



# Assessment of Current Provision: SCOTLAND

SkillsActive

February 2006

## Structure and Contents of the Report

1.	EXECUTIVE SUMMARY	4
1.1	Introduction	4
1.2	Training provision in the sector	4
1.3	Higher Education provision	4
1.4	Further Education provision	5
1.5	Performance in FE	6
1.6	Apprenticeships	6
1.7	Coaching	7
1.8	Employer training survey	7
1.9	Conclusions and priorities	8
2.	INTRODUCTION/ BACKGROUND	9
2.1	Introduction	9
2.2	Structure of the report	9
2.3	Sources used in this report	10
2.3.1	Sport and Recreation	10
2.3.2	Health and Fitness	10
2.3.3	Outdoors	10
2.3.4	Playwork	10
2.3.5	The Caravan Industry	10
3.	GOVERNMENT POLICY/ EDUCATION DELIVERY AGENCIES	11
3.1	Summary of key initiatives	14
3.2	FE and HE Sectors	15
3.3	Funding sources	16
3.4	Awarding bodies structure	17
4.	DESCRIPTION OF SECTOR SPECIFIC PROVISION	18
4.1	Provision of training	18
4.2	Planning for training	18
4.3	Major types of provision	18
4.4	Analysis of Major Providers	19
4.5	Spend on training	20
4.6	Average number of training days	21
4.7	Type of training	21
4.8	Type of job-specific training provided away from the workplace	21
4.9	Main barriers to training	22
5.	HIGHER EDUCATION PROVISION BY SUB SECTOR	23
5.1	Applications and Acceptances into UK Higher Education	23
5.2	First Destination of Leavers from Higher Education (DLHE) 2003/04	27
5.2.1	UK	27
5.2.2	Subject of study	27
5.2.3	Country of Institution	27
5.2.4	Activity after leaving Higher Education	28
5.2.5	Qualification required for job	29
5.2.6	Employer Location	29
5.2.7	Employer size	30
5.2.8	Standard Industrial Classification (SIC)	30
5.2.9	Country of Institution : A focus on Scotland	32
6.	FURTHER EDUCATION PROVISION BY SUB SECTOR	35

6.1	Scottish Funding Council data – HE & FE courses carried out within FE institutions 2003-04	35
6.1.1	Awarding bodies	36
6.1.2	Funding	37
6.1.3	Gender	37
6.1.4	Mode of attendance	38
6.1.5	Age	40
6.1.6	Ethnicity	41
6.1.7	Level of qualification	41
6.1.8	Work Based Learning	42
7.	FE PERFORMANCE IN QUALIFICATIONS	42
7.1	HNC/D Statistics (may sit better under sector specific sections)	42
7.2	Scottish Vocational Qualifications (SVQ)	45
7.2.1	Age	46
7.2.2	Gender	47
7.3	Apprenticeships	47
7.3.1	Highlands and Island Enterprise (HIE)	47
7.3.2	Scottish Enterprise – Skillseekers	47
7.3.3	Modern Apprenticeships (MA)	48
8.	PRIVATE PROVISION	50
9.	PERCEPTIONS OF EMPLOYERS	52
9.1	Minimum qualification levels	52
9.2	Impact of qualifications	52
9.3	Access to funding	53
9.4	In-house training	56
9.5	Quality of training	58
9.6	Initiatives to improve training	60
9.7	Up-skilling the workforce	62
10.	SECTOR SPECIFIC INITIATIVES / PROGRAMMES	64
10.1	UK Coaching Certificate	64
11.	SECTOR SPECIFIC REPORTS	71
11.1	Sport and Recreation	71
11.2	Health and Fitness	71
11.3	The Outdoors	71
11.4	The Caravan Industry	71
11.5	Playwork	71
12.	CONCLUSIONS AND PRIORITIES	72
13.	BIBLIOGRAPHY	74
	<b>Appendix 1: Scottish Credit and Qualifications Framework</b>	75
	<b>Appendix 2: Skills Active Units and Qualifications Matrix August 2004</b>	76
	<b>Appendix 3: HE and FE Courses</b>	87
	<b>Appendix 4: Notes HESA data</b>	93
	<b>Appendix 5: SCQF LEVELS – FE ENROLMENTS IN 2003-4</b>	94

## I. EXECUTIVE SUMMARY

### I.1 Introduction

This Assessment of Current Provision in Scotland builds on the skills needs identified in the Skills Needs Analysis reports in Stage One of the Sector Skills Agreement. It draws on some common sources, notably for Higher Education. Further Education enrolments are drawn Scottish Funding Council data via the online INFAC database. Other quantitative research sources include: *Workforce Development for the Active Leisure And Learning Sectors: Labour Market Intelligence and ICT/Distance Learning Report*, *SkillsActive Sport, Fitness and Outdoors Employment Survey 2005*, SSA Visioning Workshops convened with each sub-sector and the UK wide Employer Training Survey 2005.

### I.2 Training provision in the sector

The Scottish Active Leisure and Learning sector had 3 out of 5 establishments fund or arrange training in the previous 12 months (SESS 2004) compared to 63% in the whole economy<sup>1</sup>.

Overall, two-thirds of employers indicated a commitment to developing staff by having one or more planning tools (business or training plan or training budget). The Outdoors sub-sector performed above the sector average. More than four-fifths of Active Leisure and Learning staff receive training. The main type of training they get in the workplace is statutory e.g. first aid and health and safety. Off-site training is mainly provided by external training providers (outside of FE and HE) and is focused more on technical skills and management training.

Employees in the SkillsActive sector attended a median average of four training days in Scotland and organisations spend on average £430 per head. The main barrier to training identified by employers was allowing time off to train, the other prominent issues were cost involved and course location – notably for the Highlands and Islands when courses took place in the Central Belt.

### I.3 Higher Education provision

In Scotland almost one in five (18%) of 6,500 applications are accepted onto HE courses. No HE qualifications exist in Playwork for Scotland and no courses for Caravans were identified. In 2004 Sport and Recreation had seen a 78% increase in acceptances since 1999 and in the proportion of males taking the courses.

Within the Sport and Recreation umbrella, at a UK level, coaching courses have seen a massive increase in take up with double the number of applications in 2004 and a 145% increase in acceptances since 1999. Approximately 7 in 10 entrants are male. Sport Development has similarly experienced a massive growth with a threefold increase in applications and with seven applications for every course acceptance, it has the highest ratio of any subject areas in the sector implying fierce competition for places.

Health and fitness courses in Scotland have seen a four-fold increase in entrants since 1999. Compared to other home countries and the UK, Scottish entrants have a relatively older profile.

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<sup>1</sup> Future Skills Scotland, *Active Leisure and Learning Scottish Sector Profile 2005*

First destination data from HESA indicates that a higher proportion of HE leavers from Scottish institutions are going into part time employment and also into further study, compared to the UK. Almost half of leavers from Active Leisure and Learning courses did not require their qualification for the job at all. However, compared to the UK, there was a higher percentage who formally did require it (almost one in five). The Health and Fitness sub-sector had a notably higher number of positions stating this, 21% in Scotland compared to 16% in the UK.

Approximately 8 in 10 leavers from Scottish institutions are retained in employment within the country. Of those indicating their employment, 6% were overseas in the SkillsActive sector – double that of the UK. Only 50% of Scottish leavers are entering SkillsActive related industries. Sport and Recreation has nearly one third of leavers working in a related industry (32%) whilst Health and Fitness fares better with 43% finding work in the sector.

#### **1.4 Further Education provision**

A total of 18,138 enrolments<sup>2</sup> were identified in 2003-04 for Active Leisure and Learning. A quarter of enrolments came from James Watt College of Further and Higher Education mainly representing courses in sport and recreation and studying “a programme not leading to a recognised qualification (including most non-vocational programmes)” with the mode of study as ‘open learning or directed private study’.

Active Leisure and Learning enrolments peaked in 2001-02 and have since followed a declining trend as experienced by the whole FE sector across all courses. The SQA, as an awarding body, accounted for 29% of enrolments in the sector. The remaining enrolments were mainly covered by ‘other’ awarding bodies (29%) and just over one quarter had ‘no awarding body’ that may relate to sector specific organisations e.g. governing bodies. In Sport and Recreation ‘other’ awarding bodies were attributed to 30% of enrolments, forming the largest group. The Caravan industry had Oatridge Agricultural College account for all enrolments identified for that sub-sector and is likely to have fulfilled a local need identified by the industry or college.

The main source of finance for courses originated from the Scottish Further Education Funding Council. Whilst the largest number of enrolments saw student fees waived, almost one quarter (23%) due to low income with no benefits and one fifth (20%) had the cost borne by the college. There was a notable number of self financed students accounting for almost one fifth of enrolments (18%) and this came through in the visioning workshops held with employers in the sector.

Enrolments on active leisure and learning courses comprise quite an even male to female ratio, within that Playwork has 90% females whilst Outdoors and Caravans have a majority of males (76% and 68% respectively). Females are mainly involved in flexible modes of learning (including open learning, evenings and weekends) and whilst male enrolments also follow a largely flexible programme of learning there is a large proportion of full-time study (29% of male enrolments). The only sectors that had the highest proportion in full-time provision were health and fitness (50%) and the outdoors (92%). All sub-sectors (except the outdoors) demonstrated strong participation in flexible modes of study highlighting its importance within our sector.

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<sup>2</sup> Enrolments may represent the same individual more than once if a candidate has taken more than once course in the same year.

Active Leisure and Learning enrolments mainly fall within the 25-59 year age cohort (two in five). Outdoors and Health and Fitness have the majority of enrolments aged between 16 and 18 years (49% and 30% of respectively). Representation of ethnic groups largely matches that within the working age population. Playwork and Health and Fitness are the only sectors to indicate greater diversity which differs to Stage One findings where the workforce was more diverse within Sport and Recreation relative to other sub-sectors implying non-white groups are taking alternative routes into the sector or not receiving training.

The majority of enrolments for the Sector cannot be identified at a specific qualification level due to two thirds (66%) falling within 'other'. Enrolments at SVQ or equivalent level 4 are low except in Health and Fitness that appears to have the largest proportion of participants at this level (just under one third). Apart from Playwork there appears to be a gap at level 2 and level 3 (the latter excluding the Outdoors) participation in Active Leisure and Learning courses.

### **1.5 Performance in FE**

A focus on HNC/D statistics within the area of sport, games and recreation indicates females performing better than males in awards. HND fitness, Health and Exercise performs notably poorer to the other courses examined with pass rates of 38% and 27% in 2003 and 2004, respectively. The only areas that did comparatively better were HNC Sports Coaching with Sports Development and HND sports therapy (60% and 61% respectively).

As of July 2005, there were 1,034 current entrants for SVQs in the Active Leisure and Learning sector, for 11 qualifications (some candidates having entered in 2001 and 2002). There were 384 certifications in 2004 and the highest number was in the sport and recreation sub-sector. Playwork has experienced the highest rate of growth in certifications year on year since 2000. Outdoors saw a fall of two fifths in 2004 certifications on 2003.

SVQs reveal a slightly different age profile to that found in Scottish Funding Council data with sub-sectors ranging from the youngest certifications in sport (16-18 years), then the Outdoors, Fitness and the oldest certifications in Playwork (35-59 years). Gender patterns follow that for the Scottish Funding Council data earlier except for sport that is male oriented with 9 in 10 certifications. It appears that females do not perform as well in SVQs, contradicting the earlier findings with HNC/HNDs and could be attributable to the higher vocational element in the former.

### **1.6 Apprenticeships**

There were a total of 544 apprenticeships in Active Leisure and Learning for 2004-05 and 92% were in the Scottish Enterprise regions. Three quarters were Skillseekers and the rest were Modern Apprenticeships. In the Highlands and Islands Enterprise apprenticeships were in sport level 2 and 3 until last year with Playwork level 2. The 2004-05 figures represented an increase of over one third in the number of apprenticeships since 2002-03. Skillseekers cover fitness, Playwork and sport, mainly at level 2 and the achievement rate for Active Leisure and Learning was 60% last year. Fitness performed under the SkillsActive sector average at 43% and sport over-performed at 66%. 19+ Skillseekers had a poorer performance than 16-18 years and is related to the predominance of health and fitness apprentices who underperformed.

Overall, males outperformed females achieving a rate of 65% compared to 41%. Females only performed better in Playwork and performed their worst in fitness (31% achievement rate).

The Modern Apprenticeship programme performs well achieving a rate of 72%. Overall, for all MAs the SkillsActive achievement rate matches that of Skillseekers at 60%. Scotland compares favourably with other European countries, apprenticeship systems in Denmark, Netherlands and Germany record completion rates of between 60% and 75%<sup>3</sup>. All MAs are level 3 in sport and recreation and over 85% of leavers and achievers were male with an achievement rate of 66%. A MA in Playwork is under review.

## **1.7 Coaching**

Scotland has 18 coaches per 1,000 people. The proportion of qualified coaches remains low with 90,000 coaches of which only 38% are qualified. There are approximately 6,000 paid coaches. Sports Coach UK is leading the development and implementation of the UKCC with 21 sports to develop coaching qualifications and 6 of them are piloting the endorsement process. Additional funding of approximately £3 million will be required per annum according to **sportscotland**, to implement the UKCC.

## **1.8 Employer training survey**

Few opportunities exist in the sector for those not holding qualifications. 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.

Generally 7 in 10 employers said they immediately need to arrange or provide specific vocational training for new recruits, while only 5% of employers believe new recruits are fully equipped with the skills required. Degree level qualifications were not thought to be practical enough.

Specialist and National Governing Body coaching and fitness related qualifications are highly valued by employers in terms of their impact on skills. Just over half of SkillsActive's employers can access external funding to support workforce training needs. Control of style, content and quality were the main reasons for in house training.

In terms of quality, employers rated NGB qualification providers, external consultants / private training providers, trade association / professional body training above average. Higher Education Institutions, Further Education colleges, distance learning, manufacturer / supplier training, dedicated government / local authority team, and web / interactive training systems fell to average or below average.

Three quarters of employers thought funding for over 25s and for NGBs to develop qualifications, and bite-sized training units would assist with up-skilling the workforce. Funding ideas were all very popular, either in the form of vouchers or tax incentives for training paid staff or volunteers or direct funding assistance for targeted qualifications, like Coaching.

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<sup>3</sup> *The Guardian*, 'Lack of apprentices causes concern', (11 Oct 2005)  
(<http://education.guardian.co.uk/egweekly/story/0,5500,1588819,00.html> )

## **1.9 Conclusions and priorities**

### **Funding**

- Organisations spend the majority of their budget on statutory training requirements (training is principally in first aid and health and safety) reducing the levels available for training priorities.
- There is little additional funding for training in the sector. Most funding is routed through FE Colleges and HE institutions for courses that are focused on meeting the market demand for training.
- The majority of training is taking place within 25-59 age cohort. Most training takes place in the older age groups, notable within Playwork, sport and the caravan industry, where there is very limited funding support available putting the sector at a disadvantage to others.

### **Higher Education (HE) and Further Education (FE)**

- Huge demand for Coaching in the UK and Sport Development in HE and still growing, the latter has seen a threefold increase in applications with 7 to every acceptance.
- Playwork does not have any HE qualifications available in Scotland.
- Only 20% of HE leavers required their qualification as a formal requirement and only 50% of HE leavers enter a job in a SkillsActive related industry - mainly into large enterprises. This raises questions as to the relevance of HE courses in the workplace.
- FE enrolments on Outdoors related courses appears to be following a continued downward trend when the rest of the sub-sectors are showing signs of recovery.

### **Coaching**

- The new UK Coaching Certificate is supported but the cost of implementation is estimated at £3 million to fund levels 1 to 3. Funding specifically for individuals to achieve the UKCC has been made available in England and Wales. There is no equivalent form of funding in Scotland at present and Scotland will potentially be at a disadvantage compared to colleagues in other parts of the UK.

### **Participation in training**

- Access to training is the main barrier to organisations wishing to undertake it. This takes the form of lost time and resources including 'hidden' costs of losing a member of staff (health and safety factors often require job cover plus travel expenses to courses); and the location of training – particularly for rural areas.
- Diversity issues within HE and FE. Entrants into sport and recreation courses for HE are mainly male and the gap is continuing to widen. In FE courses in the Outdoors and Caravans there is a need to attract more females and conversely within Playwork, more males. Playwork and Sport and Recreation need to attract a younger age profile, in FE there is a lack of 16-18 year olds.
- Scotland performs well in apprenticeships – covering Skillseekers and Modern Apprenticeships. There may be lessons that can be learned by the rest of the UK who do not have equivalent achievement rates and further expansion across SkillsActive sub-sectors could be beneficial.

## 2. INTRODUCTION/ BACKGROUND

### 2.1 Introduction

This Assessment of Current Provision (ACP) builds on the skills needs identified in the Skills Needs Analysis (SNA) reports in Stage One of the Sector Skills Agreement. An analysis of skills needs was produced for each home country 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. A 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 a 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 section 3. 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 Scotland being supplied by the Scottish Funding Council online INFACT database. 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 at a UK level (at a Scottish level where available) in separate chapters entitled Sector perspectives. These will incorporate findings from sub-sector specific UK 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, applications and acceptances, 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 UK wide 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 college enrolment data provided by the Scottish Funding Council for FE. The Glasgow Caledonian University research and Scottish Sector Profile by Future Skills Scotland 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
- 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
- SkillsActive Sport, Fitness and Outdoors Employment Survey 2005
- Working in Fitness Survey, Register of Exercise Professionals and SkillsActive 2004 and 2005
- Register of Exercise Professionals member database as at November 2005.

#### 2.3.3 Outdoors

- SSA Visioning Workshops with Outdoors Employers 2005
- SkillsActive Sport, Fitness and Outdoors Employment Survey 2005

#### 2.3.4 Playwork

- Play Scotland
- SSA Visioning Workshops with the Playwork sector in Scotland 2005
- Scottish Social Services Council (SSSC)

#### 2.3.5 The Caravan Industry

- SSA Visioning Workshops with Industry Experts 2005

- (SkillsActive's) Caravan Parks Report 2004 – a postal survey of 712 employers (71 independent Scottish caravan parks)

### 3. GOVERNMENT POLICY/ EDUCATION DELIVERY AGENCIES

This section provides an overview of policy relating to training and funding of skills development within sport and recreation, outdoors, playwork, health and fitness and caravan industries in Scotland.

It considers:

- Relevant Scottish Policies and Strategies
- Sector Specific Strategies
- Funding for learning and skills development
- Partner organisations

#### **UK Government Skills White Paper 2003: 21<sup>st</sup> Century Skills: Realising our potential (July 2003)**

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 which has the support of the Scottish Parliament and Scottish Executive. 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.

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

This White Paper builds on the UK Skills White Paper, published in July 2003. Key aspects of the Paper relevant to Scotland are the Sector Skills Agreements that will bring together employers and training provision to meet the future skill needs of the nation and is supported by Scottish stakeholders.

Skills Academies were also introduced - an employer-led new network of specialist colleges and training providers. They aim to prepare young people and adults for successful employment in each major sector of the economy. This idea is being considered across the Skills for Business Network, SSDA and Scottish stakeholders including the Scottish Funding Council.

#### **Life Through Learning, Learning Through Life (February 2003).**

This is the Scottish Executive's 5 year Lifelong Learning Strategy for Scotland. Its vision is for "the best possible match between the learning opportunities open to people and the skills, knowledge, attitudes and behaviours which will strengthen Scotland's economy and society."

There are 5 "people-centred" goals to realise the vision

- *A Scotland where people have the confidence, enterprise, knowledge, creativity and skills they need to participate in economic, social and civic life*
- *A Scotland where people demand and providers deliver a high quality learning experience*
- *A Scotland where people's knowledge and skills are recognised, used and developed to best effect in their workplace*
- *A Scotland where people are given the information, guidance and support they need to make effective learning decisions and transitions*
- *A Scotland where people have the chance to learn, irrespective of their background or current personal circumstances*

The Scottish Executive's spending on lifelong learning in Scotland will total over £1.9 billion in 2005-2006

Scots spend an estimated £500 million each year on lifelong learning. Employers in Scotland spend around £2.2 billion each year.

The Scottish Executive aims to encourage

- *Cultural change to stimulate demand for learning and make every Scot ready for tomorrow's jobs, and to close the opportunity gap*
- *Greater collaboration between employers and learning providers at all levels*
- *Flexibility and relevance of learning opportunities to make sure that people get the knowledge and skills they want and need, to improve their prospects.*

### **The Enterprise and Lifelong Learning Departments**

(<http://www.scotland.gov.uk> )

**Lifelong Learning Department** has lead responsibility for skills and the most direct involvement with Sector Skills Councils. The Department's investment in lifelong learning is significant. The bulk of its investment is directed towards funding institutions (principally FE colleges and HEIs) to provide learning. It also supports learners to undertake learning opportunities and funds other special schemes and programmes such as the Enterprise Networks' learning and skills programmes for work-based learning and workforce development. The Enterprise Networks' expenditure on skills training and workforce development is largely paid to institutions (employers and training providers), although the funding mostly follows the needs of individuals.

In the Spending Review 2002, the Executive set out its spending plans for the three years from 2003-04 to 2005-06. The review process ensured that resources were allocated in line with the Executive's priorities of securing long-term economic growth and increasing opportunities for all. Closing the opportunity gap, to ensure that Scotland is a society founded on fairness, equality and opportunity, was an overarching theme.

In Lifelong Learning, spending has been focused on objectives that are aimed at improving skills, enterprise, employability, widening access and ensuring high quality provision.

### **learndirect scotland**

([www.learndirectscotland.com](http://www.learndirectscotland.com))

learndirect scotland services are delivered by the Scottish University for Industry (SUfi). SUfi was established by the Scottish Executive as a private limited company in 2000. It became a non departmental public body (NDPB), responsible to Scottish Ministers, in April 2005, and

retains its private limited company status. It aims to support employability and social inclusion for individuals and competitiveness for companies.

learndirect scotland's main functional areas are:

- *Learning*  
enhancing learner support services, commissioning materials and developing a national network of learner-focused learndirect scotland learning centres.
- *Learning technologies*  
the development and maintenance of the national learning opportunities database, as well as implementation of all IT systems, including the online learning environment Skillnet.
- *Marketing and business development*  
driving demand for learning and attracting individuals and businesses into learning through a variety of marketing and PR techniques.
- *Corporate services*  
financial support services, human resources and employee development.

### **Careers Scotland**

([www.careers-scotland.org.uk](http://www.careers-scotland.org.uk))

Careers Scotland was formed in March 2002 and is part of Scottish Enterprise and Highlands and Islands Enterprise. Scottish Enterprise and Highlands and Islands Enterprise are charged with developing 'A Smart Successful Scotland' in partnership with other key agencies and Careers Scotland plays its part in these developments.

Careers Scotland's services and products are for people of all ages and focus on the following:

- provision of career planning and supporting services
- development of flexible and progressive career-related learning programmes
- provision and development of high quality employability services and products
- supporting employers in the recruitment and development of their workforce
- providing additional, targeted support for individual customers, who face the greatest barriers to employability, and supporting them into positive outcomes

### **Scottish Credit and Qualifications Framework**

The Scottish Credit and Qualifications Framework (SCQF) has 12 levels and was developed by the Scottish Executive, QAA, SQA and Universities Scotland (the joint development partners). It arose out of the Garrick Report (1997) which recommended, amongst other things, the creation of a framework of qualifications for Scotland.

The framework shows how all the most commonly used and accessed qualifications in Scotland relate in terms of their level of difficulty and the amount of learning (shown as the number of SCQF credit points that they attract). This assists in identifying routes in learning. See Appendix I.

This allows stakeholders, particularly employers, to see:

- where any qualification sits in the hierarchy of levels

- how different qualifications compare with each other in terms of these levels
- the amount of learning that is involved

A Sector Qualifications Strategy (SQS) outlines the current and future learning and qualification needs by employers in the sector and is developing as part of the SSA process. It aims to clarify and support the implementation of a learning and qualification system that meets employment needs, within the overall context of the credit and qualifications framework of each UK nation. SkillsActive will work with SQA and have a SQS in Scotland determined by what employers want.

### 3.1 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 are then used for Scottish or National Vocational Qualifications and the development and evaluation of other qualifications and training courses including higher education programmes. They can also be used in employment to develop job descriptions and person specifications and to develop continuing professional development programmes for staff.

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 SQA and more recently work on NOS has included implanting a programme of Incremental Change 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.

#### SVQs

The majority of the SkillsActive NOS are attached to an assessment strategy and are awarded by an awarding body. The main awarding body in our sector for SVQs is SQA and City & Guilds.<sup>4</sup> There are two main types of vocational qualifications in Scotland: work-based Scottish Vocational Qualifications (SVQs); and work-related Higher National Certificates/Diplomas (HNC/Ds). SVQs are competence-based qualifications particularly suitable for work-based delivery but they can be taken in further education colleges and other centres where workplace conditions can be simulated. SVQs are comparable to NVQs (in England) and are developed from the same National Occupational Standards. HNC/HND qualifications are modular, advanced-level vocational qualifications, which are available in further education colleges and higher education establishments.

A further qualification available in Scotland is the Scottish Group Award (SGA). SGAs are built up unit by unit and allow the opportunity for credit transfer from other qualifications (such as SVQs) providing a further option for learners.

The Scottish Qualifications Authority (SQA) is the statutory awarding body for qualifications in the national education and training system in Scotland. It is both the main awarding body for qualifications for work including SVQs and is also their accrediting body. The SQA is by statute required clearly to separate its awarding and accrediting functions.

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<sup>4</sup> Scotland has its own system of Scottish Vocational Qualifications (SVQs), which are used in a quarter of workplaces and mirror NVQs, which are used in one in eight workplaces. Both SVQs and NVQs can be taken in Scotland.

## Modern Apprenticeships

SkillsActive continues to develop a suite of Modern Apprenticeship Frameworks to respond to government initiatives and sector needs. The most recent version of the Modern Apprenticeship Framework for Scotland, which covers the majority of occupations in the Sector, was approved in June 2003. The Modern Apprenticeship framework for Scotland contains occupational pathways in key sector areas including health and fitness, coaching, playwork, the outdoors and facility operations and management. The framework contains SVQ at Level 3, five core skills in Communication, Working with Others, Problem Solving, Information Technology and Numeracy, a technical certificate in industry and occupational awareness, and other industry recognised qualifications determined by employers in the Sector. SkillsActive certified 120 Modern Apprenticeships in Scotland in 2004-5.

SkillsActive has also developed a specialist Apprenticeship Framework to meet the needs of aspiring professional or elite athletes. The Modern Apprenticeship in Sporting Excellence 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 is 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.

With funding support from Scottish Enterprise, under its “Re-engineering Skillseekers” initiative, in 2004 SkillsActive sponsored three pilot programmes for Pre-Modern Apprenticeships in Playwork, undertaken jointly by local authorities and training providers in Glasgow, Aberdeen and Falkirk. The success of these pilots has led to the establishment of a Level 2 Pre-Modern Apprenticeship programme at Langside College, Glasgow, which is continuing.

### 3.2 FE and HE Sectors

The FE and HE sectors in Scotland offer a number of full-time, part-time and leisure courses which cover most aspects of Skills Active’s footprint.

#### NC/NQ Courses in FE Colleges

- Approximately 29 FE Colleges in Scotland offer full-time and part-time NC/NQ programmes with numbers ranging from 16-70 per college.
  - These programmes are offered at an introductory level – Intermediate 1 or SCQF level 4 - as entry to level 5 and 6 programmes and/or at Intermediate 2 and Higher - SCQF levels 5 and 6.
  - They cover a diverse range of titles with many similar units included e.g. NC In Sport and Recreation; NQ Sports Coaching; NQ Fitness and Sports Performance; NC Community Leadership in Sport and Recreation; NC in Outdoor Pursuits; NQ Sport and Exercise; NC in Sport and Leisure; NQ in Outdoor Pursuits; NC in Sports Performance; NC/NQ in Physical education and Sports Studies
  - Many of the full-time and part-time courses at SCQF levels 4, 5 and 6 are designed to feed into HNC/D programmes (SCQF Levels 7 and 8) - as well as being free-standing courses that may lead directly to a diverse range of employment

opportunities (not all within sport and leisure). These include HNC/D in Health and Fitness; HNC/D Sports Coaching and Management of Leisure Facilities; HNC/D Sports Therapy; HNC/D Sports Coaching with Sports Development. HNC/D Awards (rather than enrolments) from SQA in 2003 for these awards were over 600. It is also true that HNC/D courses articulate with a range of degree and post-graduate courses covering SCQF levels 8-11.

### 3.3 Funding sources

#### Scottish Funding Councils

([www.sfc.ac.uk](http://www.sfc.ac.uk))

The Scottish Funding Council (SFC) is the non-departmental public body responsible for funding 20 higher education institutions and 45 further education colleges in Scotland on behalf of the Scottish Executive. Their funding covers teaching, research and related activities and is more than £1.1 billion per year.

The SFC was established formally on 3 October 2005 under the terms of the Further and Higher Education (Scotland) Act 2005. The Council replaces the former Scottish Further Education Funding Council and the Scottish Higher Education Funding Council and now brings together funding and support for Scotland's colleges and universities under one body.

SFEFC and SHEFC have published their aims and objectives jointly in *Aiming further and higher: the Joint Corporate Plan for 2003-06*. The plan notes that the scope of the Councils covers the full range of tertiary education "from non-advanced further education - and the important links to schools and local communities - to research in higher education institutions and Scotland's global connections".

#### Funding for Work Based Learning

Spending on lifelong learning totalled over £1.9 billion in 2005-06. Of the total spending:

- 70% (£1408m in 2005-06) is allocated to supporting institutions and bodies to provide learning
- 18% (£354m in 2005-06) to supporting individual learners
- 12% (£233m in 2005-06) to programmes and schemes such as Modern Apprenticeships, Enterprise in Education, the Scottish Union Learning Fund, etc.

#### The Scottish Skills Fund and Scottish Union Learning Fund

The schemes outlined below are for funding projects and not courses or qualifications.

##### *The Scottish Skills Fund*

Established in April 2001, the Scottish Skills Fund assists the Skills for Business Network to deliver projects in Scotland which identified the skills and training needs of sectors, with funding of £0.5m per annum (see SNA).

##### *Scottish Union Learning Fund*

The operation of the Scottish Union Learning Fund (SULF) contributes to the Smart, Successful Scotland priority to "increase the demand for high quality in-work training". The lifelong learning strategy recognises the key role that unions play in learning. Unions are able to work with their members and employers to promote and deliver learning in the workplace.

SULF was established in August 2000. Since then there have been four rounds of projects involving a total of 46 projects from 21 unions. A total of £2.7m has been awarded to these projects. Current funding stands at £800k each year.

### **Individual Learning Accounts (ILAs)**

ILA Scotland is a brand new scheme that will help pay for the learning individuals want to undertake. It is the only funding currently available for individuals for skills development apart from SkillsSeekers.

ILA Scotland is a simple way to get up to £200 a year towards the cost of learning something new. If you are over 18 years of age, live in Scotland and earn £15,000 or less per year or are on benefit then you may qualify for up to £200 each year towards the cost of certain approved courses. The money is not a loan. It can be used to help pay for a course from a huge range of learning opportunities all over Scotland and it can also be used with a wide range of learning providers – from learning centres, local colleges, universities to private training companies.

Most recently, in 2005, an ILA for those earning over £15,000 was introduced and £100 is available towards the cost of various basic IT and computing qualifications after fulfilling laid out criteria.

## **3.4 Awarding bodies structure**

### **Scottish Qualifications Authority (SQA)**

[www.sqa.org.uk](http://www.sqa.org.uk)

The SQA is an executive non-departmental public body (NDPB) sponsored by the Scottish Executive Education Department. It is the national body in Scotland responsible for the development, accreditation, assessment and certification of qualifications other than degrees. The overall aim of the SQA is “to manage the qualifications system below degree level to allow students to fulfil their potential to participate in the economy, society and communities of Scotland”.

It is primarily funded through qualification entry charges and has an annual turnover of approximately £51m.

SkillsActive currently has in place a Service Level Agreement with the SQA. This Agreement covers the supply of service provision by SkillsActive to SQA in the support of awarding all its Active Leisure and Learning related qualifications. The agreement establishes much better collaboration between the organisations, more contact and regular meetings are set in place.

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

1. Large cross sector awarding bodies, e.g. SQA, OCR, Edexcel, City & Guilds.
2. Awarding bodies operating predominantly in one of the SkillsActive sectors e.g. 1<sup>st</sup> 4 Sport Qualifications, CYQ, Premier IQ
3. Awarding bodies operating in a specialist area of the Active Leisure and Learning Sector, e.g. Amateur Swimming Association, British Amateur Gymnastics Association.

SkillsActive works closely with the Awarding Bodies through regular contact with staff and through Awarding Body forums.

## 4. DESCRIPTION OF SECTOR SPECIFIC PROVISION

There are limited sources for employer research within the Active Leisure and Learning sector in Scotland. This section draws on information from *Active Leisure and Learning Scottish Sector Profile 2005* (Futureskills Scotland) and the *Workforce Development for the Active Leisure And Learning Sectors: Labour Market Intelligence and ICT/Distance Learning Report* (Glasgow Caledonian University, April 2004). Where possible the information has been supported by Scotland data from the *Sport, Fitness and Outdoors Employment Survey 2005* (SkillsActive). Playwork is only covered within the Glasgow Caledonian University study.

### 4.1 Provision of training

The Scottish Active Leisure and Learning sector had 3 out of 5 establishments fund or arrange training in the previous 12 months (SESS 2004) compared to 63% in the whole economy<sup>5</sup>.

### 4.2 Planning for training

There are several important indicators of employers' commitment to developing staff, for example, whether they have business and training plans or a training budget. SkillsActive employer research revealed two thirds of organisations in Scotland (66%)<sup>6</sup> had one or more of these.

The table below shows how planning activities vary across sub-sectors. Overall, The Outdoors performs well with seven in ten organisations having one or more planning tools (business or training plan or training budget). Health and Fitness and Sport and Recreation have 65% and 62% of organisations with a plan or budget, respectively. Glasgow Caledonian University research indicated 47% of respondents had a training budget in 2004. SkillsActive employer research indicated, in 2005, 43% of organisations in the Active Leisure and Learning sector had a budget.<sup>7</sup>

Table 4.2(a): Planning for training and development in Scottish organisations

	Sport & Recreation	Health & Fitness	The Outdoors	SkillsActive
A written business plan	47%	51%	61%	51%
A written equity policy and targets for employment	20%	33%	31%	23%
A training budget	41%	44%	45%	43%
A written equity policy and targets for participation	16%	25%	25%	19%
A written training & personnel plan	34%	42%	36%	35%
A workforce development plan	26%	33%	27%	26%
None of the above	14%	6%	5%	12%

Source: Sport, Fitness and Outdoor Employment Survey 2005, SkillsActive  
(Base: all organisations)

### 4.3 Major types of provision

Over four in five of Active Leisure and Learning staff in Scotland receive training, either at the workplace (85%) or off-site (81%). The major types of training provision are primarily

<sup>5</sup> Future Skills Scotland, *Active Leisure and Learning Scottish Sector Profile 2005*

<sup>6</sup> SkillsActive, *Sport, Fitness and Outdoors Employment Survey 2005*, – Scottish organisations

<sup>7</sup> Playwork organisations were not included in the Sport, Fitness and Outdoors Employment Survey.

statutory e.g. first aid (59%) and health & safety (50%). Over half of staff also receive technical skills training (53%)<sup>8</sup>.

The major types of **workplace** training provision are first aid, health & safety and an induction (two out of three staff receive those). Over half also have technical skills training at the workplace. **Off-site**, the emphasis is more on technical skills and management training.

Other training provision is at lower levels e.g. new technology (less than one in four on-site), supervisory (less than 15% on/off), generic soft skills (one in three off site) and languages (no more than 1% on/off site).

Table 4.3(a): Areas of training provision

	Any provision	At workplace	Off site
All training provision	(352)	(173)	(179)
First aid	<b>59%</b>	<b>68%</b>	<b>49%</b>
Technical skills	<b>53%</b>	54%	<b>51%</b>
Health & safety	<b>50%</b>	<b>66%</b>	35%
Induction	38%	<b>68%</b>	8%
Customer services	24%	33%	16%
Management	18%	13%	<b>22%</b>
All other skills	63%	59%	66%

*Base: Sector organizations providing training on or off site  
Source : Glasgow Caledonian University / SkillsActive*

#### 4.4 Analysis of Major Providers

Over three quarters of all Active Leisure and Learning Scottish organisations who have off-site training provision, use external providers (77%). Two in five use in-house providers with a similar number using either further or higher education institutions. External agencies are the main training providers across all sub-sectors. The Outdoors & Health and Fitness make proportionately more use of in-house training (approx half for both v 43% sector average).

The use of in-house training was cited by most interviewees as normal practice but it was also discussed as a 'hidden' cost, as many of the costs associated with in house training are not covered by a training budget e.g.

*“although they had no training budget as such, they firmly believe in training and that it was mostly done in-house. We don't have a training budget, but we don't not have a training budget”. Joe Gallacher of Livingwell*

Table 4.4(a): Major providers of off-site training provision

Type of provider	% provision
External provider	77%
In house	43%
FE Institution	32%
HE Institution	9%
Other providers	10%

*Base: 179 orgs providing training off-site  
Source : Glasgow Caledonian University / SkillsActive*

<sup>8</sup> Glasgow Caledonian University, *Workforce Development for the Active Leisure And Learning Sectors: Labour Market Intelligence and ICT/Distance Learning Report* (April 2004)

### 4.5 Spend on training

Nearly half (47%) of all Active Leisure and Learning organisations have a training budget. One third of all sector organisations with a budget are in Sport and Recreation but less than two in five Sport and Recreation organisations have a training budget.

Contrast that with The Outdoors. The Outdoors has fewer budget holders overall but have a much higher percentage of budget holders (68% versus 38% in Sport and Recreation) within their sub-sector e.g.

*“that when people think (I) am actually going to die if something goes wrong, this usually focuses them onto the need for training. Glenmore Lodge provides training for both local authorities and individuals. SportsScotland gives us £500,000 per year to deliver training so we take a pro-active role in promoting the need for appropriately qualified individuals throughout the Outdoor sector”* Glenmore Lodge

Table 4.5(a): Organisations with a training budget

	Numbers with a budget	Within sub-sector, % with a budget
Active Leisure and Learning	98	45%
Sport and Recreation	33	38%
Playwork	28	38%
The Outdoors	25	68%
Health and Fitness	*	*

Base: All 219 Sector organisations  
\* Cell size below 25

Source : Glasgow Caledonian University / SkillsActive

Most organizations (77%) spend less than 5% of their budget on training. A quarter spend 1%, a further fifth spend 2% with a further third spending 3 to 5%. Less than one in four spend more than 5%.

Self employed, local Government and limited companies were more likely to have a training budget than Charitable Trusts and not-for-profit organisations. In the Health and Fitness sector, some respondents indicated that sometimes they do not officially have a training budget, but that training is built into the staff development programme or is available through other routes.

Organisations with 10 or less employees are slightly less likely (41% compared with 53%) to have a training budget, whereas those in the 21-30 bracket upwards are slightly more likely to have a training budget. <sup>9</sup>

*“We try to employ people who can train so that we can then ‘train the trainer’. It is far easier to train ourselves”.* Joe Gallacher, of Livingwell

The Scottish visioning workshops indicated that the majority of training spend actually goes on ‘statutory training’ leaving little for other training.<sup>10</sup>

<sup>9</sup> Glasgow Caledonian University, *Workforce Development for the Active Leisure And Learning Sectors: Labour Market Intelligence and ICT/Distance Learning Report (April 2004)*

<sup>10</sup> SkillsActive, *SSA Visioning Workshops with SkillsActive sub-sectors in Scotland, 2005*

#### 4.6 Average number of training days

In Active Leisure and Learning organisations employees attended a median average of four training days in Scotland. This was the same for all sub-sectors except for health and fitness that had an average 5 training days. In the last 12 months employers have spent, on average, £1,000 - £4,999 on training and an average £430 per head (all employees).<sup>11</sup>

#### 4.7 Type of training

Day release was the most common mode of off-site training provision (61%). Nearly half of staff attended in afternoon/evenings. E.g.

*“it (is) important for provision to be close by the venue”.*  
Sport and Recreation

One third had block/sandwich provision. There was a relatively low take up of distance learning. This perhaps reflects the importance of hands-on training e.g.

*“whilst some elements of training could be delivered through a distance mode, you can’t learn to navigate unless you actually do it, so it isn’t worthwhile”.*  
Nigel Williams, of Glenmore Lodge

The Playwork sub-sector offered fewer block/sandwich training but more afternoon/evening provision. This perhaps reflects the nature of the Playwork sector with a high number of part time employees, who are women, often mothers whose availability is affected by work-life balance issues and partner co-operation. Thus, shorter blocks of time are often more suitable for training to ensure that they can get childcare cover.<sup>12</sup>

Table 4.7(a): Modes of attendance, off-site

	% provision
Day release	61%
Afternoon/evening attendance	47%
Block/sandwich	35%
Distance learning	17%
Other modes	12%
<i>Base: 179 orgs providing training off-site</i>	
<i>Source: Glasgow Caledonian University Survey</i>	

#### 4.8 Type of job-specific training provided away from the workplace

Of those who provided off-the-job training for their employees, The Outdoors sub-sector was most likely to do so, although across each of the sub-sectors a minimum of 80% of respondents indicated that they provide off-the-job training. This is encouraging as many of the interviewees also commented that there are hidden costs of covering staff absence when they are off-site for training, but all were still prepared to invest in their staff. Some commented that it was important to demonstrate to employees that:

*“the training would benefit the staff as well as the authority*  
Douglas Alexander, Larkhall Leisure

<sup>11</sup> SkillsActive , *Sport, Fitness and Outdoors Employment Survey 2005*, – Scottish organisations

<sup>12</sup> Glasgow Caledonian University, *Workforce Development for the Active Leisure And Learning Sectors: Labour Market Intelligence and ICT/Distance Learning Report* (April 2004)

The not-for-profit sub-sector is slightly less likely to provide this form of training. Organisations with 11-20 employees are slightly more likely to provide access to off-the-job training

#### 4.9 Main barriers to training

The Glasgow Caledonian University survey asked respondents to give the three main barriers to training encountered by them, and by their employees. The main barrier identified for both managers and employees was the inability to afford time off, identified by a third of respondents. Funding/cost (particularly for the employer) and the course location were also important barriers identified. This was also raised when talking with employers in the Highlands and Islands in 2004 where they highlighted the cost of training, especially sending staff away to the Central Belt for courses, was prohibitive – travel and subsistence alone could often outweigh course fees.<sup>13</sup> This is common across the sub-sectors and rural areas.

The “hidden” costs of replacing staff while they are away on training was also seen as an important issue by the interviewees. The practical nature and coverage requirements of many roles in the Active Leisure and Learning sector dictates that replacement cover is needed, unlike an office environment where cover can often be spread among other staff e.g. an organisation cannot be without enough lifeguards on duty, pool side.

Location of course was a particularly important issue for the Sport and Recreation, Playwork & Health and Fitness sub-sectors. Inability of the business to afford time off was more important for Playwork and The Outdoors sub-sectors.

Table 4.9(a): Main barrier to training

	Managers main barrier	Employees main barrier
Total mentions	(172)	(187)
	%	%
Time off	36%	30%
Funding/cost	31%	15%
Course location	9%	17%
<i>Base: Main barrier to training</i>		
<i>Source : Glasgow Caledonian University / SkillsActive</i>		

Another issue raised in discussions with employers in the Highlands and Islands was the lack of locally based training even when there were qualified trainers available. Although sufficient trainers was a separate issue with the need to ‘train the trainer’ highlighted.<sup>14</sup>

<sup>13</sup> SkillsActive, *Training and Staff Development in Sport, Recreation and Playwork in the Highlands*, (SkillsActive, 2004) – focus groups

<sup>14</sup> SkillsActive, *Training and Staff Development in Sport, Recreation and Playwork in the Highlands*, (SkillsActive, 2004) – focus groups

## 5. HIGHER EDUCATION PROVISION BY SUB SECTOR

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. A list of 44 different courses in sport, recreation and the outdoors was identified in an audit and the details are available in Appendix 3.

### 5.1 Applications and Acceptances into UK Higher Education

The UCAS data for Active Leisure and Learning 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 and Health & Fitness can be analysed for Scotland. Playwork and the Outdoors are presented at a UK level.

In the UK, 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. Ratios are higher in the Outdoors and Playwork.

Table 5.1(a): UK and Scotland Applications and Acceptances

	UK			Scotland		
	Applications	Accepts	Ratio	Applications	Accepts	Ratio
SkillsActive*	81,359	14,892	18%	6,550	1,164	18%
Sport & Recreation	76,310	13,981	18%	5,964	1,076	18%
Health & Fitness	22,078	3,897	18%	1,676	281	17%
The Outdoors	2,317	525	23%	*	*	18%
Playwork	262	78	30%	0	0	0
All Higher Education	2,098,710	377,544	18%	195,051	35,980	18%

Source: UCAS / SkillsActive 2004

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

The data is presented by sub sector for Scotland; where the Scottish numbers are small a UK only perspective is provided as for the Outdoors. Playwork is presented at a UK level as there are no HE Playwork qualifications. Sport & Recreation is disaggregated into coaching, management and development at a UK level, the three themes most prominent in the sub sector. There were no qualifications related to the caravan sector found.

#### 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 1,000 were accepted into Scottish institutions, a 78% increase since 1999. Approximately two thirds (66%) of the Scottish entrants were male. The gender imbalance has widened over the five year period (1999 males 59%: 41% females).

Table 5.1(b): Gender breakdown for Sport & Recreation entrants in Scottish HEIs 2004

Gender	Applications	Accepts
Male	3,836	709
Female	2,128	367
Grand Total	5,964	1,076

Source: UCAS / SkillsActive 2004

Table 5.1(c): Gender breakdown for Sport &amp; Recreation entrants in Scottish HEIs 1999

Gender	Applications	Accepts
Male	2012	355
Female	1397	249
Grand Total	3409	604

Source: UCAS / SkillsActive 2004

There are more than four fifths of learners coming from Scotland, studying Sport and Recreation qualifications in Scottish HEIs. It receives the highest proportion of EU entrants to its institutions to study the qualifications, relative to all Home Countries. Four fifths of students start their course above the 18 to 21 age band which is comparatively fewer than the other home countries that each has over 90% in that cohort.

Table 5.1(d): Applicant Region for Sport &amp; Recreation entrants in Scottish HEIs 2004

Region	Accepts	Percent
England	77	7%
Wales	*	*
Northern Ireland	43	4%
Scotland	898	83%
Other overseas	*	*
EU	51	5%
Grand Total	1,076	100%

Source: UCAS / SkillsActive 2004

Table 5.1(e): Age breakdown for Sport &amp; Recreation entrants in Scottish HEIs 2004

Age	Accepts	Percent
18 - 21	893	83%
22 - 24	85	8%
25 - 29	56	5%
30 plus	42	4%
Grand Total	1,076	100%

Source: UCAS / SkillsActive 2004

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 are presented at a UK level only.

### 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%). 8% of students originate from Scotland. 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 were approximately 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 were in the 18 to 21 age group.

### Sport and Recreation – Management

There were approximately 550 entrants on sports management courses in 2004 in the UK, 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 had approximately half of acceptances coming from three English regions. In Sports management the regions were the South East (20% of acceptances), the South West (17%) and the East Midlands (12%).

### 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. Approximately 280 students entered Scottish HEIs in 2004 to study in the sector and the data show this to be more than 4 times higher than 1999. Over six in ten (62%) of those entrants are male. Just over one quarter of entrants are over 21, this represents a comparatively older profile to the other home countries and UK as a whole, all have around 90% of students starting at 18-21 years.

Health and fitness sector is attracting a slightly higher proportion of Scottish people onto its courses compared to sport and recreation (86% to 83%).

Table 5.1(f): Gender breakdown for Health & Fitness entrants in Scottish HEIs 2004

Gender	Applications	Accepts
Male	994	175
Female	682	106
Grand Total	1,676	281

Source: UCAS / SkillsActive 2004

Table 5.1(g): Applicant Regions for Health & Fitness entrants in Scottish HEIs 2004

Region	Accepts	Percent
England	9	3%
Wales	0	0%
Northern Ireland	20	7%
Scotland	242	86%
Other overseas	*	*
EU	*	*
Grand Total	281	100%

Source: UCAS / SkillsActive 2004

Table 5.1(h): Age breakdown for Health & Fitness entrants in Scottish HEIs 2004

Age	Accepts	Percent
18 - 21	208	74.0%
22 - 24	30	10.7%
25 - 29	24	8.5%
30 plus	19	6.8%
Grand Total	281	100%

Source: UCAS / SkillsActive 2004

### The Outdoors

Over 500 students entered UK HEIs in the Outdoors 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).

Table 5.1(i): Gender breakdown for Outdoors entrants in UK HEIs 2004

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

Source: UCAS / SkillsActive 2004

Table 5.1(j): Gender breakdown for Outdoors entrants in UK HEIs 1999

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

Source: UCAS / SkillsActive 2004

The South West and North West of England accounted for the highest number of entrants onto Outdoor courses, responsible for a third of UK entrants, those originating from Scotland account for 9% of entrants.

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

Table 5.1(k): Age breakdown for Outdoors entrants in UK HEIs 2004

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

Source: UCAS / SkillsActive 2004

### Playwork

The Playwork sector is reliant on further education and private training for its provision and there is no current provision for Playwork in higher education in Scotland. There has been some provision identified in higher education across the whole UK that is examined in brief here. There are fewer entrants onto Playwork related higher education courses in 2004 than in 1999 for the UK. The entrants are predominantly female. A third of entrants onto Playwork courses are aged over 21.

Table 5.1(l): Gender breakdown for Playwork entrants in UK HEIs 2004

Gender	Applications	Accepts
Male	47	12
Female	215	66
Grand Total	262	78

Source: UCAS / SkillsActive 2004

Table 5.1(m): Gender breakdown for Playwork entrants in UK HEIs 1999

Gender	Applications	Accepts
Male	81	23
Female	226	88
Grand Total	307	111

Source: UCAS / SkillsActive 2004

## **5.2 First Destination of Leavers from Higher Education (DLHE) 2003/04**

### **5.2.1 UK**

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.

The information on graduate destinations is collected from graduates six months after graduation. The data should be handled with a degree of caution, as many graduates will not have settled into their main career by this point.

### **5.2.2 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.

### **5.2.3 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 5.2(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 5.2(b): HE Leavers, Employment share in the UK

	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.

#### 5.2.4 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%).

Table 5.2(c): Activity after leaving Higher Education in UK

	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

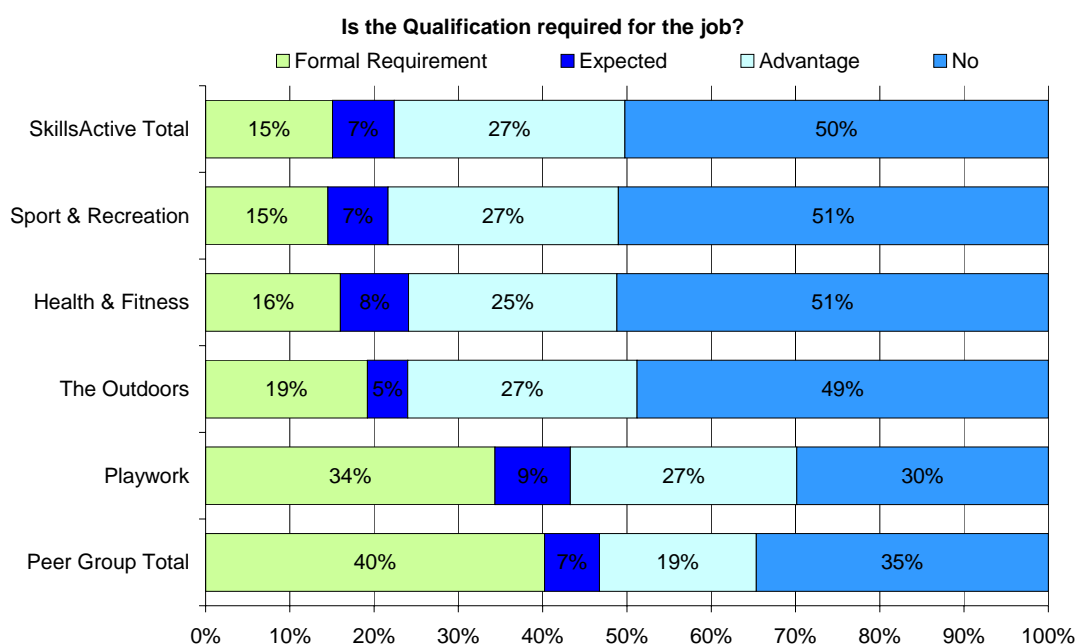
Note: All Other consists of Assumed to be unemployed, Not available for employment and Other

### 5.2.5 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 for 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. 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.

Figure 5.2(d): Whether the qualification was a necessary requirement for the job (UK)



### 5.2.6 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 are employed in either Scotland or Wales. All Playwork leavers stay in England to work. The Scotland profile is examined later.

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 5.2(e): 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

### 5.2.7 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, departments, 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. This can be explained by leavers entering other sectors such as retail, education, finance, hotels & restaurants and the public sector that tend to have larger organisations. It may also be partly attributable to larger companies generally having the resources and profile to attract graduates.

Table 5.2(f): Employer size in UK

	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

### 5.2.8 Standard Industrial Classification (SIC)

To identify the industries that are the employment destination for leavers on SkillsActive related HE courses two digit SIC codes have been used. SkillsActive’s SIC detailed footprint was outlined in Stage one of the SSA using, the more detailed, 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 by using the broader 2-digit SIC codes that the footprint falls within.

Table 5.2(g): Two-SIC code (broad industrial group) by Sector in UK

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 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).

### 5.2.9 Country of Institution : A focus on Scotland

In SkillsActive related courses, a higher proportion of HE leavers from Scottish institutions are going in to part time employment compared to the UK. As in the UK a notably higher number of leavers go into further study relative to the Peer Group Total (15% against 6%). This is relatively lower than the 29% who went into further study or training (including post graduate study, first degrees or further degrees) across all Scottish HE leavers (all courses).<sup>15</sup>

Table 5.2(h): Activity after leaving Higher Education, Scottish 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	170	50	0	30	50	40	340
Sport & Recreation	150	50	0	30	50	40	320
Health & Fitness	30	10	0	10	10	20	80
The Outdoors	*	*	*	*	*	*	*
Playwork	0	0	0	0	0	0	0
Peer Group Total	3,220	260	10	310	260	260	4,300

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

\* Sector sample less than 50 so not shown

Source: HESA/ SkillsActive

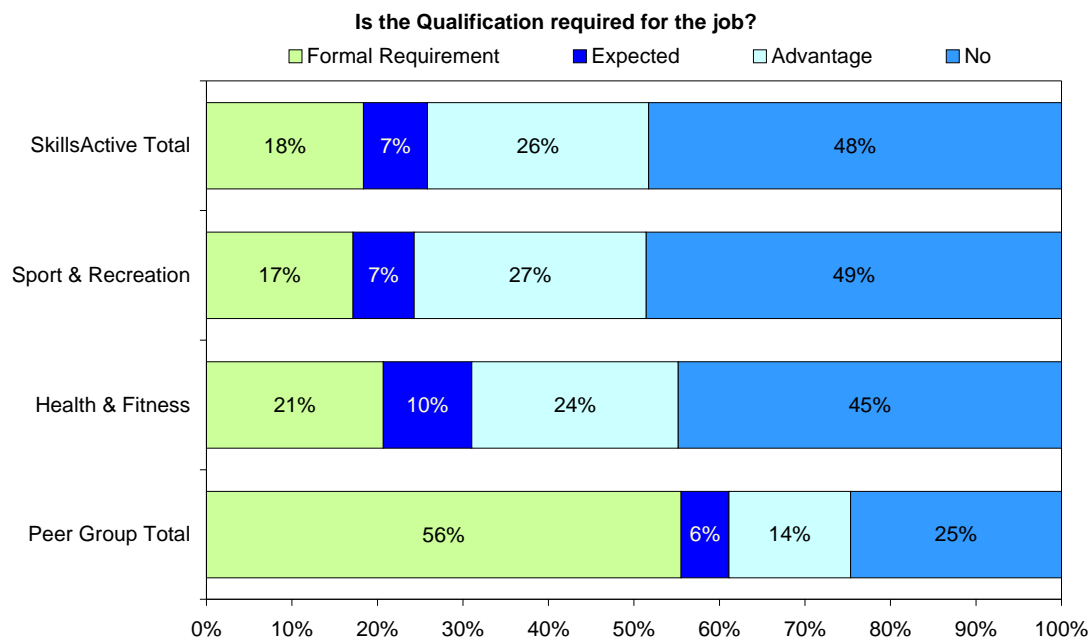
Although, overall Scotland has a similar proportion to the UK of those not requiring their qualification for the job at all<sup>16</sup> (almost half of leavers from SkillsActive relevant courses); there was a higher proportion who, as a formal requirement for the position, required it (around the one in five) – the rest of the leavers, although not needing it did gain an advantage.

The Health and Fitness sub-sector having HE qualifications as a formal requirement was notably higher at 21% in Scotland compared to 16% in the UK. Similarly, the peer group total shows that Scotland leavers' qualifications had a greater advantage in employment (56% formal requirement).

<sup>15</sup> Scottish Funding Council, *Higher Education in Scotland: Baseline Report*, (December 2005)

<sup>16</sup> They could have got the job without the qualification

Table 5.2(i): Whether the qualification was a necessary requirement to get the job (Scottish Institutions)



Approximately 8 in 10 leavers from Scottish institutions are retained in employment in Scotland with 1 in 10 working in England. This migration is, like Wales, at a higher rate than the peer group of qualifications and can be partly due to leavers returning to their domicile country or imply issues with employment opportunities in Scotland in the sector. Of those indicating their employment, 6% were overseas for the whole SkillsActive sector – double that of the UK. However, Health and Fitness only has 2% overseas as would be expected with the sub-sector generally operating in local markets.

Table 5.2(j): Employer Location from Scottish Institutions

	England	Wales	Scotland	NI	Overseas
SkillsActive Total	11%	1%	81%	1%	6%
Sport & Recreation	10%	1%	81%	1%	6%
Health & Fitness	6%	4%	85%	2%	2%
The Outdoors	*	*	*	*	*
Playwork	0%	0%	0%	0%	0%
Peer Group Total	4%	0%	93%	1%	2%

Source: HESA/ SkillsActive

Only around 50% of leavers in Scotland are entering SkillsActive related industries. Looking more closely at the sub-sectors with employment classified under those SIC codes relevant to the sector: 55, 91, 92 and 93. Sport and Recreation has nearly one-third of leavers working in a related industry (32%) whilst Health and Fitness fares better with 43% finding work in the sector. However, it should be noted that this only represents employment within 6 months of leaving the institution and may only be a temporary arrangement prior to finding a long term position.

Table 5.2(k): SIC by Sector, Scottish Institutions

Programme Title	SkillsActive Total	Sport & Recreation	Health & Fitness	The Outdoors	Playwork	Peer Group Total
{55} Hotels and restaurants	8%	8%	13%	*	0%	2%
{80} Education	10%	10%	6%	*	0%	62%
{85} Health and social work	8%	7%	15%	*	0%	12%
{91} Activities of membership organisations not elsewhere classified	0%	0%	0%	*	0%	0%
{92} Recreational, cultural and sporting activities	25%	24%	30%	*	0%	3%
{93} Other service activities	0%	0%	0%	*	0%	0%

Source: HESA/ SkillsActive

## 6. FURTHER EDUCATION PROVISION BY SUB SECTOR

### 6.1 Scottish Funding Council data – HE & FE courses carried out within FE institutions 2003-04

Information on enrolments within Scottish colleges for HE and FE courses are drawn from the online INFACT database provided by the Scottish Funding Council. This permits analysis by superclass code or by keyword within the course title. The results do not display course titles therefore an assumption has to be made that all courses containing the keyword are relevant to the sector e.g. Fitness or Playwork. Duplication with the superclass derived information has been avoided by de-duplicating those cases within the same superclass category when using the keyword search function. It is likely that the analysis is an underestimation of the numbers attending courses due to the search limitations but will provide a good indicator of enrolment composition. Enrolments can represent the same individual more than once due to some candidates participating in more than one course within the same year. Playwork results have been verified by an expert in the field of Playwork in Scotland.

A total of 18,138 enrolments were identified in 2003-04 of which 84.8% were in sport and recreation, 11.3% in health and fitness (using the keyword 'fitness' in the course title). Only 0.6% were in the outdoors (course title contains 'outdoor'). Caravans comprised the smallest proportion of 0.3% of enrolments (courses containing 'caravan' in the title).

A quarter of the enrolments came from James Watt College of Further and Higher Education who provide 13 courses in sport, fitness and the outdoors. The majority of courses in this area are delivered at the Scottish School of Sport, Exercise and Outdoor Studies – located in the grounds of the sportscotland National Centre, Inverclyde in Largs. This facility, together with the National Training Centre in Cumbrae, gives students access to some of the best sporting facilities in Scotland<sup>17</sup>. Interestingly, the high number of enrolments is not attributable to one of the 13 courses covering HNCs, HNDs and NCs but through studying “a programme not leading to a recognised qualification (including most non vocational programmes)” and the mode of study is “open learning or directed private study systems”. The college states it provides the widest choice of courses available through Open Learning in the West of Scotland.

The chart below indicates that enrolments within the Active Leisure and Learning Sector are, overall, performing below their 2000-01 levels but are on the increase. The only exception is Playwork. It experienced a peak in 2001-02 (more than doubling enrolments on the previous year) and a subsequent fall, as in the other sectors, but continued to perform above levels experienced in 2000-01.

The peak in 2001-02 was experienced across the whole Scottish FE sector (all courses in all institutions) with over half a million enrolments in that academic year and has since experienced a slight downward trend seeing 467,170 total college enrolments in 2003-04.<sup>18</sup> Although, SkillsActive, as a whole, saw a slight increase last year – counter to that seen across the FE sector - this hides a dichotomy. Health and Fitness were the only ones to see

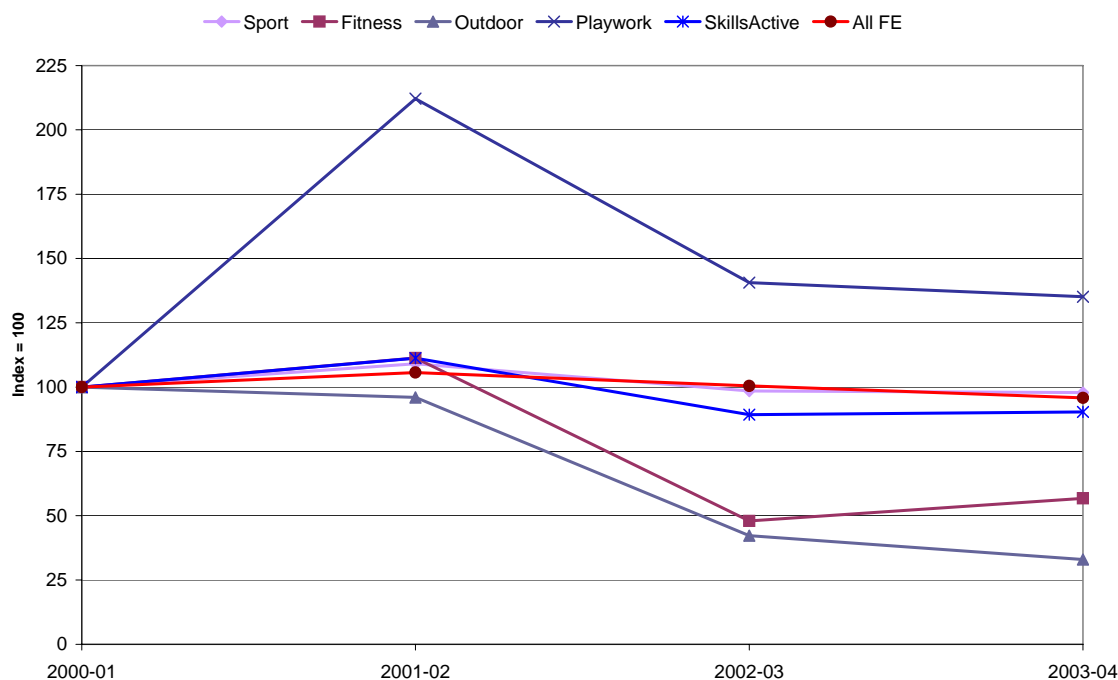
<sup>17</sup> <http://www.jameswatt.ac.uk/courses/subjects.asp?p=121> James Watt College website

<sup>18</sup> *Annual Review of the Further Education Sector in Scotland*, (September 2005), The Scottish Executive (<http://www.scotland.gov.uk/Publications/2005/10/19120345/03454> )

an increase in enrolments last year while the Outdoors saw the largest fall and was down to one third of the enrolments seen in 2000-01.

The Scottish Executive established that although there has been a fall in the number of enrolments (across the FE sector) the number of student hours has increased due to students enrolling on more intensive programmes.<sup>19</sup>

Figure 6.1(a): Total enrolments for each academic year between 2000 and 2004 by sub-



sector indexed to 2000-01  
 Source: Scottish Funding Council / SkillsActive

### 6.1.1 Awarding bodies

The awarding bodies for the courses in the active leisure and learning sector in Scotland fall into three main categories used by the INFAC database, the first two are the SQA and the category ‘other’ – each of these classifications for awarding bodies account for 29% of enrolments in the sector, and the third category ‘no awarding body’ forms just over one quarter (26%). Examining how this differs by sub-sector shows these are also the three main awarding body categories in sport and recreation: ‘other’ (30% of sport and recreation enrolments), ‘no awarding body’ (28%) and SQA (22%). For all other sectors (except Caravans) SQA is the main awarding body (accounting for 100% in Playwork).

The Caravan industry has the Oatridge Agricultural College as the sole awarding body for the enrolments identified in this sector. Qualification aims for the caravan industry only appear in the academic years 2003-4 and 2002-3 but are not present prior to that as far as the data goes back. They are also found in one college each time implying it is fulfilling a local need identified by the industry or college. In 2003/4 the enrolments were classified under ‘Amenity / horticulture / SprtsGr’. The qualitative interviews with caravan organisations indicated a tailored LPG course at Lauder College<sup>20</sup>, however, this would not have appeared in results due to the database search using ‘caravan’ as the keyword.

<sup>19</sup> Annual Review of the Further Education Sector in Scotland, (September 2005), The Scottish Executive (<http://www.scotland.gov.uk/Publications/2005/10/19120345/03454>)

<sup>20</sup> Visioning Workshops with Caravan Employer Experts in Scotland, 2005, SkillsActive

Apart from SQA, fitness mainly falls into 'other' (30% of enrolments) and this is partly attributable to the search limitations for the data (fitness activities come in a variety of guises, e.g. pilates, gym instructor), not all activities will have been captured by the search word 'fitness' and are therefore hidden within the sport sub-sector.

Table 6.1(b): Enrolments by Awarding bodies for each sub-sector in Scottish colleges

	SQA	City & Guilds	HEI	College	No Awarding Body	Other	Total
Caravan	0 0%	0 0%	0 0%	53 100%	0 0%	0 0%	53 100%
Fitness	1,114 54%	0 0%	0 0%	67 3%	260 13%	605 30%	2,046 100%
Outdoor	108 95%	0 0%	0 0%	0 0%	0 0%	* 5%	114 100%
Playwork	535 100%	0 0%	0 0%	0 0%	0 0%	0 0%	535 100%
Sport	3,416 22%	29 0%	* 0%	2,961 19%	4,373 28%	4,576 30%	15,379 100%
SkillsActive	5,173 29%	29 0%	* 0%	3,081 17%	4,633 26%	5,187 29%	18,127 100%

\*cell size below 25

### 6.1.2 Funding

The main source of financing for courses came from the Scottish Further Education Funding Council. Fitness and Playwork also had financing from "Cost Recovery: Other, including Employers in UK Industry/Commerce (ie includes PICKUP type programmes<sup>21</sup>)" and Sport also had some through "Cost Recovery: Scottish Higher Education Institution".

The main sources for student fees within the active leisure and learning sector are 'fee waiver – low income with no benefits' (23%), 'Fee waiver – cost borne by college' (20%) and 'self financing student (home rate, includes EU)' (18%).

Sport and recreation reflects the findings for the SkillsActive sector as a whole. In caravans the main source for student fees accounting for more than three-quarters of enrolments was UK Industry and Commerce and the rest split evenly between 'self finance' and 'fee waiver – cost borne by college' (both 11%). Playwork had almost half of enrolments with student fees financed by "UK Industry and Commerce" and "EU funding" (17%) and "self finance" (11%) were the only other sources to feature strongly. The Outdoors had 7 in 10 enrolments fall under 'fee waiver – full time non-advanced' and over one-fifth from "Scottish Local Authority Bursary". Fitness has a relatively high proportion of enrolments with student fees coming from the "SAAS" (26%) whilst the two other main areas of student fees come from 'fee waiver – full time non-advanced' (21%) and self financing (16%).

### 6.1.3 Gender

The active leisure and learning sector has quite an even male to female ratio of enrolments (53% males, 47% females). A similar composition occurs in sport and recreation and health and fitness. Playwork is the only sub-sector dominated by females (90% of enrolments) and the Outdoors and Caravans are mainly male oriented (76% and 68% respectively).

<sup>21</sup> PICKUP (Professional, Industrial and Commercial Knowledge Updating) was a scheme that ran from 1987 to 1989. It was a funding scheme accessible by Higher Education Institutions to support specific short term development projects meeting the specific vocational needs of employers and employees.

Table 6.1(c): Gender of enrolments by Sector

	Male	Female
Caravan	68%	32%
Fitness	59%	41%
Outdoor	76%	24%
Playwork	10%	90%
SportDer	53%	47%
SA	53%	47%

Overall, females are mainly enrolled in other OL or DPStudy<sup>22</sup> (34%), evenings + weekends (25%), other part time day programme (18%), full time (12%). Males are mainly in full time (29%), other OL or DPStudy (22%), other part time day programme (21%), evenings and weekends (13%).

#### 6.1.4 Mode of attendance

The charts below show the mode of attendance for courses by sub-sector. The modes of attendance break down as follows:

<p><b>College based</b></p> <ul style="list-style-type: none"> <li>• <i>Full-Time</i></li> <li>• <i>Part-Time, but previously met old full-time criteria</i> Programme that does not meet the new full-time criteria but meets the old full time/sandwich programme criteria. Must be greater than 18 weeks in length, consisting of at least six half days.</li> <li>• <i>Short full time</i> Self contained full time programme, i.e. one not supplemented by other periods of study of 18 weeks duration or less.</li> </ul> <p><b>College based - employer release</b></p> <ul style="list-style-type: none"> <li>• <i>Block release</i> Programme for which students are released by their employer for periods of full time attendance.</li> <li>• <i>Part time (day release)</i> Programme for which students are released by their employer for part of the week.</li> </ul> <p><b>Flexible (in college) – carry out in own time, able to fit around work</b></p> <ul style="list-style-type: none"> <li>• <i>Other part-time day programme</i> Also includes day programmes in which periods of evening or twilight study form an integral part of the programme.</li> <li>• <i>Evenings only and weekends</i> Programme held only in evening or twilight sessions or at weekends.</li> <li>• <i>College based private study</i> Programme designed for private study in College with some tutorial assistance (eg programmes using language laboratories, or computer equipment etc).</li> </ul> <p><b>Flexible – classroom attendance not planned</b></p> <ul style="list-style-type: none"> <li>• <i>Assessment of work based learning</i> Provision for assessment of Work Based Learning (AWBL).</li> <li>• <i>Distance learning</i> Programme designed for study by correspondence, although they may involve study weekends/summer schools etc.</li> </ul>
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<sup>22</sup> Other OL or DPStudy = Other open learning or directed private study systems

- *Locally based learning*  
Programme designed mainly for study at home, though with some tutorial visits to College.
- *Other open learning or directed private study systems*
- *Flexible learning*  
Programme designed to be studied flexibly with varying patterns of attendance which could include day, evening and/or home/distance learning.

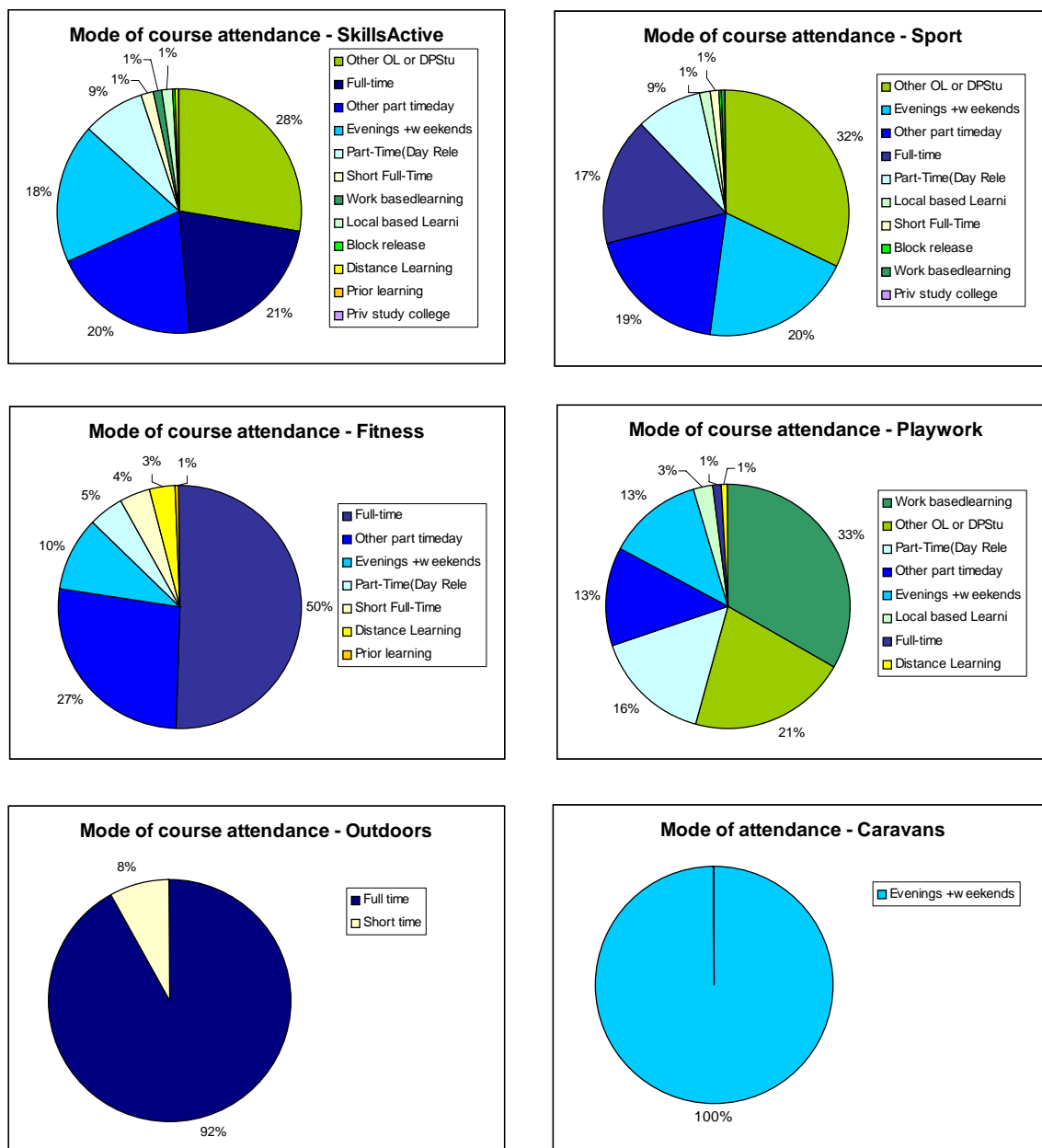
'Other open learning or directed private study systems' is the main form of attendance for the Active Leisure and Learning sector as a whole (28% of enrolments) and is only present in Sport (32%) and Playwork (21%). The former has been heavily influenced by the enrolments in James Watt College as examined earlier in this section. Full time courses in Active leisure and learning are the next most popular mode of attendance with one in five enrolments (21%). The only sub-sectors to have students mainly involved in full time provision are fitness (50%) and the outdoors (92%). 'Other part time day programme<sup>23</sup>' and 'evenings & weekends' feature across all sub-sectors (except outdoors) highlighting the need to provide flexible learning to those working in our sector. Caravan enrolments have no full time study with 100% of enrolments in 'evenings and weekends' whilst Playwork has very few on full time courses (1%).

Work based learning does not feature strongly within the SFC data for SkillsActive except for Playwork where it is the main mode of attendance, a third of enrolments. This accounts for the 71% of females who are enrolled on these types of courses. However, work-based learning is often not assessed and may therefore be taking place elsewhere and is not obvious.

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<sup>23</sup> Other part-time day programme = Also includes day programmes in which periods of evening or twilight study form an integral part of the programme

Figure 6.1(d): Enrolments by Mode of attendance for each sub-sector



### 6.1.5 Age

The active leisure and learning sector enrolments mainly come from the 25-59 age cohort with two in five falling into that category. The sub-sectors Playwork, Caravans and Sport all have the highest representation in this age group (68%, 61% and 42% respectively). In contrast, the Outdoors and Fitness have the majority of enrolments aged between 16 and 18 years (49% and 30%), although fitness is distributed quite evenly amongst the three age groups between 16 and 59. The lack of under 16 enrolments is notable in Caravans, Playwork and the Outdoors. Caravan studies are all adult learning with no enrolments under 19 years.

Table 6.1(e): Age of enrolments by subsector

	under 16	16-18	19-24	25-59	60-64	65 & over	OVERALL
Caravan	0%	0%	9%	61%	14%	16%	100%
Outdoor	4%	49%	30%	17%	0%	0%	100%
Playwork	1%	8%	19%	68%	2%	2%	100%
Fitness	15%	30%	28%	26%	1%	1%	100%
Sport	19%	19%	15%	42%	2%	3%	100%
SkillsActive	18%	20%	16%	41%	2%	3%	100%

### 6.1.6 Ethnicity

The ethnicity of enrolments represents that of the population with a dominant white background. Playwork and Fitness are the only sectors to indicate a more diverse ethnic representation. This varies to findings in Stage 1 when examining the workforce where Sport was the most diverse relative to the other sub-sectors which implies they are taking alternative routes to academic ones to enter the sector or not receiving training.

Table 6.1(f): Ethnicity of enrolments by sub-sector

	Information refused/not known	White	Other	Indian	Pakistani	Bangladeshi	Chinese	Black Caribbean	Black African	Black Other	Total
Caravan	0%	100%	0%	0%	0%	0%	0%	0%	0%	0%	100%
Outdoor	4%	96%	0%	0%	0%	0%	0%	0%	0%	0%	100%
Playwork	6%	90%	1%	1%	2%	0%	1%	0%	0%	0%	100%
Fitness	4%	91%	1%	1%	1%	0%	1%	0%	1%	1%	100%
Sport	3%	96%	0%	0%	0%	0%	0%	0%	0%	0%	100%
SkillsActive	3%	96%	1%	0%	0%	0%	0%	0%	0%	0%	100%

### 6.1.7 Level of qualification

The qualification aims (type of course studied) have been grouped together to fit the S/NVQ or equivalent levels 1 to 4 in the table below to allow comparisons to be made across stage 2 reports for the SSA. It is recognised that there is the SCQF and a table in Appendix 5 provides this data. Enrolments for SkillsActive mainly fall into the 'other' category which covers the two qualification aims of 'any other recognised qualification' and 'a programme not leading to a recognised qualification (including most non vocational programmes)'. The sub-sectors Caravans, Sport and Fitness have a majority of their enrolments falling within other, particularly the former two sub-sectors.

Enrolments at level 4 are low except in Fitness that appears to have the largest proportion of participants at this level with just under one-third. Outdoors and Playwork both have nearly two in five enrolments on level 3 courses and together with level 2 these form the main enrolments for Playwork. This largely fits with the availability of SVQs examined later. The SFC examined HE level (SVQ level 4 equivalent) for just the sport, games and recreation superclass category and showed the net change between 2002-03 and 2003-04 was an increase of 4.9% - the 4<sup>th</sup> highest net change of all subject superclass categories.<sup>24</sup>

Apart from Playwork there appears to be a gap for the Active Leisure and Learning sub-sectors at Level 2 and also at level 3 (excluding the Outdoors) with a lack of enrolments at these levels. At entry level 1 or below the Outdoors has nearly half of enrolments taking this level and Fitness has nearly one-quarter. Enrolments at this entry level are lacking in all other sub-sectors, however, sport has introduced a SVQ level 1 which will provide an introduction to sport and a basis for entering the Active Leisure and Learning Sector for sport, fitness and the outdoors in future.

<sup>24</sup> Scottish Funding Council, *Higher Education in Scotland: Baseline Report*, (December 2005)

It may be that the gaps identified within levels are in fact hidden under the 'other' category.

Table 6.1(g): Enrolments by SVQ or equivalent level for each sub-sector

	Level 4	Level 3	Level 2	Level 1 or below	Other	Total
Caravan	0%	0%	0%	0%	100%	100%
Fitness	31%	10%	3%	23%	33%	100%
Outdoor	0%	38%	10%	47%	5%	100%
Playwork	2%	39%	48%	6%	6%	100%
Sport	9%	9%	2%	7%	73%	100%
SkillsActive	11%	10%	4%	9%	66%	100%

### 6.1.8 Work Based Learning

The SkillsActive sector had 243 enrolments, 71% female and 29% male. Assessed work based learning took place in sport (61 enrolments) and Playwork (182). The Playwork sector's main enrolments were in work based learning (33%) and the composition reflects the female oriented sector (88% female, 12% male). Sport showed a high level of male enrolments relative to the composition of the sector with 80% of work based learning undertaken by males and 20% female. They were all white except for 5% where the information is unknown.

Overall, assessed work based learning took place at SVQ Level 2 (54% of work based learning enrolments), SVQ Level 3 (44%) and in 'Other non-advanced certificate' (2%). As noted earlier, it should be borne in mind this is not the full extent of work based learning in the sector but is that assessed under FE.

## 7. FE PERFORMANCE IN QUALIFICATIONS

It has been possible to focus on some types of qualifications and provide more detail on entries and results below.

### 7.1 HNC/D Statistics (may sit better under sector specific sections)<sup>25</sup>

Using SQA's Superclass title of **Sports, Games and Recreation** we can get an idea of the number of HN unit entries for this area to provide an overview.

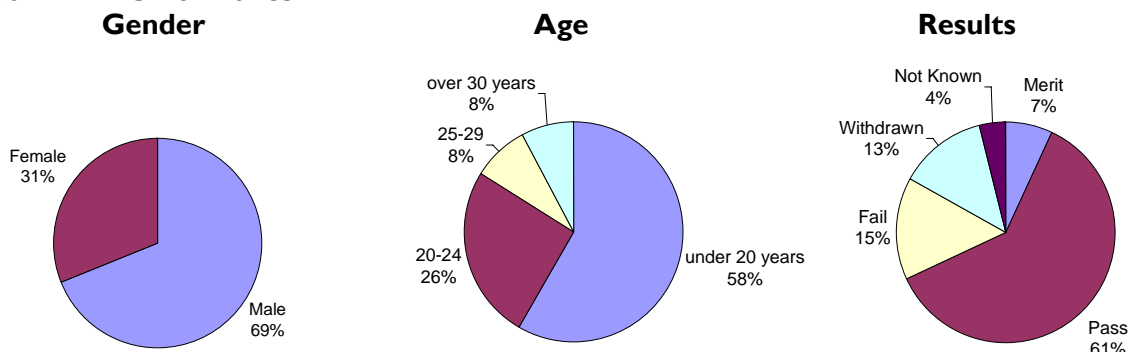
To be more specific we need to look at entries and awards (gender statistics have been included where known) for particular HNC/Ds. The awards to entries ratio (ie pass rates) are quite low in some areas and the gender statistics show some interesting facts e.g. females usually do a lot better than males in awards – this is particularly the case in HND Sports Therapy where 56% entries in 2004 were female but 72% of awards were to females).

<sup>25</sup> Brian Keegan, *Report on courses*, (October 2005)

**HN Unit Entries for Sport, Games and Recreation by selected years:**

**2001 – 6,848; 2003 – 8,409; 2004 – 9,641** (increase of 15% in 2004)

**2004 – HN Unit Entries**



The tables below show a selection of HNC/Ds in the Sport, Games and Recreation area. Performance is variable across subject areas with ‘HNC Sports Coaching with Sports Development’ and ‘HND Sports Therapy’ performing comparatively better in the courses examined with a rate of 60% and 61% respectively. The latter improving from 41% on the previous year. However, there others are performing poorly notably ‘HND Fitness, Health and Exercise’ with pass rates of 38% and 27% in 2003 and 2004, respectively. The reasons behind this need further investigation and the courses re-evaluated as they may not be the most effective form of study for the sector.

- **HNC in Fitness, Health and Exercise – 15<sup>th</sup> in SQA’s top 50 HNCs in 2004; 20<sup>th</sup> in 2003**

	N	Male	Female
<b>2004</b>			
Entries	260	60%	40%
Awards	115	56%	44%
<b>2003</b>			
Entries	214	54%	46%
Awards	109	51%	49%

Source: SQA/Brian Keegan – Report on courses (October 2005)

**(NB\*\* Pass rates low 2003/04)**

- **HNC Sports Coaching with Sports Development – 18<sup>th</sup> in SQA’s top 50 HNCs in 2004; 15<sup>th</sup> in 2003**

	N	Male	Female
<b>2004</b>			
Entries	210	82%	18%
Awards	125	-	-
<b>2003</b>			
Entries	262	77%	23%
Awards	161	71%	29%

Source: SQA/Brian Keegan – Report on courses (October 2005)

- **HND Sports Coaching with Sports Development – 8th in SQA’s top 50 HNDs in 2004; 3rd in 2003**

	N	Male	Female
2004			
Entries	415	78%	22%
Awards	186	69%	31%
2003			
Entries	618	76%	24%
Awards	222	72%	28%

Source: SQA/Brian Keegan – Report on courses (October 2005)

**(NB\*\* Pass rates low 2003/04)**

- **HND Fitness, Health and Exercise – 10th in SQA’s top 50 HNDs in 2004; 20th in 2003**

	N	Male	Female
2004			
Entries	281	64%	36%
Awards	77	62%	38%
2003			
Entries	282	61%	39%
Awards	107	53%	47%

Source: SQA/Brian Keegan – Report on courses (October 2005)

- **HND Sports Therapy – 26th in SQA’s top 50 HNDs in 2004; 22nd in 2003**

	N	Male	Female
2004			
Entries	119	44%	56%
Awards	72	28%	72%
2003			
Entries	157	41%	59%
Awards	65	48%	42%

Source: SQA/Brian Keegan – Report on courses (October 2005)

- **HND Leisure Management – 43rd in SQA’s top 50 HND’s in 2003 outside top 50 in entries but 43rd in awards 2004;**

	N	Male	Female
2004			
Entries	-	-	-
Awards	29	59%	41%
2003			
Entries	63	62%	38%
Awards	37	54%	46%

Source: SQA/Brian Keegan – Report on courses (October 2005)

A number of HNC/Ds in this area are being reviewed and these reviews will have to be taken into account when developing a new suite of NCs. The market analysis and consultation results should inform SQA’s NC development process. The **HN Review**

**process** has led to some changes and updating which is well on track in this area. The HNC Sport and Recreation Management was validated in April 2004 with the HND due for implementation in August 2005. The revised version of the HNC/D in Sports Coaching is on track for a December 2005 validation and implementation in April 2006. The HNC/D Sports Therapy was on track to validate May 2005 with implementation in August 2005.

## 7.2 Scottish Vocational Qualifications (SVQ)

The SVQ is a qualification set by industry and below we examine its presence in Scotland using Scottish Qualification Authority (SQA) data. It assesses working skills under workplace conditions. Although mostly in the workplace when working towards an SVQ, attendance at an FE college or training provider may be required to be taught some of the theory underpinning the SVQ. There is no formal exam but assessment regularly in the workplace. It will normally take between 18 months and two years to obtain an SVQ level 3 and one year to obtain an SVQ level 2. However, there are no time limits on obtaining one.

The England, Wales and Northern Ireland equivalent NVQ can also be taken in Scotland but are not examined here. The focus is on certifications but it should be noted that as of July 2005 there were 1,034 current entrants for SVQs in the Active Leisure and Learning Sector for 11 qualifications, with some candidates having entered in 2001 and 2002. The qualifications currently available are indicated below.

### SVQ Level 1

SPORT	Sport, Recreation and Allied Occupations
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### SVQ Level 2

SPORT	Sport, Recreation and Allied Occupations: Activity Leadership
	Sport, Recreation and Allied Occupations: Coaching, teaching and instructing (Rugby Union)
	Sport, Recreation and Allied Occupations: Operational Services
FITNESS	Sport, Recreation and Allied Occupations: Instructing Exercise and Fitness
PLAYWORK	Playwork

### SVQ Level 3

SPORT	Sport, Recreation and Allied Occupations: Coaching, teaching and instructing (Coaching Adults and Children Association Football)
	Sport, Recreation and Allied Occupations: Operations and Development
OUTDOORS	Outdoor Education, Development Training, Recreation: Outdoor Education
	Outdoor Education, Development Training, Recreation: Recreation
	Outdoor Education, Development Training, Recreation: Development Training*
PLAYWORK	Playwork

\*There are certifications or entrants for this title from 2000 until July 2005, the course at the time of writing is accredited until 31 July 2006

When examining the figures for SVQs by sector it should be borne in mind that these are affected by the number of qualifications available as shown in the table above. The SVQs that currently exist and are relevant to Active Leisure and Learning were identified and tracked back to 2000. The first evidence of level 2 certifications for course titles in our sector begin in 2004 and Level 1 certifications in 2005. It is difficult to provide longitudinal analysis due to the changing courses titles and although some of these qualifications began in

the last few years it does not mean a different SVQ relevant to the sector did not exist prior to this.

Table 7.2(a): Number of certifications in 2004 and current entrants as of July 2005

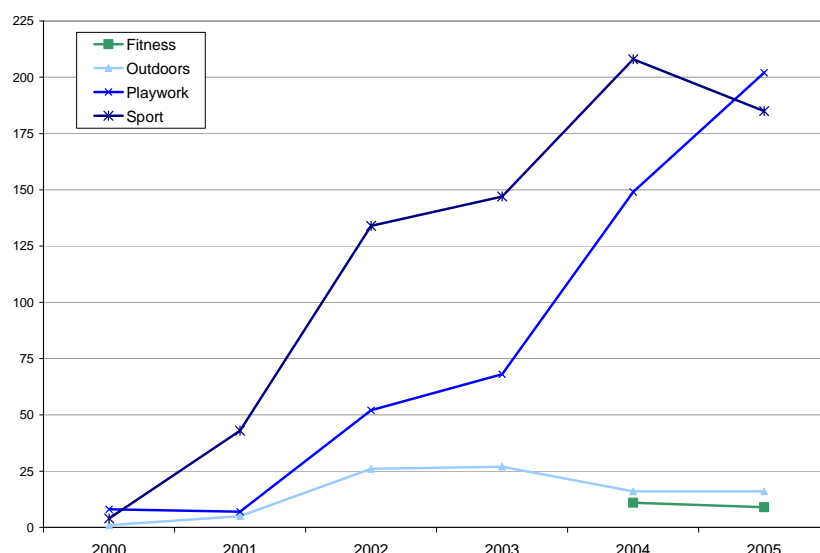
Sector	2004 (Certifications)	2005 Current (Entrants)
Fitness	*	105
Outdoors	*	27
Playwork	149	513
Sport	208	389
Grand Total	384	1034

\* cell size below 25

Source: SQA/SkillsActive

The number of certifications in 2004 were highest in sport but as of July 2005, the highest level of entrants for SVQs was in Playwork, almost one third higher than Sport. In fact Playwork has experienced the highest rate of growth in certifications year on year since 2000. It more than doubled in 2004 whilst Outdoors saw a fall of two-fifths in 2004 certifications.

Figure 7.2(b): Number of certifications in SVQs by sub-sector, 2000-5



Source: SQA/SkillsActive

There are limitations in examining levels of certifications due to the limited number of actual qualifications available. Up until 2003 only the SVQ Level 3 course titles identified here were available and the SVQ Level 1 only began in 2005. However, although Level 2 only began in 2004 it is already outperforming Level 3 certifications at July 2005 forming 65% of 2005 certifications to date. Over half of Level 2 certifications in 2005 are in Playwork (51%), 46% in Sport.

### 7.2.1 Age

Examining all certifications and entrants as a whole between 2000 and 2005 there are some clear dominant age groups studying SVQs within the sectors: Sport – 16-18 years; Outdoors – 19 to 24 years; Fitness – 25 to 34 years and Playwork – 35 to 59 years. The table below shows certifications for 2004 which reveal a slightly younger profile for the Outdoors and Health and Fitness that year.

Table 7.2(c): Age profile of 2004 Certifications

Sector	16-18	19-24	25-34	35-59	Grand Total
Fitness	9%	36%	36%	18%	100%
Outdoors	44%	38%	13%	6%	100%
Playwork	3%	18%	21%	58%	100%
Sport	71%	26%	1%	1%	100%
Grand Total	41%	24%	10%	24%	100%

Source: SQA/SkillsActive

### 7.2.2 Gender

The sub-sectors have clear gender ties, the Outdoors and Sport SVQ certifications are male-dominated whilst Playwork and Fitness are female dominated (Health and Fitness is to a lesser extent). Through examining the current SVQ entrants and comparing the gender composition to certifications it is possible to get an indication of whether performance could be a factor. This infers females may not be performing as well in the Outdoors and Sport. This does contradict the earlier findings with HNC/HNDs but may be attributable to a higher vocational content in SVQs.

Table 7.2(d): Gender composition of certifications compared to that of entrants

Sector	2004 certifications		2005 entrants	
	F	M	F	M
Fitness	64%	36%	66%	34%
Outdoors	19%	81%	37%	63%
Playwork	94%	6%	91%	9%
Sport	9%	91%	19%	81%
Grand Total	44%	56%	60%	40%

Source: SQA/SkillsActive

## 7.3 Apprenticeships

There were a total of 544 apprenticeships in Active Leisure and Learning for 2004-05 and 92% were in Scottish Enterprise regions. Three quarters of all apprenticeships were Skillseekers and the rest were Modern Apprenticeships.

There were 41 apprenticeships in the Highlands and Island Enterprise (HIE) area and are therefore too small to cover in detail. This section shall mainly focus on the Scottish Enterprise area following a brief overview of HIE.

### 7.3.1 Highlands and Island Enterprise (HIE)

All apprenticeships in HIE have been in sport levels 2 and 3 until 2004-05 when Playwork level 2 appears. The schemes have been male dominated in active leisure and learning with white, aged 16-18 year olds. None of the entrants have been aged over 24 years. 2004-05 figures represented an increase of over a third in the number of apprenticeships since 2002-03<sup>26</sup>.

### 7.3.2 Scottish Enterprise – Skillseekers<sup>27</sup>

The Skillseeker apprenticeships fall into two groups 16-18 years and 19+ years. In total there were 313 Skillseekers in the Scottish Enterprise area 2004-05 falling into 3 main sub-

<sup>26</sup> Data courtesy of Highlands and Islands Enterprise

<sup>27</sup> Data courtesy of Scottish Enterprise

sectors of fitness, Playwork and sport and are mainly at level 2. The awarding bodies covered are SQA, City & Guilds and OCR. The achievement rate for schemes is measured by achievers as a proportion of leavers. SkillsActive had a rate of 60% in 2004-05 and relative to this Fitness under-performed at 43% and sport performed above the sector at 66%.

Table 7.3(a): Skillseeker figures for 2004-05 by sub-sector

	Starts	Leavers	Achievers	In training	Achievement rate
Fitness	44	63	27	-	43%
Playwork	26	25	-	26	-
Sport total	307	225	149	272	66%
SkillsActive Total	377	313	188	316	60%

Source: Scottish Enterprise/SkillsActive

The table below shows the overall performance of SkillsActive in terms of the two Skillseeker programmes 16-18 years and 19+ years. The relatively poorer performance in 19+ Skillseekers can be connected to the predominance of health and fitness apprentices on the programme, who were shown to underperform in the table above.

Table 7.3(b): Skillseeker figures for 2004-05 by programme

	Starts	Leavers	Achievers	In training	Achievement rate
16-18	329	245	159	33	65%
19+	48	68	29	-	43%

Source: Scottish Enterprise/SkillsActive

The separate achievement rates of male and females vary across sub-sector. Overall, males are outperforming females achieving a rate of 65% compared to 41%. The only sector where females are faring better is in Playwork. Females appear to be having the most problems in fitness with a rate of only 31%. Whereas, sport has the highest performance across gender and sub-sectors.

Table 7.3(c): Gender comparison of Skillseeker achievement rates by sub-sector, 2004-05

	F	M	Total
Fitness	31%	55%	43%
Playwork	50%	33%	-
Sport total	-	67%	66%
Grand total	41%	65%	60%

Source: Scottish Enterprise/SkillsActive

In terms of who are taking the apprenticeships it follows a similar pattern to earlier findings with Sport who are male dominated, Playwork is mainly female and fitness is roughly evenly split with a slight leaning towards females. Fitness is the only sub-sector to see its composition change when examining achievers due to the poor achievement of females. In terms of ethnicity there is little diversity as apprentices are more than 90% white where known.

### 7.3.3 Modern Apprenticeships (MA)<sup>28</sup>

There are three MA programmes in Scotland that cover 16-18 year olds, 19-24 years and 25 plus years. The main area of study is 16-18 years followed by 19-24 years. Although there

<sup>28</sup> Data courtesy of Scottish Enterprise

were some starts in MA 25 + there were no leavers and achievers as they all appear to be in training so are not examined here. The low absolute number of achievers in MA 19-24 does not allow us to examine the programme in detail. However, it can clearly be seen that the MA 16-18 programme performs well achieving a rate of 72%. Overall, across all MAs SkillsActive's achievement rate matches that for Skillseekers of 60%. Two years ago, the completion rate for apprenticeships across all industries was woefully low at about 31%. Overall, (apprenticeships in all sectors) completion rates in Scotland are 20 percentage points higher than in England. Scotland compares favourably with other European countries, apprenticeship systems in Denmark, the Netherlands and Germany record completion rates of between 60% and 75%<sup>29</sup>.

Table 7.3(d): Modern Apprenticeship figures 2004-05

	Starts	Leavers	Achiever	In training	Rate (achiever/leaver)
MA 16-18	79	118	85	64	72%
Grand Total	126	159	95	117	60%

Source: Scottish Enterprise/SkillsActive

All the MAs are level 3 in sport and recreation and the awarding bodies are SQA and City & Guilds. Over 85% of leavers and achievers were male and had an achievement rate of 66%. In terms of ethnicity over 95% were white.

A Modern Apprenticeship for Playwork is under review.

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<sup>29</sup> The Guardian, 'Lack of apprentices causes concern', (11 Oct 2005)  
(<http://education.guardian.co.uk/egweekly/story/0,5500,1588819,00.html>)

## 8. PRIVATE PROVISION

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. An analysis of governing body and awarding body data can provide an indication of the level and composition of private provision. However, this is dependent on data collection. The SkillsActive research did not cover the Scottish Governing bodies<sup>30</sup>, the Scottish provision within UK governing bodies cannot be derived and similarly with the awarding bodies that cover Scottish private provision. Similarly as there is no central funding for governing body courses/qualifications as there is in England it is very difficult to tell how many courses have taken place or coaches qualified.

Although the data on numbers is unavailable the type of provision within these areas is presented below and within the sector specific reports (see Section 11).

### **Governing Body provision**

Governing bodies concentrate on the technical and sports specific elements of becoming a coach. The bulk of their training provision is coach education and requires tutors and assessors. Skilled coaches at all levels are essential and **sportscotland** has a target to have 9,200 qualified coaches and 240 coach educators trained within the Scottish Governing Bodies.

In addition **sportscotland** and Sports Coach UK offer a Coach Development Programme of workshops including:

- What is sports coaching?
- How to coach sports effectively
- How to coach sports safely
- How to coach children in sport
- How to coach disabled people in sport
- How the body works in sport

There is an additional series of workshops under the banner of "Develop Your Coaching" and coaching issues workshops to raise awareness.

All workshops are arranged across Scotland by either local authorities or regional sports development groups.

### **Governance**

"The better the management of Scottish governing bodies – the greater their ability to deliver sport"

The Scottish governing bodies receive training from **sportscotland** via the Modern Sport programme introduced in 2003 which was designed to assist them in developing their structures to deliver through professional management, solid strategic planning, human resources practices and by education and training. The process starts with an audit of the

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<sup>30</sup> Governing bodies of sport are voluntary organisations, some of whom have a small professional staff. For this reason it is sometimes difficult to glean information from them about the numbers of people involved in various activities and their training courses. Data collection and information about the number of qualified and active coaches is difficult to find.

current situation within the governing body and implements recommendations to strengthen the governing body.

As part of this Modern Sport programme, **sportscotland** runs an education and training programme called Training Matters supporting governing body personnel, both paid and voluntary, in legal, financial, governance, and management matters.

Other education and training delivered by **sportscotland**, sometimes in partnership with other organisations:

- Child Protection in partnership with Children 1st
- Equity – to give greater understanding about issues of diversity and accessibility
- Running Sport – a series of workshops that help volunteers to run sports clubs.
- TOP programmes - to assist primary schools and community organisations to support children in increasing their physical activity and skills
- Managing volunteers
- In addition, it operates a Help for Clubs website.

The courses above are designed to meet a specific need and is therefore quite variable in terms of availability and quality. **sportscotland** have implemented their own quality assurance system but the courses are not based on the National Occupational Standards, accredited or on the Scottish Credit and Qualifications Framework. This raises issues on the transferability of training and quality that the, mainly volunteers, receive.

## 9. PERCEPTIONS OF EMPLOYERS

A UK wide 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

### 9.1 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%

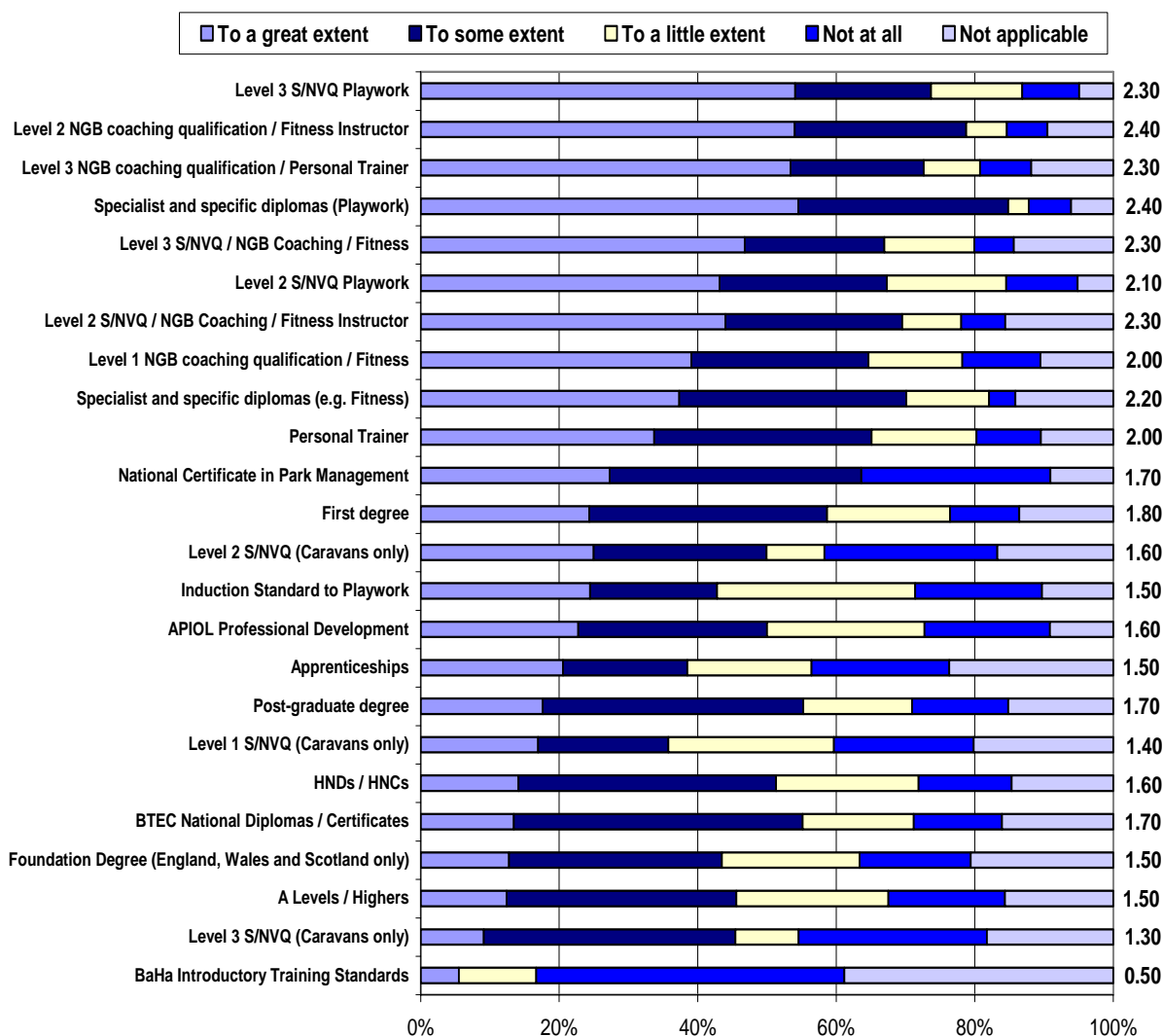
Source: SkillsActive 2005 Employer Training Survey

### 9.2 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>317</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



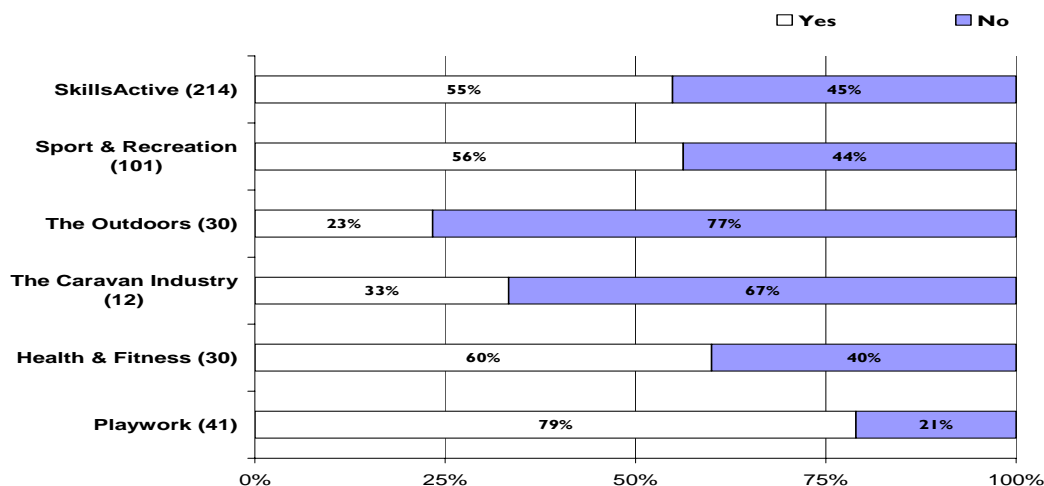
Source: SkillsActive 2005 Employer Training Survey

### 9.3 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>31</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

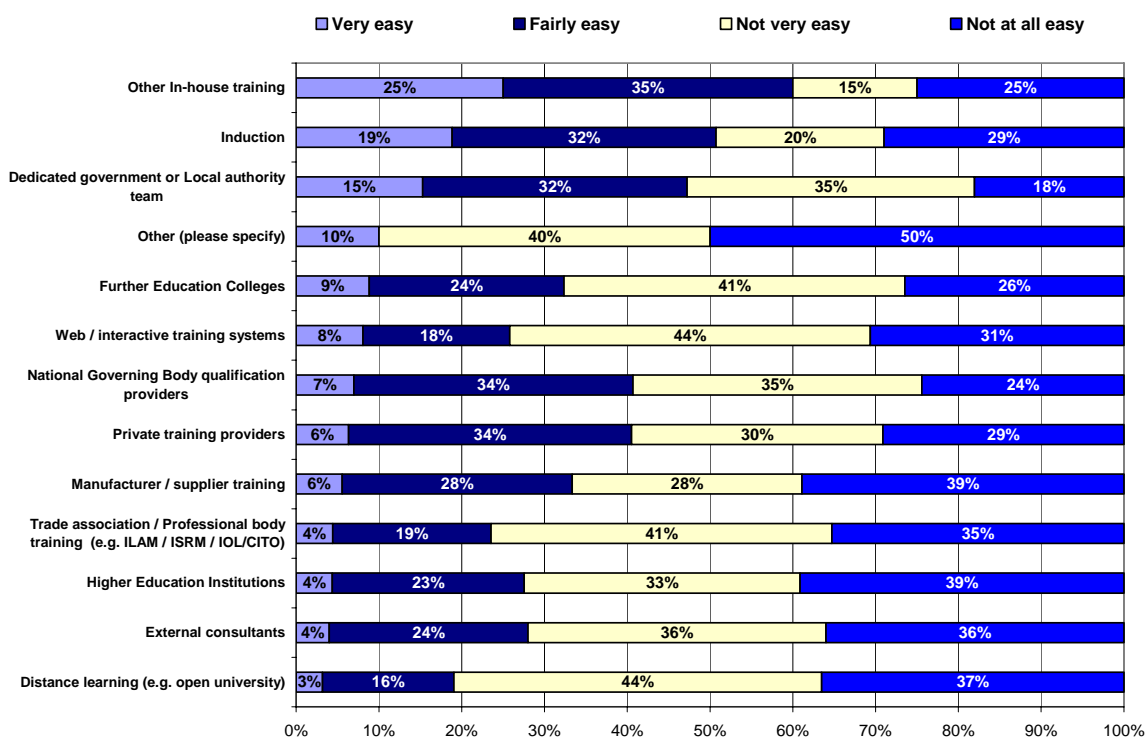
Figure 8.3 a): Access to funding



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

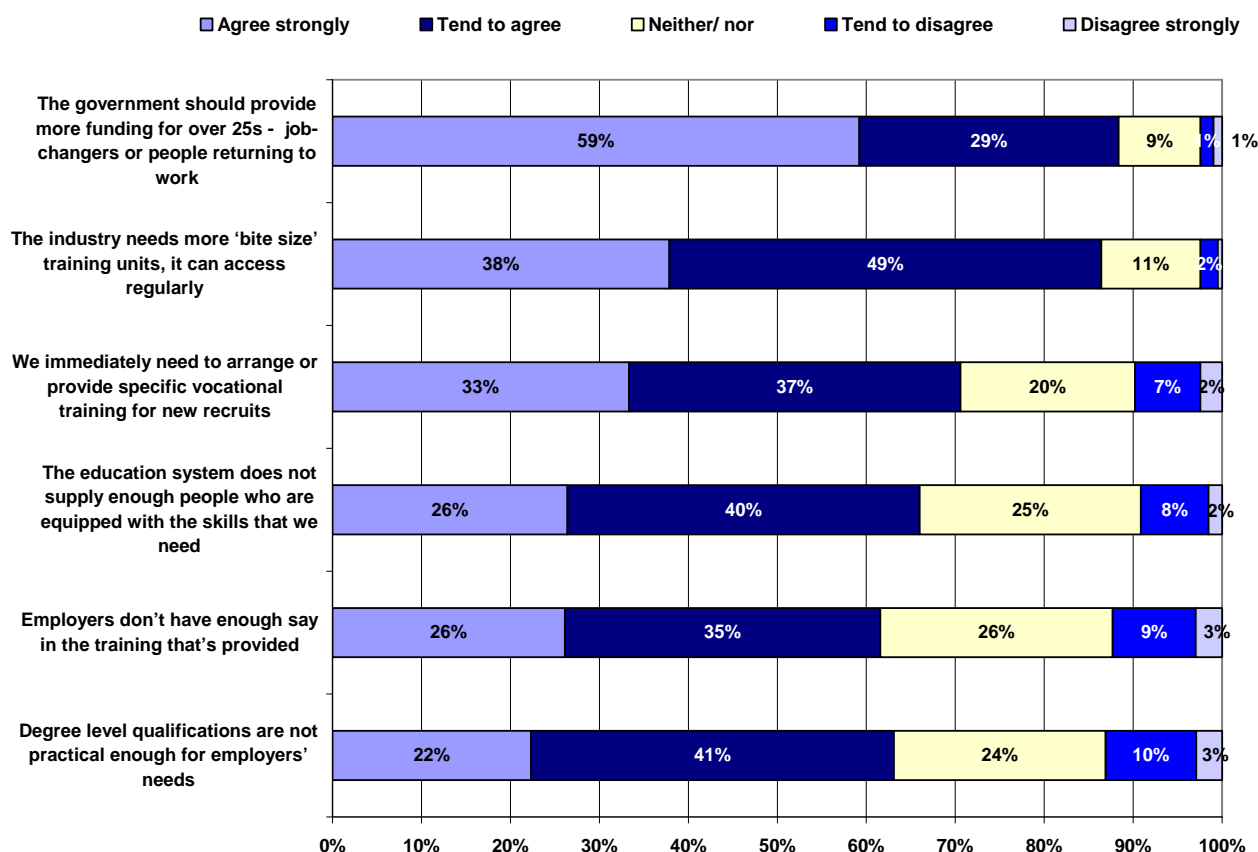


Source: SkillsActive 2005 Employer Training Survey

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

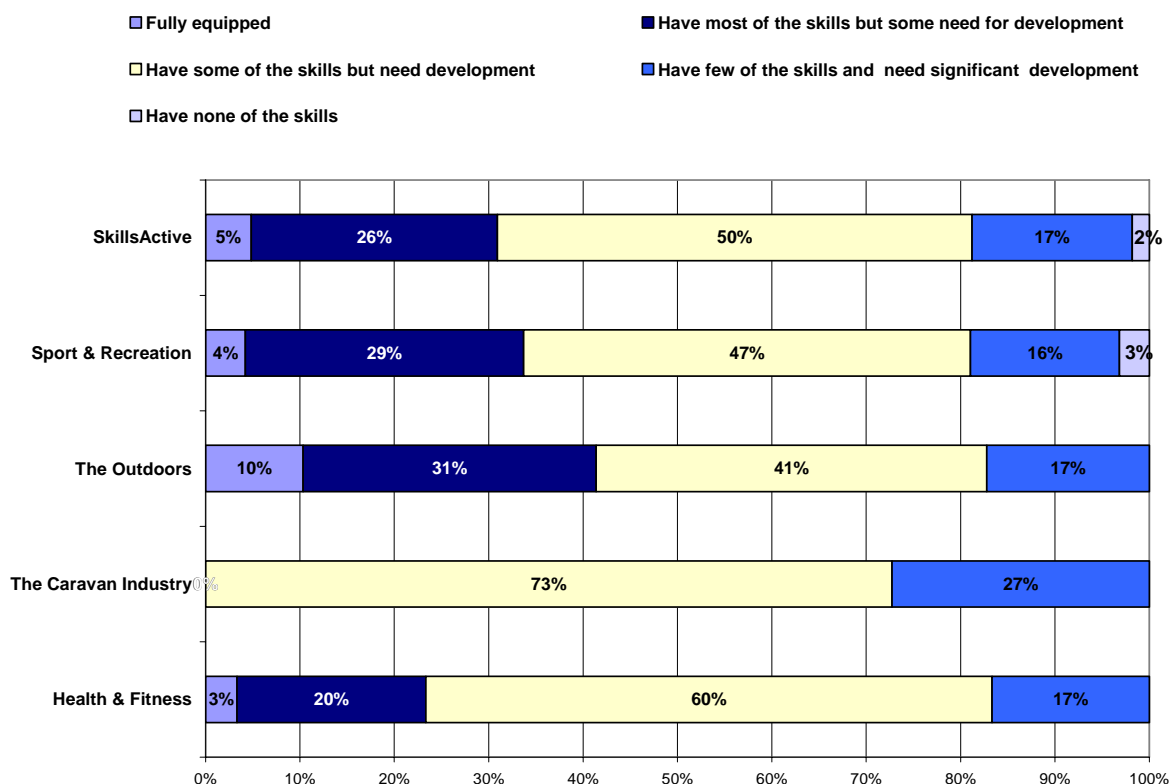


Source: SkillsActive 2005 Employer Training Survey

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

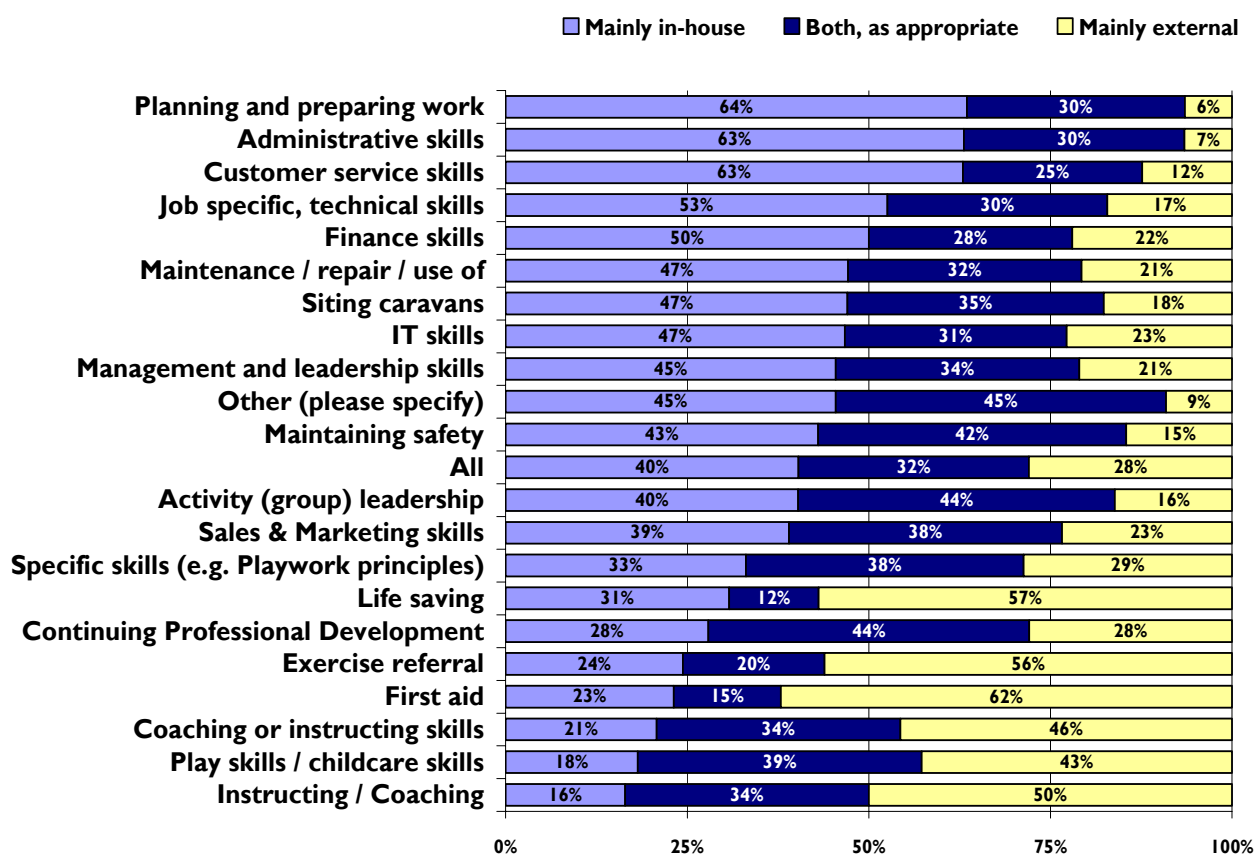
### 9.4 In-house training

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?



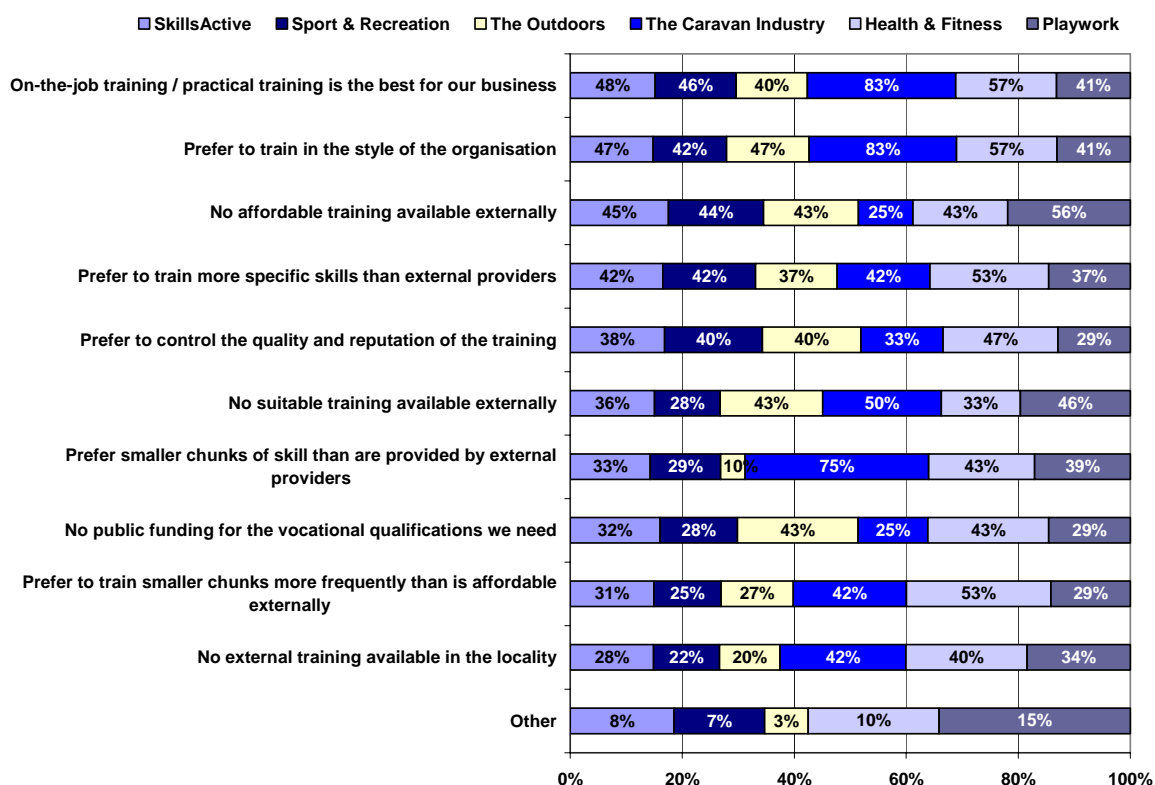
Source: SkillsActive 2005 Employer Training Survey

**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

### 9.5 Quality of training

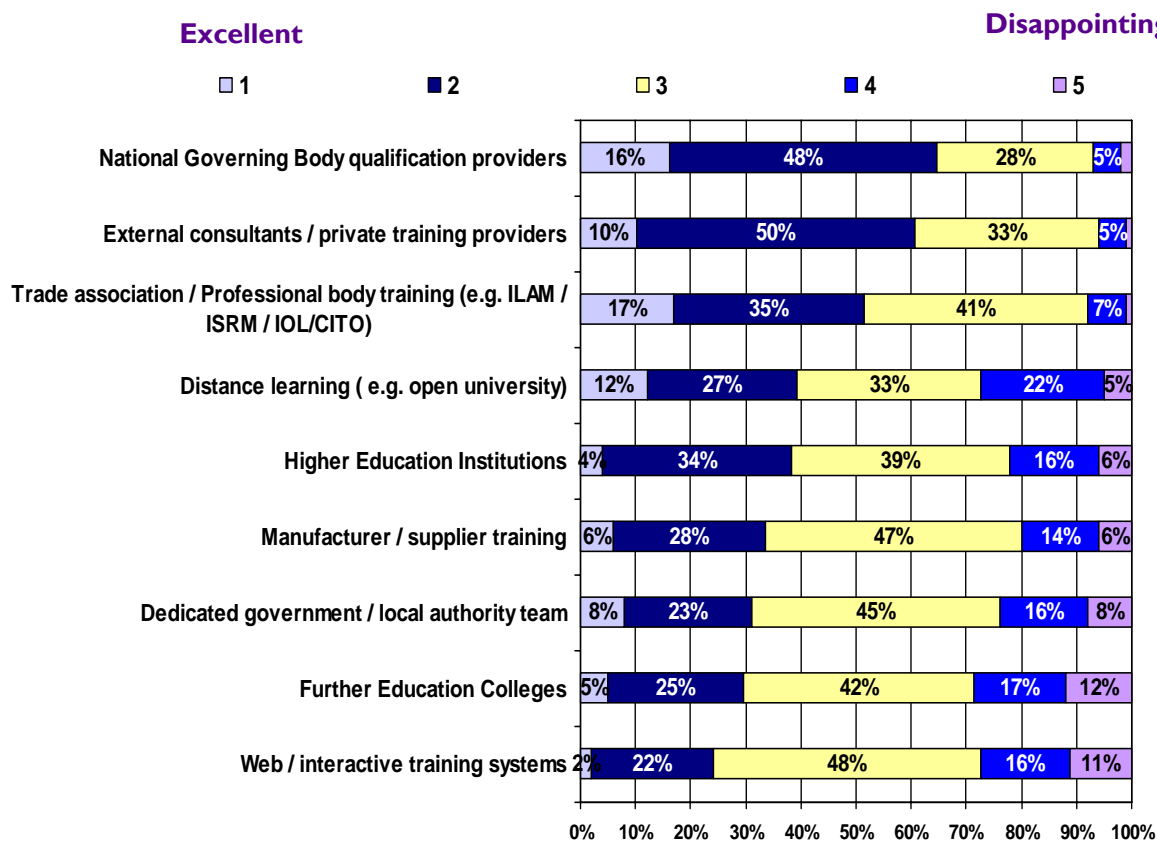
Respondents were asked to rate the quality (relevance and suitability) of the external training from the following types of providers, where 1 is excellent, 2 is good, 3 is OK, 4 is poor and 5 is disappointing.

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



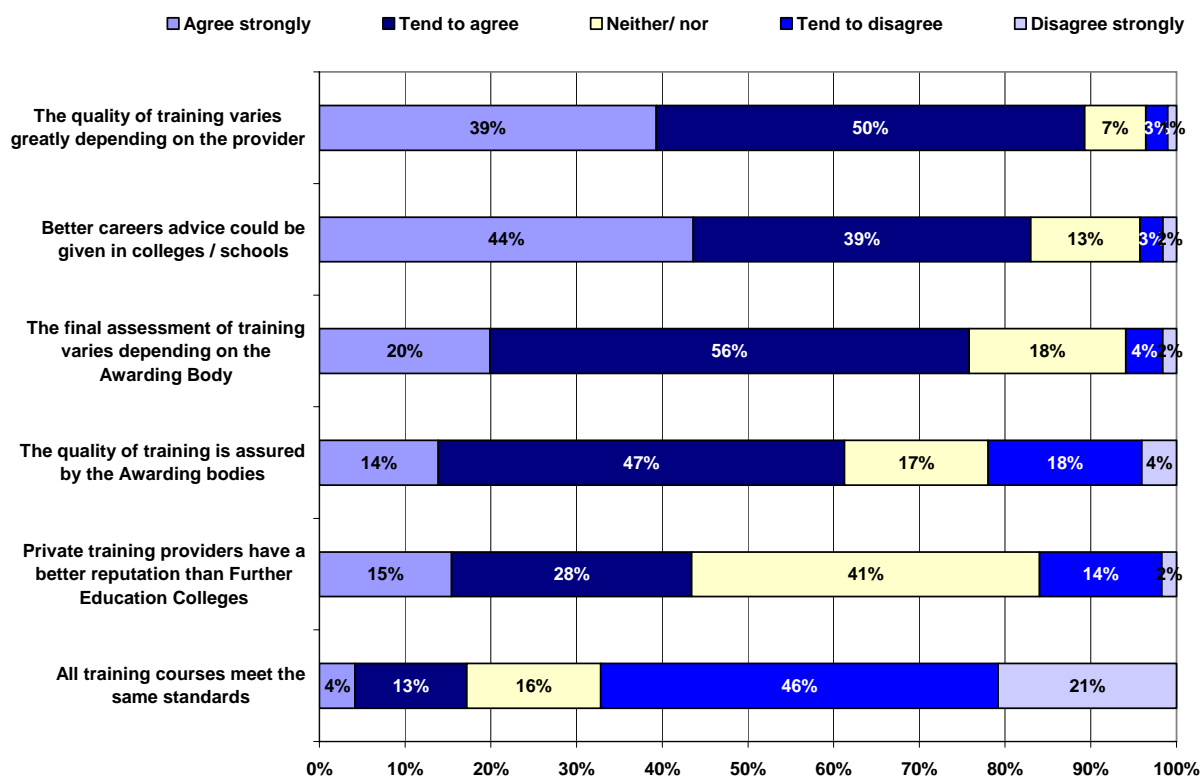
Source: SkillsActive 2005 Employer Training Survey

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)



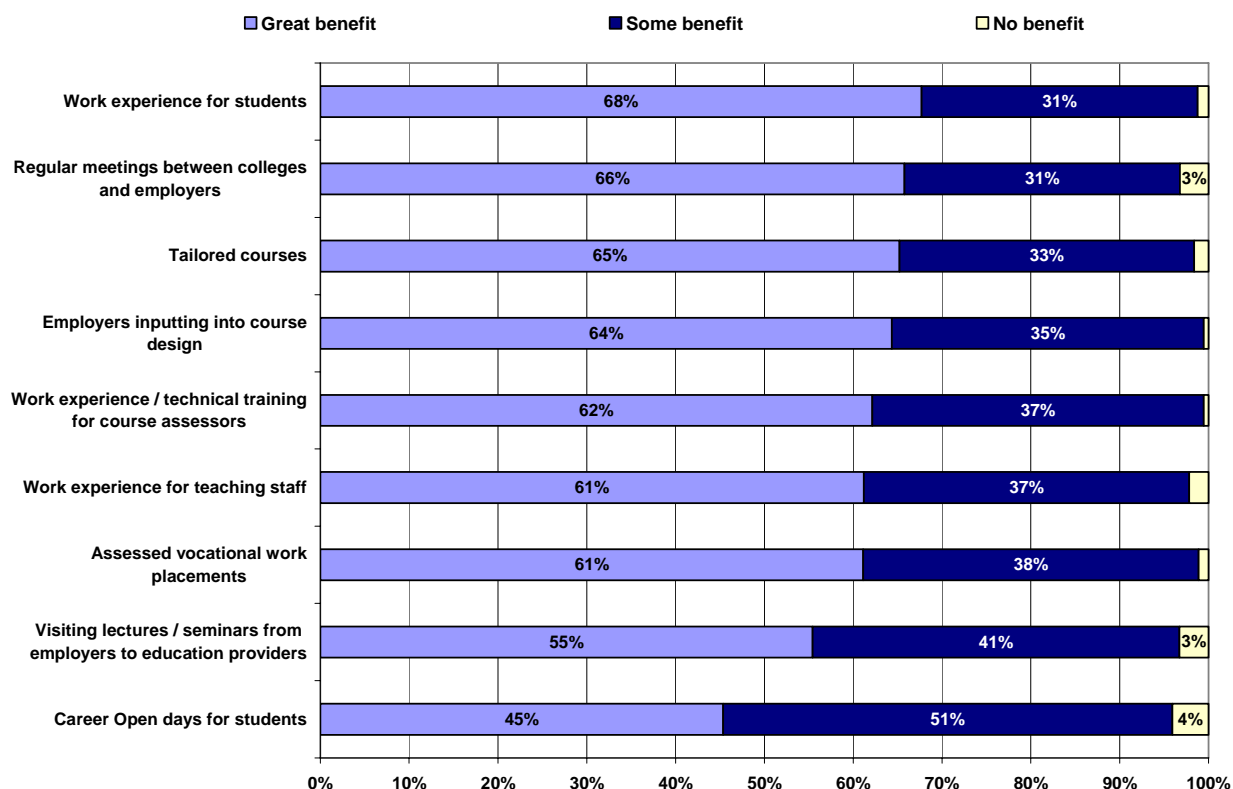
Source: SkillsActive 2005 Employer Training Survey

### 9.6 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 it 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%

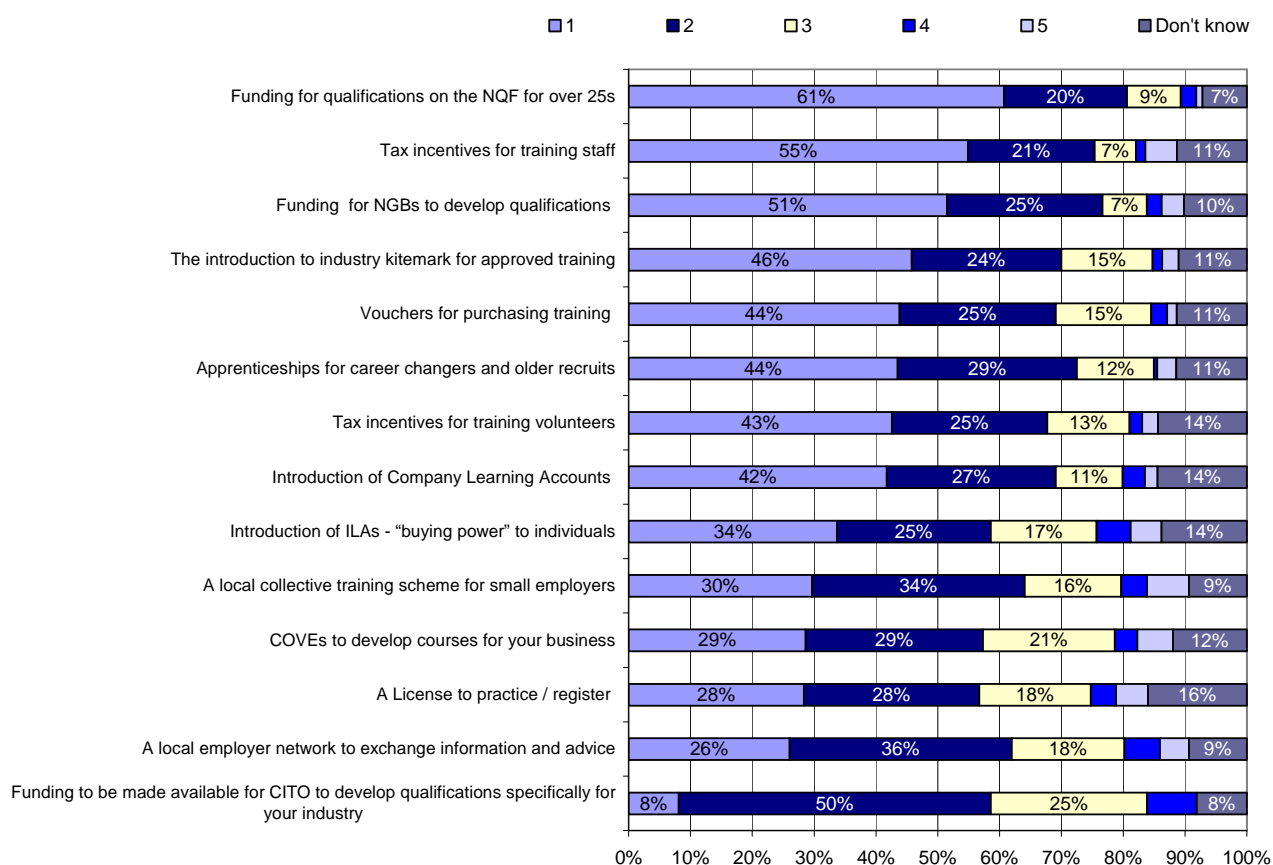
Source: SkillsActive 2005 Employer Training Survey

## 9.7 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.

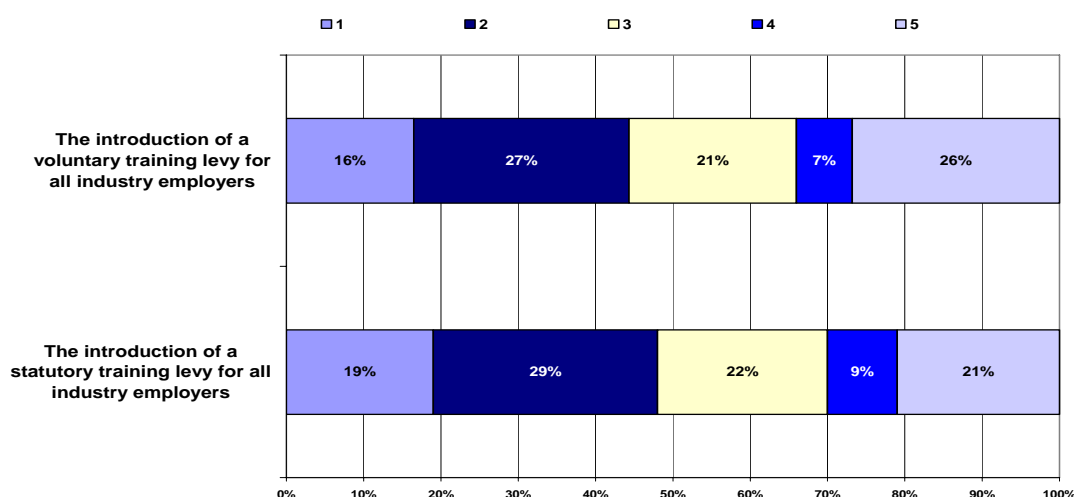
Three quarters of employers thought funding for over 25s and for NGBs to develop qualifications, together with tax incentives for training staff. Funding ideas were all very popular, either in the form of tax incentives for training paid staff or volunteers or direct funding assistance for targeted qualifications (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

## 10. SECTOR SPECIFIC INITIATIVES / PROGRAMMES

### 10.1 UK Coaching Certificate

#### Sport 21

Sport 21 is the national strategy for sport in Scotland, it contains one vision and eleven diverse targets. The Scottish Executive has recently established a group to review Sport 21 in light of current progress, the Olympics coming to London in 2012 and Glasgow's bid to host the Commonwealth Games in 2014.

SPORT 21 2003 – 2007 SUMMARY OF TARGETS	
By 2020, 60% of adult Scots will take part in sport at least once a week	
TARGET	BY 2007...
1	80% of primary school children will be physically active
2	We will have made progress towards all schoolchildren taking part in at least two hours of high quality physical education classes a week
3	85% of those aged 13 – 17 will take part in sport, in addition to the school curriculum, more than once a week
4	49% of those aged 14 plus in Social Inclusion Partnership areas will take part in sport at least once a week
5	55% of those aged 17 – 24 will take part in sport more than twice a week
6	43% of those aged 45 – 64 will take part in sport at least once a week
7	Over 250 Scots will have been medallists on the world stage
8	Scotland will have over 500 sports halls available to the public so that 70% of Scots have access to a hall within 20 minutes walk
9	Over one million Scots will play sport in membership of clubs
10	Scotland will sustain 150,000 volunteers who are contributing to the development and delivery of Scottish Sport
11	Every local authority area's community planning process will have contributed to the targets of Sport 21 2003 – 2007

Coaching is central to achieving many of the targets above set in Sport 21.

## Coaching in Scotland

sportscotland established a project advisory group for Coaching Scotland in May 2005. This group met four times between June and October 2005 with the key task of revitalising *Coaching Scotland*. Vaga Associates were contracted to undertake a comprehensive review of the state of coaching in Scotland and to provide an independent report on the state of play. Following this they facilitated a series of workshops to pull together existing research and data on coaching in Scotland as well as coordinate a series of Coaching Network focus groups and a web-based survey of current coaches. In total, five coaching network focus groups were held and nearly 300 coaches responded to the web-based survey. The Coaching Scotland strategic framework addresses five key areas, most of which are determined by the provision of training:

1. The coaching workforce.
2. Education, training and mentoring.
3. The balance between volunteer and professional coaching.
4. Systems, pathways and structures.
5. The need for a cultural shift in attitudes towards coaches and coaching.

The framework contains nine actions, several of which will have implications for education and vocational training:

1. Formal agreements defining the infrastructure that will deliver Coaching Scotland to be put in place with key partners.
2. Establish workforce development plans for SGB/regional/local partnerships.
3. The implementation of the UK coaching certificate.
4. Establish a structured Coach Awards programme for Scotland.
5. Strategic identification of coach development requirements mapped to SGB and regional/local coaching strategies.
6. Develop the concept of a Scottish Academy of Coaches.
7. Set up a series of coaches' forums within the Sports Partnership framework.
8. Establish career pathway for coaching.
9. Increase the number of full-time and part-time sports specific coaching appointments within the sports partnership structure.

## Number of coaches in Scotland

The number of coaches in Scotland per 1000 population is the least in the UK

- Scotland - 18 coaches per 1,000 people
- England - 21 coaches per 1,000 people

- Wales - 24 coaches per 1,000 people
- Northern Ireland – 24 coaches per 1,000 people

The percentage of qualified coaches in Scotland remains low with 90,000 coaches (38% of whom hold a qualification) of which 38,015 are qualified coaches. Scotland has approximately 6,000 paid coaches.<sup>32</sup>

Employers express the need for high quality coaches and increased numbers are required to meet government agendas for improving health, sports participation, medals at the Olympics and Commonwealth Games.

### **Studies into the Coaching Workforce in Scottish Swimming and Scottish Gymnastics**

sportscotland has supported the above two governing bodies of sport to appoint consultants to investigate coaching workforce issues. To date evidence suggests:

- The coaching workforce is aging and there is a need to ensure the workforce includes younger coaches.
- There is a drastic need for up-skilling. There are many examples in both sports of people with inappropriate or no qualifications having responsibility for classes.
- There is a skills shortage.
- To meet planned provision targets, a very substantial increase in coaches is required, with a sharply increasing recruitment level over the next 5 – 8 years. The alternative is a greater coach to athlete ratio and poor coaching practice.
- There is a clear shortage of coaches at Level 3 and above, which impacts on performance standards at all levels.
- Many coaches are volunteers and contribute to the social policy agenda.
- Training costs should be met only when coaching logs are completed by the trainees.
- Some vetting of the commitment of candidates on coach education courses is recommended.

The findings above, from the investigation into the coaching workforce within these two national governing bodies of sport, are supported by similar findings from SkillsActive SSA visioning workshops with employers.

**Sportscotland** has agreed to fund a rolling programme of investigations of this type with governing bodies of sport to maintain knowledge on the coaching workforce in Scotland.

### **UKCC in Scotland**

In July 2002 the Coaching Task Force published its recommendations for developing coach education and enhancing coaching opportunities, there were a number of recommendations for England (45 Coaching Development Officers and employment of 3,000 full time equivalent Community Sports Coaches) but the major recommendation was the

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<sup>32</sup> Sports Coach UK, *Sports Coaching in the UK*, (MORI 2004)

development of a UK wide, quality assured, 5 level Coaching Certificate that would create parity among governing body of sport coaching qualifications. A flexible delivery system and a coach-centred approach were seen by the Task Force to be central to this new development. This development is now known as the United Kingdom Coaching Certificate (UKCC).

The benefits of the UKCC include:

- UK wide recognition
- Transferability of coaches
- Parity of recognition and endorsement between sports and across the UK
- Increased quality of coaching that is quality assured
- Provision of a clearer career pathway for coaches, both professional and voluntary
- The quality assurance is guaranteed by the governing body
- Working towards a licensing scheme for sport coaches

In November 2003 Frank McAveety, the then Minister for Tourism, Culture and Sport, signed up to the development, design and implementation of the UK Coaching Certificate.

Sports Coach UK is leading the development and implementation of the UKCC with 21 sports to develop coaching qualifications and 6 of them are piloting the Endorsement process. Another group of 9 sports will be offered support to re-shape their systems and qualifications to meet the UKCC standards.

A tranching process has been proposed to implement the UKCC across sport. Each sport involved in Phases 1 and 2 has established a National Source Group to support and drive the development of the UKCC on a UK wide basis. 31 sports have been invited to be part of the UKCC. The introduction of those 31 sports to the UKCC has been divided into three distinct phases.

Phase 1 “fast track”	Phase 2		Phase 3
Athletics	Badminton	Hockey	Angling
Cricket	Basketball	Judo	Archery
Rowing	Canoeing	Netball	Bowls
Rugby Union	Cycling	Rugby League	Karate
Swimming	Equestrian	Sailing	Mountaineering
Triathlon	Football	Squash	Movement/Dance
	Golf	Table Tennis	Orienteering
	Gymnastics	Tennis	Rounders
			Volleyball

In Scotland, **sportscotland** is funding a pilot with Scottish Rugby Union and Scottish Cricket in the delivery of Levels 1 and 2.

SQA is likely to become the Awarding Body for the UKCC in Scotland. The UKCC Level 1 has recently been validated as a Scottish Progression Award, although it will not be available for some time yet. There are also discussions taking place about where these qualifications sit within the Scottish Credit and Qualifications Framework (SCQF).

There is a real sensitivity that the UKCC remains in the control of national governing bodies of sport (not colleges of Further Education). Consequently the governing bodies will be able to devolve the delivery of the courses to FE colleges, but only with their permission.

### **Current provision of coaching qualifications in Scotland**

Governing Bodies of Sport in Scotland have the exclusive right to deliver coach education courses for their individual sports. Currently, they do this through having a supply of tutors, who are mostly voluntary. The governing bodies try to meet the demand from employers across the country. The larger governing bodies may publish an annual calendar of coach education courses, however the smaller organisations struggle to cope with the demand and the provision of coach education is more ad hoc.

In addition to the real demand from employers who need people to staff classes or clubs (professional or voluntary), there is also a demand from students in sports courses, due to the value attached to governing body coaching qualifications by employer. The current HNC/HND and degree courses rarely include governing body coaching qualifications as an integral part of the course because of the practical difficulties in including them and because of the additional cost involved. Some colleges use bursary funds to introduce governing body awards to courses in order to assist their students in becoming more employable.

Employers are reporting that they need a steady supply of qualified coaches in the more popular sports who have gone through a quality assured course, and who can lead sessions with minimal supervision. They are confused by the plethora of coaching qualifications and the inconsistency in their titles and course content. Employers see the introduction of the UKCC as a clear forward step introducing a system whereby they will know and have confidence in what a coach at Level 1 through to Level 5 can do<sup>33</sup>.

There are major demands on the Scottish Governing Bodies, in terms of staff time spent on this development and the cost to be attached to each UKCC awarded (SQA has suggested that this will be £50 per award at each level). Apart from a few very professional organisations, the governing bodies are voluntary organisations dependent on grant aid from **sportscotland**. Their governance structure is such that it is run by volunteers and some will employ a few staff. Consequently, although this development is welcomed it is putting a tremendous pressure on these voluntary organisations to run more courses to train more coaches and in addition they will need more tutors, assessors, mentors and others to ensure a smooth supply of new and high quality coaches. In the past, the Governing Bodies arranged tutors, venues and candidates for coaching courses, and the cost per candidate was kept to a minimum.

Sports Coach UK and **sportscotland** have estimated the costs of introducing the UKCC and their initial estimates suggest the following cost per candidate, per level:

- Level 1 - £180.73
- Level 2 - £407.28
- Level 3 – £810.92

The costs of introducing the UKCC raises two issues:

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<sup>33</sup> SkillsActive, (2005) *SSA Visioning Workshops with the Sport sector in Scotland 2005*

- How will the development and sustainability of the UKCC with all of the other sports be supported
- How will candidates be able to afford going through each of the levels of the UKCC

CPD will be an essential part of the employers' commitment to coaches in their employment, however, employers are anxious that the many voluntary coaches that they currently depend on will be prevented from becoming a qualified coach or gaining better qualifications because of the projected cost of these new qualifications.<sup>34</sup>

### **Cost of implementing the UKCC in Scotland**

sportscotland has been in discussion with the Scottish Executive about following up its commitment to the introduction of the UKCC in Scotland. Funding to implement UKCC has been made available in England and in Wales although the sources and mechanisms for funding coaches are different and there is a discrepancy in the amounts available.

Coaching qualifications in England and Wales face a threat from changing funding priorities and to ensure the sustainability of UKCC a dedicated source of sustainable funding for coaching qualifications for coach education needs to be considered in Scotland to avoid the same situation.

sportscotland and Sportscoach UK have tried to calculate the additional cost of developing and maintaining the capacity of the Scottish Governing Bodies of sport and establishing access for candidates to a central fund to deliver the UKCC. If the coaching workforce in Scotland is not to be disadvantaged then additional funding of approximately £3 million will be required per annum.

One of the other outcomes of the Coaching Task Force was the proposal to have coaches licensed. This would assist employers if there were to be one comprehensive scheme across the UK, however organisations like the Scottish Football Association (SFA) already has a licensing scheme

### **Issues for employers**

There are a number of issues for employers, depending on the type of employer. For the large local authorities or multi-site commercial sport centres, the main issue will be how to get their existing staff up-skilled, and offering courses converting their existing qualification to the UKCC. But for new recruits too they will be looking for people applying for jobs already with recognised coaching qualifications at the various levels. It has been shown earlier in Section 4 that training budgets are mainly spent on statutory requirements including health and safety training. For smaller sports organisations, the projected increase in the cost of coach education is proving to be a real concern. The Sports Coach UK research on the coaching workforce identifying the number of people coaching without qualifications, this raises a real concern that increasing the cost to qualify will exacerbate this problem and threaten the supply of quality coaches and see those without qualifications unable to work.

The major issue for employers is how the introduction of the UKCC is going to be subsidised and to what extent, with the need for more trainers, assessors, verifiers and conversion courses.

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<sup>34</sup> SkillsActive, (2005) *SSA Visioning Workshops with the Sport sector in Scotland 2005*

Licensing of coaches is clearly desirable to ensure quality and assist transferability, and a central, not sport specific, register would be of assistance to employers. However some governing bodies already operate licensing systems e.g. Scottish Football Association through UEFA and others are likely to introduce sports specific licensing in the near future perhaps jeopardising the possibility of one central register.

## **11. 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.

### **11.1 Sport and Recreation**

To follow

### **11.2 Health and Fitness**

See separate report

### **11.3 The Outdoors**

To follow

### **11.4 The Caravan Industry**

To follow

### **11.5 Playwork**

See separate report

## 12. CONCLUSIONS AND PRIORITIES

### **Funding**

- Organisations spend the majority of their budget on statutory training requirements (training is principally in first aid and health and safety) reducing the levels available for training priorities.
- There is little additional funding for training in the sector. Most funding is routed through FE Colleges and HE institutions for courses that are focused on meeting the market demand for training. The Scottish Funding Councils together have a budget of over £1.1 billion a year. The other available funding is limited, there is funding for projects or schemes (including Scottish Skills and Scottish Union Learning Funds, Modern Apprenticeships) or from the Individual Learning Account if the criteria is met.
- The majority of training is taking place within 25-59 age cohort. It is an issue that most training takes place in the older age groups, notable within Playwork, sport and the caravan industry, where there is very limited funding support available putting the sector at a disadvantage to others.

### **Higher Education (HE) and Further Education (FE)**

- Huge demand for Coaching in the UK and Sport Development in HE and still growing, the latter has seen a threefold increase in applications with 7 to every acceptance.
- Playwork does not have any HE qualifications available in Scotland.
- Only 20% of HE leavers required their qualification as a formal requirement. One in two could have got their job without their qualification. Only 50% of HE leavers enter a job in a SkillsActive related industry and mainly into large enterprises. This raises questions as to the relevance of HE courses in the workplace and links into qualitative findings of employers having to retrain graduates who generally have to start from the bottom up.
- External providers are mainly used for off-site provision as opposed to Higher and Further Education establishments.
- FE enrolments on Outdoors related courses appears to be following a continued downward trend after the rest of the sub-sectors are showing signs of recovery.

### **Coaching**

- The new UK Coaching Certificate is supported but the cost of implementation is estimated at £3 million to fund levels 1 to 3. A number of Scottish Governing Bodies are piloting this. Funding specifically for individuals to achieve the UKCC has been made available in England and Wales. There is no equivalent form of funding in Scotland at present and Scotland will potentially be at a disadvantage compared to colleagues in other parts of the UK. Governing bodies (mainly run by volunteers) require support implementing it and individuals require support taking it. The UKCC aims to widen the skills of coaches to include generic skills, not just the technical skills associated with the sport and to standardise the levels of courses across the governing bodies.

### **Participation in training**

- Access to training is the main barrier to organisations wishing to undertake it. This takes the form of lost time and resources including 'hidden' costs of losing a member of staff (health and safety factors often require job cover plus travel expenses to courses); and the location of training – particularly for rural areas.

- Diversity issues within HE and FE. Entrants into sport and recreation courses for HE are mainly male and the gap is continuing to widen. In FE courses in the Outdoors and Caravans there is a need to attract more females and conversely within Playwork, more males. The mode of study within FE indicates females are taking courses which allow more flexible learning routes and this would be a way to encourage further participation. Playwork and Sport and Recreation need to attract a younger age profile, in FE there is a lack of 16-18 year olds. Males appear to be performing better in the vocational area whilst females do relatively well in HNC/D courses.
- Scotland performs well in apprenticeships – covering Skillseekers and Modern Apprenticeships. There may be lessons that can be learned by the rest of the UK who do not have equivalent achievement rates. It is also a system that could be expanded further across the SkillsActive sub-sectors who currently do not have apprenticeships.

### **Data requirements**

- HE destination data only presents a short term picture and graduates may not be in their first proper job, data taking a longer term approach would be beneficial.
- There are large numbers of HE leavers going into further study and there needs to be further investigation into what they are studying for.
- Improved system for analysing FE provision. The online INFACT database has limitations in investigating provision due to the difficulties in identifying the courses and no achievement data. Further improvements in this area would be beneficial to assess the effectiveness of FE courses and identify gaps and weaknesses.
- In FE the largest number of enrolments is found within 'other' provision and further exploration of what courses are contained within this would be beneficial and links to the point above regarding the INFACT database.
- In order to assess the effectiveness of FE courses it would be beneficial to have a similar system to HE where destination data is provided.
- Private provision within the sector is known to be high and this puts the sector at a disadvantage in terms of assessing the full extent of provision.

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## Appendix I: Scottish Credit and Qualifications Framework

Table of main qualifications			
SCQF level	SQA National Units, Courses and Group Awards	Higher Education	Scottish Vocational Qualifications
12		Doctorates	
11		Masters	SVQ 5
10		Honours degree Graduate diploma	
9		Ordinary degree Graduate certificate	
8		Higher National Diploma Diploma in Higher Education	SVQ 4
7	Advanced Higher	Higher National Certificate Certificate in Higher Education	
6	Higher		SVQ 3
5	Intermediate 2 Credit Standard Grade		SVQ 2
4	Intermediate 1 General Standard Grade		SVQ 1
3	Access 3 Foundation Standard Grade		
2	Access 2		
1	Access 1		

**Appendix 2: Skills Active Units and Qualifications Matrix August 2004**

	Title	Level 1								Level 2								Level 3								Level 4		No Level	
		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	Achieving Excellence in Sports Performance	Instructing Physical Activity and Exercise	Operations and Development	Spectator Safety Management	Playwork	Sports Surfaces	Sports Therapy							
Subtitle																				OE	ODT	OR							
Key Role A1 Develop, maintain and enhance the organisation's strategy																													
A11	Assist the organisation to develop and implement policies																								M	M			
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																										O	O	
A23	Manage the use of financial resources																										O	O	
A27	Manage a budget																												
A28	Obtain additional finance for the organisation																											O	
A29	Manage finance for your area of responsibility																											O	
Key Role A3 Develop, maintain and enhance the organisation's people																													
A31	Manage yourself																												
A32	Create effective working relationships																												





















### Appendix 3: HE and FE Courses

Table of HE and FE qualifications available in the Sport, Fitness and Outdoor sector (as of 18<sup>th</sup> February 2004), Fiona Grossart

Spec Ref	Qualification	Title	Awarding Body	Study Mode	Duration	Cost	Funding?	Indicative
HE1	BSc (Hons)	Sports studies (Sport and Society)	Aberdeen Uni	F/T	4yrs	£1,150@yr	SAAS	10
HE2	BSc (Hons)	Sport and Exercise Science	Aberdeen Uni	F/T	4yrs	£1,150@yr	SAAS	10
HE3	MSc/PGD	Sports Nutrition	Aberdeen Uni	FT	1yr	£3,010	Studentships	11
HE4	BSc (Hons)	Sports Coaching and Development	Abertay Uni	F/T	4yrs	£1,150@yr	SAAS	10
HE5	BSc (Hons)	Sport Health and Exercise	Abertay Uni	FT		£1,150	SAAS	10
HE6	BSc (Hons)	Sports Biomedicine	Dundee Uni	F/T	4yrs	£1,150 @yr	SAAS	10
HE7	BEd	Physical Education	Edinburgh	F/T	4yrs	£1,150 @yr	SAAS	10
HE8	BSc	Sport and Recreation Management	Edinburgh	F/T	4yrs	£1,150 @yr	SAAS	10
HE9	BSc	Applied Sport Science	Edinburgh	F/T	4yrs	£1,150 @yr	SAAS	10
HE10	MSc / PG Cert /Dip	Outdoor Education	Edinburgh		1yr / 24 - 72 months	£5,400	No	11
HE11	MSc/PGD	Physical Education and Youth Sport	Edinburgh	FT/PT	1yr/ 24-72 months	£3,900	No	11
HE12	MSc/PGD	Sport Recreation Business Management	Edinburgh	FT/PT	1yr / 24-72 months	£3,900	No	11
	SCOTCAT	Sporting Scotland						
HE13	BSc	Physiology and Sport Science	Glasgow	FT	4yrs	£1,150@yr	SAAS	10
HE14	BSc	Physiology, Sport Science and Nutrition	Glasgow	FT	4yrs	£1,150@yr	SAAS	10
HE15	BSc	Rural Recreation and Tourism Management	Glasgow	FT		£1,150	SAAS	10
HE16	BSc	Sports Medicine	Glasgow	FT	4yrs	£1,150@yr	SAAS	10
HE17	MSc	Medicine and Science in Sport and Exercise	Strathclyde	FT/PT	1yr/12-60months	£3,010	NO	11
HE17	MSc	Medicine and Science in Sport and Exercise	Glasgow	FT / PT	1yr / 12-60 months	£3,900	No	11
HE18	BA (Hons)	Sports Management	GCU	FT	4yrs	£1,150 @yr	SAAS	10
HE19	BA (Hons)	Entertainment and events marketing	GCU	FT	4yrs	£1,150 @yr	SAAS	10
HE20	BA (Hons)	Leisure Management	GCU	FT	4yrs	£1,150 @yr	SAAS	10
HE21	BSc (Hons)	Sport and Exercise Science	Heriot Watt	FT	4yrs	£1,150@yr	SAAS	10
HE22	BSc (Hons)	Sport and Exercise Science with Psychology	Heriot Watt	FT	4yrs	£1,150 @yr	SAAS	10
HE23	BSC (Hons)	Sport and Exercise Science with Management	Heriot Watt	FT	4yrs	£1,150 @yr	SAAS	10
HE24	BSc (Hons)	Biology with Sport and Exercise Science	Heriot Watt	FT	4yrs	£1,150@yr	SAAS	10
HE25	BSc (Hons)	Sport and Exercise	Napier	FT	4yrs	£1,185@yr	SAAS	10

		Science						
HE26	BA(Hons)	Leisure and Festival Management with HR	Napier	FT	4yrs	£1,185@yr	SAAS	10
HE27	BA(Hons)	Leisure Festival and Marketing Management	Napier	FT	4yrs	£1,185@yr	SAAS	10
HE28	BA(Hons)	Festival and Leisure Management	Napier	FT	4yrs	£1,185@yr	SAAS	10
HE29	BA(Hons)	Festival and Leisure Management with Entrepreneurship	Napier	FT	4yrs	£1,185@yr	SAAS	10
	BA(Hons)	Languages and Festival and Leisure Management						
	non- cert	Group Dynamics of Sports Teams						
	course cert	Sport and the Law						
HE30	BSc(Hons)	Sports Technology	Napier	FT	4yrs	£1,185@yr	SAAS	10
	BSc	Events Management						
	BSc	Sports Studies						
HE31	BA(Hons)	Events Management	Qu. Margt. Coll.	FT	4yrs	£1,150@yr	SAAS	10
HE32	BSc(Hons)	Sport and Exercise Science	Robert Gordon	FT	4yrs	£1,150@yr	SAAS	10
	SCOTCAT	Sport and Exercise Science						
HE33	BA(Hons)	Sports Studies single Hons or with another subject (various)	Stirling Uni	F/T	4yrs	£1,175@yr 1175	SAAS	10
HE34	MSc/PGD	Sport Studies	Stirling Uni	FT	1Yr	£3,900	No	11
	MSc/PGD/Ph D	Sports Studies by research						
HE35	BA	Outdoor Education	Strathclyde	FT	4yrs	£1,150@yr	SAAS	10
HE36	BA	Sport and Physical Activity	Strathclyde	FT	4yrs	£1,150@yr	SAAS	10
HE37	BA	Sport and Exercise Science	Strathclyde	FT	4yrs	£1,150@yr	SAAS	10
HE38	BEng(Hons)	Sports Engineering	Strathclyde	FT	4yrs	£1,150@yr	SAAS	10
HE39	BSc	Sports Coaching	OUVS	FT	3yrs	£1,150@yr	SAAS	9
HE40	BA	Sports Development	OUVS	FT	3yrs	£1,150@yr	SAAS	9
HE41	BA	Sports Management	OUVS	FT	3yrs	£1,150@yr	SAAS	9
HE42	BA	Leisure Management (Sport and Recreation)	Glasgow Uni	FT/ PT possible	4yrs / flexible	£1,150@yr	SAAS	10
HE43	BA	Rural Business Management (Leisure)	Aberdeen Uni	FT	4yrs	£1,150@yr	SAAS	10
HE44	BSc	Sport and Exercise Science	Napier Uni	FT	1yr	£1,150@yr	SAAS	9
HE44	BSc	Sport and Exercise Science	Napier Uni	FT	1yr	£1,150	SAAS	9
FE1	HNC	Sport and Recreation Management	SQA	FT	1yr	£1,150@yr	SAAS	7
FE2	HNC/HND	Sports Coaching with Development of Sport	SQA	FT	2yrs	£1,150@yr	SAAS	8
FE3	HNC/HND	Fitness, Health and Exercise	SQA	FT	2yrs	£1,150@yr	SAAS	8
FE4	HNC/HND	Fitness Health and Exercise	SQA		2yrs	£1,150@yr	SAAS	8

FE5	SGA/NC/N D	Sport and Recreation	SQA	FT	1yr	£900	SAAS	5
FE6	Dip HE	Sports Coaching	OUVS	FT	2yrs	£1,150 @yr	SAAS	8
FE7	Dip HE	Sports Development	OUVS	FT	2yrs	£1,150 @yr	SAAS	8
FE8	Dip HE	Sports Management	OUVS	FT	2yrs	£1,150 @yr	SAAS	8
FE9	Foundation Cert	Sport and Exercise	SQA	FT	24 wks	£900		3
FE10	HNC	Sports Coaching with Sports Development	SQA	FT	1yr	£1,150	SAAS	7
FE11	NQ	Access to Sport and Fitness	SQA	FT	24 wks	£69 @ unit	Conditions Apply	3
FE12	HNC/HND	Fitness Health and Exercise	SQA	FT	2yrs	£1,150	SAAS	8
FE13	SGA/NC/N D	Sports coaching	SQA	FT	1yr	£900	SAAS	5
FE14	HNC/HND	Sports Coaching with Sports Development	SQA	FT	2yrs	£1,150@yr	SAAS	8
FE15	HNC/HND	Fitness Health and Exercise	SQA	FT	2yrs	£1,150@yr	SAAS	8
FE16	NQ	Health Fitness and Sports Performance	SQA	FT	1 or 2yrs	£900	SAAS	4
FE17	HNC/HND	Sports Therapy	SQA	FT	2yrs	£1,150@yr	SAAS	7/8
	HNC/HND	Fitness Health and Exercise						
	HNC/HND	Sports Therapy						
FE18	NQ	Introduction to Sport Studies	SQA	FT	1yr	£900	SAAS	4
FE19	NQ	Physical Education and Sports Studies	SQA	FT	1yr	£900	SAAS	5
FE20	HNC/HND	Sports Coaching with Development of Sport	SQA	FT	2yrs	£1,150@yr	SAAS	7/8
FE21	HNC/HND	Sport and Exercise Science	SQA	FT	2yrs	£1,150@yr	SAAS	8
	Access	Sport and Recreation Introduction						
	SGA/NC/N D	Sport and Recreation						
	HNC/HND	Sports Coaching with Development of Sport						
FE22	SGA/NC/N D	Introduction to Sport	SQA	FT	1yr	£900	SAAS	4
FE23	SGA/NC/N D	Sport and Physical Recreation	SQA	FT	1yr	£900	SAAS	5
FE24	HNC	Sport and Recreation Management	SQA	FT	1yr	£1,150@yr	SAAS	7
FE25	access	pre-entry to HN courses in sport	SQA	FT	6 months	£69@unit	Conditions Apply	5/6
FE26	SGA/NC/N D	Sport and Hospitality	SQA	FT	1yr	£900	SAAS	4/5
FE27	HNC/HND	Sport and Hospitality Management	SQA	FT	2yrs	£1,150@yr	SAAS	7/8
FE28	SGA/NC/N D	Sports Coaching	SQA	FT	1yr	£900	SAAS	4/5
FE29	HNC/HND	Sports Coaching with Sports Development	SQA	FT	2yrs	£1,150@yr	SAAS	7/8
	HNC/HND	Fitness Health and Exercise						
FE30	SGA/NC/N D	Sport and Leisure	SQA	FT	1yr	£900	SAAS	4
FE31	SGA Intermed 2	Sport and Leisure	SQA	FT	1yr	£900	SAAS	5
	HNC/HND	Sports Coaching and						

		Development						
	HNC/HND	Sports Coaching with Development of Sport						
FE32	HNC/HND	Sports Therapy	SQA	FT	2yrs	£1,150@yr	SAAS	8
FE33	NC/ND	Community Leadership Sport and Recreation	SQA	FT	19 wks	£900		4
	HNC/HND	Sports Coaching with Sports Development						
FE34	NC	Introduction to Sport and Fitness	SQA	FT	19 wks	£900		4
	HNC/HND	Fitness Health and Exercise						
	NQ	Outdoor Pursuits						
	NQ	Physical Education and Sports Studies						
	NQ	Sport and Physical Education						
	HNC	Sport and Recreation Management						
	HNC/HND	Sports Coaching with Sports Development						
FE35	ADV NC	Sports Performance, Advanced	SQA	FT/ PT	1yr / 2yrs	£900	SAAS	5
FE36	ADV NC	Outdoor Pursuits, Advanced	SQA	FT/ PT	1yr / 2yrs	£900	SAAS	5
FE37	HNC/HND	Sport and Exercise Science	SQA	FT	2yrs	£1,150@yr	SAAS	8
FE38	HNC	Sport and Recreation Management	SQA	PT	2yrs	£1,150	Conditions Apply	7
	cert	Sports Science an Introduction						
	HN Unit	Sports Science Fitness Testing						
	HN Unit	Introduction to Physiology						
FE39	HNC	Fitness Health and Exercise	SQA	FT /PT	1yr / 2yrs	£1,150	SAAS	7
FE40	HND	Fitness Health and Exercise	SQA	FT	2yrs	£1,150	SAAS	8
	NQ	Leisure Industry and Sports Skills						
FE41	HNC/HND	Sports Coaching with Sports Development	SQA	FT	2yrs	£1,150@yr	SAAS	8
FE42	Access	Progress to Sport and Fitness	SQA	FT	6months	£69@ unit	SAAS	3
	HNC/HND	Sports Coaching with Sports Development						
	SGA/HC/H D	Sports Studies						
	HNC/HND	Fitness Health and Exercise						
FE43	SVQ1/2/3	Sport and Recreation	SQA	PT	Flexible	£69.@unit	Conditions Apply	6
FE44	SVQ1/2/3	Activity Leadership	SQA	PT	Flexible	£69 @ unit	Conditions Apply	5
FE45	NC/ND	Sport and Recreation	SQA	FT	1yr	£900	SAAS	5
	non- cert	Therapy for Sports Injuries						
	HNC/HND	Sports Coaching with Sports Development						
	HNC/HND	Fitness Health and Exercise						
	NC	Fitness Health and Exercise						

	SGA/NC/N D	Sports and Fitness						
	HNC/HND	Sports Coaching and Sports Development						
	HNC/HND	Fitness Health and Exercise						
FE46	HNC/HND	Sports Coaching with Development of Sport (Football Studies)	SQA	FT	2yrs	£1,150@yr	SAAS	8
FE47	HNC/HND	Sports Coaching and Development in Outdoor Pursuits and Sports and Games	SQA	FT	2yrs	£1,150@yr	SAAS	8
FE48	NQ	Introduction to Outdoor Pursuits	SQA	FT	1yr	£900	SAAS	4
FE49	NQ	Sport and Leisure	SQA	FT	1yr	£900	SAAS	5
FE50	cert	Sports Performance and Coaching	SQA	FT	1yr	£900	SAAS	6
	HNC	Sports Coaching with Development of Sport						
	SGA/NC/N D	Sports and Leisure						
	HN Unit	Sports Massage						
FE51	HNC	Fitness Health and Exercise	SQA	FT	1yr	£1,150@yr	SAAS	7
FE52	Intermed 1/2	Sport and Recreation Studies	SQA	FT	1yr	£900	SAAS	5
FE53	HNC/HND	Sports Coaching with Sports Development	SQA	FT	2yrs	£1,150@yr	SAAS	7
FE54	Intermed 1	Sports and Recreation Studies	SQA	FT	1yr	£900	SAAS	4
FE55	HNC	Leisure Management with Sport and Recreation	SQA	FT/PT	1yr / 2yrs	£1,150@yr	SAAS	7
FE56	HND	Leisure Management with Sport and Recreation	SQA	FT/PT	2yrs / flexible	£1,150@yr	SAAS	8
	SVQ 2	Gym Instructor						
	SVQ 2	Exercise to Music						
FE57	SVQ 2	Fitness Instructor	SQA	FT	19 wks	£69@ unit	Conditions Apply	5
FE58	Fast track	Fitness Health and Exercise	SQA	FT	19 wks	£69 @ unit	Conditions Apply	5
FE59	HNC/HND	Fitness Health and Exercise	SQA	FT	2yrs	£1,150@yr	SAAS	8
FE60	NQ	Sport and Exercise	SQA	FT	1yr	£900	SAAS	5
	non-cert	Development of Sporting Potential		PT				
FE61	access	Fitness for Industry	SQA	FT/PT	1yr / 2yrs	£900	SAAS	5
FE62	HNC/HND	Fitness Health and Exercise	SQA	FT	2yrs	£1,150 @ yr	SAAS	8
FE63	SGA/NC/N D	Sport and Recreation	SQA	FT	1yr	£900	SAAS	5
	non cert	Sports Academy Development						
FE64	SVQ1/2/3	Fitness Activity Leadership	SQA	FT	1yr	£69.@unit	Conditions Apply	5
FE65	SVQ 1/2/3	Sports Activity Leadership	SQA	FT	1yr	£69@ unit	Conditions Apply	5
FE66	SGA/HC/H D	Sports Coaching and Development	SQA	FT	1yr	£900	SAAS	6
FE67	HNC	Sports Coaching and Development	SQA	FT / PT	1yr / 2yrs	£1,150@yr	SAAS	7
FE68	HND	Sports Coaching and Development	SQA	FT	2yrs	£1,150@yr	SAAS	8

FE69	HNC/HND	Sports Therapy	SQA	FT	2yrs	£1,150@yr	SAAS	8
FE70	HNC	Fitness Health and Exercise	SQA	FT	1yr	£1,150	SAAS	7
FE71	ADV NQ	Sport and Fitness	SQA	FT	1yr	£900	SAAS	5/6
FE72	NQ	Sport and Fitness Intermediate 2	SQA	FT	1yr	£900	SAAS	5
FE73	HNC	Sports Coaching with Sports Development	SQA	FT	1yr	£1,150	SAAS	7

## Appendix 4: Notes HESA data

Employment only includes those graduates who reported that they were in full-time paid work (including self-employed/freelance), part-time paid work, voluntary or unpaid work, and who were not also studying.

Data requested was Destinations of students studying at least one of the following specified subjects (C6, C9, L5, N2, X1, X3, X9) 2003/04 by

1. Institution
2. Country of institution (England, Wales, Scotland, Northern Ireland)
3. Activity (Full-time paid work only (including self-employed) / Part-time paid work only / Voluntary/unpaid work only / Work and further study / Further study only / Assumed to be unemployed / Not available for employment / Other / Not applicable)
4. Qualification required for job (Formal Requirement / Expected / Advantage / No / Don't know / Not applicable)
5. Location of employment (government office region / Not applicable)
6. Employer size (1 to 49 / 50 to 249 / 250 or more / Not known / Not applicable)
7. Type of qualification of further study (Higher degree by research, Higher degree by taught course, Postgraduate diploma or certificate, First degree, Other diploma or certificate, Professional qualification, Other qualification, Not aiming for a qualification / Not applicable)
8. Subject of study 1, 2 and 3 - 2 digit JACS (C6, C9, L5, N2, X1, X3, X9, all other)  
Subject of study 1, 2 and 3 - full 4 digit JACS (C6, C9, L5, N2, X1, X3, X9, all other)
9. Balance indicator (Single Subject / Balanced double combination / Major/minor double combination / Triple subject combination)
10. Programme title (for specified subjects only, all others grouped)
11. SIC (2 digit)
12. SOC (2 digit)

The data supplied includes all students who responded to the DLHE survey and who studied at least one of the specified subjects as part of their studies. Up to three subjects can be recorded for each student, appropriate to their programme of study. For students doing a single subject, 1 subject will be recorded; for a balanced or major/minor combination, 2 subjects will be recorded and for a triple, 3 subjects will be recorded. The data is not weighted, but reflects the actual numbers based on those who responded.

Taken from the publication Destinations of Leavers from Higher Education 2003/04, response rates were broken down as follows:

Full-time UK domiciled:	81.1%
Full-time other EU domiciled	46.6%
Part-time UK domiciled:	71.3%
Part-time other EU domiciled	44.3%

## Appendix 5: SCQF LEVELS – FE ENROLMENTS IN 2003-4

Sector	SCQF Level						
	Level 9	Level 8	Level 7	Level 6	Level 5	Level 4	Other
Caravan	0%	0%	0%	0%	0%	0%	100%
Fitness	0%	18%	12%	10%	3%	23%	33%
Outdoor	0%	0%	0%	38%	10%	47%	5%
Playwork	0%	2%	0%	39%	48%	6%	6%
Sport	0%	7%	2%	9%	2%	7%	73%
SkillsActive	0%	8%	3%	10%	4%	9%	66%

Source: SFC INFACT database/SkillsActive