

SECOND PROGRESS REPORT

DELIVERING THE FRAMEWORK
FOR SKILLS FOR THE RAIL INDUSTRY

AUGUST 2002

department for
education and skills
creating opportunity, releasing potential, achieving excellence

SRA
STRATEGIC RAIL AUTHORITY

CONTENTS

Introduction	4
A new focus for the skills agenda	4
The Framework for Skills	5
Delivering the Framework	6
About this report	6
The Scale of the Skills challenge	6
Key events and milestones	7
Key Theme 1	8
To overcome obstacles to recruitment and labour supply	
Key Theme 2	14
To improve training for people in the industry	
Key Theme 3	17
To increase the number of people gaining nationally recognised qualifications	
Key Theme 4	19
To employ the regulatory and franchising arrangements to improve skills levels	
Key Theme 5	23
To ensure high quality training and assessment	
Key Theme 6	27
To improve training, development, qualifications and the external validation of competences for priority occupations	
Action by SRA and DfES	29
The Way Forward	30
Annex 1 - Membership of the Working Group	31
Annex 2 - Full specification of the action points from 1st progress report	32
Annex 3 - Baselines and performance: Investors in People	35
- Baselines and performance: NVQs and SVQs	36
- Baselines and performance: Modern Apprenticeships	44
Annex 4 - Priority skills shortages	46
Annex 5 - Key questions for industry and stakeholders	47

DELIVERING THE FRAMEWORK FOR SKILLS FOR THE RAIL INDUSTRY

Introduction

1. This is the second progress report to Ministers and the Chairman of the Strategic Rail Authority (SRA) on the implementation of the “Framework for Skills for the Rail Industry” published in March 2001. The Framework is jointly sponsored by the SRA and the Department for Education and Skills (DfES). The report has been prepared on behalf of the Working Group on Skills in the Rail Industry; a list of members is at Annex 1.

A new focus for the skills agenda

2. There are two key issues emerging from the development of the strategy during the first year of the delivery of the Framework for Skills.

First is industry ownership. This means getting the industry fully engaged in the strategy and the active participation in its delivery by companies right across the industry.

Second is putting effective systems in place to make the strategy a reality. This means coherent arrangements to drive the strategy forward, monitor performance, and pull companies and stakeholders together to ensure there is continuous improvement to push skills even further up the agenda of the rail industry.

3. It is for these two reasons that the Working Group fully supports the leadership which the SRA is providing under Richard Bowker. It is essential that employers drive the skills agenda in the industry. It is helpful therefore that the SRA is leading the industry-wide strategy by:
 - Co-ordinating “The Rail Skills Board” of leading figures from the industry to lead the **Rail Sector Skills Council** expression of interest,
 - Directing the delivery of **the Framework for Skills**; and
 - Developing the **National Rail Academy**.
4. The Working Group looks forward to working with the board to make sure the whole industry is fully behind these raft of important measures to raise skills.

The Framework for Skills

5. The Framework for Skills sets out an overarching strategy to push skills up the agenda of the rail industry. It is designed to complement the 10 Year Transport Plan for England and Wales, the Transport Delivery Report for Scotland, and the Regional Transport Strategy for Northern Ireland.
6. The Working Group has set out six key themes to make this happen:
 - To overcome obstacles to recruitment and labour supply.
 - To improve training for people in the industry.
 - To increase the number of people gaining nationally recognised qualifications.
 - To employ the regulatory and franchising arrangements to improve skills levels.
 - To ensure high quality training and assessment.
 - To improve training, development, qualifications and the external validation of competences for priority occupations.
7. The Framework sets out an 18-point action plan. After a year of implementing this plan it is time to take stock of the findings, review the strategy and establish what work needs to be done to drive it forward. In addition to specific action, the Framework provides a useful template for the industry to carry the skills agenda forward.
8. The focus is on the rail industry as a whole. However, it is recognised that the industry is composed of a variety of sectors covering track and signalling infrastructure - manufacture, installation, maintenance, stations and operating trains. Each sector and company will need to address its skills needs in the context of its own operating environment. That is best carried out within a strategic framework for the whole industry.
9. If the rail industry is to get the skills it needs, both to tackle current skills shortages and to address the skills challenges of the growth of the industry, it needs to draw on the expertise and resources of key stakeholders. The Framework is therefore equally addressed to all those organisations that set policy, regulate the industry, decide on the provision and funding of education and training, and those that deliver education, training and qualifications.
10. The Framework for Skills identified the Rail Industry Group (RIG) as the interface with industry in the development of the skills agenda. This role will in future rest with the new Rail Skills Board.

Delivering the Framework

11. The strategy set out in the Framework for Skills can only be delivered by the industry working in partnership with its key stakeholders. Neither government or the SRA or DfES can deliver it, alone or together. What they can do however is provide direction, expertise and support to the industry. That is precisely what the SRA and DfES have done to kick-start a range of action to push skills further up the agenda of the rail industry. RITC (Rail Industry Training Council) is receiving funding in excess of £750K over two years for underpinning research, engaging key stakeholders and the development and monitoring of delivery plans. In addition, DfES and the Learning and Skills Council (LSC) are providing £500K of support to employers to stimulate high quality training through the new Adult Apprenticeship in England.

About this report

12. This report covers each of the key themes set out in the Framework for Skills. The Working Group has changed the style for this second report with the aim of fully engaging the industry in the development of future strategy and in the delivery of the framework outcomes. We shall therefore not only be reporting progress, but recommending action to drive the strategy forward. In addition, we shall be consulting on action needed to raise skills across the industry. The Working Group has therefore asked the Chairman of the Rail Skills Board to consult widely on the key issues and proposed action outlined in this report. The key questions for the consultation are set out in annex 5.

The scale of the skills challenge

13. Research carried out for RITC by the Institute of Employment Research (IER) at Warwick University shows that the rail industry needs to replace 25,000 people by 2005. Over the next 8 to 10 years this means recruiting and training 5,000 new people every year. That represents 3.6% of the workforce of 145,000 each and every year.
14. Last year employment in the rail industry grew by 6% - twelve times that for the economy as a whole. This suggests that the skills challenge for the rail industry is even greater than thought.
15. In addition to developing the skills needed for natural labour turnover, there is a huge task in upskilling the existing workforce to meet the investment for the 21st century railway envisaged in the SRA Strategic Plan.

16. Vacancies reported as unfilled in the priority groups of trade occupations, middle management and graduate and professional were still significant at 5,879, but down by 10% on six months earlier. However, there were marked variations with middle management down by 50% at 380 and graduates and professional up by 54% at 2,530 (note these comparisons need to be treated with caution because of the different sample sizes for the two surveys).

Key events and milestones

- Richard Bowker, Chairman of the SRA publishes its Strategic Plan including a £500K investment in the National Rail Academy - January 2002.
- John Healey, Minister for Adult Skills, announces an investment of £500K from the government and the Learning and Skills Council (LSC) in a new "Adult Apprenticeship" for the Rail Industry - February 2002.
- 38 companies have expressed interest in providing over 1,000 Adult Apprenticeship places.
- Rail companies registered 440 people for NVQs and SVQs during the 6 months, a rise of 101 over the previous 6 months.
- First 14 rail-specific Modern Apprenticeships completed.
- Employers and stakeholders consulted on an expression of interest for a Rail Sector Skills Council (all references to RITC in this report also apply to any successor body, in relation to future action).
- The part 2 report of the The Ladbroke Grove Rail Inquiry by Lord Cullen recommended "that Railtrack and ATOC should work jointly with RITC to set up a task force for ensuring that the need for a skilled and properly trained workforce at all levels of the industry is met". The Working Group, in consultation with the Health and Safety Executive, has extended its membership to include the Association of Train Operating Companies (ATOC) and Railtrack to comply with this recommendation.

Key Theme 1 – To overcome obstacles to recruitment and labour supply

17. The long-term aim of this theme is to take action to make the rail industry more attractive to work in, and where there are opportunities for personal and career development. It is about attracting enough people of the right calibre supported by workforce development.

Action Point 1.1

The external validation of assessment tests

Context

18. The Working Group identified that there was a lack of external validation of the Railway Group Standards meaning that consistency of assessment may vary across the industry - the key issue is securing high quality and consistent standards across the industry.

Progress to Date

19. RITC has worked with Railway Safety and the Association of Train Operating Companies (ATOC) on the validation of assessment tests used for drivers.

20. Only the test for drivers is mandatory under the Railway Group Standards issued by Railway Safety. These tests have been validated on a number of occasions since their introduction in 1988. Past validation has shown a positive correlation between test results and driver performance. ATOC are currently consulting on the latest validation and will report their findings shortly.

21. There are additional non-mandatory tests for signallers, conductors and ground staff. With a few exceptions, there is no external validation of these tests. Consultation with the industry has identified assessment tests as part of good recruitment practice since they allow candidates to demonstrate aptitudes and qualities, which are not discernible simply through interview.

22. As part of examination of assessment testing there has been a review of the relationship with the relevant National Occupational Standards. It has been found that whilst they test occupational competence they are not a substitute for the testing of aptitude through pre-entry assessment tests.

Recommendations

- ATOC should complete their current review of assessment tests as soon as possible.
- Railway Safety and RITC to work with Railtrack to investigate the potential for extending the requirements of mandated tests to Signallers.

Action Point 1.2

increasing the number of people capable of meeting the aptitude requirements for employment

Context

23. The Working Group was concerned about the apparent high failure rate of applicants for the aptitude tests - the issue is that there may be hidden obstacles in the tests which reject otherwise competent applicants.

Progress to Date

24. It is significant that the pass rate is only about 40% for those taking the battery of tests for Drivers. However, this does vary in different circumstances, such as gender, ethnic origin, age, location etc.
25. Research by the Occupational Psychology Centre (OPC), has found that the women who take the tests for drivers do better on average than the men on all tests with the exception of 'mechanical principles'. However, this latter test has a lower correlation with becoming an effective driver than several of the others.
26. OPC also reports that candidates from ethnic minorities do less well in the psychometric tests than white people, unless there is an opportunity to practice. The Commission for Racial Equality (CRE) document "Towards a Fair Selection", in part, drawn from a case study of the Paddington Guards shows that where candidates prepare for the tests those who are from ethnic minorities do equally as well as their white counterparts. The point was reinforced in a subsequent case study of guards at Doncaster.
27. Whilst the documented evidence relates to drivers the use of practice material as an integral part of recruitment procedures would help all candidates to perform more effectively in assessment tests.

28. Preparation material has been available since 1992, and the code of practice used by the assessment centres states that practice materials should be sent out to candidates prior to attendance at an assessment session. Evidence suggests that where these practice materials are used it significantly increases the pass rate for the tests. Existing practice material needs updating to meet current needs.

Recommendations

- Rail companies and assessment centres should make practice materials more available through the Internet, as well as in hard copy form.
- Railway Safety commission to work to update the “access practice package” to ensure it meets current needs.
- RITC to post practice material on its web site.
- RITC to discuss with Jobcentre Plus how practice material could be delivered and supported through Jobcentres. This would increase the potential for attracting people into the industry from the whole community.

Action Point 1.3

developing recruitment, retention and career development strategies to draw on the talents and abilities of the whole community

Context

29. To attract more high calibre people the Working Group proposed that the industry should address diversity as part of its overall human resource strategy - the issue is not only about attraction, but also action to resolve skills shortages.

Progress to Date

30. Research carried out in November 2001 by the Institute of Employment Research (IER) at Warwick University and RITC shows that women make up 11% of the workforce. As would be expected there are much lower rates in traditionally male occupations - 1% of skilled trades, 2% of process plant and machine operatives. Only 2% of train drivers are women.

31. It is significant that only 2% of employment in the rail industry is part-time compared with 25% for the economy as a whole. Rail companies need to explore the scope for introducing more flexible work patterns to help open up potential new markets for labour.

32. Two companies which have adopted strategies to employ more women drivers have achieved 51% and 5% respectively. The former represents the potential impact of multi-skilling on a dedicated local service.
33. 13% of staff is from ethnic minorities. This figure probably overstates the industry-wide pattern because of the high concentration of staff in London and the South East. The Working Group wants to explore whether the same pattern is reflected in career and professional development to establish whether further action is needed to promote equality of opportunity.
34. The survey did not produce substantive data on the employment of people with disabilities. Advice will be sought from the National Disability Forum on how to improve the information and raise the profile.
35. The issue of diversity cannot be separated from the critical skill shortages that exist in the rail industry. Vacancies for signal engineers, for example, represent 33% of signal engineers employed, yet only 5% are women. This compares unfavourably with engineering manufacture, where, for example, 30% of electronics engineers are women. Similar imbalances between the sectors are found in mechanical and electrical engineering.
36. Tackling diversity could potentially have a profound impact on skill shortages and is likely to help mitigate the knock on effects of wage inflation and improve operational effectiveness.

Recommendations

- RITC will develop and promulgate the benefits of employment strategies across the industry based on diversity, researching and communicating good practice within the industry, drawing on the experiences of allied industries e.g. engineering, construction, road transport etc.
- SRA with RITC will brigade key stakeholders and companies to develop and promote a diversity strategy, including the potential of flexible working and multi-skilling, monitoring by gender, ethnic origin and disability, and make recommendations.
- RITC will embed diversity in its current activities such as NVQs and SVQs and Modern and Adult Apprenticeships. Systems will be set up for monitoring. They will increase the number of positive images available for all promotional material produced.
- RITC will commission research to establish obstacles to career development and retention of ethnic minority staff.
- RITC will produce a marketing strategy to target Modern Apprenticeships, Adult Apprenticeships, Graduate Apprenticeships and Foundation Degrees to girls and women.

- Government will explore implications of Article 13 of Treaty of Amsterdam and identify potential funding to meet its terms.

Action Point 1.4

assessing the annual intake in occupations for which there is structured training and set targets

Context

37. The Working Group noted that despite there being a full portfolio of Modern Apprenticeship frameworks for rail specific occupations, only some 70 people have entered this high quality training.

Progress to Date

38. The progress report published in December 2001 set interim targets for 250 people starting Modern Apprenticeships by the end of 2002. In May 2002 the first 14 Modern Apprenticeships were completed. Part of the problem in meeting the targets is that only the Advanced Modern Apprenticeship Framework for engineering had been approved by the Learning and Skills Council. Further frameworks for Foundation Engineering and Foundation Operations are to be approved in July 2002. This provides extensive coverage to include engineering maintenance and installation, driving, shunting, signal operation, control room and passenger services.

39. RITC estimate that the annual intake in occupations covered by the new portfolio of Modern Apprenticeship Frameworks is 5,800. Based on these projections revised targets have been set for the full portfolio of Modern Apprenticeship frameworks as follows:

Revised targets for Modern Apprenticeships

Rail Modern Apprenticeships								
Cumulative Targets for	2001		In one year 2002		In 3 years 2004		In 10 years 2011	
Starts	83	0.4%	250	1.1%	1500	6.8%	4000	18.2%
Completions	nil	0%	50	0.2%	750	3.4%	2000	9.1%

Note: %s Based on a population of 22,000

(Full details for monitoring performance against each Modern Apprenticeship framework are at annex 3c)

40. A key stimulus for improving the uptake of structured training in the rail industry was the announcement by the government in February to pilot the first Adult Apprenticeships in England. DfES and the LSC will together invest £500,000 to help employers put people through training based on the rail-specific Modern Apprenticeship Frameworks. The pilot will offer over 600 opportunities for high quality structured training.
41. The Adult Apprenticeship will open up new high quality training to people over the age of 25. It will target mature people entering safety and performance critical jobs and provide opportunities for existing employees who may have missed out on structured training earlier in their careers.
42. The initial response to Adult Apprenticeships has been very promising. 38 companies have expressed an interest in running apprenticeships, offering over 1000 potential places. Over 350 potential recruits have expressed an interest in the Adult Apprenticeship. Rail companies have been approached to offer interviews to these interested people.

Recommendations

- RITC to work with the Learning and Skills Council (LSC) and the devolved administrations to develop a marketing strategy for the full portfolio of apprenticeships.
- RITC to draw up an assessment of demand for apprentice training and communicate it to the LSC, the devolved administrations, and training suppliers.
- RITC to implement the new apprenticeship frameworks and set up monitoring systems to evaluate performance.
- RITC to work with the Scottish Executive and the National Assembly for Wales to explore how flexibilities in their apprenticeship systems can be used to the benefit of the rail industry.

Key Theme 2 – To improve training for people in the industry

43. The aim of this theme is to establish the strategic conditions to improve the quality and consistency of human resource development in the rail industry. The Working Group proposed preparatory action to establish “Investors in People” as the standard for human resource development in the industry and to improve the scope and quality of labour market and skills forecasting information.

Action Point 2.1

Implementing “Investors in People” across the rail industry

Context

44. The Working Group was convinced that “Investors in People” offered an effective means of embedding a strategic approach to human resource development at company level. They therefore asked RITC to investigate the timescale over which all rail companies, and key contractors can register for, and achieve Investors in People and to inform the SRA.

Progress to Date

45. Consultation with rail companies indicated that there is little support for making the achievement of Investors in People a condition under any regulatory or franchising arrangements. Companies felt that persuasion would be more effective than a requirement. The underlying reasons seem to be two-fold. First, a number of companies have had poor experiences with Investors in the past, quoting burdensome bureaucracy under earlier arrangements. Second, many companies support “Investors” but do not feel they are yet ready to go forward for assessment. They are therefore reluctant to register at present. The approach proposed is therefore one of support and encouragement.

46. As part of this awareness campaign, the Association of Train Operating Companies (ATOC) very positively assisted the initiative by brokering three awareness events which the majority of train operating companies attended. These events not only promoted Investors in People but also helped the companies to share best practice.

47. In the last six months two further companies have achieved Investors in People and a further four have registered. Working with companies who have achieved Investors in People, RITC have developed support materials and are working initially with 22 companies to help them achieve Investors in People.

Recommendations

- SRA to consider whether “Investors in People” should form a part of future regulatory arrangements.
- RITC to continue to develop their support programme for rail companies and monitor progress.
- liP UK Ltd to be asked to develop more robust monitoring systems for uptake in the rail industry.

Action Point 2.2

carry out a full labour market and skills analysis of the industry

Context

48. The Working Group recommended the urgent need for comprehensive data on employment and skills in the rail industry so that robust strategic decisions on skills can be made.

Progress to Date

49. A “skills forecasting model” has been developed by the Institute of Employment Research (IER) at Warwick University. The model enables the prediction of skills supply and demand under a variety of macro-economic circumstances. It is designed as the foundations for human resource planning over the life of the 10 Year Transport Plan. The report was published in July 2002. Access to the skills forecasting information drawn from the database is available for rail companies and other stakeholders through RITC.

50. The main findings are:

- i. the core industry serving the national rail network is comprised of 260 companies employing 145,000 people (compared with 240 companies and 130,000 people a year ago);
- ii. a majority of companies report that they are working at overload or full capacity and facing increased demand due to the need to improve services and the infrastructure;
- iii. the industry as a whole is expanding significantly resulting in a 6% increase in employment during 2001. However, this increase masks a reduction in employment in some companies and reduced involvement in the rail industry by others mainly in infrastructure maintenance companies where contracts have come to an end; and

- iv. skills gaps defined as insufficient skills to meet business objectives are 24,000, affecting about 17% of the workforce. This is higher than for industry generally. Expansion and working at capacity levels contribute to skills gaps, increased labour mobility, excessive pressure on wages and the need to recruit and train significantly more people, adding to business costs.

51. Issues arising for the industry to address are:

- i. the disproportionate demand for skilled engineers;
- ii. the relative failure to attract women into the industry, especially into technical, professional and managerial jobs; and
- iii. the need for better manpower planning for rail specific skills such as drivers and signallers.

52. The findings and analysis of priorities emerging will be included in an updated "Rail Sector Workforce Development Plan". It will provide authoritative advice to employers, policy makers, education and training providers so that targeted action can be taken to meet current and future skills needs.

53. There are a number of structural problems that have a profound impact on the workforce development agenda. One is the concentration of employment in London and the South East where the competition for labour at all levels is greatest. Also, the effect of short-term franchise and contracting arrangements can cause a disincentive for companies to provide long-term training.

Recommendations

- RITC to ensure that the dissemination of the report findings to be used to stimulate a programme of action by key stakeholders - rail companies, government departments, regulators, the LSC, the devolved administrations, and education and training providers.
- SRA, Railtrack and other contractors to consider what action could be taken to mitigate the impact of franchise and contracting arrangements on short-termism in the training and development of people throughout the supply chain.
- RITC to mount a further survey in 2002/2003, drawing on the lessons learned so far, and to update the skills forecasting model.

Key Theme 3 – To increase the number of people gaining nationally recognised qualifications

54. This key theme is about recognising competence and achievement. The Working Group felt that the opportunity to gain nationally recognised qualifications would improve performance and motivate people to greater achievement.

Action Point 3.1

draw up a programme of action to improve the uptake of nationally recognised qualifications, including NVQs and SVQs

Context

55. Nationally recognised vocational qualifications ensure that people are trained to national standards, that their competence is recognised, and gives companies and customers the confidence that people are competent. External validation also provides quality assurance. There are three suites of rail-specific NVQs at levels 2 and 3 covering Rail Transport Operations, Railway Engineering Maintenance, and Railway Engineering Renewals and Installation. The Working Group was concerned that only 207 rail specific NVQs had been awarded in the last 4 years.

Progress to date

56. There has been some modest improvement in the uptake of NVQs during the last 6 months. 440 people registered for NVQs and 87 were awarded. Registrations were up by 25% on the same period a year earlier. NVQs achieved were down by 6.5% for the same period. Level 2 registrations were the highest ever recorded at 420 but level 3 registrations have fallen to only 20 compared with 148 for the same period a year earlier. This is a cause for concern.

57. Further research has been carried out by the RITC to explore further the obstacles to take up. Comparative figures with other transport sectors show NVQs awarded as a proportion of the current workforce at 19.2% in road haulage and distribution, 2.1% in road passenger transport and only 0.4% in the rail industry. It is important to establish the reasons for the relatively low uptake and take remedial action.

58. There has been a specific obstacle affecting the uptake of NVQs for train drivers. Standards of training required for compliance with regulatory frameworks, which are codified in Railway Group Standards are different from the National Occupational Standards, which underpin the NVQ and SVQ. The recent review of Railway Group Standards for train drivers by Railway Safety has improved alignment with National Occupational Standards. This is a very important development. The safety critical assessment will lead to 5 of the 8 units towards the NVQ and SVQ in transport operations. One of the difficulties that companies identify with using National Occupational Standards as duplicating assessment procedures for the Railway Group Standards. However, this can be remedied quite easily as one assessment process can satisfy both requirements.
59. The systems needed to implement SVQs appear to have broken down completely, with no registrations or achievements being recorded for at least a year.
60. There is anecdotal evidence that the registration and certification systems for NVQs and SVQs are not being complied with fully. It appears that some registrations are not being recorded at the time when people actually embark on their qualifications. This leads to inaccurate performance information and loss of income which has to be borne by those companies operating the system fully.

Recommendations

- Railway Safety to promote common assessment systems for the Railway Group Standards which align them with the National Occupational Standards, and the safety value of key skills, especially communication.
- RITC to publish guidance to rail companies on the transition from safety critical assessment to the full NVQ and SVQ.
- RITC to work with the Scottish Executive and the Scottish Qualifications Authority (SQA) to put systems in place to deliver rail-specific SVQs as a matter of urgency.
- QCA, SQA, City and Guilds and RITC to review the registration systems to ensure that they fully reflect the number of people participating in NVQs and SVQs.
- RITC to continue working with companies to identify further opportunities for the uptake of NVQs and with awarding bodies to improve monitoring data.
- RITC to draw on the research carried out, and the outcomes of the NVQ pilot to draw up an implementation strategy and action plan for increasing the uptake of NVQ and SVQs in the rail industry.

Key Theme 4 – To employ the regulatory and franchising arrangements to improve skills levels

61. This theme is about the use of the regulatory and franchising framework as a lever to raise skills across the full range of the rail industry.
62. Action point 4.4 on a voluntary training agreement between each rail company and its workforce secured little support from the industry. It has therefore been withdrawn from the Framework for Skills.

Action Point 4.1

how each company should set out its human resource strategy, and how targets for skills should be included in regulatory arrangements

Context

63. The Working Group recommended that a system should be put in place which allows minimum standards to be set in three key areas - for company commitment to training, recognition of competence through the award of nationally recognised qualifications, and providing structured training for new entrants.

Progress to Date

64. Preliminary work has been undertaken to explore the options available in the regulatory and franchising framework. This is a prelude to establishing the most effective way of sustaining and upgrading the variety of skills needed within industry for its current and future needs. The dialogue also helps engender support from all parts of the rail industry.
65. The preliminary consultation has established four potential levers through regulation:
 - i. for any company or organisation that has an Operating Licence, to make an amended Licence condition that it addresses the skills and resourcing needs, as set out in the Framework for Skills for the Rail Industry, in a strategic as well as operational way;
 - ii. for the Franchised sector, to enhance the requirements that are set out in the individual Franchise Agreements, to ensure that the skills and resourcing needs are understood to be a key underpinning requirement for achieving 'operational resilience' and 'customer-focus' in delivery;

- iii. for Railtrack and its Supply chain, to build into the supply contracts the skills and resourcing needs such that all 'players' are operating on a so called 'level playing field' and competitive edge is not secured at the expense of the skills and resourcing needs of the industry as a whole; and
- iv. potentially on an industry-wide basis, develop an accepted and agreed Code of Practice which sets out the skills and resourcing framework as part of an industry Human Resource (HR) Strategy to which the individual companies would align their own individual HR Strategies.

66. Clearly these options could be considered individually or as part of a range of approaches which might embrace one or more of the individual options.

Recommendations

67. SRA convenes key stakeholders to:

- Fully evaluate the merits of each of the options, and consider alternatives.
- Determine how they would be most timely and effectively implemented.
- Consult with the wider stakeholder community to identify and secure the preferred approach.
- Take action to implement the agreed way forward.

Action Point 4.2

explore the potential contribution for extending regulation to broad occupational competence by establishing Regulated Occupations

Context

68. The Working Group wanted to explore whether to establish a 'licence to practise', similar to those in other regulated industries e.g. gas, offshore oil etc. Some regulation exists through the certification of health and safety training and the Railway Group Standards. The issue is whether to extend the regulation of occupations to include wider occupational competence, including appropriate key skills e.g. numeracy and communications.

Progress to Date

69. The enquiry into the Ladbroke Grove rail crash conducted by Lord Cullen recommended that train drivers and signallers should be licensed. For train drivers this appears to be in line with EU Transport Interoperability proposals.
70. Requirements laid down in the Railway (Safety Critical Work) Regulations 1994 have resulted in an assessment regime to ensure staff covered by these regulations are capable of undertaking the work in a way that does not compromise safe operation.
71. The research undertaken by RITC suggests that the industry itself recognises the need for further enhancement and improvement. Whilst it is recognised that companies may wish to retain flexibility to meet their own specific needs, that flexibility needs to operate within an accepted industry standards framework. The proposed reference to National Occupational Standards within the revised Railway Group Standards that are currently out for consultation will be very helpful in ensuring consistency of standards. There is widespread agreement that there needs to be a consistent approach to training, initial assessment of competence and confirmation of continued competence within a cost-effective quality control process.

Recommendations

- SRA will work with RITC to secure industry acceptance of the National Occupational Standards, such that they become the foundation for determining training needs, initial and continued competence. These standards supported by robust and verifiable assessment systems will deliver the skills needs of the industry. Modern Apprenticeship Frameworks should become the acknowledged standard for training new entrants to train driving and signal operations.
- Railtrack and other contractors, in consultation with the SRA to carry out further research to determine whether regulation should be extended to other operations roles and to infrastructure maintenance and renewal roles. The experience of other industry sectors such as offshore oil, construction and gas should be examined. The industry and regulators will be consulted.

Action Point 4.3

establish industry support for a voluntary training levy to improve the overall skills available to the industry

Context

72. The Working Group was of the view that a way of overcoming the significant skills shortage is by the whole industry voluntarily contributing to the cost of training and being able to draw on a central fund to deliver specified training. This could create a virtuous circle where each company's self-interest contributes to the wider industry getting the skills it needs.

Progress to Date

73. The industry consultation suggested little support for a voluntary levy. However, there was more interest in a system in which all companies participate. This would require a great deal of consultation, and the broad support of both sides of industry. It is therefore proposed that the issue be included in the remit of the Rail Skills Board.

Recommendations

74. The SRA and RITC will undertake a feasibility study into funding for training, including utilising statutory arrangements and report on their conclusions by 31 March 2003.

Key Theme 5 – To ensure high quality training and assessment

75. This theme is about getting the right provision of high quality education and training to meet current skills needs and to gear up provision to meet the demanding growth targets in the 10 Year Transport Plan.

Action Point 5.1

draw up and implement an action plan based on recent research and assess the provision needed to meet the targets specified in 4.1

Context

76. The Working Group concluded that targets for Investors in People, nationally recognised qualifications and structured training would only be achieved if there was sufficient provision of high quality training and support. It is therefore necessary to assess provision against need both now and over time.

Progress to Date

77. To establish the right level of supply of education and training it is necessary to have a clear analysis for current and future skills needs. This needs to be backed up by prioritisation based on the identification of critical skills shortages. The Skills Forecasting Model described under action point 2.2 has the potential to do this. Further analysis is needed to relate demand to different segments of the supply side such as employers, further and higher education and private suppliers.

Recommendations

- RITC to commission The Institute of Employment Research (IER) to produce a targeted analysis of current and future skills needs aimed at employers, further education, higher education and other relevant suppliers.
- RITC to set up focus groups of providers to explore the implications of the demand studies and draw up supply action plans.
- RITC to communicate the supply action plans to all key stakeholders, gather feedback and report the results.

Action Point 5.2

assess the changes needed in provision to meet rising targets for nationally recognised qualifications (including NVQs and SVQs), over the next three and ten years

Progress to Date

78. RITC have carried out a preliminary analysis of the implications of the 10 Year Transport Plan, Railtrack's Business Plan, and other national and local transport plans. A number of scenarios are being developed for consideration by the Skills Project Steering Group. This work is designed to produce better researched and more robust targets.

Recommendations

- RITC will formulate wider plans for vocational qualifications, extending them beyond NVQs and SVQs and for structured training other than those covered by Modern and Graduate Apprenticeship Frameworks.
- Revised targets will be drawn up and shared with education and training providers and awarding bodies as a basis for supply side business planning.

Action Point 5.3

draw up a portfolio of potential support available and communicate it to the industry

Context

79. The Working Group was concerned that people in the rail industry are not aware of the wide range of programmes and support which the rail industry can draw upon to drive the skills agenda forward.

Progress to Date

80. RITC have collected information from a range of organisations which provide support for education and training. These include the Learning and Skills Council, government departments, the devolved administrations and education and training providers. Details of funding and other support was placed on the RITC website in June 2002.

Recommendations

- RITC will evaluate the use and effectiveness of the web-based information.
- RITC will incorporate the findings from the inspections of publicly funded education and training provision on the web-site early in 2003.

Action Point 5.4

evaluate the NVQ pilot and draw up recommendations for improving assessment, identifying measures needed to provide training to bring candidates up to the full NVQ standard

Context

81. The Working Group was concerned about the very low levels of uptake of NVQs and SVQs in the rail industry. They recommended that lessons should be learned from the pilot study to assess the level of prior learning of 300 people in relation to the NVQs in train driving, signalling and track maintenance.

Progress to Date

82. The Learning & Skills Council (LSC) with the support of RITC and the Adult Learning Inspectorate led the pilot. The aim was to put 300 existing employees through NVQ assessment to see how NVQs might be better delivered across the whole industry.
83. **Aims and objectives** - There were four discrete objectives - to assess the effectiveness of delivery systems, to develop methods to provide evidence of prior learning, to identify gaps in competence and to put in place measures to provide additional training to fill the gaps. The overall aim was to develop a better delivery system for NVQs to encourage their wider use across the whole industry.
84. **Scope and partnerships** - 100 train drivers, 100 signalling staff and 100 maintenance/track staff were each put through the NVQ assessment. The companies participating in the pilot were Railtrack, Virgin Trains, Great North Eastern Railways, Midland Mainline, Central Trains, and AMEY Rail. The following providers, Clackmannan College, York College, Stourbridge College, the College of North East London, Swindon College, and Holistic Training, supported companies.

85. The findings - there were six main findings which need to be addressed:

- i. there needs to be greater consistency of evidence;
- ii. assessment recording needs to be made consistent between the NVQ and the safety critical assessment under the Railway Group Standards;
- iii. support from colleges to companies and individuals could be provided more cost effectively;
- iv. the following gaps were identified between the NVQ and the Safety Critical Work Regulations covering, providing a safe and secure working environment, exchanging information and productive work relationships;
- v. four areas of the assessment process need tightening up - mapping safety critical assessments to the NVQ standards, developing assessment materials and documentation, briefing and providing support to assessors, external verifier meetings, and monitoring progress and processing candidate information; and
- vi. funding arrangements with the devolved administrations need agreeing for future roll-out.

Recommendations

- City and Guilds, Railway Safety and RITC to review assessment systems and provide guidance.
- RITC to work with colleges to review and improve support systems.
- RITC to work with the Scottish Executive and the National Assembly for Wales to put in place funding systems and to publicise them to the industry.
- RITC to work with the LSC, and the devolved administrations to draw up measures to fill the gaps identified in the NVQ competences.

Key Theme 6 – improve training, development, qualifications and the external validation of competences for priority occupations

86. This key theme is about targeting action on three skills priority areas: trade occupations (drivers, signallers, engineering and track maintenance etc.), first line and middle managers, and graduates and professionals. The Rail Industry Group established the priorities and they are confirmed, as such, by subsequent evidence. There were three action points.

Action Point 6.1

secure industry - wide support for developing and implementing appropriate training and certification of key skills strategies for trade occupations

Action Point 6.2

identify and promulgate the industry-specific as well as generic management skills and establish training needs, secure the development of targeted training programmes and appropriate qualifications for first-line and middle managers.

Action Point 6.3

identify and promulgate the industry-specific as well as generic management skills, establish training needs for graduates and professionally qualified staff and explore the feasibility of establishing an industry-wide graduate development scheme.

Progress to Date

87. There have been a number of very productive initiatives in the priority skills arena. They include:

- i. SRA have been working with RITC and a number of train operators on the feasibility of establishing a Driver Training School in the London area to deal with critical shortages;
- ii. Newham College established a Centre of Vocational Excellence (CoVE) in railway engineering from May 2002;

- iii. the first ever pan-industry Learning Resource Centre opened in Glasgow on the 17th June. It is being supported by Scottish University for Industry, rail companies and Clackmannan College;
- iv. RITC is leading work on a Rail Sector Hub for the University for Industry (Ufi). It is supported by the rail trade unions;
- v. City and Guilds are to develop a management-training programme with the industry and the professional institutions;
- vi. ATOC Engineering Council have developed a cross - TOC Graduate Training Scheme for Mechanical and Electrical Engineers which is due to be launched in September 2002;
- vii. RITC has worked with partners to develop a Civil Engineering Graduate Apprenticeship and a 2-year Foundation Degree; and
- viii. Railtrack has developed a 'Conversion' Programme for equipping experienced engineers from other industries and sectors with the rail-specific know-how to operate competently in the rail industry.

88. Further work needs to be carried out to develop a fully holistic approach to priority skills needs. This will be a core activity of the National Rail Academy.

Recommendations

- The Rail Skills Board to draw up a strategy and action plans to tackle priority skill needs.

Action for SRA and DfES

89. In the first progress report the Working Group set out a range of crosscutting action to support the effective implementation of the Framework for Skills.

Communications strategy

90. In March 2002, SRA and DfES commissioned MORI and Fishburn Hedges to research, and develop a strategic communications approach for the 'Framework for Skills'.

91. The qualitative research, involving a series of consultations with industry stakeholders and employees, was completed this May. This research and associated background analysis confirms an industry fragmented since privatisation, comprising over two hundred organisations and giving rise to a parochial focus among participants. This silo mentality is exacerbated by current franchising/contracting arrangements, which provide limited security of tenure and precipitate short-term business horizons.

92. These emerging themes formed the basis of a workshop amongst primary stakeholders, focusing on building long-term commitment from key organisations and identifying the SRA's role as critical. The SRA is widely seen as the lynch pin, holding a key role in moving the industry forward to overcome skills shortages.

93. Framework for Skills seek to address the clear tension between short-term business issues and long-term industry needs. Research reveals that early steps are making an impact, with a growing understanding of the mutual benefits from industry-wide measures and standards. This momentum may be catalysed by the forthcoming Rail Skills Board, which will seek greater cohesion amid uncoordinated activity at industry, regional organisational levels. Communication must harness emerging momentum for co-ordinating skills opportunities and inspire prioritisation among industry participants as a consistent business focus.

94. A draft strategy has now been developed with further consultation being undertaken to prioritise actions to deliver maximum impact.

95. A further intention behind this work will be the confirmation of a suitable evaluation approach to ensure the tracking and measurement of the overall impact of the Framework for Skills within the context of the 10 Year Transport Plan.

Consulting industry and stakeholders

96. The consultation undertaken by MORI shows that awareness of the Framework for Skills amongst management and employees in general is low, although there is consensus that skills shortages do present a significant problem. Criticism is levelled at franchise structuring with many still looking back to the British Rail culture as utopia. There is a need to break the vicious circle of reactive management to problems with no contingency for training.

Evaluation

97. SRA and DfES to develop and implement an evaluation strategy so that the delivery and impact of the Framework for Skills can be fully assessed.

The Way Forward

98. This report demonstrates a huge and diverse range of action in hand to push skills up the agenda of the rail industry. That energy and activity needs to be galvanised into a focussed and more coherent strategy to drive the agenda forward. Over the next few months the industry need to get fully behind the Rail Skills Board in its drive to make a strong case for a Sector Skills Council (SSC) for the Rail Industry.

99. For its part the Working Group will:

- Consult the industry and stakeholders on the key issues arising from this report and provide an assessment of feedback.
- Contact key stakeholders to generate action to meet the recommendations in the report and assess progress.
- Report progress on the recommendations in this report early in 2003.

Annex 1

Working Group on Skills in the Rail Industry

Members:

Bob Oliver	National Assembly for Wales
Frank Robertson	Strategic Rail Authority (SRA)
Garry Mckenna	Northern Ireland Assembly
Mervyn Humphries (Secretary)	Department for Education and Skills (DfES)
Jackie Chappell	Rail Industry Training Council (RITC)
Keith Marshall	Adult Learning Inspectorate
Michael Haizelden	Office of the Rail Regulator
Simon Perryman (from 5th June)	Department for Education and Skills (DfES)
Liz Morrey (Joint Chair)	
Sandra Jenner (from 1st July)	Strategic Rail Authority (SRA)
Nick Newton (Joint Chair)	
Ian Kernohan (from 1st September)	Scottish Executive
Karen Watson	
Peter Loosley	Department for Transport (DfT)
Richard Evans	Railway Safety
Michael Stark	Learning and Skills Council (LSC)
Jackie Germain	Health and Safety Executive (HSE)
Michael Rix	Railway Trades Unions
Steve Bence	Association of Train Operating Companies (ATOC)
Andy Russell	Railtrack

Annex 2

Full Specification of the Action Points from First Progress Report

ACTION POINT 1.1

RITC will work with Railway Safety and the Association of Train Operating Companies (ATOC) to determine how, were it desirable, external validation of the assessment tests could be introduced, and what the relationship should be with the appropriate National Occupational Standards and learning pathways. Advice will be sought from the Health and Safety Executive. The findings will be reported to the RIG.

ACTION POINT 1.2

The RIG will work with relevant industry partners to explore the scope to increase the supply of people capable of meeting the aptitude requirements (opportunities for preparation through the New Deal, and the Employment Service will be explored).

ACTION POINT 1.3

The RIG will explore what action needs to be taken to ensure that the rail industry, through its recruitment, retention and career development strategies, draws on the talents and abilities of the whole community.

ACTION POINT 1.4

RITC will assess the annual intake in occupations for which there is structured training, such as provided through Modern Apprenticeships, and advise the RIG so that challenging targets can be set for each occupation.

ACTION POINT 2.1

RITC will investigate the timescale over which all rail companies, and key contractors can register for, and achieve Investors in People, and inform the SRA so that it can be considered as a priority in any skills element to the future franchising and regulatory requirements (see also franchising and regulation).

ACTION POINT 2.2

RITC will carry out a full labour market and skills analysis of the industry and update the Sector Workforce Development Plan, taking on board the full human resource implications of the 10 year Transport Plan and the SRA strategic agenda.

ACTION POINT 3.1

RITC will draw up a programme of action to improve the uptake of nationally recognised qualifications, including NVQs and SVQs, and communicate it to the RIG to set targets (see also regulatory and franchising arrangements).

ACTION POINT 4.1

Based on the advice of the RIG, the SRA will consider how each company should set out its human resource strategy, and how targets for Investors in People, the achievement of nationally recognised qualifications, (including NVQs and SVQs), and the use of approved training schemes, such as Modern Apprenticeships should be included in bids to become franchise holders and make complementary recommendations for non-franchise sectors of the rail industry.

ACTION POINT 4.2

The RIG will work with DETR and HSE to explore the potential contribution for extending regulation to broad occupational competence by establishing Regulated Occupations backed up by nationally recognised qualifications, and any potential relationship with NVQs and SVQs.

ACTION POINT 4.3

The RIG will consider whether the industry as a whole would support the concept of a voluntary training levy to improve the overall skills available to the industry and what arrangements would have to be put in place to underpin it in this context.

ACTION POINT 4.4

The RIG will consult companies, and other bodies, as appropriate, on whether there would be industry-wide support for a voluntary but publicly visible training agreement between each company and its workforce.

ACTION POINT 5.1

RITC will draw up and implement an action plan based on recent research and assess the provision needed to meet the targets specified in 4.1

ACTION POINT 5.2

RITC will work with the LSC and the devolved administrations to assess the changes needed in provision to meet rising targets for nationally recognised qualifications (including NVQs and SVQs), over the next three years, and in the life of the 10 Year Transport Plan, and make recommendations.

ACTION POINT 5.3

RITC working with the LSC, DfEE and the devolved administrations will draw up a portfolio of potential support available and communicate it to the industry.

ACTION POINT 5.4

The LSC, RITC and the Adult Learning Inspectorate will evaluate the NVQ pilot and draw up recommendations for improving assessment, identifying measures needed to provide training to bring candidates up to the full NVQ standard and communicate the findings to the industry.

ACTION POINT 6.1

The RIG will build upon the foundation work of the RITC (outlined in proposal for action 2.2) and secure industry wide support for developing and implementing appropriate training and certification of key skills strategies for trade occupations. The timescales will be consistent with the completion of the full labour market skills analysis.

ACTION POINT 6.2

The RIG, with the support of RITC, and through the appropriate mechanisms, with industry wide support, will identify and promulgate the industry-specific as well as generic management skills and establish training needs, secure the development of targeted training programmes and appropriate qualifications for first-line and middle managers.

ACTION POINT 6.3

The RIG, through the appropriate mechanisms, with industry wide support, will identify and promulgate the industry-specific as well as generic management skills, establish training needs for graduates and professionally qualified staff and explore the feasibility of establishing an industry wide graduate development scheme.

Published in MARCH 2001

Annex 3a

Baseline and performance: Investors in People

Company Performance - cumulative

Uptake	Sep 2001	Mar 2002
	Companies	Companies
% registered	16%	17.5%
Number registered	39	42
% achieved	7%	7.5%
Number achieved	16	18

Employees Covered - cumulative

Uptake	Sep 2001	Mar 2002
	Employees covered	Employees covered
% registered	36%	43.5%
Number registered	49548	56500
% achieved	19%	21%
Number achieved	24167	27829

Note: Information source: RITC survey June 2001 (109 companies, 103,100 employees) and liP database search on sample of 240 companies and approximately 130,000 employees. Companies expressing interest in or registered interest in liP is a total of 42% (source IER survey of rail industry).

Annex 3B

Baseline and Performance: NVQs and SVQs

Uptake of all rail-specific NVQs and SVQs

People registering for NVQs and SVQs

Performance in the preceding 6 months

	Sep 2000	Mar 2001	Sep 2001	Mar 2002
Registered Level 2	376	187	216	420
Registered Level 3	141	148	51	20
Total	517	335	267	440

Performance - cumulative from 1996

	Sep 2000	Mar 2001	Sep 2001	Mar 2002
Registered Level 2	1393	1580	1796	2216
Registered Level 3	282	430	481	501
Total	1675	2010	2277	2717

People achieving NVQs and SVQs

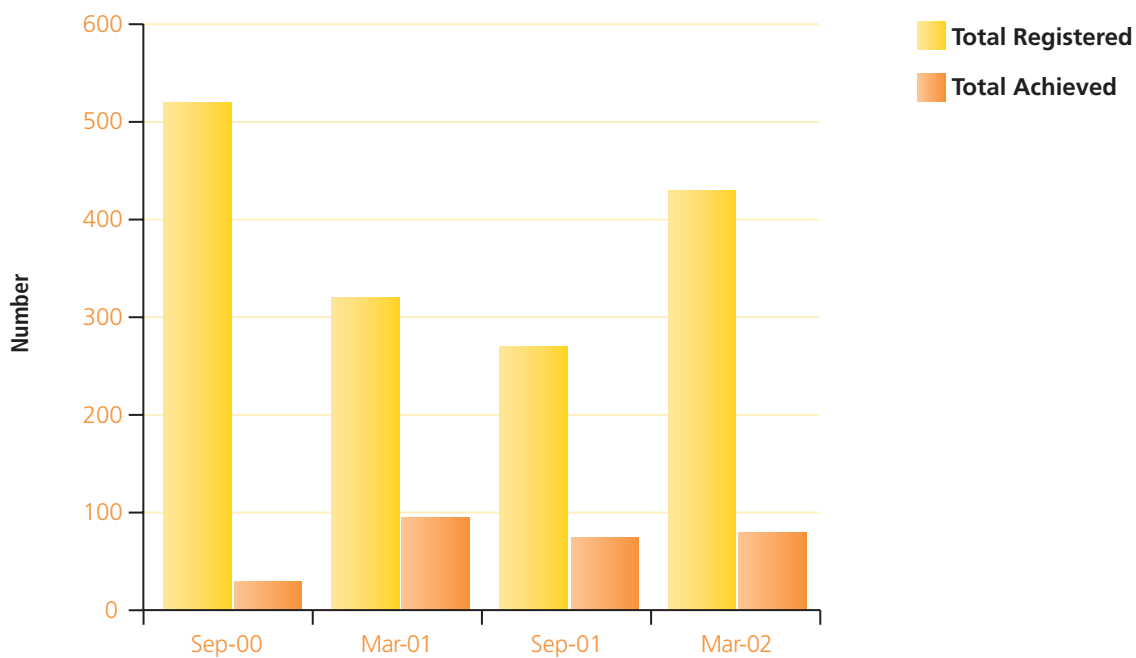
Performance in the preceding 6 months

	Sep 2000	Mar 2001	Sep 2001	Mar 2002
Achieved Level 2	41	45	62	76
Achieved Level 3	1	48	6	11
Total	42	93	68	87

Performance - cumulative from 1996

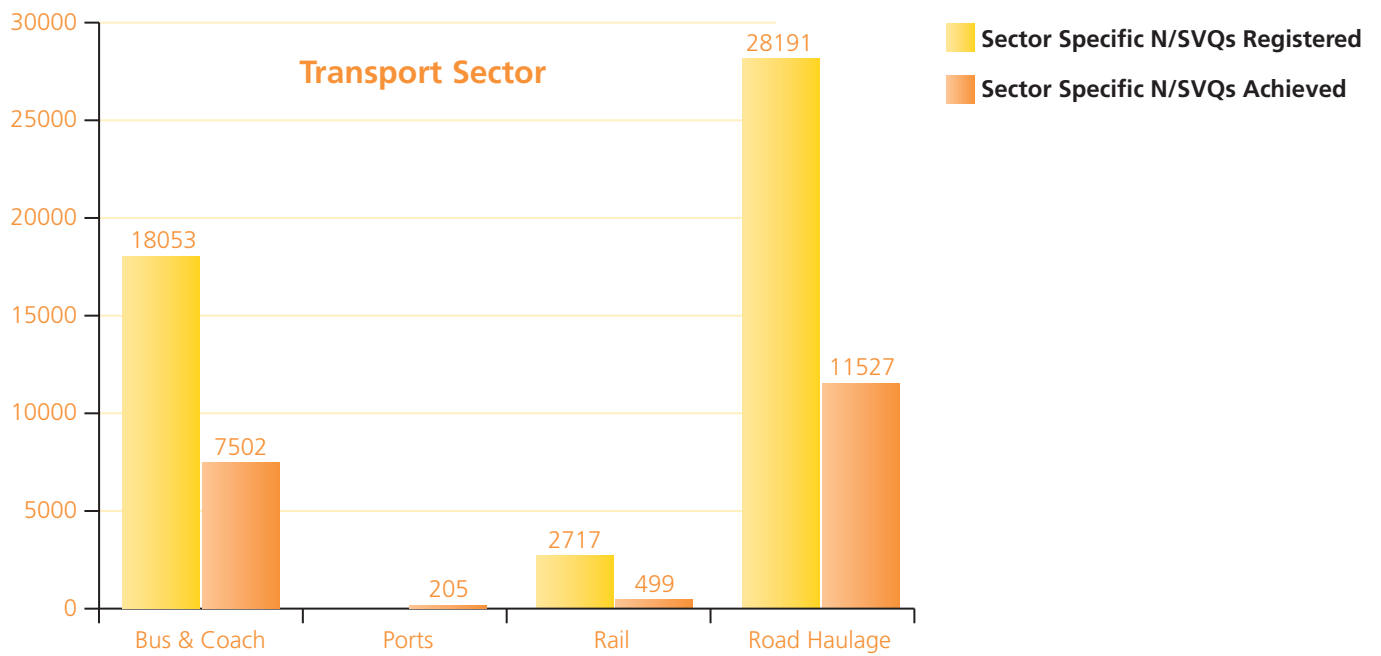
	Sep 2000	Mar 2001	Sep 2001	Mar 2002
Achieved Level 2	249	294	356	432
Achieved Level 3	2	50	56	67
Total	251	344	412	499

Total per 6 months



Note: The take up of N/SVQs has been low due to the concentration on safety assessments since 1994. The industry is developing common national standards for safety performance assessments and qualifications. The number of companies expressing a strong desire to qualify people represents approximately 2000 registrations by Autumn 2002. The work on providing support to people taking the qualifications is predicted to improve the conversion rate of registrations to achievement.

Comparative cumulative figures for transport sectors



Sector specific N/SVQs achieved as a % of the current workforce

	Total Current Workforce	% of N/SVQs Achieved
Bus & Coach	345,000	2.2
Ports	25,500	0.8
Rail	130,000	0.4
Road Haulage	600,000	1.9

Source: An Assessment of Skill Needs in Transport, DfES (2001)

Uptake of NVQs and SVQs in Rail Transport Operations

Rail Transport Operations Level 2

Date accredited 1999 - Number of people in scope 43,000

Performance in the relevant 6 months

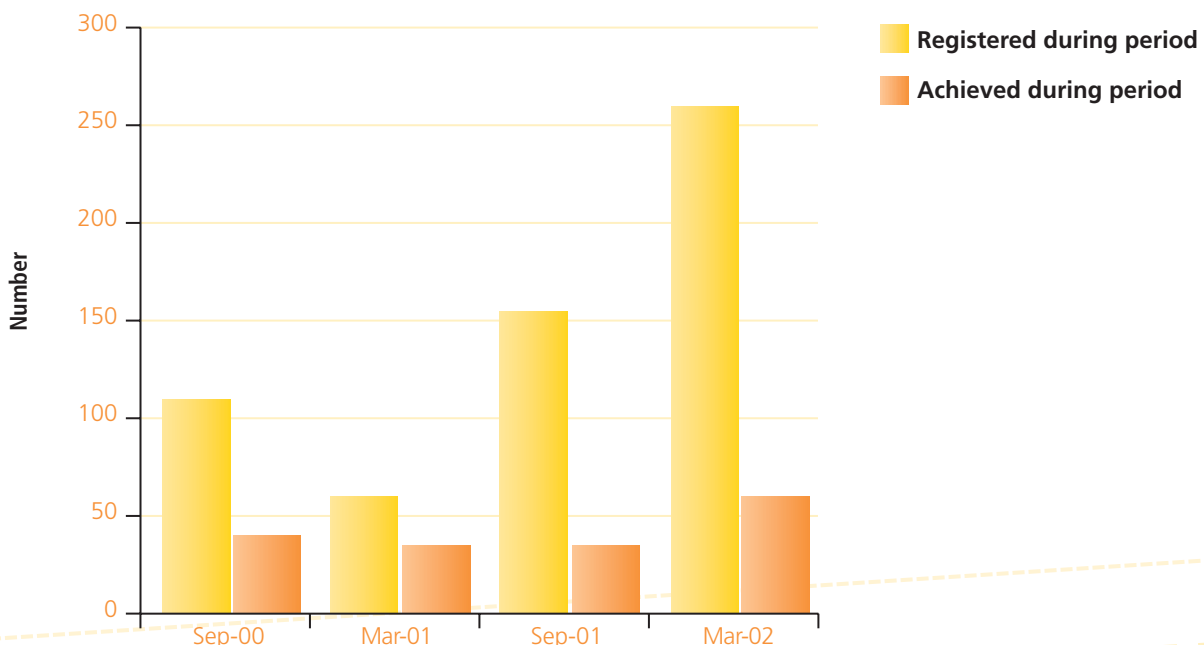
Uptake	Sep 2000	Mar 2001	Sep 2001	Mar 2002
Registered during period	108	62	154	255
Achieved during period	41	19	28	62

Cumulative

Uptake	Sep 2000	Mar 2001	Sep 2001	Mar 2002
Registered	942	1004	1158	1413
Achieved	246	265	293	355

Note: Figures from City & Guilds Mar 2002 and SQA June 2001

Six month period



Rail Transport Operations Level 3

Date accredited 1998 - Number of people in scope 5000

Performance in the relevant 6 months

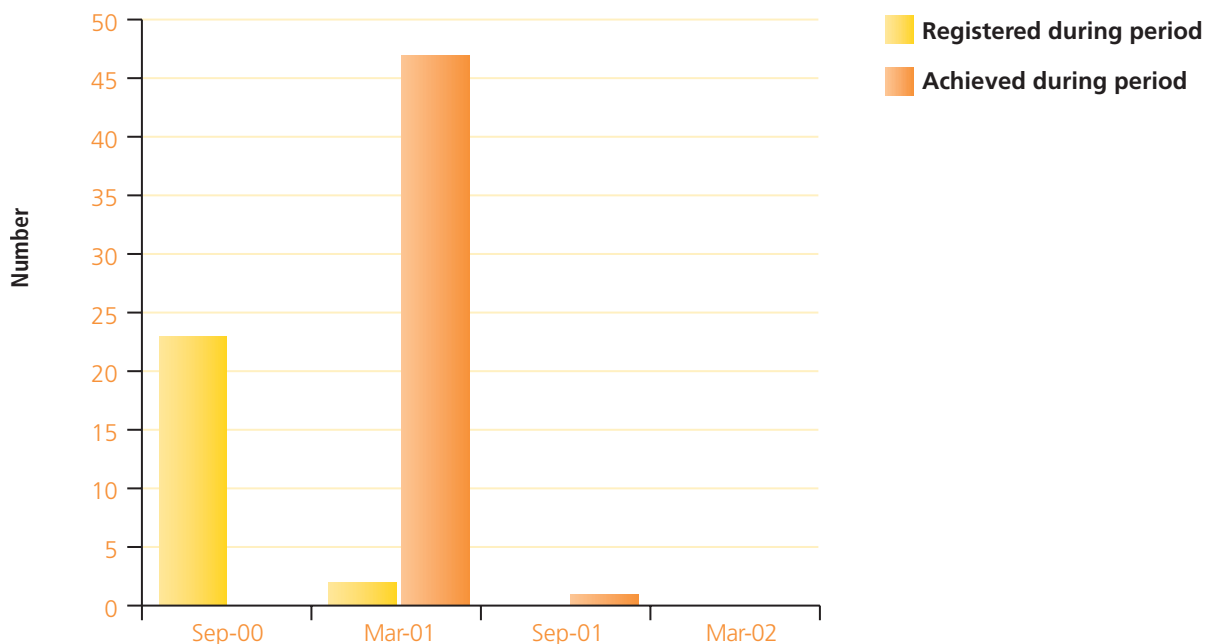
Uptake	Sep 2000	Mar 2001	Sep 2001	Mar 2002
Registered during period	23	1	0	0
Achieved during period	0	47	1	0

Cumulative

Uptake	Sep 2000	Mar 2001	Sep 2001	Mar 2002
Registered	53	54	54	54
Achieved	0	47	48	48

Note: Figures from City & Guilds Mar 2002 and SQA June 2001

Total per six months



Uptake of NVQs and SVQs in Rail Engineering Maintenance

Rail Engineering Maintenance level 2

Date accredited 1999 - Number of people in scope 22,000

Performance in relevant 6 months

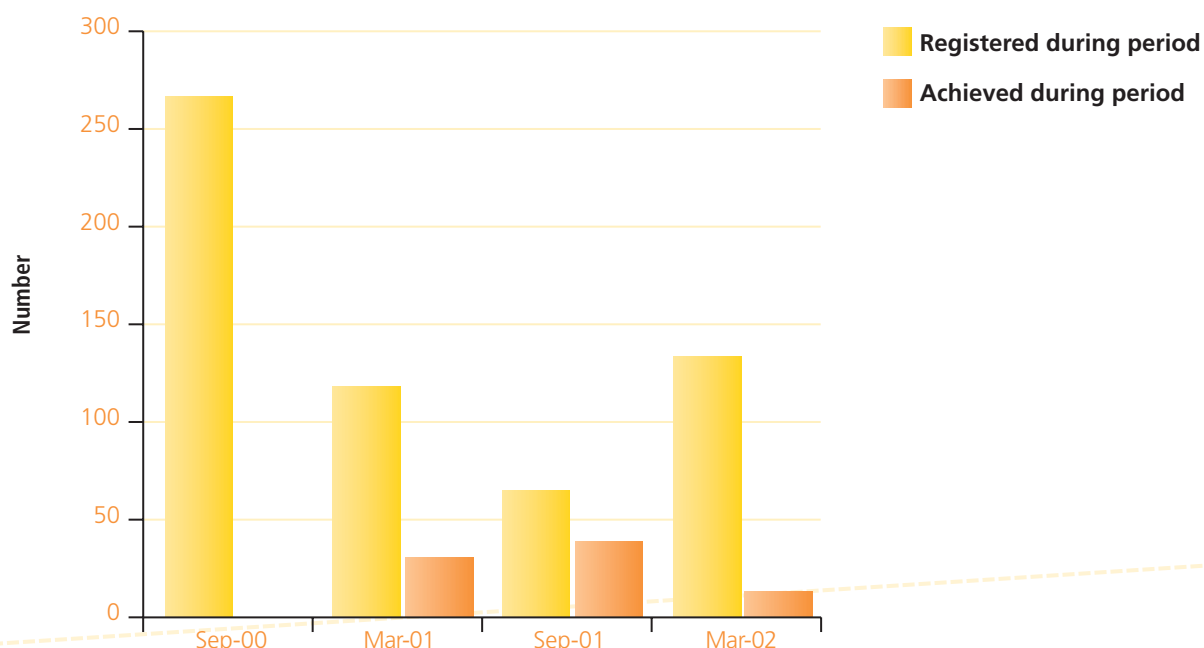
Uptake	Sep 2000	Mar 2001	Sep 2001	Mar 2002
Registered during period	267	125	62	138
Achieved during period	0	26	34	14

Performance - cumulative from 1996

Uptake	Sep 2000	Mar 2001	Sep 2001	Mar 2002
Registered	450	575	637	775
Achieved	3	29	63	77

Note: Figures from City & Guilds Mar 2002 and SQA June 2001

Total per six months



Railway Engineering Maintenance level 3

Date accredited 1999 - Number of people in scope 12,000

Performance in the relevant 6 months

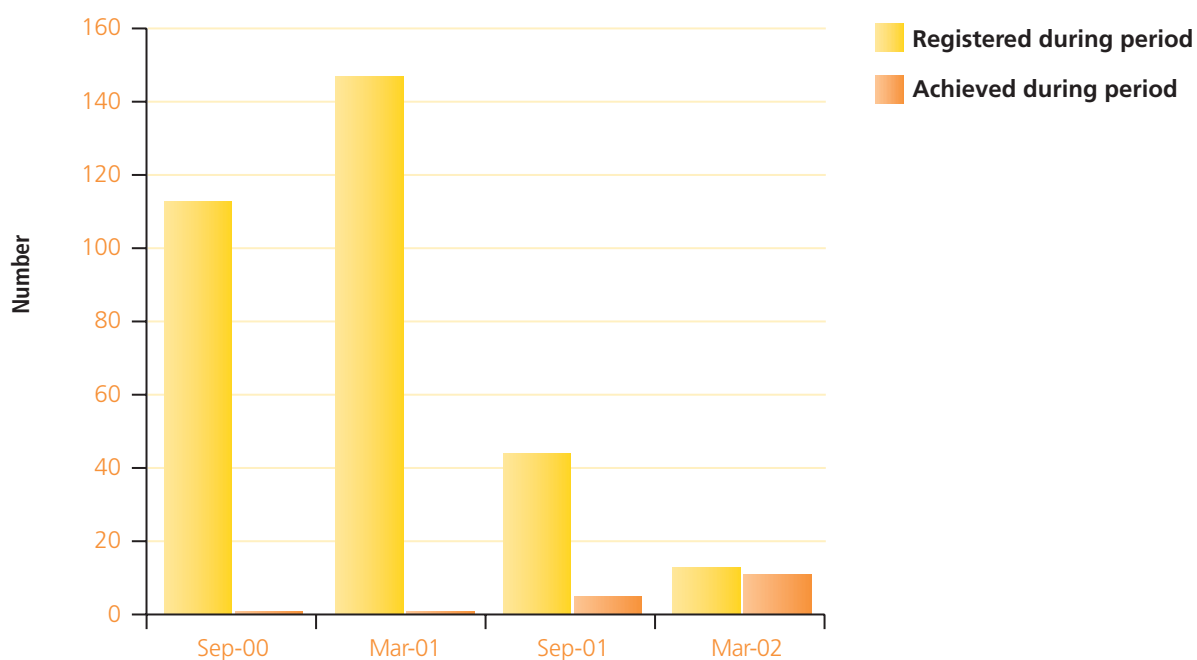
Uptake	Sep 2000	Mar 2001	Sep 2001	Mar 2002
Registered during period	113	147	44	13
Achieved during period	1	1	5	11

Performance - cumulative from 1996

Uptake	Sep 2000	Mar 2001	Sep 2001	Mar 2002
Registered	229	376	420	433
Achieved	2	3	8	19

Note: Figures from City & Guilds Mar 2002 and SQA June 2001

Total per six months



Uptake of NVQs and SVQs in Rail Engineering Renewals and Installation

Rail Engineering Renewals and Installation level 2

Date accredited 1999 - Number of people in scope 5,000

Performance in the relevant 6 months

Uptake	Sep 2000	Mar 2001	Sep 2001	Mar 2002
Registered	1	0	0	27
Achieved	0	0	0	0

Note: Figures from City & Guilds Mar 2002 and SQA June 2001. Scope figure includes overlap with Rail Engineering Maintenance level 2

Rail Engineering Renewals and Installation level 3

Date accredited 1999 - Number of people in scope 2,000

Performance in relevant period

Uptake	Sep 2000	Mar 2001	Sep 2001	Mar 2002
Registered	0	0	7	7
Achieved	0	0	0	0

Note: Figures from City & Guilds Mar 2002 and SQA June 2001. Scope figure includes overlap with Engineering Maintenance level 3

Annex 3c

Baseline and Performance: Modern Apprenticeships

Rail Transport Engineering Modern Apprenticeship

Date approved 1999 - Number of people in scope 22,000

Performance in the relevant 6 months

Uptake	Sep 2000	Mar 2001	Sep 2001	Mar 2002
Registered	1	42	76	45
Achieved	0	0	0	14

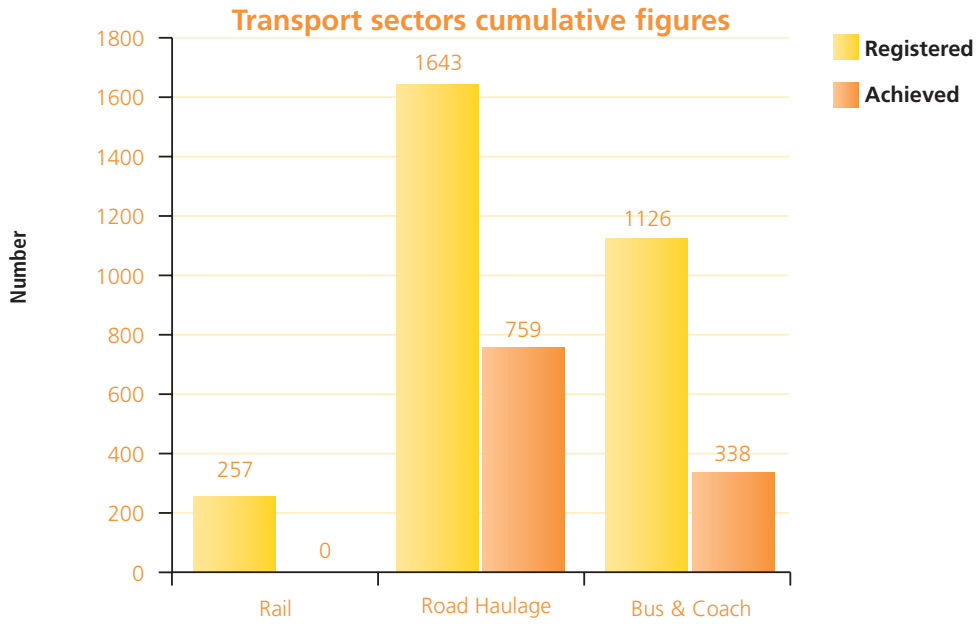
Performance - cumulative from 1996

Uptake	Sep 2000	Mar 2001	Sep 2001	Mar 2002
Registered	19	61	137	182
Achieved	0	0	0	14

Note: This is based on individualised learner records for first time starts on this MA. The framework code is 278

Modern Apprenticeship frameworks have been revised and will be submitted for approval in July 2002. The frameworks are for Foundation Modern Apprenticeships in Operations and Engineering and an Advanced Modern Apprenticeship in Engineering. Adult Apprenticeship frameworks are being developed for use from September 2002. Interest has been expressed by a number of train operating companies in using the Foundation Modern Apprenticeship when it is approved. Numbers recruited onto the Engineering frameworks are predicted to improve again in the Autumn. The target for recruitment during 2002 has been achieved.

Transport: Sector Specific Modern Apprenticeships



Annex 4

Analysis of skill shortages by priority skill areas

Occupational group	Occupation	Population	No of skill shortages June 2001	%	No of skill shortages Nov 2001	%
Trade occupations	Train driving	19000	855	4.5	1019	5.4
	Signal operation (and control)	6500	795	12.3	486	7.5
	Electrification	1800	522	29	557	30.9
	Track laying & maintenance	10000	1200	12	670	6.7
	Signal engineering	9000	720	8	237	2.6
First line/middle management		18650	755	4	380	2.0
Graduate and professional staff		20000	1638	8	2530	12.6
Other occupations		45050				
TOTALS		130000				

Annex 5

Key Questions for Industry and Stakeholders

Key Theme 1 – recruitment and labour supply

- Issue 1:** Should the Railway Group Standards apply to a broader range of occupations? If so, to which occupations?
- Issue 2:** What action could be taken to improve recruitment processes to reduce wastage and enhance the industry's reputation?
- Issue 3:** What action could be taken to ensure that women are better represented throughout the workforce.

Key Theme 2 – training for people in the industry

- Issue 1:** What more should be done to reinforce the value of Investors in People to rail industry companies?
- Issue 2:** How can rail companies improve their decisions on skills needs drawing on the new skills forecasting data?

Key Theme 3 – increasing the number of people gaining nationally recognised qualifications?

- Issue 1:** What more should be done to encourage rail companies to support their staff in gaining nationally recognised qualifications?

Key Theme 4 – to employ the regulatory and franchising arrangements to improve skill levels

- Issue 1:** How should Investors in People feature in the regulatory framework?
- Issue 2:** What other occupations should become Regulated Occupations?

Key Theme 5 – to ensure high quality training and assessment

- issue 1:** How does the rail industry ensure it anticipates, and provides for, the future skills needs which new technology and new rail 'products' will demand?
- issue 2:** How should the rail industry communicate its future education and training needs to potential suppliers, including further and higher education?

Key Theme 6 – to improve training, development, qualifications and external validation of competences for priority occupations

- Issue 1:** How should the industry ensure that the identification of the priority occupations is maintained on a current basis?
- Issue 2:** What are the industry-specific skills for first line and middle managers that need developing?
- Issue 3:** What professions should rail Graduate Apprenticeships be developed for?



