



Workforce Development Plan

Recruit, Develop, Deploy, Reward

May 2007
sportessex.com

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sportessex | Workforce Development Plan

A Workforce Development Plan is a plan for an organisation that identifies where that organisation is in terms of developing the skills of its staff, where it wants to go and how it intends to get there. This will involve recognising the current skills of the workforce and identifying any skills gaps or skills shortages that need to be addressed. sportessex, as a County Sports Partnership, is a different type of organisation as it encompasses a large number of partners from public, private and voluntary organisations, of different sizes, who all have their own objectives. The challenge for sportessex is to consider the needs of the workforce within Essex, identifying growth areas and resource requirements and then to plan to address these needs so that all have the relevant skills, ability and confidence to carry out their role effectively.

'Building a winning future together in Essex' the Strategy for Sport in Essex identifies the following six outcomes/themes of work;

1. Identifying, brokering and strengthening strategic links (connecting people and organisations)
2. Increasing quality opportunities for participation in sport and physical activity in a range of settings
3. Improving and expanding the sport and physical activity infrastructure
- 4. Increasing and improving the workforce capacity**
5. Improving the methods and effectiveness of marketing and communications
6. Providing an effective method of impact measurement

sportessex (the Essex, Southend and Thurrock County Sports Partnership) is one of 49 County Sports Partnerships (CSPs) in England. It is recognised by the Department for Culture, Media and Sport and Sport England as the strategic lead body for sport in Essex. Every CSP is tasked with producing a Workforce Development Plan for their respective county by March 2007. National Governing Bodies are also tasked to complete Workforce Development Plans, specifically considering their national and regional infrastructure, however these are required by March 2008. The Workforce Development Plan is a three year plan, however included with this document is a one year action plan.

sportessex is the key driver of the delivery of this plan, but it is written for the whole of sport and the whole community of Essex.

sportessex is a partnership of organisations with a shared interest in:

- Increasing the numbers of people in Essex who benefit from being involved in sport and physical activity
- **Developing the skills, capacity and qualifications of the people and organisations who support sport and physical activity**
- Uniting the schools, clubs, coaches, volunteers, local authorities and other sporting organisations that will bring the vision to life

The Vision for Workforce Development in Essex

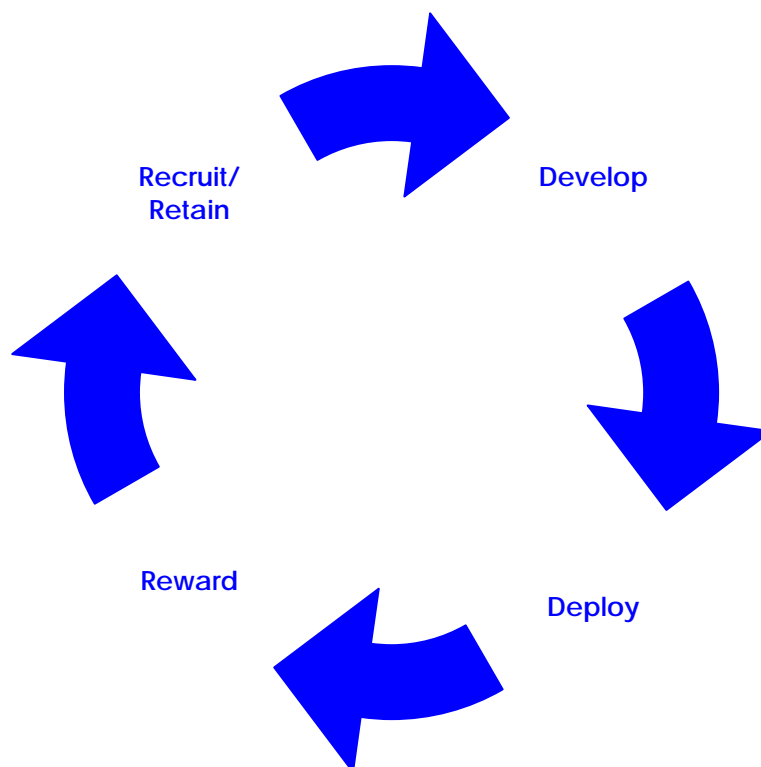
'Building a winning future together in Essex through the creation of a well-trained, motivated, recognised and supported sport and physical activity workforce.'

Principles

This vision will be underpinned by the following principles;

- **Excellence** – to aspire to the highest possible standards in the workforce
- **Equality & Diversity** – take positive action to ensure the workforce is representative of the diverse Essex population with a particular emphasis on priority groups
- **Partnerships** – to avoid duplication, add value and maximise impact
- **Valued workforce** – ensure that the workforce is given first class training, support, recognition and appreciation
- **Legacy** – inspire a new generation of workforce as well as strengthening the workforce infrastructure

In addition the Workforce Development Plan for Essex is built around these four key strands;



Supporting the workforce will serve to enhance the service and also create a professional workforce making sport and physical activity more attractive. If people know that there is support available, be it practical and/or financial, people will be more inclined to be more involved. A well-educated workforce will

impact on the image of the sector, making both involvement and participation more attractive encouraging (**recruiting**) more into the sector. It is with and through human resources that sport is delivered to communities. The management and delivery of sport and recreation programmes and services relies on the involvement and commitment of a large number of volunteers and a smaller but increasing number of paid staff. Volunteers are often described as the 'backbone' of the sport and recreation system. Because this human resource is such an integral part of sport and recreation organisations it is important to make them feel valued. Volunteers who feel valued, supported, recognised and **rewarded** for their efforts are more likely to be **retained** by their organisations. Training and development are specific processes. Training is about teaching specific skills whereas **development** prepares volunteers for future roles or responsibilities and satisfies individual needs for personal growth. Supporting and **developing** the workforce will inevitably raise standards, thus impacting on standards across the sector as a whole. The effect of raising standards is often to raise profile, not only with the public but with external agencies, therefore maximising the opportunities of government plans for sport.

Partners



Consultation

This plan has been influenced by 'Building a winning future together in Essex' A Strategy for Sport in Essex (2006-2010). Consultation for the strategy involved;

- The sportessex 'Research Study and Baseline Data Collection – August 2006
- A series of 10 'A Question of Sports Partnership' consultation evenings held across Essex and engaging 130 people and their views.
- Focus Groups involving the four cornerstones of the single delivery system for sport – Education, Sports Governing Bodies, Volunteers and Local Authorities.
- Winning together a united Essex – a one day conference focussing on the Strategy for Sport in Essex.

Other key documents include;

- Skills Active East of England Sector Skills Agreement Regional Plan & Action plan 2006
- Leitch Review of Skills – Prosperity for all in the global economy – world class skills. Final Report December 2006
- The UK Coaching Framework: A 3-7-11 Action Plan
- Sport England East Regional Strategy
- PE, School Sport & Club Links National Strategy
- Action Plan Essex Legacy from the 2012 Games

A number of key stakeholders have also been consulted, with representation in the following areas;

- Local Authority Sports Development
- Community Sports Networks
- Education
- National Governing Bodies
- Voluntary Sector
- Clubs
- sports coach UK
- Skills Active
- Colleges

Monitoring, Evaluation & Review

sportessex is the key driver of this Workforce Development Plan. As such the plan will be monitored via;

- Line management of the sportessex Workforce Development Coordinator by the sportessex Director
- The formation of a County workforce development group

Both of these methods will look at progress, non-progress, consideration of solutions and consideration of new areas of work.

Where are we now?

Strategic context

On 5 December 2006 Lord Sandy Leitch published his final report into UK Skills: '*Prosperity for all in the global economy – World class skills.*¹'

In his final report, Lord Leitch recommends that the UK should aim to be a world leader on skills by 2020, in the upper quartile of OECD surveyed countries. Lord Leitch highlights the principles of; shared responsibility, focus on economically valuable skills, demand-led skills, adapt and respond, build on existing structures.

¹ Leitch (2006) *Leitch Review of Skills: Prosperity for all in the global economy – world class skills*. HM Treasury

Lord Leitch also makes a number of recommendations for how that vision should be delivered;

- Increase adult skills across all levels
- Route all public funding for adult vocational skills in England, apart from community learning, through Train to Gain and Learner Accounts by 2010
- Increase employer engagement and investment in skills
- Launch a new 'pledge' for employers to voluntarily commit to train all eligible employees up to level 2 in the workplace
- Increase employer investment in level 3 and 4 qualifications in the workplace
- Increase people's aspirations and awareness of the value of skills to them and their families
- Create a new integrated employment and skills service.

The Sector

The active leisure and learning sector has been outperforming the whole economy in the East of England over the last five years and is expected to continue to do so over the coming decade². In addition to its contribution to economic performance, the active leisure and learning sector benefits the economy in a number of less easy to measure ways, such as its contribution to social inclusion and regeneration and encouraging infrastructure developments. The sector is also recognised as having a positive impact on areas such as health, crime prevention and culture. The vision of the East of England Sector Skills Agreement Regional Action Plan 2006 for the active leisure and learning sector in the East is; *'More skilled people enabling and delivering high quality sport and physical activity in communities across the East of England.'*

70% of organisations in Essex predict growth in the sport and leisure sector over the next 12 months. Over the next 10 years Experian forecast that paid employment in the sector will grow by 10% across the East of England to 63,400. When forecasting growth Experian predict that there will be 5,547 new jobs, 86,580 people changing jobs or retiring. Therefore there will be 92,127 jobs that need filling between now and 2016. It is worth noting that these statistics were researched before the decision to award London the 2012 Olympic and Paralympic Games. Therefore the impact of this event has not been considered in these estimates.

London 2012

The most dramatic development for sport in recent memory is the **success of the London bid to host the Olympics and Paralympics in 2012**. There could be no clearer opportunity for the Government to demonstrate commitment to Sport and to the fulfilment of the aims established in Game Plan³. In a statement Sport England has said 'We believe that hosting the Olympic and Paralympic Games can help to encourage more people to get active. We need to ensure [the Games] have a lasting effect on people's participation at all levels across all regions and can also be used as a springboard for people to want to get involved

² Skills Active (2006) *East of England Sector Skills Agreement Regional Action Plan*

³ DCMS (2002) *Game Plan: the strategy for sport*

in sport at a wider level, through clubs, volunteering and coaching'. A key concept of the 2012 Games is 'legacy': not just in terms of facilities and the economic regeneration of the Olympic and Paralympic Boroughs, but in motivating the shift towards a more active, healthy and sporting population. Clearly this fits squarely with the objectives of sportessex. The impact of the Games will be felt strongly in the county with the mountain bike events at Weald Country Park, Brentwood and with many volunteers potentially being drawn from the county.

Essex has developed an Action Plan Essex Legacy from the 2012 Games, which highlights two distinct areas relating to workforce development. These are Supporting Volunteers and Learning and Development and both areas will link into opportunities that will be available through other plans and strategies such as the National Volunteering Strategy and the Regional 2012 Business Plans that highlight skills, training and employment objectives. From the Essex 2012 Action Plan, delivery plans will be developed for these discrete areas that will complement the Workforce Development Plan.

Voluntary Sector

The voluntary sector's involvement in the delivery and development of sport in Essex is, as across the whole country, absolutely vital. Data collected by Sport England, the CCPR, the Home Office, UK Sport, the Office for National Statistics and the Institute for Volunteering Research highlights consistently positive messages regarding the strength of the network of volunteers involved in sport.

26% of all volunteering takes place in the sports sector, making sport the largest contributor of all sectors.⁴

In recent years several key documents and studies have looked at the importance of volunteering, both general and sports specific. The importance that Sport England places upon the role of volunteers is reflected in Sports Volunteering in England (2003), and at a more specific level in the East Regional Plan for Sport (2004)⁵. There is much to be gained by stronger working links between generic voluntary and community sector infrastructure and sport for both individuals and organisations. There is therefore a need to promote and share good practice as well as the need to build the quality and capacity of the volunteer workforce through improved professional development and training opportunities. There is also the need for many organisations to work towards becoming more customer-focussed and professional in their approach

Coaching

The recruitment and support of current and future coaches is crucial to achieving and supporting a legacy of increased participation and continuous improvement in performance in sport across Essex. To achieve this, a consistent and sustained coaching system must provide high-quality training and support for young people, players and athletes at all stages of their development. Coaches also act as role

⁴ sportessex (2006) *Building a winning future together in Essex: A strategy for sport in Essex*

⁵ Sport England (2004) *The East of England Regional Plan for Sport*

models and exponents of a healthy lifestyle, and therefore can play a key role in promoting participation in physical activity.

A strong coaching structure is required to support participation opportunities at club, school, regional and national level. This will ensure that there is a consistent and repeatable pathway for all participants to achieve their potential in whatever activity they choose.

The act of coaching contributes to the enhancement of health and well being, promotes fair play and builds social cohesion. Coaching plays a potent role in developing leadership and teamwork, transforming organisations and changing individual behaviour as well as improving the quality of life.

There are approximately 1.2 million people involved in sports coaching in the UK.⁶ These coaches play a vital role in developing and increasing participation in sport, as well as in the attainment of international success. Almost one million of these coaches are unpaid, representing a major influence on the wider volunteering agenda.

The UK Coaching Framework: A 3-7-11 Action Plan

Arising from discussion with its key funding partners and the Home Country Sports Councils, sports coach UK was charged with the task of developing a The UK Coaching Framework: A 3-7-11 Action Plan across the UK⁷. The overall vision of this plan is the creation of: '**a cohesive, ethical and valued coaching system where; children, players and athletes are supported by skilled coaches, at all stages of their development and which is number one in the world by 2016, benchmarked against international best practice.**' (UKAPC2006) The plan will deliver the following results for sport in the UK:

Enhance the quality and quantity of coaching, measurable at all levels of the participant pathway

- measured by improved outcomes for participants and observable coaching behaviours appropriate to each pathway phase; increase in the availability of coaching hours at all stages of the participant pathway.

Increase the number of quality coaches and available coaching hours; all coaches to be appropriately qualified by 2016

- increase and sustain the supply of appropriately qualified coaches to meet the demand for coaching from children, athletes, players and coach managers; increase the number of coaching hours available.

Leading to sustained and increased participation in sport

- measured by recruitment, participation and retention rates within target groups and sports for coaching and on a regional, home country and UK-wide basis.

⁶ MORI (2004) Sports Coaching in the UK, sports coach UK Leeds.

⁷ sports coach UK (2006) *The UK Coaching Framework: A 3-7-11 Action Plan*

Improved performances

- measured by internationally bench-marked performances within the target groups and sports for coaching and on a regional; home country and UK-wide basis; more UK coaches capable of coaching of coaching and delivering results at the highest level.

Underpinned by: a cohesive and world-leading coaching system

- bench-marked against international best practice using the World Class Coaching System Maturity Matrix and other measures. Fifteen of the participation sports to be within the top 6 in the world, with 8 in the top 3 for their respective sports.

Coaching established as a profession, recognising volunteer, part-time and full-time roles

- underpinned by and measured against a clear model of Long-term Coach Development and taking account of the elements as set out in the Vision for Coaching: professional and ethical values and inclusive practice; agreed national standards as a bench-mark at all levels; a regulated and licensed structure; recognition, value and appropriate funding and reward; a culture and structure of innovation, constant renewal and continuous professional development

Education

In order to ensure high-quality PE and school sport, teachers and adults other than teachers (AOTTs) need development and support. The PE and School Sport Professional Development Programme – part of the National School Sport Strategy – seeks to ensure that they have the tools and expertise needed to inspire and engage children and young people.

The programme aims to;

- Improve the quality of teaching and learning in PE and school sport in order to raise pupils' attainment and increase the amount of sport youngsters do;
- Increase the understanding of how high-quality PE and school sport can be used as a tool for whole-school improvement;
- Improve the understanding of how high-quality PE and school sport can be used to support healthy lifestyles and physical activity;
- Encourage more innovative interpretation of the PE programme of study better to meet the needs of all pupils to enhance achievement; and
- Enhance cross-phase continuity to improve pupils' progress.

Delivery of the Programme is being managed by a consortium comprising: the Youth Sport Trust, the British Association of Advisors and Lecturers in Physical Education, the Physical Education Association of the United Kingdom and sports coach UK. The Programme focuses on the creation of nationally developed modules and resources which are delivered locally through local delivery agencies and/or School Sport Partnerships. Teachers and others from all maintained schools in England can now access training.

The quality and amount of competitive school sport is rising year on year. Whilst that is a solid base there are many more children who would like the chance to

compete. From September 2005 new Competition Managers were added into the network of School Sport Partnerships to increase the opportunity for more children to experience a competitive situation.

The first twenty were appointed in September 2005 working in five pilot areas around the country. Their role included planning, managing and implementing a programme of inter-school competitions across School Sport Partnerships and against others. They also reach out to National Governing Body competitions. A second wave of forty two managers took up post during the autumn term 2006 working in small teams across targeted School Sport Partnerships.

Further and Higher Education

Further and Higher Education establishments are playing a vital role in developing the workforce. Although historically the sports and education sectors may not have worked as closely together as they could, this is now changing and meaningful partnerships are forming in order to enhance, promote and contribute to the development of the work of each other.

The constraints of the Learning and Skills Council, the funding issues and the audit trails may have made working together difficult however, in light of the Leitch report, this is changing and colleges welcome support to move forward. Through the relationships sportessex already has with Further and Higher Education and through specific projects such as the European Social Fund: On Your Marks project, ideas, needs and solutions can flow for the benefit of the Colleges, the sector and most of all the learners themselves. These partnerships will, indeed already are enabling information, needs and requirements about the sector to be shared to provide the best quality service to all. These partnerships must become a lasting legacy of the Workforce Development Plan. Working together and promoting greater understanding and awareness of the sports and the education sector is a major theme of the plan.

At present, sportessex and sports coach UK link with the Sports Centre at the University of Essex in Colchester to deliver a range of sports coach UK and sport specific courses. sportessex also works in partnership with SEEVIC on the delivery of the ESF On Your Marks project. There is potential for sportessex to make greater links between coach education and Further and Higher Education.

Local context

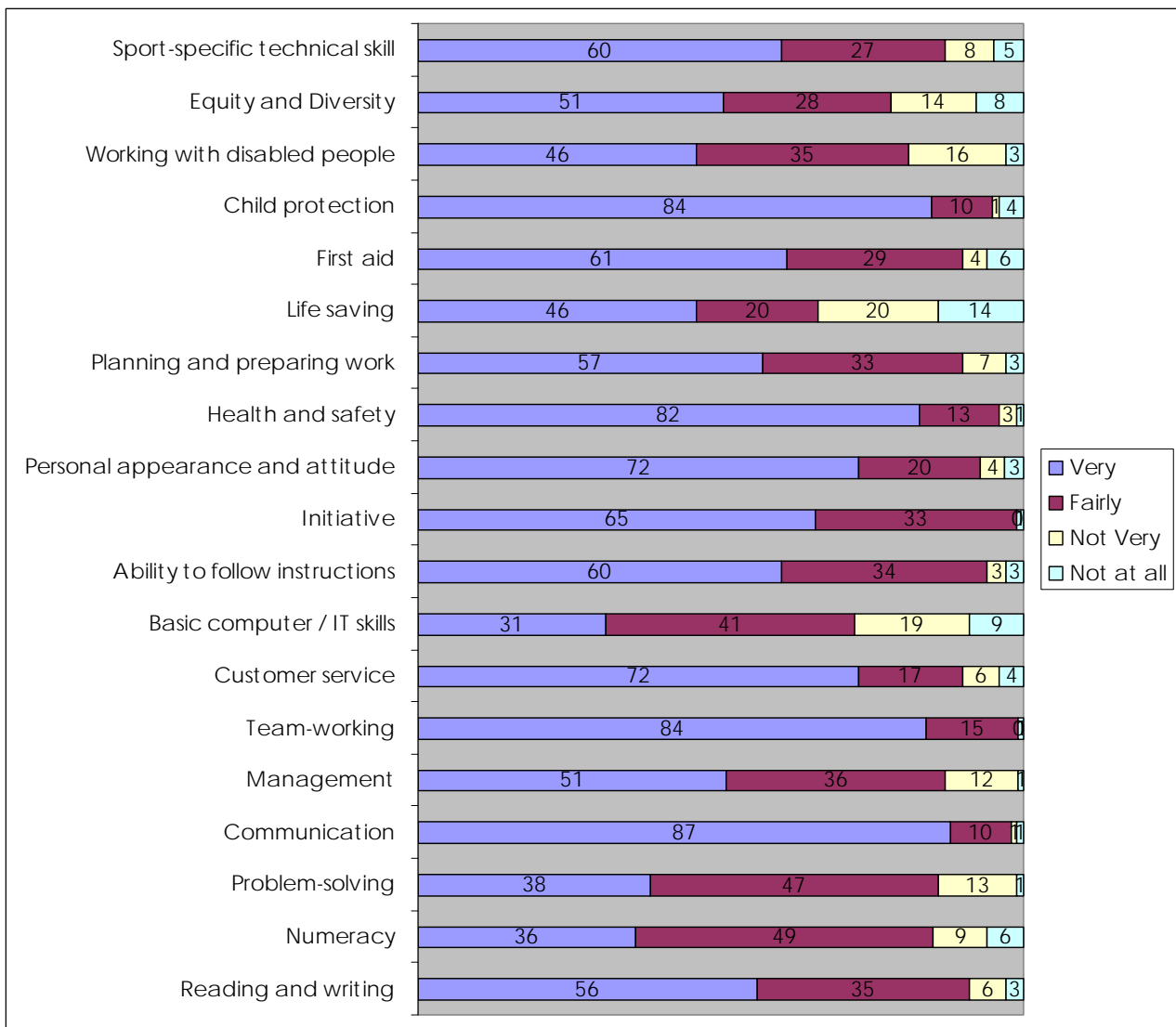
Essex has a proud history of sporting success. Its county teams regularly win at a national level across a range of sports, and the county has produced some of the UK's best known international sports stars. It also boasts a wide range of participants, clubs, coaches, volunteers and facilities, and is poised to play a key part in the delivery of the London 2012 Olympic Games and Paralympic Games. Sport and Leisure in Essex is wide and diverse ranging from the production of leisure goods, provision of sport services to facilities that deliver leisure activity. Essex has a broad and exciting sporting heritage including;

- 2 Championship football teams (Colchester United and Southend United) that has hosted international football,
- The only first class County Cricket side in the Region,
- 191 private and public fitness clubs that have a membership of 118,770,
- National League Ice Hockey Team.

There are currently 11,300 paid employees working within the Sport and Leisure Sector in Essex. These are employed predominately in the public and private sector in areas such as Sports Development, Facilities and Operations, Sports Coaching and Health and Fitness. Organisations with paid employees in Essex have reported the following;

- 66% of organisations in Essex reported that they have had a vacancy in the last 12 months,
- 30% of organisations identified that they found it hard to fill a vacancy,
- 19% of the above reported these vacancies were hard to fill due to a skills shortage.

Employers in Essex also identified that vacancies were particularly hard to fill in the areas of Operations (22%), Facility Management (15%) and Sports Coaching (32%). There are a number of skills that employers in Essex identify as being important for working within the Sport and Leisure Sector. The table below shows that communication, team working and knowledge of health and safety are the three most important skills. Others that are important include attendance on first aid and child protection courses and have developed sport specific technical skills, knowledge and qualifications.



The Importance of the Voluntary and Community Sector (VCS)

The single biggest working group (in the sport and leisure sector) in the County is the volunteer sector. The volunteer sector makes up over 80% of the workforce according to MORI findings. Every sport in the County relies on the contribution from volunteers. Football has in the region of 20,000 volunteers, the largest number in the County. Other sports that have a large number of volunteers in the County include Swimming (2,359), Netball (2,162), Badminton (1,478), Tennis (1,331) and Cricket (1,041).

Organisations in the sport and leisure VCS sector in Essex deploying volunteers have identified the following issues:

- Organisations only have 69% of the volunteers they actually require.
- 29% of VCS organisations identified that they had hard to fill vacancies.
- 23% of organisations identify that the reason for hard to fill vacancies is due to the low number of volunteers with the required skills.

Sport and leisure VCS organisations in Essex stated that 43% of volunteers are involved to coach and instruct children or develop athletes. Research undertaken

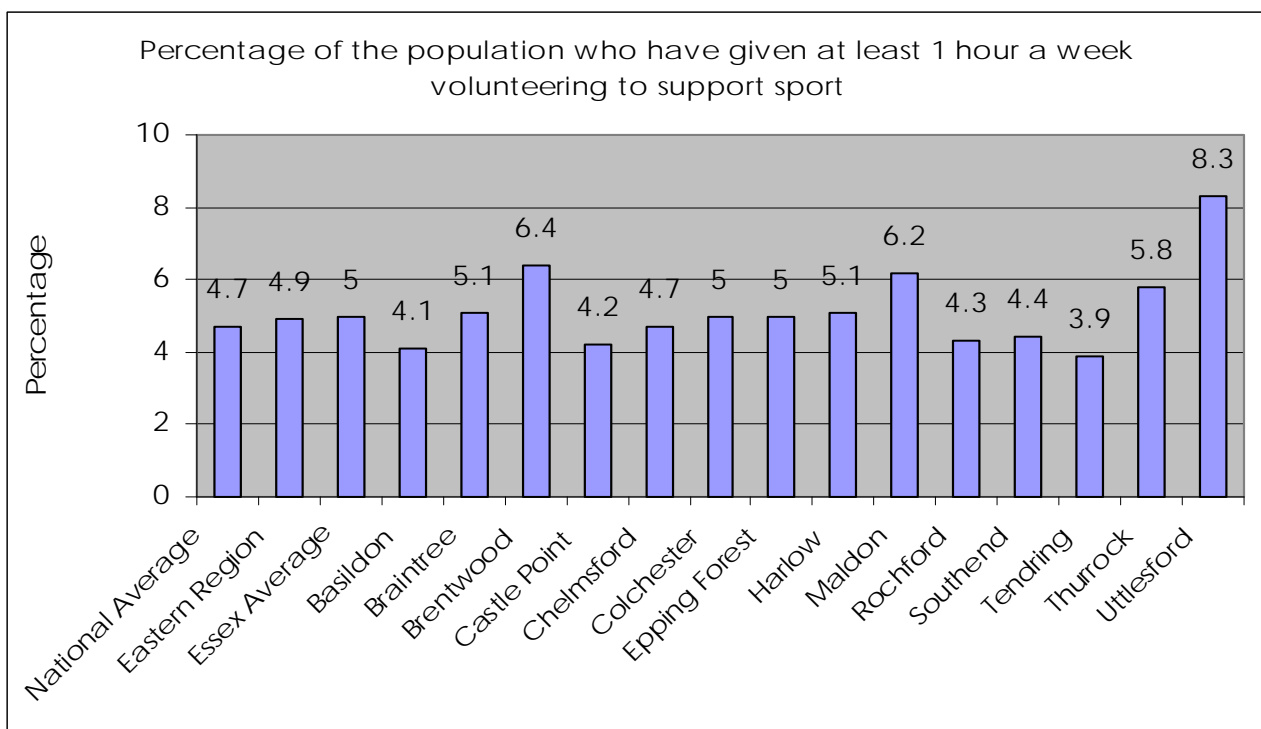
by sports coach UK shows that 60% of coaches in Essex do not hold any formal coaching qualification.

The Ipsos-MORI Active People Survey took place between October 2005 and October 2006 and is the largest single survey of sport and active recreation ever undertaken in Europe. In each local authority across the country at least 1,000 people were questioned which means that at least 14,000 Essex residents will have taken part. One of the key questions asked was directed at the number of adults who gave at least 1 hour a week volunteering to support sport. What follows are the results of this survey.

Summary of results in Essex

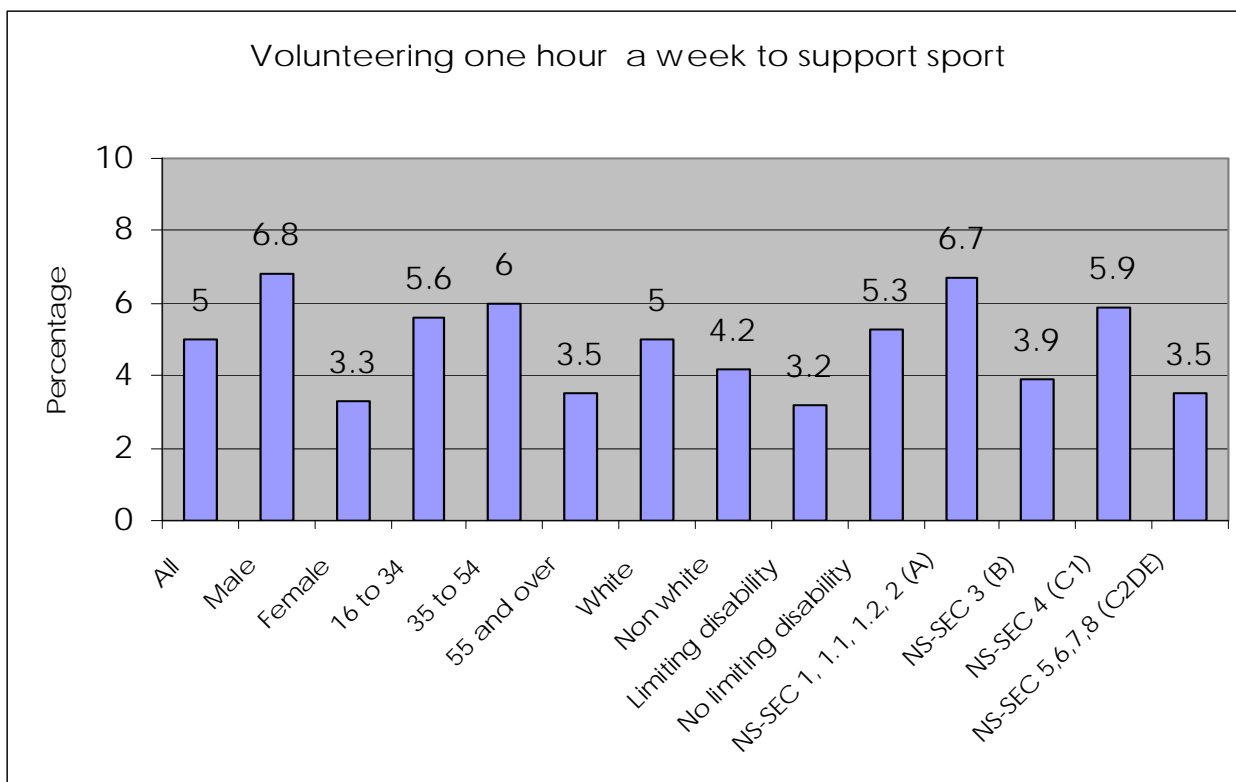
In Essex 5% of people gave at least one hour a week to volunteering in sport. In the Eastern region this figure is 4.9% while the national figure is 4.7%.

Volunteering for one hour a week by local authority

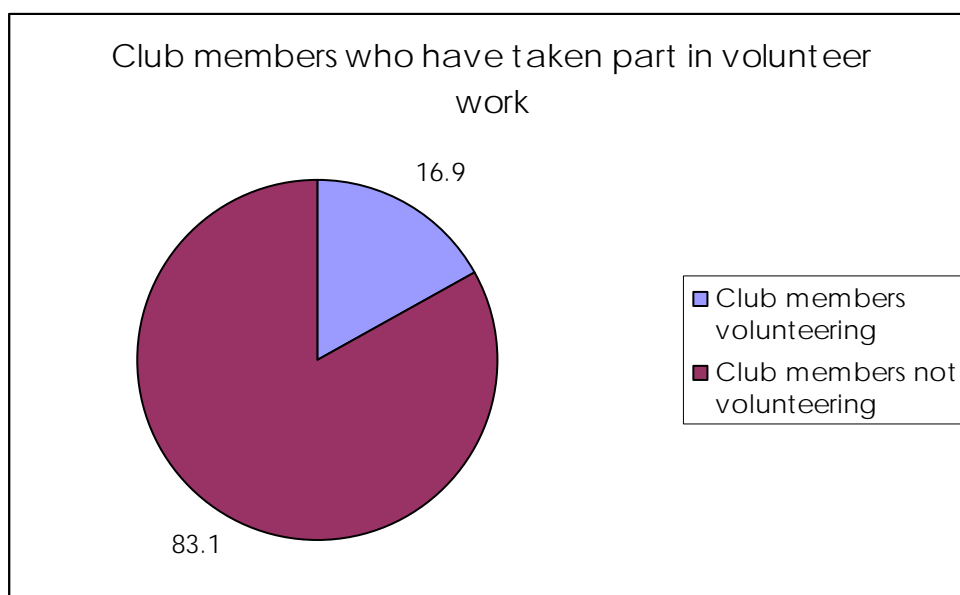


The percentage of the adult population in Essex involved in at least one hour of volunteer work per week to support sporting activity

By analysing this further (see graph below), we can also see that sports volunteers are most likely to be white males, aged 35-54 and in socio-economic group A. This presents us with the opportunity of targeting outside of this group in order to increase volunteer numbers.



The chart below shows that only a small number of sports club members volunteer in sport. sportessex will support clubs in encouraging their members to volunteer, however we must be mindful that this does not become a deterrent to participation.



Despite the above national and regional average results for volunteering in Essex, the sportessex research study (2006) finds that;

- Sports volunteers traditionally operate outside of the usual voluntary sector auspices.
- Whilst VCS organisations regard themselves as generally well geared up to deal with sports volunteering, they do feel poorly equipped to advise on

certain sports related issues, such as accreditation, qualifications, technical expertise etc.

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It therefore seems essential that we build on this sport and leisure voluntary sector infrastructure and enhance their role by ensuring that these bodies encourage people to consider sports volunteering, whilst at the same time encouraging sports organisations to use these services.

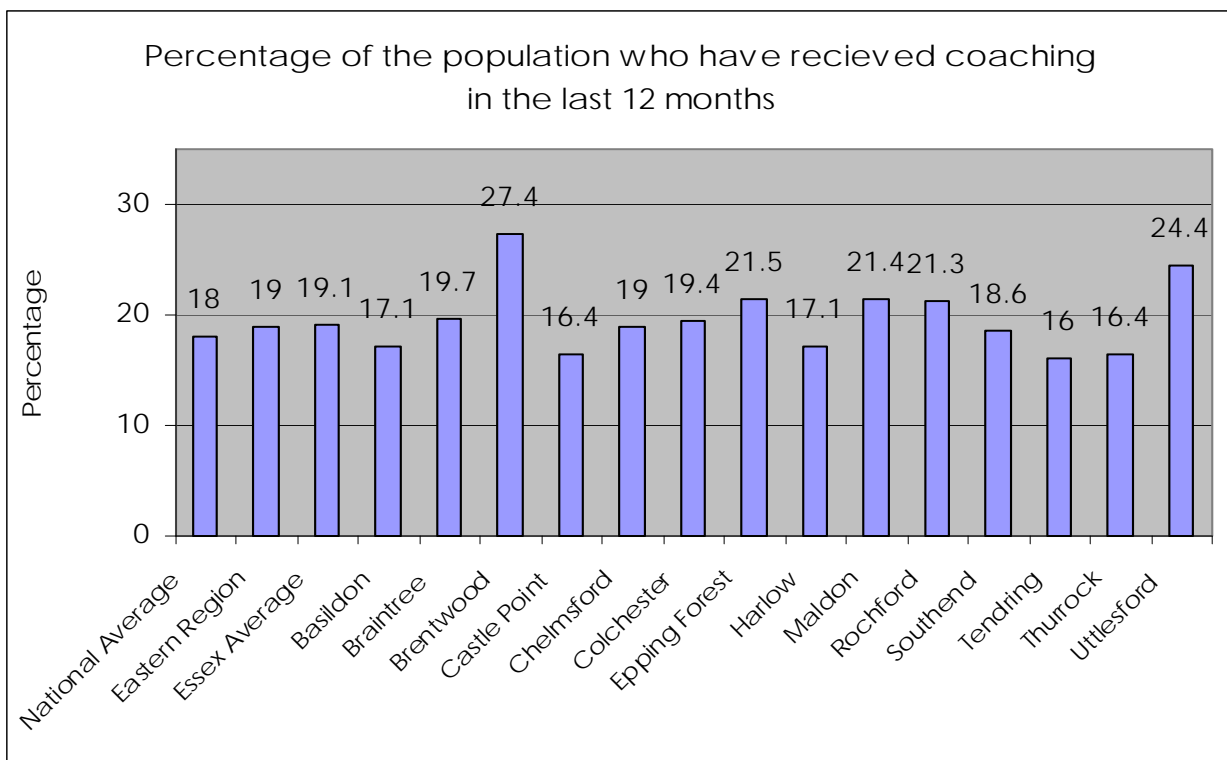
Coaching in Essex – Results from the Active People Survey

Background

The Active People Survey does not measure the number of coaches in the county; it does however measure the number of people who have received coaching or tuition.

In Essex 19.1% of people had received tuition from an instructor or coach in the last 12 months. Across the Eastern region this figure is 19% while nationally this is 18%.

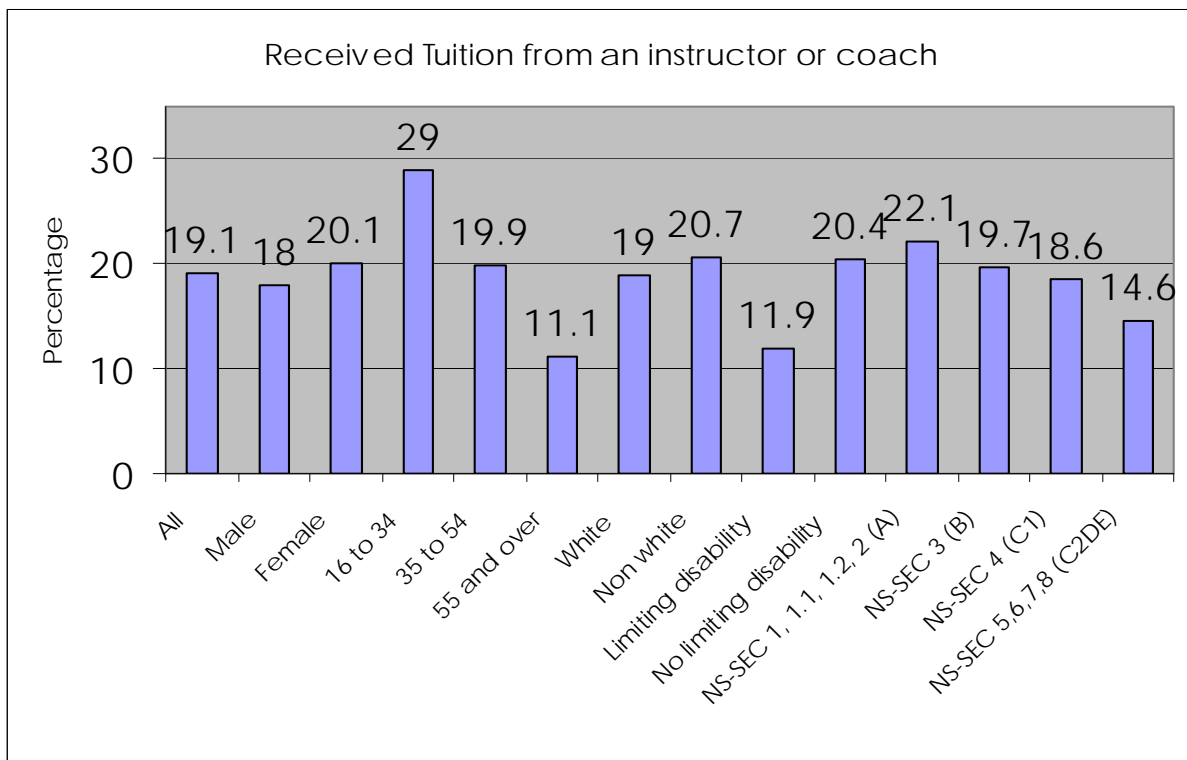
Results



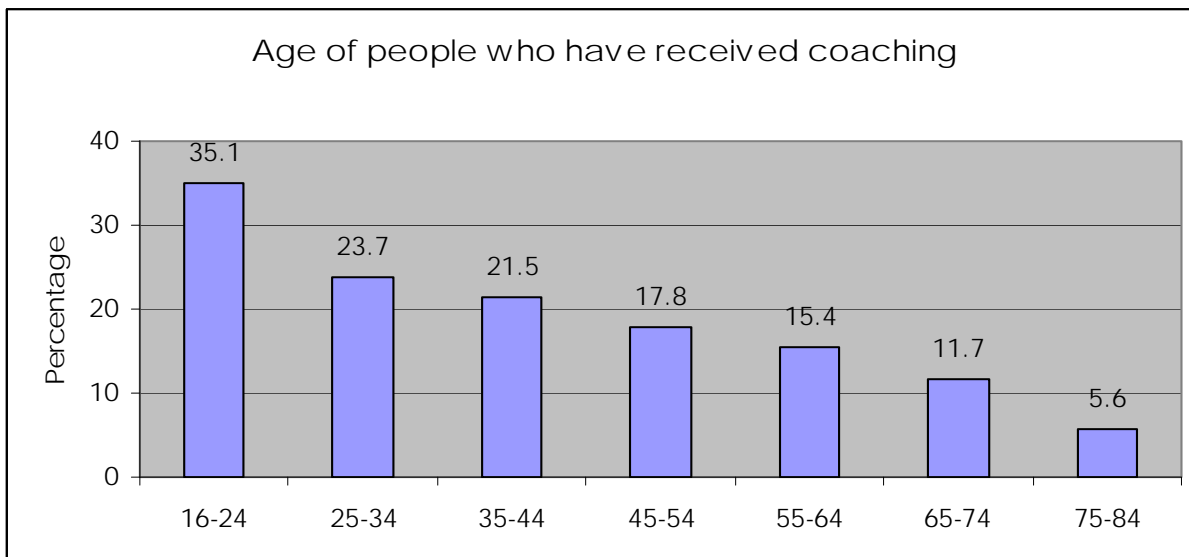
However if we compare these figures against the participation rates for each area (table below) we do find a correlation. This suggests that more people are participating when coaching is available, which demonstrates the impact of coaching on participation.

Local Authority	Ranking	Participation rate %	Ranking	Rec'd tuition %
Uttlesford	1	23.1	1	27.4
Colchester	2	22.9	2	24.4
Brentwood	3	22.7	3	21.5
Maldon	4	21.0	4	21.4
Southend	5	21.0	5	21.3
Braintree	6	20.9	6	19.7
Chelmsford	7	20.9	7	19.4
Epping Forest	8	20.9	8	19.0
Rochford	9	19.9	9	18.6
Harlow	10	18.5	10	17.1
Castle Point	11	18.3	11	17.1
Basildon	12	17.6	12	16.4
Thurrock	13	16.6	13	16.4
Tendring	14	16.2	14	16.0

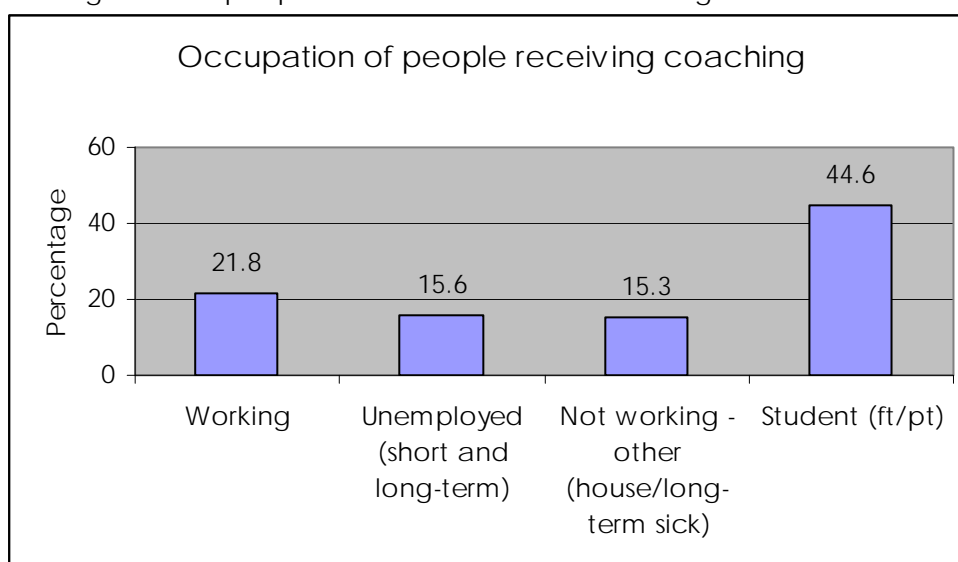
Whilst, as with volunteering, it is socio-economic group A who are most likely to receive coaching, it is interesting to note that females are more likely to receive this coaching, as shown by the chart below.



Breakdown by age range of people who have received tuition in the last 12 months. Please note that there is no information for people aged 85 or over as a large enough set of data for this age group was not collected.



Working status of people who have received coaching in the last 12 months



Community Sports Coaches

As part of the recommendations of the Coaching Task Force, the Department for Culture, Media and Sport set a target of 3,000 Community Sports Coaches to be recruited and involved in delivering initiatives by December 2006. By December 2006, 2,772 had been recruited nationally.

Sport England and sports coach UK are currently undertaking a Comprehensive Spending Review. Once this is complete we will have more of a picture of how the Community Sports Coach Scheme will develop. sportessex can then take a strategic view on how to roll this out throughout the county, taking on board the recommendations from the scoping study.

In Essex, to date, 78 part time and 14 full time coaches have commenced work through the scheme. However;

- There are 4 districts in Essex that have not benefited from any coaches in their area,

- There is an opportunity to build on the target to increase the number of multi sport clubs and environments by increasing the number of multi skilled coaches able to operate across a number of sports and physical activities,
- There is also an opportunity to engage local authorities further in increasing the numbers of community coaches in Essex, Southend and Thurrock.
- It is clear that a more strategic approach to the placement and prioritisation of resources in the future is required to ensure a better coverage for the scheme across Essex.

sports coach UK

sports coach UK has a regional and county network of professional officers. Specifically for Essex, sports coach UK employ a Coach Development Officer, but this post has been vacant since November 2006. The purpose of this post is to work with key partners including sportessex, governing bodies of sport, schools, FE/HE Institutes, Local Authorities and other key stakeholders to support the implementation of continuous professional development for coaches. Focus is placed on the effective recruitment, qualification, development and retention of coaches that meet the needs of the identified NGB player pathways/communities within sportessex.

ESCALaTE

As with the development of clubs, Essex Active Sport, Essex County Council and Sports Coach UK have been proactive in establishing a County-specific registration and support system for Essex coaches called ESCALaTE (Empowering Sports Coaches Administrators Leaders and Tutors in Essex).

The principle aims of ESCALaTE are:

- To create a unified voice for coaches, officials, leaders, tutors and administrators in Essex;
- To promote the sharing of good practice;
- To provide education and training on common issues;
- To support sports deliverers with their development through scholarship opportunities;
- To promote and enhance employment opportunities; and
- To provide up to date information on local, county and national initiatives.

At the time of writing, there are 184 coaches listed on the ESCALaTE database. When compared to the estimated number of qualified coaches in Essex, it is clear that there is a large, as yet untapped population of coaches within the county who could be integrated into the ESCALaTE programme.

Education

The National PE and School Sport Professional Development Programme (CPD), is one of the ten strands in the PE and School Sport Club Links Strategy (PESSCL). The overall aim of the CPD programme is to enhance the percentage of children who spend a minimum of two hours a week on high quality PE and school sport, within and beyond the curriculum. Essex exceeded the 2006 target of 75% and now has a new target of 85% by 2008. This is considered crucial because there is strong

evidence that where there is high quality PE and school sport there is also an improvement in whole school issues, such as behaviour, attendance, attainment, attitudes to learning, inclusion, healthy lifestyles, citizenship and leadership.

In Essex, delivery of the CPD programme occurs through the Lead Delivery Agencies (LDA). The LDA provides clear evidence of the huge success and rewards that can be gained and will continue to be gained, as a result of high quality consistency in PE and School Sport. Essex Sports Colleges, School Sports Partnerships and the Essex LEA Advisory team are all involved in the decision-making and delivery of this programme. It is expected that the CPD programme will make a significant positive impact on the quality of PE and School Sport within the County. Demand for, and positive feedback from delivered modules indicate that sports colleges, partnerships, schools and teachers are keen to support the programme and ensure its success now and in the future. sportessex is currently supporting the delivery of CPD through grants to Essex County Council, Southend and Thurrock Unitary Authorities.

In Essex there is now one Senior Competition Manager working with three Competition Managers. These phase 2 Competition Managers are hosted by Essex County Council with the remit to increase PESSCL targets, within intra and inter competition for five priority School Sports Partnerships. Seventy percent of their capacity will support this work with the remaining thirty percent used to support the remaining nine School Sports Partnerships. Based on audit returns a gap analysis has informed their work programme which includes training needs.

sportessex is responsible for the delivery of a number of key Youth Sport Trust programmes to the local network of School Sport Partnerships. These programmes all fall within the PESSCL strategy and as such are funded by the DfES or DCMS. The aim of these programmes is to engage more children in high quality physical education and sport and to enhance and extend the links with School Sport Partnerships and strengthen the links between school and community sport. The key programmes are;

- School Sport Coordinator Training,
- School Sport Coordinator Networking,
- Step into Sport Community Volunteer Conference,
- Step into Sport mentor/volunteer co-ordinator tutor training and briefings,
- Step into Sport Leadership Training,
- Multi Skills Clubs Training.

Local Authorities

The fifteen Local Authorities in Essex provide a key role in developing sport in their local communities. Currently twelve of the Local Authorities employ Sports Development Officers, although the specific remit of these roles can vary widely across the authorities. The Institute for Sport, Parks and Leisure (ISPAL) is the newly formed professional body for Sports Development Officers and will provide services such as qualifications, CPD, training, career and job advice. Local Authority Sports Development Officers are also crucial in the development of the Community Sports Networks.

In the main, local authorities in Essex employ coaches on a casual basis, primarily to lead courses during school holiday periods. Local authorities understand the number of coaches they employ directly, but general data collection is left to other organisations, such as SCUUK and NGBs. With a greater knowledge of the local area and need, local authorities have an important role to play in identifying opportunities to increase numbers of coaches at all levels. In particular, there is an opportunity for local authorities to work more closely with schools in their area to improve coach and club links. Due to the two-tier local government across Essex, it is important that closer links are encouraged between School Sport Partnerships and District Councils. In many cases School Sport Partnerships operate across District boundaries and this provides further opportunity for joint working and shared resources.

Tutors

Tutors are those who deliver skills development to the workforce; they are the linchpin of workforce development. Therefore the development of the tutor workforce in Essex is identified as a key aspect of this plan in order for us to achieve the other actions.

The experiences of those across the sport and leisure sector in Essex reveal that we do have a shortage of tutors and this is already hindering current developments. sports coach UK, National Governing Bodies and sportessex have identified this need through a variety of audits, consultations and through programme delivery.

Where are we now: map of the workforce

The major issue facing the sports sector in the short term is a lack of county level knowledge. There have been a number of regional reports commissioned by various agencies, Sports Coach UK, Skills Active, Sport England but county information is limited.

Specific information of need across Essex is patchy at best. The infrastructure to find the needs of volunteer organisations is not currently strong enough to identify the need across the whole of the sector at all levels. The nature of the sector, with a large number of voluntary organisations, means that it is difficult to engage at a local level. sportessex is now taking steps to overcome this by engaging with organisations to undertake an Organisational Needs Analysis (ONA) at a local level. These ONA's form the basis of county level needs recognition and will allow us to develop much wider levels of knowledge than has previously existed.

sportessex has conducted a comprehensive ONA across the county with forty one organisations. This has been carried out using the tool developed for the East-Links: Sport and Leisure Project. This project aims to support skills development in the Sport and Leisure Sector across the Eastern Region, providing local people with the skills and qualifications needed to fully capitalise on the opportunities afforded by the London 2012 Olympic Games and Paralympic Games. As well as offering fully funded training opportunities to 95 paid employees and volunteers within the

sector, the project is also identifying skills gaps through conducting ONA's with 27 organisations.

The full analysis from the Organisational Needs Analysis is shown in Appendix One.

On the 5 December 2006 County Sports Partnerships and National Governing Bodies in the East Region came together to discuss and identify Workforce Development needs and priorities. Information gathered from National Governing Bodies included;

- Baseline data on the current workforce
- Forecasting data – how many additional are needed
- Upskilling – how many of the existing workforce need upskilling

Of the thirty one National Governing Bodies invited the following seventeen attended and engaged with representatives of sportessex. sportessex subsequently received information from England Netball, the Football Association and the National Rounders Association.

- Amateur Rowing Association
- Amateur Swimming Association
- Badminton England
- British Fencing
- British Gymnastics
- British Judo Association
- British Triathlon
- England & Wales Cricket Board
- England Athletics
- England Golf
- England Hockey
- England Squash
- English Lacrosse
- English Table tennis Association
- Lawn Tennis Association
- Rugby Football League
- Volleyball England

From the information provided we can ascertain the following;

	Total Workforce
Baseline data on the current workforce	7,300 ⁸
Forecasting data	2,030
Upskilling	4,084

⁸ This figure does not include Football volunteers which run to tens of thousands

These Governing Bodies also identified that their top priorities are;

- Coach recruitment and development
- Volunteer development
- Officials/umpires development
- Club development

All of these priorities are addressed in the actions of this Workforce Development Plan.

Risk Assessment

The following risks have been identified under three category headings; strategic, financial and operational.

Strategic

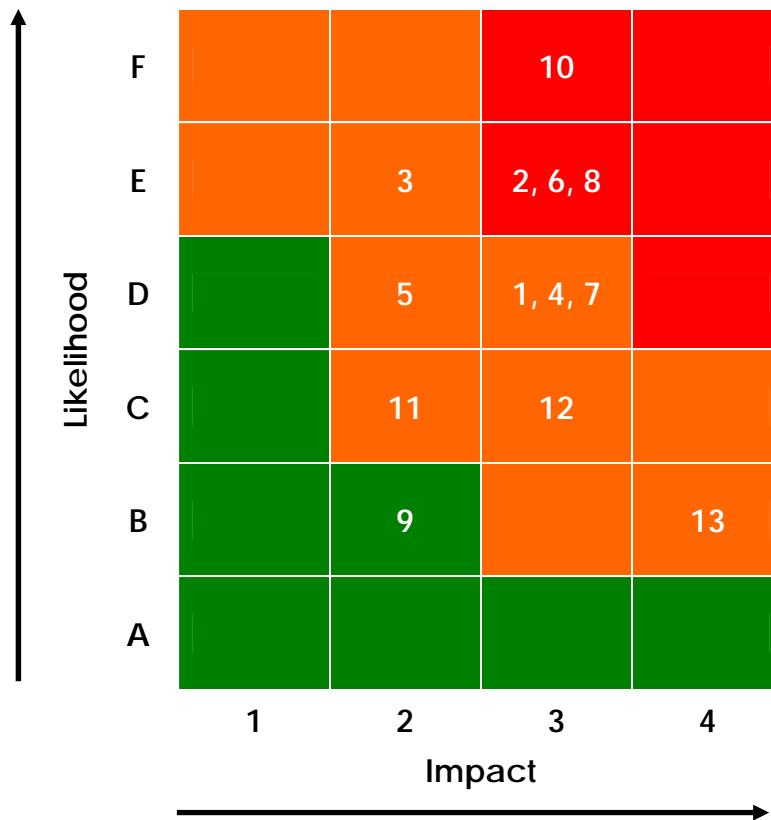
1. National strategy changes reducing the role of sportessex
2. Over ambitious remit or lack of clear focus or ambition
3. Lack of engagement or commitment from partners
4. Dispute over funding allocation
5. Over expectation of delivery capacity of sportessex
6. Reduced position of sport in the competing agendas of partners

Financial

7. Withdrawal of funding from partners
8. Sport England funding withdrawn or reduced
9. Poor financial accounting
10. Inability to raise new funds

Operational

11. sportessex does not engage with partners
12. withdrawal of host agency support
13. physical disaster/act of nature



Where do we want to be?

Based on the strategic context and the local situation in Essex the following objectives have been designed to address the identified needs.

The Strategy for Sport in Essex 2007 – 2010 identifies the following priorities for action:

Priority for Action	Objective	What is going to be done	How will the action be measured?	Partners in delivery
A1 KPI 7 KPI 14 KPI 15	Grow the workforce capacity within the sport, leisure and physical education sector in Essex through the development, production and implementation of a Workforce Development Plan	<ul style="list-style-type: none"> • A Training Needs Analysis is undertaken across the whole sector to inform the Workforce Development Plan • 23 organisations and 95 beneficiaries are identified with whom to deliver the ESF 'On Your Marks' scheme 	<ul style="list-style-type: none"> • Workforce Development Plan produced 	<ul style="list-style-type: none"> • SEEVIC • Skills Council
A2 KPI 5 KPI 6 KPI 7	Establish a thriving and well supported coaching capacity throughout all levels of sport. This would also create a performance coaching pathway from the very earliest stage to the highest level of coaching	<ul style="list-style-type: none"> • Increase the number of high quality coaches and athletes they work with 	<ul style="list-style-type: none"> • Monitor the increase in coaches • Monitor the number of coaches actively working and engaged in ongoing Personal Development 	<ul style="list-style-type: none"> • Community Sports Networks • Sports Governing Bodies • Sports Coach UK • FE/HE • Community Sports Coach Managers
A3 KPI 8	Establish a well trained, motivated, recognised and supported paid and unpaid volunteer workforce within the sports and physical activity sector to aid athlete development	<ul style="list-style-type: none"> • Improved knowledge and skills of those working in sport and physical activity • An increase in the number, diversity and quality of volunteers with a clear structure in place to support them 	<ul style="list-style-type: none"> • Monitor the increase in volunteers • Monitor the number and range of courses developed and the take up of the training opportunities 	<ul style="list-style-type: none"> • Various training providers

<p>A4</p> <p>KPI 7 KPI 14</p>	<p>Teachers extensively undertaking relevant Continual Professional Development within schools and within School Sport Partnerships</p>	<ul style="list-style-type: none"> • More teachers undertaking relevant Continual Professional Development programmes • Work with Essex LA to ensure that quality trainers are used and quality assured 	<ul style="list-style-type: none"> • Monitor the range and depth of Continual Professional Development undertaken 	<ul style="list-style-type: none"> • Essex County Council, Southend and Thurrock • Youth Sport Trust • School Sport Partnerships • Sports Governing Bodies • Local training mechanisms
<p>A5</p> <p>KPI 7</p>	<p>A partnership approach to the delivery of coach education is undertaken between sportessex, Sports Coach UK and National Governing Bodies of Sport</p>	<ul style="list-style-type: none"> • Provision of relevant training opportunities based on Training Needs Analysis • Collaborative working across sport to introduce efficient and coordinated delivery methods, including the training of mentors and tutors and the delivery of generic coach education courses 	<ul style="list-style-type: none"> • Monitor the number and range of courses developed and the take up of the training opportunities • Monitor the number of accredited tutors and mentors in Essex 	<ul style="list-style-type: none"> • Sports Governing Bodies • Sports Coach UK • FE/HE • School Sport Partnerships • Community Sports Networks
<p>A6</p> <p>KPI 14</p>	<p>A well trained, motivated and supported professional workforce involved in sports development, private and public facility management and administration</p>	<ul style="list-style-type: none"> • Provision of relevant training opportunities based on Training Needs Analysis 	<ul style="list-style-type: none"> • Monitor the number and range of courses developed and the take up of training opportunities 	<ul style="list-style-type: none"> • Various training providers

<p>A7</p> <p>KPI 8</p>	<p>Identify and develop volunteering opportunities in the build up to the London 2012 Olympic Games and Paralympic Games</p>	<ul style="list-style-type: none"> •Volunteering database produced for use during and after the Games •Raising the profile of volunteering both within the sport and physical activity network and beyond sport through volunteer agencies •Accredited training for volunteers provided •Integrate the volunteer programmes for young people i.e. Step into Sport, CSLA 	<ul style="list-style-type: none"> •Monitor the number of volunteers on the database •Monitor the number of volunteers recruited from within sport and from outside •Monitor the number and range of courses developed and the take up of the training opportunities 	<ul style="list-style-type: none"> •Essex Working Group for the London 2012 Olympic and Paralympic Games and sub groups •Community Sports Networks •Volunteer agencies •Various training providers
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Arising out of the Strategy for Sport and the three year plan of action the following key elements for one year (2007-2008) are listed below;

<p>Recruit/Retain</p> <ul style="list-style-type: none"> •To develop intelligence on workforce •To promote career paths (paid & voluntary) in the sport & leisure sector •To provide access to employment opportunities via the sportessex website •To develop the communication channels with volunteers in Essex •To increase the workforce by developing and implementing a Coach & Volunteer recruitment programme •To encourage CSNs to work with Volunteer Centres to promote volunteering opportunities •To promote the opportunity to volunteer to young people through working with existing youth volunteering schemes 	<p>Develop</p> <ul style="list-style-type: none"> •To ensure that the development of the workforce can take place locally by establishing a local pool of tutors with relevant expertise and accreditation •To increase the number of NGB Coach Education opportunities within Essex •To develop a training hub on the sportessex website to centralise opportunities and focus training provision. •To coordinate a comprehensive training programme that is reactive to the needs and skills gaps of the workforce and is provided at a minimum cost •To deliver the ESF On Your Marks Project •To develop the skills and knowledge of Coach Managers •To develop the skills and knowledge of the CSCs and provide opportunities to network •To support the development of well trained, knowledgeable and motivated teachers delivering high quality physical education and school sport •To enable AOTT's to deliver high quality PE & School Sport •To develop the skills of the sportessex core team/Board of Management in order to achieve the goals of sportessex, provide high quality partner services and facilitate individual personal development •To support the National Competition Framework by ensuring the workforce has the required skills & knowledge •To provide opportunities for coaches to network •To provide administration support for the delivery of NGB targets for WfD •To support clubs in Essex to achieve accreditation •To liaise with FE/HE institutions on partnership initiatives •To research opportunities that prepare volunteers for the London 2012 Olympic and Paralympic Games
<p>Reward</p> <ul style="list-style-type: none"> •To raise the profile of the sport & leisure sector •To recognise and honour the commitment of the workforce 	<p>Deploy</p> <ul style="list-style-type: none"> •To support clubs in Essex to achieve accreditation •To promote employment opportunities amongst the workforce in Essex •To support the delivery of the Community Sports Coach Scheme •To identify new organisations that can offer voluntary placements through links with Volunteer Centres and Volunteering organisations •To develop quality placements for volunteers •To increase the number of volunteers undertaking voluntary placements

One Year Plan

Section one – Employed Workforce (including – CSP core team, Sports Development staff, NGB officers, Partnership Development Managers and other relevant staff)

Objective	Training & Development Required	Who When Resource	Responsibility / Lead person	Outcome, Benefit, Evaluation	Review Date
1 Recruit/Retain					
1.1 To develop intelligence on workforce	Ensure robust & measurable data about workforce is captured by profiling workforce onto workforce database	Dedicated resource to manage database Capture data via a ONA/TNA Cascade ONA/TNA Training	sportessex	Meaningful data will allow for targeted interventions to be put in place based on evidence of need therefore ensuring best value	March 2008
	To capture data regarding the workforce and workforce needs to inform future plans				
1.2 To promote career paths in the sport & leisure sector	Via website and other promotional material Promote and raise awareness of career options (e.g. Apprenticeship programmes) Explore support for professional coaches (i.e. business support)	Skills Active scuk Further Education	sportessex	Raise the profile of careers in the sector to enable those considering such a career to make educated choices and encourage more into the sector.	March 2008
1.3 To provide access to employment opportunities via the sportessex website	Via recruitment section of website Promote as 'first call' for organisations with vacancies and individuals looking for opportunities		sportessex	One stop shop for opportunities in Essex.	March 2008

2 Develop					
2.1 To ensure that the development of the workforce can take place locally by establishing a local pool of tutors with relevant expertise and accreditation	Recruit, employ, train and deploy a tutor	Recruit	sportessex	High quality demand led coach education held at location & time convenient for participants. Content demand led and relevant/specific to needs of workforce in Essex.	March 2008
		1 x p/t			
		Training			
	Develop tutoring skills of existing workforce		sportessex		
2.2 To increase the number of National Governing Body Coach Education opportunities within Essex	Identify and promote to NGB's venues in Essex that have the correct accessible facilities, interest and capability to host NGB Coach Ed	Contribute to venue hire (25 x £200)	sportessex	More NGB Coach education opportunities held at a time and place convenient for participants Min 25 courses held in Essex	March 2008
		Explore franchise opportunities with Further Education			
2.3 To develop a training hub on the sportessex website to centralise opportunities and focus training provision.	Training opportunities available via several providers.		sportessex	One central training hub that can be accessed by all professionals and volunteers working in the sector and used by all relevant training providers. 10,000 hits per week	March 2008
	Through website investigate other development methods, such as; live web chats, pod casts etc with e.g. performance coach, wheelchair basketball coach etc				
	Research mentoring opportunities via the training hub site		sportessex/scuk		

<p>2.4 To deliver the ESF On Your Marks Project</p>	<p>Develop fully funded training and development opportunities that are relevant to sector</p>		<p>sportessex/ SEEVIC</p>	<p>95 individuals access fully funded training. TNA's carried out with 27 organisations Greater employer engagement to identify need at all levels of sector Partnership developed with SEEVIC</p>	<p>March 2008</p>
<p>2.5 To develop the skills and knowledge of Coach Managers</p>	<p>Hold a Coach Managers Conference for CSCs coach mgrs and others. Coach mgrs to receive bespoke training from scuk regional team to increase the quality of the CSC delivery</p>		<p>sportessex/ scuk</p>	<p>To provide adequate training to CSC Coach Managers (min 19) to enable them to effectively manage the CSC workforce. Follow up evaluation conducted with Coach Mgrs and CSCs 6 months after event through 1:1 sessions</p>	<p>March 2008</p>
<p>2.6 To develop the skills and knowledge of the CSCs and provide opportunities to network</p>	<p>Hold professional development events (e.g. conference) that meet expressed needs identified through CDO 1:1 sessions.</p>		<p>sportessex/ scuk</p>	<p>Fully understand expectations of their role. Clarification of issues. Networking and training for 62 CSCs</p>	<p>March 2008</p>

<p>2.7 To support the development of well trained, knowledgeable and motivated teachers delivering high quality physical education and school sport</p>	<p>To provide 3 training opportunities per academic year to each SSCO in the county Ref: Comp Mgr training plan</p>		<p>LDA/SSPs/ sportessex</p>	<p>Structured CPD programme for all SSCO's (3 opportunities per year) SIS conference attended by 140 young volunteers.</p>	<p>March 2008</p>	
<p>2.8 To enable AOTT's to deliver high quality PE & School Sport</p>	<p>AOTT's policy to be reviewed Re-launch policy and ensure effective promotion to schools and community Develop Education Awareness course and train tutor workforce to deliver</p>	<p>Marketing</p>	<p>Essex LEA/ sportessex</p>	<p>All schools and coaches aware of policy and policy being used effectively. Courses x 6</p>	<p>March 2008</p>	
<p>Education Awareness Course</p>	<p>2.9 To develop the skills of the sportessex core team/Board of Management in order to achieve the goals of sportessex, provide high quality partner services and facilitate individual personal development</p>	<p>Ref CSP Staff Development Strategy & Plan</p>			<p>sportessex</p>	<p>Qualified and motivated team providing high quality customer services.</p>

2.10 To support the National Competition Framework by ensuring workforce has the required skills & knowledge	Ref: Competition Framework training plan		sportessex/ Education	Training for 1,380 number of teachers/ young leaders Development of opps for young leaders for umpiring/officiating. Develop sustainability of activity and competition.	March 2008
2.11 To provide opportunities for coaches to network	Explore options for and review ESCALaTE Virtual networking will be available via sportessex website		sportessex	Provide opportunity for Essex coaches to network, share knowledge and identify development needs. 2 x conferences held	March 2008
	Hold coaches conference x 2	1 x conference 1 x disability specific conference			
2.12 To provide administration support for the delivery of NGB targets for WfD	Dedicated administration resource to provide support for the delivery of NGB targets for WfD	NGB's to be identified through development of Service Level Agreements	sportessex/NGBs	High quality administration service provided across a number of sports. Feedback from NGB's on service provided.	March 2008
2.13 To support clubs in Essex to achieve accreditation	Produce a dedicated resource that supports clubs to achieve accreditation		sportessex/ NGB's	Increase in number of clubs in Essex achieving accreditation by 70	March 2008

2.14 To liaise with FE/HE institutions on partnership initiatives	Work with institutions to explore & identify opportunities for partnership working	FE/HE	sportessex	Develop relationship between sportessex and FE/HE. Develop relationships between FE/HE institutions	March 2008
2.15 To develop the skills of sportessex partners. (Sports Development Offices, NGB Officers, Partnership Development Managers and other relevant staff)	Develop the paid workforce as identified through the ONA	Generic core skills Management & Leadership skills Technical skills	sportessex	County has a workforce with a greater skill level leading to increased performance and efficient delivery	March 2008
3 Deploy					
3.1 To support clubs in Essex to achieve accreditation	Ref 2.13				
3.2 To promote employment opportunities amongst the workforce in Essex	Ref 1.3				
3.3 To support the delivery of the Community Sports Coach Scheme	Dedicated resource to support the delivery of the Community Sports Coach Scheme		sportessex	Ensure targets for scheme are being met.	March 2008
3.4 To enable Adults Other Than Teachers (AOTTs) to deliver high quality Physical Education and School Sport	Ref 2.8				

4.1 To raise the profile of the sport & leisure sector	Raise the profile of the workforce via various marketing campaigns attached to projects. Ref: 1.2		sportessex	Raise profile and image of sector not only with public, but with external agencies, therefore facilitating the maximising of opportunities.	March 2008
	Provision of sportessex kit for sportessex team				
4.2 To recognise the workforce by holding an annual Sports awards	Recognise the commitment and achievements of the Essex workforce through an annual awards evening		sportessex	Raise profile of sport in Essex. Celebrate achievements.	March 2008

Section two – Club, Coach and Volunteer workforce

Objective	Training & Development Required	Who When Resource	Responsibility / Lead person	Outcome, Benefit, Evaluation	Review Date
5 Recruit/Retain					
5.1 To develop intelligence on workforce	Ref 1.1				
5.2 To develop and promote coach/volunteer pathways	Ref 1.2				
5.3 To develop the communication channels with volunteers in Essex	Via volunteer networks and through development of website		sportessex	Two way communication between sportessex and volunteers.	March 2008
5.4 To increase the workforce by developing and implementing a Coach & Volunteer recruitment Programme	Recruitment campaign Advise/signpost new recruits	scuk Volunteer Centres	sportessex	Increase the number of coaches/volunteers in sport in essex by 366	March 2008
	Training for new recruits	Fund 25% of 366 Level 1			

<p>5.5 To encourage CSNs to work with volunteer Centres to promote volunteering opportunities</p>	<p>Organise a Volunteer conference for Volunteer Centres and Sports Development/CSNs to raise awareness and knowledge of both.</p>	<p>Audit of best practice (ref CSN Action Plans) and use to promote and enable others</p>	<p>sportessex/ CSNs/ Volunteering Infrastructure</p>	<p>All CSNs to have working relationship with Volunteer Centres. Volunteer Centres to have knowledge/skills to work with sports volunteers and organisations. Volunteer Centres fully able to place volunteers in suitable sports orgs.</p>	<p>March 2008</p>
<p>5.6 To promote the opportunity to volunteer to young people through working with existing youth volunteering schemes</p>	<p>Work with the School Sports Partnerships on the Step Into Sport Programme.</p>	<p>Volunteer Centres</p>	<p>Sportessex/SSPs</p>	<p>Increase the number of young volunteers in sport. Give 140 young people the skills and qualifications to volunteer.</p>	<p>March 2008</p>
<p>6 Develop</p>					
<p>6.1 To coordinate a comprehensive training programme that is reactive to the needs and skills gaps of the workforce and is provided at a minimum cost</p>	<p>Programme of workshops and conference and networking opportunities Build on the success of the ESF On Your Marks Project & explore additional funding to extend the project. Work with NGBs to offer subsidised training. Support from scuk CDO Identified through ONA</p>	<p>Fund 25% of 122 Level 2</p>	<p>sportessex</p>	<p>Volunteer workforce trained & skilled resulting in a positive experience for participants Well educated workforce will impact on image, making both volunteering & participation more attractive & encouraging more into sport.</p>	<p>March 2008</p>
<p>Fund 25% of 80 Level 3</p>	<p>Fund 50% of generic courses for 70 aspiring accredited clubs</p>	<p>sportessex/ Voluntary Sector Training</p>			

6.2 To enable AOTT's to deliver high quality PE & School Sport	Ref 2.8				
6.3 To provide easy access and bookings to relevant courses via the training hub website	Ref: 2.3				
6.4 To deliver ESF On Your Marks Project	Ref : 2.4				
6.5 To research opportunities that prepare volunteers for the London 2012 Olympic and Paralympic Games	Work with Olympic Strategic Board and relevant sub groups. Work with Volunteer Centres	Develop opportunities through the Supporting Volunteers and Learning and Development delivery plans	ECC/sportsex	Maximise the opportunities for Essex volunteers to become 2012 volunteers.	March 2008
7 Deploy					
7.1 To identify new organisations that can offer voluntary placements through links with Volunteer Centres and Volunteering organisations	Ref: 4.1, 5.4, 5.5,				
7.2 To develop quality placements for volunteers	Ref: 5.2, 5.3, 5.4, 5.5, 5.6, 7.1,				

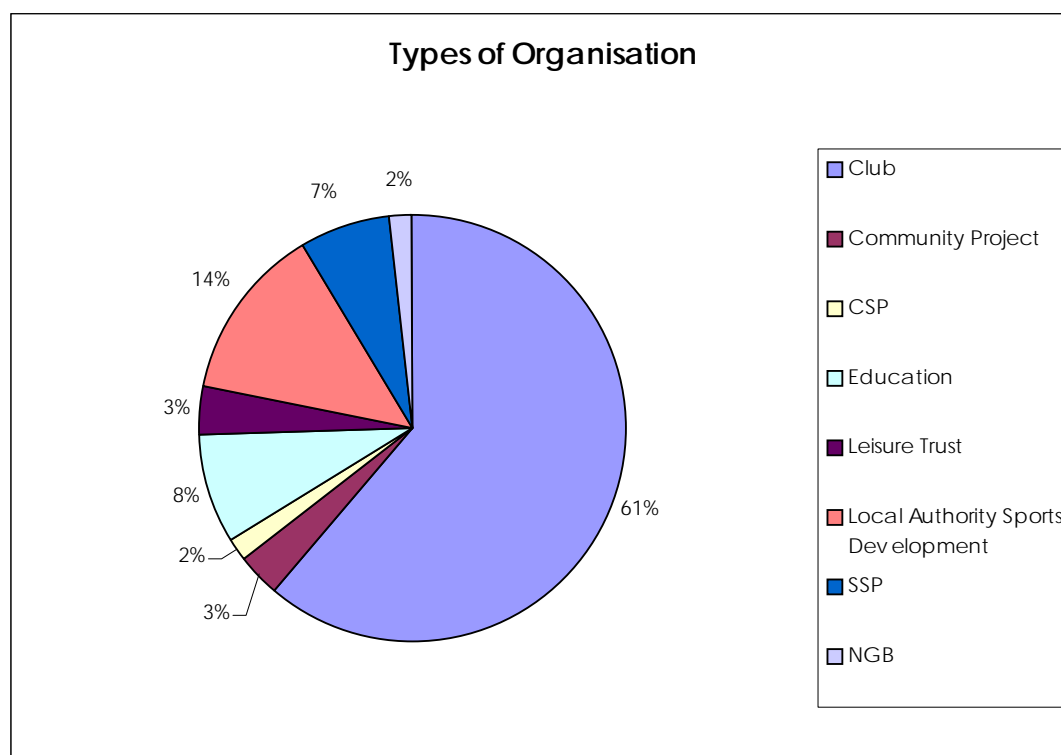
7.3 To increase the number of volunteers undertaking voluntary placements	Ref: 5.2, 5.3, 5.4, 5.5, 5.6, 7.1				
7.4 To enable AOTT's to deliver high quality PE & School Sport	Ref: 2.8				
8 Reward					
8.1 To recognise and honour the commitment of sports volunteers	via annual Sports Awards Ref 4.2			Reward volunteers and raise the profile of the sector.	
	Kit for new coaches/volunteers				

Organisational Training Needs Analysis (ONA) for the Essex, Southend and Thurrock Sports and Active Leisure Sector

The Sample

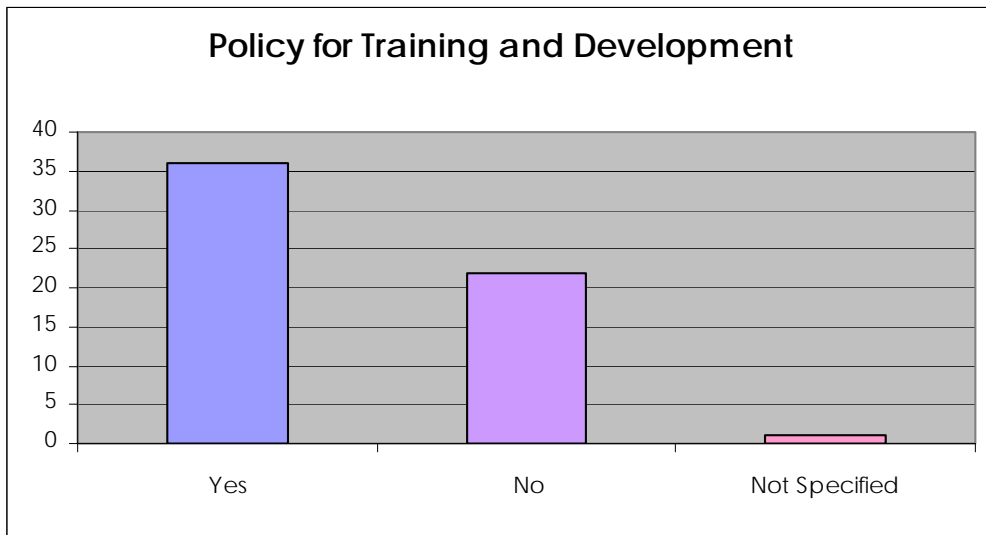
A sample of 59 organisations from the Essex, Southend and Thurrock area have completed the Training Needs Analysis. Please see the breakdown of this sample by organisational type in Figure 1. As you can see, there is a fairly even spread of return amongst most of the types. However, Clubs and Local Authority Sports Development departments have provided a significantly larger sample than others.

Figure 1.



As part of the analysis, organisations were asked whether they have a Policy for Training and Development (Figure 2). Those who do not already have a policy may benefit significantly more from the **sportessex** Workforce Development Plan than those who already have a policy. It is notable that if an organisation runs its courses internally, a need for those particular skills already catered for has not been identified in the ONA.

Figure 2.

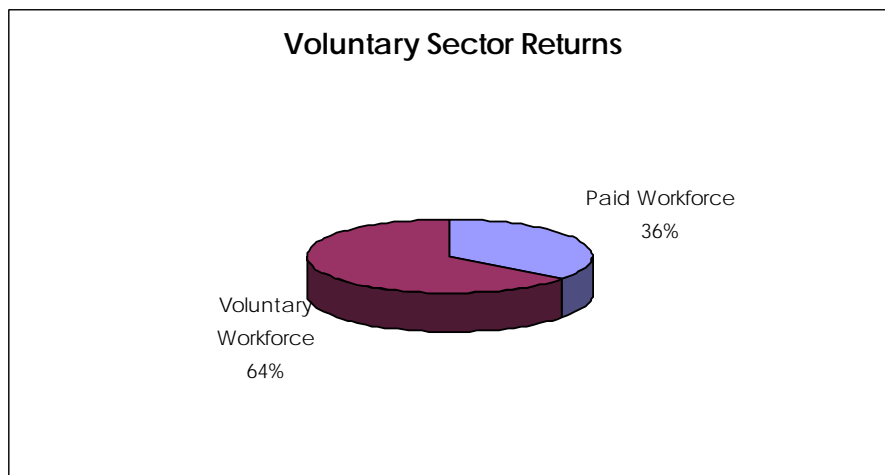


Section 1: Generic Core Skills and Management and Leadership Skills

This section of the Training Needs Analysis asked Organisations which non-sports-related skills their workforce needs training in. It is a summary of the training needs within the sample of organisations for 'Generic Core Skills' and 'Management and Leadership' skills. At this stage, there are no names of staff or numbers specified.

For the analysis of training required in this area, the sample of organisations has been split into 'Voluntary' and 'Paid' workforce sectors (see Figure 3). 27 organisations from the sample consist of a 'Voluntary' workforce and 14 employ paid staff. Hereon in, these will be referred to 'voluntary organisations' and 'paid organisations'.

Figure 3.



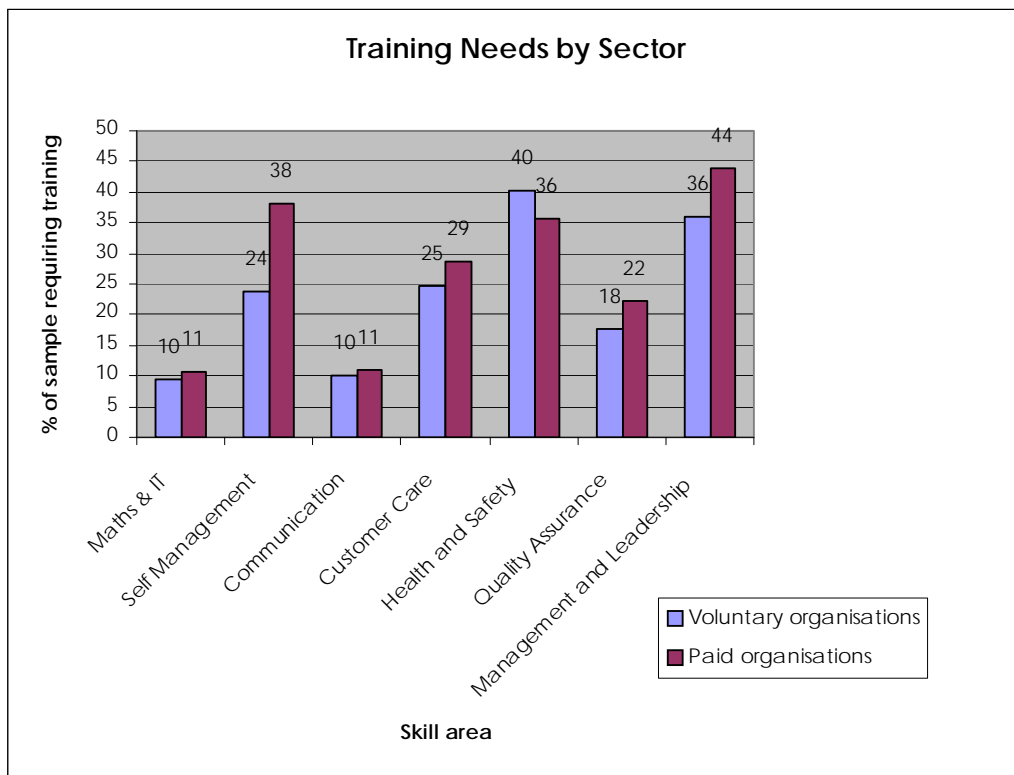
Within the analytical tool used to carry out the ONA/ONA the skills in Section 1 are split into 7 areas, these are

- Generic Core Skills
- Maths and IT Skills
- Self Management Skills
- Communication
- Customer Care
- Health and Safety

- Quality Assurance
- Management and Leadership
- Management and Leadership Skills
- Management and Leadership

For the sample, the voluntary and paid organisation's training needs can be broken down as seen in figure 4:

Figure 4.



As you can see, the principal training need for each sector from the sample varies.

Voluntary Organisations:

- The voluntary organisations predominantly require training in the 'Health and Safety' followed by 'Management and Leadership' skill areas. Within the 'Health and Safety' skill area, it seems that a high percentage of the sample see 'First Aid refresher training' as a priority. This result is not surprising given the sports and active leisure focus of this analysis. Within the 'Management and Leadership' skill area, training for each individual skill appears to be highly sought. However, the highest demand for training is for skills in 'Management coaching and mentoring', followed by 'Team building'.
- The skill areas least identified in the analysis are 'Maths & IT' and 'Communication' skills, both with only 10% of the sample requiring training. There are various reasons for the 'Maths & IT' training requirements being so low. A reason could be that Managers are reluctant to put their staff forward for this type of training in fear of offending them, or that staff are not ready to admit that they may need training in this area.

Paid Organisations:

- For the sample of paid organisations, 'Management and Leadership' training needs are predominant, followed by 'Self Management' skills, which slightly differs from the 2 top priorities for voluntary organisations. Within the 'Management and Leadership' skills area, 'Management coaching and mentoring' is the most sought

- after skill, followed by 'Management Performance' and 'Project Management', where training is required by 12 organisations.
- With 36% of organisations requiring training, the 'Health and Safety' skill area is the number three priority from the options given. Paid organisations would like a representative sample of their staff to gain First Aid Training. The difference in the type of First Aid training required between sectors may exist because Sports Clubs make up the majority of the voluntary organisations sampled; most sports clubs already have First Aiders present at training sessions due to the nature of business (e.g. there is a higher likelihood of a sportsperson being injured than there is of someone being injured an office, which is where the majority of the paid organisation's staff sampled are based.)
 - As with the voluntary organisations sampled, training in 'Maths & IT' and 'Communication Skills' is low priority. The reasons for this could be similar to those suggested previously, or alternatively, organisations may already provide this training in-house.

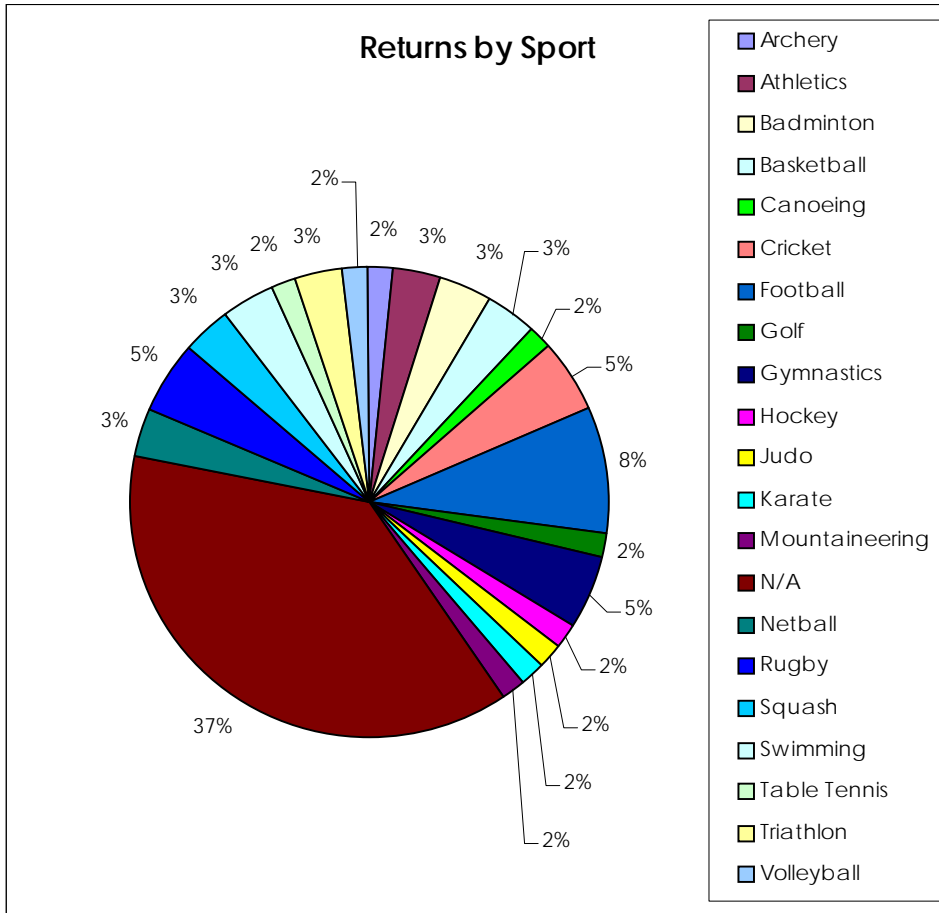
Please see the tables presented at the end of this analysis document for a full breakdown of training needs in Generic Core Skills and Management and Leadership Skills.

Section 2: Technical Skills and Qualifications

This section splits National Governing Body for Sport (NGB) Qualifications and National Vocational Qualifications (NVQ) into 4 levels. There is also a selection of Qualifications to choose for which no level is specified. Due to the nature of this section, the results of the ONA will be split by sport. This is essential for explaining the need for qualifications such as Coaching, as each NGB runs its own sports-specific Coaching Qualification pathway.

Please see Figure 5 below for a summary of the organisational sample for the ONA by Sport. Please note that the series of data on the pie chart labelled 'N/A' covers organisations such as Local Authority Sports Development and Schools where the organisation caters for various sports.

Figure 5.



- The results show that the chief sports-specific training need for most organisations is NGB Level 1 and 2 Coaching Qualifications, with 81% and 80% of respondents respectively identifying a need for these courses within their organisation (see Figure 6 for breakdown by sport). There is no requirement within the sample for Level 2 Coaching Qualifications for Judo. Level 3 Coaching courses are also required within the county, with 63% of organisations from the sample identifying a need. NGB Level 3 coaching qualifications are chiefly required by the following sports: football, athletics, badminton, basketball, cricket, gymnastics, rugby, squash, swimming and triathlon. Amongst The non-sports specific organisations, all three levels of NGB qualifications are sought; however the analysis does allow for break-down of this requirement into sports-specific courses.

Figure 6: Coaching Qualification Requirements by Sport.

Sport	Total Respondents from Each Sport	No. of Orgs requiring Level 1	No. of Orgs requiring Level2	No. of Orgs requiring Level 3
Archery	1	1	1	0
Athletics	2	2	2	2
Badminton	2	2	2	2
Basketball	2	2	2	2
Canoeing	1	1	1	0
Cricket	3	3	3	2
Football	5	3	5	4
Golf	1	1	1	1
Gymnastics	3	3	3	2
Hockey	1	1	1	1
Judo	1	0	0	1
Karate	1	1	1	1
Mountaineering	1	1	0	0
N/A	22	14	13	9
Netball	2	2	1	1
Rugby	3	3	3	2
Squash	2	2	2	2
Swimming	2	2	2	2
Table Tennis	1	1	1	1
Triathlon	2	2	2	2
Volleyball	1	1	1	0
% of sample requiring training		81	80	63

- The NGB Level 1 'Officiating and Umpiring' qualification is the most popular training need amongst respondents, with 64% identifying a need. There is no need for this qualification in archery, judo and mountaineering. 49% of respondents identified Level 2 Officiating and Umpiring as a training need.
- 63% of the sample identified a need for a qualification in Level 2 'Teaching and Instructing'. The need for this qualification is not evenly spread amongst sports, with golf and Judo not requiring this qualification at all. 47% of respondents require training in Level 3 Teaching and Instructing.
- 59% of the sample specified 'Child Protection' training as a need. There may be two reasons for this. The first is that many of the organisations in the sample work with young people, especially the clubs of which most will have a junior section. Linked to this, most Child Protection Qualifications need to be periodically refreshed; therefore essentially there is always a need for these courses. Although there seems to be much demand for Child Protection training, not all sports specified a need (archery, canoeing, karate and volleyball). In some cases, this was because the training is provided internally by the Organisation or National Governing Body for that sport. In other cases, we should assume that the organisations already have a representative sample of staff with up-to-date training.
- The only qualification which no organisations from the sample identified a need for is 'Outdoor Activity Leadership' Level 2. In ascending order, the next least requested qualifications are: Facilities and Operational Services (1 request), Grounds Maintenance Level 2 (3 requests), Spectator Safety Management (3 requests), Grounds Maintenance Level 3 (3 requests), Grounds Maintenance Level

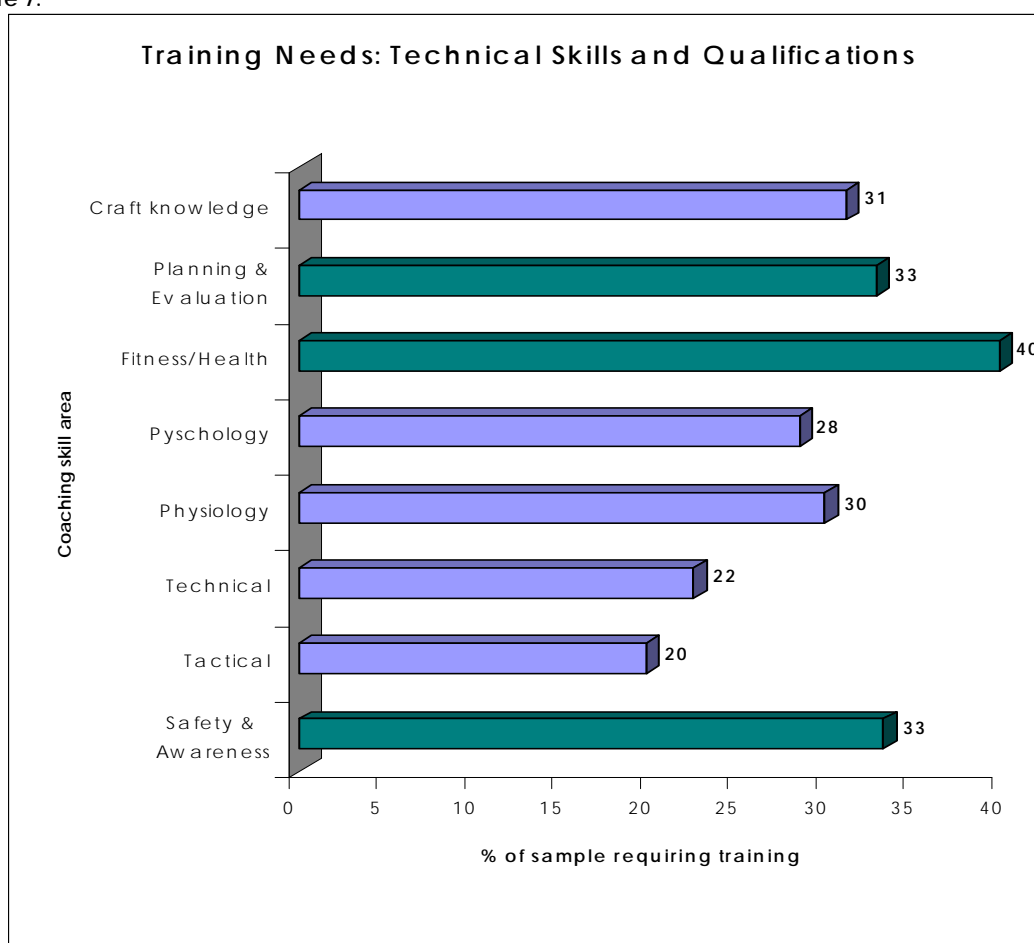
2 (4 requests) and Outdoor Education and Activity Leadership (4 requests). Although there is not an overarching need for many of these courses, the requests must not be ignored.

Less than 50% of respondents identified a training need in each of the other qualifications listed on the ONA tool. Please see the tables presented at the end of this analysis document for a full breakdown of training needs in Technical Skills and Qualifications.

Section 3: The Coaching Model

Section 3 of the ONA identifies the specific skills required by those people in the Organisations who partake in some kind of coaching. The model is split into 8 skill areas which are broken down into various specific skills. The skills areas and the demand for training within them can be seen in Figure 7. As with Section 1, there are no staff numbers specified; this is simply a summary of the organisations that have staff who require the skills.

Figure 7.



Analysis by Skill Area:

- **Safety and Awareness:** Training in this skills area is the joint 2nd most sought after; 33% of the sample of 59 organisations asked for training in this area. Consistent with Section 1 and 2, Child Protection (34 organisations) and First Aid (32 organisations) skills are where organisations feel training is required. This is closely followed by Risk Assessments and Disability Awareness. Under 50% of organisations specified training was needed in other skills in this area.
- **Tactical and Technical:** These two skill areas are sports-specific, so therefore does not necessarily apply to the non-sports specific organisations within the sample.

Many of the skills are also not relevant to many of the sports-specific organisations (for example a gymnastics coach will not need training in principles of attack and defence). Each skill is fairly evenly sought after within each area with 10-13 organisations requiring training in each skill. The only skill where there is a higher need for training is 'Specialist Techniques' (17 organisations).

- **Physiology:** 30% of respondents highlighted a need for training in this area; most respondents here identified a training need in Cardiovascular, Energy Systems and Flexibility knowledge.
- **Psychology:** Needs vary between 11-22 organisations requiring training in each skill, with the highest being in Motivation and Concentration followed by Goal Setting, Group Dynamics and Mental Preparation for Competition. The Lowest demand is for skills in Neuro-Linguistic Programming and Visualisation.
- **Fitness/Health:** This is the most popular skills area with 40% of the sample identifying a need for training. No skill area attracted a training need from more than 50% of the sample of 59 organisations. Again, the demand for training is quite evenly spread between skills in this area. The most popular skills are Hydration, Aerobic, Anaerobic, Cool Down and Nutrition. The skill with the lowest training need in this area is Weight Control, although this still attracted 31% of the organisations from the sample.
- **Planning & Evaluation:** The training needs for this skills area only come second to Fitness/Health and attracted the same amount of requests as Safety & Awareness. The largest training need is for Coaching Styles (27 organisations) and Coaching methods (24 organisations). Behind Child Protection, First Aid and Risk Assessments in the 'Safety and Awareness' skill area, these two skills are some of the most sought after. It should also be noted that 22 of the organisations felt there was a training need in Long-Term Athlete Development and Fundamentals.
- **Craft Knowledge:** Motivation is the most sought-after skill in this area, closely followed by Behaviour Management and Communication. It is interesting that Communication has been highlighted as one of the most popular needs in the Coaching Model (36% of respondents) whereas within the Generic Core Skills section (Section 1 of the analysis), only 6 organisations on average highlighted a training need for skills in the Communication skills/knowledge area.

Please see the tables at the end of this analysis document for a full breakdown of training needs for the Coaching Model.

Full Summary of the Organisational ONA Sample: Graphs and Tables

Figure 8.

Returns by Sport	
Archery	1
Athletics	2
Badminton	2
Basketball	2
Canoeing	1
Cricket	3
Football	5
Golf	1
Gymnastics	3
Hockey	1
Judo	1
Karate	1
Mountaineering	1
N/A	22
Netball	2
Rugby	3
Squash	2
Swimming	2
Table Tennis	1
Triathlon	2
Volleyball	1
Total	59

Figure 9.

Returns by Type of Organisation	
Club	36
Community Project	2
CSP	1
Education	5
Leisure Trust	2
Local Authority Sports Development	8
SSP	4
NGB	1
Total	59

Figure 10.

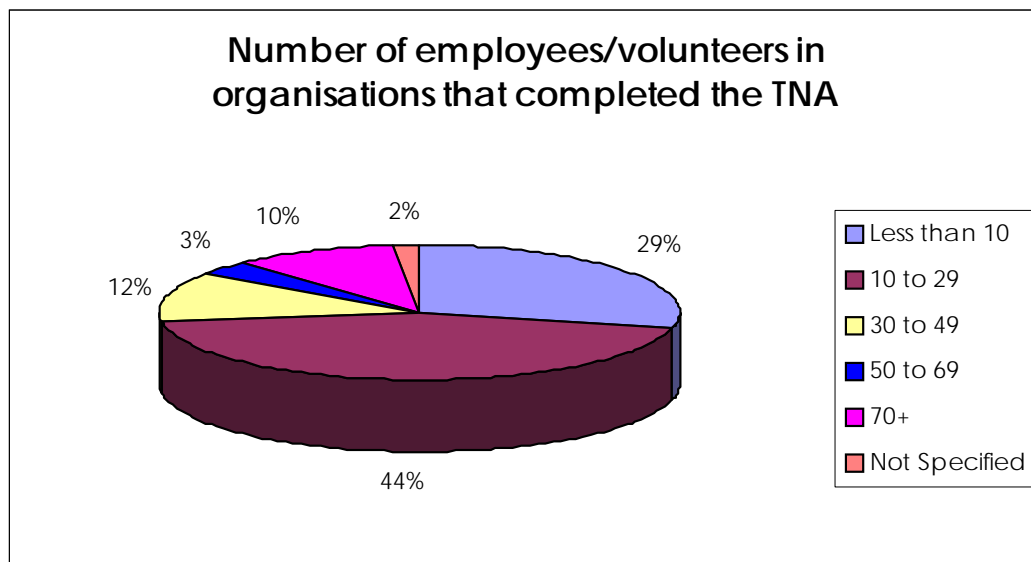


Figure 11: Number of organisations who require training in Generic Core Skills and Management and Leadership Skills

		Voluntary Workforce	Paid Workforce
Maths and IT Skills			
1	Add and subtract numbers accurately	1	0
2	Work out percentages - 5% 10% 25% etc.	1	0
3	Find the mean, median and mode and use them to compare two sets of data	2	1
4	Using spreadsheets e.g. MS Excel	2	7
5	Using word processing packages e.g. MS Word	5	2
6	Using email e.g. MS Outlook	3	3
7	Using web browsers e.g. Internet Explorer	4	1
8	Using organisational databases	4	4
Self Management			
9	Time management / organisation skills	9	8
Communication			
10	Can write in an appropriate format as required for the job role. e.g. reports	5	4
11	Identify the main points and specific details in texts	2	2
12	Read and understand a range of procedures in varying complexity, accurately and independently.	2	0
13	Use appropriate language and technical terms	2	2
14	Listen to instructions and follow them	5	2
15	Take messages and pass them on accurately	3	1
16	Communicate effectively with colleagues	4	4
17	Communicate effectively with customers as required in the job	5	4
18	Effectively use a range of communication mediums. e.g. Phone, face to face, email etc	6	2
Customer Care			
19	Have good listening skills	9	4
20	Demonstrate empathy when handling difficult situations	10	7
21	Take ownership, as appropriate, when handling comments and complaints	9	7
Communication			
22	Have a representative sample of trained first aid personnel at this level.	16	10
23	First aid refresher training up to date	21	8
24	Are aware of the organisations H&S policy and procedures	11	6
25	Are aware of their own legal requirements for H&S	13	6
Quality Assurance			
26	Are aware of the organisation's quality policy e.g. IIP	5	4
27	Are aware of their contributions to continuous improvement	7	4
28	Have measurements in place to monitor key performance indicators	8	6
Management and Leadership			
29	Business planning	13	6
30	Finance and resource management	13	10
31	Innovation	13	6
32	Management coaching and mentoring	19	14
33	Managing change	13	8
34	Managing performance	12	12
35	Project management	14	12
36	Recruitment and selection	12	8
37	Supervision	12	7
38	Team building	16	9

Figure 12: Number of organisations who require Technical Skills and Qualifications

ELEMENT	Archery	Athletics	Badminton	Basketball	Canoeing	Cricket	Football	Golf	Gymnastics	Hockey	Judo	Karate	Mountaineering	N/A	Netball	Rugby	Squash	Swimming	Table Tennis	Triathlon	Volleyball
Level 1																					
Coaching / Leadership	1	2	2	2	1	3	3	1	3	1	0	1	1	1	2	3	2	2	1	2	1
Officiating and umpiring	0	1	1	2	1	3	4	1	2	1	0	1	0	1	2	2	1	2	1	2	1
Grounds maintenance	0	0	0	0	0	2	3	1	0	0	0	0	0	1	0	1	0	0	0	0	0
Level 2																					
Coaching	1	2	2	2	1	3	5	1	3	1	0	1	0	1	3	3	2	2	1	2	1
Teaching and instructing	1	1	2	1	1	1	4	0	2	1	0	1	1	1	2	2	1	2	1	1	1
Outdoor Activity Leadership	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Instructing exercise & Fitness	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Facilities and Operational services	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Spectator safety	0	0	1	0	1	0	1	0	1	0	1	0	0	2	0	1	0	1	0	0	0
Officiating and Umpiring	0	1	1	2	0	2	3	1	2	1	0	1	0	7	2	2	0	2	1	1	0
Grounds maintenance	0	0	0	0	0	1	1	1	0	0	0	0	0	0	0	1	0	0	0	0	0
Level 3																					
Coaching	0	2	2	2	0	2	4	1	2	1	1	1	0	9	1	2	2	2	1	2	0
Outdoor education and Activity Leadership	0	0	0	0	0	0	0	0	0	0	0	0	1	2	0	1	0	0	0	0	0
Teaching and instructing	0	1	2	1	0	1	3	1	2	0	1	1	1	8	0	2	1	2	1	0	0
Facilities and Operational services	0	0	0	0	0	1	1	1	1	0	1	0	0	2	0	2	0	1	0	0	0
Spectator control	0	0	0	0	0	0	1	0	0	0	1	0	0	1	0	1	0	1	0	0	0
Leisure Management	0	0	0	0	0	0	0	0	1	0	0	0	0	5	0	1	0	1	0	0	0
Sports Development	1	1	1	1	0	0	2	0	3	0	1	1	0	1	0	1	1	1	1	0	0
Instructing Physical Activity and Exercise	0	0	1	0	1	1	2	0	2	0	1	0	0	6	0	1	0	2	0	0	0
Officiating and Umpiring	0	1	1	2	0	2	1	0	1	1	0	1	0	3	1	2	0	2	0	0	0
Grounds maintenance	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	1	0	0	0	0	0
Coaching	0	1	1	0	1	1	3	1	2	1	1	1	0	7	0	1	0	1	1	0	0
Level 4																					
Officiating and Umpiring	0	1	0	0	1	1	0	0	1	1	0	1	0	2	0	1	0	0	0	0	0
Spectator Safety Management	0	0	0	0	0	0	0	1	1	0	0	0	0	1	0	1	0	0	0	0	0
Sports Development	0	0	0	0	0	0	3	0	2	0	1	1	0	6	0	1	0	1	1	0	0
Leisure Management	0	0	0	0	0	0	1	0	1	0	0	0	0	4	0	1	0	1	0	0	0
No Level																					
Sports Surfaces	0	0	0	0	0	1	1	0	0	0	0	0	0	2	0	1	0	0	0	0	0
Physical Activity	0	0	0	0	0	0	1	0	2	0	1	0	0	3	0	1	0	1	0	0	0
Sports Therapy	0	2	1	1	1	0	4	0	2	0	1	1	0	2	1	1	0	0	0	0	0
Other																					
Child protection	0	1	2	1	0	3	2	1	2	1	1	0	1	1	2	2	1	1	1	1	0
Lifeguarding	0	0	0	0	0	0	0	0	1	0	0	0	0	4	0	1	0	1	0	2	0
Skills for Life	0	1	1	1	0	1	0	1	1	0	0	0	1	3	0	2	0	2	0	0	0

Figure 13: Coaching Model; Number of organisations who require training in each skill.

Safety & Awareness	Analysis	Neuro-linguistic programming (NLP)	11
Behaviour	16	Profiling	15
Child protection	34	Relaxation	15
Disability awareness	29	Stages of team development	16
Education awareness	18	Stress/anxiety	16
Emergencies	23	Visualisation	13
Equipment	13	Fitness/Health	
Equity & ethics	21	Aerobic	25
Facilities	10	Anaerobic	25
First aid	32	Children or adults	23
Fitness levels	17	Cool down	25
Participants	12	Eating patterns	22
Risk assessments	30	Exercise	24
Rules	10	Fitness regimes	24
Skill levels	10	Flexibility	24
Tactical		Hydration	27
Maintenance of possession	10	Nutrition	25
Principals of attack	12	SAQ	20
Principals of defence	12	Warm up	24
Relevance to ability/age	13	Weight control	18
Set pieces	11	Planning & Evaluation	
Strategy	12	Coaching methods	24
Technical		Coaching styles	27
Attacking techniques	12	Coaching team management	19
Defensive techniques	12	Craft knowledge	16
Relevance to tactics	12	Evaluation	19
Specialist techniques	17	Learning styles	20
Physiology		LTAD / Fundamentals	22
Biomechanics	18	Planning	18
Cardiovascular	21	Preparation	19
Energy systems	21	Organisation	16
Flexibility	20	Relevance	16
Motor Neurone Development	13	Stages of learning	17
Skeletal	13	Craft knowledge	
Psychology		Behaviour Management	22
Aggression	18	Business development	15
Children or adults	17	Communication	21
Concentration	21	Control	18
Goal setting	20	Demonstrations	16
Group dynamics	20	Differentiation	14
Imagery	13	Listening	19
Motivation	22	Motivation	23
Mental preparation for competition	20	Positioning	19
Mental toughness	16	Progressions	17
Mental training	16	Questioning	18