ESSA-SPORT

Improving the Supply of Skills to the Sector

NATIONAL REPORT

Analysis of labour market realities and challenges in the sport and physical activity sector

United Kingdom

September 2019

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This national report has been produced by SkillsActive and EOSE Services who are full partners in the ESSA Sport project, using the methodology and structure provided by the coordinator EOSE.

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THE ESSA-SPORT PROJECT AND BACKGROUND TO THE NATIONAL REPORT

1. THE ESSA-SPORT PROJECT AND BACKGROUND TO THE NATIONAL REPORT

a) The ESSA-Sport Project

The aim of the ESSA-Sport project, funded by the European Commission under the Erasmus+ programme, was to establish a European Sector Skills Alliance covering the full breadth of the sport and physical activity sector across the European Union. The project was a direct response to the identified needs and challenges of the sport and physical activity sector.

The 3-year project, which began in October 2016, aimed to create a knowledge base and plan for action within the sector on the key issues of skills and workforce development which are central to helping the sector grow, to equip those working or volunteering with the right skills and to enable the sector to fulfil its potential as a social, health and economic driver. The overall ambition was to create an evidential basis for change and improvement, to create a major consultation on skills and to build a lasting consultation network at national and European level to take forward the conclusions and recommendations made in national and European Reports.

The project has identified skill needs and future priorities based on national and European level research and consultation activities.

The consortium, composed of 20 national coordinators and 5 European networks, is proud to have generated new knowledge and data as well as consultation activities at all levels to support policy and priority actions in the sport and physical activity sector.

b) The National Report

This National Report presents the main findings collated and analysed through the ESSA-Sport project at the national level.

Each nation in Europe has its own specificities, realities and challenges in terms of employment and skills in sport and the aims of the national report are:

- to describe the national sport and education systems
- to present new knowledge gathered for the sector in terms of employment and skills
- to propose concrete conclusions and recommendations/ priority actions for implementation at the national level.

c) The sport and education system

The first step of the overall process was for all national coordinators to conduct a series of desk research activities using a common methodology.

Firstly, in Section 2 of this report, there is a presentation of key political, geographical, economic and population factors and characteristics of the national labour market.

Section 3 presents the characteristics, evolution and future perspective of the national sport and physical activity sector/system.

The overall national education and training system is presented in Section 5 whereas the way it is specifically organised in the sport and physical activity sector is presented in Section 6.

d) Sport Labour Market Statistics

Section 4 of the national report focuses on the work carried out by national coordinators and main findings obtained in an attempt to collate available data and statistics on the sport and physical activity labour market in all EU Member States.

Indeed, to make an impact on the sector and allow it to unlock its potential to improve people's lives, it is necessary to have a precise idea of the size and characteristics of the current labour market, and information about changes and tendencies. This information has been missing for many years since the last (partial) attempt to get a European map of employment for the sector took place in 2004 (Vocasport project, EOSE 2004).

The aim of the current initiative was to fill a knowledge gap by undertaking wide research activities at both European and national levels to identify the scale and scope of employment in the emerging and growing sport and physical activity sector.

NACE is the statistical classification of economic activities in the European Community, while ISCO is the International Standard Classification of Occupations. The ESSA-Sport consortium has been successful in collecting the most relevant NACE and ISCO data related to the sport sector, gathered from National Statistics Offices and the European body Eurostat. This data on the size and characteristics of the sport labour market at the national level is presented in section 4.

e) European Employer Skills Survey

Following the desk research and collection of available statistics for the sport labour market, the focus was then to design and launch the first ever European Employer Skills Survey for the sport and physical activity sector. The objective was to consult the widest variety of employers from the sector and collate data on the labour market, skills needs, gaps and shortages, future tendencies/perspectives, realities and difficulties to recruit and retain staff and volunteers.

In the context of a dynamic and complex labour market, gathering information on current and future skill needs can support better matching of education, training and employment.

In recent years, better understanding of labour market needs and skills matching have featured prominently on the policy agenda of many countries, driven by both rapid technological advances and global competition. Skills matching can also help reduce unemployment, particularly among young people. It helps to build a better life for individuals by improving employability, social mobility and inclusion.

The ambition through the design and launch of the first ever European Employer Skills Survey for the sport and physical activity sector was to identify and analyse the growing and changing labour market, to build an up to date picture of employment, and to identify the skill needs and future priorities based on national and EU level research – building a skills map for the sector.

The main results and key information from the European Employer Skills Survey at the national level are presented in Section 7 of this report.

f) Consultations and conclusions

Once all of the employment and skills data had been gathered from sources of labour market statistics and the Employer Skills Survey conducted, the aim in each country was then to discuss and consult on the data with relevant national stakeholders, through meetings, round-tables, one-to-one discussions etc. A summary report on consultation activities implemented at the national level is presented in Section 8.

Finally, it was the aim of the ESSA-Sport project to implement a bottom-up approach and present national findings and conclusions from the entire project and all activities including desk research, data collection and consultation.

The development of recommendations and actions for the sector to tackle the identified challenges will ensure the legacy of the ESSA-Sport project as the sector builds on the data collected for sustained reforms to improve skills of paid staff and volunteers and meet the potential of the sport and physical activity sector. National conclusions and recommendations are presented in Sections 9 and 10 of this report.

2

NATIONAL KEY FACTS AND OVERALL LABOUR MARKET

2. NATIONAL KEY FACTS AND OVERALL DATA ON THE LABOUR MARKET

a) United Kingdom Country Information

Capital	London
Official EU language(s)	English
EU member country	since 1 January 1973
Currency	Pound sterling (GBP).
Schengen	The UK has negotiated an opt-out from Schengen area.
Geographical Size	248.5 - Surface area in thousands of square kilometres
Population:	64875165
GDP per capita in PPS[1]	109

Political system

The United Kingdom (UK) is a constitutional monarchy with a parliamentary democracy with a head of government - the prime minister - and a head of state - the monarch. The UK consists of 4 countries: England, Scotland, Wales and Northern Ireland. The last 3 have devolved administrations with varying powers.

Trade and economy

The most important sectors of the UK's economy in 2016 were wholesale and retail trade, transport, accommodation and food services (18.6%), public administration, defence, education, human health and social work activities (18.2%) and industry (13.0%).

Intra-EU trade accounts for 47% of the United Kingdom's exports (Germany 11%, France and the Netherlands and Ireland all 6%), while outside the EU 15% go to the United States and 5% to Switzerland.

In terms of imports, 51% come from EU Member States (Germany 14%, the Netherlands 7% and France 5%), while outside the EU 9% come from both the United States and China.

European Parliament

There are 73 members of the European Parliament from the UK.

Unemployment rate	6.1%
Job vacancy rate	2.1%

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[1] Living standards can be compared by measuring the price of a range of goods and services in each country relative to income, using a common notional currency called the purchasing power standard (PPS). Comparing GDP per inhabitant in PPS provides an overview of living standards across the EU.

Table 1) Total population per gender and categories of age

	TOTAL POPULATION	BY GENDER (%)		BY AGE (%)*				
		Female	*Male*	*0-15*	*16-24*	*25-49*	*50-64*	*65+*
2016	65,648,054	33,270,380	32,377,674	12,390,097	7,319,413	21,891,560	12,232,899	11,814,085
2015	65,110,034	33,035,589	32,074,445	12,257,865	7,391,480	21,831,804	12,017,718	11,611,167
2014	64,596,752	32,803,000	31,793,752	12,153,221	7,418,056	21,806,071	11,812,583	11,406,821
2013	64,105,654	32,572,633	31,533,021	12,058,589	7,446,024	21,827,482	11,641,718	11,131,841
2012	63,705,030	32,389,808	31,315,222	11,983,545	7,488,808	21,847,299	11,544,432	10,840,946
2011	63,285,145	32,187,886	31,097,259	11,882,880	7,505,779	21,898,627	11,539,673	10,458,186
2010	62,759,456	31,953,963	30,805,493	11,813,540	7,444,054	21,857,163	11,381,972	10,262,727
Please indicate the source	ONS Population estimates / projections local authority based by single year of age - includes NI							

* Age ranges have been amended to say what the ONS data variables

Table 2) Total active population and data on unemployment and employment

	TOTAL ACTIVE POPULATION[2]	TOTAL UNEMPLOYED PERSONS	NUMBER OF PERSONS IN EMPLOYMENT[3]		
			TOTAL EMPLOYED PERSONS	BY GENDER (%)	
				Female	*Male*
2016	33,420,000	1,594,000	31,826,000	14,930,000	16,896,000
2015	33,220,000	1,692,000	31,528,000	14,700,000	16,828,000
2014	32,814,000	1,872,000	30,942,000	14,501,000	16,440,000
2013	32,647,000	2,358,000	30,290,000	14,157,000	16,133,000
2012	32,442,000	2,535,000	29,906,000	13,961,000	15,945,000
2011	32,024,000	2,684,000	29,340,000	13,707,000	15,632,000
2010	31,827,000	2,503,000	29,324,000	13,645,000	15,679,000
Please indicate the source	Labour Force survey - national and regional - seasonally adjusted				

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[2] The Active Population also called Labour Force, is the population employed or unemployed

[3] Employment is defined as the number of people engaged in productive activities in an economy. The concept includes employees, self-employees and family workers.

Table 3) Total number of employed persons per economic sectors (NACE Rev.2 Codes4)

NACE CODES – SECTIONS	TOTAL NUMBER OF EMPLOYED PERSONS					
	2011	2012	2013	2014	2015	2016
A - Agriculture, forestry and fishing	434,000	376,000	399,000	401,000	396,000	407,000
B - Mining and quarrying	67,000	72,000	71,000	69,000	65,000	60,000
C - Manufacturing	2,538,000	2,546,000	2,574,000	2,627,000	2,618,000	2,618,000
D - Electricity, gas, steam and air conditioning supply	121,000	120,000	122,000	125,000	141,000	149,000
E - Water supply; sewerage, waste management, remediation activities	188,000	194,000	198,000	194,000	193,000	209,000
F - Construction	2,094,000	2,052,000	2,112,000	2,153,000	2,180,000	2,234,000
G - Wholesale and retail trade; repair motor vehicles/motorcycles	4,930,000	4,951,000	4,988,000	5,064,000	5,134,000	5,160,000
H - Transportation and storage	1,507,000	1,530,000	1,517,000	1,573,000	1,658,000	1,706,000
I - Accommodation and food service activities	1,988,000	2,000,000	2,129,000	2,202,000	2,266,000	2,315,000
J - Information and communication	1,227,000	1,259,000	1,303,000	1,359,000	1,359,000	1,404,000
K - Financial and insurance activities	1,120,000	1,145,000	1,116,000	1,113,000	1,359,000	1,081,000
L - Real estate activities	482,000	503,000	545,000	564,000	565,000	560,000
M - Professional, scientific and technical activities	2,481,000	2,575,000	2,733,000	2,841,000	2,959,000	3,025,000
N - Administrative and support service activities	2,574,000	2,583,000	2,691,000	2,922,000	2,942,000	2,993,000
O - Public administration and defence; compulsory social security	1,595,000	1,560,000	1,538,000	1,517,000	1,477,000	1,465,000
P - Education	2,763,000	2,769,000	2,868,000	2,909,000	2,992,000	3,018,000
Q - Human health and social work activities	3,998,000	4,049,000	4,128,000	4,215,000	4,221,000	3,018,000
R - Arts, entertainment and recreation	872,000	891,000	911,000	935,000	973,000	1,008,000
S - Other service activities	855,000	831,000	892,000	901,000	910,000	1,008,000
T - Activities of households as employers	69,000	75,000	78,000	79,000	64,000	73,000
*data for U - Activities of extraterritorial organisations and bodies is not available						
Please indicate the source	ONS					

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[4] See http://ec.europa.eu/eurostat/documents/3859598/5902521/KS-RA-07-015-EN.PDF

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3

THE NATIONAL SPORT AND PHYSICAL ACTIVITY SECTOR

3. THE NATIONAL SPORT AND PHYSICAL ACTIVITY SECTOR

a) The configuration of the national sector and role of main stakeholders

A key feature of the structure of sport and physical activity in the UK is its complexity, indeed as sport is a devolved matter there are structures and strategies for sport as well as key organisations present in each of the four nations that make up the United Kingdom. At the same time some areas are dealt with at the UK level with responsibility of the UK Government. The UK Government have summarised this situation as such:

We recognise the complicated landscape of reserved and devolved powers around responsibility for sport and physical activity. The UK Government is responsible for elite sport both at a UK level and in England, with the devolved governments of Scotland, Wales and Northern Ireland holding responsibility for elite sport in their own countries. The UK Government also holds responsibility for a number of reserved issues such as security or anti-doping across the whole of the UK, whereas grassroots sport, health and education policy is devolved in Scotland, Wales and Northern Ireland[5].

This report will give an overview of the UK sport system and draw from each of the home nations where relevant.

1) Ministry responsible for sport

In England the relevant ministry is the Ministry for Digital, Culture, Media and Sport (DCMS). DCMS funds and oversees the work of 45 agencies and public bodies, which in the field of sport includes the national sports council Sport England and UK Sport which provides funding for elite sport. These bodies act at arm's length from the government.

One of the objectives of the DCMS is to "Increase participation in, engagement with and access to sport and physical activity"[6].

In Scotland there is a Minister for Public Health, Sport and Wellbeing within the Scottish Government. Promotion of physical activity in Scotland from the governmental level includes funding of the national agency for sport in Scotland, sportscotland and supporting sport in communities and schools[7].

In Wales the Welsh Government takes various measures to encourage more people to take part in sport and active recreation, including funding the national sports council, Sport Wales to develop and promote sport and physical activity[8]

In Northern Ireland the Department for Communities is responsible for the central administration and promotion of sport in Northern Ireland and the administration of Sport Northern Ireland, the national sports council. [9]

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[5]https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/486622/Sporting_Future_ACCESSIBLE.pdf
[6] https://www.gov.uk/government/publications/department-for-digital-culture-media-and-sport-single-departmental-plan/dcms-single-departmental-plan-2019
[7] https://www.gov.scot/policies/physical-activity-sport/
[8] https://gov.wales/sport
[9] https://www.communities-ni.gov.uk/topics/sport

2) National strategies for sport

There is no single strategy document for sport covering the whole of the United Kingdom. Instead there are strategies for each of the home nations, developed by the government of the nation in question or the government funded sports council.

In 2015 the UK Government published "Sporting Future, A new Strategy for an Active Nation[10]" which in the most part applies only to England except for inclusion of some matters reserved to the UK level. This strategy covers the role of central and local government and tackles the twin themes of increasing participation and maximising international and domestic sporting success. Attracting major events, developing the sport sector and measuring impact also form part of the strategy.

Sport England responded to the Government's Sporting Future strategy with their own strategy Towards an Active Nation covering the period 2016 – 2021.[11] This strategy aims to deliver health, social and economic outcomes of sport in England. The stated changes in this strategy compared to previous ones include[12]:

- ⭐ Focusing more money and resources on tackling inactivity
- ⭐ Investing more in children and young people from the age of five
- ⭐ Helping those who are active now to carry on
- ⭐ Putting customers at the heart
- ⭐ Helping sport to keep pace with the digital expectations of customers
- ⭐ Working nationally where it makes sense to do so but encouraging stronger local collaboration to deliver a more joined-up experience of sport and activity for all
- ⭐ Working with a wider range of partners, including the private sector, using expertise as well as investment to help others align their resources
- ⭐ Working with our sector to encourage innovation

In Scotland "Sport for Life" has been launched in 2019 as the new corporate strategy from sportscotland with the vision for an Active Scotland where everyone benefits from sport[13]. This strategy promotes sport for life to enhance wellbeing, strengthen communities and help the economy thrive. It also focuses on Scotland's sporting assets and developing the sporting system to best serve the needs of the people of Scotland.

A vision for sport in Wales published by Sport Wales[14] includes the twin themes of participation and elite success, stating "we are focused on getting more people, more active, more often, and on Wales securing enviable sporting success on the world stage."[15] The strategy goes to define five priorities areas as such:

- ⭐ Sporting innovation
- ⭐ Skills for life in sport
- ⭐ Sporting communities
- ⭐ Sporting excellence
- ⭐ Growing a skilled and passionate workforce

[10]https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/486622/Sporting_Future_ACCESSIBLE.pdf
[11] https://www.sportengland.org/media/10629/sport-england-towards-an-active-nation.pdf
[12] https://www.sportengland.org/active-nation/our-strategy/
[13] https://www.sportforlife.org.uk/
[14] https://www.visionforsport.wales/
[15] http://sport.wales/media/506916/sport_wales_english_vision_doc_reprint_all_v3.pdf

Sport Northern Ireland works in partnership with the Department of Culture, Arts and Leisure (DCAL) to deliver on Sport Matters: The Northern Ireland Strategy for Sport and Physical Recreation, 2009-2019.[16]

This Strategy sets out a new shared sporting vision of 'a culture of lifelong enjoyment and success in sport', as well as the key strategic priorities for sport and physical recreation, and informs the direction of future investment – underpinning three areas:

- Participation
- Performance
- Places

It sets out the case for ongoing and increased investment in sport and physical recreation to deliver a range of sporting outcomes and support the wider social agenda in areas such as education, health, the economy and the development of communities.

It is clear from these strategies across the UK's four nations that there is a strong desire from government to both increase participation in sport and achieve success at the elite level, and a willingness to fund programmes in support of these aims. In addition there is a growing expectation, as can be seen in the paragraph above from Northern Ireland for sport to support wider agendas including education, health, the economy and community development.

3) Main stakeholders

While the aim here is not to be exhaustive it can be useful here to briefly mention the roles of some of the organisations operating in the UK sport and physical activity sector.

The four nation sports councils

Sport England (www.sportengland.org) is responsible for grassroots sport in England, they work with (and fund) national and local partners to ensure everyone in England can benefit from sport and physical activity.

sportscotland (www.sportscotland.org.uk) is the national agency for sport in Scotland and a non-departmental public body, responsible through ministers to the Scottish Parliament. sportscotland has three directorates - sports development, high performance and corporate services - a wide range of partnerships.

Sport Wales (http://sport.wales/) are the national organisation responsible for developing and promoting sport and physical activity in Wales and the main adviser on sporting matters to the Welsh Government. They aim to not only improve the level of sports particpation at grassroots level but also provide aspiring athletes with the support required to compete successfully on the world stage.

Sport Northern Ireland (http://www.sportni.net) is the leading public body for the development of sport in Northern Ireland. Strategic objectives are Strategic Objectives are to increase and support the number of people adopting and sustaining a sporting lifestyle; to enable more people to reach their sporting goals through a structured environment; and to help more Northern Ireland Athletes to win at the highest level.

UK Sport

UK Sport (www.uksport.gov.uk) operates at the UK level to provide strategic investment to enable Great Britain's Olympic and Paralympic sports and athletes to compete and win medals at the Olympic and Paralympic Games.

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[16] http://www.sportni.net/about-us/sports-strategy/

Sport and Recreation Alliance

The Sport and Recreation Alliance (www.sportandrecreation.org.uk) is a membership organisation whose members are national governing bodies of sport and other charitable or not-for-profit multi-sport or sport related organisations. Sport a Recreation Alliance aims to be the voice of the sector with Government, policy makers and the media; and help get the nation active at the grassroots level by providing advice, support and guidance.

CIMSPA

The Chartered Institute for the Management of Sport and Physical Activity - CIMSPA (www.cimspa.org.uk) is a membership body for individuals involved in sport and physical activity, and is a professional development organisation with responsibility for skills and workforce development and the aim to develop the sector's professional workforce.

UK Coaching

UK Coaching (https://www.ukcoaching.org) is the national agency for coaching which serves the sport sector by providing representation, services and courses for sport coaches. Working with partners across the sporting landscape including national governing bodies of sport to develop coaches and the coaching system.

UK Active

With a background of a focus on the fitness industry, UK Active (www.ukactive.com) exists to improve the health of the nation by getting more people, more active, more often. ukactive provides services and facilitates partnerships for a broad range of organisations. They serve over 4,000 members and partners from across the public, private and third sectors, from multinational giants to local voluntary community groups.

Sport federations

In the UK sport federations go by the name of national governing bodies of sport (NGBs). NGBs are typically independent, self-appointed organisations that govern their sports through the common consent of their sport. Most sports have governing bodies in each of the four UK home nations, with responsibility for developing all aspects of their sport including participation, talent pathways, clubs and competitions.

Active Partnerships

There are 43 Active Partnerships covering England (www.activepartnerships.org). They work across the sporting landscape, actively supporting Clubs and partners to help increase participation in sport and physical activities.

Leisure Trusts

One of the biggest owner of sport facilities and deliverer of activities are leisure trusts. Trusts do not distribute profit and instead reinvest money generated into the provision of leisure and culture services and facilities. Trusts are rooted in the local communities they serve, with specific services designed and supported through the cross-subsidy model to support those in most need. They can manage facilities such

as: swimming pools, libraries, museums, pitches, gyms, ice arenas, beach fronts, parks, heritage buildings and children's centres. The membership body that represents leisure trusts is Community Leisure UK (www.communityleisureuk.org).

The charitable sector

Charities form a major part of the sporting landscape in the UK, delivering sport for development/ sport for change programmes. Some of these have joined forces through the Sport for Development Coalition, see (www.connectsport.co.uk/coalition). All Coalition members believe in the power of sport and physical activity to act as effective tools for intervention when generating positive social outcomes. One such organisation is StreetGames (www.streetgames.org) who aim to harnesses the power of sport to create positive change in the lives of disadvantaged young people right across the UK. StreetGames' work helps to make young people and their communities healthier, safer and more successful.

Local authorities

According to Sports Think Tank "Local authorities have a central role to play in the provision of community sport and recreation facilities. From the local parks to leisure centres, local councils enable a huge range of leisure activities and sport to happen. They also have an important leadership role to play, bringing schools, voluntary sport clubs, National Governing Bodies of sport, health and the private sector together to forge partnerships, unblock barriers to participation and improve the local sport delivery system." Read more from Sports Think Tank on this topic here: http://www.sportsthinktank.com/local-government-thinking.html

Private companies

There is a strong role in the provision of sport and physical activity in the UK for the private sector. From large private companies that operate in the fitness industry to a growing number of sole traders and micro-businesses that are contracted to deliver services at the local level.

Women in Sport

Women in Sport (www.womeninsport.org) is one of a number of organisations focussed on aspects of equity in sport. They have the goal of giving every woman and girl in the UK the opportunity to experience the transformational rewards of sport.

Note: this is not an exhaustive directory of organisations involved in the sporting landscape across the UK, further research is recommended to fully understand the range of organisations involved in the delivery, ownership and access to sport in the UK

b) Economic impact of sport

According to Sport England[17] in 2010, sport and sport-related activity generated Gross Value Added (GVA) of £20.3 billion – 1.9% of the England total. This placed sport within the top 15 industry sectors in England and larger than sale and repair of motor vehicles, insurance, telecoms services, legal services and accounting. The same study concluded that the annual estimated economic value of sport-related volunteering is £2.7 billion and the annual value of health benefits from people taking part in sport is estimated at £11.2 billion. More recently the UK Government has stated that the contribution of sport to the economy has grown to £39 billion annually[18].

c) Linking sport to other agendas

Through even a cursory glance at government pronouncements about sport from across the UK four nations as well as study of national sport strategies it can be seen that the expectations of sport from government are changing and growing. Sport is now explicitly expected to impact on health, community development, the economy and education. Former UK Prime Minister David Cameron encapsulated this new approach in his forward to the 2015 Sporting Future Strategy:

We will be much bolder in harnessing the potential of sport for social good. In delivering this Strategy we will change sport funding so it is no longer merely about how many people take part, but rather how sport can have a meaningful and measurable impact on improving people's lives.

Meeting wider outcomes in society is now at the heart of the sport agenda; health, social and community development outcomes are now central to sport policy and funding. According to a study published in 2015; A review of the social impacts of culture and sport[19]

- ⭐ The most convincing evidence [on the social impact of sport] concerns health benefits, which prevent or reduce physical and mental health problems and save on health care costs.
- ⭐ There is also strong evidence that sports participation improves pro-social behaviour and reduces crime and anti-social behaviour, particularly for young men.

CLOA, the Chief Cultural and Leisure Officers Association, is the professional association for strategic leaders managing public sector Culture, Arts, Heritage, Tourism, Libraries, Parks, Sport and Leisure services (www.cloa.org.uk). They have discussed this shift in expectations and how it affects the work of their members in local government:

The impact of new policy drives and initiatives and the increasing focus on performance management and development continues to influence public sector cultural, tourism and sport services. Such services are no longer delivered exclusively for their own sake, but are being resourced in order to impact in broader social areas, such as regeneration, crime prevention, economic development, social inclusion, health and education – and are being measured on the outcomes achieved in these areas.

It is clear that new expectations and roles for sport will result in new requirements of the sporting workforce and new skillsets that go beyond traditional sport delivery.

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[17] https://www.sportengland.org/media/3174/economic-value-of-sport-summary.pdf
[18] https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/486622/Sporting_Future_ACCESSIBLE.pdf
[19] https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/416279/A_review_of_the_Social_Impacts_of_Culture_and_Sport.pdf

d) The levels of sport and physical activity participation

Eurobarometer includes the latest European Commission survey on sport and physical activity[20]. The results for the UK show the following:

- 47% of adults regularly or with some regularity exercise or play sport
- 53% of adults never or seldom exercise or play sport, including 49% of men and 58% of women

Participation figures are also collected within the UK. Firstly in England by Sport England who reported in March 2018 that 61.8% of the 16+ population in England are active, and 1.5m people (25.7%) are inactive, meaning they do less than 30 minutes of physical activity a week[21].

The Observatory for Sport in Scotland (OSS) support the delivery of community sport, recreation and activity with independent research and knowledge sharing. OSS recently published a study on sport participation in Scotland[22] showing that:

- Trends in both those adults meeting guidelines and those classified as the most sedentary (very low activity) have shown little change over a five-year period from 2012 to 2017 with an indication of a slight increase from 62% to 65% in the former (driven by increases in recreational walking).
- Over the same period the percentage of men (71% in 2017) meeting the physical activity for health guidelines has been significantly higher than women (60%) with no sign of the gap narrowing.
- There has been a slow but gradual increase in the proportion of children (aged 2 to 15 years) meeting physical activity guidelines over the period 2008 to 2016.

1) Volunteering in sport

In October 2018, Sport England's Active Lives survey reported that a total of 6.3 million adults had given their time at least twice in the last year to help make sport and activity happen. This is a huge contribution, with people giving their time in a range of different ways – from coaching and committee roles, to providing transport and marshalling at events.[23]

Around three-quarters of sport volunteering takes place in sports clubs, which form the backbone of sport and rely on this voluntary contribution.

According to Eurobarometer 472, 7% of UK adults engage in voluntary work that supports sporting activity[24].

2) Sports clubs

According to Eurobarometer 472, 11% of UK adults are a member of a sport club, and 76% of UK adults agree or tend to agree that local sport clubs and other local providers offer many opportunities to be physically active.

Sport England and the Sport and Recreation Alliance published the results of a Sport Club Survey for 2017/2018[25], with the key findings including;

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[20] https://ec.europa.eu/sport/news/2018/new-eurobarometer-sport-and-physical-activity_en
[21] https://www.sportengland.org/news-and-features/news/2018/march/22/figures-show-nations-activity-levels/
[22] https://www.oss.scot/wp-content/uploads/2019/06/Sporting-Trends-Executive-Summary-FINAL-.pdf
[23] https://www.sportengland.org/media/13789/club-volunteering-executive-summary.pdf
[24] file:///C:/Users/HP/Downloads/ebs_472_fact_uk_en%20(1).pdf
[25] https://www.sportengland.org/media/13449/sportsclubsurveyreport-final-16-08-18.pdf

The nation's sports clubs are in good health – with strong growth in participants and volunteers. Clubs continue to offer very good value for money, have impressive retention rates and work hard to engage with their local communities but elements of the club landscape are challenging.

Further results of this survey showed:

- The majority (89%) of sport clubs are for a single sport
- 75% of clubs are non-profit run by members with a constitution and committee
- Clubs are optimistic about the future expecting adult and junior membership to grow
- Challenges include attracting members, increased costs, accessing funding and improving facilities.

Interestingly in terms of the sport workforce the survey also stated 48% of clubs find recruiting and retaining coaches and having enough coaches a challenge.

3) The fitness industry

The fitness industry is a major provider of physical activity in the UK, the 2019 State of the UK Fitness Industry Report reveals that the UK health and fitness industry is healthier than ever before. A summary of key facts of this report[26], published in April 2019, show that:

- The number of fitness facilities in the UK is up from 7,038 to 7,239 this year.
- Total membership grew by 4.7% to 10.4 million.
- Total market value increased by 4.2% to £5.1 billion.
- The UK penetration rate passed 15% for the first time.
- 215 new fitness facilities opened in the last 12 month
- Pure Gym and GLL remain the UK's leading private and public operators (by number of gyms and members). In 2018, Pure Gym became the first operator to reach 200 clubs and this year they are joined by GLL (with 203 gyms).

Key national organisations in the fitness sector include UK Active (www.ukactive.com) who represent employers and the industry as a whole. The biggest professional membership body for fitness professionals is the Register of Exercise Professionals (https://www.exerciseregister.org).

REPs was developed to protect the public from trainers who do not hold appropriate qualifications and to provide assurance and confidence to the public and employers that all professionals on the register are appropriately qualified with the knowledge, competence and skills to perform their role effectively[27].

4) The Outdoors sector

Outdoor recreation refers to any physical activity taking place in the natural environment. Research suggests that there are over 9,000 providers of outdoor activity split into four broad categories:

1. Sport and active recreation
2. Commercial facilitation
3. Development and learning
4. Social connection

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[26] http://www.leisuredb.com/blog/2019/5/16/2019-state-of-the-uk-fitness-industry-report-out-now
[27] https://www.exerciseregister.org/about-reps

Outdoor recreation makes a significant contribution to the national and local economies. For example, people may holiday in areas where they know there are opportunities to be active outdoors. People are also employed in the outdoor recreation sector which offers a wide range of development opportunities. The Sport and Recreation Alliance's Reconomics Plus report "The Economic, Health and Social Value of Outdoor Recreation, 2017" provides more insight in to this sector[28].

A key organisation in the outdoors sector is the Institute for Outdoor Learning (www.outdoor-learning.org) which is the professional body for organisations and individuals who use the outdoors to make a difference for others.

e) Trends and tendencies

One trend discussed in this brief introduction to sport in the UK is the growing expectation on sport to deliver on wider policy outcomes including health, community development, education and the economy. This will require a shift in delivery mechanisms in sport and also the skills required of sport professionals.

Another trend related to sport policy and funding is to target individuals and communities who traditionally have lower patterns of participation in sport and physical activity. Programmes and funding are increasingly targeted at women and girls, ethnic minorities and other underrepresented groups. There is a commitment to equality, diversity and inclusion. Again this could affect the skills required of people working in the industry and challenge the sector to analyse who is best placed to reach and motivate these groups to take part in sport and physical activity.

Austerity has been a key pillar of UK Government policy since 2010 and this has had an impact on sport. The money available for sport at local level has been squeezed and this has an impact on the range of facilities and services available at the local level. Academic research is now beginning to study this phenomenon[29].

Technology, including wearable technology and social media, will continue to play a growing role in sport, as discussed in a report by the Sport and Recreation Alliance "Future Trends: Innovating to grow participation in sport and physical activity"[30]

Finally there appears to be a rise in self-employment and micro businesses, in line with the trend towards the "gig economy" generally, where self-employed fitness trainers and coaches are encouraged to work in this way through current employment trends and funding systems. This is borne out by some of the employment figures presented in the next section.

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[28] https://www.sportandrecreation.org.uk/policy/research/reconomics
[29] https://www.tandfonline.com/doi/full/10.1080/19406940.2018.1432672
[30] https://www.sportandrecreation.org.uk/policy/research-publications/future-trends

4

SPORT LABOUR MARKET STATISTICS

4. EXISTING NATIONAL STATISTICS ON EMPLOYMENT FROM DESK RESEARCH ACTIVITIES

The graphs and data that follow show employment data for the UK and the EU as a whole collected through desk research and gathered by EOSE from the European body Eurostat. Data related to "NACE" and "ISCO" were analysed. Discussions also took place with the UK National Statistics Office.

Within this section NACE is the "statistical classification of economic activities in the European Community" and is the subject of legislation at the European Union level, which imposes the use of the classification uniformly within all the Member States. NACE is a four-digit classification providing the framework for collecting and presenting a large range of reliable and comparable statistical data according to economic activity.

ISCO refers to the International Standard Classification of Occupations. The ISCO-08 divides jobs into 10 major groups with sub-groups underneath. For the ESSA-Sport project ISCO 342 is most relevant.

The following summarises and highlights some of the main findings of the UK statistical report. **This reveals that the total number of people working in the Sport and Physical Activity Sector in the UK in 2018 was 445,365. This represents a growth rate of 18% since 2011**. This makes the UK sport and physical activity workforce the largest in the EU. Overall, 1.43% of the total UK workforce (all sectors) is employed in sport and physical activity.

This section is divided into three parts:

a) **Total number of people working in Sports Organisations**

b) **Total number of people working in Sports Specific Occupations**

c) **Comparison of those working in Sports Specific Occupations within and outside of Sports Organisations and estimated totals for the sector overall.**

a) Total Number of People Working in Sports Organisations

This subsection uses Eurostat figures for the period 2011-2018 to estimate and break down the number of people working for organisations classified as '93.1 Sports Activities' within the EU NACE database. This comprises:

- Operation of Sports Facilities
- Activities of Sports Clubs
- Fitness Facilities
- Other Sports Activities

It is important to note that the figures here are for **all** staff working in these types of organisations and will include, for example, managers, cleaners, receptionists, office staff, catering staff etc. Staff with sport specific occupations are covered in Section 3.

1) Total Number of People Working in All Occupations in UK Sports Organisations and Growth Rate

The total UK working population in these organisations (all occupations) as of 2018 was 355,499. This compares with a figure of 315,674 in 2011. Thus, there is a growth during this period of 12.6%.

Total number of people working in a sport organisation (NACE 93.1)

	2011	2012	2013	2014	2015	2016	2017	2018
Total	315674	330547	294435	319240	333189	337685	335814	355499
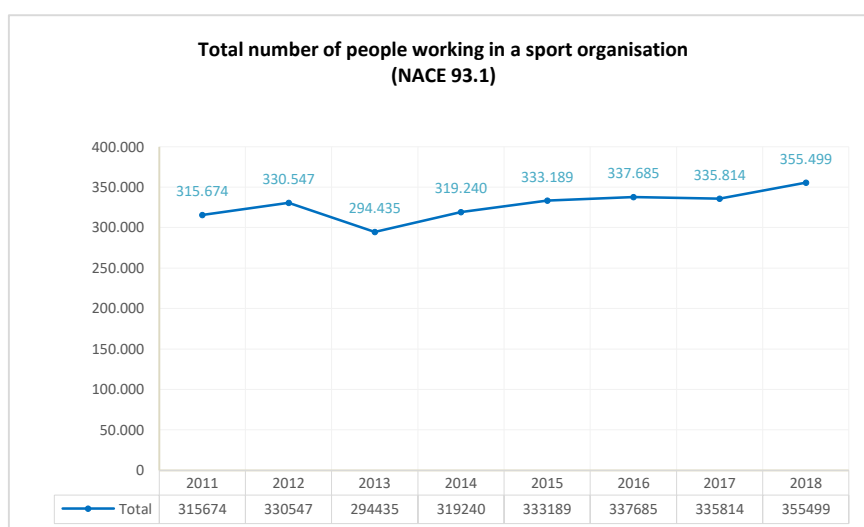
2) All People Working in UK Sports Organisations by Gender

The number of UK male employees in 2018 exceeds the number of females by 31,446. This is 8.84% of the total workforce. In terms of % male versus female, this shows little significant change from 2011.

Total number of people working in a sport organisation (NACE 93.1) - By gender -

	2011	2012	2013	2014	2015	2016	2017	2018
Males	170.837	185.406	168.497	180.834	188.842	180.401	187.813	193.678
Females	144.837	145.142	125.938	138.406	144.347	157.284	148.001	162.232

Total number of people working in a sport organisation (NACE 93.1) - By gender -

	2011	2012	2013	2014	2015	2016	2017	2018
Males	54,12%	56,09%	57,23%	56,65%	56,68%	53,42%	55,93%	54,42%
Females	45,88%	43,91%	42,77%	43,35%	43,32%	46,58%	44,07%	45,58%

The sector is still some way from achieving gender parity and there has been no movement in that direction over the last eight years.

3) All People Working in UK Sports Organisations by Age

In 2018 the UK workforce was broken down by age as:

15-24 years old	34.98%
25-49 years old	41.14%
50+ years old	23.89%

Total number of people working in a sport organisation (NACE 93.1) - By age groups -

Total number of people working in a sport organisation (NACE 93.1) - By age groups -
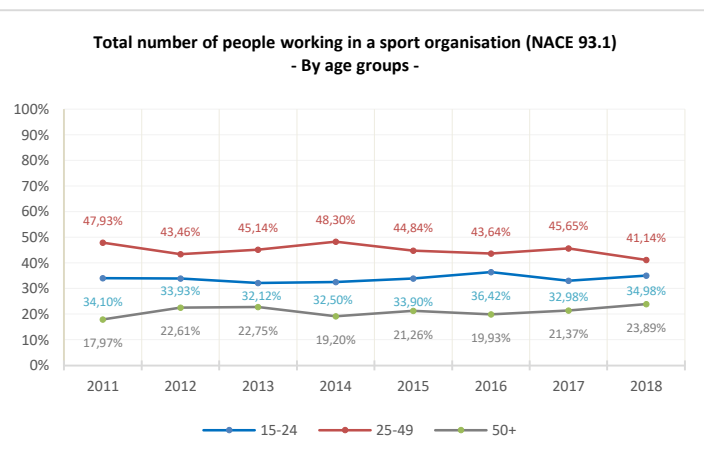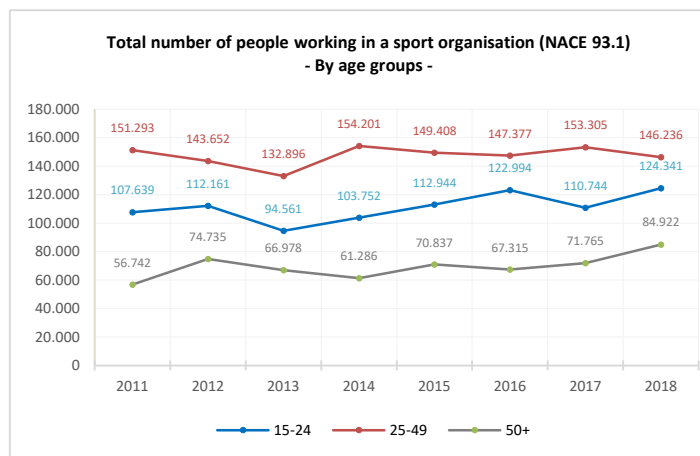
2011-2018 shows the proportion of 15-24s has remained fairly static (growth of less than 1% in the workforce as a whole) whereas the proportion of 25-49s has decreased by around 6% and the proportion of those in the 50+ group has increased by around 6%. This suggests an aging workforce in which the 25-49 workers are moving into the 50+ category and the number of younger people joining the sector is not sufficient to replace them.

4) All People Working in UK Sports Organisations by Level of Education

In 2018 the UK workforce was broken down by education level as:

Low (GCSE or equivalent)	17%
Medium (A level or equivalent)	51%
High (Higher Education)	32%

Total number of people working in a sport organisation (NACE 93.1) - By education level -

Total number of people working in a sport organisation (NACE 93.1) - By education level -
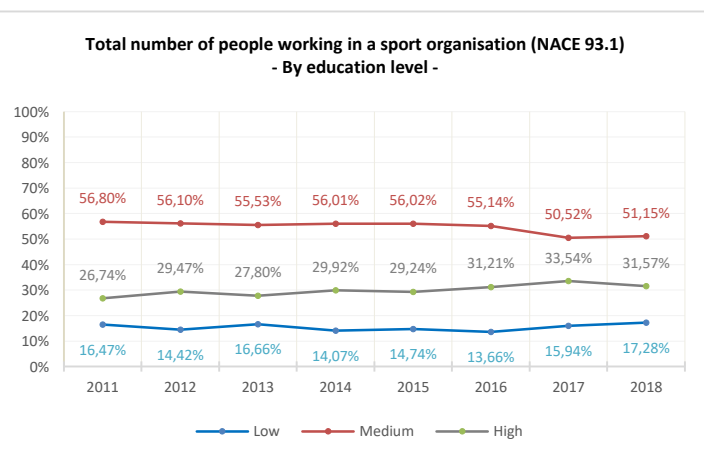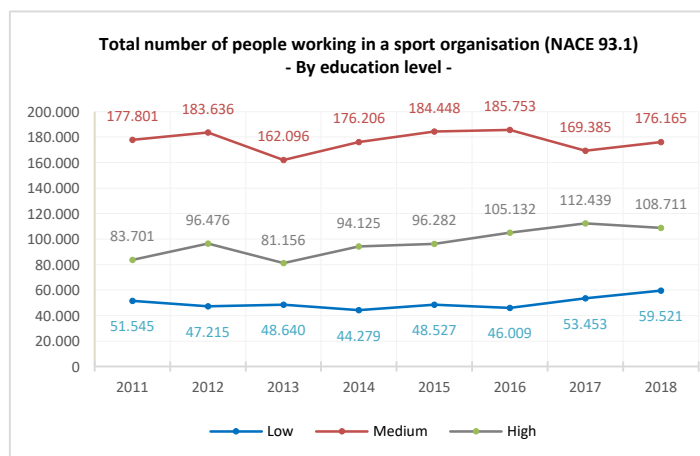
2011-2018 shows a slight increase in the low education group (0.8% as a proportion of the workforce), a decrease (6%) in the medium education group and a 6% increase in the high education group. This suggests the workforce is becoming more educated with more graduates entering the sector.

5) All People Working in UK Sports Organisations by Type of Contract

In 2018 the UK workforce was broken down by type of contract as:

Full-time   52%

Part-time   48%

Total number of people working in a sport organisation (NACE 93.1)
- By type of contract -

Year	Full-time	Part-time
2011	171.173	144.344
2012	175.399	154.334
2013	156.556	137.878
2014	167.872	151.367
2015	178.613	153.908
2016	176.152	161.316
2017	189.663	146.151
2018	192.242	162.499

Total number of people working in a sport organisation (NACE 93.1)
- By type of contract -

Year	Full-time	Part-time
2011	54,25%	45,75%
2012	53,19%	46,81%
2013	53,17%	46,83%
2014	52,59%	47,41%
2015	53,71%	46,29%
2016	52,20%	47,80%
2017	56,48%	43,52%
2018	54,19%	45,81%

Over 2011-2018 there has been little change in the balance between full and part-time contracts, although there was noticeable decline in part-time workers in 2017. This has not been explained. From 2013 to 2016 the number of part-time contracts was increasing and might have been much closer to full-time contracts by 2018 had this decline not occurred.
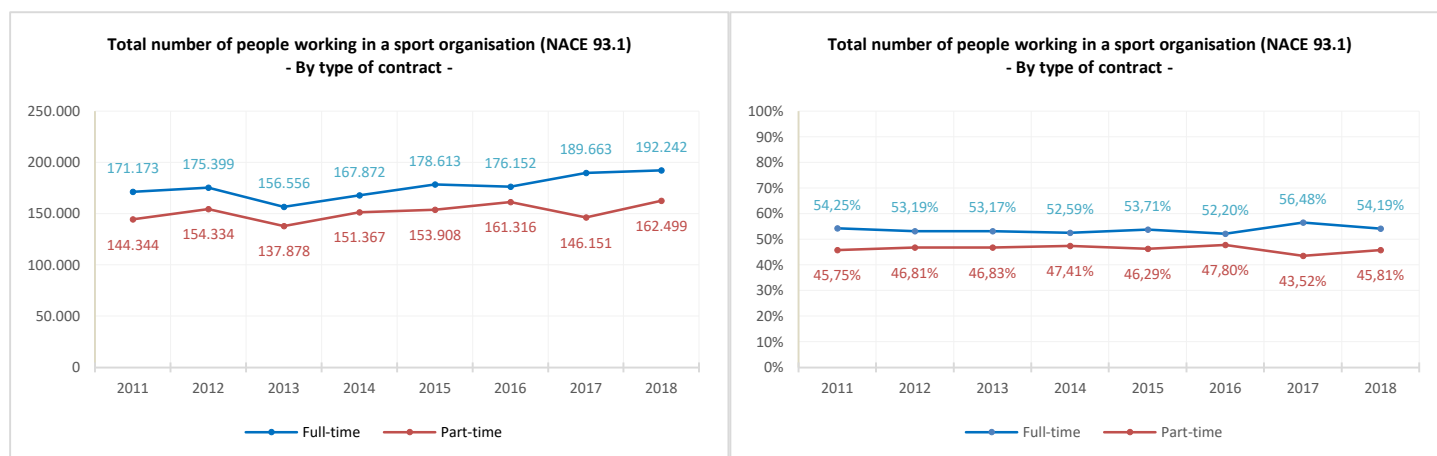
6) All People Working in Sports Organisations by Professional Status

In 2018 the UK workforce was broken down by professional status as:

Employed   86.6%

Self-employed   13.4%

Total number of people working in a sport organisation (NACE 93.1)
- By professional status -

Year	Employed	Self-employed
2011	279.398	36.060
2012	279.938	50.610
2013	246.417	48.018
2014	273.253	45.986
2015	284.238	48.950
2016	291.126	46.188
2017	284.029	50.952
2018	307.267	47.481

Total number of people working in a sport organisation (NACE 93.1)
- By professional status -

Year	Employed	Self-employed
2011	88,57%	11,43%
2012	84,69%	15,31%
2013	83,69%	16,31%
2014	85,60%	14,40%
2015	85,31%	14,69%
2016	86,31%	13,69%
2017	84,79%	15,21%
2018	86,62%	13,38%

Over the period 2011-2018 there has been a slight shift of 2% in favour of self-employment versus employment as a proportion of the workforce.

b) People Working in a Sport Specific Occupation in All Types of Organisation (Sport and Non-Sport)

This subsection uses Eurostat figures for the period 2011-2018 to estimate and break down the number of people working in sports specific occupations (classified as ISCO 342) in sport and non-sport occupations. This group comprises:

- Athletes and Sports Players
- Sports Coaches, Instructors and Officials
- Fitness and Recreation Instructors and Programme Leaders

It is important to note that the figures here are for **all** staff working in these occupations and will include those working in sports organisations and those working for other types of organisations (for example, fitness staff in hotels etc.). It excludes occupations such as cleaners, managers, receptionists, office staff and caterers.

1) Total Number of People Working in Sport Specific Occupations and Growth Rate

The total UK working population in sports specific occupations (sport and non-sport organisations) as of 2018 is 180,864. This compares with a figure of 135,895 in 2011.

Thus, there is a growth during this period of 33%.

Total number of people having a sport-specific occupation (ISCO 342)

	2011	2012	2013	2014	2015	2016	2017	2018
Total	135895	144635	144819	161222	170036	174738	193315	180864
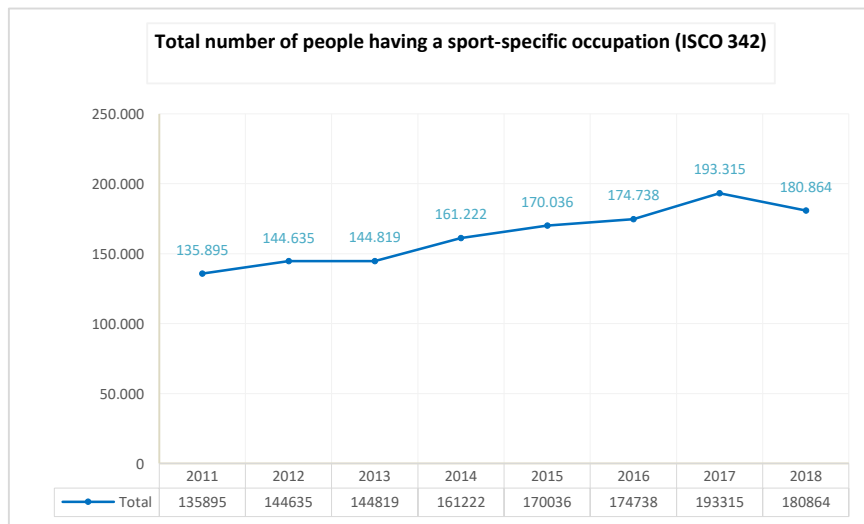
(Incidentally, this means the UK has the largest number of people working in sport specific occupations in the EU).

2) People Working in Sport Specific Occupations by Gender

The number of UK male employees in sport specific occupations in 2018 exceeds the number of females by 16% of the sports-specific workforce.
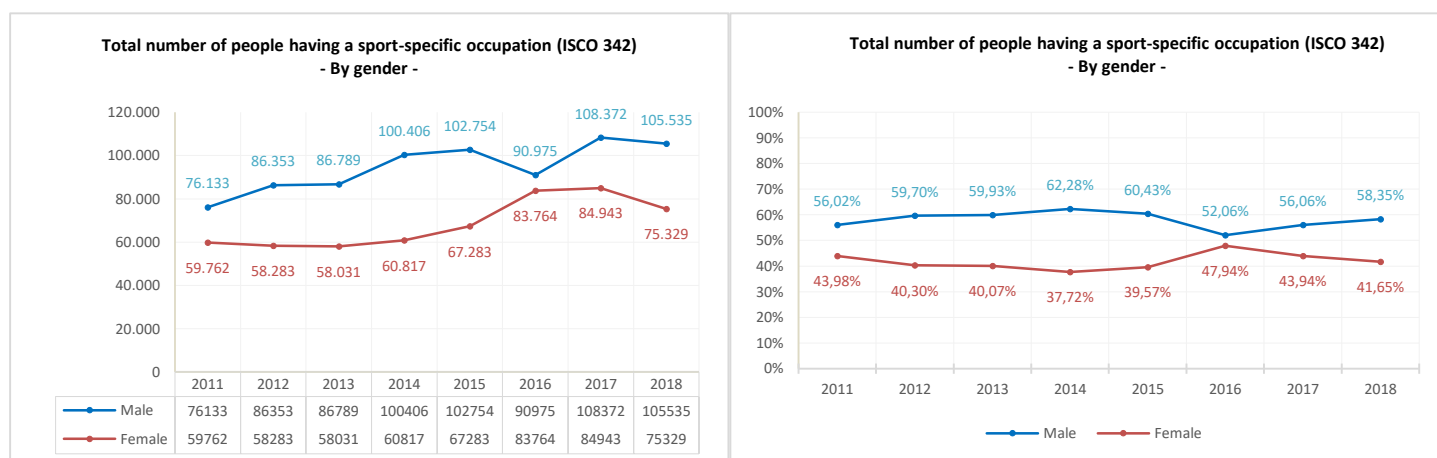
This shows significant widening of the gap from 2011 when the difference was only 12%. This compares with an 8.84% majority of all males/females (all occupations) working in sports organisations. Thus, sports specific occupations have become more male over this time frame with the gap being twice as wide than that in the workforce in Sports organizations (NACE 93.1). There was an (unexplained) decline in male employment in 2016, but this returned to previous levels in 2017.

3) People Working in Sport Specific Occupations by Age

In 2018 the UK workforce in sport specific occupations was broken down by age as:

15-24 years old	29.9%
25-49 years old	46.7%
50+ years old	23.5%
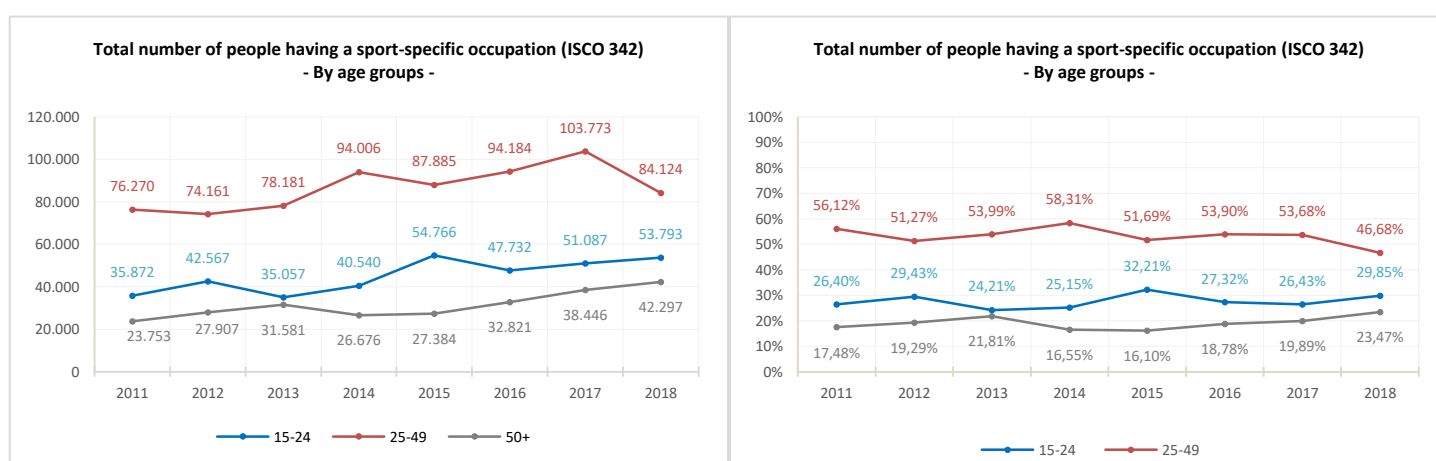
2011-2018 shows a slight increase in the 15-24 age group (by 3.5% of the workforce), a large decline in the 25-49 age group (by over 10% of the workforce) and an increase in the 50+ age group (by 6% of the workforce). This suggests an aging workforce with fewer younger recruits coming in to replace those moving into the 50+ bracket.

4) People Working in Sport Specific Occupations by Level of Education

In 2018 the UK workforce in sport specific occupations was broken down by education level as:

Low (GCSE or equivalent)   11.3%

Medium (A Level or equivalent)   46.3%

High (Higher Education)   42.3%

2011-2018 shows a slight change in the low education group (2% increase), a slight increase (by 2% of the workforce) in the medium education group and a 1% increase in the high education group. Unlike the work force in sports organizations (93.1) there is little evidence of a growth in the number of graduates in these professions.
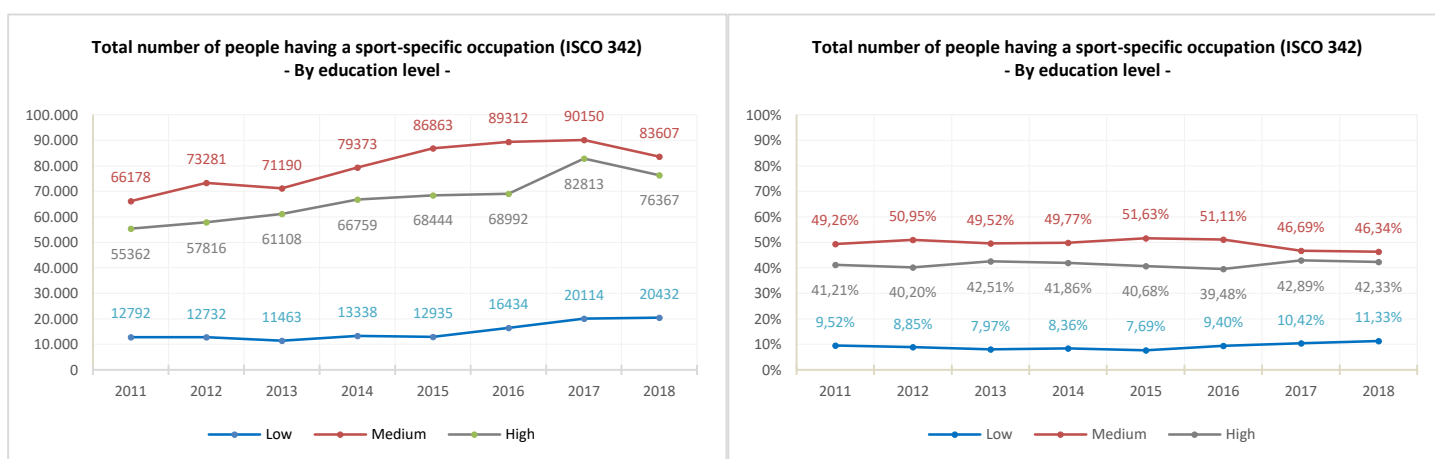

Total number of people having a sport-specific occupation (ISCO 342)
- By education level -

Total number of people having a sport-specific occupation (ISCO 342)
- By education level -

5) People Working in Sport Specific Occupations by Type of Contract

In 2018 the UK workforce in sport specific occupations was broken down by type of contract as:

Full-time   48.1%

Part-time   51.8%

Total number of people having a sport-specific occupation (ISCO 342)
- By type of contract -

Total number of people having a sport-specific occupation (ISCO 342)
- By type of contract -
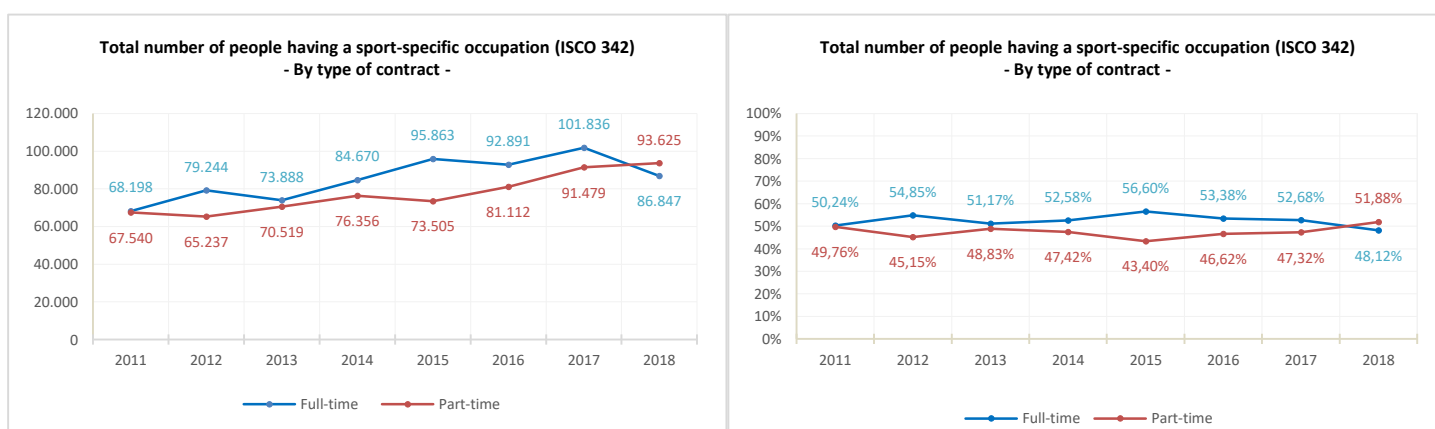
2011-2018 shows a decrease in the number of full-time jobs (by 2% of the workforce) as opposed to a 2% increase in the number of part-time jobs. For the first time since 2011, the number of part-timers exceeds the number of full-timers.

This is in contrast to the workforce in sports organizations (NACE 93.1) where the ratio of full-time employment to part-time employment is reversed.

6) People Working in Sport Specific Occupations by Professional Status

In 2018 the UK workforce in sport specific occupations was broken down by type of contract as:

Employed   60.7%

Self-employed   39.3%

Total number of people having a sport-specific occupation (ISCO 342)
- By professional status -

Employed: 86.026, 85.128, 81.985, 94.036, 98.246, 93.415, 115.174, 109.465
Self-employed: 49.865, 59.041, 62.067, 67.185, 71.193, 80.147, 77.564, 70.770

Total number of people having a sport-specific occupation (ISCO 342)
- By professional status -

Employed: 63,31%, 59,05%, 56,91%, 58,33%, 57,98%, 53,82%, 59,76%, 60,73%
Self-employed: 36,69%, 40,95%, 43,09%, 41,67%, 42,02%, 46,18%, 40,24%, 39,27%

2011-2018 shows a decrease in the number of employment contracts (by 2.6% of the workforce) and a corresponding increase in the number of self-employed people.

This is in sharp contrast with the workforce in sports organizations (NACE 93.1) where employment exceeds self-employment by 86.6% to 13.4%.

c) Total Employment in the Sports Sector

This section uses Eurostat figures for the period 2011-2018 to compare the number of people working in sports specific occupations (classified as ISCO 342) in both sport and non-sport organisations. This group comprises:

- ⭐ Athletes and Sports Players
- ⭐ Sports Coaches, Instructors and Officials
- ⭐ Fitness and Recreation Instructors and Programme Leaders

It also calculates the total size of the sector by adding all staff employed in sports organisations (this will include sport specific occupations and others such as managers, cleaners etc.) with all those in sport specific occupations employed in other types of organisations.

1) Total Number of People Working in Sport Specific Occupations and Growth Rate Inside Sports Organisations and in Other Types of Organisations

The total UK working population in sports specific occupations for the year 2018 breaks down as follows:

In sports organisations   90,998

In other types of organisations   89,866

Total number of persons having a sport-specific occupation (ISCO 342) within or outside a sport organisation (NACE 93.1)
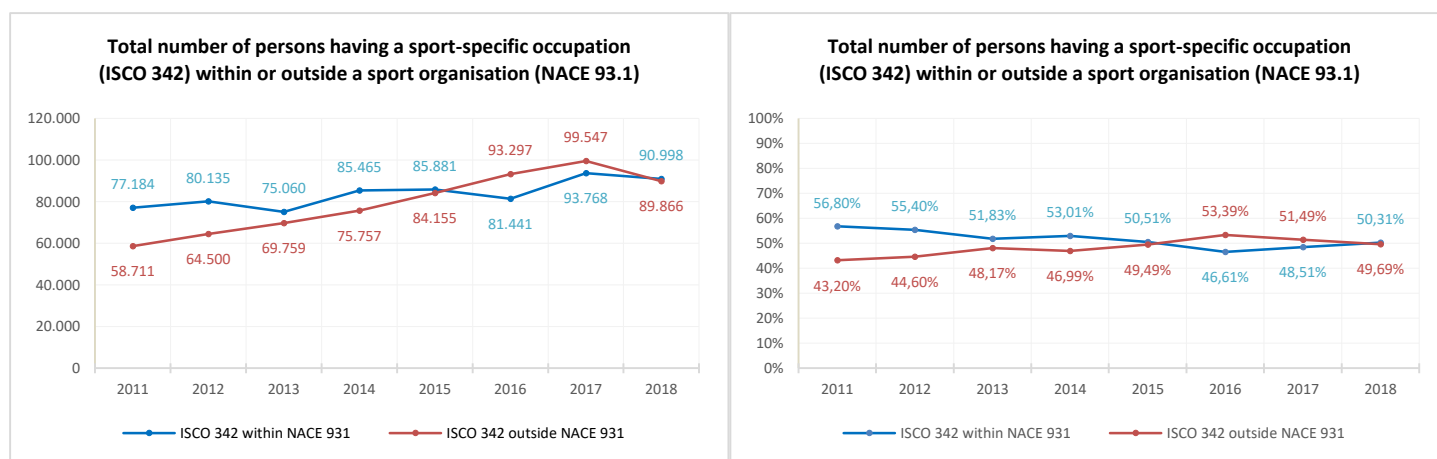
This compares with 2011:

In sports organisations   77,184

In other types of organisations   58,711

Whereas there has been an increase in both categories, the percentage of those working in sport specific occupations in 2018 is as follows:

		This compares with 2011:	
In sports organisations	50.31%	In sports organisations	57%
In other types of organisations	49.69%	In other types of organisations	43%

Incidentally, when we compare the number of people working in sport specific occupations in sports organisations (90,998) with the total number of people in all occupations in sports organisations (355,499) it comes to 25.6%. Either nearly three in four employees working in sports organizations do not have sports specific occupations or possibly some of those working, for example, as leisure managers need to be reclassified as sports specific (ISCO 342).

2) Total Employment (All Occupations in Sports Organisations + Sport Specific Occupations in Other Types of Organisation)

The number of UK employees in sports organisations (all occupations) combined with those in sport specific occupations in other types of organisations:

2011   374,385

2018   445,365

Total employment in the sport labour market

	2011	2012	2013	2014	2015	2016	2017	2018
	374385	395047	364194	394997	417343	430982	435361	445365

This shows an overall growth rate of 18%.

3) Addendum to UK Stats Report: Classification 85.51

In addition to the numbers compiled for 93.1 (Sports Activities), there is a further NACE classification which may be relevant:

"85.51 Sports and Recreation Education

This class includes the provision of instruction in athletic activities to groups of individuals, such as by camps and schools. Overnight and day sports instruction camps are also included. It does not include academic schools, colleges and universities. Instruction may be provided in diverse settings, such as the unit's or client's training facilities, educational institutions or by other means. Instruction provided in this class is formally organised.
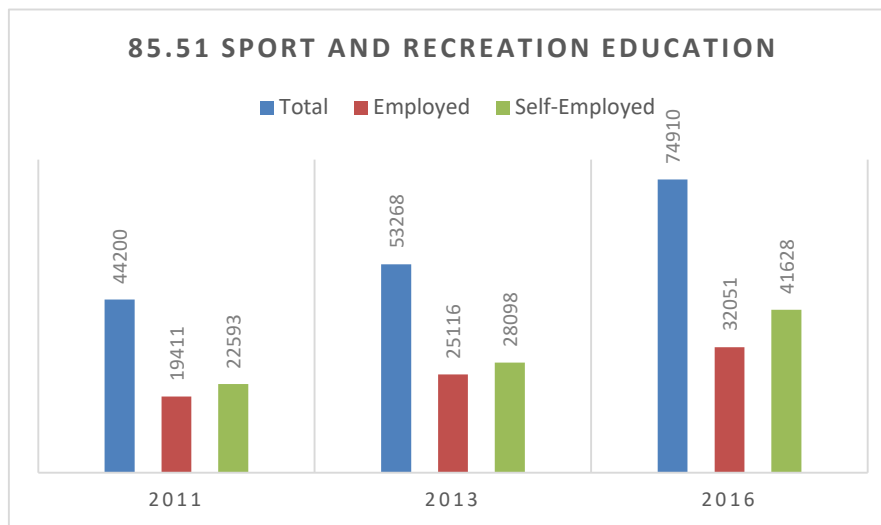
This class includes*:*
- sports instruction (baseball, basketball, cricket, football, etc)
- camps, sports instruction
- gymnastics instruction
- riding instruction, academies or schools
- swimming instruction
- professional sports instructors, teachers, coaches
- martial arts instruction
- card game instruction (such as bridge)
- yoga instruction
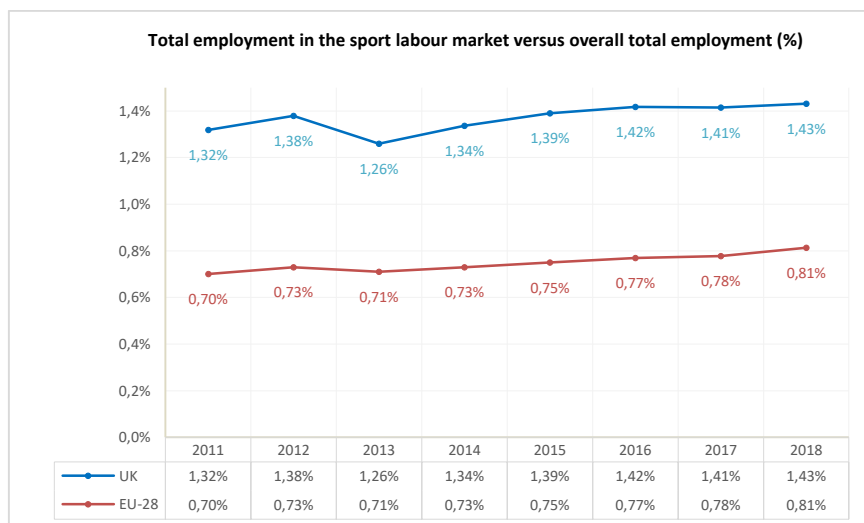***This class excludes:***
- cultural education, see 85.52"

This classification has seen considerable growth:

85.51 SPORT AND RECREATION EDUCATION

Total | Employed | Self-Employed

	2011	2013	2016
Total	44200	53268	74910
Employed	19411	25116	32051
Self-Employed	22593	28098	41628

However, we do not know if these numbers are already included in the count for ISCO 342.

4) Sports Labour Market in the UK as a Percentage of the Total UK Labour Market by Comparison with Europe

Total employment in the sport labour market versus overall total employment (%)

	2011	2012	2013	2014	2015	2016	2017	2018
UK	1,32%	1,38%	1,26%	1,34%	1,39%	1,42%	1,41%	1,43%
EU-28	0,70%	0,73%	0,71%	0,73%	0,75%	0,77%	0,78%	0,81%

Thus, in the UK 1.43% of the working population is employed in and physical activity, only 0.81% of the population is similarly employed across the EU 28.
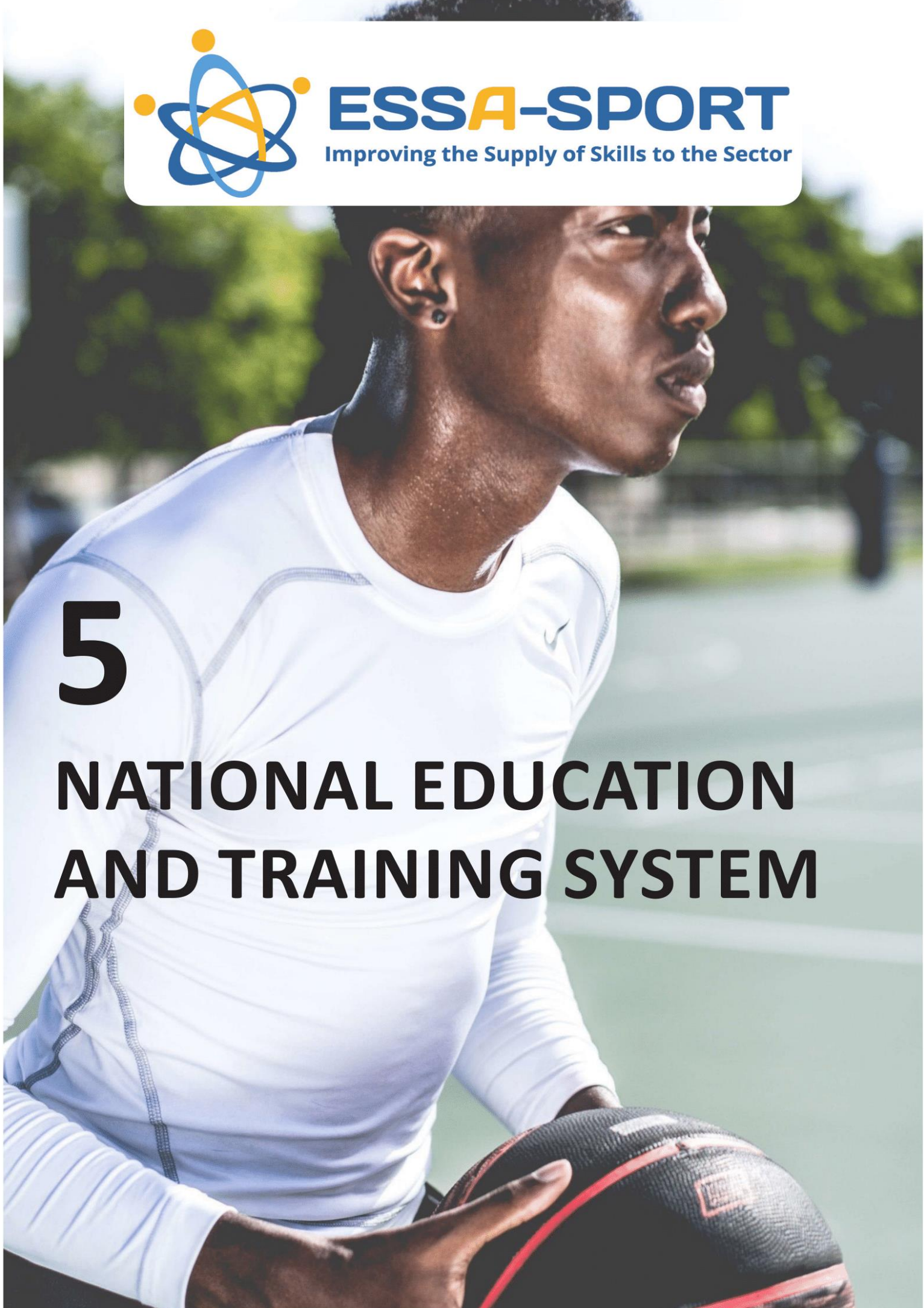
5

NATIONAL EDUCATION AND TRAINING SYSTEM

5. NATIONAL EDUCATION AND TRAINING SYSTEM

There is no one single national education and training system for the United Kingdom. Education is a "devolved" matter which means that the administrations in Scotland, Wales and Northern Ireland have significant autonomy over their education and training system. While elements of the system apply across the UK, many apply only to one of the four UK home nations. Legislation for England is passed in the UK parliament at Westminster, while in Scotland, Wales and Northern Ireland they have their own legislative body and powers (as of August 2019 currently suspended in Northern Ireland).

The structure of this section will therefore use the same headings with content presented for England, Scotland, Wales and Northern Ireland.

a) England

1) Responsible Ministry[31]

The Department for Education (DfE) is the main ministerial department responsible for children's services and education, including higher and further education policy, apprenticeships and wider skills in England. The post of Minister of State for Universities, Science, Research and Innovation is a joint role between the DfE and the Department for Business, Energy and Industrial Strategy (BEIS).

The department is supported by 18 agencies and public bodies. Publicly funded educational institutions at all levels enjoy a high degree of autonomy, counterbalanced by a strong system of accountability. In working with institutions, the DfE is supported by the central and local decision-making, regulatory and/or advisory bodies described briefly below.

- The Office of Qualifications and Examinations Regulation (Ofqual), a non-ministerial government department, is responsible for regulating qualifications, examinations and assessments.
- The Teaching Regulation Agency, which is an executive agency sponsored by the Department for Education, is responsible for the regulation of the teaching profession, and the award of qualified teacher status (QTS).
- The Education and Skills Funding Agency (ESFA), an executive agency of the DfE, is the government agency accountable for funding education and training for children, young people and adults.
- The Standards and Testing Agency (STA), is responsible for developing national curriculum tests to meet Ofqual criteria, and for supporting schools to carry out national curriculum assessment.
- Local authorities (LAs) have a duty to secure sufficient suitable education and training opportunities to meet the needs of all young people in their area.
- The Institute for Apprenticeships and Technical Education is responsible for ensuring high-quality apprenticeship standards and advising government on funding for apprenticeship standards.
- The Office for Students (OfS) is the regulator for the higher education sector; it is responsible for holding higher education institutions (HEIs) to account, for the funding of higher education in England, and for promoting students' interests. It was established in April 2018 to replace the Office for Fair Access (OFFA) and the Higher Education Funding Council for England (HEFCE).

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[31] https://eacea.ec.europa.eu/national-policies/eurydice/content/main-executive-and-legislative-bodies-93_en &
https://eacea.ec.europa.eu/national-policies/eurydice/content/organisation-and-governance-93_en

2) Stages of the education system[32]

Early childhood education and care

Early childhood education and care is not compulsory. Part-time provision is free of charge to parents for all children from age 3 and for disadvantaged children from age 2. Education is compulsory from the school term following a child's fifth birthday.

A common statutory framework (known as the Early Years Foundation Stage, or EYFS) sets standards for the learning, development and care of children from birth to age five. It regulates provision across all settings, including nursery schools, maintained primary schools and academies, private and voluntary settings and registered child-minders.

Primary and lower secondary education

Full-time education is compulsory from the term following a child's fifth birthday until age 16, and parents are responsible for ensuring that their child receives education. Beyond this, young people are required to participate in education or training until they turn 18.

For most children in compulsory full-time education, 'regular attendance at school or otherwise' means attendance at a fully publicly funded school, of which there are two main types:

- maintained schools, which are funded by central government via the local authority (LA)
- academy schools (including free schools), which have direct funding agreements with central government and are independent of the LA. They enjoy certain freedoms relating to organisation and the curriculum.

Regular attendance at school or otherwise can also mean attendance at a fee-paying independent school (see the article on 'Organisation of Private Education') or home education.

Under the Education Act 2002, maintained primary and secondary schools must provide the national curriculum, which is divided into four key stages:

- Key Stage 1 for pupils aged 5 to 7 - Years 1 and 2 in primary education
- Key Stage 2 for pupils aged 7 to 11 - Years 3, 4, 5 and 6 in primary education (ISCED 1)
- Key Stage 3 for pupils aged 11 to 14 - Years 7, 8 and 9 in secondary education (ISCED 2)
- Key Stage 4 for pupils aged 14 to 16 - Years 10 and 11 in secondary education (ISCED 3)

The age range catered for by each school is a matter for local determination, but all schools are legally categorised as either primary or secondary schools. On reaching the end of compulsory full-time education (at the end of Key Stage 4, age 16), pupils usually take nationally recognised external qualifications which fall into three main categories: GCSEs; non-GCSE technical and vocational qualifications; and Entry Level qualifications.

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[32] https://eacea.ec.europa.eu/national-policies/eurydice/content/united-kingdom-england_en

Upper secondary education

From age 16 to 18, young people must be in:

- full-time education or training
- part-time education or training, alongside a minimum of 20 hours per week of work or volunteering
- work-based learning.

At age 16, young people may continue their studies in a school sixth form, a sixth-form college or a further education college. Not all secondary schools cater for pupils over the age of 16, but if they do, they may offer a limited range of vocational as well as general academic programmes. It is more common for young people wishing to undertake vocational education to transfer to a further education institution, although most offer both vocational and general academic courses.

Higher education

Higher education institutions (HEIs) are independent, self-governing bodies empowered by a Royal Charter or an Act of Parliament to develop their own courses and award their own degrees. They generally cater for students aged 18 and above. The length of programmes at this level varies between two years of full-time study for short-cycle programmes (ISCED 5); three or four years of full-time study for bachelor's degrees with honours (ISCED 6); and at least one year of full-time study for a master's degree (ISCED 7).

Adult education and skills

Outside of higher education, there is a large and diverse range of vocational programmes designed to prepare adult learners over the age of 19 for careers and jobs, providing specific skills and on-going development for work, and supporting career progression. These programmes typically lead to qualifications on the Regulated Qualifications Framework (RQF). Adults who wish to improve their basic skills can take single subject qualifications, including functional skills, whilst those who wish to achieve a recognised qualification may work towards GCSEs, A Levels or the Access to Higher Education Diploma.

A large proportion of government-supported vocational learning is within apprenticeship frameworks.

Workplace training is also funded by employers, through in-company training and learning from independent providers.

The major providers of further education and training for adults are further education colleges, which are self-governing corporations. Adult community learning may include both formal and non-formal learning.

3) Higher Education[33]

Universities and other directly funded higher education institutions (HEIs) are autonomous, independent organisations, with their own legal identities and powers, both academic and managerial. Although they are dependent on government funding, they are not owned or managed by the state. They are government-dependent private institutions.

Higher education is also provided by government-independent private institutions, termed 'alternative providers'. Higher education institutions (HEIs) vary in size, history, mission and subject mix. This diversity reflects the long history of the sector.

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[33] https://eacea.ec.europa.eu/national-policies/eurydice/content/types-higher-education-institutions-91_en

Degree awarding powers (DAPs)

Degrees and other higher education qualifications are legally owned by the awarding institution, not by the state. The procedure for gaining degree awarding powers (DAPs) changed in October 2018 as a consequence of the Higher Education and Research Act 2017. Institutions wishing to obtain new DAPs from that date must apply to the Office for Students (OfS) for authorisation. Once the OfS is satisfied that eligibility criteria are met, it seeks advice from the Quality Assurance Agency for Higher Education (QAA), which acts in the role of designated quality body, before deciding whether to authorise the award of DAPs.

First Cycle Programmes

In broad terms, the first cycle identified by the Bologna Process, the Europe-wide process designed to ensure comparability in the standards and quality of higher education qualifications between countries, corresponds, in the UK, to undergraduate qualifications. Of these, the largest group are bachelor's degrees with honours, which are end-of-cycle qualifications at Level 6 of the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (FHEQ).

An alternative route at Level 6 is the degree apprenticeship, an industry-designed, vocational degree, which allows students to combine traditional academic study with practical experience and wider employment skills.

Within the first cycle, there are also qualifications at Level 4 and Level 5 of the FHEQ. Level 5 programmes include foundation degrees, diplomas of higher education and Higher National Diplomas (HNDs), which may be taken as standalone qualifications or used to gain credit towards a full bachelor's degree. Level 4 programmes include higher technical and professional training options, such as higher level apprenticeships, which higher education institutions (HEIs) have an important role in delivering. They also include Higher National Certificates and Certificates of Higher Education.

Second and Third Cycle Programmes

Second cycle programmes involve learning at a higher, more challenging level than for a first cycle (undergraduate) programme. Second cycle qualifications at Level 7 of the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (FHEQ) include master's degrees (such as MSc and MA) and postgraduate diplomas and certificates. The majority are taught programmes, although there are also research master's degrees.

Doctoral degrees are at Level 8 of the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (FHEQ).

4) Vocational Education and Training (VET)[34]

Qualifications regulation

The Office of Qualifications and Examinations Regulation (Ofqual) is the independent regulator of qualifications, examinations and assessments in England. It was established as a non-ministerial government department in April 2010.

Ofqual ensures that the qualifications market in England is fit for purpose by:

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[34] https://eacea.ec.europa.eu/national-policies/eurydice/content/national-qualifications-framework-93_en

![ESSA-SPORT logo - Improving the Supply of Skills to the Sector]

- recognising awarding organisations to offer regulated qualifications and checking that the organisations meet Ofqual's Criteria for Recognition

- holding awarding organisations to account on an on-going basis, by requiring them to have in place appropriate systems, processes and resources

- in some circumstances, establishing and upholding criteria which specified qualifications must meet

- maintaining a register of all regulated qualifications - the Register of Regulated Qualifications - and reporting publicly on these qualifications and on the organisations that offer them

- considering and monitoring risks to qualifications standards

- researching, gathering evidence and investigating issues and taking enforcement action where appropriate and proportionate.

Regulated qualifications intended for learners under the age of 19 must also be approved by the Secretary of State for Education, under Section 96 of the Learning and Skills Act 2000, in order to be eligible to receive public funding.

Regulated qualifications intended for learners aged 19 and over must also be approved by the Education and Skills Funding Agency (ESFA) in order to be eligible receive public funding.

Awarding organisations

Qualifications are provided by awarding organisations (AOs), which are external to the education or training provider. AOs are private companies, with either commercial or charitable status, funded mainly by examination fees. They develop and deliver qualifications to meet government policy requirements and changing skills requirements and to respond to market demand. Awarding organisations must gain recognised status from the qualifications regulator Ofqual before they can propose qualifications for accreditation.

The principal roles of awarding organisations are:

- designing and developing qualifications

- approving and monitoring centres to offer qualifications to the standards required

- ensuring assessment is carried out in a way that is fair, valid and reliable and conforms to the rules that all awarding organisations and their qualifications must meet

- ensuring equality of access to qualifications

- awarding qualifications to learners who have met the qualification requirements.

The Annual Qualifications Market Report (England, Wales and Northern Ireland) provides statistics on the number of recognised awarding organisations offering qualifications, the qualifications available and the numbers awarded.

The majority of the 158 awarding organisations across the UK which deliver regulated qualifications provide vocational qualifications.

ESSA-Sport   National Report – United Kingdom   38

Approved Centres

Approved Centres conduct the examinations and assessments set by awarding organisations. Approved centres can be schools, colleges, training providers, adult education centres, or employers.

Centres choose which awarding organisation(s) to work with and must be recognised by these to deliver their qualifications. They must have sufficient resources, expertise, and organisational and administrative processes to support and assess learners to the standards required. Centres are responsible for internal quality assurance and must make their systems, processes and practices available for inspection and review by the awarding organisation.

5) National Qualifications Framework[35]

The Regulated Qualifications Framework (RQF) is the regulatory qualifications framework for England. Qualifications accepted for use by Ofqual are placed on the Register of Regulated Qualifications, with information on their level and size to indicate their position on the RQF.

Within the RQF, the level and size of each qualification is determined as follows:

- ✧ The level of a qualification is based on the generic knowledge and skills a learner will be able to demonstrate once they have achieved that particular qualification. Qualifications may be assigned one of a range of levels, from Entry Level 1 (which is the most basic in terms of the outcomes required) through to Level 8 (the most advanced).

- ✧ The size of a qualification is expressed in hours. This is known as the 'total qualification time' (TQT). TQT is the estimated number of hours that learners would typically be expected to take in order to achieve the level of attainment necessary for the award of a particular qualification. TQT includes 'guided learning hours' (GLH), which is time spent by a learner being directly taught or instructed by a lecturer, supervisor or tutor, and the number of hours a learner might be likely to spend in preparation or study not undertaken under the immediate supervision of a lecturer or tutor. Should an awarding organisation wish to assign credit to a qualification or units of a qualification, this is calculated by dividing TQT by 10.

Mapping the RQF to the CQFW, SCQF, EQF, and FHEQ

The table below outlines how the levels of the Regulated Qualifications Framework (RQF), that operates in England and Northern Ireland, relate to the Credit and Qualifications Framework for Wales (CQFW); the Scottish Credit and Qualifications Framework (SCQF); and the European Qualifications Framework (EQF), which helps comparison between different qualifications systems in Europe.

RQF	CQFW	SCQF	EQF
8	8	12	8
7	7	11	7
6	6	9/10	6
5/4	4/5	7/8	5
3	3	6	4
2	2	5	3
1	1	4	2
Entry 3	Entry 3	3	1
Entry 2	Entry 2	2	
Entry 1	Entry 1	1	

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[35] https://eacea.ec.europa.eu/national-policies/eurydice/content/national-qualifications-framework-93_en

6) <u>Quality Assurance</u> [36]

<u>Schools</u>

Since 2010, government policy has favoured increasing institutional autonomy. Institutional self-evaluation is both an important part of the quality improvement process and a key input to external evaluation. External inspection also plays an important role, as does the publication of performance data and other information on individual institutions and on wider aspects of the education system.

Responsibility for the quality assurance of primary and secondary education is shared between a number of bodies at national and local level and schools themselves.

The Department for Education (DfE) sets the overall policy context within which the quality assurance system operates. DfE's aim is to foster a school-led school improvement system.

Ofsted, the Office for Standards in Education, Children's Services and Skills is responsible for the inspection and regulation of day care and children's social care, and the inspection of children's services (including those for vulnerable children), schools, colleges, initial teacher training, youth work, work-based learning and adult education.

Under the Education and Inspections Act 2006, local authorities are responsible for monitoring and supporting the performance of the schools they maintain and for intervening when a school gives cause for concern. They also have a duty to promote high standards in education.

<u>Higher education</u>

Higher education institution (HEIs) are autonomous, self-governing institutions. Each is responsible for the quality of its own programmes and, for those institutions with degree awarding powers, for the academic standards of the awards it offers.

The Office for Students (OfS) is the new regulator for the higher education sector. It was established as a non-departmental public body under the Higher Education and Research Act 2017 and is sponsored by the DfE. The OfS is responsible for the regulation and funding of higher education in England, for holding higher education institutions (HEIs) to account, and for promoting students' interests. It replaced the Office for Fair Access (OFFA) and the Higher Education Funding Council for England (HEFCE) in April 2018.

The OfS holds legal responsibility for assuring quality in higher education, which it does through a designated body - the Quality Assurance Agency for Higher Education (QAA).

The Quality Assurance Agency for Higher Education (QAA) is responsible for the external evaluation of higher education institutions (HEIs) in the UK. It maintains the UK Quality Code for Higher Education, which is a voluntary code setting out what higher education providers are required to do, what they can expect of each other, and what the general public can expect of them. The QAA is not a regulator; the regulatory role is that of the Office for Students (OfS) and consequently the QAA has no powers over HEIs and no statutory authority.

The Higher Education Statistics Agency (HESA) is a not-for-profit, private limited company, funded by subscriptions from the higher education providers from whom it collects data - universities, higher education colleges and other, differently funded providers of higher education. This data is provided to the UK

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[36] https://eacea.ec.europa.eu/national-policies/eurydice/content/quality-assurance-78_en &
https://cumulus.cedefop.europa.eu/files/vetelib/2016/2016_CR_UK.pdf

Government and higher education funding bodies to support their work in regulating and funding higher education providers.

Vocational qualifications

Awarding organisations set question papers or other assessments for their qualifications and examine candidates as well as reviewing examination centres' assessment of candidates and reviewing and verifying the work and standards of the centres. The processes of external review of assessment in examination centres are often referred to as verification. Verification is conducted by qualified individuals with quality assurance of assessment qualifications at level 4 (EQF level 5).The Office of Qualifications and Examinations Regulation (Ofqual) is the regulator of all vocational qualifications within the RQF for England. During the review leading to the withdrawal of the regulatory arrangements for the previous framework, the Qualifications and Credit Framework, Ofqual found that the accreditation process of qualifications was not as effective as desired, and consequently removed the requirement for awarding organisations to submit new vocational qualifications for accreditation before they are registered within the qualifications framework. The responsibility for quality assurance and relevance of qualifications will now rest with the awarding organisations, although periodic Ofqual audits will continue.

7) Apprenticeships [37]

Apprenticeships are for adults, and for young people aged 16+, who are in employment. They incorporate both on- and off-the-job training.

In an apprenticeship, the employer provides on-the-job training and an approved training provider provides off-the-job training, which usually leads to a qualification. The employer pays the apprentice a salary and both the Government and the employer contribute towards the costs of the off-the-job training. Apprenticeships must incorporate a minimum of 20% off-the-job training. The Government provides guidance on how employers and training providers can meet this requirement. Apprenticeship entry requirements vary depending on the sector and job.

There are two different types of apprenticeship scheme currently in place: frameworks and standards. Apprenticeship frameworks, which apply to a number of occupations, are being progressively phased out and replaced by newer apprenticeship standards for single occupations.

Apprenticeship standards are being developed through employer groups. A national, employer-led body, the Institute for Apprenticeships (IfA), was established in April 2017 with the aim of ensuring high quality apprenticeship standards. It provides guidance to employers for developing standards and advises the Government on funding for each standard.

Apprenticeships can be studied at different qualification levels:

- intermediate, which incorporate Level 2 qualifications, equivalent to 5 GCSE passes
- advanced, which incorporate Level 3 qualifications equivalent to 2 A Level passes
- higher, which incorporate Level 4 qualifications and above
- degree, which incorporate Level 6 qualifications and above.

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[37] https://eacea.ec.europa.eu/national-policies/eurydice/content/main-types-provision-84_en

All apprenticeship programmes must comply with the Specification of Apprenticeship Standards for England (SASE). These standards ensure that:

- Apprentices are employed for a minimum of 30 hours per week.

- The minimum length of an apprenticeship is 12 months.

- Every apprentice receives at least 280 hours of 'guided learning' each year. Guided learning is defined as time when staff are present to give specific guidance towards a learning aim being studied. This can include lectures, tutorials and supervised study.

- Apprenticeships offer training to Level 2 in English and maths, or functional skills qualifications, if apprentices do not already have this level of qualification

- Apprentices sign an Apprenticeship Agreement with their employer before the apprenticeship begins.

The Department for Education (DfE) has overall responsibility for national policy on apprenticeships and the National Apprenticeship Service (NAS) supports, funds and co-ordinates the delivery of apprenticeships throughout England. NAS is a distinct part of the Education and Skills Funding Agency (ESFA).

8) Recognising and validating non-formal and informal learning and learning pathways[38]

There are generally less transfer opportunities to further and higher education for qualifications obtained outside a formal qualifications framework in the UK. Recognition of Prior Learning (RPL) is granted at institutional discretion based on the RPL policy of individual awarding organisations in England.

The RQF replaced the Qualifications and Credit Framework (QCF) in 2015, as part of a policy approach aiming to devolve responsibility from national level to awarding organisations and learning providers. As a result, the implementation of RPL now depends on providers themselves. However, Ofqual's General Conditions of Recognition set out the rules and regulations which awarding organisations and their qualifications must meet. These rules and regulations include condition E10, which relates to RPL and states that, where an awarding organisation has a policy on RPL, it means:

(a) identification by an awarding organisation of any learning undertaken, and/ or attainment, by a Learner – (i) prior to that Learner taking a qualification which the awarding organisation makes available or proposes to make available, and (ii) which is relevant to the knowledge, skills and understanding which will be assessed as part of that qualification, and

(b) recognition by an awarding organisation of that learning and/or attainment through amendment to the requirements which a Learner must have satisfied before the Learner will be assessed or that qualification will be awarded.

The term validation of non-formal and informal learning ('VNIL') is not generally used in the UK.

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b) Scotland

1) Responsible Ministry[39]

Education, training and lifelong learning are key factors in the devolved Scottish Government's policies to develop national economic and personal capacity. Scotland's educational system has always been separate from those of the rest of the United Kingdom.

The Scottish Government and Education

The Cabinet Secretary for Education and skills has overall responsibility for many aspects of education in Scotland. These include:

- School standards, quality and improvement
- School infrastructure and staffing
- Educational attainment, qualifications and closing the attainment gap
- The national improvement framework
- The teaching profession
- Early years, further education and colleges, and higher education and universities
- Widening access and student funding
- Youth work and Skills Development Scotland
- Non-advanced vocational skills

The Minister for Childcare and Early years, Minister for Further Education, Higher Education and Science, and the Minister for Employability and Training support the Cabinet Secretary in these areas.

National policy for education and lifelong learning, to achieve the strategic objective "Smarter Scotland" is implemented by the Director-General Learning and Justice and four Directorates within their responsibility:

- Learning
- Advanced Learning and Science
- Fair Work
- Children and Families

Several agencies also play a key role in implementing education policy. Education Scotland is an executive agency that supports quality and improvement in Scottish education. The Scottish Further and Higher Education Funding Council is the national, strategic body that is responsible for:

- Funding teaching and learning provision
- Research and other activities in Scotland's colleges
- Universities and higher education institutions

Skills Development Scotland is the national skills body supporting the people and businesses of Scotland to develop and apply their skills. The Scottish Qualifications Authority is an executive non-departmental public body that develops, assesses and awards qualifications taken in workplaces, colleges and schools.

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[39] https://eacea.ec.europa.eu/national-policies/eurydice/content/organisation-and-governance-95_en & https://eacea.ec.europa.eu/national-policies/eurydice/content/main-executive-and-legislative-bodies-95_en

Local Government and Education

Local government in Scotland comprises 32 unitary local authorities. Local authorities vary considerably in size both by area and population. Each local authority is governed by a council.

Local councils' functions and responsibilities cover a wide range of topics, including education. The Scottish Parliament confers statutory powers on the councils which give them responsibility for implementing legislation, for example relating to:

- Provision of buildings, staffing and resources for public primary (ages 5 -12) and Secondary (ages 12-18) schools
- Providing leadership, guidance and support for pre-school and school education in their areas and monitoring/evaluating and improving its quality
- Making provision for, guiding, supporting, evaluating and improving a range of community learning and development, including aspects of adult education, in their areas

In carrying out their responsibilities – including those related to education - local councils liaise closely with the relevant Scottish Government Directorates.

All councils have appointed an officer to be responsible for education - under their Chief Executive - but that officer may have a title other than Director of Education. Where a council's educational decisions are made by a thematic committee or executive group it still has to continue to take account of legislative requirements.

National Policies

National policy for education and lifelong learning, to achieve the strategic objective "Smarter Scotland", is implemented by the Director-General Education and Justice and the Directorates and agencies within their responsibility.

In accordance with the Concordat between the Scottish Government and the Convention of Scottish Local Authorities, local authorities are also committed to pursuit of national educational strategy.

There are currently two major and interrelated national policies designed to implement the principles of the education system and to achieve its aims

- Curriculum for Excellence – the curriculum reform in pre-school and school education;
- the lifelong learning strategy set out in the Scottish Government publication Skills for Scotland: A Lifelong Skills Strategy.

2) Stages of the education system[40]

The table below sets out the relationships between children's/students' ages, stages of education and educational establishments.

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[40] https://eacea.ec.europa.eu/national-policies/eurydice/content/organisation-education-system-and-its-structure-95_en

Stages of education and institutions

Age	Level	Institution/s
2/3 to 5	Early learning and childcare	Establishments of early learning and childcare: providers in the public, private or voluntary sectors
5 to 12	Primary education (compulsory) Seven years from Primary 1 (P1) to Primary 7 (P7)	In primary schools
12 to 16	Secondary education (compulsory) Four years from Secondary 1 (S1) to Secondary 4 (S4)	In secondary schools: comprehensive and (almost all) co-educational
16 to 18	Upper Secondary education (optional) Two years from Secondary 5 (S5) to Secondary 6 (S6) Subjects are studied at different levels for National Qualifications in S5 and S6	In secondary schools: comprehensive and co-educational. Can also take place in colleges (variously named as colleges of further education, or of further and higher education, or as "Scotland's colleges" or simply "colleges")
16+	Vocational training. Scottish Vocational Qualifications (SVQ).	With independent providers or in colleges
16+	Further and higher education. *Non-advanced courses* (further education): vocational and general studies; pre-employment courses; courses for school pupils offered through school-college partnerships; off-the-job training for employees. *Advanced courses* (higher education): Higher National Certificate, Higher National Diploma and discrete or franchised degree courses	In colleges
17+	Higher education Courses comprise: degree level, Higher National Certificate, Higher National Diploma and professional training courses, post-graduate degree level.	In higher education institutions (including universities and all colleges).

3) Higher Education[41]

University education in Scotland has a long history. There are 19 higher education institutions (HEIs) in Scotland, comprising 16 universities.

Universities in Scotland are autonomous bodies with responsibility for managing their own budgets, staff, course provision and admissions processes.

There are 4 types of Universities in Scotland; Ancient, Chartered, Post 1992 and Small Specialist Institutions:

- Ancient Universities are St Andrews, Glasgow, Aberdeen and Edinburgh were founded in the 15th and 16th centuries.

- Chartered Universities are Dundee, Heriot-Watt, Stirling, Strathclyde and Open University in Scotland. These were established by royal charter in the 1960s.

- Post 1992 Universities are known as 'the new universities' - consisting of Abertay, Glasgow Caledonian, Edinburgh Napier, Robert Gordon, Queen Margaret Edinburgh, Highlands and Islands and West of Scotland. They were designated as universities under the Further and Higher Education (Scotland) Act 1992.

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[41] https://eacea.ec.europa.eu/national-policies/eurydice/content/types-higher-education-institutions-93_en

⭐ Other HEIs commonly known as the 'small specialist institutions' draw on a mixture of the 1992 Act, the Companies Act and other legislation.

The main first cycle programmes are the bachelor's degree with honours or the Honours degree – the largest group of higher education qualifications – and other qualifications at Level 10 of the Scottish Credit and Qualifications Framework (SCQF); and the Ordinary Degree and other qualifications at Level 9 of the SCQF.

The normal pattern for students studying for first degrees in the majority of subject areas is to take a four-year (full time study) Honours degree involving specialisation. The Honours degree is learners' preferred type of course and is normally required for entrance to later post-graduate study. However, it is also possible to attain an Ordinary (i.e. General) Bachelor's degree in three years.

The Ordinary degree requires at least 360 SCQF Credits (180 ECTS), of which 60 (30 ECTS) must be at SCQF level 9. The Honours degree requires at least 480 SCQF credits (240 ECTS): a minimum of 120 (60 ECTS) must be at SCQF levels 9 and 10, including at least 90 (45 ECTS) at level 10.

Short cycle programmes include Diplomas of Higher Education, Higher National Diplomas (HNDs) and other qualifications at Level 8 of the SCQF.

Advanced level courses offered by colleges, other training centres and some universities lead to Higher National Certificates and Higher National Diplomas (HNC and HND). These are long-established vocational qualifications covering a diverse and growing range of employment sectors. HNCs are at SCQF level 7, have 96-120 credit points (48-60 ECTS) and are usually taken in a 1-year course. HNDs are at SCQF level 8 and have 240 credit points (120 ECTS), including the HNC credits taken en route to the Diploma, normally in a 2-year course if studied full-time.

Second and Third Cycle qualifications are also available in Scottish Higher Education Institutions at Masters and PhD level.

4) Vocational Education and Training (VET)[42]

Scottish Ministers and the Scottish Government

Scottish Ministers have a duty to provide support for the provision of further education and higher education in Scotland. The long term aim is to create the educated workforce required to help drive sustainable economic growth.

Skills Development Scotland (SDS)

Skills Development Scotland is the national skills body supporting the people and businesses of Scotland to develop and apply their skills. Scotland now has a national agency which focuses explicitly on the development of skills linked to current and future economic needs.

Scottish Qualifications Authority (SQA)

Scottish Qualifications Authority is a non-departmental public body that is the national accreditation and awarding body in Scotland. It accredits qualifications that are offered across Scotland, including Scottish Vocational Qualifications and approves qualification awarding bodies.

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[42] https://eacea.ec.europa.eu/national-policies/eurydice/content/distribution-responsibilities-86_en

Lifelong Learning: Policy

Lifelong Learning policy is set out principally in the government strategy document Skills for Scotland: A Lifelong Skills Strategy (2007), which aims to develop a cohesive lifelong learning system centred on the individual but responsive to employer needs. It concentrates on three main areas:

- Individual development;
- Responding to economic and employer need; and
- Creating cohesive structures.

The refreshed strategy, Skills for Scotland: Accelerating the Recovery and Increasing Sustainable Economic Growth (2010), supplements the original strategy. It has a renewed focus on the skills required to accelerate economic recovery, and on providing the opportunities for skills to be developed and for these skills to be used effectively.

Colleges are the main providers of both vocational and general further education in Scotland. Scotland's colleges offer a varied curriculum - including vocational, further, and higher education - to a diverse range of people and communities.

Colleges offer a wide range of programmes from access level to professional level, catering for both full-time and part-time students. Programmes are constructed from "building blocks" of units and are designed to meet the specific needs of employers and other users. They include "core skills", as well as suitable blends of theory and practice. Some are designed to incorporate extensive periods of skills development in college workshops and other specialist areas. College students taking further education courses may progress in due course to higher education courses including a Higher National Certificate (HNC), a Higher National Diploma (HND) or articulating to university.

Scottish Vocational Qualifications (SVQs)

Scottish Vocational Qualifications (SVQ) are work-based qualifications which are usually delivered in the workplace or in partnership with a college or other training provider. SVQs exist at five levels (SCQF levels 4, 5, 6, 8, 11; EQF levels 2, 3, 4, 5, 7). They are based on the National Occupational Standards (NOS), which Sector Skills Councils (SSCs) and other Sector Bodies develop through discussion and consultation with their sector.

The Sector Skills Councils are also responsible for developing the SVQ qualification structure, again in partnership with their sector. The SVQs have therefore been designed by employers for specific areas of employment. They relate to ability to do a specific job, based on actual working practices in real workplace conditions. They are taken in colleges or in courses offered by employers or other training providers.

The SVQ is analogous to the National Vocational Qualification (NVQ) operating in the rest of the United Kingdom. Both are recognised as valid qualifications across the European Union.

5) National Qualifications Framework[43]

The Scottish Credit and Qualifications Framework (SCQF) brings together all mainstream Scottish Qualifications. The SCQF is the responsibility of a partnership involving the Scottish Government, the Scottish Qualifications Authority (SQA), the Quality Assurance Agency for Higher Education (QAA) (Scotland), Colleges Scotland, and Universities Scotland.

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[43] https://eacea.ec.europa.eu/national-policies/eurydice/content/national-qualifications-framework-95_en

The framework incorporates all the mainstream Scottish qualifications from Access 1 (National 1 from 2015/16) to Doctorate level. It includes both academic and vocational qualifications achieved in schools, further education, higher education and the workplace.

Qualifications are allocated SCQF credit points and placed at one of the twelve component levels of the framework. Individual academic qualifications are credit-rated according to their "size" in terms of notional learning hours (1 credit point for each 10 hours of learner effort, assuming a 1200 hour learning year).

The SCQF is designed to make the Scottish qualifications system easier to understand for everyone, including employers, learners, and those involved in the provision of learning. It demonstrates the relationships between qualifications. It allows learners to plan progress towards their learning and career goals. Since it facilitates the transfer of credits from one qualification towards another in relevant subjects, it avoids repetition of learning.

6) Quality Assurance [44]

Higher education

Higher education institutions (HEIs) are autonomous, self-governing institutions. Each is responsible for the quality of its own programmes and, for those institutions with degree awarding powers, for the academic standards of the awards it offers.

Evaluation at national level in HEIs is the responsibility of the Scottish Funding Council (SFC) and the Quality Assurance Agency (QAA) for Higher Education, whose remit relating to quality assurance procedures extends over the whole of the United Kingdom. QAA (Scotland) has delegated responsibilities from the QAA Board for managing QAA work in Scotland. QAA is a full member of the European Association for Quality Assurance in Higher Education (ENQA).

Higher education provision in the colleges is evaluated on behalf of SFC by HM Inspectors.

Vocational education

Organisations which provide non-university qualifications can elect to be accredited by the Scottish Qualifications Authority Accreditation in accordance with the Scottish Qualifications Authority's (SQA) regulatory principles, but this is not mandatory. All programmes accredited by SQA will be credit rated and included on the SCQF. However, organisations can also get programmes credit rated and included on the SCQF through a range of organisations which carry out this function. SQA's Accreditation function has a mandatory remit to accredit certain vocational qualifications, including all SVQs.

7) Apprenticeships [45]

Scottish Modern Apprenticeships include a work contract and are required to include as mandatory components SVQs or alternative competence based qualifications and Place Core Skills. The Work Place Core Skills comprise ICT, problem solving, numeracy, communication and working with others. Young people on Foundation apprenticeships are not employed and spend time in school and on work placements (approximately one day per week). Successful students may transfer to a modern apprenticeship on completion.

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[44] https://eacea.ec.europa.eu/national-policies/eurydice/content/quality-assurance-higher-education-79_en
[45] https://cumulus.cedefop.europa.eu/files/vetelib/2019/Vocational_Education_Training_Europe_United_Kingdom_2018_Cedefop_ReferNet.pdf

8) <u>Recognising and validating non-formal and informal learning and learning pathways[46]</u>

There is no agreed legal national position on recognising non formal and informal learning in Scotland. However, the Scottish Credit and Qualifications Framework (SCQF) provides a standard currency for assessing learning in the form of a framework of levels. The Scottish Credit and Qualifications Framework (SCQF) brings together all mainstream Scottish Qualifications, including many of those available to adult learners.

The Recognition of Prior Learning (RPL) is the process for recognising learning that has come from experience and/or previous formal, non-formal and informal learning. The SCQF Guidelines state that:

- RPL for the award of SCQF Credit Points must involve formal assessment or acceptance of evidence which is quality assured.
- RPL can be used for the award of credits towards qualifications or in the admissions process (to assess applicants to education and training courses and also to grant exemptions from course units).

An RPL claim for credit (whether that be for a qualification or a unit within a qualification) involves the comparison of the individual's learning to the aims and/or learning outcomes of the qualification for which the credit is being sought. The RPL process will determine the SCQF level and the number of SCQF credit points that can be awarded. Similarly, a comparison with the learning outcomes will be carried out where credit is not sought but RPL is requested for entry into a programme.

Guidance and principles on RPL, most notably in the form of the SCQF Handbook and an "online toolkit on the SCQF website, can be applied across all education and training sectors. Aside from the guidance and principles however, there are no formal regulations or requirements for the provision of RPL and thus implementation varies across sectors and providers.

c) <u>Wales</u>

1) <u>Responsible Ministry[47]</u>

The Welsh Government has overall responsibility for national policies relating to the education and training system in Wales. Within the Welsh Government, the lead minister with responsibility for education is the Cabinet Secretary for Education.

While the Welsh Government is supported by the central and local decision-making, regulatory and / or advisory bodies described briefly below, publicly funded educational institutions at all levels enjoy a high degree of autonomy, counterbalanced by a strong system of accountability.

The Welsh Government works with:

- Qualifications Wales, which is a government funded, independent statutory organisation, responsible for regulating qualifications other than higher education degrees.
- The Education Workforce Council (EWC), which is the independent regulator of teachers in maintained schools, further education teachers and learning support staff, and which maintains a register of education practitioners in Wales.
- Local authorities (LAs), which have a duty to secure the provision of compulsory education at primary and secondary school level.

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[46] https://eacea.ec.europa.eu/national-policies/eurydice/content/validation-non-formal-and-informal-learning-86_en
[47] https://eacea.ec.europa.eu/national-policies/eurydice/content/organisation-and-governance-96_en

> ✿ The Higher Education Funding Council for Wales (HEFCW), which regulates fee levels at higher education institutions, ensures a framework is in place for assessing the quality of higher education and scrutinises higher education institutions' performance.

2) Stages of the education system[48]

Early childhood education and care

The Foundation Phase covers the age range 3 to 7. It combines and replaces early years education (ages 3 to 5) (ISCED 0) and Key Stage 1 (ages 5 to 7) (ISCED 1).

The statutory curriculum for the Foundation Phase provides an informal system of learning based on well-structured play, practical activity and investigation for all 3- to 7-year-olds in both maintained and non-maintained settings.

Primary and lower secondary education

Full-time education is compulsory from the term following a child's fifth birthday until age 16, and parents are responsible for ensuring that their child receives education.

For most children, 'regular attendance at school or otherwise' means attendance at a maintained school. It can also mean attendance at a fee-paying independent school or home education.

Maintained primary schools must teach pupils who are in the Foundation Phase the Foundation Phase Framework (Welsh Government, 2015). Both primary schools and secondary schools must teach pupils over the age of seven the national curriculum (Curriculum for Wales), which is divided into key stages as follows:

> ✿ Key Stage 2 for pupils aged 7 to 11 – Years 3, 4, 5 and 6 in primary education (ISCED 1)
> ✿ Key Stage 3 for pupils aged 11 to 14 – Years 7, 8 and 9 in secondary education (ISCED 2)
> ✿ Key Stage 4 for pupils aged 14 to 16 – Years 10 and 11 in secondary education (ISCED 3).

All schools are legally categorised as either primary or secondary schools and all follow the same key stages. Pupils transfer from primary to secondary school at age 11 and, when they reach the end of lower secondary education (at the end of Key Stage 4), they take nationally recognised external qualifications which fall into three main categories: GCSEs; non-GCSE technical and vocational qualifications; and Entry Level qualifications.

Upper secondary education

The phase of education for 16- to 18/19-year-olds is not compulsory and is ISCED 3. At age 16, depending on the local offer and their own preferences, young people may continue at the same school in the sixth form if the school in question caters for pupils up to the age of 18/19. Schools offer general academic programmes, leading to A Levels, and may also offer a limited range of vocational courses. It is more common for pupils wishing to undertake vocational education to transfer to a further education (FE) college at age 16, although most offer both vocational and general academic courses.

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[48] https://eacea.ec.europa.eu/national-policies/eurydice/content/organisation-education-system-and-its-structure-96_en

Higher education

Higher education institutions (HEIs) are independent, self-governing bodies empowered by a Royal Charter or an Act of Parliament to develop their own courses and award their own degrees. They generally cater for students aged 18 and above. The length of programmes at this level varies between two years of full-time study for short-cycle programmes (ISCED 5); three or four years of full-time study for bachelor's degrees with honours (ISCED 6); and at least one year of full-time study for a master's degree (ISCED 7).

Adult education and skills

Outside of higher education, there is a large and diverse range of vocational programmes designed to prepare adult learners over the age of 19 for careers and jobs, providing specific skills and on-going development for work and supporting career progression. These programmes typically lead to qualifications referenced to the Credit and Qualifications Framework for Wales (CQFW).

A large proportion of government-supported vocational learning is within apprenticeship frameworks.

Workplace training is also funded by employers, through in-company training and learning from independent providers.

3) Higher Education[49]

Higher education courses can be provided by different types of institution: higher education institutions (HEIs) directly funded by government through the Higher Education Funding Council for Wales (HEFCW), and further education (FE) institutions.

Higher education (HE) in Wales shares a number of characteristics and structural features with HE in England, Northern Ireland and Scotland. In all four parts of the United Kingdom, HEIs are autonomous self-governing bodies that offer degrees by virtue of their own degree awarding powers (DAPs) or the degree awarding powers of another institution. Institutions are responsible for appointing and employing their own staff.

Within the context of institutional autonomy, some common approaches and frameworks are used. There is no system for the accreditation of institutions, but the Quality Assurance Agency for Higher Education (QAA) makes judgements on UK institutions' capability to manage their own quality and standards, and the UK Quality Code for Higher Education provides the definitive reference point for institutions.

Within the UK, higher education is a devolved policy area, which means that the Welsh Government takes most decisions about higher education in Wales.

The Policy Statement on Higher Education, published by the Welsh Government in 2013, contains policy priorities for higher education until 2020 and envisages higher education providers:

- interacting with businesses to stimulate innovation and economic growth;
- working to enhance the employability of all graduates, whatever their age, background or course of study;
- working in partnership with the Welsh Government to develop international links;
- widening access to higher education;

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[49] https://eacea.ec.europa.eu/national-policies/eurydice/content/higher-education-94_en

- collaborating with further education providers to ensure that opportunities to progress are available to learners;

- making best use of opportunities to exploit new technologies;

- striving to provide the highest quality learning experience to all those with the potential to benefit;

- developing the sector's reputation for excellence in research;

- continuing to support the development of Welsh-medium higher education;

- developing more flexible models of provision to build a more successful and sustainable future.

The provision of First, Second and Third Cycle programmes broadly mirror the situation for England described above.

4) Vocational Education and Training (VET)[50]

Qualifications regulation

Qualifications Wales is the independent regulator of non-degree qualifications and the regulated qualifications system in Wales. It was established under the Qualifications Wales Act 2015. Qualifications Wales ensures that the qualifications market in Wales is fit for purpose by:

- recognising awarding organisations to offer either 'approved' or 'designated' qualifications, and checking that the organisations meet Qualifications Wales' Criteria for Recognition

- holding awarding organisations to account on an on-going basis, by requiring them to have in place appropriate systems, processes and resources as explained in Qualifications Wales' Recognition Policy

- in some circumstances, establishing and upholding criteria that specified qualifications must meet

- maintaining a register of all regulated qualifications - Qualifications in Wales (QiW) - which are either 'approved' or 'designated' for teaching in Wales, and reporting publicly on these qualifications and on the organisations that offer them

- considering and monitoring risks to qualifications standards

- researching, gathering evidence and investigating issues and taking enforcement action where appropriate and proportionate.

The Qualifications Wales Act 2015 only permits centres to offer learners general qualifications which are either 'approved' or 'designated' by Qualifications Wales.

The role of awarding organisations and approved centres in Wales is the same as in England, see section on vocational qualifications in England above for details of the roles of awarding organisations and approved centres.

5) National Qualifications Framework[51]

The Credit and Qualifications Framework for Wales (CQFW) is a national qualifications umbrella framework, supporting the recognition of qualifications across all levels of the education system in Wales. The CQFW is jointly managed by the Welsh Government, the Higher Education Funding Council for Wales (HEFCW) and Qualifications Wales.

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[50] https://eacea.ec.europa.eu/national-policies/eurydice/content/national-qualifications-framework-96_en
[51] https://eacea.ec.europa.eu/national-policies/eurydice/content/national-qualifications-framework-96_en

The CQFW comprises three pillars which relate to different strands of the education system:

- the regulated qualifications pillar covers general and vocational qualifications up to (but not including) higher education
- the higher education pillar covers academic and vocational qualifications offered through Wales' eight universities and a number of further education colleges
- the Quality Assured Lifelong Learning Pillar (QALL) acknowledges and accredits learning provision outside of the regulated qualifications and higher education pillars.

All qualifications within the CQFW are developed in accordance with eight high level principles. These include requirements for qualifications to be assigned a level, learning time and credit as follows:

- The level of a qualification is based on its relative demand, complexity and the depth of learning it requires. Levels run from Entry Level (which is the most basic in terms of the outcomes required) through to Level 8 (the most advanced). The level descriptors on the CQFW embrace the level descriptors used within other UK qualification frameworks.
- Learning time is defined as the average time taken by learners to complete the learning outcomes of a particular qualification at a particular level. For qualifications on the regulated qualifications pillar, learning time is usually expressed as 'guided learning hours' (GLH), which are the expected number of hours it would take learners to certificate in a qualification, and 'total qualification time' (TQT), which includes GLH and is an estimate of the amount of time a learner will spend in preparation or study for a qualification.
- Credit is awarded to learners based on learning time at a specified level: One credit is awarded for every 10 hours of learning time.

Previous frameworks that applied in Wales, the NQF and QCF were withdrawn on 1 October 2015 and the Credit and Qualifications Framework for Wales (CQFW), which had been launched by the Welsh Government in 2003, was brought into full use. At the same time, the Qualifications Wales Act 2015 established Qualifications Wales as the independent regulator of non-degree qualifications and the regulated qualifications system in Wales.

6) Quality Assurance [52]

Estyn, the Office of Her Majesty's Chief Inspector of Education and Training in Wales, provides advice and guidance to the Welsh Government on quality and standards in education and training. It is responsible for inspecting pre-school education, schools, initial teacher training, further education, adult community learning and work-based learning. Reports are published for each inspection and the Chief Inspector's report is published on an annual basis.

The Welsh Government also works with colleges and universities in Wales which, like schools, enjoy a high degree of autonomy. The Quality Assurance Agency for Higher Education (QAA) provides quality assurance services in Wales as it does across the UK. This involves maintaining the UK Quality Code, which supports good practice in higher education, and operating Quality Enhancement Review, which judges institutions' capability to manage their own quality and standards.

Vocational qualifications are quality assured through the awarding body system described above, with internal and external verification.

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[52] https://eacea.ec.europa.eu/national-policies/eurydice/content/organisation-and-governance-96_en

7) Apprenticeships [53]

Apprenticeships are open to anyone aged 16 and over who is not in full-time education. They are paid jobs that incorporate on- and off-the-job training. Most of the training is provided on-the-job at the employer's premises; the remainder is provided by the employer's training partner, which may be the local further education college or a specialist training provider.

Employers pay the apprentice's wages and the Welsh Government provides some support for training and assessment costs associated with apprenticeships.

Apprenticeships are available at different levels:

1. Foundation apprenticeships are intended to help individuals take the first step in starting their career. They lead to Level 2 qualifications on the Credit and Qualifications Framework for Wales (CQFW).

2. Apprenticeships aim to help individuals develop their skills and knowledge, or expand their business, and gain on-the-job skills, whilst studying for Level 3 qualifications.

3. Higher apprenticeships, which develop higher level skills and are a government priority lead to qualifications at Level 4 and above.

There are over 120 apprenticeship frameworks in Wales, which each include:

- an appropriate competency qualification at Level 2 or above
- Essential Skills Wales (ESW) qualifications
- a technical knowledge qualification (relevant to the specific apprenticeship)
- other qualifications or requirements as specified by the particular occupation.

Apprenticeships can take between one and four years to complete depending on the level of the apprenticeship, the apprentice's ability and the industry sector.

All apprenticeship programmes must meet the statutory requirements set out in the 2016 Specification of Apprenticeship Standards for Wales (SASW). Authorities issuing apprenticeship frameworks must have regard to the SASW guidance published by the Welsh Government.

In February 2017, the Minister for Skills and Science launched the Welsh Government's new apprenticeships policy. This sets out how the Welsh Government will support the delivery of the Programme for Government commitment to create a minimum of 100,000 high-quality apprentices in Wales during the period 2016-2021.

The policy focuses on four priority areas:

- increasing the number of apprentices aged 16-19, by increasing the take-up of apprenticeships among school leavers
- addressing skills shortages, by developing apprenticeships in growth sectors and emerging job categories, in line with priorities determined by the Regional Skills Partnerships
- developing higher-level skills, by focusing on apprenticeships at Level 4 and above of the Credit and Qualifications Framework for Wales (CQFW)
- developing skills pathways, by integrating apprenticeships into the wider education system and making it easier to enter into an apprenticeship from another learning route.

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[53] https://eacea.ec.europa.eu/national-policies/eurydice/content/main-types-provision-87_en

In January 2018 also, the Welsh Government announced that funding was to be made available to develop and deliver degree apprenticeships.

The Welsh Government pays for the training and assessment elements of an apprenticeship, whilst the employer pays for the employment costs, such as salary.

Most of apprentices' work-based training is provided by the employer and approved training providers manage the apprentice's training and assessment/qualification programme. Employers pay the apprentice's wages and, since April 2017, all UK employers with an annual pay bill of more than £3 million (€3.4 million*) have contributed towards the costs of apprenticeships by paying the apprenticeship levy at a rate of 0.5 per cent of their pay bill.

8) Recognising and validating non-formal and informal learning and learning pathways[54]

Wales does not have a national policy, strategy or law dedicated specifically to the validation of non-formal and informal learning. However, validation is possible in a number of ways.

The Credit and Qualifications Framework for Wales (CQFW) is an umbrella framework of national qualifications, which supports the recognition of qualifications across all levels of the education system. It comprises three pillars of learning: higher education (HE), regulated qualifications which include general and vocational qualifications, and Quality Assured Lifelong Learning (QALL). The focus of the QALL pillar is to acknowledge learning provision from outside the HE and regulated qualifications pillar. It includes non-formal learning provision, but does not include informal learning (learning by experience).

The CQFW also allows for regulated qualifications to be obtained, in full or in part, through recognition of prior learning (RPL). Qualifications Wales' Standard Conditions of Recognition set out the rules and regulations which awarding organisations and their qualifications must meet. These rules and regulations include condition E10.2, which relates to RPL and states that, where an awarding organisation has in place a policy on RPL, it means:

(a) identification by an awarding body of any learning undertaken, and/or attainment, by a Learner – (i) prior to that Learner taking a qualification which the awarding body makes available or proposes to make available, and (ii) which is relevant to the knowledge, skills and understanding which will be assessed as part of that qualification, and

(b) recognition by an awarding body of that learning and/or attainment through amendment to the requirements which a Learner must have satisfied before the Learner will be assessed or that qualification will be awarded.

d) Northern Ireland

Note: The power-sharing executive in Northern Ireland collapsed in January 2017, since when the Northern Ireland Assembly has not been sitting and there are no executive ministers.

1) Responsible Ministry[55]

The Northern Ireland Executive has overall responsibility for the education system in Northern Ireland. Within the Executive, two departments have responsibility for different phases of education:

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[54] https://eacea.ec.europa.eu/national-policies/eurydice/content/validation-non-formal-and-informal-learning-87_en
[55] https://eacea.ec.europa.eu/national-policies/eurydice/content/organisation-and-governance-94_en

- the Department of Education (DE) oversees pre-primary, primary and post-primary education and the youth service
- the Department for the Economy (DfE) oversees further education, employment and skills programmes and higher education.

While the Department of Education (DE) and the Department for the Economy (DfE) are supported by the central and local decision-making, regulatory and / or advisory bodies, publicly funded educational institutions at all levels enjoy a high degree of autonomy, counterbalanced by a strong system of accountability.

The DE works with:

- The Council for the Curriculum, Examinations and Assessment (CCEA), an arms-length body of the DE, which is responsible for advising government on the curriculum and for developing, regulating and awarding qualifications.
- The Education Authority (EA), a non-departmental public body sponsored by the Department of Education, which has responsibility for ensuring that efficient and effective primary and post-primary education services are available to meet the needs of children and young people.
- The General Teaching Council for Northern Ireland (GTCNI), a non-departmental public body sponsored by the Department of Education (DE), which maintains a register of all teachers working in grant-aided schools.
- The Northern Ireland Council for Integrated Education (NICIE), which promotes and supports the integrated model of education, which involves pupils from both Protestant and Catholic traditions, and those of other faiths and none, being educated together.

2) Stages of the education system[56]

Early childhood education and care

Early childhood education and care is not compulsory. It is provided under the pre-school education programme and funded places are available in nursery schools; in nursery classes and units in primary schools; and in voluntary playgroups and private day-care providers participating in the programme. All publicly-funded pre-school education settings must adhere to the Curricular Guidance for Pre-School Education (Department of Education, 2006).

Primary and lower secondary education

Full-time education is compulsory for children in September if they have reached the age of 4 by the previous 1 July. It is compulsory to age 16 and parents are responsible for ensuring that their child receives education. For most children, 'regular attendance at school or otherwise' means attendance at a grant-aided school.

The statutory curriculum is divided into the following key stages:

- Foundation Stage for pupils aged 4 to 6 – Years 1 and 2 in primary education (ISCED 1)
- Key Stage 1 for pupils aged 6 to 8 – Years 3 and 4 in primary education (ISCED 1)
- Key Stage 2 for pupils aged 8 to 11 – Years 5, 6 and 7 in primary education (ISCED 1)
- Key Stage 3 for pupils aged 11 to 14 – Years 8, 9 and 10 in post-primary education (ISCED 2)

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[56] https://eacea.ec.europa.eu/national-policies/eurydice/content/organisation-education-system-and-its-structure-94_en

✿ Key Stage 4 for pupils aged 14 to 16 – Years 11 and 12 in post-primary education (ISCED 3).

Generally, pupils transfer from primary school to secondary schools or grammar schools, known collectively as 'post-primary schools', at the age of 11. On reaching the end of compulsory full-time education (at the end of Key Stage 4, age 16), pupils usually take nationally recognised external qualifications which fall into three main categories: GCSEs; non-GCSE technical and vocational qualifications; and Entry Level qualifications.

Upper secondary education

At age 16, depending on the local offer and their own preferences, young people may continue at the same school in the sixth form (if the school in question caters for pupils up to the age of 18/19) or transfer to one of six regional further education colleges in Northern Ireland. In this post-compulsory secondary phase, the landscape of providers varies according to local arrangements, but all areas provide young people with a wide choice of programmes leading to general / academic, pre-vocational or vocational qualifications.

Higher education

Higher education institutions (HEIs) are independent, self-governing bodies empowered to develop their own courses and award their own degrees. They generally cater for students aged 18 and above. The length of programmes at this level varies between two years of full-time study for short-cycle programmes (ISCED 5); three or four years of full-time study for bachelor's degrees with honours (ISCED 6); and at least one year of full-time study for a master's degree (ISCED 7).

Adult education skills

Outside of higher education, there is a large and diverse range of vocational programmes designed to prepare adult learners over the age of 19 for careers and jobs, providing specific skills and on-going development for work and supporting career progression. These programmes typically lead to qualifications on the Regulated Qualifications Framework (RQF).

A large proportion of government-supported vocational learning is within apprenticeship frameworks.

Workplace training is also funded by employers, through in-company training and learning from independent providers.

3) Higher Education[57]

The definition of higher education, according to Schedule 1 of the Further Education (Northern Ireland) Order 1997, is education at a higher standard than the standard of courses leading to General Certificate of Education Advanced level (A Level), or Business and Technology Education Council National Certificate or National Diploma. These are qualifications at Level 3 on the Regulated Qualifications Framework (RQF).

Higher education courses can be provided by higher education institutions (HEIs) funded directly through the Department for the Economy (DfE), or by further education institutions.

Higher education in Northern Ireland shares a number of characteristics and structural features with higher education in England, Wales and Scotland. In all four parts of the United Kingdom, HEIs are autonomous self-governing bodies, which offer degrees by virtue of their own degree awarding powers (DAPs) or the degree

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[57] https://eacea.ec.europa.eu/national-policies/eurydice/content/higher-education-92_en

awarding powers of another institution. These degree awarding powers are recognised by the UK authorities (Northern Ireland and Welsh Assemblies, UK and Scottish Parliaments).

Within the context of institutional autonomy, some common approaches and frameworks are used. There is no system for the accreditation of institutions, but the Quality Assurance Agency for Higher Education (QAA) makes judgements on UK institutions' capability to manage their own quality and standards and the UK Quality Code for Higher Education provides the definitive reference point for institutions.

In Northern Ireland, in contrast to England and Wales, where the largest component of higher education funding now comes from student tuition fees, government grants are still the largest single component of funding, contributing more than tuition fees. These annual grants are allocated and distributed directly by the Department for the Economy (DfE).

The Northern Ireland government department with responsibility for higher education is the Department for the Economy (DfE).

Graduating to Success: a Higher Education Strategy for Northern Ireland (April 2012) provides a long-term vision for the higher education sector in Northern Ireland, setting out the direction for higher education policy up to 2020.

4) Vocational Education and Training (VET)[58]

A large proportion of publicly funded programmes lead to qualifications recognised by the regulator, the Northern Ireland Council for the Curriculum, Examinations and Assessment (CCEA). CCEA is responsible for the regulation of general and vocational qualifications outside higher education. The qualifications are provided by external awarding organisations, bodies recognised by the CCEA for the purpose of developing and awarding qualifications. This means that the same qualification can be awarded for programmes provided by a diverse range of providers in different contexts.

The Regulated Qualifications Framework (RQF) described above in the section for England is also the national qualifications framework for Northern Ireland with the same structure and rules. The system of awarding bodies and approved centres described above also applies in Northern Ireland.

Some types of qualifications existing in Northern Ireland can also be described:

Essential Skills qualifications

Essential Skills courses are the main programmes targeting adults lacking the reading, writing, numeracy or information and communications technology (ICT) skills needed for work or life.

Vocational qualifications

A vocational qualification is a recognised award designed to provide learners with the knowledge, skills and / or competence directly relevant to a line of work or specific job role.

Vocational qualifications are developed and awarded by a wide range of awarding organisations and are available at many different levels. They are largely unit- and outcomes-based and allow for flexible delivery. Awarding organisations and the qualifications they offer are regulated by the Council for the Curriculum, Examinations and Assessment (CCEA).

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[58] https://eacea.ec.europa.eu/national-policies/eurydice/content/main-types-provision-85_en

Vocational education and training is provided largely by further education (FE) colleges, but also by higher education and private training institutions. Providers set the entry requirements for courses leading to qualifications. They are also responsible for deciding on teaching methods.

Training programmes

Steps 2 Success (NI) is a personalised employment programme designed to help participants build the skills and experience needed to find and keep a job.

The Bridge to Employment programme provides customised training to unemployed people to give them the skills necessary to compete for new employment opportunities. The programme runs in response to employers with job vacancies, so the training is tailored to meet the skills needed for those jobs.

The assured skills training programme is open to adults who are unemployed or under-employed, to graduates and to those with experience who would like to change direction in their career.

The Department for the Economy (DfE) is introducing a new system of government-funded traineeships for 16- to 24-year-olds. These are Level 2 qualifications in professional and technical areas which will provide young people with the skills and qualifications needed to succeed in employment or in Level 3 apprenticeships. They will normally take two years to complete.

5) National Qualifications Framework[59]

Qualifications regulation

The Council for the Curriculum, Examinations and Assessment (CCEA) is the independent regulator of general and vocational qualifications, examinations and assessments in Northern Ireland. It is a non-departmental public body reporting to the Department of Education (DE). Prior to 2016, the regulator in England, Ofqual, had been responsible for the regulation of vocational qualifications in Northern Ireland. CCEA is now the sole qualifications regulator for general and vocational qualifications in Northern Ireland, under amendments made to the Apprenticeships, Skills, Children and Learning Act 2009.

As well as its regulatory arm (CCEA Regulation), CCEA also operates as an awarding organisation.

CCEA Regulation aims to ensure that the qualifications market in Northern Ireland is fit for purpose by:
- recognising awarding organisations to offer regulated qualifications by checking that the organisations meet CCEA's Criteria for Recognition (recognition by the regulator in England, Ofqual, prior to May 2016, is accepted)
- holding recognised awarding organisations to account on an on-going basis, by monitoring their compliance with CCEA's General Conditions of Recognition
- in some circumstances, establishing and upholding criteria which specified qualifications must meet
- updating a register - the Register of Regulated Qualifications - of all regulated qualifications which are approved for teaching in Northern Ireland, and reporting publicly on these qualifications and on the organisations that offer them (Ofqual, the qualifications regulator in England, maintains this register)
- considering and monitoring risks to qualifications standards

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[59] https://eacea.ec.europa.eu/national-policies/eurydice/content/national-qualifications-framework-94_en

⭐ researching, gathering evidence and investigating issues and taking enforcement action where appropriate and proportionate.

The Regulated Qualifications Framework (RQF) is the regulatory qualifications framework for Northern Ireland, see the description of the RQF in the England section above for details.

6) Quality Assurance [60]

Department of Education and Department for the Economy

For schools, the Department of Education (DE) is responsible for setting the overall framework for quality assurance, including the inspection framework, and for compiling data on school performance in order to raise standards and hold schools to account. The Department for the Economy, meanwhile, is responsible for the strategic development of further education, including improving the quality of provision and enhancing standards of performance, and has a statutory responsibility to make provision for the assessment of the quality of the higher education provision that it funds.

Institutional level

The education system in Northern Ireland operates within a strong framework of accountability to students, parents, and the community, and to the Department of Education and the Department for the Economy. Institutional self-evaluation is both an important part of the quality improvement process and a key input to external evaluation. Publicly funded pre-schools, schools, colleges and universities are accountable for their own performance to their boards of governors. External inspection also plays an important role.

Schools

For school education, there is a dual system of institutional self-evaluation and external inspection, which aims to promote high standards of education and professional practice. The Inspection and Self-Evaluation Framework (ISEF) applies to institutional self-evaluation and external inspection, and data on student performance informs both aspects.

External inspection aims to promote the highest possible standards of learning, teaching, training and achievement throughout the education, training and youth sectors. This aim is reflected in the Education and Training Inspectorate (ETI)'s ambition of 'promoting improvement in the interest of all learners', as set out in its three-year corporate plan for 2016-2019.

External school inspection provides an evaluation of the school as an organisation across the broad spectrum of its activities.

Higher education

The Department for the Economy (DfE) has a statutory duty, under Article 102 of The Education and Libraries (Northern Ireland) Order 1986, to make provision for the assessment of the quality of provision that it funds. In relation to higher education, this includes provision in universities, university colleges and also in the six further education colleges.

The current operating model for quality assessment, the Revised Operating Model for Quality Assessment in Higher Education, was established in March 2016 by the DfE and the Higher Education Funding Council for

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[60] https://eacea.ec.europa.eu/national-policies/eurydice/content/quality-assurance-79_en

England (HEFCE) (the predecessor to the Office for Students). It is designed to be proportionate and risk-based and its core mechanism for reviewing higher education institutions is the Annual Provider Review (APR), a desk-based annual monitoring process.

Other arrangements relevant to quality assurance in higher education include:

- the Quality Code, a voluntary code used as a reference point, which is being redeveloped and is due to be published in full in November 2018
- the publication of information
- external assessment of the quality of research, as outlined in the article 'Quality Assurance in Higher Education' in England
- the Teaching Excellence Framework (TEF).

Further education and work-based learning

Performance monitoring plays an important role in quality assurance. The Department for the Economy has a number of measures in place to monitor the performance of the colleges and training providers it funds. These include:

- quarterly health checks (colleges)
- the annual college development planning process
- self-evaluation and quality improvement (QI) planning (colleges and work-based learning providers).

As with other phases of education, external inspection of further education and work-based learning is conducted by the Education and Training Inspectorate (ETI), using the Inspection and Self-Evaluation Framework (ISEF).

Vocational qualifications are quality assured through the awarding body system described above, with internal and external verification.

7) Apprenticeships [61]

An apprenticeship is a paid job offering a minimum of 21 contracted hours per week with the same employer, with a structured period of both on- and off-the-job training leading to an industry-approved, nationally recognised qualification.

For apprentices aged 16-24, the Department for the Economy (DfE) pays the full cost of the off-the-job training. For those aged 25 and over, the DfE provides 50% of the off-the-job training costs for apprentices undertaking apprenticeships in priority sectors.

Entry requirements for apprenticeships vary depending on the job and sector; for some there are minimum entry requirements such as GCSEs.

Apprenticeships are currently available at Level 2 and Level 3 of the Regulated Qualifications Framework (RQF) and higher level apprenticeships from Level 4 to Level 6.

It is possible to progress from a Level 2 to a Level 3 apprenticeship or to begin an apprenticeship at Level 3, depending on ability and qualifications already held. It usually takes up to two years to complete one level and up to four years to finish the two levels, depending on the complexity of the programme and the ability

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[61] https://eacea.ec.europa.eu/national-policies/eurydice/content/main-types-provision-85_en

of the participant. The length of a higher level apprenticeship will vary depending on the programme chosen, but will be a minimum of two years.

The different types of apprenticeships available at each level, and the standards and criteria required to complete the apprenticeship programme and receive an apprenticeship certificate, are set out in apprenticeship frameworks for Level 2 and Level 3 and in programmes for higher level apprenticeships. The Level 2 and Level 3 frameworks include separately certified elements such as an appropriate competence- / work-based qualification e.g. a National Vocational Qualification (NVQ); Essential Skills qualifications and a relevant knowledge-based qualification, often referred to as a technical certificate. Awarding organisations may offer combined qualifications which include the competence- and knowledge-based elements.

There are around 170 approved apprenticeship frameworks at Level 2 and Level 3 and over 45 higher level apprenticeships, with more being developed.

Following changes proposed in the 2014 apprenticeships strategy, Securing our Success, and in the 2015 strategy on youth training (Generating our Success), a new system of apprenticeships and traineeships will begin to be introduced from September 2019. Once traineeships, which will be Level 2 qualifications on the RQF, are fully introduced, apprenticeships will begin at Level 3 and be available up to Level 8.

8) Recognising and validating non-formal and informal learning and learning pathways[62]

There is no agreed legal national position or approach to recognising non-formal and informal learning in Northern Ireland.

The most commonly used term for the validation of non-formal and informal learning is the 'recognition of prior learning' (RPL), which is usually used in relation to formal, regulated qualifications. See the description of RPL and its relation to regulated qualifications above in the England section (Recognising and validating non-formal and informal learning and learning pathways).

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[62] https://eacea.ec.europa.eu/national-policies/eurydice/content/validation-non-formal-and-informal-learning-85_en

6
NATIONAL SPORT EDUCATION AND TRAINING SYSTEM

6. NATIONAL SPORT AND EDUCATION SYSTEM

a) Introduction

The sport and physical activity sector is well-served by a wide-ranging offer of education and training from higher and vocational education to apprenticeships and continuing professional development opportunities. This section will provide a summary of the national sport and education system in the UK.

There has been an attempt over the last 20 years to influence the education and training offer to the sport sector through seeking a common agreed approach to education standards and quality assurance. Successive government funded skills bodies[63] sought to represent employers in the sphere of education and developing and promoting national occupational standards to define competence in the sector and influence all forms of vocational education to produce a competent workforce.

The role of representing employers and the sector as a whole now sits with the Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) as the body seeking to deliver workforce development across the sector and ensure the education and training offer meets the needs of employers and the sector as a whole.

However, education and training in the sport sector remains a complex affair, influenced by government skills and education policy and the creativity and entrepreneurship of a mixed economy of both not-for-profit and profit driven entities as well as higher education institutions and other bodies. Innovation to meet the changing needs of a changing workforce is the hallmark of education in the sector.

The situation is made more complex by distinctive characteristics of the education system and sport strategies and landscape across the four nations of the UK.

b) Workforce development strategy

The professional workforce and skills development has traditionally featured in the sport strategies of the home nation governments and sports councils but it could be said not to the extent that many working in the field would like to see. This changed in 2018 when Sport England published the first workforce development strategy; Working in an Active Nation, The Professional Workforce Strategy for England[64].

The forward to this strategy stated that it "represents a 'call to action' for employers and education providers to help drive a transformational change in the way we recruit, develop and retain people who work in sport and physical activity".

In particular, in terms of influencing the education and training offer the strategy included the following key actions:

Work with CIMSPA and key sector partners to:

- Establish, implement and quality assure a new framework of professional standards that better articulates the behaviours and skills required for all job roles within the sector
- Drive the creation of a qualifications framework that is clear, progressive and comprehensive.
- Develop an endorsement programme for all awarding organisations and training providers within the sector.

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[63] Notably the National Training Organisation SPRITO up to 2004 and subsequently the Sector Skills Council SkillsActive, whose influence in the sector steadily declined following the 2010 general election and incoming coalition government.
[64] https://www.sportengland.org/media/13505/working-in-an-active-nation-11-e-version.pdf

- Build an accessible suite of industry-recognised learning and development opportunities for all members of the professional workforce.

Although this strategy is for England it impacts on the funding and role of CIMSPA which operates across the UK and the work of many other organisations with operations covering all home nations.

c) Professional standards and the role of CIMSPA

Recent years have seen CIMSPA forge its role as the main skills and workforce development body for the UK sport and physical activity sector.

As well as being the professional membership body for the sport workforce, CIMSPA is the guardian of a single professional and apprenticeships standards framework for the sport and physical activity sector – the knowledge, skills and behaviours for every sector job role. This standards framework is driving the development of quality education products for the sport workforce, and allowing employers the ability to easily assess which job roles an individual is qualified for.

To date CIMSPA Professional Standards have been developed for the following job roles:

- Assistant Swimming Teacher
- Coach
- Coaching Assistant
- Gym Instructor
- Lifeguard
- Personal Trainer
- Pool Plant Operator
- Recreation Assistant
- Safeguarding and Protecting Children
- Strength and Conditioning Trainer
- Swimming Teacher
- Working With Children 0-5 Years
- Working With Children
- Working in the school environment out of curriculum
- Aspiring Manager
- Entry Manager
- General Manager
- Group Exercise Instructor
- Safeguarding Adults and Adults at Risk
- Working with People with Long Term Conditions
- Working with Inactive People
- Working with Antenatal and Postnatal Clients
- Working in the Community Environment

The expectation is that these Professional Standards influence the content of all types of education and training in the sport sector, from degrees to vocational qualifications and continuing professional

development. The main idea being if the standards accurately describe competent performance in a job role and education maps to the standards, the result will be a competent workforce.

d) Vocational qualifications

Since the launch of the National Qualifications Framework in the 1990s which sought to regulate and improve the quality of qualifications there has been a very large expansion of the number of accredited vocational qualifications on offer to the sport sector in the UK.

As discussed in section 5 the vocational qualification system is based on qualifications developed and owned by awarding organisations. Approved centres then partner with awarding organisations to deliver their qualifications and receive quality assurance.

Over 20 awarding organisations now serve the sport and physical activity sector, ranging from large cross-sector bodies who offer qualifications in many different sectors, to specialist awarding organisations with a limited offering in a niche part of the sport sector. All awarding organisations are approved and regulated by Ofqual.

Awarding organisations can then place qualifications on the current framework which applies to England and Northern Ireland the Regulated Qualifications Framework[65].

Qualifications range from broad courses for entry to the sector mainly delivered in colleges to shorter job specific awards and continuing professional development.

Up to 2010 there was some influence from employers in the sector on the design and approval of vocational qualifications through the Sector Skills Council, this system no longer applies and awarding organisations are more free within the regulations to develop qualifications to meet the needs of the market as they see it, working with their partners. CIMSPA has taken on the role of sector representation in the qualifications system, where awarding organisation are able to become partners of CIMSPA and demonstrate mapping to CIMSPA Professional Standards to show relevance for workforce development and inclusion of relevant skills for employment.

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[65] See https://register.ofqual.gov.uk/?_ga=2.51301097.1724148117.1566913189-1865407279.1565098594 for search function for particular awarding organisations or qualifications

7

FINDINGS FROM THE EMPLOYER SKILLS SURVEY

7. FINDINGS FROM THE EMPLOYER SURVEY

a) Introduction

What follows is a summary of ESSA Employer Skills Survey UK Report with some notes comparing the UK results with those from the wider European Survey. Please note that, in making these comparisons, the UK responses were included amongst those in the wider European Survey.

Broadly speaking, the results are fairly similar in many, but not all, key areas, but the size and profiles of the two samples are quite different. This may help to explain why there are divergences in some areas. It is possible that the differences highlighted are a result of the full European study having a large representation of micro businesses (employing between 1-4 paid staff or not employing no paid staff at all) in the Not for Profit, Voluntary and Charitable sector compared with the UK sample where the majority of respondents represented larger organisations employing between 10-100 paid staff with a stronger showing from organisations in the Private and Public sectors.

b) Sample Profile

1) Representation from Across the EU in the European Survey

Whereas responses were received from all 28 EU nations, 29.9% of the 3,812 respondents were based in France. The UK is the third most populous nation in the EU and employs 25% of the total EU Sport and Physical Activity workforce, but only provided 3.6% of the responses. If the number of responses were balanced with the populations of each country, France and UK should both have provided around 13% of respondents.

Total number of responses collated through the first ever European Employer Skills Survey for the Sport and Physical Activity sector
n=3812
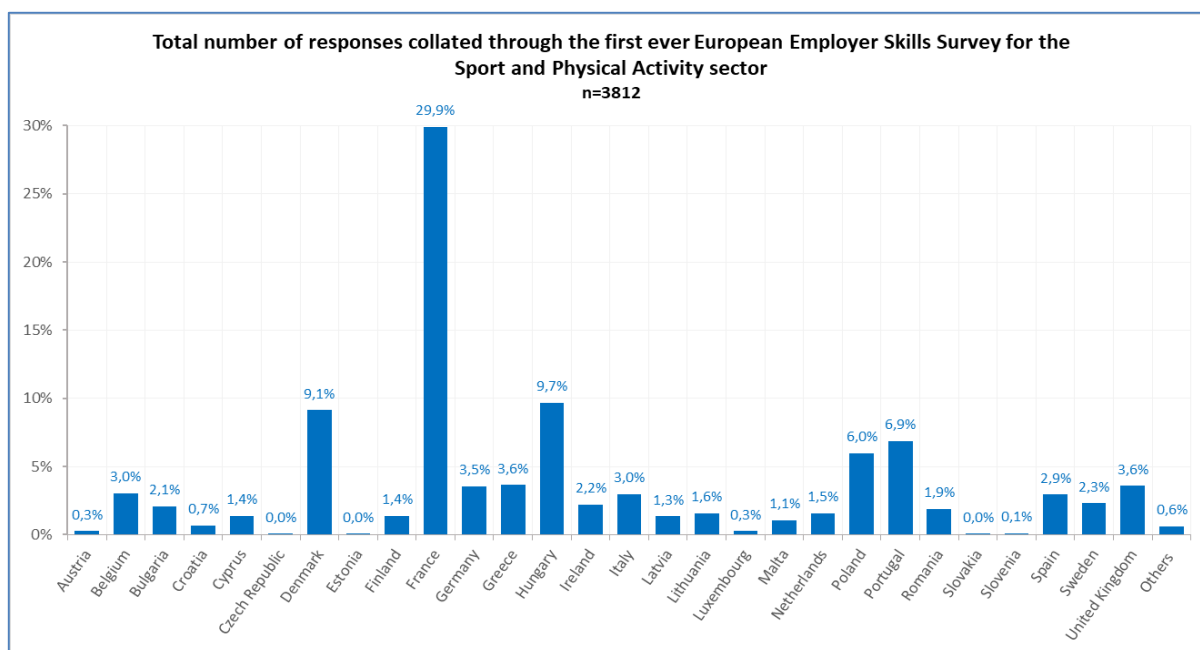
Therefore, France is overrepresented by a factor of more than 2 and the UK underrepresented by a factor of almost 4. This should be considered when studying the results summarised below. It also points to the need to optimise responses from UK employers in any future survey of this kind. It would be advisable to synergise efforts with other organizations with an interest in surveying the workforce (for example, the main professional organisation, CIMSPA, and the national sports bodies in the UK) and set clear targets for a response rate more appropriate to the size of the UK market.

2) Types of Organisations

The UK top five number of responses came from:

- ⭐ Sports Federations (20%)
- ⭐ Universities/Colleges (18%)
- ⭐ Outdoor Activity Providers (9%)
- ⭐ Sport for All Organisations (9%)
- ⭐ Sport Body (8%)

Which of the following best describes your organisation?

■ n=136

Organisation	Percentage
Ministry responsible for sport	0,00%
Municipality / local authority	3,68%
Network association (umbrella organisation)	2,94%
Sport body	8,09%
Sport federation	19,85%
Sport for all organisation	8,82%
Employers representative organisation	0,00%
Trade union	0,00%
Sport club	4,41%
Fitness club / centre	5,15%
Outdoor activity provider	8,82%
Sport institute / Sport academy	3,68%
University / college	18,38%
Sports facility operator	5,88%
Accommodation provider	0,74%
Other	9,56%

This contrasts with the European survey as a whole:

- ⭐ Sports Clubs (44%)
- ⭐ Sports Federations (20%)
- ⭐ Municipalities (6%)
- ⭐ Fitness Clubs (5%)
- ⭐ Outdoor Activity Providers (4%)

Readers should bear in mind that only 4% of responses came from UK Sports Clubs compared to 44% for the European survey. Similarly, Universities and Colleges were only represented by 4% of the full European sample as opposed to 18% in the UK one.

In future, it would be helpful to know what the approximate balance of different types of organisations truly is in each country to be sure how representative each national sample is.

3) Scope of Organisations

58.4% of UK respondents reported themselves as 'National'. 21% as 'Local'. 8.9% as 'International'. 7.8% as 'Regional'.

What is the main geographical scope of your organisation?

n=89
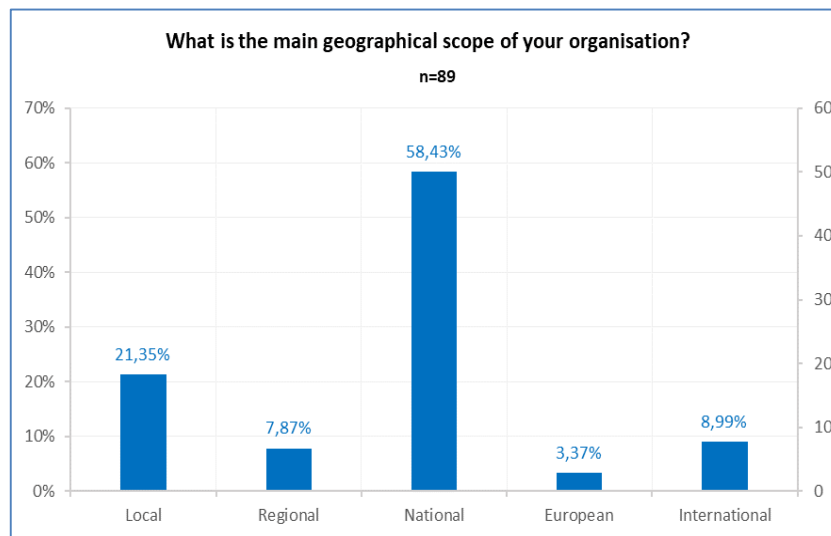
This compares with the European sample where 38.6% reported themselves as 'Local'. And most of the remainder were split evenly between 'Regional' (27%) and 'National' (27%) with very small numbers describing themselves as 'European' or 'International'.

Differences here could be attributable to the relatively high representation of Sports Clubs in the European sample as compared to the UK one.

4) Types of Sectors

- 36% of UK respondents were from the Not for Profit, Voluntary and Charitable sector.
- 30% represented the Public Sector
- 28% the Private Sector.

Which of these categories best describes your organisation?

n=132
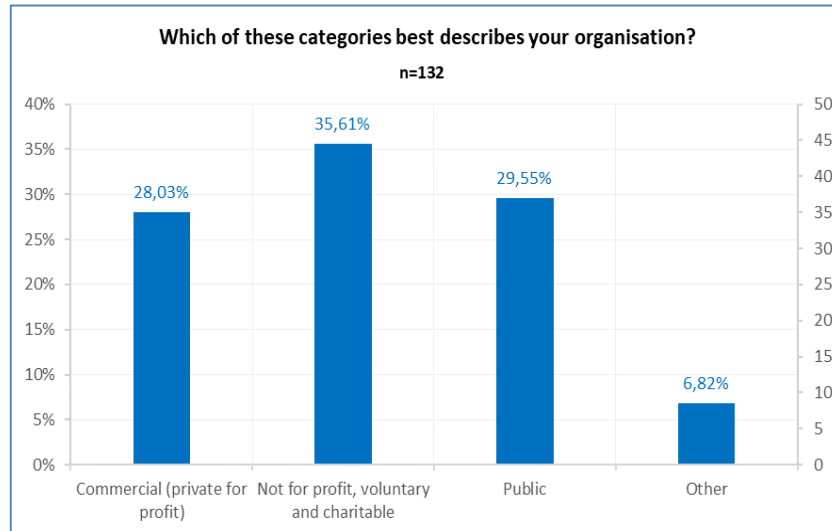
This contrasts sharply with the European sample where the balance was:

- 62% of respondents were from the Not for Profit, Voluntary and Charitable sector.
- 18% represented the Public Sector
- 13% the Private Sector.

5) Size of Organisation by Number of Paid Employees

The largest proportion of UK responding organisations employed 100+ paid employees (34%). The next highest (20%) employed 10-19 paid employees. 15% employed 20-49. 13% employed 1-4. 7% employed 5-9. Only 5% employed no paid workers at all.

Approximately how many paid employees work in your organisation on average in a typical year?

n=126
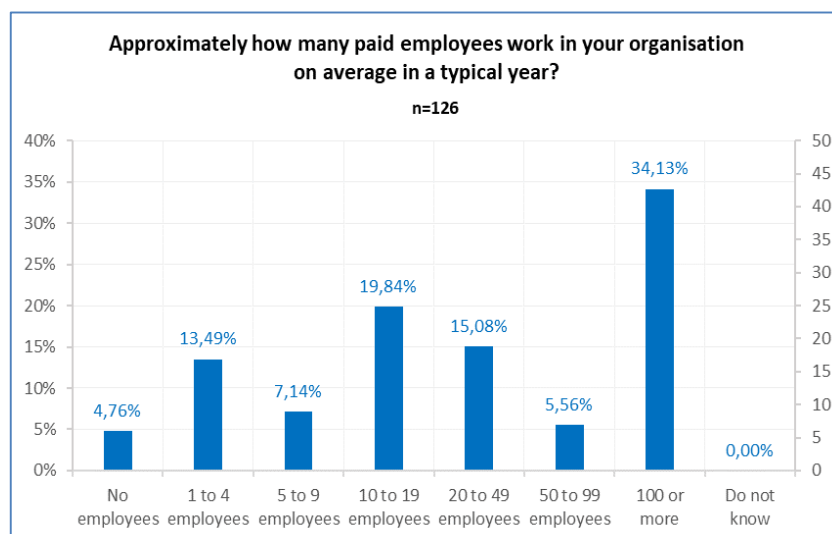
Once again, there is a marked contrast with the European sample where the largest proportion of responding organisations employed between 1-4 paid employees (29%). The next highest (24.6%) employed no paid workers at all. Only 8.7% employed more than 100 paid employees.

6) <u>Organisational Growth/Shrinkage (Page 11)</u>

- ✰ 78% of UK respondents reported their organisation had remained the same or grown in the last 12 months. 18% reported shrinkage.

- ✰ 73% expected their organisation to remain the same or grow in the next two years. 20% forecast a reduction in size.

Compared to 12 months ago, would you say that the number of people employed in your organisation has…
n=126

- Increased: 26,98%
- Remained the same: 50,79%
- Decreased: 18,25%
- Do not know: 3,97%

How do you think the size of the workforce in your organisation will tend to change over the next 2 years?
n=126

- Increase: 35,71%
- Remain the same: 36,51%
- Decrease: 19,84%
- Do not know: 7,94%
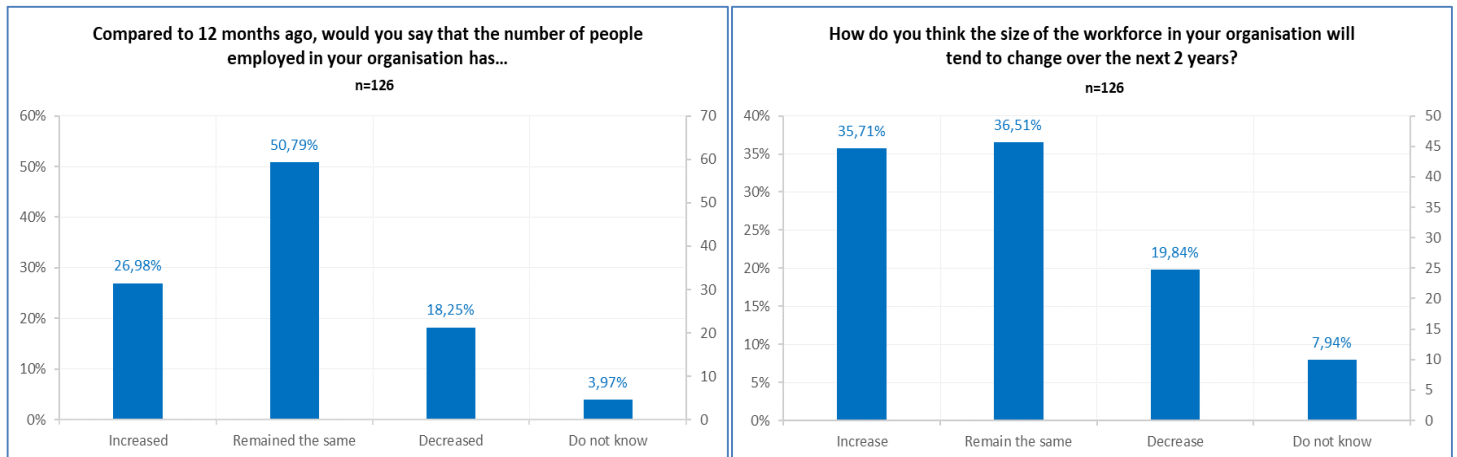
In the European survey as a whole:

- ✰ 87% reported their organisation had remained the same or grown in the last 12 months. Only 8.8% reported shrinkage.

- ✰ 81% expected their organisation to remain the same or grow in the next two years. Only 7.6% forecast a reduction in size.

This might suggest that UK organisations are slightly less stable that those elsewhere in the EU. However, it should be borne in mind that a much higher proportion of respondents in the wider European survey were from the voluntary sector and a higher proportion of respondents in the UK survey were from the private and public sectors where commercial pressures may have a greater influence on organisational growth change than in the voluntary sector.

7) <u>Deployment of Volunteers</u>

52% of UK respondents reported that they engaged the services of volunteers on a regular basis. 28% said they did so occasionally. Only 17% reported that they never engaged volunteers.

In a typical year does your organisation engage any volunteers / unpaid staff?
n=126

- Yes, regularly: 52,38%
- Yes, occasionally: 27,78%
- No, never: 16,67%
- Do not know: 3,17%
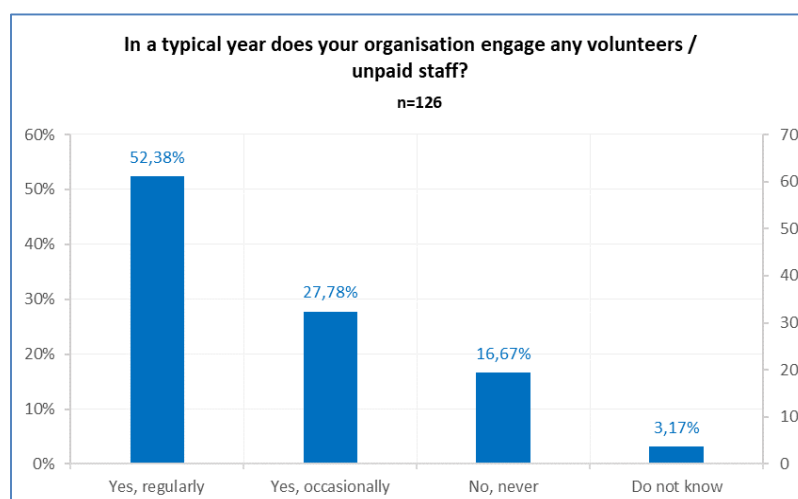
This is broadly similar to the European survey as a whole where 58.4% of respondents reported that they engaged the services of volunteers on a regular basis. 24% said they did so occasionally. Only 14.6% reported that they never engaged volunteers.

8) Top Five Types of Occupations Engaged

The top five occupations employed in the UK were:

- Senior Management Staff (89%).
- Middle Management (85%)
- Clerical and Office Staff (81%)
- Operational Staff (70%)
- Sports Coaches (66%).
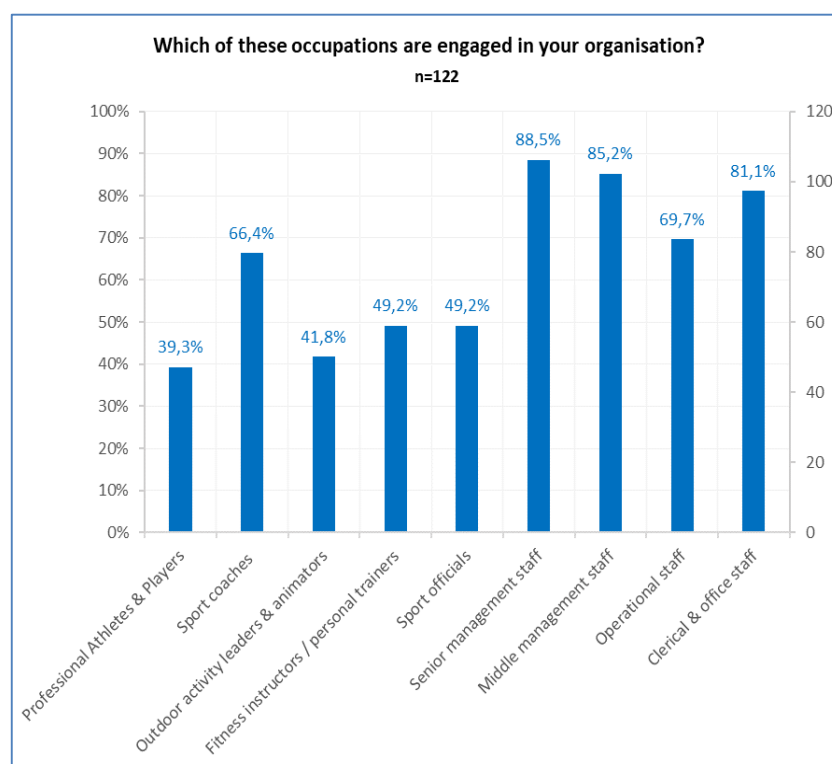
This compares with the European survey results which were:

- Sports Coaches (79.6%).
- Clerical and Office Staff (70.5%)
- Senior Management Staff (57.7%)
- Middle Managers (52.1%)
- Sports Officials (48.9%).

The higher preponderance of Senior and Middle Managers and Operational Staff in the UK survey could be attributed to the much larger size of organisations when compared with the European sample and the fact that there is such a large representation of Sports Clubs in the European survey.

In almost all UK occupations, staff were paid. The exceptions were Professional Athletes and Players (44% Volunteers as opposed to Paid 38%, and Self-Employed 38%) and Sports Officials (65% Self-Employed as opposed to Paid 25%, and Volunteers 63%).

Which of these occupations are engaged in your organisation?
Breakdown by type of contract

Paid Staff   Self-employed   Volunteers   **n=122**

Occupation	Paid Staff	Self-employed	Volunteers
Professional Athletes & Players	37,5%	37,5%	43,8%
Sport coaches	70,4%	54,3%	55,6%
Outdoor activity leaders & animators	58,8%	45,1%	45,1%
Fitness instructors / personal trainers	68,3%	58,3%	21,7%
Sport officials	25,0%	65,0%	63,3%
Senior management staff	92,6%	9,3%	7,4%
Middle management staff	92,3%	7,7%	6,7%
Operational staff	88,2%	14,1%	23,5%
Clerical & office staff	93,9%	7,1%	4,0%

It has been noted that identifying some 'Professional Athletes and Players' as volunteers presents something of a contradiction in terms. Questionnaires in future surveys will be amended to exclude this possibility.

There are differences with the European sample where, with the exception of Management, Operational Staff, Clerical Workers and Fitness Instructors, most contracts were voluntary which probably reflects the larger proportion of organisations from the Not for Profit, Voluntary and Charitable sector when compared with the UK sample.

c) Skills Maps and Training Priorities

1) Introduction

The following section covers skills needs for eight occupations. In each section there are three graphs.

The first graph provides a list of skills/attributes relevant to the occupation and the level of importance which the respondents attached to each.

The second graph shows the same list of skills/attributes and percentage of respondents who felt these skills/attributes were Weak and in Need of Improvement.

The third graph attempts to balance the other two by showing those skills/attributes which were judged to be most important when multiplied by the percentage level of weakness/in need of improvement. The third graph is necessary to show where the real training priorities lie. Some skills/attributes are shown as very weak/in need of improvement, but they are judged by the respondents as not important. There would be little point in prioritising training activities for these. It is more effective to concentrate on those which have a high level of importance and judged to be weak/in need of improvement.

These training priority results will help to formulate recommendations for relevant UK organizations which will be included in Section 10 of this report.

2) Occupation 1: Sports Coach

Sports Coach: Skills/Attributes by Level of Importance

In your opinion, what are the most important skills and attributes needed for a SPORT COACH ?

■ Essential ■ Desirable ■ Not important **n=78**

Skill/Attribute	Essential	Desirable	Not important
Sport specific knowledge and skills	85,1%	13,5%	1,4%
Ability to work with children	56,8%	35,1%	8,1%
Ability to work with people with disabilities	36,1%	59,7%	4,2%
Ability to work with different participants	63,5%	36,5%	
Demonstrate a duty of care to the athlete/ participant	97,3%	1,4%	1,4%
Plan coaching sessions and programmes	85,3%	13,3%	1,3%
Evaluate performance and provide feedback	85,5%	14,5%	
Clearly communicate instructions	96,1%	3,9%	
Organise activities and events	46,6%	49,3%	4,1%
Ensure health and safety of participants	96,1%	3,9%	
Ability to work in compliance with codes of practice / ethics	96,1%	3,9%	
Use of technology, equipment and tools	34,2%	61,8%	3,9%
Customer service skills	54,7%	38,7%	6,7%
Marketing and selling skills	13,2%	56,6%	30,3%
Leadership skills	72,4%	26,3%	1,3%
Motivational skills	89,5%	10,5%	
Team working skills	81,8%	16,9%	1,3%
Information/Communication Technology (ICT) skills	10,8%	73,0%	16,2%
Decision-making skills	73,7%	25,0%	1,3%
Problem-solving skills	76,3%	22,4%	1,3%

Sports Coach: Skills and Attributes as Levels of Weakness/In Need of Improvement

SPORT COACH: which skills (if any) are regarded as the weakest or in need of improvement in your organisation's current team?

■ n=68

Skill	%
This occupation is not part of the staff of my organisation	14,71%
Sport specific knowledge and skills	10,29%
Ability to work with children	2,94%
Ability to work with people with disabilities	36,76%
Ability to work with different participants	19,12%
Demonstrate a duty of care to the athlete/ participant	4,41%
Plan coaching sessions and programmes	4,41%
Evaluate performance and provide feedback	13,24%
Clearly communicate instructions	2,94%
Organise activities and events	13,24%
Ensure health and safety of participants	1,47%
Ability to work in compliance codes of practice / ethics	13,24%
Use of technology, equipment and tools	25,00%
Customer service skills	11,76%
Marketing and selling skills	35,29%
Leadership skills	7,35%
Motivational skills	5,88%
Team working skills	7,35%
Information/Communication Technology (ICT) skills	32,35%
Decision-making skills	5,88%
Problem-solving skills	16,18%

Sports Coach: Skills and Attributes as Training Priorities

Training priorities

Skill/Attribute	Value
Ability to work with people with disabilities	~0.225
Ability to work with different participants	~0.155
Use of technology, equipment and tools	~0.153
Problem-solving skills	~0.138
Ability to work in compliance codes of practice / ethics	~0.128
Evaluate performance and provide feedback	~0.122
Information/Communication Technology (ICT) skills	~0.100
Sport specific knowledge and skills	~0.092
Organise activities and events	~0.089
Customer service skills	~0.078
Team working skills	~0.065
Leadership skills	~0.062
Motivational skills	~0.056
Decision-making skills	~0.050
Demonstrate a duty of care to the athlete/ participant	~0.043
Plan coaching sessions and programmes	~0.040
Marketing and selling skills	~0.039
Clearly communicate instructions	~0.028
Ability to work with children	~0.019
Ensure health and safety of participants	~0.014

3) Occupation 2: Outdoor Activity Leaders/Animators

Outdoor Activity Leader/Animator: Skills/Attributes by Level of Importance

In your opinion, what are the most important skills and attributes needed for an OUTDOOR ACTIVITY LEADER AND ANIMATOR?

■ Essential ■ Desirable ■ Not important **n=34**

Skill/Attribute	Essential	Desirable	Not important
Sport/activity specific technical knowledge and skills	83,3%	13,3%	3,3%
Ability to work with children	79,3%	20,7%	
Ability to work with people with disabilities	46,4%	53,6%	
Ability to work with different participants	82,8%	17,2%	
Plan activity sessions	7,7%	92,3%	
Provide appropriate feedback	80,0%	20,0%	
Clearly communicate instructions	96,7%	3,3%	
Organise activities and events	74,2%	25,8%	
Ensure health and safety of participants	96,7%	3,3%	
Ability to work in compliance with codes of practice / ethics	96,7%	3,3%	
Use of technology, equipment and tools	40,0%	56,7%	3,3%
Customer service skills	76,7%	23,3%	
Marketing and selling skills	13,8%	69,0%	17,2%
Leadership skills	76,7%	23,3%	
Motivational skills	80,0%	20,0%	
Team working skills	90,0%	10,0%	
Information/Communication Technology (ICT) skills	24,1%	62,1%	13,8%
Decision-making skills	76,7%	23,3%	
Problem-solving skills	86,7%	13,3%	

Outdoor Activity Leader: Skills and Attributes by Weakness/In Need of Improvement

OUTDOOR ACTIVITY LEADER AND ANIMATOR: which skills (if any) are regarded as the weakest or in need of improvement in your organisation's current team?

■ n=26

Skill	Percentage
This occupation is not part of the staff of my organisation	15,38%
Sport/activity specific technical knowledge and skills	7,69%
Ability to work with children	0,00%
Ability to work with people with disabilities	26,92%
Ability to work with different participants	15,38%
Plan activity sessions	0,00%
Provide appropriate feedback	7,69%
Clearly communicate instructions	0,00%
Organise activities and events	3,85%
Ensure health and safety of participants	0,00%
Ability to work in compliance with codes of practice / ethics	3,85%
Use of technology, equipment and tools	15,38%
Customer service skills	11,54%
Marketing and selling skills	46,15%
Leadership skills	0,00%
Motivational skills	0,00%
Team working skills	0,00%
Information/Communication Technology (ICT) skills	46,15%
Decision-making skills	0,00%
Problem-solving skills	0,00%

Outdoor Activity Leader: Skills and Attributes as Training Priorities

Training priorities

Ability to work with people with disabilities	
Information/Communication Technology (ICT) skills	
Marketing and selling skills	
Ability to work with different participants	
Customer service skills	
Use of technology, equipment and tools	
Provide appropriate feedback	
Sport/activity specific technical knowledge and skills	
Ability to work in compliance with codes of practice /…	
Organise activities and events	
Ability to work with children	
Plan activity sessions	
Clearly communicate instructions	
Ensure health and safety of participants	
Leadership skills	
Motivational skills	
Team working skills	
Decision-making skills	
Problem-solving skills	

0,00   0,05   0,10   0,15   0,20   0,25

4) Occupation 3: Fitness Instructor/Personal Trainer

Fitness Instructor/Personal Trainer: Skills/Attributes by Level of Importance

In your opinion, what are the most important skills and attributes needed for a FITNESS INSTRUCTOR / PERSONAL TRAINER?

■ Essential   ■ Desirable   ■ Not important   **n=51**

Skill/Attribute	Essential	Desirable	Not important
Exercise science knowledge (anatomy / physiology)	91,3%	8,7%	
Understand participant needs	100,0%		
Interpreting information	84,4%	15,6%	
Designing sessions and programmes	89,4%	8,5%	2,1%
Communicating effectively with participants	93,5%	6,5%	
Ability to work with children	23,4%	55,3%	21,3%
Ability to work with older adults	47,8%	41,3%	10,9%
Ability to work with people with disabilities	39,1%	60,9%	
Ability to work with different participants	63,8%	31,9%	4,3%
Ensure health and safety of participants	93,5%	6,5%	
Ability to work in compliance with standards & codes of ethics	95,7%	4,3%	
Use of technology, equipment and tools	60,9%	34,8%	4,3%
Customer service skills	78,7%	14,9%	6,4%
Marketing and selling skills	34,0%	51,1%	14,9%
Leadership skills	36,4%	59,1%	4,5%
Motivational skills	93,5%	6,5%	
Team working skills	65,2%	34,8%	
Information/Communication Technology (ICT) skills	23,9%	69,6%	6,5%
Decision-making skills	56,5%	43,5%	
Problem-solving skills	56,5%	43,5%	

Fitness Instructor/Personal Trainer by Level of Weakness/In Need of Improvement

FITNESS INSTUCTOR / PERSONAL TRAINER: which skills (if any) are regarded as the weakest or in need of improvement in your organisation's current team?

■ n=39

Skill	%
This occupation is not part of the staff of my organisation	17,95%
Exercise science knowledge (anatomy / physiology)	2,56%
Understand participant needs	7,69%
Interpreting information	7,69%
Designing sessions and programmes	5,13%
Communicating effectively with participants	5,13%
Ability to work with children	12,82%
Ability to work with older adults	23,08%
Ability to work with people with disabilities	30,77%
Ability to work with different participants	7,69%
Ensure health and safety of participants	2,56%
Ability to work in compliance with codes of practice / ethics	2,56%
Use of technology, equipment and tools	12,82%
Customer service skills	7,69%
Marketing and selling skills	43,59%
Leadership skills	10,26%
Motivational skills	2,56%
Team working skills	10,26%
Information/Communication Technology (ICT) skills	15,38%
Decision-making skills	20,51%
Problem-solving skills	17,95%

Fitness Instructor/Personal Trainer: Skills and Attributes as Training Priorities

Training priorities

Skill/Attribute	Value
Ability to work with people with disabilities	~0.215
Marketing and selling skills	~0.195
Decision-making skills	~0.160
Problem-solving skills	~0.140
Ability to work with older adults	~0.132
Use of technology, equipment and tools	~0.095
Team working skills	~0.085
Information/Communication Technology (ICT) skills	~0.080
Understand participant needs	~0.077
Interpreting information	~0.070
Leadership skills	~0.063
Customer service skills	~0.061
Ability to work with different participants	~0.058
Communicating effectively with participants	~0.050
Designing sessions and programmes	~0.047
Ability to work with children	~0.038
Ability to work in compliance with codes of practice /…	~0.025
Ensure health and safety of participants	~0.024
Motivational skills	~0.024
Exercise science knowledge (anatomy / physiology)	~0.023

5) Occupation 4: Sports Official

Sports Official: Skills and Attributes by Level of Importance

In your opinion, what are the most important skills and attributes needed for a SPORT OFFICIAL?

■ Essential ■ Desirable ■ Not important **n=31**

Skill/Attribute	Essential	Desirable	Not important
Apply the rules and laws of the sport	96,6%	3,4%	
Ensure health and safety of participants	96,6%	3,4%	
Maintain effective working relationships	55,2%	44,8%	
Communicate information as an official	86,2%	13,8%	
Uphold integrity and fair play	96,6%	3,4%	
Managing conflict	86,2%	13,8%	
Organisational and planning skills	24,1%	69,0%	6,9%
Ability to work in compliance with codes of practice / ethics	96,6%	3,4%	
Use of technology, equipment and tools	24,1%	75,9%	
Customer service skills	27,6%	55,2%	17,2%
Negotiation skills	48,3%	44,8%	6,9%
Leadership skills	44,8%	48,3%	6,9%
Team working skills	69,0%	24,1%	6,9%
Information/Communication Technology (ICT) skills	13,8%	69,0%	17,2%
Decision-making skills	96,6%	3,4%	
Problem-solving skills	62,1%	34,5%	3,4%

Sports Official: Skills and Attributes by Level of Weakness/In Need of Improvement

SPORT OFFICIAL: which skills (if any) are regarded as the weakest or in need of improvement in your organisation's current team?

■ n=24

Skill	Percentage
This occupation is not part of the staff of my organisation	8,33%
Apply the rules and laws of the sport	20,83%
Ensure health and safety of participants	8,33%
Maintain effective working relationships	25,00%
Communicate information as an official	33,33%
Uphold integrity and fair play	12,50%
Managing conflict	41,67%
Organisational and planning skills	16,67%
Ability to work in compliance with codes of practice / ethics	8,33%
Use of technology, equipment and tools	33,33%
Customer service skills	8,33%
Negotiation skills	12,50%
Leadership skills	8,33%
Team working skills	8,33%
Information/Communication Technology (ICT) skills	16,67%
Decision-making skills	12,50%
Problem-solving skills	4,17%

Sports Official: Skills and Attributes as Training Priorities

Training priorities

Skill/Attribute	
Managing conflict	0,39
Communicate information as an official	0,31
Use of technology, equipment and tools	0,20
Apply the rules and laws of the sport	0,20
Maintain effective working relationships	0,19
Uphold integrity and fair play	0,12
Decision-making skills	0,12
Organisational and planning skills	0,08
Ensure health and safety of participants	0,08
Ability to work in compliance with standards and…	0,08
Negotiation skills	0,08
Team working skills	0,06
Leadership skills	0,05
Information/Communication Technology (ICT) skills	0,05
Customer service skills	0,03
Problem-solving skills	0,03

6) Occupation 5: Senior Management Staff

Senior Management Staff: Skills and Attributes by Level of Importance

In your opinion which are the most important skills and attributes needed for: SENIOR MANAGEMENT STAFF

■ Essential ■ Desirable ■ Not important   **n=97**

Skill/Attribute	Essential	Desirable	Not important
Knowledge of external policy issues facing sport	79,5%	19,3%	1,1%
Ensure equal access to sport	72,6%	22,6%	4,8%
Technical knowledge and skills for sport operations	42,5%	47,1%	10,3%
Strategic thinking	95,5%	4,5%	
Business development skills	88,8%	11,2%	
Leadership skills	98,9%	1,1%	
Leading change	91,0%	9,0%	
Facilitating innovation	81,8%	17,0%	1,1%
Organisational and planning skills	94,4%	5,6%	
Written Communication skills	89,8%	10,2%	
Verbal communication skills	95,4%	4,6%	
Marketing and sales skills	37,1%	58,4%	4,5%
Customer service skills	66,3%	30,3%	3,4%
Motivational skills	85,4%	14,6%	
Negotiation skills	78,4%	21,6%	
Financial control and management	84,1%	14,8%	1,1%
Team working	95,4%	4,6%	
Information/Communication Technology (ICT) skills	58,0%	39,8%	2,3%
Decision-making skills	95,5%	4,5%	
Problem-solving skills	93,3%	6,7%	
Use of technology, equipment and tools	42,0%	51,1%	6,8%
Ability to work in compliance with codes of practice / ethics	88,6%	10,2%	1,1%

Senior Management Staff: Skills and Attributes by Level of Weakness/In Need of Improvement

SENIOR MANAGEMENT STAFF: which skills (if any) are regarded as the weakest or in need of improvement in your organisation's current team?

■ n=73

Skill	%
This occupation is not part of the staff of my organisation	2,74%
Knowledge of external policy issues facing sport	24,66%
Ensure equal access to sport	5,48%
Technical knowledge and skills for sport operations	15,07%
Strategic thinking	24,66%
Business development skills	30,14%
Leadership skills	16,44%
Leading change	26,03%
Facilitating innovation	26,03%
Organisational and planning skills	8,22%
Written Communication skills	15,07%
Verbal communication skills	9,59%
Marketing and sales skills	28,77%
Customer service skills	8,22%
Motivational skills	17,81%
Negotiation skills	12,33%
Financial control and management	9,59%
Team working	9,59%
Information/Communication Technology (ICT) skills	19,18%
Decision-making skills	9,59%
Problem-solving skills	8,22%
Use of technology, equipment and tools	21,92%
Ability to work in compliance with codes of practice / ethics	5,48%

Senior Management Staff: Skills and Attributes as Training Priorities

Training priorities

Skill/Attribute	Value
Business development skills	0.285
Leading change	0.248
Strategic thinking	0.240
Facilitating innovation	0.230
Knowledge of external policy issues facing sport	0.215
Marketing and sales skills	0.177
Motivational skills	0.165
Leadership skills	0.163
Information/Communication Technology (ICT) skills	0.145
Written Communication skills	0.143
Use of technology, equipment and tools	0.133
Negotiation skills	0.112
Decision-making skills	0.093
Verbal communication skills	0.093
Team working	0.093
Financial control and management	0.087
Technical knowledge and skills for sport operations	0.083
Organisational and planning skills	0.080
Problem-solving skills	0.080
Customer service skills	0.065
Ability to work in compliance with codes of practice /…	0.052
Ensure equal access to sport	0.045

7) Occupation 6: Middle Management Staff

Middle Management Staff: Skills and Attributes by Level of Importance

In your opinion which are the most important skills and attributes needed for: MIDDLE MANAGEMENT STAFF

■ Essential ■ Desirable ■ Not important   **n=80**

Skill/Attribute	Essential	Desirable	Not important
Knowledge of external policy issues facing sport	34,2%	63,0%	2,7%
Ensure equal access to sport	65,3%	26,4%	8,3%
Technical knowledge and skills for sport operations	50,0%	39,2%	10,8%
Strategic thinking	49,3%	47,9%	2,7%
Business development skills	56,9%	41,7%	1,4%
Leadership skills	76,7%	21,9%	1,4%
Leading change	49,3%	50,7%	
Facilitating innovation	60,3%	39,7%	
Organisational and planning skills	91,8%	8,2%	
Written Communication skills -	91,9%	8,1%	
Verbal communication skills	94,5%	5,5%	
Marketing and sales skills	32,9%	63,0%	4,1%
Customer service skills	75,3%	21,9%	2,7%
Motivational skills	80,8%	17,8%	1,4%
Negotiation skills	58,9%	37,0%	4,1%
Financial control and management	47,9%	46,6%	5,5%
Team working	95,9%	4,1%	
Information/Communication Technology (ICT) skills	57,5%	42,5%	
Decision-making skills	79,5%	20,5%	
Problem-solving skills	83,8%	16,2%	
Use of technology, equipment and tools	47,9%	46,6%	5,5%
Ability to work in compliance with codes of practice / ethics	76,4%	23,6%	

Middle Management Staff: Skills and Attributes by Level of Weakness/In Need of Improvement

MIDDLE MANAGEMENT STAFF: which skills (if any) are regarded as the weakest or in need of improvement in your organisation's current team?

■ n=66

Skill	Percentage
This occupation is not part of the staff of my organisation	1,52%
Knowledge of external policy issues facing sport	27,27%
Ensure equal access to sport	15,15%
Technical knowledge and skills for sport operations	15,15%
Strategic thinking	27,27%
Business development skills	40,91%
Leadership skills	30,30%
Leading change	22,73%
Facilitating innovation	22,73%
Organisational and planning skills	10,61%
Written Communication skills	13,64%
Verbal communication skills	9,09%
Marketing and sales skills	30,30%
Customer service skills	7,58%
Motivational skills	13,64%
Negotiation skills	10,61%
Financial control and management	21,21%
Team working	12,12%
Information/Communication Technology (ICT) skills	13,64%
Decision-making skills	10,61%
Problem-solving skills	9,09%
Use of technology, equipment and tools	15,15%
Ability to work in compliance with codes of practice / ethics	9,09%

Middle Management Staff: Skills and Attributes as Training Priorities

Training priorities

Skill	Value
Business development skills	
Leadership skills	
Strategic thinking	
Marketing and sales skills	
Facilitating innovation	
Knowledge of external policy issues facing sport	
Leading change	
Financial control and management	
Written Communication skills	
Motivational skills	
Team working	
Information/Communication Technology (ICT) skills	
Ensure equal access to sport	
Organisational and planning skills	
Use of technology, equipment and tools	
Decision-making skills	
Technical knowledge and skills for sport operations	
Verbal communication skills	
Problem-solving skills	
Ability to work in compliance with codes of practice /…	
Negotiation skills	
Customer service skills	

0,00   0,05   0,10   0,15   0,20   0,25   0,30   0,35

8) Occupation 7: Operational Staff

Operational Staff: Skills and Attributes by Level of Importance

In your opinion, what are the most important skills and attributes needed for the OPERATIONAL STAFF (all categories)?

■ Essential ■ Desirable ■ Not important **n=70**

Skill	Essential	Desirable	Not important
Technical skills and knowledge required for their role	89,4%	7,6%	3,0%
Ability to work in compliance with codes of practice / ethics	87,5%	12,5%	
Cleaning and maintenance skills	43,1%	38,5%	18,5%
Use of technology, equipment and tools	50,0%	47,0%	3,0%
Organisational and work planning skills	61,2%	37,3%	1,5%
Ability to maintain health, safety and security standards	87,9%	12,1%	
Communication skills	83,6%	16,4%	
Customer Service Skills	84,8%	15,2%	
Marketing and selling skills	22,4%	61,2%	16,4%
Leadership skills	31,8%	53,0%	15,2%
Team working skills	83,3%	16,7%	
Information/Communication Technology (ICT) skills	43,3%	46,3%	10,4%
Decision-making skills	53,0%	43,9%	3,0%
Problem-solving skills	59,1%	36,4%	4,5%

Operational Staff: Skills and Attributes by Level of Weakness/In Need of Improvement

OPERATIONAL STAFF: which skills (if any) are regarded as the weakest or in need of improvement in your organisation's current team?

■ n=61

Skill	%
This occupation is not part of the staff of my organisation	1,64%
Technical skills and knowledge required for their role	16,39%
Ability to work in compliance with codes of practice / ethics	6,56%
Cleaning and maintenance skills	11,48%
Use of technology, equipment and tools	19,67%
Organisational and work planning skills	18,03%
Ability to maintain health, safety and security standards	13,11%
Communication skills	24,59%
Customer Service Skills	26,23%
Marketing and selling skills	50,82%
Leadership skills	29,51%
Team working skills	22,95%
Information/Communication Technology (ICT) skills	16,39%
Decision-making skills	18,03%
Problem-solving skills	21,31%

Operational Staff: Skills and Attributes as Training Priorities

Training priorities

Skill	Value
Customer Service Skills	~0.24
Communication skills	~0.22
Team working skills	~0.21
Marketing and selling skills	~0.19
Problem-solving skills	~0.155
Technical skills and knowledge required for their role	~0.15
Organisational and work planning skills	~0.14
Use of technology, equipment and tools	~0.14
Decision-making skills	~0.13
Leadership skills	~0.125
Ability to maintain health, safety and security standards	~0.12
Information/Communication Technology (ICT) skills	~0.09
Ability to work in compliance with standards and codes of practice / ethics	~0.06
Cleaning and maintenance skills	~0.05

0,00 0,05 0,10 0,15 0,20 0,25 0,30

9) Occupation 8: Clerical and Office Staff

Clerical and Office Staff: Skills and Attributes by Level of Importance

In your opinion, what are the most important skills and attributes needed for the CLERICAL AND OFFICE STAFF / RECEPTIONIST (all categories)?

■ Essential ■ Desirable ■ Not important **n=81**

Skill	Essential	Desirable	Not important
Technical skills and knowledge required for their role	78,2%	16,7%	5,1%
Administration skills	96,2%	3,8%	
Organisational and planning skills	76,9%	23,1%	
Use of technology, equipment and tools	74,7%	21,5%	3,8%
Ability to work in compliance and codes of practice / ethics	78,2%	20,5%	1,3%
Understanding written documents and writing clearly	89,9%	10,1%	
Communication skills	91,1%	8,9%	
Customer service skills	86,1%	11,4%	2,5%
Leadership skills	19,2%	59,0%	21,8%
Team working skills	81,8%	18,2%	
Information/Communication Technology (ICT) skills	74,7%	25,3%	
Decision-making skills	38,5%	56,4%	5,1%
Problem-solving skills	51,3%	44,9%	3,8%

Clerical and Office Staff: Skills and Attributes by Level of Weakness/In Need of Improvement

CLERICAL AND OFFICE STAFF / RECEPTIONIST: which skills (if any) are regarded as the weakest or in need of improvement in your organisation's current team?

■ n=62

Skill	Percentage
This occupation is not part of the staff of my organisation	1,61%
Technical skills and knowledge required for their role	17,74%
Administration skills	4,84%
Organisational and planning skills	12,90%
Use of technology, equipment and tools	20,97%
Ability to work in compliance with codes of practice / ethics	11,29%
Understanding written documents and writing clearly	12,90%
Communication skills	20,97%
Customer service skills	22,58%
Leadership skills	25,81%
Team working skills	14,52%
Information/Communication Technology (ICT) skills	19,35%
Decision-making skills	32,26%
Problem-solving skills	32,26%

Clerical and Office Staff: Skills and Attributes as Training Priorities

Training priorities

Skill	Value
Problem-solving skills	~0.225
Customer service skills	~0.20
Communication skills	~0.20
Decision-making skills	~0.195
Use of technology, equipment and tools	~0.17
Information/Communication Technology (ICT) skills	~0.17
Technical skills and knowledge required for their role	~0.145
Team working skills	~0.13
Understanding written documents and writing clearly	~0.12
Organisational and planning skills	~0.115
Ability to work in compliance with standards and…	~0.10
Leadership skills	~0.07
Administration skills	~0.045

d) Volunteers

1) Expectations of Volunteers and Paid Staff

Generally, the number of UK respondents who said they expected the same of volunteers and paid staff for each job role was slightly higher than those who said they did not. The exceptions were: Sports Official (79% saying they expected the same) and the Senior and Middle Manager roles for which the majority said they did not expect the same of volunteers.

This is broadly similar to the full European survey although this one suggested that the same level of performance between paid and volunteer staff was expected of Sports Coach, Outdoor Activity Leaders and Sports Officials.

2) Skills of Volunteers

Respondents were asked to grade the skills of their volunteers on a scale of 0-5 where 5 is the highest. For most job roles, more than half of the respondents rated their skills at 4 or 5.
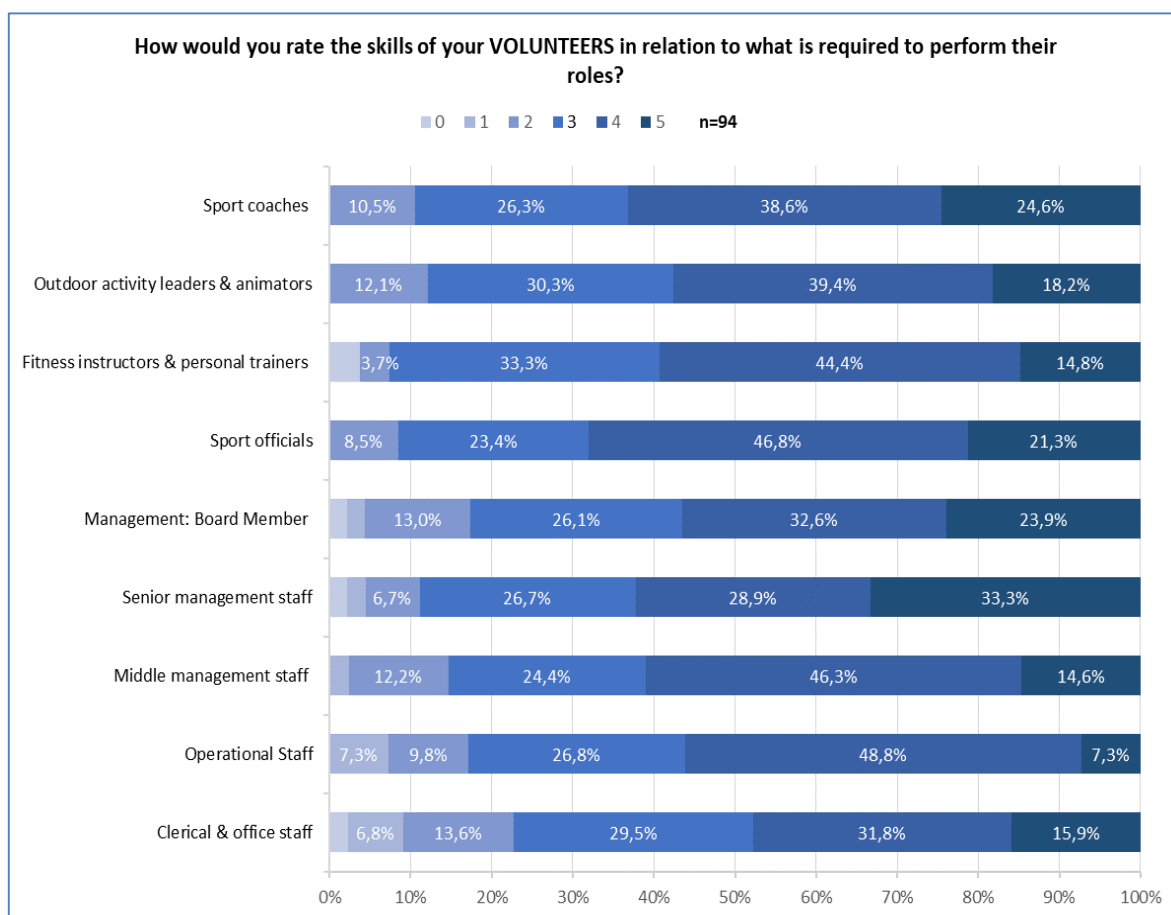
3) Engaging Volunteers

Only 22% of UK respondents reported problems engaging volunteers. This compares with 38% in the full European survey (NB where there is a higher representation of Not for Profit, Voluntary and Charitable sector).

Could you please indicate for which occupation(s)/role(s)

■ n=23

Role	Percentage
Professional Athletes & Players	4,35%
Sport coaches	60,87%
Outdoor activity leaders & animators	21,74%
Fitness instructors/ personal trainers	0,00%
Sport officials	43,48%
Management: board members	34,78%
Senior management staff	8,70%
Middle management staff	13,04%
Operational staff	21,74%
Clerical & office staff	4,35%
Other	4,35%
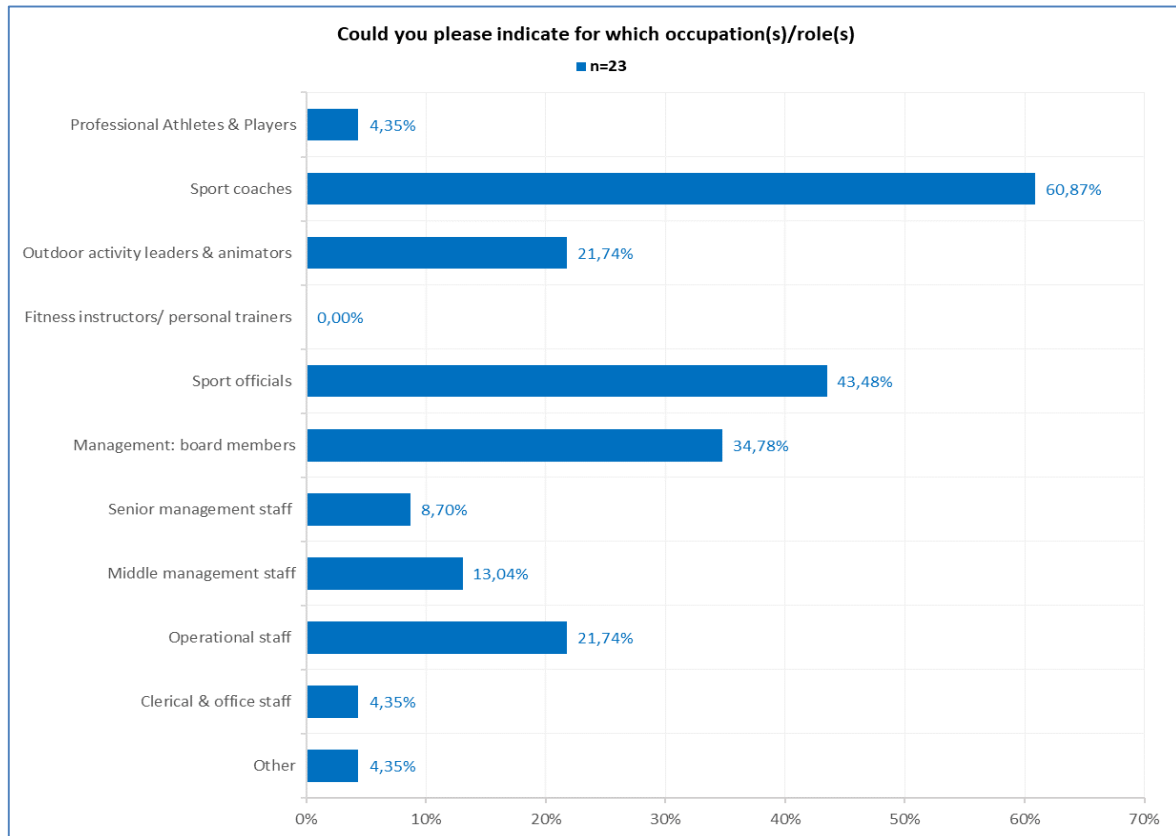
The five most difficult to fill volunteer vacancies, according to UK respondents, were:

- 🌟 Sports Coaches (61%)
- 🌟 Sports Officials (43%)
- 🌟 Management Board Members (35%)
- 🌟 Outdoor Activity Leaders/Animators (22%)
- 🌟 Operational Staff (22%)

Again, similarities with the rest of Europe are very strong. The only difference is that UK respondents placed Outdoor Activity Leaders/Animators in the top five whereas European respondents selected Clerical and Office Staff.

e) **Recruitment and Retention**

1) Recruitment of Paid Staff

The top five UK occupations being recruited are:

- Sports Coach (58%).
- Clerical and Office Staff (53%),
- Operational Staff (51%)
- Middle Managers (47%),
- Fitness Instructors/Personal Trainers (39%).
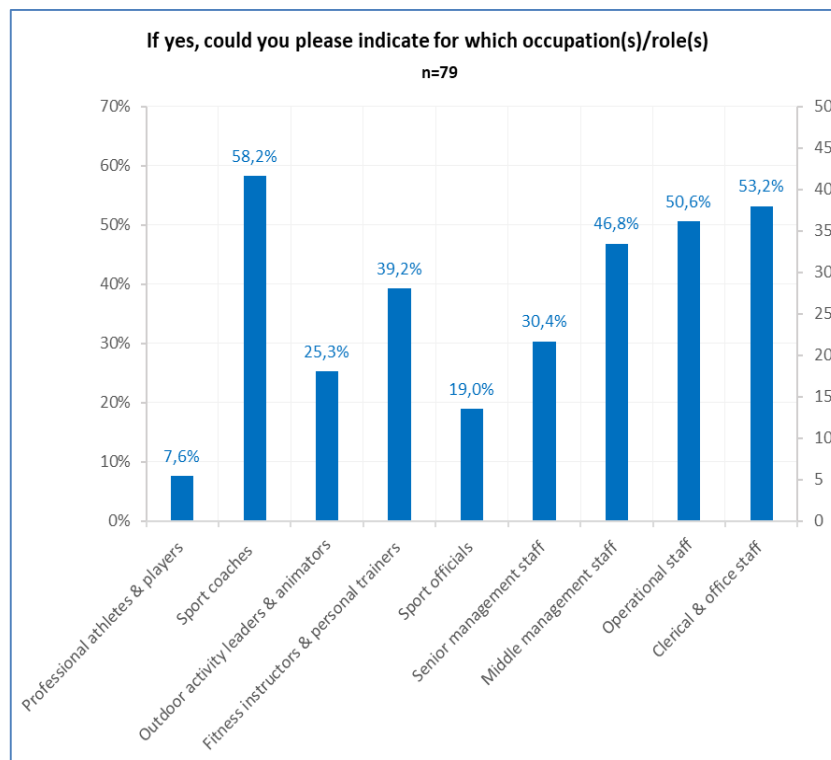
This is almost identical to the full European survey with some minor differences in ranking.

The majority of the UK posts being hired for were paid employees with the exception of Outdoor Activity Leaders/Animators (60% freelance, 40% paid) and Sports Officials (73% freelance, 27% paid).

If yes, could you please indicate for which occupation(s)/role(s)
Breakdown by type of contract
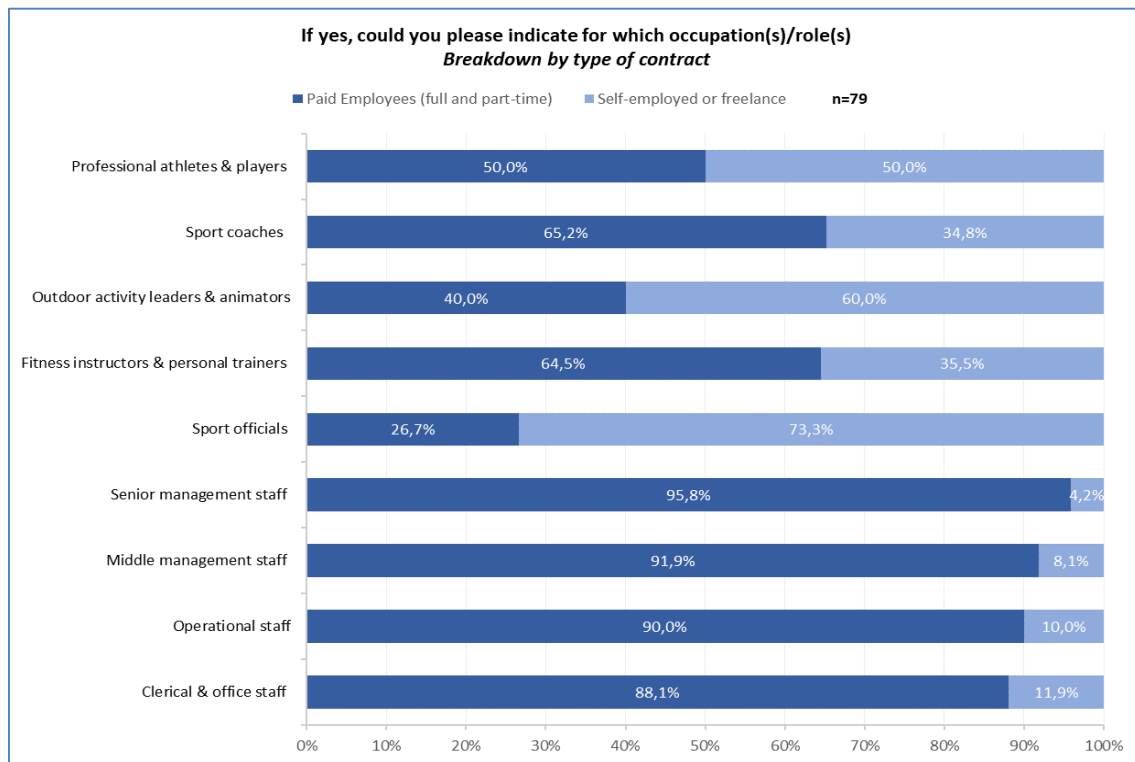
Again, this is very similar to the European results.

37% of UK respondents reported problems hiring staff (as against 48% who said they had no problems hiring staff).

The top five UK difficult-to-fill vacancies follow a similar pattern to the occupations being recruited for. Thus, there were difficulties for:

- Middle Managers (50%)
- Sports Coach (37%),
- Clerical (32%),
- Operational Staff (34%),
- Senior Managers (26%).

If yes, could you please indicate for which occupation(s)/role(s)
n=38
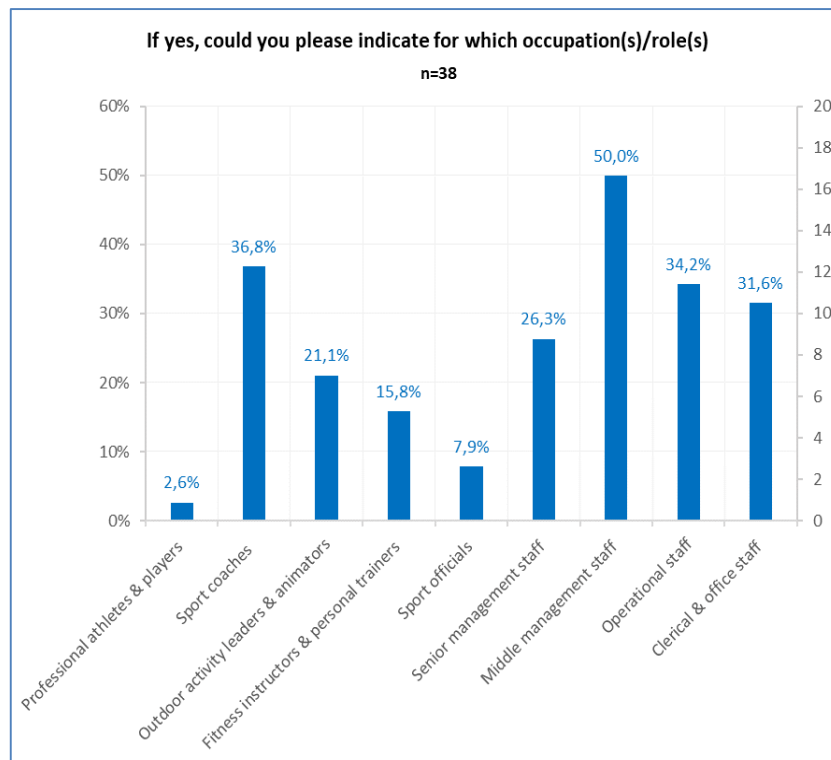
This is similar to the European survey with the exception of minor ranking differences and the UK inclusion of 'Senior Managers' as opposed to 'Fitness Instructors/Personal Trainers' in the full European survey.

The top five reported UK recruitment difficulties were:

- Low Number of Applicants with Required Skills (62%),
- Low Number of Applicants with the Required Attitude and Motivation (44%),
- Unattractive Terms and Conditions (including wages) Offered for the Post (32%),
- Lack of Level of Work Experience Expected by the Organisation (17%)
- Geographic Location (e.g. poor public transport) (17%).

What are/were the main causes of difficulty in recruitment?

■ n=81

Cause	Percentage
Low number of applicants generally	22,22%
Low number of applicants with the required skills	61,73%
Low number of applicants with required attitude and motivation	44,44%
Too much competition from other employers in the sector	1,23%
Too much competition from employers in other sectors	4,94%
Not enough people interested in doing this type of job	14,81%
Unattractive terms and conditions (e.g. wage) offered for this post	32,10%
Lack of the level of work experience expected by the organisation	17,28%
Lack of qualifications expected by the organisation	11,11%
Absence of a clear career progression / lack of prospects	12,35%
Long hours work	6,17%
Seasonal work	13,58%
Too many applicants	4,94%
Movement of potential candidates to other sectors	2,47%
Geographic location (e.g. poor public transport)	17,28%
Other	9,88%

Again, there are similarities with the European survey. The major differences are that UK respondents highlighted 'Lack of work experience expected by the organisation' and 'Geographic location (e.g. poor public transport)' as opposed to 'Lack of qualifications expected by the organisation' and 'Not enough people interested in doing this kind of job' in the full European survey.

2) Retention of Paid Staff

When it comes to retention, the UK pattern is similar for occupations being recruited for and difficult to fill vacancies with the exception of Senior Managers who seem more difficult to recruit than retain. The occupations with the highest retention difficulties were:

- Operational Staff (50%)
- Clerical and Office (46%),
- Sports Coach (39%),
- Middle Management Staff (31%),
- Fitness Instructors/Personal Trainers (14%).
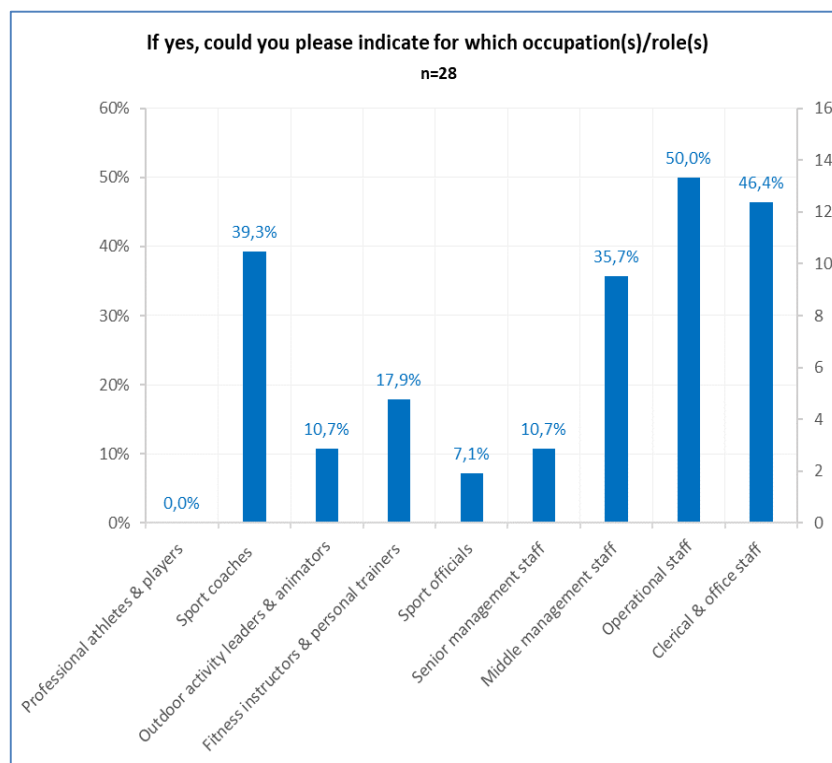
The results here are almost identical to those from the EU as a whole.

The main reasons for retention difficulties identified by UK respondents were:

- Better Pay by Other Organisations (45%),
- Lack of Career Progression/Pathways (45%),
- Lack of Commitment to Job/Organisation (41%)
- Better Pay Offered in Other Job Roles (21%),
- Long Hours of Work (21%),

Please tick the main reasons for difficulties in retaining your paid staff

■ n=29

Reason	Percentage
Geographic location (e.g. poor public transport)	10,34%
Unable to meet the skill requirements of the job	13,79%
Lack of commitment to the job / organisation	41,38%
Lack of job satisfaction	27,59%
Job role no longer needed	3,45%
Better pay by other organisations	44,83%
Lack of career progression / pathways	44,83%
Long hours work	20,69%
Better pay offered in other job roles	20,69%
Unattractive conditions of employment	6,90%
The work is only Seasonal	20,69%
Lack of financial stability for the organisation	6,90%
We like to encourage a turnover of staff	6,90%
Other	17,24%

Once again, there are strong similarities with the rest of Europe. The main differences are that UK respondents highlighted 'Long hours of work' as opposed to 'Lack of financial stability in the organisation' in the full European survey.

f) Key Issues Working in Sport and Physical Activity

27 statements were presented to UK respondents who were asked to indicate their level of agreement. The next table shows the statements and the percentage of UK respondents who said they either 'Agree' or 'Strongly Agree'. The statements are listed in order of their level of support. The top priority issues identified by respondents will help to formulate recommendations for relevant UK organizations which will be included in Section 10 of this report.

Statement		% Agree or Strongly Agree
1.	It is important that your staff have access to on-going training to keep their skills up-to-date.	98%
2.	Effective governance is important to your organisation.	93%
3.	The workforce of paid staff and volunteers in the sport and physical activity sector needs to be inclusive.	89%
4.	More effort is needed to make Sport and Physical Activity more inclusive in attracting participants.	86%
5.	Universities/training providers should work more closely with organisations like yours.	86%
6.	The Sector is changing and evolving, as a result of the skills needed by those working in the Sector will change too.	86%
7.	Expectations and priorities from national government on sport organisations is increasing.	84%
8.	Sports organisations have become more professional in recent years.	81%
9.	In the future there will be a demand for a better qualified workforce operating in sport organisations like yours.	79%
10.	The skills required in our organisation are changing.	78%
11.	Improving governance should be a priority for all organisations.	77%
12.	Attitude and personality are more important than qualifications when recruiting paid staff.	77%
13.	You find your staff are willing to train and develop themselves	76%
14.	New training courses are required to meet the training needs of organisations like yours.	73%
15.	Expectations and priorities from national government are causing our organisation to change.	72%
16.	Our staff would benefit from learning experiences in other countries.	67%
17.	Work experience is more important than qualifications when recruiting paid staff.	63%
18.	Our expectations of volunteers are as high as paid staff when they perform the same role.	61%
19.	Past experience is more important than qualifications when recruiting volunteers.	51%
20.	It is difficult to find relevant continuing professional development (CPD) courses for your staff.	50%
21.	It is difficult to recruit people from other EU countries because their qualifications are not easily understood or transferable.	49%
22.	It is easy to find and recruit people with the right skills to work in your organisation as paid staff.	47%
23.	Customer service is poor in sport and physical activity facilities and clubs.	46%
24.	It is not easy to progress from a technical role (e.g. as coach or instructor) to a management position.	43%
25.	It is difficult to find and recruit people with the right skills to work in your organisation as a volunteer.	40%
26.	There is a clear pathway for someone to gain employment in to organisations like yours and clear pathways for progression.	40%
27.	Volunteers do NOT need the same level of qualifications to perform their roles as paid staff.	40%

Similarities here with the full European survey are very striking. 10 out of the top 12 statements also appear in the full European top 12 (although there are some ranking differences). The only variations are that UK respondents highlighted '7. Expectations and priorities from national government on sports organisations are increasing' (listed as 14. in the European survey) and '12. Attitude and personality are more important than qualifications when recruiting paid staff' (listed 15. in the European study).

g) Workforce Development and Planning

1) Performance Review

- 52% of UK respondents said that they regularly reviewed the skills and training needs of their staff team.
- 37% reported that they did so 'partly'

This contrasts with the full European survey:

- 35% of respondents said that they regularly reviewed the skills and training needs of their staff team.
- 42% reported that they did so 'partly'

Again, this could be attributable to the larger size and non-voluntary nature of the UK sample by comparison with the full European one.

2) Barriers to Staff Development

The following barriers were identified by UK respondents to arranging training for the workforce

- Lack of funds available for training (62%)
- Training is too expensive (52%)
- The courses of interest are not available locally (40%)
- External courses are too expensive (40%)
- Lack of knowledge about training opportunities and suitable courses (32%)

What are the main barriers to arranging training for your workforce?

■ n=95

Barrier	Percentage
Lack of appropriate training available in subject area we need	35,79%
The courses interested in are not available locally	40,00%
The quality of the courses and training providers are not satisfactory	13,68%
Lack of knowledge about training opportunities and suitable courses	31,58%
I do not know what training provision is available	15,79%
The dates of the courses are inconvenient	22,11%
Training is too expensive	51,58%
Staff are not keen to take part in training	14,74%
Lack of fund available for training	62,11%
External courses are too expensive	40,00%
Employees are too busy to undertake any training and development	27,37%
Training is not considered as a priority for our organisation	8,42%
All our staff are fully proficient so there is no need for training	1,05%
Trained staff will be recruited by other employers or other sectors	0,00%
There are no barriers to arranging training for our workforce	8,42%
Other	9,47%

The only difference here is that UK respondents highlighted 'Lack of knowledge about training opportunities and suitable courses' as opposed to the full European survey which prioritised 'Employees are too busy to undertake any training and development'. Again, this could be attributable to the larger representation of the voluntary sector in the European sample.

It is notable that in both samples, three of the five responses refer to financial constraints.

8

REPORT ON NATIONAL CONSULTATIONS

8. REPORT ON NATIONAL CONSULTATIONS

Discussions about the results of the ESSA-Sport project related to the UK were held throughout the life of the project, in addition, a UK Stakeholder Group met on the 12th of June 2019 to debate the results in detail. This section describes the results of the discussion.

Participants

Geoff Carroll	EOSE
Ben Gittus	EOSE Services
Steven Osborne	Cardiff Metropolitan University
Colin Huffen	CIMSPA
Dan Thorp	Sporting People
Andrea Livesey	StreetGames
Warwick Andrews	Logic Edge
Leigh Thompson	Sport and Recreation Alliance
Dan Bates	Leeds Beckett University

a) Total employment

Calculated by looking at all Occupations in Sports Organisations + Sport Specific Occupations in Other Types of Organisation (NACE 93.1 + ISCO 342 outside NACE 93.1)

The number of UK employees in sports organisations (all occupations) combined with those in sport specific occupations in other types of organisations:

2011   374,385

2018   445, 365

This shows an overall growth rate of 18%.

The group looked at the totals for NACE 93.1 and for ISCO 342:

Total Number of People Working in All Occupations in UK Sports Organisations (NACE 93.1)

The total UK working population in these organisations (all occupations) as of 2018 is 55 499. This compared with 315, 674 in 2011. Thus, there is a growth rate during this period of 12.6%

Total Number of People Working in Sport Specific Occupations and Growth Rate (ISCO 342)

The total UK working population in sports specific occupations (sport and non-sport organisations) as of 2018 is 180,864. This compares with a figure of 135,895 in 2011. Thus, there is a growth during this period of 33%, although a decrease in the last year

1) Group discussion on overall total:

- The totals and trends for NACE, ISCO and the sector total sounded realistic and credible.
- The figures showed a very diverse workforce in terms of types of employment.
- The total of 445,365 is significant number who can be shown to work in sport sector, there could still be others missing from charity sector or coded elsewhere in non-sport organisations.
- This high number should be celebrated and championed, it shows significant sector and need for priority and investment.

2) Group Discussion on NACE 93.1

- The total numbers and growth rate looks credible and realistic
- The figures don't tell the whole story and some parts of the sector are growing and some retracting
- One reason for growth is growing fitness sector
- However, sport provision in local authorities is retracting, sports development teams have been dispersed
- There is a growing casual workforce not in full time employment
- One reason for growth can be grant investment in organisations like StreetGames
- Many sports clubs remain strong and while most work is voluntary (within clubs, paid is the tip of the iceberg) there are some paid positions

3) Group discussion on ISCO 342

- Numbers seem credible and the growth rate is not surprising
- These numbers do not include managers, attendants and for sure not jobs like sport psychologist
- Growth in fitness and coaching jobs contributes to growth here
- Coaching growth could be due to Government investment
- Shift from local authority provision towards social enterprise and small private businesses
- Making money is important feature of new workforce
- Growth in delivery in schools of coaching, external coaches
- Growth in running own coaching business

Total Number of People Working in Sport Specific Occupations and Growth Rate Inside Sports Organisations and in Other Types of Organisations

ISCO 342 inside NACE 93.1 (2018)   90 998   - 50.31%

ISCO 342 outside NACE 93.1 (2018)   89 866   - 49.69%

From 2011 the percentages reversed over the six-year period. However, by 2018, the proportions are almost equal.

It is interesting to note that from this we can work out that 90 998 out of 355 449 people in sport organisation have a sport occupation (around 25%)

4) Group discussion on sport occupations inside/ outside sport organisations:

- Figures as would be expected
- Changes to whole sport plan could be a factor
- Move towards physical activity through range of providers and not just formal sport organisations is one explanation

b) Gender

All People Working in UK Sports Organisations by Gender NACE 93.1

The number of UK male employees in sport organisations in 2018 is193 678 compared to 162 232 females (8.84% higher – which shows little change since 2011) The last two years have seen a drop then a large increase in female workers.

People Working in Sport Specific Occupations by Gender ISCO 342

The number of UK male employees in sport specific occupations in 2018 exceeds the number of females by 16%. This shows significant change from 2011 when the difference was 12%. This compares with an 8.84% majority of all males/females (all occupations) working in sports organisations. The narrowing of the gap present in 2016 seems to have reversed.

1) Group discussion on NACE 93.1:

- Results look credible
- Would like to see further detail
- The results match work of CIMSPA where they found a disproportionate number of males in management roles and females in technical roles.
- Cardiff Metropolitan and Leeds Beckett – graduates are proportionately 3 -1 male
- Output from HE and FE predominantly male
- In reality the feeling is it is a male dominated sector, that's what we see with our eyes so a little surprising gap not wider
- Gender pay gap from CIMSPA is 18% which is same as nationally in all sectors so job in sport not less attractive than other sectors

2) Group discussion ISCO 342:

- Figures are not unexpected
- Majority of coaches are male

c) Age

All People Working in UK Sports Organisations by Age NACE 93.1

In 2018 the UK workforce in sport organisations was broken down by age as:

15-24 years old	34.98%
25-49 years old	41.14%
50+ years old	23.89%

2011-2018 shows the proportion of 15-24s has remained fairly static whereas the proportion of 25-49s has decreased by around 6% and the number of has increased by around 6%. This suggests an aging workforce.

People Working in Sport Specific Occupations by Age

In 2018 the UK workforce in sport specific occupations was broken down by age as:

15-24 years old	29.85%
25-49 years old	46.68%
50+ years old	23.47%

2011-2018 shows a slight increase in the 15-24 age group (3.5%), a large decline in the 25-49 age group (over 10%) and an increase in the 50+ age group (6%). This suggests an aging workforce.

1) Group discussion NACE 93.1:

- Group agrees figures look credible and in line with what would be expected
- Suggests aging workforce
- Suggests managers are keeping their jobs from mid – to older age and could all retire at same time and produce a cliff edge
- People leave in middle age band
- Problematic age band (middle) people technical till late 20s then where do they go, 25-49 doesn't tackle that issue
- Female maternity in middle band not discernable in wide band
- Reflect numbers in that age in the country
- People blocking jobs in mid to high age
- New jobs picked up by range of ages
- CIMSPA – average age of fitness managers 29, average age of group fitness 42
- Is it "aging workforce" or more diverse?

2) Group discussion ISCO 342:

- View from group figures probably about right
- All of it can be explained and it matches reality
- Squeeze in middle age band
- Lifestages maternity etc not covered by figures

d) Level of education

All People Working in UK Sports Organisations by Level of Education

In 2018 the UK workforce was broken down by education level as:

Low (GCSE or equivalent)	17%
Medium (A level or equivalent)	51%
High (Higher Education)	32%

2011-2018 shows a slight increase in the low education group (0.8%), a decrease (6%) in the medium education group and a 6% increase in the high education group. This suggests the workforce is becoming more educated.

People Working in Sport Specific Occupations by Level of Education

In 2018 the UK workforce in sport specific occupations was broken down by education level as:

Low (GCSE or equivalent)	11.33%
Medium (A Level or equivalent)	46.34%
High (Higher Education)	42.33%

2011-2018 shows a slight change in the low education group (2% increase), a slight increase (2%) in the medium education group and a 1% increase in the high education group.

1) Group discussion NACE:

- Would like to know how it compares to all sectors
- Is there a level of over qualification for skill requirements
- Are we bringing talent through quick enough
- Trends in this area are similar to Germany
- HE putting high qualified graduates in to sector – they also need to match skill requirements
- Leaving school at 16 no longer allowed so does that result in more high qualified people?
- People need to match skill requirement

2) Group discussion ISCO:

- Group felt figures realistic and credible

e) Type of contract

All People Working in UK Sports Organisations by Type of Contract

In 2018 the UK workforce was broken down by type of contract as:

Full-time   54%

Part-time   46%

Over 2011-2018 there is little change although there was an increase in full-time workers in 2017.

People Working in Sport Specific Occupations by Type of Contract

In 2018 the UK workforce in sport specific occupations was broken down by type of contract as:

Full-time   48.12%

Part-time   51.88%

2011-2018 shows a decrease in the number of full-time jobs (2%) as opposed to a 2% increase in the number of part-time jobs. For the first time since 2011, the number of part-timers exceeds the number of full-timers.

1) Group discussion NACE 93.1:

- Figures look credible
- Would like to know how reflected in other sectors
- What is the definition of part time and does seasonal work count as part time?
- Figures in agreement with CIMSPA survey
- CIMSPA find managers full time technical part time

2) Group discussion ISCO 342:

- Figures not a surprise and to be expected

f) Professional status

All People Working in Sports Organisations by Professional Status

In 2018 the UK workforce was broken down by professional status as:

Employed   86.62%

Self-employed   13.38%

2011-2018 shows a slight decrease in the number of employed as opposed to a slight increase in the number of self-employed.

People Working in Sport Specific Occupations by professional status

In 2016 the UK workforce in sport specific occupations was broken down by professional status was :

Employed   61%

Self employed   39%

Since 2011 after the gap in percentage narrowed to 7% in 2016 it has widened to 21% in 2018

1) Group discussion NACE 93.1:

- Self employed in NACE surprisingly low but that is made up for in ISCO,
- Overall together match what would be expected
- In experience of group there is more self employed

2) Group discussion ISCO 342:

- Yes expected to see this higher level of self employed
- Self-employed are business owners
- Backs up need for entrepreneurship in education
- Coaches and instructors more likely to be self employed
- In HE sports entrepreneurship growing academic area

g) Impact on policy

- 445000 is high number in sector, we should shout louder about this
- Shows important sector – needs higher priority and investment
- What will be effect of Brexit and if EU nationals leave? How many will leave, can they be replaced?
- Would like to see country breakdown – Wales, Scotland, England, NI to support Governments' policy

9

NATIONAL CONCLUSIONS

9. NATIONAL CONCLUSIONS

The ESSA-Sport analysis of existing statistics regarding the Sport and Physical Activity sector in the UK and the Employer Skills Survey have proven valuable exercises containing a number of important messages for stakeholders at all levels. Both activities are certainly worth repeating in the future either by EOSE or by EOSE working in closer collaboration with other bodies.

a) Research and Analysis

However, as a first-time exercise, there are inevitably some lessons to be learned.

1. We need to increase the number of returns to the Employer Skills Survey. Only 3.6% of the EU responses came from the UK, whereas 13% might be considered more appropriate (total UK population is around 13% of that of the EU as whole) or even 25% (when considering the proportion of the UK Sport and Physical Activity workforce compared with the rest of the EU's).

With a larger sample, it would then be possible to look with more reliability and confidence at individual subsectors, for example the Outdoors, Fitness or Coaching. A large sample would also enable a breakdown across the four 'home nations': England, Wales, Scotland and Northern Ireland.

2. The survey sample is probably not representative of the sector as whole. The relatively high number of responses from Sports Federations and the relatively low number from Fitness Clubs and Sports Facility Operators suggests that in future greater efforts need to be made to engage with employers across the sector to make the sample profile a better reflection. However, this would mean having a clearer picture of the make-up of the sector and a reasonable accurate breakdown of the number and type of organisations which are currently active, and how to reach them

Both points above could be addressed by working in closer collaboration with other organisations in the sector, for example, the national sports bodies, CIMSPA and the Sport and Recreation Alliance.

3. For the statistical analysis of employment data collected from Eurostat, we need to explore and better understand the NACE category 85.51. This contains a number of economic activities which are clearly relevant to the sector, but we do not know whether its workforce is already counted in ISCO 342. If it is not, the UK workforce would be greater by about 75,000 people.

4. It would be helpful to be able to deal with Leisure Managers as a separate category. For ISCO purposes, these staff are classified within 143 (Other Services Managers), not 342 (Sport and Fitness Workers). Consultations with stakeholders (in the UK at least) would indicate that the sector sees these people as 'sports-specific' workers. If we could identify them separately, we could add them to ISCO 342 numbers and gain a more accurate understanding of the size of the 'sports-specific' workforce. The same applies to Leisure Attendants/Recreation Assistants who may currently be grouped under 515 Building and Housekeeping Supervisors or possibly 91 Cleaners and Helpers.

5. Only having numbers for ISCO 342 at the three-digit level for Sport and Fitness Workers is frustrating. It would be helpful, for example, to know how many athletes and sports players there are, how many coaches, instructors and officials etc.

6. It should be possible to report the employment statistics separately for each home nation. This would be more appropriate given the devolved status of the home nations.

Finally, it has been pointed out that in the Employer Survey we should not make it possible for 'Professional Athletes and Players' to be identified as 'Volunteers'. This is clearly a contradiction in terms and should be corrected in the next questionnaire.

b) Some 'Good News' Messages

1. The sector is of significant importance to the UK and EU labour markets (undoubtedly a number of those employed in the UK are from other EU countries). As of 2018, it employed 445,365 people. This represents 1.43% of the UK's working population (compared to an average of 0.81% across the EU28 as a whole). This makes it the largest Sport and Physical Activity labour force in Europe even when compared with more populous nations such as Germany and France. In fact, the UK labour force in sport and physical activity is about one quarter of that in the EU workforce as a whole.

2. The sector has experienced 18% growth over the last eight years (2011-2018) and the majority of employers surveyed seemed confident that their organisations would either grow or remain the same over the following two years.

3. In fact, the number of people working in sports-specific occupations (ISCO 342 – but not including Leisure Managers for reasons mentioned above) has increased by 33%.

4. The workforce is not limited to organisations whose principal economic activity is the provision of sports activities (NACE 93.1). In fact, almost half of those working in sports-specific occupations are working in other sectors, a trend which is likely to continue with the expansion of government funding into organisations that utilise sport as a vehicle to address wider social and health issues.

5. The majority of people working in sports organisations are employed full-time, although only by a slim majority of 4%. However, this has not significantly changed over the last eight years. Thus, employment in the sector should be seen as a stable and rewarding career opportunity (more on this later).

6. 81% of respondents reported that 'Sports organisations have become more professional in recent years.'

7. 76% of respondents mentioned that '…staff are willing to train and develop themselves.' Therefore, there seems to be an appetite for self-development which is a clear marker of professionalism.

c) Some Mixed Messages

8. Those working in sports-specific occupations (ISCO 342) are generally better educated than the rest of the population. The number holding higher education qualifications is similar to the population as a whole (42% according to ONS), but there are fewer members of the workforce with low education attainment (11.3% compared to 20% of population as a whole) and more with medium level qualifications (46.3% compared to 21%). However, employers report that their number one recruitment problem is 'Lack of applicants with the required skills' (mentioned by 62% of respondents). In addition, 79% of respondents reported that 'In the future there will be a demand for a better qualified workforce operating in sports organisations…' and the statement which received the highest level of support (98%) was 'It is important that staff have access to on-going training to keep their skills up-to-date.' Thus relevant, appropriate, accredited and readily available training remains a high priority for the sector. 86% of respondents agreed that there is a need for universities and training providers to work more closely with employers and, undoubtedly, this would help to improve the relevance and accessibility of education/training. The promotion of apprenticeships in the sector could be valuable in addressing the greater recruitment and retention of young people as well as ensuring a better fit between employers' skills expectations and what is available – 'growing your own' could

be an important asset in addressing this mismatch. This would also help to tackle employers' concerns about the cost of training.

9. Fortunately, the respondents also provided some very valuable data on where the training priorities lie for a number of key occupations. Therefore, there is the opportunity to begin to address some of these for Sports Coaches, Outdoor Activity Leaders, Fitness Instructors/Personal Trainers, Sports Officials, Senior and Middle Managers, Operational Staff and Clerical and Office Staff, these being the occupations for which we have training priority data available.

10. There is a very high number of workers in sports-specific occupations who are either part-time or self-employed. This has pros and cons. On the one hand, this may make the workforce more flexible in responding to contraction and expansion of demand. It may also be that for many workers, flexible working arrangements are convenient, particularly those with childcare responsibilities. However, it may also suggest that working in the sector is a rather tenuous aspect of a 'portfolio career' and that organisations are less willing or able to take responsibility for the development of these staff.

11. Volunteering remains very important with 52% of employers saying that they regularly engaged volunteers/unpaid staff and 28% saying that they did so occasionally. A pool of volunteers is readily available with only 22% of respondents reporting difficulties in volunteer recruitment. In most occupations, the majority of respondents said that they expected the same of volunteers as they did of paid staff and, indeed, they rated the skills of their volunteers quite highly. Whereas it is true that volunteering is a worthy pursuit in its own right and a positive component of many people's lives, this dependency on volunteering and the expectations placed on volunteers could be said to be at odds with the drive to professionalise the sector. It may be important in the future for organisations to have a clear volunteering strategy which, whilst valuing volunteering, also provides routes to accredited training/qualifications for volunteers and opportunities for volunteers to transition to part-time or self-employed status perhaps through entrepreneurial training.

12. The large number of people working in sports specific occupations outside of sports organisations (almost 50%) indicates the value of the workforce to the broader economy. This is a bonus. However, this wider (and growing) distribution of sport and physical activity workers may make a strategic approach to their training, development and qualification achievement more difficult. Organisations with national responsibility for human capital development in the sector may need to acknowledge this and seek to forge closer partnerships with similar organisations in other sectors in order to ensure a joined-up approach to skills development and professionalisation.

13. Whereas less than half of those polled (46%) felt that 'Customer service is poor in sport and physical activity facilities and clubs,' customer service skills do emerge as important training priorities for some categories of staff (Operational Staff and Clerical and Office Staff).

d) Some 'Bad News' Messages

14. Whereas 89% of employers agreed that 'The workforce of paid staff and volunteers in the sport and physical activity sector needs to be inclusive', we find that there has been little progress over the eight-year period towards gender parity. In sport and physical activity organizations, there are still 8.84% more males than females and this is little changed since 2011. In sports-specific occupations, there are around 16% more males than females. In fact, this situation has worsened since 2011 when the gender gap in sports-specific occupations was only 12%. We have no figures for other indicators of diversity (for example, race, religion, disability), but it seems very important to address the issue of gender, investigate the reasons for

gender imbalance and introduce measures to combat these. If the sector is to take diversity seriously, we should also find methods of finding out more about other diversity indicators in the workforce and this could be done by including relevant questions in the next iteration of the survey. This links closely with the statement supported by 86% of employers that 'More effort is needed to make sport and physical activity more inclusive in attracting participants.' It will be difficult to persuade potential customers/clients that the services are inclusive if they see that the workforce is predominantly male and monochrome. We also find evidence in that part of the survey which looks at strengths and weaknesses in skills and attributes that diversity is on employers' minds. For a Sports Coach the top two priorities were: 'Ability to work with people with disabilities' and 'Ability to work with different participants', both of which appeared in the top five priorities for Outdoor Activity Leader. 'Ability to work with people with disabilities' tops the list of priorities for Fitness Instructors/Personal Trainers with 'Ability to work with older adults' at number five.

15. The workforce is steadily aging with a significant trend towards a decline in the number of people in the 25-49 age group (down by 10%) and an increase in those in the 50+ age bracket (up by 6%). This is not necessarily a bad thing since it indicates the sector is capable of retaining talent and experience into later years. However, there may be insufficient numbers of younger people in the 15-24 band to replace older workers (the younger age group has only grown by 3.5%). This is a general demographic trend across the workforce as a whole but could be considered worrying for a sector that should attract and retain younger talent and enthusiasm for sport and physical activity and this should be investigated further, and additional efforts made to target the younger generation, possibly through a more enthusiastic and determined effort to maximise opportunities presented by apprenticeships. It may also be possible to look at strategies to transition some in the middle age group of volunteers either into part-time employment or self-employment to bolster that age group in the workforce. Bridging/retraining programmes aimed at people from other occupations who currently work as volunteers covering, for example Middle Managers, Sports Coaches and Operational Staff (these being three of the occupations reported as difficult to recruit for) may assist this process.

16. Low pay, conditions of service and lack of career progression opportunities appear to be problematic for employers in both recruitment and retention. 32% mentioned conditions of service (including pay) as a recruitment issue. 'Better pay by other organisations' and 'Lack of career progression/pathways' were mentioned by 45% of employers as retention issues. Whereas it would be impertinent to advise businesses on their salary structures, it is important to emphasise that they need to make working in the sector more attractive (particularly for young people) and part of this could be through developing and promoting career progression routes through strong human resource management processes which capture, retain, nurture and promote talent to the highest levels.

17. Currently, these processes are not universal across the sector. Only 52% of respondents said they regularly reviewed skills and training needs (and probably by implication other aspects of people management such as performance review and succession planning). 37% said they did so 'partly'. If workforce planning, recruitment, retention and career progression are to be improved, these processes need to be much more general and effective across organizations.

18. Barriers remain to staff development. Mostly, these relate to price and funding. 62% of employers reported 'Lack of funds available for training'. 52% said that 'Training is too expensive' and 40% thought that 'External courses are too expensive'. Cost of training is generally an issue where organizations have other, competing, priorities. It may be the case that the culture of the sector needs to change so that training and development become more of a priority across all organizations, particularly as a feature of Professionalisation. This will take time and be subject to harsh commercial realities but lead organizations in

the sector should be pushing this approach strategically and consistently. However, there are some other barriers mentioned by employers that may be easier to address in the short term. Firstly, 40% of respondents felt that 'The courses of interest are not available locally'. This suggests that (a) training providers study local demand more carefully or (b) they should explore the potential for distance/blended learning as an alternative to traditional training modalities. 32% of employers reported that they had 'Lack of knowledge about training opportunities and suitable courses.' This suggests that more needs to be done in the sector to map training opportunities in each locality and make these available potentially through an online directory.

10

NATIONAL ACTION PLAN AND RECOMMENDATIONS

10. NATIONAL ACTION PLAN AND RECOMMENDATIONS

a) Structure of the section and preliminary remarks

Section 9 above summarises the main conclusions to be drawn from the analysis of the UK labour force for sport and physical activity based on data obtained from Eurostat and the ESSA survey carried out with 136 UK employers. What follows is a series of recommendations together with a proposed action plan.

The recommendations are divided into the following areas:

1. Improving our knowledge and understanding of the sport and physical activity workforce.

2. Promoting the value of the research and the importance of the sector.

3. Working in partnership with related sectors.

4. Diversifying the workforce.

5. Professionalising the sector through:

> 5.1 Optimising training, development and qualification opportunities
>
> 5.2 Realising the potential of volunteers
>
> 5.3 Raising customer service standards
>
> 5.4 Improving human resource management processes to optimise recruitment, retention and career progression

b) Recommendations

1) Improving our knowledge and understanding of the sport and physical activity workforce

As noted in Section 9, there are several improvements which need to be made to the research and analysis. These can be summarised as follows:

> 1.1 Establish agreements and procedures with partner organisations, in particular the national bodies for sport and physical activity (Sport England, Sport Wales, Sport Scotland, Sport Northern Ireland, and CIMPSA (UK professional body for the sector).
>
> 1.2 Undertake the employer survey every two years, amending the questionnaire to take account of lessons learned in this first iteration and to include questions of interest to the partner organisations.
>
> 1.3 Repeat the analysis of Eurostat data for the Sport and Physical Activity Labour Force on an annual basis. This will bring our knowledge up-to-date and help us to identify trends and developments in the sector.

And work with ONS and Eurostat to clarify data and groupings:

> (a) Explore NACE category 85.51 further to understand why it is a category separate to 93.1 and also to establish if the workforce that is counted under this heading is already counted in ISCO 342 numbers;
>
> (b) Find a way to separately identify the number of Leisure Managers (currently to be found under ISCO 143 Other Services Managers) so that these can be counted as part of the sport-specific workforce;

(c) Undertake a similar activity for Leisure Attendants/Recreation Assistants who may currently be grouped under 515 Building and Housekeeping Supervisors or possibly 91 Cleaners and Helpers. These staff make up a significant proportion of facility staff and should be included in the analysis;

(d) Explore it is possible to derive four-digit level data for ISCO 342 to identify separate numbers for (i) Athletes and sports players, (ii) Sports coaches, instructors and officials, (iii) Fitness and recreation instructors and programme leaders.

Table 10.1) Recommendation Area 1

Recommendation Area 1: Improving our knowledge of the in the sport and physical activity workforce				
Recommendation	**Priority Action**	**Actors**	**Timeline**	**Measure of success**
1.1 Establish agreements and procedures to partner with the national sports bodies for England, Wales, Scotland and Northern Ireland	Establish areas of common interest	• EOSE • CIMPSA • Sport England • Sport Wales • Sport Scotland • Sport Northern Ireland • Employer associations • Education/training provider networks	2020	• Contact and discussions
	Establish agreements to source and analyse data	• EOSE • CIMPSA • Sport England • Sport Wales • Sport Scotland • Sport Northern Ireland • Employer associations • Education/training provider networks	2020	• MOUs/SLAs
1.2 Undertake the employer survey every two years, amending the questionnaire to take account of lessons learned in this first iteration and to include questions of interest to the partner organisations.	Plan and pilot biennial surveys in collaboration with national sports bodies and CIMSPA	• EOSE • CIMPSA • Sport England • Sport Wales • Sport Scotland • Sport Northern Ireland • Employer associations • Education/training provider networks	Starting in 2021	• Agreed survey objectives • Construction of representative samples and targets • Survey questionnaire • Distribution channels • Follow-up methods • Pilot outcomes and updated plans

	Carry out biennial surveys of UK employers	• EOSE • CIMPSA • Sport England • Sport Wales • Sport Scotland • Sport Northern Ireland • Employer associations • Education/training provider networks	Starting in 2021	• Questionnaires distributed and received to meet agreed sample targets.
	Analyse survey results	• EOSE • CIMPSA • Sport England • Sport Wales • Sport Scotland • Sport Northern Ireland • Employer associations • Education/training provider networks	Starting in 2022	• Data sheets and charts
	Publish analysis of surveys with conclusions and recommendations on national and UK basis	• EOSE • CIMPSA • Sport England • Sport Wales • Sport Scotland • Sport Northern Ireland • Employer associations • Education/training provider networks	Starting in 2022	• National and UK reports with input to European survey reports.
1.3 Repeat the analysis of Eurostat data for the UK Sport and Physical Activity Labour Force on an annual basis.	Identify data to be collected (exploring issues relating to NACE 85.51, Leisure Managers and Attendants within ISCO 342 and deriving 4-digit level data for ISCO 342)	• EUROSTAT • ONS • EOSE • UK partners as above	Starting with first report in 2021	• Template for required data and analysis
	Source data from UK and European sources	• EUROSTAT • ONS • EOSE • UK partners as above	Starting with first report in 2021	• Excel spreadsheets
	Analyse data	• EOSE • UK partners as above	Starting in 2021	• Analysis sheets and charts including cross-tabs
	Publish statistical analysis and headlines for each 'home nation' and the UK	• EOSE • UK partners as above	Starting in 2021	• National reports for England, Wales, Scotland and Northern Ireland • UK national report

2) Promoting the value of the Sport and Physical Activity Sector

It is clear from the analysis of Eurostat data that the Sport and Physical Activity sector is an important source of employment and self-employment, not just for UK citizens but probably for citizens of other EU nations as well. Not only is the UK's sector workforce the largest in the EU, it constitutes one quarter of the total EU Sport and Physical Activity sector. This is plainly something to be proud of and something to impress on government at all levels and on other key decision-making organisations.

Promoting the sector as an exciting place to work should also have a positive impact on the recruitment of young people which will increasingly be needed in the future.

The following recommendations are offered:

2.1 Promote the value of the research and the importance of the Sport and Physical Activity sector

Table 10.2) Recommendation Area 2

Recommendation Area 2: Promoting the value of the research and the importance of the sport and physical activity sector				
Recommendation	**Priority Action**	**Actors**	**Timeline**	**Measure of success**
2.1 Promote the value of the research and the importance of the sport and physical activity sector	Compile list of stakeholders who may benefit from the UK ESSA research	• EOSE and national partners as above	Starting in 2020	• Comprehensive database of those who may benefit
	Circulate national and EU reports to potential beneficiaries	• EOSE and national partners as above	Starting in 2020	• National and EU reports received
	Work with stakeholder beneficiaries to spread the key messages from the research	• EOSE and national partners as above	Starting in 2020	• Key messages circulated via stakeholder networks either directly or integrated into stakeholder information materials
	Evaluate the impact of key messages	• EOSE and national partners as above	Starting in 2020	• Evaluation of the perceived value of the research to sector organizations and indications of other type of data to be collected in future research and analysis.

3) Working in partnership with related sectors

Given that almost 50% of the sports specific workforce, ISCO 342, is employed in sectors other that Sports Organisations, it will be important to work towards ensuring that their needs, especially skills development and qualification needs, are addressed in the sectors in which they work. These may include, for example, the Voluntary Sector, Health and Social Care, Hospitality, Tourism etc. Encouraging the national bodies responsible for Sport and Physical Activity in the four home nations to take account of this fact and to establish effective working relationships with parallel bodies could be an important step forward.

This area contains two recommendations:

3.1 Stimulate national partner bodies in the sport sector to cement effective working relationships with parallel bodies in related sectors where ISCO 342 workers are active.

3.2 Stimulate national partner bodies to work with parallel bodies in other sectors to ensure that the needs of ISCO 342 workers are adequately addressed in their workforce development strategies.

Table 10.3) Recommendation Area 3

Recommendation Area 3: Working in partnership with related sectors				
Recommendation	**Priority Action**	**Actors**	**Timeline**	**Measure of success**
3.1 Stimulate national partner bodies to cement effective working relationships with parallel bodies in related sectors where ISCO 342 workers are active.	Deepen NACE research to identify which other main sectors ISCO 342 workers are located	• EOSE • National partners	Starting in 2020	• List of relevant sectors
	Identify stakeholder bodies in other sectors with workforce development responsibilities	• EOSE • National partners	Starting in 2020	• Identified sector bodies
	Stimulate contact and working relationships between Sports Bodies and bodies in other sectors	• EOSE • National partners	Starting in 2020	• MOUs or other evidence of joint working
3.2 Stimulate national partner bodies to work with parallel bodies in other sectors to ensure that the needs of ISCO 342 workers are adequately addressed in their workforce development strategies.	Identify key actions on which Sports Bodies and bodies in other sectors can take to enable appropriate workforce development for ISCO 342 workers in those sectors	• Sports Bodies • Bodies in other sectors	Starting in 2020	• Shared workforce development strategies

	Implement key actions for joint workforce development	• Sports Bodies • Bodies in other sectors	Starting in 2020	• Shared workforce development strategies implemented for ISCO 342 workers.

4) Diversifying the workforce.

Whilst inclusion in both the workforce and the client/service user base is considered a high priority for the majority of the respondents and for national stakeholders, it is clear that at least for one measure – representation of females – little progress is being made. Currently males outnumber females within the NACE 93.1 category (Sports organisations) by 8.84% with little change over eight years. In the case of ISCO 342 (sports-specific workforce) the disparity is greater (16% more males than females) and has actually worsened over the same period. In addition, the statistics and the survey reveal nothing about other indicators of inclusion (for example, race and disability).

This area contains two recommendations:

4.1 Research and develop more approaches to attracting females into the Sport and Physical Activity workforce.

4.2 Research other indicators of inclusion in the Sport and Physical Activity workforce.

Table 10.4) Recommendation Area 4

Area of action 4: Diversifying the workforce				
Recommendation	**Priority Action**	**Actors**	**Timeline**	**Measure of success**
4.1 Research and develop more approaches to attracting females into the Sport and Physical Activity workforce	Explore and analyse reasons for lower representation of females in the workforce	• CIMPSA • Sport England • Sport Wales • Sport Scotland • Sport Northern Ireland • Employer associations • Education and training provider networks	Starting in 2021	• Research reports into reasons for lower female representation
	Develop new approaches or reinforce existing approaches to attract more females into the workforce	• CIMPSA • Sport England • Sport Wales • Sport Scotland • Sport Northern Ireland • Employer associations • Education and training provider networks	Starting in 2022	• Strategies by national organisations (listed opposite) to attract more female employees.

4.2 Research other indicators of inclusion in the Sport and Physical Activity workforce	Identify effective and reliable means of measuring the representation of minorities in the workforce	• CIMPSA • Sport England • Sport Wales • Sport Scotland • Sport Northern Ireland • Employer associations • Education and training provider networks	Starting in 2022	• Strategies to measure representation of minorities in the workforce
	Carry out research into representation of minorities in the workforce	• CIMPSA • Sport England • Sport Wales • Sport Scotland • Sport Northern Ireland • Employer associations • Education and training provider networks	Starting in 2022	• Comparative research indicating minority representation in the workforce against representation in the population as a whole.

5) Professionalising the workforce.

This recommendation covers a wide area which includes the training and development priorities for the nine occupations covered in the ESSA Employer Survey, the data regarding the deployment of volunteers, employer attitudes to skills development and recruitment and retention with a particular emphasis on the recruitment and training of younger people.

This area contains four recommendations:

5.1 Optimise the training, development and qualification opportunities for potential and current workers in the Sport and Physical Activity sector

5.2 Realise the potential of volunteers to deliver services to professional standards and to transition into the paid workforce

5.3 Raise customer service standards for all workers in the sector with particular emphasis on customer facing roles

5.4 Improve human resource management processes to optimise recruitment, retention and career progression

Table 10.5) Recommendation Area 5

Area of action 4: Professionalising the workforce				
Recommendation	**Priority Action**	**Actors**	**Timeline**	**Measure of success**
5.1 Optimise the training, development and qualification opportunities for potential and current workers in the Sport and Physical Activity sector	Communicate the training priorities for each of the eight occupations identified in the ESSA UK Employer Survey to national sports bodies, national governing bodies, education and training providers and other relevant stakeholders	• EOSE and national partners	2020	• National stakeholders and education training providers align their strategies and offerings to training priorities identified in survey.
	Complete the development of professional standards for the sector	• CIMPSA • All sector stakeholders	Ongoing	• Professional standards for all key occupations in the sector
	Develop a professional qualifications framework for the sector which enables modular learning and achievement, progressive career pathways and, where appropriate the Recognition of Prior Learning (RPL)	• CIMPSA • National governing bodies of sport (sports federations) • Employer associations • Awarding organisations	Starting in 2022	• Sector specific qualifications framework
	Continue the development of apprenticeships strongly linked to professional standards	• CIMSPA and other organisations responsible for apprenticeships in the sector	Ongoing	• Apprenticeships which connect with the sector specific qualifications framework
	Develop modular training curricula to enable workers in the sector to gain accredited training and qualifications using a variety of training modalities, including distance and blended learning.	• Education and training providers	Starting in 2023	• Availability of modular training programmes for majority of key occupations in the sector.

	Promote professional standards and qualification framework widely within the sector	• CIMPSA • National governing bodies of sport (sports federations) • Employer associations • Awarding organisations	Starting in 2022	• Growing awareness
5.2 Realise the potential of volunteers to deliver services to professional standards and to transition into the paid workforce	Develop strategies to professionalise the volunteer workforce	• CIMPSA • Sport England • Sport Wales • Sport Scotland • Sport Northern Ireland • National governing bodies of sport (Sports Federations) • Employer associations	Starting in 2023	• Strategies to develop and accredit the skills of volunteer workers
	Promote professional standards, modular training and the qualification framework to the volunteer workforce	• CIMPSA • Sport England • Sport Wales • Sport Scotland • Sport Northern Ireland • Employer associations • National governing bodies of sport (Sports Federations) • Education and training provider networks • Awarding organisations	Starting in 2023	• Wide distribution of information materials about training and qualification options available to volunteers
	Create specific bridging/retraining programmes to enable volunteers to transition to paid or self-employed status through for example entrepreneurial/small business training	• CIMPSA • Sport England • Sport Wales • Sport Scotland • Sport Northern Ireland • Employer associations • National governing bodies of sport (Sports Federations) • Education and training provider networks • Awarding organisations	Starting in 2023	• Bridging/retraining programmes available to volunteers

	Create and support opportunities and resources for volunteers to gain qualifications through RPL	• CIMPSA • Sport England • Sport Wales • Sport Scotland • Sport Northern Ireland • Employer associations • National governing bodies of sport (Sports Federations) • Education and training provider networks • Awarding organisations	Starting in 2023	• Evidence of volunteers engaging with the framework and working towards qualifications especially through RPL
5.3 Raise customer service standards for all workers in the sector with particular emphasis on customer facing roles	Develop modular programmes for all categories of staff to cover customer service programmes based on professional standards	• CIMPSA • Employer associations • National governing bodies of sport (Sports Federations) • Education and training provider networks • Awarding organisations	Starting in 2023	• Availability of modular customer service programmes tailored to the needs of customer facing roles in Sport and Physical Activity
	Promote programmes widely across the sector.	• CIMPSA • Sport England • Sport Wales • Sport Scotland • Sport Northern Ireland • Employer associations • National governing bodies of sport (Sports Federations) • Education and training provider networks • Awarding organisations	Starting in 2023	• Roll-out of customer service programme
5.4 Improve human resource management processes to optimise recruitment, retention and career progression	Develop tools and resources to enable organisations to improve their human resource management processes for recruitment, retention, initial and continuing professional development, reward, performance management and career progression.	• CIMSPA • Employer Associations	Starting in 2023	• Availability of tools and resources for HR management tailored to the needs of the sector

| | Roll out tools and resources for HR management to employers in the sector | CIMPSA Sport England Sport Wales Sport Scotland Sport Northern Ireland Employer associations National governing bodies of sport (Sports Federations) Education and training provider networks Awarding organisations | Starting in 2023 | Take-up of tools and resources for HR management by sector employers |

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