes	N/S
	City & Guilds	4		C&G Level 4 NVQ in Sport, Recreation and Allied Operations: Operations and Development	25-May-00	31-Mar-06	31-Mar-09	No	Yes	Yes	Yes	N/S
M	City & Guilds	4	100/2928/X	C&G Level 4 Higher Professional Diploma in Sport and Recreation Management	1-Apr-03	31-Mar-08	31-Mar-11	No	No	Yes	Yes	480
P	CACHE	2	100/3554/0	CACHE Level 2 Certificate in Playwork	01-Jun-04	31-May-07	31-May-09	No	Yes	Yes	Yes	50
P	CACHE	2	100/3457/2	CACHE Level 2 Certificate in Supporting Playwork Practice	01-Dec-03	30-Nov-06	31 Nov 08	No	Yes	Yes	Yes	180
P	CACHE	2	100/2880/8	CACHE Level 2 NVQ in Playwork	01-Mar-03	31-Mar-08	31-Mar-10	No	Yes	Yes	Yes	N/S
P	CACHE	3	100/1732/X	CACHE Level 3 Diploma in Playwork	01-Dec-01	31-Dec-05	31-Dec-08	No	Yes	Yes	Yes	180
P	CACHE	3	100/3458/4	CACHE Level 3 Diploma in Supporting Playwork Practice	01-Dec-01	30-Nov-06	30-Nov-09	No	Yes	Yes	Yes	360
P	CACHE	3	Q1050837	CACHE Level 3 NVQ in Playwork	30-Nov-98	31-Dec-05	31-Dec-08	No	Yes	Yes	Yes	N/S
F	CYQ	1	100/1377/5	CYQ Level 1 Certificate in Assistant Fitness Instructing	1-Jul-01	31-Aug-08	31-Aug-09	Yes	Yes	Yes	Yes	60

F	CYQ	2	100/4391/3	CYQ Level 2 Award in Chair Based Exercise for the Frailer Older Person (Revised NQF Level)		1-Sep-04	31-Aug-06	31-Aug-08	No	No	No	Yes	32	
F	CYQ	2	100/5052/8	CYQ Level 2 Award in Group Indoor Cycling		1-May-05	30-Apr-08	30-Apr-10	No	Yes	Yes	Yes	30	
	CYQ	2	100/5053/X	CYQ Level 2 Award in Studio Resistance Training		1-May-05	30-Apr-08	30-Apr-10	No	Yes	Yes	Yes	30	
F	CYQ	2	100/1338/6	CYQ Level 2 Certificate in Fitness Instructing		1-Jul-01	31-Aug-08	31-Aug-10	No	Yes	Yes	Yes	122	
	CYQ	2	100/4823/6	CYQ Level 2 Certificate in Instructing health Related Exercise for Children		1-Feb-05	31-Jan-10	31-Jan-12	No	Yes	Yes	Yes	62	
F	CYQ	2	100/2637/X	CYQ Level 2 Certificate in Understanding the Fitness, Leisure and Recreation Industry		1-Oct-02	30-Sep-07	30-Sep-09	No	Yes	Yes	Yes	30	
F	CYQ	2	100/3322/1	CYQ Level 2 NVQ in Instructing Exercise and Fitness		1-Sep-03	31-Jul-07	31-Jul-09	No	Yes	Yes	Yes	N/S	
	CYQ	2	100/5647/6	CYQ Level 2 NVQ in Sport, Recreation, and Allied Operations: Activity Leadership		1-Oct-05	31-Mar-08	31-Aug-10	No	Yes	Yes	Yes	N/S	
	CYQ	2	100/5648/8	CYQ Level 2 NVQ in Sport, Recreation, and Allied Operations: Operational Services		1-Oct-05	31-Mar-08	31-Mar-10	No	Yes	Yes	Yes	N/S	
	CYQ	3	100/4916/2	CYQ Level 3 Award in Functional Training for the Independent Older Adult		1-Jan-05	30-Apr-07	30-Apr-10	No	No	Yes	Yes	45	
	CYQ	3	100/4917/4	CYQ Level 3 Award in Sports Conditioning		1-Jan-05	30-Apr-07	30-Apr-10	No	No	Yes	Yes	30	
F	CYQ	3	100/1360/X	CYQ Level 3 Certificate in Advanced Fitness Instructing		1-Jul-01	31-Jul-06	31-Jul-11	No	Yes	Yes	Yes	150	
F	CYQ	3	100/2759/2	CYQ Level 3 Certificate in GP Referrals: Low Risk Conditions		1-Jan-03	31-Dec-05	31-Dec-08	No	No	Yes	Yes	N/S	
F	CYQ	3	100/1336/2	CYQ Level 3 Certificate in Personal Training		1-Feb-05	31-Jul-06	31-Jul-09	No	Yes	Yes	Yes	240	
F	CYQ	3	100/2638/1	CYQ Level 3 Certificate in Understanding the Fitness, Leisure and Recreation Industry		1-Oct-02	30-Sep-05	30-Sep-06	No	Yes	Yes	Yes	60	
	CYQ	3	100/4822/4	CYQ Level 3 NVQ in Instructing Physical Activity and Exercise		1-Feb-05	31-Jan-07	31-Jan-10	No	Yes	Yes	Yes	N/S	
	Edexcel	Entry	100/1061/0	Edexcel Entry Level Certificate in Physical Education		1-Sep-00	31-Aug-07	31-Aug-08	Yes	Yes	Yes	Yes	N/S	

G	Edexcel	1	100/4348/2	Edexcel Level 1 BTEC Introductory Certificate in Sport and Leisure	01-Sep-04	31-Aug-07	31-Aug-08	Yes	Yes	Yes	Yes	180
G	Edexcel	1	100/4349/4	Edexcel Level 1 BTEC Introductory Diploma in Sport and Leisure	01-Sep-04	31-Aug-07	31-Aug-08	Yes	Yes	Yes	Yes	360
G	Edexcel	1	100/3219/8	Edexcel Level 1 NVQ in Sport, Recreation and Allied Occupations	1-Aug-03	31-Mar-08	31-Mar-09	Yes	Yes	Yes	Yes	N/S
G	Edexcel	2	100/1774/4	Edexcel Level 2 BTEC Certificate in Sport and Leisure	1-Sep-02	31-Aug-07	31-Aug-09	Yes	Yes	Yes	Yes	180
G	Edexcel	2	100/3913/2	Edexcel Level 2 BTEC First Certificate in Sport	1-Sep-04	31-Aug-06	31-Aug-08	Yes	Yes	Yes	Yes	180
G	Edexcel	2	100/1870/0	Edexcel Level 2 BTEC First Diploma in Sport	1-Aug-02	31-Aug-06	31-Aug-08	Yes	Yes	Yes	Yes	360
G	Edexcel	2	100/1871/2	Edexcel Level 2 BTEC First Diploma in Sport & Exercise Sciences	1-Aug-02	31-Aug-06	31-Aug-08	Yes	Yes	Yes	Yes	360
F	Edexcel	2	100/3216/2	Edexcel Level 2 NVQ in Instructing Exercise & Fitness	1-Aug-03	31-Mar-08	31-Mar-10					N/S
L	Edexcel	2	100/3218/6	Edexcel Level 2 NVQ in Sport, Recreation and Allied Occupations: Activity Leadership	1-Aug-03	31-Mar-08	31-Mar-10	No	Yes	Yes	Yes	N/S
C	Edexcel	2	100/3217/4	Edexcel Level 2 NVQ in Sport, Recreation and Allied Occupations: Coaching, Teaching and Instructing	1-Aug-03	31-Mar-08	31-Mar-10	No	Yes	Yes	Yes	N/S
G	Edexcel	2	100/3215/0	Edexcel Level 2 NVQ in Sport, Recreation and Allied Occupations: Operational Services	1-Aug-03	31-Mar-08	31-Mar-08	No	Yes	Yes	Yes	N/S
	Edexcel	2	100/3216/2	Edexcel Level 2 NVQ in Instructing Exercise and Fitness	1-Aug-03	31-Mar-08	31-Mar-10	No	Yes	Yes	Yes	N/S
	Edexcel	2	100/3187/X	Edexcel Level 2 NVQ in Playwork	1-Aug-03	31-Mar-08	31-Mar-10	n	Yes	Yes	Yes	N/S
	Edexcel	3	100/5143/0	Edexcel Level 3 BTEC Certificate in Training for Improved Sports Performance	01-Jun-05	31-Aug-07	31-Aug-10	No	Yes	Yes	Yes	180
G	Edexcel	3	100/1908/X	Edexcel Level 3 BTEC National Award in Sport	1-Aug-02	31-Aug-07	31-Aug-10	No	Yes	Yes	Yes	360
G	Edexcel	3	100/1874/8	Edexcel Level 3 BTEC National Award in Sport and Exercise Sciences	1-Aug-02	31-Aug-07	31-Aug-10	No	Yes	Yes	Yes	360
G	Edexcel	3	100/1907/8	Edexcel Level 3 BTEC National Certificate in Sport	1-Aug-02	31-Aug-07	31-Aug-10	No	Yes	Yes	Yes	720

G	Edexcel	3	100/1873/6	Edexcel Level 3 BTEC National Certificate in Sport and Exercise Sciences	1-Aug-02	31-Aug-07	31-Aug-10	No	Yes	Yes	Yes	720
G	Edexcel	3	100/1906/6	Edexcel Level 3 BTEC National Diploma in Sport	1-Aug-02	31-Aug-07	31-Aug-10	No	Yes	Yes	Yes	1080
G	Edexcel	3	100/1872/4	Edexcel Level 3 BTEC National Diploma in Sport and Exercise Sciences	1-Aug-02	31-Aug-07	31-Aug-10	No	Yes	Yes	Yes	1080
G	Edexcel	3	Q1050980	Edexcel Level 3 NVQ in Outdoor Education, Development Training, Recreation	18-Jan-99	31-Dec-05	31-Dec-08	No	Yes	Yes	Yes	N/S
G	Edexcel	3	Q1050979	Edexcel Level 3 NVQ in Sport, Recreation and Allied Occupations: Operations and Development	18-Jan-99	31-Dec-05	31-Dec-08	No	Yes	Yes	Yes	N/S
	Edexcel	3	100/3586/2	Edexcel Level 3 NVQ in Achieving Excellence in Sports Performance	1-Apr-04	31-Mar-07	31-Mar-10	No	Yes	Yes	Yes	N/S
	Edexcel	3	Q1050977	Edexcel Level 3 NVQ in Playwork	1-Jan-99	31-Dec-05	31-Dec-08	No	Yes	Yes	Yes	N/S
	Edexcel	3	100/5669/5	Edexcel Level 3 NVQ in Playwork	1-Oct-05	30-Sep-09	30-Sep-12	No	Yes	Yes	Yes	N/S
G	Edexcel	5	100/3369/5	Edexcel Level 5 BTEC Higher National Certificate in Sport and Exercise Sciences	1-Oct-03	31-Aug-08	31-Aug-11	No	Yes	Yes	Yes	600
M	Edexcel	5	100/3906/5	Edexcel Level 4 BTEC Higher National Certificate in Sport and Leisure Management	1-Jul-04	31-Aug-08	31-Aug-11	No Approval Sought				600
G	Edexcel	5	100/3370/1	Edexcel Level 5 BTEC Higher National Diploma in Sport and Exercise Sciences	1-Oct-03	31-Aug-08	31-Aug-11	No	Yes	Yes	Yes	960
M	Edexcel	5	100/3907/7	Edexcel Level 5 BTEC Higher National Diploma in Sport and Leisure Management	1-Jul-04	31-Aug-08	31-Aug-11	No Approval Sought				960
O	Institute of Qualified Lifeguards	2	100/2850/X	IQL Level 2 Certificate in Swimming Pool Supervision and Rescue	1-Mar-05	28-Feb-06	28-Feb-08	No	Yes	Yes	Yes	38
ST	International Therapy Examinations Council	3	100/2587/X	ITEC Level 3 Diploma in Spa Treatments	1-Sep-02	31-Jul-07	31-Jul-10	No	Yes	Yes	Yes	304
ST	International Therapy Examinations Council	3	100/2592/3	ITEC Level 3 Diploma in Sports Massage	1-Oct-02	31-Aug-07	31-Aug-10	No	Yes	Yes	Yes	100

O	NCFE	1	100/2990/4	NCFE Level 1 Certificate in Personal Development for the Outdoor Industry	1-May-03	31-Mar-06	31-Mar-09	Yes	Yes	Yes	Yes	60
G	NCFE	1	100/1198/5	NCFE Level 1 Certificate in Sport and Leisure Studies	1-Apr-01	31-Aug-07	31-Aug-08	Yes	Yes	Yes	Yes	90
	NCFE	1	100/2380/X	NCFE Level 1 Certificate in Exercise Studies	1-Aug-02	31-Aug-07	31-Aug-08	Yes	Yes	Yes	Yes	90
O	NCFE	2	100/1412/3	NCFE Level 2 Certificate in Event Stewarding	1-Jun-02	31-Aug-06	31-Aug-08	No	Yes	Yes	Yes	20
C	NCFE	2	100/1975/3	NCFE Level 2 Certificate in Sports Coaching	1-Sep-04	31-Aug-07	31-Aug-09	Yes	Yes	Yes	Yes	90
L	NCFE	2	100/1818/9	NCFE Level 2 Certificate in Activity Leadership	1-Dec-01	31-Aug-06	31-Aug-08	No	Yes	Yes	Yes	240
	NCFE	2	100/1197/3	NCFE Level 2 Certificate in Fitness Industry Studies	1-Apr-01	31-Aug-07	31-Aug-09	No	Yes	Yes	Yes	180
	NCFE	3	100/5644/0	NCFE Level 3 Certificate for the Outdoor Industry	1-Oct-05	31-Aug-07	31-Aug-10	No	Yes	Yes	Yes	450
	NCFE	3	100/4868/6	NCFE Level 3 Certificate in Teaching Fitness through Movement and Dance to Adults	1-Feb-05	31-Dec-06	31-Dec-09	No	No	Yes	Yes	120
	NCFE	3	100/4867/4	NCFE Level 3 Certificate in Teaching Fitness through Movement and Dance to Children and Young People	1-Feb-05	31-Dec-06	31-Dec-09	No	No	Yes	Yes	60
	NCFE	3	100/4869/8	NCFE Level 3 Certificate in Teaching Fitness through Movement and Dance to Older Adults	1-Feb-05	31-Dec-06	31-Dec-09	No	No	Yes	Yes	60
P	NOCN	2	100/2475/X	NOCN Level 2 Award in Playwork	01-Sep-02	31-Aug-06	31-Aug-08	No	Yes	Yes	Yes	120
	OCR	Entry Level	100/1257/6	OCR Entry Level Certificate in Physical Education	01-Sep-01	31-Aug-07	31-Aug-08	Yes	Yes	Yes	Yes	N/S
	OCR	1	100/4727/X	OCR Level 1 Certificate in Introducing Sport and Recreation	01-Sep-04	31-Aug-07	31-Aug-08	Yes	Yes	Yes	Yes	30
G	OCR	1	100/2983/7	OCR Level 1 NVQ in Sport, Recreation and Allied Occupations	1-Apr-03	31-Mar-08	31-Mar-09	Yes	Yes	Yes	Yes	N/S
	OCR	2	100/4728/1	OCR Level 2 Certificate in Introducing Sport and Recreation	1-Sep-04	31-Aug-07	31-Aug-09	Yes	Yes	Yes	Yes	30
F	OCR	2	100/1075/0	OCR Level 2 Certificate in Teaching Exercise and Fitness	30-Sep-00	31-Dec-07	31-Dec-09	No	Yes	Yes	Yes	120
G	OCR	2	100/3495/X	OCR Level 2 National Certificate in Sport	1-Dec-03	30-Nov-06	30-Nov-08	Yes	Yes	Yes	Yes	360
F	OCR	2	100/2871/7	OCR Level 2 NVQ in Instructing Exercise and Fitness	1-Mar-03	29-Feb-08	28-Feb-10	No	Yes	Yes	Yes	N/S

C	OCR	2	Q1027845	OCR Level 2 NVQ in Sport, Recreation and Allied Occupations - Coaching, Teaching and Instructing	30-Sep-97	31-Mar-08	31-Mar-10	No	Yes	Yes	Yes	N/S
L	OCR	2	100/2982/5	OCR Level 2 NVQ in Sport, Recreation and Allied Occupations: Activity Leadership	1-Apr-03	31-Mar-08	31-Mar-10	No	Yes	Yes	Yes	N/S
G	OCR	2	100/2981/3	OCR Level 2 NVQ in Sport, Recreation and Allied Occupations: Operational Services	1-Apr-03	31-Mar-08	31-Mar-10	No	Yes	Yes	Yes	N/S
G	OCR	3	100/3496/1	OCR Level 3 National Certificate in Sport	1-Dec-03	30-Nov-06	30-Nov-09	No	Yes	Yes	Yes	360
G	OCR	3	100/3497/3	OCR Level 3 National Diploma in Sport	1-Dec-03	30-Nov-06	30-Nov-09	No	Yes	Yes	Yes	720
G	OCR	3	100/3498/5	OCR Level 3 National Extended Diploma in Sport	1-Dec-03	30-Nov-06	30-Nov-09	No	Yes	Yes	Yes	1080
	OCR	3	100/4824/8	OCR Level 3 NVQ in Instructing Physical Activity and Exercise	1-Feb-05	31-Jan-07	31-Jan-10	No	Yes	Yes	Yes	N/S
G	OCR	3	Q1050873	OCR Level 3 NVQ in Sport, Recreation and Allied Occupations: Operations and Development	30-Oct-98	31-Dec-05	31-Dec-08	No	Yes	Yes	Yes	N/S
	Premier IQ	1	100/5144/2	Premier IQ Level 1 Award in Active, Healthy Living	1-Jun-05	31-Aug-08	31-Aug-09	Yes	Yes	Yes	Yes	60
F	Premier IQ	2	100/3711/1	Premier IQ Level 2 Certificate in Instructing Circuit Sessions	1-May-04	30-Apr-07	30-Apr-09	No	Yes	Yes	Yes	30
F	Premier IQ	2	100/3709/3	Premier IQ Level 2 Certificate in Gym Instructing	1-May-04	30-Apr-07	30-Apr-09	No	Yes	Yes	Yes	120
F	Premier IQ	3	100/3710/X	Premier IQ Level 3 Certificate in Personal Training	1-May-04	30-Apr-07	30-Apr-10	No	Yes	Yes	Yes	150
ST	Premier IQ	3	100/4250/7	Premier IQ Level 3 Certificate in Sports Massage	1-Sep-04	31-Aug-07	31-Aug-10	No	Yes	Yes	Yes	180
T	Professional Association of Diving Instructors	3	100/2525/X	PADI Level 3 Certificate in Scuba Instruction	1-Sep-02	31-Aug-06	31-Aug-09	No	No	Yes	Yes	N/S
T	Safety Training Awards	1	100/3771/8	STA Level 1 Certificate in Aquatic Teaching (Special Needs Assistant)	1-Jun-05	31-May-07	31-May-09	No	Yes	Yes	Yes	25

	Safety Training Awards	1	100/4989/7	STA Level 1 Foundation Certificate in Swimming Pool and Spa Water Treatment		1-May-05	30-Apr-08	30-Apr-09	No	Yes	Yes	Yes	N/S
	Safety Training Awards	2	100/4429/2	STA Level 2 Certificate for the National Rescue Standard		1-Oct-04	31-Aug-07	31-Aug-09	No	Yes	Yes	Yes	36-44
	Safety Training Awards	2	100/4430/9	STA Level 2 Certificate for the National Rescue Standard - Poolside Helper		1-Oct-04	31-Aug-07	31-Aug-09	Yes	Yes	Yes	Yes	14-16
T	Safety Training Awards	2	100/3772/X	STA Level 2 Certificate in aquatic Teaching		1-Jun-04	31-May-07	31-May-09	No	No	Yes	Yes	80
T	Safety Training Awards	2	100/3060/8	STA Level 2 Certificate in Teaching Swimming		1-Jun-03	31-May-06	31-May-08	No	Yes	Yes	Yes	20-26
ST	Vocational Training Charitable Trust	2	100/5248/3	VTCT Level 2 certificate in Sports and Fitness Therapies		1-Aug-05	31-Jul-06	31-Jul-08	No	Yes	Yes	Yes	180
ST	Vocational Training Charitable Trust	3	100/5292/6	VTCT Level 3 Diploma in Sports and Fitness Therapy Techniques		1-Aug-05	31-Jul-06	31-Jul-09	No	Yes	Yes	Yes	475
ST	Vocational Training Charitable Trust	3	100/5268/9	VTCT Level 3 Diploma in Sports Massage Therapy		1-Aug-05	31-Jul-06	31-Jul-09	No	No	Yes	Yes	450

2 Skills Active Units and Qualifications Matrix August 2004

	Level	Level 1										Level 2					Level 3			Achieving Excellence in Sports
		Level 1										Level 2					Level 3			
Title		Activity Leadership Coaching, Teaching & Instructing	Instructing Exercise & Fitness	Mechanical Ride Operation	Operational Services	Playwork	Spectator Control	Coaching, Teaching & Instructing	Coaching Teaching and Instructing 2003	Operations & Development	Spectator Control	Playwork 2004	Playwork	Outdoor Education, Development Training, Recreation						
Subtitle														OE	ODT	OR				
Key Role A1 Develop, maintain and enhance the organisation's strategy																				
A11 Assist the organisation to develop and implement policies																				
Key Role A2 Develop, maintain and enhance the organisation's financial and physical resources																				
A21 Support the efficient use of resources																				
A22 Manage the use of physical resources																				
A23 Manage the use of financial resources																				
A27 Manage a budget																				
A28 Obtain additional finance for the organisation																				
A29 Manage finance for your area of responsibility																				
Key Role A3 Develop, maintain and enhance the organisation's people																				
A31 Manage yourself																				
A32 Create effective working relationships																				
A33 Lead the work of teams and individuals to achieve their objectives																				



A51	Administer finance and information		O																
A52	Contribute to the work of your team		M				M	M	M										
A53	Contribute to developing own and organisational practice																		
A54	Contribute to joint working with other organisations		O																
A55	Contribute to improving personal and organisational performance													M	M	M	M		
A56	Implement quality assurance systems																		
A57	Provide advice and support for the development and implementation of quality policies																		
A58	Monitor compliance with quality systems																		
A59	Maintain effective relationships																		
A510	Prepare for and present factual evidence in legal proceedings																		
Key Role B1 Develop and promote sport, active recreation and a healthy lifestyle																			
B11	Support the development of the sport or activity		O																
B12	Promote the adoption and maintenance of regular physical activity									O									
B13	Promote active living and healthy eating																		
B14	Assist athletes to plan and manage their lifestyle										O								
B15	Assist athletes to plan and manage their own career										O								
B16	Manage relationships with the media									O	O								
Key Role B2 Develop, promote and organise opportunities for people to enjoy, develop, learn and progress																			
B21	Plan and organise services and operations to meet expectations and requirements									O		M							
B22	Design outdoor education programmes														M				
B23	Design outdoor development training programmes																M		
B24	Plan outdoor recreation programmes																		O
B25	Organise people and resources for outdoor programmes														M	M	M		
B26	Organise travel for participants and											O		O	O	O	O		



C14	Open and close mechanical rides and attractions					M													
C15	Site caravans on parks						O												
C16	Maintain sport and recreation equipment		O				O												
C17	Operate and maintain tools and equipment																		
C18	Assemble and install purpose made equipment and components																		
Key Role C2 Provide and maintain a safe and supportive environment for sport and active recreation																			
C21	Help to maintain facility areas	M					O												
C22	Promote safety in the sport and activity environment		M					M											
C23	Tidy and clean sport and recreation areas							O											
C24	Operate plant to maintain levels of heating and ventilation							O				O							
C25	Operate plant to maintain the quality of pool water							O				O							
C26	Operate plant to provide and maintain an ice surface							O				O							
C28	Maintain the safety of swimming pool users							O											
C29	Prepare self and venues for events									M									
C210	Control the entry, movement and exit of people at events									M			O						
C211	Monitor crowds and deal with problems and emergencies									M			M						
C212	Prepare stewards and venues for events												M						
C213	Maintain stewarding in designated areas and deal with referred problems and emergencies												M						
C214	Promote a culture of health and safety												M			M	M	M	
C215	Promote the conservation of the environment												O			M	M	M	
C216	Plan for the safety of people attending an event																		
C217	Ensure the safety of people attending an event																		
C218	Operate mechanical rides and attractions							M											
C219	Investigate and evaluate incidents and																		



	abuse																		
C37	Look after participants who are away from home		O												O				
C38	Solve problems on behalf of customers								O		M	O							
C39	Supervise residential experiences										O				O	O	O		
C310	Provide emergency aid				O			M				M		O					
C311	Contribute to the safety of mechanical rides				M														
C312	Develop customer relationships		O																
C313	Provide motivation and support to clients during a progressive physical activity programme																		
Key Role D1 Develop and maintain effective working relationships which help people to participate, develop, learn and progress																			
D11	Help to maintain good working relationships				M														
D13	Establish and develop relationships which support the coaching process								M										
D14	Establish and maintain effective working relationships														M	M	M		
D15	Help to give good levels of service to participants and customers	M																	
D16	Establish and develop working relationships																		
Key Role D2 Enable people to participate in and enjoy sport and active recreation																			
D21	Prepare for a session		M																
D22	Lead a session		M																
D23	Conclude and review a session		M																
D24	Enable people with disabilities to take part in activities		O						O		O				O	O	O		
D25	Contribute to adventurous activities		O																
D26	Deliver recreation in the outdoors																		O
D27	Facilitate adventurous experiences														O	O	O		
D28	Apply rules/regulations of the sport/activity in a competitive environment								O										
D29	Enable participants with physical								O										

	limitations to take part in programmes of physical activity																			
Key Role D3 Enable people to develop and learn through participation																				
D31	Contribute to participants' personal and social development																			
D32	Contribute to participants' exploration and understanding of the natural environment																			
D33	Deliver education in the outdoors																			
D34	Deliver development training in the outdoors																			
D35	Promote the transfer of learning from outdoor experiences																			
D36	Facilitate participants' investigation and understanding of the environment																			
Key Role D4 Enable people to progress within sport and active recreation																				
D41	Help to plan and prepare a session	M																		
D42	Lead an activity within a session	M																		
D43	Plan and prepare a series of coaching sessions																			
D44	Maintain an environment in which participants can improve their performance																			
D45	Coach participants to improve their performance																			
D46	Apply basic principles of nutrition to enhance performance and recovery																			
D47	Apply basic sports psychology to enhance performance																			
D48	Apply biomechanical principles to performance																			
D49	Plan, manage and evaluate a basic physical conditioning programme																			
D410	Plan and prepare a gym-based exercise session																			
D411	Instruct a gym-based exercise session																			
D412	Plan and prepare a water-based exercise session																			
D413	Instruct a water-based exercise session																			
D414	Plan and prepare a group exercise with music session																			









ES8	Maintain the health and safety of self and others																		
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- M Mandatory
- O Optional
- A Additional
- N Does not yet appear in a qualification
- [Units have not been approved yet](#)