

SSA EXECUTIVE SUMMARY: YORKSHIRE & HUMBERSIDE

SkillsActive is the Sector Skills Council for Active Leisure and Learning, which encompasses the following sub-sectors:

- Sport and Recreation
- Playwork
- Health and Fitness
- The Outdoors
- The Caravan industry

Key Statistics ¹	SkillsActive Yorkshire & Humberside
Sector Profile	
Total size of paid workforce	48,000
% of sector employment in England	10%
% of total employment in England	2%
Total number of establishments	3,100
% of micro businesses (1-10 people)	72%
Largest sub-sector is Sport and Rec	62%
Playwork is 2nd largest	24%
Workforce Profile	
Self employed	10%
Part-time workers	50%
Male Employees	40%
Female Employees	60%
Workforce aged 16-24	19%
Workforce aged 45+	36%
Workforce of minority ethnic origin	2%
Qualifications, Recruitment & Skill Needs ²	
Workforce not qualified to L2	29%
Workforce qualified to L4+	29%
% of employers with a vacancy	31%
% employers reporting the vacancy was hard-to-fill	35%
% of hard to fill vacancies attributed to skills shortages (lack of skills, qualifications or experience)	90%
Skills shortage vacancies as % of all	10%
% of employers reporting a skills gap	26%
Forecast Growth (2004-2009) ³	
Average annual growth in Output*	5.3%
Paid employment growth by 2014	22%
Forecast employment in 2014	59,000
Average annual growth in employment (last 5 yrs)	3%
Average annual growth in employment (next 5 yrs)	3%
Additional jobs created by 2014	87,800

* Note: 2004 to 2009

Regional Economic Strategy & Sport

The RES for Yorkshire & Humberside outlines plans to improve the regional economy above the rate of competitors and identifies 6 strategic objectives for

achieving it vision. The strategy recognises the importance of the Active Leisure and Learning sector, highlighting culture (including sport leisure) as a fundamental in achieving the aims of the strategy.

The Yorkshire Plan for Sport outlines the regions strategy for improving sport and levels of physical activity. It identifies 7 key outcomes to be achieved by 2008, including increased participations, wider access, the development of health and well being and improved education.

Yorkshire and Humberside is home to a number of sporting venues, including the Galpharm Stadium, the Crucible, Don Valley Stadium, Ponds Forge International Sports Centre, the York racecourse and Branham Park. Furthermore, the region hosts test match cricket at Headingley, the St Leger at Doncaster racecourse and international ice hockey and speed skating events at IceSheffield.

The region is also home to a number of professional Football clubs (i.e. Leeds United, Huddersfield Town, Sheffield United and Sheffield Wednesday), rugby clubs (i.e. Hull, Leeds, Rhinos, Leeds Tykes and the Bradford Bulls) and a basketball club (Sheffield Sharks).

There are also excellent facilities at the Carnegie Sports Centre at Leeds Metropolitan University.

Sector Skills Agreements

Sector Skills Agreements (SSA) bring together employers, providers and funders of education and training with the key purpose of developing a more demand-led system of public investment in skills for the sector, combined with an increase in employer commitment to workforce development:

1. Provide a means for employers and government to collaborate in meeting the priority skills needs of sectors
2. Present a unique opportunity for employers to shape training provision and coherent progression routes
3. Challenge employers to work collaboratively
4. Give individuals access to training with is relevant to industry needs and to help secure well paid employment and progression

We have undertaken extensive research including desk-top reviews of existing information, conducting research and consultation with key sector employers through focus groups, questionnaires and face to face meetings.

Our Skills Needs Assessment, Assessment of Current Provision and Analysis of Gaps and Weaknesses reports provide the fullest picture and are available on www.skillsactive.com.

The Sector Skills Agreement: Regional Action Plan for Yorkshire & Humberside incorporates the findings from Stages One to Three of the SSA process and sets out a plan for development for the Active Leisure and Learning sector in the region.

Value of our sector

- The SkillsActive sector contributed £646m in output to the Yorkshire & Humberside economy in 2004 – almost twice the average annual growth rate of the Yorkshire & Humberside economy as a whole over the last 5 years.
- GVA for the sector is forecast to grow by 42% to £919m over the next decade, at an average annual rate of 3.4%.
- The average rate of employment growth has been 4 times greater than the Yorkshire & Humberside economy as a whole in the past 5 years (1999-2004)
- Growth in employment is expected to continue above the regional average over the next 10 years

Profile of our workforce

See Key statistics

- Around 50% of the paid workforce work part-time, compared with just 24% across all industries in the region.
- 10% of the workforce is self employed. The Outdoors and the Health and Fitness sub sectors show the highest levels of self employment (16% and 13% respectively).
- Approximately 60% of the sector is female. The proportion of female employment is particularly high within the Playwork sub-sector (83%) and lower than average in the Caravan industry (28%)
- 19% of the workforce is under the age of 25
- Around three in ten (29%) of the workforce is not qualified to Level 2, smaller than the proportion found across all industries in Yorkshire and Humberside (34%).

Sports, Fitness and the Outdoors

- Sport generates £2.5bn in annual turnover and £940m in annual value-added
- Approximately 508,000 people participate in organised sports clubs
- Residents spend £1.2bn annually on sports-related goods and services
- **157 private health clubs in the region** (9% of England) with a further 59 planned ⁴
- **243 public sports centres** (8% of England) with a further 39 sports centres planned.

Recruitment Difficulties & Skills Gaps

- Around 31% of Active Leisure and Learning organisations have had vacancies in the last 12 months, compared with 51% across the sector nationally.
- Approximately 35% of organisations in the region with vacancies had found them hard to fill (compared with 39% across the region as a whole).
- Nine in 10 organisations with hard to fill vacancies attributed them to skill shortages (90% compared with 69% across the sector nationally).
- 26% of employers report skills gaps in the current workforce.

- The most common skills that are lacking or in need of improvement are communication, problem solving and initiative.

The Caravan Industry Stats	Yorkshire & Humberside
Number of caravan parks	315
% of total number of parks in England	10%
Holiday pitches (57% owner occupied)	16,117
Number of Households in Park homes	1,435
% of residential caravans in England	4%

- **The Caravan industry** has enjoyed great success in recent years, with manufacturing sales up 50%
- 40% of Caravan Parks reported a vacancy in the last 12 months, of which 57% found them hard to fill.
- A major challenge is recruiting enough cleaners and housekeepers, followed by bar managers/staff, receptionists, wardens, cooks and chefs.
- The three most important skills were Customer service, maintaining safety and communication.

Training Provision

- The median spend on training is £1,000-£4,999. Trained staff in Yorkshire & Humberside attended an average of 8 days training, compared with 11 days in England.
- Coaching, teaching and instruction staff are the most likely to receive training.
- 16,145 people participated in sports related learning programmes in 2003-04.
- There is a fairly even distribution of learners across the region (20-24%), with the exception of West Yorkshire, which accounts for 32% of learners.
- Data supplied by the LSC suggests that approximately £11.3m was invested in Active Leisure and Learning courses – 9% of the total funding for the sector in England (£121m).
- There is no specific work based learning for the caravan sector in Yorkshire & Humberside.
- The Playwork sector is largely dependent on FE provision. The main qualifications undertaken are certificates, NVQs and Diplomas in Playwork.
- 14 providers deliver Playwork training and the Leeds Metropolitan University delivers the PSEFD and BA (Hons) in Playwork.

Playwork

The widely accepted definition is: *Play is freely chosen, personally directed, intrinsically motivated behaviour that actively engages the child or young person.*

- Playwork has a higher proportion of female, and part-time workers. Furthermore, the sector has a high proportion of voluntary, seasonal and holiday play scheme workers.
- Holiday play schemes attract younger and more male playworkers within the seasonal workforce.

Skills needs

Specific issues for the Playwork sector in the UK include:

- Need for more Playwork specific skills and qualifications
- A greater understanding of the values and principles of Playwork
- Improved business and management SkillsActive
- A need for more staff trained to Level 2 and 3
- Need for higher level qualifications e.g. foundation degrees and senior practitioners.
- More Playwork training and quality work experience for trainers and assessors.

Yorkshire and Humber has identified through research the following specific needs:

- There is a severe lack of playwork assessors and trainers in the region particularly in the rural areas.
- There is a significant need to increase the delivery of the Playwork Sector Endorsed Foundation Degree (PSEFD) in localities.
- There is inconsistency across the region in relation to funding for training & qualifications

Key Challenges in the Employers' View

Representation

- There is a need for greater dialogue/communication regarding skills and qualification issues.
- Employers would like greater opportunities to hear about and respond to proposals and ideas regarding these issues

Networking

- More networking opportunities need to be created, e.g. informal networking events, research/consultation events.

Careers and IAG

- The sector needs to be more effectively promoted as a career choice.
- There is a need to improve career pathways and opportunities in the sector.
- Case studies should be more actively utilised.

Work experience

- Young people and graduates often lack practical work experience in the sector.
- There will be a need for someone to help facilitate work experience if improvements are made.

Responsive training

- There is a need for easier access to 'responsive' training providers who understand the sector.
- More flexible training is needed i.e. training at unusual hours and in the workplace.

Vocational pathways

- Greater awareness of vocational and WBL training options is needed.
- Employers need help with identifying which of their staff may benefit from vocational learning/upskilling.

Funding and training information

- There is a need for simple information summaries on available funding, skills and training opportunities and support services.
- Funding to support the skills development of instructors involved in GP referral/exercise on prescription is needed.
- Employers needs support in accessing funding and relevant training.
- Employers support the removal of funding barriers to allow more people to access funding towards industry recognised standards (non-QCA).
- There is a need to secure funding i.e. UKCC training.

Understanding training needs

- Organisations need help in understanding their own training needs (especially organisations with large numbers of volunteers).
- Employers identify the need to map the workforce and identify their skills and qualification needs.
- Employers need help and support with in and out of house training.

Support for the workforce

- There is a need to support coaches, looking at ways to upskill and improve coaching abilities.
- Managers and leaders need help to increase their capacity.
- Further support for volunteers and the continued professional development is needed.

Key Priorities

As part of the SSA process SkillsActive have developed a number of key solutions to tackle the issues and challenges facing the Active Leisure and Learning industry, grouped into 6 key themes (below).

As this agreement is on behalf of the employers in our sector, their actions, which complement those of our stakeholders, have been included in this Sector Skills Agreement.

Six Priorities for Action
1. Improve the quality and range of services
2. Improve recruitment and retention
3. Professionalise and up-skill the existing workforce
4. Match training supply to employer demand
5. Source funding for training
6. Increase sector investment in our people

Sources:

- ¹ SkillsActive – SSA Stage I - Skills Needs Assessment
- ² NESS 2005
- ³ The Future of Active Leisure and Learning, Experian Business Strategies, 2005
- ⁴ FIA Leisure Database Company

REGION SSA ACTION PLAN SUMMARY

1. To improve the quality and range of services

- 1.0 Increase the uptake of business support schemes in the region, e.g. engagement in Train 2 Gain, skills for life and leadership and management training.
- 2.0 Assist the development of the workforce to support the increase in habitual physical activity, e.g. support the coaching workforce, establish support mechanisms for volunteers in sports clubs, identify cross sector initiatives and upskilling the current workforce.
- 3.0 Provide data and information to influence regional policy and improve sector recognition, e.g. undertake research to inform WFD, establish 4 County WFD Plans and provide sector awareness sessions to partner organisations.

2. To improve recruitment and retention

- 1.0 Raise individual aspirations and demand for learning, e.g. provide careers advice to outlets, encourage hard to reach groups to engage in learning via the sector.
- 2.0 Establish employment routeways into the sector, e.g. redirect funding to support the achievement of industry-recognised qualifications by undergraduates, support work experience, explore the opportunity for a regional sports coaching agency.
- 3.0 Promote the wide range of career opportunities within the active leisure and learning sector, e.g. implement a careers strategy for the region, develop and promote careers resources and establish links with schools.

3. To professionalise and up-skill the existing workforce

- 1.0 Plan training and support to develop the coaching workforce to meet community and performance requirements, e.g. review sports coaching in the region, promote development opportunities, agree funding and ensure accessibility and support mechanisms are in place.
- 2.0 Support the training of health and fitness professionals to provide a wide range of services to the community
- 3.0 Promote the take-up of leadership and management training
- 4.0 Increase the uptake of apprenticeship schemes across the region, e.g. Young Apprenticeship Schemes and 2 new schemes.

4. To match supply to demand

- 4.1 Establish a region-wide portfolio of fit-for-purpose training supply for employers and the future workforce to access, e.g. conduct an audit of provision, and create a database of regional provision.
- 4.2 Encourage training providers to offer vocational routes that meet job requirements, e.g. integrate NOS in undergraduate programmes, promote the uptake of Foundation Degrees, support training providers in identifying quality work placements.
- 4.3 Facilitate the input of employers' needs into training provision, e.g. set up a training provider network and explore the potential for establishing a skills academy hub.

5. To re-direct funding

- 1.0 Identify appropriate funding sources to support training needs and qualification attainment across the sector, e.g. conduct an audit of funding provision, communicate new funding sources and influence funding partners.
- 2.0 Increase public sector funding into vocational training within the sector, e.g. liaise with funding partners to establish support for the sector and influence building capacity awards.
- 3.0 Agree investment into coaching and exercise and fitness training initiatives, e.g. work with the LCS to create flexible funding streams and work with key health sector partners to support wider service provision.

6. To increase sector investment in our people

- 6.1 Establish a shared commitment to improve skills within the workforce, e.g. create a sector stakeholder forum, and agree methods for evaluating and monitoring the SSA.
- 6.2 Increase employer demand for, and investment in, skills within the workforce, e.g. create a regional employers forum and promote the skills agenda.
- 6.3 Encourage employers to conduct and use personal development plans to meet business objectives, e.g. provide WFD resources and workshops to employers, encourage the use of TNAs and promote quality assurance schemes.
- 6.4 Monitor and review the impact of investment in skills by employers, e.g. establish a research forum, evaluate the impact of skills investment and disseminate data to stakeholders and funding partners.

REGION SSA ACTION PLAN SUMMARY – PLAYWORK

1. To improve the quality and range of services

- 1.0 Better recognition of the value of playwork through promoting playwork values, skills, knowledge and principles to other allied professional sectors, promoting public play and playwork events such as Playday and Play Awards, ensuring Children and Young People's Workforce Strategies include playwork, making playwork practice and principles accessible for people who want to incorporate their own practice; exporting playwork principles wherever possible and working to gain recognition of the benefits of playwork as an integral need of children and the additional benefits of delivery (e.g. impact on crime).
- 2.0 Constant drive to meet Government agendas and customer expectations through promoting the importance of including playwork in inter-agency groupings and increasing the recognition of playwork within Government policies and agendas.
- 3.0 Work towards sustainable funding for play provision and holiday play schemes.

2. To improve recruitment and retention

- 1.0 A programme of improved careers advice / guidance to increase the pool of playwork applicants through promoting playwork as a positive, viable and professional career and promoting the value of play, playwork, qualifications and training through networks and information dissemination.
- 2.2 Explore improvements to pay and conditions for playworkers.
- 2.3 Improve employer recognition of and investment in Skills for Life to aid progression.

3. To professionalise and up-skill the existing workforce

- 1.0 Establish a register of playwork professionals.
- 2.0 Up-skill the existing workforce through gaining recognition that an increasing number of playworkers will need to achieve relevant higher level qualifications that equip them for a variety of new roles, improving the take up of training by BME, disabled and other disadvantaged groups and exploring the development of qualifications for new

roles working with children (e.g. play rangers and participation workers).

4. To match supply to demand

- 1.0 A programme to raise the quality of FE training in our sector through supporting delivery of training for Playwork NVQ assessors and development of Playwork NVQ assessment centres in the region, supporting delivery of training for trainers courses, improving the development of playwork within the FE/HE environment and raising the quality of playwork education, training and qualifications.
- 2.0 Improve standardisation and transferability of qualifications through establishing a Register of Playwork Professionals.

5. To re-direct funding (for training)

- 5.1 Reduce barriers to accessing training through more local, flexible, work-based training.

6. To increase sector investment in our people

- 6.1 Explore quality work experience for students, tutors and assessors at a regional level by promoting the take-up and provision of work experience opportunities.
- 6.2 Encourage employers use of workforce development planning tools.
- 6.3 Increase training levels in the sector by promoting workforce development, improving recognition of the value of training and qualifications in the play sector, improving the recognition of quality assured training and qualifications with employers and improving the 'learning culture' with playwork employers.
- 6.4 Raise employers awareness, understanding and utilisation of National Occupational Standards (NOS).
- 6.5 Commitment to fund training included in project contracts.

7. Operational or implementation

- 7.1 Strong regional infrastructure for playwork education and training centres.